KEEPING RECORD

Applying Organisational Communication in intermediate phase classrooms

By

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DECLARATION

I, the undersigned, declare that the contents in this thesis constitute my own original work, which has not previously been presented to another institution, either in part or whole for the purposes of obtaining a degree.

A. Ramcharan ..... 2003/02/20 .....

SIGNATURE **DATE**

University of Zululand

Abstract

KEEPING RECORD

Applying Organisational Communication in intermediate phase classrooms

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In this thesis I present my recommendations regarding the role of organisational communication and record keeping in Outcomes-Based Education within the intermediate phase classroom. I reveal that the fundamental switch from the traditional educator-centred teaching to learner-centred teaching in Out-comes Based Education requires that both educators and learners be in command of a range of communication strategies in order to construct meaning in the real-world social contexts. It will also be illustrated that intra-personal, interpersonal and small group involvements are all essential for successful teaching and learning to take place. The importance of verbal as well as nonverbal communication skills are also given due attention.

Outcomes-Based Education is based not on knowledge, but on how we think learning takes place. The focus is on the mind of the learner as an imaginer, an inventor, a creator of ideas. What is clearly evident with this approach is the manner in which learners constantly negotiate, renegotiate and construct their own meaning. The focus is on the individual and not on the group. With this in mind, we need to note that everyone learns differently and we need to

assess accordingly. As educators we also need to recognise what learners have learnt and we need to find ways of acknowledging that learning has indeed taken place.

Out-comes Based Education requires a cooperative method of teaching which allows for democracy in the classroom. Learners are allowed to contribute freely about their daily experiences. Further to this I examine the forms of communication that learners and educators must be in command of to succeed in OBE. I further recommend tools that can be implemented to successfully manage assessments in OBE classrooms. A flexible database of spreadsheets will be presented which could be adapted to suit individual schools.

Writing conventions

I wish to draw the attention of the reader to the following conventions that I am following in this study:

1. I am using the abbreviated Harvard style of referencing, for example Edwards 1996: 52, meaning Edwards 1996, page 52.

2. The Department of Education's policy documents outlining the Revised National Curriculum Statement for Grades R to 9 that I consulted consist of 10 electronic files in Adobe Acrobat format. When referring to the Revised National Curriculum Statement I use the following format: C2005 (rev overview-doc) 2001: 10. The learning area document or policy document appears in brackets.

3. I have made a conscious effort to limit the use of footnotes as far as possible in order to facilitate the uninterrupted reading of the thesis.

4. Illustrative graphics, tables and graphs are all given as Figures 1–35 in their chronological sequence of appearance.

5. For commonly used terms full terms are used in headings. Acronyms are used in paragraphs.

6. In consultation with my promoter I consciously tracked down relevant information relating to verbal and nonverbal small group communication, and included the relevant material in my thesis, accompanied by the website address (URL) of the websites where I found the material. An example of a typical website address is: http://www.howardcc.edu/profdev/resources/learning/groups1.htm. It should however be kept in

mind that the Worldwide Web (WWW) is ephemeral and ever changing. It may well be that websites from which I garnered information will go offline or alter their contents over the course of time. While it is inevitable that some of the servers will shed documents, the periodic updating of files on most websites ensures the renewal of knowledge that does not happen as readily in the print media.

7. In instances where authorship could be established for website contents, or for an electronic document downloaded from websites, the author is given, followed by the website address as in: Bell 1998: http:// www. howardcc.edu/profdev/resources/learning/groups1.htm. I give the URL in place of page numbers because Website contents are not paginated.

8. In the bibliography I have separated the references in authored and non-authored references, and authored homepages that relate to the communication process. The non-authored references include websites.

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- All those whose generosity of spirit and expertise have helped me complete and present this thesis.

DEDICATION

I dedicate this thesis in memory of my Father

The Late

Mr Ramcharan Jagalal

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Chapter 1

ORIENTATION

INTRODUCTION

My research focuses on record keeping as an organisational communication task in the intermediate phase classroom within an envisaged Outcomes-Based Education setting. In this chapter, I will provide a brief outline of the structure of this thesis.

In chapter 2, I state the problems that will be investigated, the aims of my research and the research methodology I used to find solutions to the problems.

In chapter 3, I define and discuss the key concepts used in this study and show how cognitive processes determine human behaviour. The key concepts form an important part of further discussions within my thesis.

In chapter 4, I trace the history of communication together with a discussion of communication in organisations. I discuss the components as well as the elements of the communication process. I also give a detailed account of the importance of nonverbal communication in organisations.

In chapter 5, I discuss the nature and the importance of communication in organisations. I also discuss the theoretical approaches to communication in organisations. I also give due attention to the different levels of communication within organisations.

In chapter 6, I describe organisational change that is prevalent in organisations. I also indicate the multicultural nature of organisations. I also examine organisational change from a schools perspective, with particular reference to school development.

In chapter 7, I trace the development of assessment from a traditional perspective through to continuous assessment and Outcomes-Based Education. I also discuss aspects of formative, summative, diagnostic and evaluative assessment. Due attention is also given to the purpose of assessment. I focus on assessment and assessment techniques that may be employed to make assessment more meaningful. I also discuss the important link of communication between school and home. Various communication strategies are suggested to make the school-home contact more regular.

In chapter 8, I discuss Outcomes-Based Education in the intermediate phase with particular reference to the learning areas.

In chapter 9, I examine various aspects of record keeping ranging from traditional methods to a more conventional Outcomes Based method of recording. I identify the need for record keeping in the following instances: Educators' personal records of learning progress, records disseminated to parents; records kept by learners. I also discuss the use of marks and key ratings in an Outcomes Based milieu.

In chapter 10, I provide an account of the fieldwork that was done together with the data processing techniques adopted.

In chapter 11, I provide the results of the survey conducted with an analysis comprising of graphs and tables.

In chapter 12, I present the conclusions of my research and make a number of recommendations.

CONCLUSION

In this chapter, I provided a brief outline of the structure of this thesis concerning the introduction of organisational communication in an envisaged Outcomes-Based Curriculum with particular reference to record keeping in the intermediate phase. In chapter 2, I identified the systemic problems in OBE, state the aims of my research and indicate research methodologies.

Chapter 2

STATEMENT OF PROBLEM & RESEARCH PROCEDURE

INTRODUCTION

In this dissertation I will apply the principles of organisational communication to record keeping in intermediate phase classrooms. There are three phases in this study:

In the first phase I will analyse the principles of organisational communication as set out in Mersham and Skinner's New Insights into Business & Organisational Communication (2001).

In the second phase I will evaluate the methods of record keeping, currently being used by educators in the intermediate phase at selected primary schools in the Lower Tugela District.

In the third phase I will develop an effective method of record keeping for intermediate phase learning programmes that will ensure that records of learners' progress, and of educators' information management enhance Outcomes-Based Education.

STATEMENT OF PROBLEMS

One of the major changes brought about by Outcomes-Based Education (OBE) is the fact that it requires of educators to keep extensive, meticulous records of learners' progress. The most frequent complaints from educators regarding OBE is that they feel swamped by the amount of record keeping that is required. In this dissertation I will apply the principles of organisational communication to develop an efficient time saving procedure of record keeping for educators in the intermediate phase. The requirements of such a procedure are that:

Record keeping must distinguish between:

- Educators' personal records of learning progress, and
- Public records on display at schools, or disseminated to parents;

Records must be:

- Easily and inexpensively maintainable, and
- Kept records must reflect each learner's progress at a glance.

Traditional approaches to record keeping, largely involved the quantification of test and examination results. With the implementation of Outcomes-Based Education, there is a need for effective record keeping as regards the assessment of knowledge, skills, attitude and values – forms of learning not always subject to percentage calculations. Outcomes-Based Education requires the use of tools that appropriately assess learner achievement and encourage lifelong learning skills. With the emphasis on continuous assessment it is essential that the facilitator compile effective records of all learners so that progress is effectively monitored.

In order to evaluate current record keeping practices a survey of methods being used will be carried out at 50 randomly selected schools in the Lower Tugela District, which falls within the Empangeni region. The Lower Tugela District circuit will be targeted because it constitutes rural and semi-rural educational settings where problems of implementation are more acute than at schools in urban settings. By focusing on delivery in rural and semi-rural settings, a robust procedure of record keeping can be developed.

In the final phase of my research I will create a model of the types of records that educators could keep to facilitate effective learning and ensure easy continuous monitoring of learners' progress. This model will be in the form of a flexible database that educators can use in accordance to learning programmes in the intermediate phase.

HYPOTHESES TO BE TESTED

The following two hypotheses will be tested in this study:

1. Facilitators at public schools in the Lower Tugela District have a clear understanding of organisational communication in the intermediate phase.
2. Public primary schools in the Lower Tugela District follow sound record keeping practices, appropriate for Outcomes-Based Education.

MOTIVATION

The introduction of OBE has left many an educator feeling swamped with the amount of record keeping that is required. It is envisaged that this thesis will be useful in providing a sense of direction to intermediate phase educators in the successful compiling of records. The findings of the survey conducted will be used to create a database of record sheets that educators could use to adequately monitor learner progress.

AIMS

With the above problems and hypotheses in mind the following aims will be pursued in this thesis:

Aim 1

To determine by means of a literature survey what sound principles of record keeping are,

Aim 2

To determine by means of an analysis of documentation from the Department of Education, what forms of record keeping in OBE are being prescribed,

Aim 3

To determine by means of an attitude survey whether educators are aware of organisational communication principles that can be applied to record keeping in Outcomes-Based Education.

Aim 4

To determine by the same survey what forms of record keeping are currently being practised, in schools in the Lower Tugela District.

Aim 5

To determine whether the record keeping methods currently being used are effective in monitoring pupil progress.

Aim 6

To formulate an effective database of record keeping mechanisms that educators could use to monitor pupil progress effectively in accordance with the principles underlining Outcomes-Based Education.

RESEARCH METHODOLOGY

This research will consist of a literature survey, followed by survey research among randomly selected public primary schools in the Lower Tugela District of the Empangeni region.

Quantitative research methodology will be used to analyse the responses from the various public schools. The quantitative research will be conducted in the following phases:

- An appropriate questionnaire was constructed.

- Permission was sought from the relevant educational authorities in the Empangeni Region of the KwaZulu-Natal Department of Education for a voluntary, anonymous survey to be conducted among intermediate phase educators in its Lower Tugela District circuit.
- Permission of Principals in the Lower Tugela District circuit was sought for the survey to be conducted among educators in their schools.
- Questionnaires were disseminated and retrieved with the assistance of intermediate phase heads of departments at each school selected for the survey.
- The responses on the questionnaires will be encoded and analysed in the statistical program SPSS 11.

VALUE OF RESEARCH

The value of this research will be in the creation of a flexible database of record keeping techniques that can be used by educators for effective record keeping in the intermediate phase Outcomes-Based Education classrooms.

CONCLUSION

In this chapter I stated the problems prevalent with regard to organisational communication and record keeping in an envisaged OBE curriculum in the intermediate phase. Thereafter I stated the aims of my research, and I indicated what research methodology I used to find solutions to these problems in order to meet the aims of my research. In chapter 3, I define the key concepts concerning an envisaged OBE curriculum in the intermediate phase.

Chapter 3

KEY CONCEPTS

INTRODUCTION

In this chapter I will define the key concepts relating to my research regarding organisational communication and record keeping in the intermediate phase classroom in accordance with Curriculum 2005. The purpose of this chapter is to introduce the main concepts that I will be working with, and which I will analyse in greater detail in subsequent chapters.

Communication

Du Plessis 1991:21, states that communication is a process. Inherent in his argument is the dynamic nature of communication. Williams 1992: 11 states that communication is an activity, not a "thing". How humans communicate is greatly significant in our lives. Fundamental to the existence of the human species is the ability to communicate effectively. Much of our time is given over to the communication process. It is vital to the development of our personalities and personal and professional achievement. According to Steinberg 1998: 483 communication can be either verbal or nonverbal. These aspects will be dealt with in greater detail in subsequent discussions.

COMMUNICATION SCIENCE

According to Rugbeer 2001: 21 Communication Science is a systematic study of the codes, the modes, means and the objectives of the different forms of human communication, namely:

- *Forms of intrapersonal communication*

- Analysing
- Calculating
- Considering
- Comparing,
- Envisaging
- Fantasising
- Formulating
- Planning
- Deciding
- *Forms of interpersonal communication*
- Direct small group communication
- Conversation
- Brainstorming
- Consultation
- Participating in an interview
- Giving testimony
- Public communication
- Giving a speech
- Lecturing /Teaching
- Opening and welcome
- Vote of thanks
- Public hearing
- Giving a verdict
- *Mass communication*
- The print mass media

- Newspapers
- Magazines
- Information brochures
- Text books
- Manuals
- *The electronic mass media*
- Radio
- Television
- Organisational communication
- The application of a combination of a number of the preceding forms of communication used by an organisation with the objectives of maintaining it-self and propagating its stated objectives.
- *Digital interpersonal communication*
- Cell phones
- Personal computers, Tablet PCs, Laptop and notebook PCs linked the Inter-net via modems, cabled intranets and wide area networks, and wireless broad-band networks
- PDA (personal digital assistants) linked to the Internet via intranets, cabled wide area networks and wireless broadband networks
- *Intercultural communication*
- The application of a combination of a number of the preceding forms of communication used by individuals or organisations with the objectives of promoting intercultural understanding and communication as free as possible of misunderstandings.

Because my research focuses on the application of the principles of organisational communication to the process of record keeping, I will enlarge on this form of communication in the section that follows immediately below this one.

Organisational Communication

Mersham and Skinner 2001: 4 define an organisation as having two elements, namely people working together towards a common purpose or goal. These authors further indicate that organisational communication is the necessary communication that takes place in an organisation to achieve a common goal or purpose. An organisation is a stable system of people who work through a hierarchy of ranks and division of labour. Organisational Communication includes varied activities such as giving direction, counselling workers, interviewing new employees, evaluating staff, motivating people, analysing problems, resolving conflicts as well as establishing and monitoring work performance.

Small group communication

Small group communication refers to communication within a group of between three and twelve people. Borchers 1999: http://www.abacon. com/commstudies/groups/ definition.html states that with three members coalitions can be formed and some kind of organisation is present. Small group communication is used to enable people to accomplish things collectively, such as solving problems or making decisions. Family interactions involve small group communication.

Brainstorming

Brainstorming provides a non-judgemental environment for members to share ideas and find the best solutions. Before the session begins every member must understand the problem at hand. Learners must be encouraged to generate ideas individually. The recorder writes

down all the ideas presented during the session. Learners must be encouraged to voice their ideas. Others may need time to build of others' ideas. Learners can make the most of particular ideas if others do not claim ownership of them. The solution must only be decided on when all members have had an opportunity to share their ideas. When the feasibility of the solution is being looked at, learners should be as honest as possible. The final decision must be informed and well thought-out.

Metacognition

Lomofsky 1999: 77 state that metacognition is the process of thinking about one's own thinking. Metacognition allows learners to become more consciously aware of the strategies they employ and work at expanding and refining their repertoire of abilities. Metacognition is an important cluster of thinking processes. It refers to the self-monitoring, self-regulating mode of thinking. Metacognition also hi-lights the basic cognitive processes, including attention, perception and memory strategies. Metacognition processes involve self-evaluation, self-monitoring, self-recording, self – goal setting and self-reinforcement.

Verbal communication

Steinberg 1998: 483 states that communication in relationships follows a pattern of social penetration, in which the breath of topics and the depth of discussions tend to increase during the course of the relationship. At first we tend to talk about fairly superficial things. Gradually, we increase the depth and breath of what we are willing to talk about. Gender differences also exist in communication patterns, content and styles. These differences can interfere with effective communication.

Nonverbal Communication

According to Givens 2000: nonverbal2@aol.com nonverbal communication is the process of sending and receiving wordless messages by means of facial expressions, gaze, gestures, postures, and tone of voice. Also included are grooming habits, body positioning in space, and consumer product design (e.g., clothing cues, food products, artificial colours and tastes, engineered aromas, media images and computer-graphic displays). Nonverbal cues are produced and received below the level of conscious awareness. They include all expressive signs and cues (audio, visual, tactile, and chemical) used to send messages apart from manual sign language and speech. Nonverbal communication is an integral part of small group communication

Public Communication

Steinberg 1999b: 53, states that public communication refers to a scenario where a communicator, example a teacher does most of the talking while several people do the listening. Groups of people being addressed in the public speaking context are much larger than in the small group context. The result is that interaction between the members is severely limited or even impossible. However, the relatively face-to-face nature of public communication allows recipients actively to participate in the communication process through their occasional responses to what the communicator says. This allows the communicator to make on-the-spot *adjustments to the message.*

OUTCOMES-BASED EDUCATION

Klopper 2000: 5 defines OBE as a form of constructivist education that emphasises the acquisition of practical skills as an integral part of knowledge construction. Van der Horst and McDonald 1997: 13 state that objectives, competency-based education, mastery learning and criterion-referenced assessment together form the theoretical foundation of OBE. An educator

who acts as facilitator rather than a mere presenter of knowledge facilitates the learner towards the achievement of outcomes.

Chisholm et al (rev overview-doc) 2001: 20 outlines eight learning areas in the Revised National Curriculum Statement. The learning areas include Language, Literacy and Communication, Mathematics, Natural Sciences, Technology, Social Sciences, Arts and Culture, Life Orientation, Economic and Management Sciences.

Klopper, 2000b: 6-28 describes whole brain learning as the most suitable learning approach in the OBE classroom because the full potential of the learner is activated. Communication Science is a comprehensive discipline, which develops all of an individual's potentials and therefore will encourage whole brain learning.

Differences and similarities in learners have to be recognised and confirmed if communication is to be successful. In the constructivist classroom learners engage in a variety of communication skills, including verbal, nonverbal and written skills. Because Communication Science is so comprehensive, it does not tolerate the narrow acquisition of skills.

Traditional Outcomes-Based Education

According to Chisholm et al 2000: 11 Spady, one of the architects of OBE has stated that traditional OBE encompassed negative elements of education, such as rote learning, subject divisions, content-based knowledge and summative assessment. Traditional and transformational OBE can be depicted as being at opposite ends of the continuum.

Transitional Outcomes-Based Education

Transitional OBE lies between the two extremes of traditional and transformational OBE. According to Brandt 1994: http://showcase.netins.net/web/fwr /spawilhtm, Spady's

transitional OBE extends beyond the traditional OBE in that higher order competencies are emphasised – 'it centres curriculum and assessment design around higher order exit outcomes'. Having graduates who are broadly competent persons best reflects its vision.

Transformational Outcomes-Based Education

Marsh 1997a: 41, describes transformational OBE as being future oriented and committed to success for all learners. It includes clearly defined and publicly derived "exit outcomes" that reflect changing societal conditions and a curriculum framework that derives from the exit outcomes. It also includes a variety of methods that assures learners successful demonstration of all outcomes and provides more than one chance for learners to be successful. It incorporates a criterion-referenced and consistently applied system of assessment, performance standards, credentialing and reporting.

Spady and Marshall 1991: http://showcase.netins.net/web/fwr/oubapare.htm states that transformational OBE has its roots in the future-scanning procedures found in well-designed strategic planning and design models.

Curriculum

Popham and Baker 1970:84 view the curriculum as all the planned learning outcomes for which the school is responsible. The curriculum is thus seen in terms of outcomes or objectives that are to be achieved.

According to Parker et al 1998: 16 curriculum is dynamic and includes all the learning experiences provided for the learner. Marsh 1997a: 5 describes curriculum as an interrelated set of plans and experiences, which a learner completes under the guidance of the school. It includes all persons also associated with the school who might have some input into planning a curriculum. It might normally include educators, school councils and external specialists such as

advisory inspectors. The basic elements of curriculum design must reflect the intentions of the teaching-learning goals for any educational program. Curriculum considerations flow from the curriculum goals (what a learner should know and be able to do), to how to best teach and assess those goals in a unified or mutually supporting manner. The vision of lifelong learning supported by OBE forms the heart of the Revised National Curriculum project.

Curriculum Integration

Parker et al 1998: 16, state that particular attention is required to ensure that there is congruence between the various dimensions of learning. Van der Horst and McDonald 1997: 240, state that interdependence of the intellectual, physical, emotional and intuitive domains of human functioning bring about learning that is more effective. Curriculum is relevant to the learner when it takes into account a combination of the general and specific content. This means that curriculum must focus on learner values, thinking processes, cultural diversity, discovery and workplace experiences. The curriculum must provide situations for the transference of learning and knowledge taking into account various problems and situations. Curriculum integration increases the relevancy of learning experiences by connecting learning to real life applications. General and vocational education concepts and skills must be incorporated into the curriculum design. Integrated school-to-work curriculum influences what skills and information learners learn, how well they learn, and how transferable these skills and knowledge are to real-world applications.

The Revised National Curriculum

The initial national curriculum statement for OBE was generally perceived to be problematic. In the light of this the Minister of Education, Professor Kader Asmal appointed the Chisholm committee, which revised the initial curriculum statement and released the revised national curriculum statement. It was released online in the form of eight electronic documents

in Adobe acrobat format. The Revised National Curriculum Statement consolidates Curriculum 2005, which was first introduced in 1998. It does so through simplifying its main design elements while at the same time ensuring that learning expectations are clearly spelt out at each grade. This Revised National Curriculum Statement is made up of critical and developmental outcomes, learning outcomes and assessment standards.

Assessment

The term "assessment" covers a wide range of activities such as evaluation, appraisal, investigation, or a dynamic form of teaching which elucidates the strengths and needs of learners. Van der Horst and McDonald 1997: 167 state that assessment of learning is an essential element of OBE. Assessment is not just about testing.

The 1998 Draft Assessment Policy in General Education and Training Phases: Grade R to 9 and ABET defines assessment as follows:

"The process of identifying, gathering and interpreting information about learner's learning. The central purpose of assessment is to provide information on learner achievement and progress and set the direction for on going teaching and learning". (DNE, 1998a)

Assessment consists of a series of tasks set in order to obtain information about a learner's competence. These tasks can be workplace/ coursework/ classroom/ homework/ project-based or they can be set in an examination paper.

Assessment has elements of measurement and evaluation but what is now emphasised in an OBE setting is the positive aspect, namely the essential linking of a diagnostic aspect with classroom curricula and the growth and development of the learners. Assessment must be seen as a valuable tool for educators to understand learner's achievements and needs.

Continuous assessment means that educators need to assess learners not only through marking their work (summative assessment), but also assessing different kinds of written and oral work completed for exams or tests. The purpose of such assessment is to assess strengths and weaknesses. There seems to be a determined move from input-based, norm-referenced, summative assessment to outcomes based, criterion-referenced formative assessment.

Constructivism

Klopper 2000: 4 defines constructivism as a theory of learning that is grounded on the premise that human beings continuously and automatically construct knowledge of our interaction with other entities in the environment. According to Hanley 1994: http://www.towson.edu/csme/mctp/Essays/Constructivism.txt learners actively take knowledge, connect it to previously assimilated knowledge and make it theirs by constructing their own interpretation Klopper explains that humans use basic elements of knowledge known as image schemas to construct knowledge in the form of mental models that represent our understanding of which things there are in the world that we live in, how things interrelate and in what interactions they can be involved. Learning is therefore a process of continuously adjusting our mental models to accommodate new experiences. Differences and similarities in learners have to be recognised and confirmed if communication is to be authentic. In the constructivist classroom learners engage in a variety of communication skills, including verbal, nonverbal and written skills. Because Communication Science is so comprehensive, it does not tolerate the narrow acquisition of skills. Educators focus on the seven intelligences, which include visual-spatial, bodily kinaesthetic, musical-rhythmic, interpersonal, intra-personal, verbal linguistic and logical-mathematical. Carvin 1998b: http://edweb.gsn.org/ constructivism.basics.html explains that the basic tenet of constructivism is that learners learn by doing rather than observing.

Carvin 1998b: http://edweb.gsn.org/ constructivism.basics.html learners bring prior knowledge into a learning situation in which they must critique and re-evaluate their understanding of it. This process of interpretation, articulation, and re-evaluation is repeated until they can demonstrate their comprehension of the subject. Constructivism often utilises collaboration and peer criticism as a way of provoking learners to reach a new level of understanding. Active practice is the key of any constructivist lesson.

Syllabus

Marsh 1997a: 4 describes 'syllabus' as a summary statement about the content to be taught in a course or unit, which is often linked to an external examination. The emphasis is on *what* content is to be taught at school. According to Kearsley 1996: http://www.asu.edu/cfa/wwwcourses/art/SOACore/syllabus definition. htmt the single most important instrument of structure in a course is the syllabus, which outlines the goals and objectives of a course, prerequisites, the grading/evaluation scheme, materials to be used (textbooks, software), topics to be covered, a schedule, and a bibliography. Each of these components defines the nature of the learning experience.

CONCLUSION

In this chapter I defined the key concepts relating to my research regarding organisational communication in an OBE classroom in the intermediate phase. The key elements of the communication process in direct small group communication as well as in public communication are given due attention. Attention is also focused on the revised national curriculum statement.

In subsequent chapters, I will discuss how each of these concepts form an important part of Organisational Communication with particular reference to record keeping in the intermediate phase.

Chapter 4

THE COMMUNICATION PROCESS

INTRODUCTION

In the previous chapter I outlined the key concepts that form the backdrop to my research. In this chapter I will present the results of a more extensive literature survey of some of these concepts that play a central role in this study. I begin by exploring human communication by looking backwards examining the way in which prehistoric people communicated and how communication has developed. Due attention is also given to Nonverbal communication.

The History of Communication

Our pre-historic ancestors were not capable of producing sounds that resembled speech. Steinberg 1994: 2, states that without some means of recording information, we would not have been able to trace the development of civilization. Much knowledge of the past has been acquired in cave paintings by archaeologists in Spain, France, and Southern Africa. These paintings depict animals, geometric signs and human figures that describe scenes of hunting and tribal rituals. The image of the wild ox at Lascaux is a typical example. The ox was symbolic of fertility and power during that period of time.

Fig. 1: Image of a wild ox at Lascaux in France at http://colophon.com/gallery/minsky/caves.htm

We are unable to clearly decipher the true meanings of these inscriptions, but what is important is that they are the oldest surviving records of human communication. Gelb I.J1969: 223 further reaffirms this concept by indicating that it is difficult to study speech without knowledge of its writing, and it is almost impossible to understand a writing without knowledge of the speech for which it is used. Writing is more conservative than speech and it has a powerful restraining influence on the natural development of the speech.

Steinberg 1994: 3, states that prehistoric people received and exchanged information about the environment through their senses: sight, smell, taste, touch and hearing. They also communicated with one another through gestures, posture and facial expressions, and expressed a limited number of sounds such as grunts and cries. Gelb 1969: 223 indicates that the interrelation between speech and writing and their mutual influences are very strong. The earliest forms of writing did not resemble the alphabet we use today. The first writing system, using pictures was referred to as cuneiform, which was invented by the Sumerians. Some four hundred years later the Egyptians produced a system of writing known as hieroglyphics, which was a series of pictures, which portrayed a story. Gelb 1969: 74 states that the Egyptians developed two forms of cursive writing, known as hieratic and demotic. This started as a pictorial representation of an entity in the real world. This was further developed were the pictogram was then used to represent concepts in the minds of people. The development of small communities increased the need for communication. Steinberg 1994: 3 states that the development of speech and language

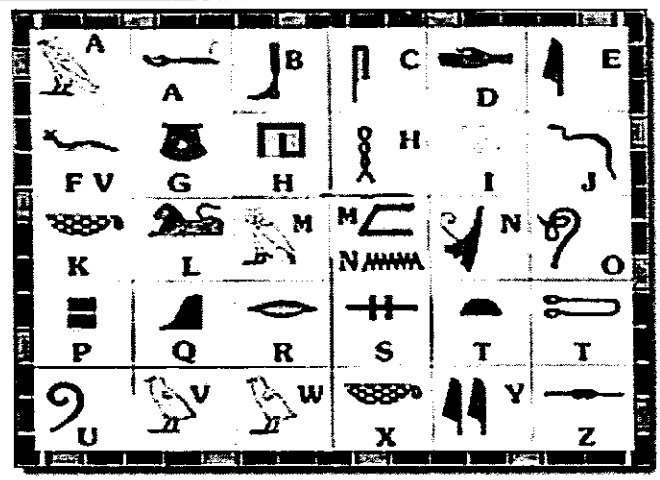

Fig. 2: Image of Egyptian hieroglyphics at http://www.seviour.fsnet.co.uk/egypt/hieroglyphs.htm

was the first major revolution in the means of communication available to human beings. Speech gave people the ability to think and plan ahead.

Elements of the communication process

Communication is an everyday activity, which is quite complex. Without communication, all that we think of, as human experience would cease to exist for it is a vital component of all spheres of life. Riches 1999: 165 states that management cannot take place without communication, and organisations cannot exist without it. Mistakes are often made because communication is not seen as a two-way exchange, but as a directive from above, without consideration for those for whom the communication is intended. Negotiation in communication is often vital if the message is to be fully received accepted by the parties concerned and acted upon.

Most authorities on communication agree that the main components in the communication model are:

- The source, or communicator
- The channel
- The medium in which the message is carried
- The sign and symbol used to express and interpret the message
- The message content
- The recipient

Generally, most theorists who have a technical view of communication view communication as a linear or one-way sequence of events from person one to person two. The persons involved in the communication process are discussed below.

Components of the communication process

People

The two main components are the communicator and the recipient.

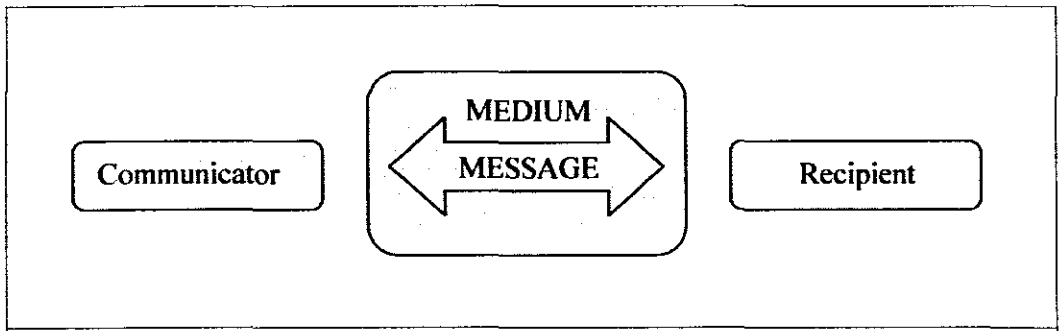

Fig. 3 Communicator / Recipient Relationship

The role of communicator and recipient are interchangeable, they make the communication process dynamic in nature. According to Steinberg 1994: 1 a communicator is the person who initiates the communication process by intentionally forming messages using verbal and nonverbal signs in order to share his thoughts and feelings with someone else.

The recipient is the person who receives the message and participates in the communication process. The recipient actively interprets the message and responds to the communicator. There could be more than one recipient in the communication process. A typical example could be were a speaker addresses a large audience of people.

Messages

During the communication process messages are sent by the communicator and received by the recipient. The message usually has a content, which could be factual information, thoughts, ideas or feelings expressed by the participants. According to Mersham and Skinner 2001: 10, the message initiates a behavioural reaction in the recipient. The recipient of the message thus responds accordingly whether verbally or non-verbally.

Signs and codes

According to Mersham and Skinner 1999: 18 messages are composed of signs and symbols, which have (for the source and the recipient) a certain meaning. Communication is both verbal and nonverbal, both work together to convey the message. It is also important to note that different types of nonverbal communication, example gestures could convey different messages. The different cultures in society interpret facial expressions, body movement, and hand gestures differently, which could be problematic. Steinberg 1994: 14 states that nonverbal signs are cues that are transmitted without the use of sounds. A typical example of signs in society is that of the traffic robots. People react according to the colours as they flash. Each of the colours coveys meaning to the recipient, and the recipient responds accordingly. According to Mersham and Skinner 1999: 18 messages are composed of signs and symbols, which have (for the source and the recipient) a certain meaning.

Encoding and decoding signs and codes

According to Steinberg 1994: 15 encoding is the process of transforming verbal and nonverbal signs into messages, whereas decoding is the transformation of verbal and nonverbal signs into messages. Mersham and Skinner 2001: 10 indicate that encoding is a form of expression from the source of an already conceived idea into a message appropriate for transmission. To encode is therefore to change a meaning into a series of signs and symbols, such as language. Encoding is the activity required to transform ideas into observable sensory signs. The idea is in your mind but you have to put it into sensory signs that must be observable to the person with whom you are communicating. The definition of encoding is therefore the transmission of inner thoughts, beliefs and feelings into external, material signs.

Mersham and Skinner 1999: 18 state that decoding is the reverse process that occurs in the mind of the recipient it is the activity required to interpret the sensory data into meaningful information. If the message is encoded in spoken word, the recipient receives the sound waves

through the auditory sense. The brain will recognise theses sounds as speech to which meaning will be attached. The message is now decoded. Decoding is defined as the transfer of raw sensory data into meaningful information. Mersham and Skinner 2001a: 10 explain that decoding is the translation of received stimuli into an interpreted meaning. Recipients therefore decode messages by changing the symbols and signs into meaning.

Icons, indices and symbols

Icons refer to real items in the real world. Famous personalities like Nelson Mandela, Hitler and Mother Teresa are often referred to as icons within our society. Icons can portray positive as well as negative images. People often view Hitler as a negative icon, largely because of his rigid military rule and dictatorship. Society at large view Nelson Mandela as a positive icon, largely because of his long struggle in prison together with his humanitarian views on democracy. Mother Teresa is also viewed as a positive icon because of her sympathetic and caring nature towards people at large.

Indices refer to concepts within categories. Indices are used to indicate items in the real world. This could include examples like, 'Dark clouds are an indication of rain'. Indices tend to form a semiotic web of knowledge, which is a result of the integration of thinking and knowledge. Meaning tends to be inferred from past happenings and experience.

Symbols also form a semiotic relationship of integration. We cannot identify words if we do not know the letters of the alphabet, we cannot read if we are not able to identify words. In the same way we are not able to following instructions if we do not know what they mean. Symbols are also imprinted in our minds. Examples of this could include: Modes of transport, types of food, types of plants, and birds on our environment. Symbols are also used in abstract applications. Examples could include a + b = c, were a, b and c each have specific values.

Hence there is a semiotic relationship between the given symbols, which actually represent number values.

Channel

Mersham and Skinner 2001: 10 state that channel is the means by which a message travels from a source to a recipient. The channel is the route by which the messages travel. In organisational communication a number of channels may be identified. These include meetings, memos, reports and discussions. Mass media channels include newspapers, magazines, films, radio and television. Interpersonal channels involve the face-to-face exchange between a source and a recipient. This can be illustrated as below:

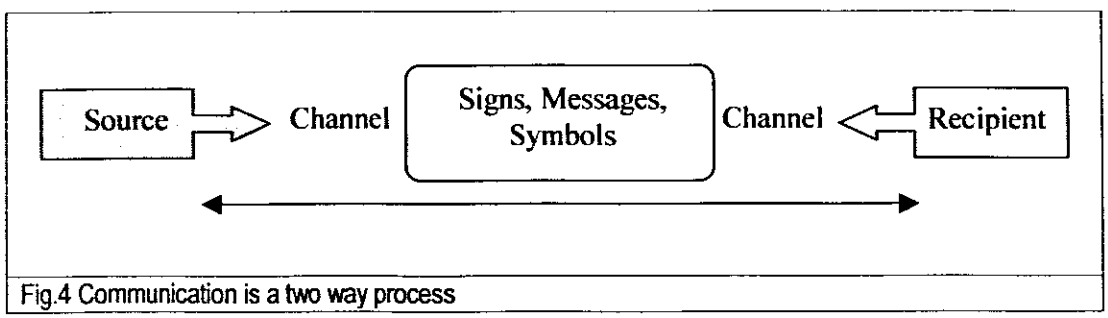

Fig.4 Communication is a two way process

Recipients

Mersham and Skinner, 2001:12, indicate that the recipient is the most important single element in the communication process. In South Africa, English is the main language of managerial organisational communication. Mersham and Skinner, 2001:13, further emphasise that multilingualism policies should be encouraged within organisations to further re-enforce the African Renaissance.

Communication effects

Communication effects are the change in recipient behaviour as a result of the transmission of a message. Mersham and Skinner, 2001:13, state that when we speak of "effective communication", we mean communication that results in a change in behaviour as was intended by the source. They hi-light three main communication effects:

- Changes in recipient's knowledge
- Changes in recipient's attitudes
- Changes in recipient's overt behaviour

These changes do not necessarily occur in sequence. Studies in organisational communication indicate that the purpose of organisational communication is to bring about a change in behaviour in the recipient. When the intention of the source is achieved, the communication is thought of as being effective.

Feedback

According to Steinberg 1994: 16 feedback is the response of the participant to each other, which may take on different forms. Examples of feedback include a smile, a request for more information, or applause to a speaker at a meeting. Feedback is the means by which we are able to negotiate ideas and exchange meaning. Steinberg, 1994: 16, states that feedback allows for the mutual exchange of opinions so that mutually satisfactory conclusions can be reached.

Mersham and Skinner 2001:13 state that feedback may be thought of as a dynamic two-way process. It also serves as a measure of effectiveness of the communication process.

Noise

Steinberg 1994: 16 states that noise is a stimulus that interferes with the transmission and reception of messages. Noise thus interferes with the success of the communication by distorting the message so that the message received is different from what was actually intended. The outcome of personal encounters will depend on:

- *External noise*, namely stimuli in the environment that distract attention, example, a bad odour, a cold room or an uncomfortable chair or

- *Internal noise*, namely the feelings and thoughts of the individual that may interfere with communication, example, moods and personal prejudices or
- *Semantic noise*, namely interferences due to the meaning of words, example when spoken to in a language that you cannot understand or when a doctor uses terms which you do not understand you are uncertain of what the problem is.

Communication makes Connections

From everyday life experiences we find that communication is something, which makes connections. Connections are made between people, either individually or in groups. The connection is sometimes immediate, as when we talk face to face or "delayed" as when advertisers communicate with us through street posters or adverts. The act of communicating is thus an act of making a connection. Through these connections ideas, beliefs, opinions and pieces of information are passes on. Speech links us with one another, whereas the world at large can be linked through television. In light of having made a connection it is essential that we learn how to use this connection to the best of our ability. In a classroom context the educators makes connections at various levels, i.e. with his learners, fellow educators, parents, as well as department officials.

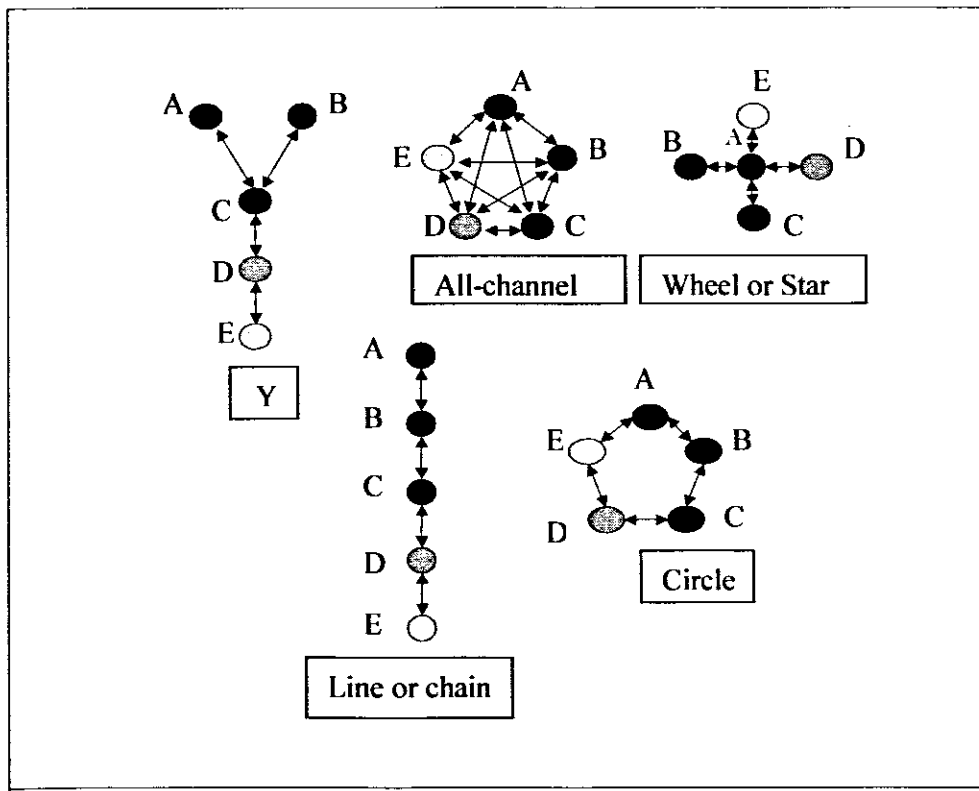

Fig.5 Patterns of networking (Fisher 1982; Gamble & Gamble 1987: Tubbs and Moss 1991)

Mersham and Skinner 2001a: 48 state that as a result of the complexities of modern day business, organisations have evolved a number of communication networks. Networks simply represent the structure of channels through which messages pass from one person to another in groups.

These networks may be viewed from two perspectives – either as small groups left to their own resources or as formalised structures established by an organisation for communication within the company.

Networks represent general types of group communication patterns and can be found in most groups and organisations. Groups are faced with real problems and decisions. Beginning in the 1950s, many research studies have been conducted to test the importance of various networks on the effectiveness of communication (Guetzkow and Simon 1960; Fisher 1981;

Gamble and Gamble 1987; Trenholm 1991; Tubbs and Moss 1991). Figure 5 illustrates a number of networks that might exist in a five-member group. The wheel, chain and Y are centralised networks. In the wheel, A – who occupies the central position, is able to communicate with the other four, but they are only able to communicate with him. In the network, A, B and E can communicate with only one other person, and in the chain the same is true for A and E. In the centralised network the person with the most channels of communication tends to become the group leader. The circle and the all channel patterns are decentralised and sometimes leaderless. In the circle, each member is able to communicate with two others, and in the all-channel network, each member is able to communicate with all the others.

Steinberg 1994: 103 states that two early sociologist, Bavelas (1950) and Leavitt (1951) conducted research on small groups to measure the problem-solving abilities of different networks. They studied four communication patterns: the chain, the wheel, the circle and the Y network. Leavitt manipulated the freedom with which information could be transmitted from one subject to another in each network and then compared the results. The wheel, which is the most centralised of the four networks proved to be the fastest and the most accurate in solving problems. The circle network proved to be the slowest, using the most amounts of messages and was the least accurate. The circle groups showed the highest morale and more readily corrected their errors than the others.

Steinberg 1994: 103 goes on to explain that later experiments modified these earlier results by showing that problem solving efficiency depends on the type of task. While they confirmed the greater speed and accuracy of centralised networks for solving simple problems, they showed that decentralised networks are faster and more accurate in solving more complex problems (Shaw 1981). The reasons for this is that decentralised networks are able to develop better plans for performing complex tasks because members can communicate their ideas di-

rectly to each other, without having to go through a central person. Later experiments also reveal that both group morale and individual satisfaction with the operation of the group are higher when people are not cut off from each other. The general consensus among researchers is that the all-channel network seems to be the most desirable. While it initially tends to be more inefficient, the opportunities for free discussion and feedback ultimately result in greater accuracy and satisfaction.

Lewis (1975) elaborates on the above findings as follows:

CHARACTERISTIC	*CIRCLE*	*CHAIN*	*WHEEL*	*ALL-CHANNEL*
SPEED	Slow	Fast	Very Fast	Slow/Fast
ACCURACY	Poor	Good	Good	Poor/Excellent
MORAL	High	Low	Very Low	Very High
LEADERSHIP	None	Marked	Very Pronounced	None
ORGANISATION	Unstable	Emerging stability	Very Stable	Unstable
FLEXIBILITY	High	Low	Low	High

Fig.6 Communication and organisation structure (Lewis 1975: 86, quoted in Rasberry and Lemoine 1986: 108)

Riches C 1999: 172 contends that one should approach the above findings with a degree of caution because there is evidence that other factors influence the communication process, such as the powerful influence of the task structure within the group of performance. Once the structure has been set up the task is more readily achieved irrespective of the basic network set up. He further states that there is undoubtedly enough evidence to say that communication

network influence the communication process in a significant way. Open channels need to be created to allow discussions among members. This provides an opportunity for ideas that are proposed to be accepted or rejected, or modified in response to group feedback. The leader of the group therefore has to have an understanding of communication networks in eliciting contributions from all members and encouraging open communication.

Nonverbal Communication

Nonverbal communication is an integral part of small group communication. According to Givens 2000: nonverbal2@aol.com nonverbal communication is the process of sending and receiving wordless messages by means of facial expressions, gaze, gestures, postures, and tone of voice. Also included are grooming habits, body positioning in space, and consumer product design (e.g., clothing cues, food products, artificial colours and tastes, engineered aromas, media images and computer-graphic displays). Nonverbal cues are produced and received below the level of conscious awareness. They include all expressive signs and cues (audio, visual, tactile, and chemical) used to send messages apart from manual sign language and speech.

Body-language signals may be: learned, innate or mixed

Eyewink, thumbs-up and military-salute gestures are clearly learned. Eye-blink, throat-clear and facial-flushing cues on the other hand are clearly inborn or innate. Laughing, crying, shoulder-shrugging and most other body-language signals are "mixed", because they originate as innate actions, but cultural rules later shape their timing, energy and use.

Functions of Nonverbal Communication

Steinberg 1999: 53 identifies the following as the main functions of Nonverbal Communication:

- To reinforce the verbal message
- To complement the verbal message
- To contradict the verbal message
- To regulate the verbal flow

Categories and features

Nonverbal communication can be divided into four broad categories:

Physical: This personal type of communication includes facial expressions, tone of voice, sense of touch, sense of smell, and body motions

Aesthetic: This includes the type of communication that takes place through creative expressions like playing instrumental music, dancing, modelling, painting and sculpturing

Signs: Examples of the mechanical type of communication include the use of signal flags, the sounding of horns, and sirens.

Symbolic: This type of communication includes the use of religious, status, or ego building symbols.

Nonverbal communication and the brain

Givens 2000: nonverbal2@aol.com, explains that the nonverbal brain includes those circuits, centres and modules of the central nervous system involved in sending, receiving and processing speechless signs. In right-handed individuals, modules of the right-brain cerebral hemisphere are considered to be more nonverbal, holistic, visuo-spatial and intuitive than the verbal, analytic, sequential and rational left-brain hemisphere.

Just as the brain's speech centres like the Broca's area control language communication, areas of the nonverbal brain control communication apart from words.

The amygdala

Givens 2000: nonverbal2@aol.com describes the amygdala as an almond-shaped neuro-structure involved in producing and responding to nonverbal signs of anger, avoidance, defensiveness and fear. Many gestures reflect the amygdala's turmoil. In a tense, heated meeting, e.g., we may unconsciously flex our arms, lean away or angle away from colleagues who upset us. The lip, neck and shoulder muscles may tense as the amygdala activates brain stem circuits designed to produce protective facial muscles. The amygdala also prompts releases of adrenaline and other hormones into the blood stream, thereby stepping-up an avoider's response and disrupting the control of rational thought.

Bodily cues

Bull 1984: 76 states that bodily cues are related to speech in terms of its syntactic, semantic and phonemic clause structure. Bull identifies three main types of speech-related bodily cues. Their social functions include:

- *Emblems*: These refer to those nonverbal acts, which have a direct verbal translation, – their function is communicative and explicitly recognised as such.
- *Illustrators*: These are movements, which are directly tied to speech, – there is some evidence to show that they facilitate the comprehension of discourse – suggesting that they too function as a form of communication. They have been related to the emotions and attitudes of the speaker and to the process of speech encoding.
- *Regulators*: These are movements, which guide and control the flow of conversation. Bodily cues play a role in initiating and terminating interactions, and in taking turns, thus suggesting that they too function as a form of communication.

Bodily cues communicate information about emotion, language, individual differences, affiliation and dominance, and information about interpersonal relationships to observers of the relationships.

To communicate, an experience has to be translated into some symbolic code. What goes on in a person's brain does not get transmitted to another person's brain directly without the mediation of a symbolic system.

According to Myers and Myers 1985: 216-217 the study of nonverbal communication is relatively recent. For a long time people felt that unless words were involved, communication did not take place. This attitude was, and still is, reinforced by the fact that our culture places a strong emphasis on the virtues of speech. In groups, silent members are more often than not perceived as the least influential members of the group.

This common attitude about silence, or the absence of verbalised noise, is rooted in a misconception about the nature of communication:

Williams 1992: 15 states that one cannot not communicate. Silences and other nonverbal aspects of communication are no more random than words. They, too, are systematic expressions of meanings, which you use, often quite unconsciously in your interpersonal contacts.

Myers and Myers 1985: 218-219 state that silences are an integral part of interpersonal communication. They occur more often than you think. Silence in many cases is perceived as embarrassing. You somehow feel they should not happen; and when they occur, you try desperately to fill the gaps they create. Silences, however, are not to be equated with the absence of communication. Silences are a natural and fundamental aspect of communication.

As most learners of social interaction are aware, lapses in conversation are so potentially embarrassing that participants will often resort to noisy "masking" behaviours to fill in the silence — coughing, clearing the throat, sighing, whistling, yawning, drumming the fingertips; or they may utter meaningless "socio-centric sequences" such as "but ah," "so," and "anyway" in the hope of nudging a partner into taking a turn.

Most studies of lapses (or "latencies," as they are sometimes called) in speaking exchanges have concluded that the person who cannot handle such gaps easily is considered a less competent communicator. The person who manages better the periodic silences, which normally occur in much of our communication, is thought to be more effective.

Effective communication between people depends heavily on silences because people take turns at talking and at being silent when listening. Unless one is silent, one cannot fully listen. Unless you know that silences are a part of communication, you will continue to be afraid of them and avoid them instead of making full use of them.

Myers and Myers 1985: 220-221 explain that silence can be a challenge, like the silence of the pouting child or the stubborn and angry friend, or the silence in a classroom toward the very last minutes of a period when the educator asks, "Do you have any questions?" and learners almost dare each other to say one word which might trigger the educator to continue talking after the bell.

Partings

According to Bull 1984: 75 there is some evidence to suggest that people use bodily cues when they wish to bring a conversation to a close. At the beginning of a conversation the most common stance is where equal weight is placed on both feet. Towards the end of the conversation, the most common stance is where more weight is placed on one foot than the

other. Shifting the weight from one foot to the other occurs significantly more towards the end of the conversation.

Facial Expressions

Givens 2000: nonverbal2@aol.com explains that better than any body parts, our faces revel emotions, opinions and opinions and moods. While we learn to manipulate some expressions (e.g., our smile) many unconscious facial expressions (e.g. lip-pout, tense-mouth and tongue-show) reflect our true feelings and hidden attitudes. Many facial expressions are universal, though most may be shaped by cultural usages and rules.

Pease 1999: 9 found that emotion is so closely tied to facial expression that it is hard to imagine one without the other. Studies have shown that facial expressions of happiness, sadness, anger, fear surprise, disgust and interest are universal across cultures.

According to Underwood 2000: http://www.cultsock.ndirect.co.uk/MUHome/cshtml/index.html the exercise below is based on research by Ekman and others (1972) into the importance of facial expressions for displaying emotion. It seems that there are seven principal facial expressions, which we are generally quite good at recognising and which appear to be so universal that even learners who have been blind and deaf from birth display them: Anger, disgust, contempt, fear, happiness, interest, sadness and surprise

Underwood 2000: http://www.cultsock.ndirect.co.uk/MUHome/cshtml/index. html states that these appear to involve configurations of the whole face, though the eyebrows and mouth carry much information. The importance of the area around the eyes and mouth is shown by observations which demonstrate that when we examine a photograph of a person's face, we scan the whole face, but concentrate primarily on the eyes and mouth. This is further

supported by the use of 'emoticons' or 'smiley and frowny faces' (☺ and ☹) in e-mail, which suggest an emotion simply by showing the eyes (and/or eyebrows) and mouth.

Sometimes just a combination of the colon, the hyphen and the round bracket are used as in :) or :-), to represent positive or negative mind states. The original smiley, means something like 'I'm happy', but can also mean 'what I have just written was tongue in cheek' or 'only joking'. The opposite of that smiley is :(or :-(You can frown as well |:-| or have an evil grin >:-) or even stick your tongue out: -Q

Haptics

Williams 1992: 59 states that the use of touch to communicate – as in shaking hands, holding hands, patting someone on the back, putting your arm around a person's shoulder, and the like – is known as haptics. Touch may convey emphasis, affection, or greetings, and it varies greatly across cultures. For example, two men walking arm-in-arm in western culture may draw attention, whereas in the Arab world this behaviour is merely a common sign of friendship.

Barker 1982: 103 hi-lights that instrumental or functional touches occur frequently particularly in classes where psychomotor skills are being taught, including shop courses, athletics, dance, art and even when learning such skills as handwriting. While the primary purpose of instrumental touch is purely task related, this form of tactile communication probably conveys immediacy as well. Educators should be aware that touch is not reinforcing or pleasurable to some learners. Educators who are themselves touch avoiders must find other ways of communicating immediacy and may wish to avoid teaching elementary grades, where touch is common if not inevitable.

Paralanguage

Williams 1992: 58 states that paralanguage is a kind of complementary language. Researchers have found that the tone, pitch, quality of voice, and rate of speaking convey emotions that can be accurately judged regardless of the content of the message. The important thing to gain from this is that the voice is important, not just as the conveyor of the message, but also as a complement to the message. As a communicator you should be sensitive to the influence of tone, pitch, and quality of your voice on the interpretation of your message by the receiver. On a more complex level, these properties are interpreted by listeners, as indicating emotionality, emphasis, nonchalance, certainty, or fear, to name a few.

Vocalic

Barker 1982: 103-104 states that vocalic or paralinguistic communication deals with the nonverbal elements of the human voice. When people talk they communicate verbally, or linguistically, through words, and nonverbally, or non-linguistically, through the way in which the words are spoken. Various nonverbal vocal utterances (e.g., uh-huh, mmm, eeek) have meaning even though these utterances are not accompanied by any verbal communication.

Posture

Givens 2000: nonverbal2@aol.com states that posture is the degree of orientation between a speaker's torso and that of a listener (e.g., facing or angled away), as measured in the coronal plane (which divides the body into front and back). We show agreement, liking, and loyalty by aligning the upper body with that, e.g., of our boss. It is often possible to identify the most powerful (i.e., highest status) person seated at a conference table by the relative number of torsos aimed in her/his direction. While the less influential may glance freely about, and turn their heads towards colleagues as they speak, their torsos remain loyally oriented to the individual they most respect.

Givens 2000: nonverbal2@aol.com states further that angular distance reveals how we relate to (i.e., feel about) people sitting, standing, or waiting nearby. Our upper body unwittingly squares-up, addresses and 'aims' at those we like, admire and agree with, but angles away from disliked persons and people with whom we disagree. In a friendly conversation, formal interview or staff meeting, e.g., a greater angular distance (i.e., turning away) substitutes for greater linear distance. Angular distance may range from 0 degrees (directly facing) to 180 degrees (turning one's back). Our body's innate ability to show a superior, confident or haughty attitude through posture, assuming a higher or lower stance upon the earthly plain evolved from paleocircuits of the amphibian brain. Antigravity extensor muscles of the neck, trunk, arms and legs contract when signals are received from cerebellar and vestibular centres responding to the pontine reticular nuclei. The latter brain-stem circuits may be exited by emotional stimuli from the limbic system.

Kinesics

Williams 1992: 59 states that our facial expressions, eye movements and bodily postures also convey meanings. The study of such expressions and gestures is called kinesics.

Kinesics examines most of the normal gestures that humans are known to exhibit in different emotional states unless their culture has taught them to disguise their feelings. These basic emotions include pleasantness, arousal, fear, surprise, rage and affection. Hand and bodily gestures do not have as much cross-cultural generality, but the meanings that they signify do, as in explicit gestures denoting the shape of a circle or a focus on a certain object.

Most gestures, however, are culturally specific. You know their full meaning only if you are a member of the culture that uses them or have learned them from a member of that culture. Sexes and generations differ in their uses of gestures.

Proxemics

Givens 2000: nonverbal2@aol.com explains that like facial expressions, gestures, and postures, space 'speaks'. The prime directive of proxemic space is that we may not come and go everywhere as we please. There are cultural rules and biological boundaries explicit as well as implicit and subtle links to observe everywhere.

According to Barker 1982: 101 proxemics is the use of interpersonal space and distance. Whenever anyone communicates, their distance and angle from the receiver communicate powerful messages, including varying degrees of warmth or immediacy. At least two proxemic cues that are thought to signal immediacy during communication are physical distance and the angle or orientation of the communicators.

Gestures

According to Pease 1999: 11-19 most of the basic communication gestures are the same all over the world. When people are happy they smile; when they are sad or angry they frown or scowl. Nodding the head is almost universally used to indicate 'yes' or affirmation. It appears to be a form of head lowering and is probably an inborn gesture as deaf and blind people also use it.

Shaking the head from side to side to indicate 'no' or negation is also universal and may be a gesture that is learned in infancy. The shoulder shrug is a good example of a universal gesture that is used to show that a person does not know or understand what you are talking about. It is a multiple gesture that has three main parts: exposed palms, hunched shoulders and raised brow.

One of the most frequently observed, but least understood, cues is a hand movement. Most people use hand movements regularly when talking. While some gestures (e.g., a clenched fist) have universal meanings, most of the others are individually learned and idiosyncratic.

Pease states that one of the most serious mistakes a novice in body language can make is to interpret a solitary gesture in isolation of other gestures or other circumstances. For example, scratching the head can mean a number of things – dandruff, fleas, sweating, uncertainty, forgetfulness or lying, depending on the other gestures that occur at the same time, so we must always look at gesture clusters for a correct reading.

Like any other language, body language consists of words, sentences and punctuation. Each gesture is like a single word and a word may have several different meanings. It is only when you put the word into a sentence with other words that you can fully understand its meaning. Gestures come in 'sentences' and invariably tell the truth about a persons feelings or attitudes. The perceptive person is one who can read the nonverbal sentences and accurately match them against the person's verbal sentences.

Gaze behaviour

According to Mersham and Skinner 1999: 20 a major feature of social communication is eye contact. It can convey emotion; signal when to talk or finish, or aversion. The frequency of contact may suggest either interest or boredom.

Both static features and dynamic features transmit important information from the sender to the receiver. Eye contact is a direct and powerful form of nonverbal communication. The superior in the organisation generally maintains eye contact longer than the subordinate. The direct stare of the sender of the message conveys candour and openness. It elicits a feeling

of trust. Downward glances are generally associated with modesty. Eyes rolled upward are associated with fatigue.

Tactile Communication

According to Mersham and Skinner 1999: 20 tactile codes have to do with the sense of touch. Communication through touch is obviously non-verbal. Used properly it can create a more direct message than dozens of words; used improperly it can build barriers and cause mistrust. You can easily invade someone's space through this type of communication. If it is used reciprocally, it indicates solidarity; if not used reciprocally, it tends to indicate differences in status. Touch not only facilitates the sending of the message, but the emotional impact of the message as well.

Silence during communication

According to BizMove.com 1998-2001 http://www.bizmove.com/skills/m8g. htm in Japan, silence is just as important as speaking. It is a designated moment to understand what has just been communicated. It is a moment to think and an opportunity to respond in a well thought out manner. In the west, silence is considered as an awkward moment and we try to mask an uncomfortable feeling with words. It is best not to try to break the silence, as you might appear insincere. It would be better to relax and appear patient with your Japanese counterpart. You should be considering the value of what has been said.

Silence or what is not said can be just as important as what is said. If one point is said, the listener is expected to understand the others points that are not said. One needs to read in between the lines or notice what has been implied. Often the subject of a sentence is not stated in so many words; it is just understood "who" or "what" is being referred to.

Silence can be a positive or negative influence in the communication process. It can provide a link between messages or sever relationships. It can create tension and uneasiness or create a peaceful situation. Silence can also be judgemental by indicating favour or disfavour – agreement or disagreement.

Leakage

Underwood 2000: http://www.cultsock.ndirect.co.uk/MUHome/cshtml/index. html states that leakage tends to occur mostly in the extremities, the hands and feet, which we are less accustomed to paying attention to than we are to our facial expression. Observe the apparently calm and self-confident learner giving a presentation to the rest of the class. There comes that dreadful moment when s/he has to show an overhead projector slide and use a pencil or other pointer to guide her/his audience through it. As s/he points to the slide, the slightest trembling of the hands is magnified a hundredfold. Alternatively, the nervous learner who adopts a deliberately informal approach is worthy of study. Establishing an informal approach at the outset gives her/him the opportunity to sit on the table, which means s/he can sit on those nervously trembling hands. But keep an eye on the constantly swinging legs!

Leakage can also occur in the voice or in an odd 'out-of-synch' feel to the gestures and the verbal message. People may blush or perspire. They may avoid eye contact, with the result that we tend to interpret avoidance of eye contact as a signal for deceptiveness. On the other hand, almost constant eye contact may be interpreted as deliberate overcompensation, so may also be interpreted as a signal of deceptiveness. Much depends, as always, on our assessment of the context and of the other person.

According to King 1997: http://www2.pstcc.cc.tn.us/~dking/nvcom.htm Mehrabian points out that only 7% of our impact comes from the words that we speak (the verbal compo-

nent), whereas 38% comes from our vocal qualities (vocal component) and 55% comes from how we look to others (the visual component). So on this nonverbal aspect of our communication – voice and body - make up a decisive 93% of our communication impact on others.

CONCLUSION

In this chapter I briefly outlined the history and development of communication. I further hi-light the main elements of the communication process, as well as how the communication process makes suitable connections with society at large. Nonverbal communication is also given attention. I looked at how encoding and decoding of symbols result in a set of perceptions. No matter what our position in an organisation, it is important for us to develop some sensitivity to nonverbal messages. Currently most courses include very little training in classroom management skills, including nonverbal skills and this needs to be increased. Learners also need more practice with nonverbal and other interactive skills to prepare them for adult life.

In chapter 5, I define what an organisation is and the role of the communication process in organisations.

Chapter 5

COMMUNICATION IN ORGANISATIONS

INTRODUCTION

An organisation is deliberately created for a specific purpose or to achieve a specific goal, for example, to educate learner or to manufacture a certain product. To realise goals man has reached the point at which he is able to mobilise and organise human resources. As a result of this, certain organisations have come into being which have specific goals and activities. It is highly impossible for one person to achieve these goals alone. It is for this reason that organisations consist of groups of people who each bring specific skills and knowledge to the organisation. A school organisation consists of various parties, namely learners, educators, secretaries, and cleaners. It is for this reason that we say that people in an organisation are mutually dependent. They rely on each other's skills to achieve the organisations common goals. There is thus mutual understanding between parties to work together to achieve the organisations goals. Reynders 1973:140, describes an organisation as,

> .... *structural combinations to specialise the task of business leadership by the allocation and referral of authority, responsibility and accountability; and by which suitable co-ordination and communication between groups may take place to bring about purposefulness and effectiveness to achieve that purpose.*

The importance of Organisational Communication

It is an agreed fact that much of one's daily life is spent in an organisation. Such organisation could include factories, municipal offices, libraries, schools, technikons, hospitals, churches, social clubs, banks, supermarkets, and so on. With this in mind one can conclude that

we live in an organisational society. It is the communication process that gives life to an organisational structure. Mersham and Skinner 2001:6 illustrate that Katz and Kahn emphasise that communication is "the very essence of a social system or an organisation".

The behaviour of individuals in an organisation is largely determined by the role functions of individuals. In the school situation, the educators requests learners to conform to the wearing of school uniforms and to other school rules. The learners are obliged to comply as the educator serves as a mentor and "authority" figure to the learners. In a factory, workers are obliged to comply with factory policies. One such example could be the wearing of helmets or goggles when entering certain areas of a factory. Such rules and policies serve a regulative function.

The Pastor in a church, principal at a school, chief executive officers in businesses are leaders with specific duties to perform. Each has a role function to perform and their behaviour in the organisation has to comply accordingly. The above-mentioned leadership characteristics will determine how democratic or autocratic the relationship between members of the group is, and how cooperative and confrontational the forms of communication within the group are.

The nature of Organisational Communication

Organisations are important in modern day society. Typical examples of organisations include Boy Scouts, youth clubs, Universities, hospitals, sports clubs, and so on. The social and political changes within the country have created a greater need for effective organisational communication than ever before. Mechanisms need to be in place to ensure the smooth operation and transition of society at large. Fourie 1979: 43 states that a lack of effective organisational structures may lead to a lack of co-ordination channels and result in decision making having to pass through too many channels to execute decisions effectively. An inefficient organisa-

tional structure could result in insufficient co-ordination, which could result in decisions being made at the wrong levels. Allen 1993: 103 outlines the purpose of an organisational structure as being a mechanism that prevents the duplication of work. He further contends that people are utilised according to their abilities in the execution of set tasks. This implies that the work given to people should be within their capabilities, training and scope of interest.

Theoretical approaches to Organisational Communication

The Classical Approach

Hoy and Miskel 1978: 3 identify Frederick Taylor as the father of this school of thought. Taylor's work as an engineer gave him the idea that workers can be "programmed" like machines to carry out tasks. This approach hence propagates that the smooth running of the organisation is more important than the needs and feelings of the people who work in the organisation. The classical approach emphasises production. Efforts are constantly made to increase worker performance by applying scientific management principles.

Hence the classical approach is mainly concerned with production and administrative matters. Emphasis is placed on how the organisation can be made more efficient. Mersham and Skinner 2001: 18 refer to the classical approach as the scientific management approach. In present day society this approach is constantly under attack as it emphasises productivity over the needs of workers. This approach views communication in a one-way direction –command and control through vertical, formal channels.

Human Relations Approach

Many critics to this approach hi-light the similarity to the classical approach, but further emphasise that management tend to manipulate employees by pretending to be concerned about them. Manipulation is enforced in a "subtle" way without the employers being aware of it. Critics indicate that worker output are still the main concern, it is only the motive that is well

hidden. The human relations approach strives particularly to recognise people and provide them with their rightful place in management and the organisation. In education, dynamic interaction between people is the main concern.

Human Resources Approach

Theorist, like Rensis Likert (1961) and Douglas McGregor (1960) have tried to change management's conception of employees. The human resources approach emphasises the concept of participation. This approach advocates participation of employees in decision making rather than the imposing of rules and regulations on employees by management. The "participatory management" serves as incentive and motivation for higher production.

This approach thus allows the employees a degree of democracy in the actual decision making processes in an organisation. Mersham and Skinner 2001: 20 state that this approach allows for worker satisfaction. The principle of a "happy worker is a productive worker", is emphasised. The Scanion plan is hi-lighted by Mersham and Skinner 2001: 22 who point out the relevancy in terms of the South African context. The emphasis of the Scanion plan lies in two basis elements:

- All members are given the opportunity of making suggestions, with the idea of improving productivity.
- All members are rewarded equitably for improved productivity (Frost et al 1974: 5)

Critics of this approach argue, that the concepts of "conflict and competition" are not given due consideration. It is indicative that these concepts have a direct influence on productivity in present day society at large.

The Systems Approach

The systems approach advocates the principle of links in an organisation. The individual in an organisation are not seen as isolated persons. All members of an organisation are linked as interdependent parts of the whole organisational structure. Mersham and Skinner 2001: 24 state that the systems approach reveals the interrelatedness of components and stresses the arrangements of these parts as the key to maximising performance. This approach has applicability to wide range of organisations, namely schools, prisons, hospitals, and many kinds of business firms. Mersham and Skinner 2001: 24 contend that the systems approach is grounded in a theoretical perspective called the "general systems theory".

Theorists of this approach emphasise the essential element of communication in the system, which link the interdependent parts or subsystems. In the systems approach the organisation is viewed as an open system – open to new ideas, responsive to the environment, and dynamic in nature. Mersham and Skinner 2001: 32 define a structure as the arrangement of the components within an organisation. Structure also refers to the relationships that exist in an organisation as regards power status and other variables.

According to Blau and Meyer 1971: 80 organisational structure refers to the properties of an organisation, not to any individual aspect of its members. An organisation requires members to conform to and follow instructions of certain delegated individuals according to the hierarchy of the organisation. Marx 1981: 243 states that an organisational structure is a specific framework of established posts in which people carry out certain actions, and are so grouped that they can pursue a common goal.

According to Marx 1981: 243 an organisational structure is a specific framework of established posts in which people carry out certain actions, and are grouped accordingly in order to pursue a common goal.

The following diagram serves to illustrate the systems approach, showing the hierarchical, functional structure of a primary school.

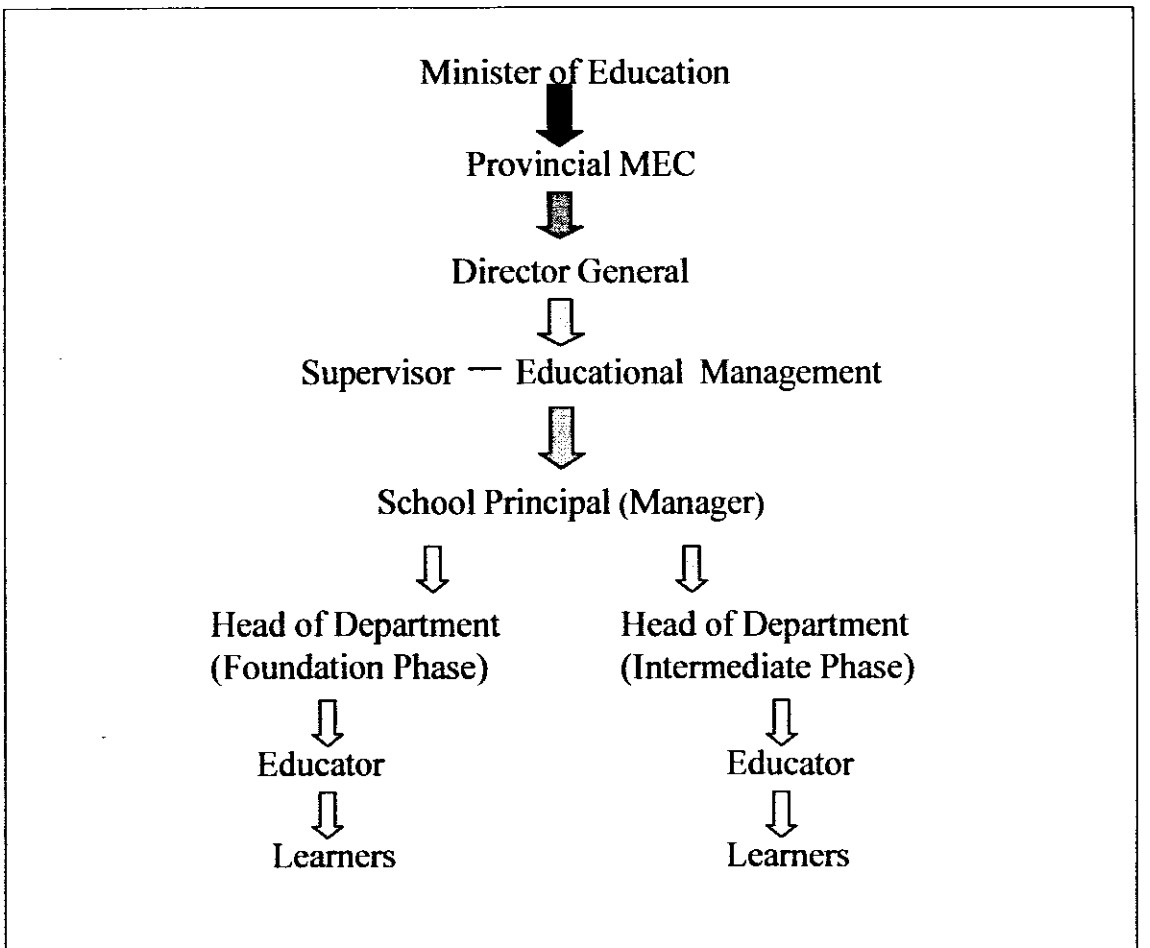

Fig.7 Education is a social system that takes on the following Educational, functional hierarchy

Marx 1981: 252 states that in a functional organisation, efforts are made to obtain and draw expert advice, not only by means of counselling and recommendation but also by enforceable authority.

From the above diagram it becomes evident that the learner is dependent on the educator for advise and guidance, the educator in turn seeks assistance and guidance from the head of department, who in turn seeks guidance from the principal, the principal in turn seeks advise from the Superintendent, who seeks advise from the Director General, who in turn follow the

advise and guidance of the Provincial MEC, who in turn relies on the Minister for advise and guidance on the various aspects pertaining to the school. All parties are obliged to work in accordance to prescribed rules and regulations governing their line of duty. Protocol has to be adhered to in the communication process. All policies that are promulgated by the state department have to be strictly adhered to. During the course of a year various circulars are submitted to schools to ensure that schools are made aware of the latest policies and regulations that govern various aspects of education. According to Marx 1981: 259 the following are characteristics of the functional organisation structure:

- Expert advice is easier to obtain.
- There is delegation of authority.
- Various people may give instructions.
- There is uniformity in the organisation.
- Various people within the structure are allowed to make contributions as regards decision-making, as well as enforce them.

A school is a complex organisation, and the multi-faceted nature of a school cannot be limited to a certain logical conceptual process, which follow one another mechanically. The emphasis on the systems approach is the orderly functioning of the system.

Bureaucracy and organisations

Organisations that have a very high degree of formalisation are often referred to as bureaucracies. Looking at the organisational complexity of modern society and its needs for performance of certain tasks, the growth of bureaucracy seems inevitable. Mersham and Skinner 2001: 35 state that global bodies like the United Nations, the Organisation of African Unity, the Commonwealth and many others, as well as multinational corporations, have large bureaucratic structures. Every bureaucratic organisation has rules, which are often written out in a codified

form as regulations. The main purpose of rules is to justify already agreed upon behaviour or to enable the organisation members to perform duties as per role function. For instance, the grading rules of organisations provide a means for human resource managers to classify large employees into smaller more manageable units. The principle of hierarchy simply states that every member in an organisation has one individual in a position above him/her from whom he/she mainly receives directions. The organisational hierarchy is so structured to form a kind of pyramid, with authority and power concentrated at the top. The hierarchy also shows the positions of individuals and their authority. Organisations have mechanisms of internal and external communication. Internal communication may be defined as all the kinds of interaction that takes place between members of one big or small organisation. Mersham and Skinner 2001: 68 illustrate the formal and informal interaction as follows:

Process	Informal	Formal
Management to worker communication.	Effective supervision, house journals, newsletters, e-mail, mass social functions.	Briefing groups, written circulars, notices, induction, disciplinary procedures, training, public address system.
Worker to management communication.	Participative management, effective working groups.	Works/liaison, committees, consultative committees, grievance procedures.

Fig. 8 Formal and informal interaction in a bureaucratic system

Internal and external communication play an important role in any bureaucratic organisation. Internal communication could include instructions from upper management to employees on productivity. Management tend to strengthen the company spirit by sharing information on productivity and achievements to employees. This serves to motivate employees to reach higher levels of productivity. External communication largely involves clients and how they relate to products they are offered. Publications have proved to be an effective means of communicating a company's products, people and projects. A typical example of this is when a furniture store advertises sales items in a brochure. People respond by going to the store. The final sale is left in the hands of the salesperson to persuade the client to purchase the item. Competition between companies and stores are a common scenario in modern society. The mass media is also a valuable promoter of advertisement ranging from household products to motor vehicles. Persuasive communication is more common than we may realise. Persuasive skills and effective communication between salespersons and clients could mean a sale of an item or the client going to another store.

Communication between equals or up-and-down

Whether in small group, public or organisational communication some communicators will have equal status and some will have unequal status. Myers and Myers 1985: 22-23 state that you can relate to people either as equals or as non-equals. Non-equal relationships include two different positions. One communicator is in the superior, one-up position while the other occupies the one-down or inferior position. Non-equal relationships are often set by social or cultural factors as in the case of doctor-patient, learner-educator, and parent-child relationships. The one-up person usually defines the nature of the relationship, while the one-down person accepts and goes along with the decision.

In equal relationships, communicators exchange the same kind of behaviour. Mutual respect and a feeling of partnership exist. Friends, peers, and colleagues are usual examples of relationships among equals.

Mersham and Skinner 2001: 40-44 hi-light the following effects of structure on communication

Downward Communication

According to Mersham and Skinner 2001: 40 downward communication refers to messages sent from the higher levels of the hierarchy to the lower levels. Downward communication flows are more frequent in an organisation than upwards flows. When there is contact between individuals of status, communication from the superior to the subordinate takes place more easily than communication from the subordinate to the superior. Instructions and orders are the most common forms of downward communication. Along with these order-giving messages are the accompanying explanations of procedures, goals and the like. Managers are also responsible for giving appraisals of workers and for motivating them, all in the name of productivity and for the good of the organisation as a whole.

Lateral or Horizontal communication

Mersham and Skinner 2001: 42 state that lateral communication occurs between equals, manager to manger, worker to worker, in other words with people at the same level in the hierarchy Horizontal communication flows in an organisation are more frequent than vertical flows. This is because individuals communicate more openly with their equals than with superiors. Horizontal exchanges between organisational equals are usually also less subject to distortion, because peers share a common frame of reference, and are more likely to be informal than formal.

Lateral communication helps the sharing of insights, methods and problems. At its best it co-ordinates the various activities of the organisation enabling the various divisions to pool insights and expertise. Figure 9 illustrates lateral or horizontal communication in the school setting.

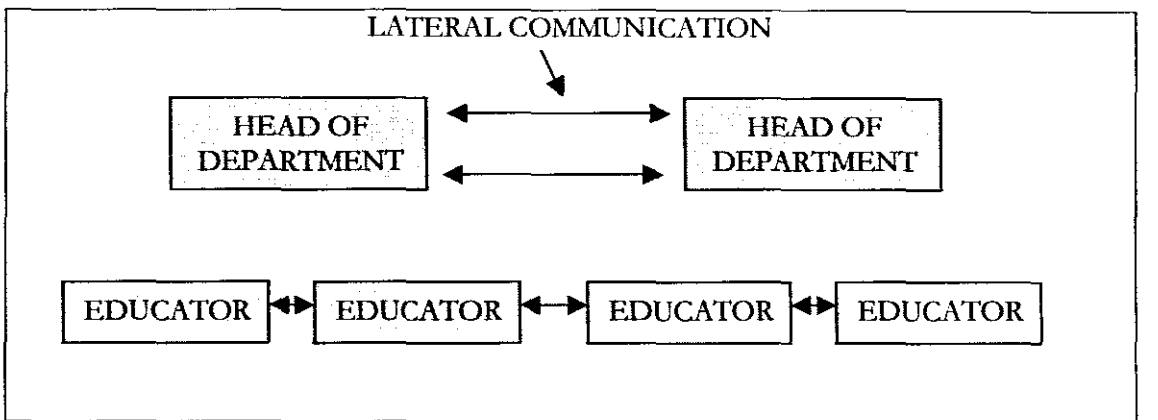

Fig: 9 Lateral or horizontal communication

Upward Communication

Mersham and Skinner 2001:43-44 state that upward communication refers to messages sent from the lower levels of the hierarchy to the upper levels. This type of information is usually concerned with job related activities, example, what needs to be done, solving problems, making suggestions, measuring success and improving morale. There is often relatively less upward communication in an organisation compared to downward communication. Top executives tend to initiate a high proportion of messages, but receive a lower proportion. Upward communication provides management with the necessary feedback on worker morale and possible sources of dissatisfaction. At the same time in tends to give subordinates a sense of belonging to the organisation. It also serves to provide management with the opportunity to acquire new ideas from those actually working on the production line.

Communication on the group level

According to Williams 1992: 169 you have already spent many hours of your life in face-to-face communication that involves more than two persons, a situation that can properly be called group communication. This may be in informal groups as when chatting with friends, or it may be a more formal group that is part of a business or organisation. Although many of the generalisations made about individual communication apply to communication in groups, we humans do have various strategies for adapting to the presence of more individuals entering into the interactions. We tend to communicate a bit differently when more than one person is listening to us; sometimes we may be addressing multiple persons in the group. And, of course, not only may we attend to what a person in a group is saying to us; we may simultaneously monitor the group reaction. Also, as in the study of interpersonal communication, we will see a manifestation in group behaviours of communication and the development of social structures among people.

CONCLUSION

In this chapter I examined what an organisation is and the theories of organisational communication. I also reveal the structured nature of communication in organisations. The importance of communication at the various levels is also given attention.

In chapter 6, I examine areas of organisational change as well as multiculturalism in classrooms.

Chapter 6

ORGANISATIONAL CHANGE

INTRODUCTION

Our country consists of a complex, heterogeneous population, with a diverse culture. This chapter focuses on the changes that have been introduced in terms of the new curriculum, commonly referred to as OBE. Change has been implemented to provide equity in terms of educational provision and to promote a more balanced view, by developing learner's problem-solving and critical thinking abilities.

Education is in a state of Transformation. One of the factors associated with organisational change is the different meaning of the term transformation. Many interpreted transformation as meaning "ideological change" (Rensburg 1999). Management, on the other hand, tend to interpret transformation in business terms of production and output. It the South African context both these elements are present, hence the need to be addressed in organisational communication. From an educational perspective, educational change has been initiated to prepare the individual for life.

Educational Change

The new curriculum in the form of OBE re-enforces the concept of life-long learning. What this actually means is that people who need to learn can now be given a chance to learn, including youth who have left school as well as adults. The new education and training system is people-centred as well as success-orientated. The changed educational system thus encompasses the principle of allowing all people the opportunity to develop their full potential. This can be done formally or through non-formal schooling. The fundamental aim of OBE is for all learners to succeed, and school experiences are redefined as preparation for life rather than

preparation for more schooling (Spady 1994). The new Outcomes-Based Education in South Africa is thus aimed at developing an individual who is empowered to participate in the development of the country in an active and productive way.

Van der Horst and McDonald 1997: 6 state that the mission of change comprises the following:

- Focus on the learner and his/her needs.
- Acknowledgement of human diversity (learner's differences must be accommodated)
- A move to participatory, democratic decision making in education (educators, parents and learners have a say in how they experience education)
- Emphasis in accountability (responsibility)
- Allowing all learners to achieve their full potential (different levels according to individual ability)

Managing change

Mersham and Skinner 2001: 107 states that if people are to manage their balance, perspective, and commitment to the organisation, the gap between the current state and the desired state has to be bridged with the minimum of disruptions. In order to manage change as smoothly as possible, the organisation needs to make the change process seamless. A smooth transition from one position to another position requires that the right things happen in the right way in the right order and at the right time. Mersham and Skinner 2001: 107 contend that change causes chaos only when managers fail to identify these elements, get them correctly aligned and synchronised, and then manage them properly during the bridging of the gap. To avoid the potential for chaos inherent in change, and to assist and support managers attempting to move the organisation to the desired state, a clear and unambiguous process must be applied.

The process of change

The process of change consists of five very clear and distinct stages, each containing three separate steps. There is thus a "Five Stage and 15 Step Process" for the effective and successful management of change (Woods 2000)

Stage 1: Driving Onwards

This stage is a forward-looking one. It is visionary and intuitive, and is highly task-focused. It contains three distinct steps. These include:

- Developing concepts
- Directing action
- Innovating ideas

Stage 2: Planning Ahead

This stage is forward-looking and remains task focused, but is more structured, logical, and rational than was the previous stage. It contains the following steps:

- Strategic planning.
- Estimating feasibility.
- Scheduling tasks.

Stage 3: Enabling Action

This stage is concerned with the immediate future. Although this stage is task-focused, it also takes people into consideration and operates as a blend of structure and perception. This stage contains the following steps:

- Resourcing the action (team).
- Promoting involvement.
- Negotiating for support.

Stage 4: Delivery Plans

This stage is focused on the immediate present. There is strong emphasis on working with and through people in a methodical way to get the job done. The steps that occur in his stage are:

- Producing output
- Co-ordinating effort
- Maintaining teamwork

Stage 5: Controlling Quality

This stage returns to a high focus on the task, but in retrospective sense. This stage is highly structures and very precise, consists of the following distinct steps:

- Monitoring progress
- Auditing methods
- Evaluating results

Mersham and Skinner 2001: 108 contend that the above stages and steps, following with constant awareness and diligence will enable managers to successfully take an organisation from where it currently is, and no longer wants to be, to where it needs to be in order to survive and prosper. It is suggested that the best way to accomplish change is to allow the formation of teams within the organisation. Teams become accountable for ensuring that the process is applied and remains on track. This stage-by-stage change coupled with the variety of steps can be applied to the implementation of OBE in schools. By carefully monitoring the various stages and steps it would lead to better understanding of the underlying principles of OBE and the better co-operate implementation of OBE in classrooms. This highly logical and structured method will allow for adequate brainstorming of OBE where all parties can raise concerns as well as give valuable input to ensure that implementation is on track in an organised, co-ordinated manner.

Intercultural and Multicultural Communication

Mersham and Skinner 2001: 112 states that culture is the sum total of all the attributes, material as well as spiritual, of a given people. There has been a recent need to look at the quality of the intercultural relationships within organisations. It has become quite apparent that the creation of a civil, multicultural society cannot be achieved simply by official negotiating forums and government pronouncements.

Mersham and Skinner 2001: 111 state that the ethos of multiculturalism is determined by the interactions of ordinary people in their formal and informal encounters as they go about their daily lives, a large portion of which is spent in the workplace. In an organisation like a school it is essential that learners and staff be able to mix and communicate freely, without any inhibitions. All parties should be able to communicate comfortably with one another.

According to Edward 1982: 85 communication can be thought of as a process by which parts of different people's "logic bubbles" are brought to overlap so that we can make sense to each other. Communication is thus the negotiation of meaning to achieve shared understanding.

According to McDiarmid 1993: 113 educators need to look beyond learners' external attributes – heir race, ethnicity, gender, language or dialect, social class and disabilities – and instead focus on learner capabilities and potential. Educators need to deal with complex dilemmas both in and out of the classroom in the process of delivering the curriculum in a way that is relevant to the diverse needs of their learners. For life-long learning to take place it is essential that intercultural and multicultural understanding take place in a harmonious setting, where all parties can relate to one another. This type of interaction will undoubtedly lead to better understanding, and mutual trust.

Multicultural Classrooms

The diversity and complexity of South Africa as a country requires that educators be adequately in tune with the needs and expectations of the different cultural groups. Educators and other stakeholders need to take on this challenge of our multicultural society in developing effective methods and strategies to cater for all in an inclusive society. Lomofsky 1999: 72 states that this hi-lights the fact that educators will be confronted with learners from a range of environments and that they need to be accommodated in an educational setting. Feuerstein (1979) states that teaching and learning environment should provide the opportunity for learning to take place through several modalities and the curriculum should be designed to cater for a diversity of intelligence. Gardner 1996: 37 re-enforces the concept that cultivating a variety of natural abilities will help learners " to identify their natural competencies and gifts...."

There are many definitions and interpretations of the concept multicultural education.

According to Hessari and Hill (1989) multicultural education is that which enable children to develop towards maturity with the ability to recognise inequality, injustice, racism, stereotyping, prejudice and bias, and which equips them with the knowledge and skills to help them to challenge and try to change these manifestations when they encounter them in all strata of society.

Bank and Lynch (1986) explain multicultural education as a broad concept that encompasses ethnic studies, multi-ethnic education and anti-racist education. It consists of education reform designed to reform the school environment so that many different groups will experience educational equality and academic parity.

Squelch (1996) identifies the following essential features of multicultural education:

- It recognises and accepts the rightful existence of different cultural groups;
- It connotes cultural diversity as an asset rather than a problem;
- It proposes the development of a just and democratic society, committed to democratic processes and practices;
- It encompasses many dimensions of human differences namely age, sex, language, and learning style;

It is inclusive rather than divisive and seeks to prevent racism and prejudices in society at large. Multicultural education is a complex process that seeks to reform the entire school environment in an effort to bring about change in existing traditional educational practices that have excluded equal participation of all groups. To tackle this issue of diversity requires a broad repertoire of instructional strategies and methods. It is an established fact that teaching methods are culturally influenced, certain methods work more effectively with some learners than with other. Educators who assume that the same method will work effectively with all learners are ignoring the influence of culture and other factors in the teaching and learning process. Teaching methods and strategies need to be carefully chosen to give all learners the opportunity to attain success as outlined in outcomes-based education.

Hover and Collier (1993) identify the following general guidelines for effective multicultural teaching:

- Educators in their teaching need to provide alternative modes of response from learners (oral rather than written, visual rather than verbal).
- Shorten assignments and divide complex tasks into manageable segments.
- Educators need to ensure that learners experience success and develop self-confidence by initially assigning them relatively simple tasks and then gradually increasing the level of difficulty as they progress.

- Allow learners the opportunity to choose among alternative activities and assignments.
- Educators need to negotiate verbal and written contracts with pupils to improve motivation and to clarify responsibilities and expectations.
- There is need to modify the presentation of abstract concepts by using concrete learning activities, teaching vocabulary required, incorporating visual aids, materials and objects, and drawing from learners' experiences.
- When selecting written text, ensure that is in keeping with the learner's level of understanding and attainment.
- Educators need to establish academic and behavioural expectations and communicate these clearly and concisely to learners.

Objectives of Multicultural Education

Research shows the following as the most typical objectives of multicultural education (cf. Lemmer and Squelch 1993; lynch 1989; Goody 1989; Claassen 1989; Trumpelmann 1993; Jordaan 1995)

- Ensuring acknowledgement, acceptance and appreciation for society's multicultural nature.
- Promoting intercultural respect and interaction.
- Promoting knowledge of one's own culture, as well as the positive contribution of other cultures to society.
- Eliminating ethnocentrism, stereotyping and prejudices.
- Eliminating intercultural conflict, which stems from racism, sexism and socio-economic considerations.
- Developing critical thinking to solve social problems through negotiation and constructive dialogue.

- Promoting social skills within a multicultural society.
- Developing positive attitudes and tolerances towards other cultural groups.
- Ensuring equal opportunities for every individual towards the development of a just democratic dispensation.
- Promoting an understanding that different cultural groups attach different interpretations to value, events and concepts.
- Developing and promoting intercultural communication skills.
- Teaching learners life-skills from a multicultural perspective.
- Supporting the broader objectives of education, to ensure the optimal realisation of all pupils' potential.

The Educator in a Multicultural Situation

Multicultural education implies a multiplicity of cultures in the learning content and not merely a multiplicity of pupils from different cultures. A realistic diversity of a particular society needs to be reflected by an appropriate classroom setting. The learner thus learns that being different does not necessarily mean being inferior, and that other cultures must have the same right of existence as his own. Le Roux 1998: 117 states that the extent to which multicultural education will succeed in the classroom is determined by the knowledge, attitude, disposition and the behaviour of educators. Educators are largely responsible for what children will learn. In an outcomes-based setting equal opportunities need to be presented to learners to establish and integrate the norms and values of each cultural groupings. Educators and learners need to inculcate knowledge and understanding of their own culture and acceptance of and a positive attitude towards other cultures. In an outcomes-based class the point of departure should always contain mutual respect for the intercultural diversity that may be prevalent. Respect for and knowledge of ones own culture is a prerequisite for understanding and appreciating the positive contributions of other cultures to society.

- Promoting social skills within a multicultural society.
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Le Roux 1998: 120 states that conflict handling is a vital life-skill requirement in a multicultural society. He contends that conflict is an integral part of interpersonal relationships in the classroom situation. A multicultural learner composition in a classroom intensifies the possibility of conflict, with the result that the teacher is faced with tremendous demands and challenges. Le Roux 1998: 121 further announces that a competent educator in a multicultural classroom is able to handle destructive conflict and deliberately manage constructive conflict as socialisation opportunities for learners. Constructive conflict offers positive opportunities for intercultural involvement, creativity, co-operation and communication. Van Heerden 1988: 53 hilights the following as positive value of conflict in a multicultural classroom.

- It promotes change and progress.
- It offers the opportunity to defuse tension.
- It improves intercultural relationships.
- It creates a basis for creativity, co-operation, understanding and mutual acceptance and respect.

Educators therefore need to be in command of a variety of skills to be able to handle and direct intercultural conflict effectively in order to promote inter-group co-operation, creative problem-solving, mutual respect, intercultural communication and optimal school achievement of learners. The Outcomes-based setting recommends the active participation of learner in the classroom. Educators need to be flexible in their thinking and innovative and creative in their approaches to teaching and learning.

School development in the South African setting

Many researchers have different perceptions on school development. The most recent thrust in this area has been development within some form of organisation development framework. One such framework that has been developed from practical experience has been

that of Davidoff & Lazarus 1997: 35. Their focus is on the development of a school as a learning environment,

> *... an organisation which is constantly and systematically reflecting on its own practice, and making appropriate adjustments and changes as a result of new insights gained through that reflection.*

The focus is on professional teacher development and organisational development (organisational change) in order to equip the school to become more effective in its purpose and goals.

Davidoff and Lazarus 1997: 18 identify the following elements that should constitute a focus for development:

- Schools need to be understood in the context of local, national and global dynamics. Social dynamics such as racism, sexism and other forms of discrimination experienced in society will be reflected and could be further perpetuated or resisted through a school.
- The culture of a school comprises the values, norms and overall climate of the school. This is the central element of school life, constructing all other aspects and development through the other aspects of school life.
- Every organisation or school has, what is known as its own particular identity. This refers to the school's own expression of "who we are and where we are going", commonly recognised as the mission statement and vision of the school with broad aims and tasks that are to be accomplished. A school's policy, whether written or not, usually reflects these aspects.

- The element of strategy identified in the framework includes stated areas of achievement or goals, as well as criteria for measuring these achievements (outcomes). The setting of goals is followed by an appropriate action plan (through processes such as strategic planning), followed by various forms of evaluation to check whether the outcomes have been achieved. The process of curriculum development and quality assurance is central to this process in a school setting.
- Another important element is that of structure and procedures. Structures consist of lines of responsibility and authority, of units and departments and how they relate to one another, how individuals and teams are combined, and lines of communication and accountability. Procedures refer to the rules and regulations and methods that dictate how these structures relate to one another. Three very important aspects, which need to be considered in the school development process, are decision-making structures and procedures, accountability processes, and information flow between the different structures. In the process of strategic planning, all of these aspects should be developed in the context of the particular values and aims of the school. For example, if a school is committed to building a democratic culture, this should be reflected in the way the school is structured and procedures are developed
- Technical support also forms an important area in the development process. This includes administration, financial and other resource allocation and control in a school. It refers primarily to the various forms of administrative and material resource available to support the school in its attempt to reach its goals.

- Human resource utilisation and development within a school is a crucial aspect of the life of a school. Much attention needs to be focused in the areas that include human resource development (staff development, parent development), informal interpersonal relations and dynamics (including conflict management), and conditions of employment.
- Leadership and management ensure that all other aspects are co-operatively and democratically held together and developed. These elements involve particular aspects of leadership (style, functions, qualities, and leadership development) and management (different approaches, functions, strategies, and management training). The dynamics of power in the school is central to this area.

It must be noted that the separations of the different elements of the school life as outlined above are to aid in the process of analysis and planning. In reality these different elements interact with one another, creating particular circumstance and challenges for development. In the process of organisational development, it is not always possible to focus on all aspects of school life at one time. On occasions, one aspect may become the focus of attention and development. This however does not imply that other areas are not important. Concentration and analysis on one aspect in the context of the whole helps the school members to understand the challenges better and to ensure that a comprehensive movement towards its goals is eventually achieved.

Values and principles need to be identified and entrenched in the mission statement and aims of the school, and be regulated through the school policy. Strategic planning, which includes setting particular goals, planning action, and evaluation that focuses on this aspect should then be pursued. The values and principles embodied in the concept OBE would then be captured in the way in which the school's structures and procedures are developed. Ensuring that

the technical support in the school is sufficient to facilitate OBE is a further challenge. This includes ensuring that, where needed, resources relating to additional support required by the school or some learners are available. Human resources need to be then developed and managed to facilitate OBE. The role of leadership and management in ensuring that the school does go in this direction, and is managed or "held together" in such a way that this possible, is crucial. Factors relating to the local, national and global context also need to be taken into account. These contextual factors both inhibit and provide opportunities for growth in this direction.

Building a health-promoting school

The WHO (1993: 1) outlines a health-promoting school as:

> *The health-promoting school aims at achieving healthy lifestyles for the total school population by developing supportive environments conducive to the promotion of health. It offers opportunities for, and requires commitments to, the provision of a safe and health-enhancing social and physical environment.*

In the above definition, the concept, "health" is conceived of as a physical, psychological, social and spiritual well-being rather than the absence of disease (Ottawa Carter, 1996) The emphasis of health promotion is on the development of the well-being and the quality of life for the people, and not only those who are ill or who have ailments. It is a "solution" or an approach, which focuses on development rather than on only identifying and addressing problems through curative or preventative programmes. This means that the challenge is to focus on what should be and then attempting to develop people and environments that achieve this.

When looking at the development of a health-promoting school, a comprehensive approach needs to be pursued, including all aspects stressed by the Ottawa Charter. By using this

Charter as a basis, Donald et al. 1997: 84 outlines the challenges relating to building a health-promoting school.

Developing a healthy school policy: This implies that a policy needs to be in place that incorporates a health-promoting vision coupled with all the underlying principles dealing with health. This could be an all-embracing policy that promotes equity at all levels in terms of race, gender and ability, as well as more specific policies such as no smoking in public areas.

Developing a supporting environment: This aspect according to Donald 1997: 84 would include the physical and the psychosocial environment of the school. Buildings and grounds need to be safe, including learners with particular disabilities e.g. Wheelchair access. Basic health regulations need to be met. A style of management, which encourages empowerment of all sectors in the school, would be developed, including teamwork and constructive conflict management at all levels.

Strengthening community action and participation: School need to develop stronger links with the local community. This would include greater community participation in the life of the school, as well as the school contributing to the life of the community. A healthy interaction between the community and the school, as well as support services is recommended.

Developing personal skills: This would need to include programmes of staff development, parent development, as well as life-skills education for learners.

Re-orientating education support services: The reorientation of these services would require them to be coordinated and accessible to all who need them. They would also need to provide comprehensive programmes, including curative, preventive and health-promotive aspects to support learning structures at school level.

The above needs to be seriously considered and implemented in schools, so that learners are able to visualise and practice safety habits and so improve the culture of survival, and life long learning.

CONCLUSION

This chapter commenced with organisational change, which is inherent in South African schools. The chapter further explores the multicultural aspects of education in a diverse and dynamic school situation. The last section focuses on school development, namely organisational development and the health promoting school, which largely pertains to life-skills in the school situation. As a result of historical and other factors, schools are at different stages of development. There is a need for a concerted effort by all stakeholders to build on the culture of teaching and learning. Some may feel ready to confront challenges hi-lighted, whereas other may be overwhelmed with the challenges of finding basic resources to continue to exist on a daily basis, and thereby not be able to consider any other challenge. All schools are faced with diverse learning and development needs in one way or the other, and need to find concrete ways in which to address these needs, even in the most difficult of circumstances. In the context of diversity of our schools, individual schools need to identify priorities and work progressively towards their goals.

In the chapter 7, I outline the main aspects of assessment together with communication strategies to develop a coherent system of contact between home and school in accordance with the principles outlined in Outcomes-Based Education.

Chapter 7

ASSESSMENT TECHNIQUES AND COMMUNICATION

INTRODUCTION

The introduction of Outcomes-Based education has heralded a need for a system of assessment that can cater for the complex, heterogeneous population, with a diverse tapestry of culture. There is a need to assess learner progress holistically taking into account prior learning as well as skills, traditions and beliefs.

This chapter focuses on the changes that have been brought about through the introduction of the new curriculum. Changes need to be implemented to provide equity and to promote a more balanced view, by developing learner's problem-solving and critical thinking abilities. *Assessment needs to take cognisance of changes that have been implemented.*

Traditional Education

According to the Department of National Education the main change in the education system is from a content-based to an outcomes-based approach. The old system saw many educators textbook bound. Such educators followed the textbook stringently. Such a system did not allow for flexibility or creativity. A strict syllabus was followed in a structured manner with very little scope for learners to gain insight into the underlying principles or processes involved. Outcomes-Based Education on the other hand offers a much more flexible approach, which recognises an individual's prior learning ability.

Traditional approaches to record keeping, largely involved the quantification of test and examination results. With the implementation of Outcomes-Based Education, there is a need for effective record keeping as regards the assessment of knowledge, skills, attitude and values –

forms of learning not always subject to percentage calculations. Outcomes-Based Education requires the use of tools that appropriately assess learner achievement and encourage lifelong learning skills. With the emphasis on continuous assessment it is essential that the facilitator compile effective records of all learners so that progress is effectively monitored.

Assessment

In any classroom at any given time, learners will come from different learning background and will operate at different levels of competence. To make learning meaningful, you need to determine what your learners have done before and what they need to do next.

According to Edgerton 1990: 5 assessment isn't about tests and other modes of measurement. It is about what's behind these. It is a mindset that asks questions, good questions, hard questions, legitimate questions, about what and how much our students are learning. What is clear from the above statement by Edgerton is the fact that the learners are at the root of all true educational assessment. Assessment is about learner progress, in learning how to learn and development towards creation of self-regulating individuals who are able to manage their lives as contributing citizens of the country. The central tenet of Outcomes-Based Education is to enhance effective learning. Rowntree (1978) defines assessment as occurring whenever one person, in some kind of interaction, direct or indirect, with another, is conscious of obtaining and interpreting information about the knowledge and understanding, or the abilities and attitudes, of that other person. Assessment is viewed as a human encounter.

The Government Gazette No. 710, dated 31 May 2002 endorses the concept that assessment should provide indications of learner achievement in the most effective and efficient manner, and ensure that learners integrate and apply knowledge and skills.

Traditional Assessment

Traditional forms of assessment were inherited from the Western model of education, which enforced intelligence testing, and the scholastic system of examination at the end of a school year. Within South Africa there was widespread dissatisfaction as regards this form of assessment. Little or no attention was given to linguistic and cultural backgrounds of learners. As far as traditional assessment was concerned, it was largely enforced for classificatory purposes as regards promotions and placement of learners. The old system of assessment had three key characteristics:

- It focused on the input by educators and learners;
- It assessed learners' learning by comparing individual learners against a norm;
- It used assessment primarily in a summative way (to measure what learners had learnt at the end of the process).

Qualitative assessment was seen as being unscientific and subjective. Burden, 1996:98 also re-enforces the idea that traditional assessment is largely used for classificatory purposes.

The aim of Curriculum 2005 is to prepare all learners for participation in a free and democratic, transformed society, hence the emphasis on lifelong learning in the curriculum.

The New Curriculum 2005

In South Africa, education and training have been harnessed to help forge a new and empowered society. The aim of Curriculum2005 is to prepare learners for active participation in a free and democratic, transformed society. The ultimate aim is thus the creation of an education and training system that ensures people are able to realise their full potential for adaptation to our society. Curriculum 2005 is the new paradigm of education and training. It cuts across the traditional divisions of skills and knowledge to encompass the concept of lifelong learning

for all. This new system credits "prior learning". Within a single education system all learners will have access to quality education via the new national curriculum of outcomes-based education. Transformational OBE has as its guiding vision the production of self-directed learners with the ability to solve problems. The new system, in contrast to the old curriculum, is designed to have the capacity to respond to diversity in learning needs, based on a belief that all learners can learn successfully. All learners are understood to possess unique individual characteristics. Instruction therefore requires inherently differentiated teaching based on the learning characteristics of the learning population. The curriculum will have to be adapted to suit the learners, rather than have the learners fit into the curriculum. An Outcomes-Based Education curriculum is more flexible than the traditional curriculum and makes allowances for variations in learning rates, pace and style. The new form of assessment will not be easy, but the rewards for all those involved will be great.

Outcomes based assessment focuses on the outcomes that learners demonstrate after learning, it assesses by comparing individual learner's work to a set of criteria (called learning outcomes) an it uses assessment primarily in a formative way (as a means of improving the learner's ability to learn during the learning process).

Feedback loops are deeply entrenched in continuous assessment. Any place that has feedback loops has communication. The concept of continuous assessment is that the learner must get feedback from the assessor. None of the forms of assessment are authentic if there is no feedback to the learner. In all forms of assessment outcomes and forms of assessment must be stated upfront. Learners must be informed as to what extent they have achieved outcomes.

The educator who clearly understand the implications and implements it accordingly will reap multiple rewards in terms of job satisfaction and learner involvement in the educative

process and learners developing into self-regulating, individuals. Curriculum 2005 has the potential to revitalise South Africans

Distinct differences become apparent when one compares the traditional system with the new curriculum. Outcomes-Based Education reflects the participatory nature of an open society by involving all those concerned, namely educator, learner, parents and peers. Outcomes Based assessment is developmental and formative, guiding learners by means of appropriate feedback and teaching. The 1998 Draft Assessment Policy in the General Education and Training Phase: Grade R to 9 and ABET defines assessment as follows:

> *The process of identifying, gathering and interpreting information about learner's learning. The central purpose of assessment is to provide information on learner achievement and progress and set the direction for ongoing teaching and learning. OBE assessment is also a strategy to motivate learners to strive towards mastering the criteria, which define a specific outcome, so that they gradually take control of their own learning.*

OBE is equally strategy directed at educators, empowering them with the professional skills of planning for and managing learning in their own classrooms. Assessment is therefore an essentially integrated element of the whole learning and teaching cycle, integral to Curriculum 2005. OBE assessment should reflect the participatory nature of an open society by involving all those concerned, namely the learner, educator, parent and peers. If assessment is to be truly effective then formative and summative assessment need to form a coherent whole in providing a multidimensional view of the learner. Pahad 1997: 6 states that assessments should be outcomes-based, meaning that learners must be give the opportunities to show educators what they know and what they can do.

Continuous Assessment

According to Manganyi 1997(a): http://www.polity.org.za/govdocs /misc/curr 2005.html the Continuous Assessment Model (CASS) has been proposed as an assessment model for South Africa.

The practice of continuous assessment will underpin all assessment across all education and training bands at all levels. Therefore the paradigm shift from promotion decisions based on the results of a single test or examination (summative evaluation) will be replaced by the ongoing formative assessment of the learner. This will enable the educator to monitor the strengths and weaknesses of the learners' performance. Recorded evidence on the learner's progressive achievement will include portfolios of the learners work, as well as documented records of the educator's appraisals, both verbal and scored on which promotion decisions will be made.

All assessment will be underpinned by the criteria of the critical and specific learning outcomes. The emphasis of assessment will therefore be placed on formative assessment of the learners work over a period of time, rather than on performance in a once-off achievement-based examination. Paris and Ayres 1996: 202 illustrate the concept of ongoing, continuous assessment as follows.

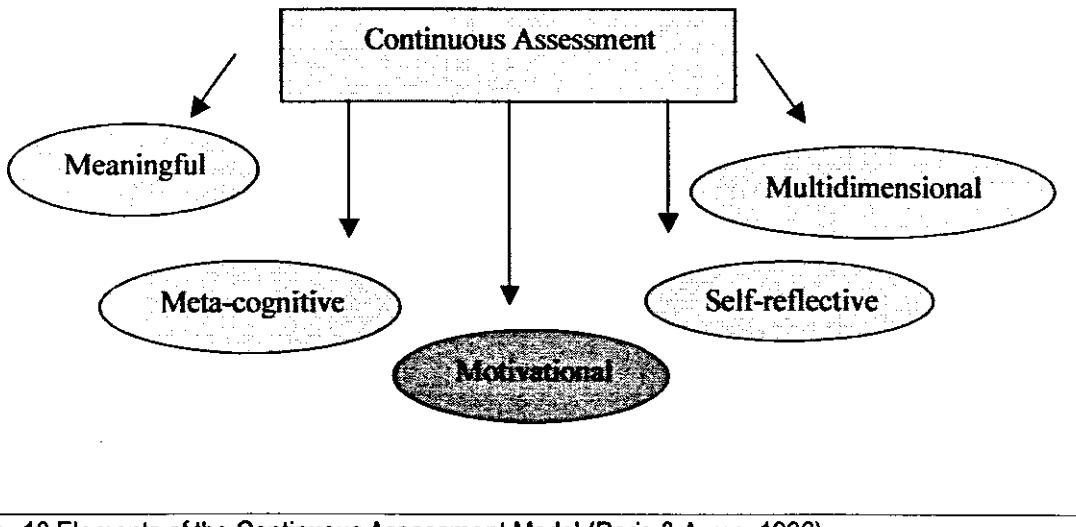


Fig. 10 Elements of the Continuous Assessment Model (Paris & Ayres, 1996)

Formative Assessment

Archer and Rossouw 1999:109 state that formative assessment is an ongoing process of information gathering. This type of assessment demands a system of feedback, which forms and shapes the learning experiences to the benefit of learners. Formative assessment forms an integral part of the teaching-learning cycle. The feedback stage allows educators the opportunity to assist learners in areas of weaknesses and to further capitalise on their strengths. Enrichment exercises can be given to learners who cope well and remedial exercises can be enforced with those learners experiencing problems in particular areas. Thus formative assessment allows for educational support to be administered to all learners in a controlled manner. Spady (1998) states that educator observation plays an essential role in formative assessment. Spady (1998) further indicates that formative assessment evokes two main elements in individuals, namely the psychological (thinking, understanding, knowing) and the sociological (demonstrating, showing, applying new knowledge). Torrance 1996: 8 states that formative assessment provides feedback about levels of progress towards achieving the desired outcomes and about ways in which the lessons learned might be transferred to other areas.

Summative Assessment

Van der Horst 1999: 172 states that summative assessment is the final measure of what is learnt. It is usually applied as a final judgement on a learning unit or course. It is the summing-up of all the results of prior assessment and guides future planning. Many critics to summative assessment maintain that this form of assessment is not recommended as it only tests the learner's ability to remember or recall information. Critics maintain that if we are to get a true picture of a learner's ability, other alternative summative assessments, such as projects, learner portfolios and performance tasks are necessary. Freiberg and Driscoll (1996) indicate that summative assessment should measure a learner's disposition, attitude and values. They also recommend an "inquiry assessment". An "inquiry assessment" could include an interview, a face-to-face meeting in which one person obtains information from another or the answering of a questionnaire.

Diagnostic Assessment

Diagnostic assessment allows for learning difficulties to be scrutinised and classified so appropriate remedial help and guidance can be put in place to assist the learner realise his/her potential. Strategies for diagnostic assessment may be informal. Van der Horst, 1999: 171 states that formal and informal diagnosis reveals learners' pre-knowledge, pre-skills, pre-attitudes and values. Effective educators continue to diagnose learners' understanding and interest throughout lessons. Specific action may be implemented as a result of diagnostic assessment.

Evaluative Assessment

Evaluative assessment allows one to compare and aggregate information about a learner's achievements. Such information is valuable in curriculum development as well as the evaluation of the teaching-learning situation. However comparisons should not be drawn be-

tween individual learners in a manner that belittles individuals. The uniqueness of learners must always be respected. Avenues need to be looked at to provide learners with as many opportunities to succeed.

The Purpose of Assessment

Van der Horst 1999: 173-179 hi-light the following main purpose of assessment, which may be summarized as follows:

Assist learners in the learning process

- Assessment should gather data to assist in the formulation and presentation of a well-structured programme of learning experiences with the aim of achieving the desired learning outcomes.
- Assessment should be able to diagnose learner strengths and weaknesses in order to justify the formulation and implementation of enrichment or a remedial programme.
- Assessment should provide guidance for learning experiences, which encourage, sustain and motivate lifelong learning.
- Assessment should stimulate self-evaluation and promote reflective practices.

Assist the educator by providing appropriate learning experiences

- Assessment should serve as a tool for continuous improvement in teaching and learning.
- Assessment should provide information about learner's strengths and weaknesses.
- Assessment should offer guidelines for enriching or adapting lessons to meet the needs of learners.
- Assessment should encourage and support decision-making.
- Assessment should encourage self-criticism, self-evaluation and reflection.

Assist others concerned with education and training

- Assessment should provide adequate feedback to parents and guardians.
- Assessment should provide information to all those involved with the education of the learner.
- Assessment should provide information to policy-makers for the continuous improvement of the education system.

Continuous Assessment and Outcomes-Based Education

According to Le Grange and Reddy 1998: 11 continuous assessment is an ongoing process that takes place throughout the whole learning process. This allows for learner progress to be monitored and nurtured. Continuous assessment involves:

- Assessing a learner's work and progress continuously, formally and informally;
- Providing constructive comments for the different activities attempted;
- Allowing peers/parents an opportunity to assess their children's work;
- Makes provision for improvement while acknowledge the strengths of learners.

In continuous assessment, educators try to use the best method to assess a learner's progress. Verbal questions could be easily used to assess a learners a learners understanding of what he/she has read. In another situation a drawing could be requested for or a one-word answer test be give. Educators need to make use of a wide variety of assessment activities that interest and benefit all learners.

Outcomes-Based Education has heralded a need for variety of techniques to be employed in assessing learner progress. Such assessment techniques need to take in consideration the heterogeneous population, with its diverse tapestry of culture and beliefs.

Pahad 1997: 6 reminds us that assessment should also be Outcomes Based. This means that learners must be given many opportunities to show educators what they know and what they can do.

Prior learning as well as skills, traditions and beliefs needs to be considered in the assessment process. Communication between the school and home are of paramount importance in the creation of a healthy school-community environment.

Assessment techniques in an Outcome Based Classroom

An OBE classroom provides a learning environment, which is free of bias and is respectful of the rights and the needs of educators, learners and parents in a free and democratic society. Such a milieu, promotive of equity and the full potential of each and every learner, requires the guiding hand of a vigilant, keenly observant educator who is consistently involved in a cycle of holistic assessment that is dynamic and multidimensional. It is imperative for educators to be thoroughly prepared, and to understand the value and the utility of assessment tasks. It is essential that the educators understand the value of assessment techniques and use such results to further improve and consolidate learner results. It is a well-established fact that learners display a flair for different activities. Some learners perform best in written work, some are verbally articulate and may find written work cumbersome and laborious, some display thinking and problem-solving skills by being able to manipulate objects and material, some prefer to paint, draw or role-play to demonstrate understanding of concepts. All of such activities can be used to understand a learner better and to enhance learner intellectual development.

Techniques for gathering assessment data

- **Observation**

Archer and Rossouw 1999: 117 states that educators need to implement observation as a deliberate, skilled tool to consciously gather and systematically record information on learners or groups of learners in a class. Observation is often an intuitive response to something observed. Important information may be gleaned from observation by parents, peers and educators. Observation is a valuable tool in assessing learners without creating a tense test or examination setting. Observation checklists should focus on observable performances that are more meaningful or authentic than paper and pencil tests. The Ministry of Education, Province of British Columbia (1991, Supporting Learning: 14) recommend that educators watch learners throughout the year and "record observations of children in action and review them on a regular basis to discover patterns, assess progress and make plans to help children continue their learning".

- **Questioning**

This technique may be combined with other techniques to assess a learners understanding of concepts. Archer and Rossouw 1999: 117 states that asking the right questions at the right time is part of the "clinical approach" modelled by Piaget. Educators must poise questions that are relevant and within the scope of the learners capabilities.

- **Interviews**

To establish a sense of understanding between educator and learner the interview technique has proved suitable. One on one interaction creates a bond of understanding between parties concerned. Panel interview in the classroom setting is also a valuable tool in assessing learners. It is advisable that educators implement this technique more widely so that greater understanding can prevail between educator and learner as well as among learners. The interview technique could also be successfully used to advise parents on learner progress. Strategies can be mutually agreed on and adopted to assist the learner in his/her area of "weakness".

- **Parental Assessment**

Lazarus, Daniels, and Englebrecht 2001: 55 state that new policies and legislation in South Africa (White Paper on Education and Training, 1995: South African Schools Act, 1996) support the optimal involvement of parents in the education of their children. Emerging policies extend this principle to include parents in the assessment of the needs and provision of support to schools and learners. Outcomes-based education places greater emphasis on parental involvement in the educative process. Parents can be keenly utilised to monitor learner progress and activity in the home environment. Parent could also be invited to the formal school setting to assess their child's work. Educators could ask parents to comment on their children's schoolwork and progress on a regular basis. Certain pieces of work (a worksheet, project, assignment,) could be taken home for parents to see and comment on. This method provides first hand information about a learners strengths and weaknesses.

- **Peer Assessment**

Archer and Rossouw 1999: 119 state that peer assessment often elicits data, which are normally unavailable to educators or parents. Learners are able to express themselves freely to peers. Learners need to be taught the art of assessing their peers' work. They can also be made aware of what they need to concentrate on in assessing their peers. More involvement on the part of learners in the assessing process makes them more critical of their own work. The assessed learners spiritedly defend their own work. If handled properly, peer assessment is an excellent learning experience for all concerned and is a valuable tool in developing critical thinking and learner criticism. Peer assessment enriches the assessment process.

- **Self-Assessment**

Learners need to be taught how to assess their own work. Archer and Rossouw 1999: 120 indicate that self-assessment applies to learners and to their educators. Self-assessment is a

valuable tool in developing as an effective, sociable person, aware of ones own self worth. For a learner, self-assessment is a significant step towards self-controlled behaviour and assists them to take control of their own learning. Self-reflection is a valuable in tool in creating avenues of intrinsic motivation in learners. Self-assessment develops a mature reflection and learning to value ones self allows for valuing others. Mutual respect is also established with peers and individuals in the school environment.

- **Portfolio Assessment**

Archer and Rossouw 1999: 120 state that a portfolio could be a large container or portfolio cover which houses a specially selected collection of students' work (including writing, drawings, crafts, maps, reports, audio or video cassettes, peer or other assessments). Learners are free to select pieces of work, which they find desirable to house in their portfolio. Portfolios provide tangible evidence for parents, and educators of the quality of learning being achieved in a class. They provide a basis for interviews and discussions on matters that may require attention. Portfolios are jointly organised and managed by educators and learners. Thus portfolios may be seen as and organised collection of evidence used by educator and learner to monitor growth of the learner's knowledge, skills and attitudes.

- **Project Assessment**

Projects provide a valuable opportunity for in-depth analysis of learner's strengths and weaknesses. Archer M and Rossouw W 1999: 121 indicate that project work gives the learner an opportunity to display his/her creative skills and abilities. Feeling can also be expressed by the graphic design work of learners. Learners may be talented in project work while not being able to express them-selves verbally. Projects are valuable assessment tools that allow learners an opportunity to show not only what they know but also what they can do. Projects also help

learners develop and enhance communication, technical, interpersonal, organisational, problem-solving and decision-making skills which are essential in lifelong learning.

Main Reasons for Assessment

- **Feedback**

Feedback serves to give information about a learner's progress, which affords the educator the opportunity of evaluating how effective teaching has been. Feedback also allows the educator to correct misunderstandings and to provide effective remedial tasks to consolidate ideas and concepts. With this in mind it is essential that assessment be conducted frequently, otherwise learners will not receive the feedback, which is so vital for success. The learner needs to understand the relevance of assessment as part of the learning process. Self-assessment also forms as important part in feedback. Educators need to encourage learners to conduct self-assessment in an effort to realise potential weaknesses and strengths.

- **Progress**

Assessment is a vital tool for recording and monitoring pupil progress over the short and long term. Records should be able to assist educators and parents of any decisions that need to be made in helping learners realise their true potential. Any form of recording should be used as a tool to enhance learner development intellectually as well as socially. Progress reports often form a key element in the communication process between educator and parent. It is thus imperative that such progress record be compiled accurately.

- **Motivation**

Motivation forms an important part in encouraging learners to achieve what is expected of them. According to Beach 1970: 445 motivation is the preparedness to expend energy to achieve a certain goal. Marx 1981: 193 reaffirms this idea in saying that motivation is all the ef-

forts used by a business leader to encourage his staff and colleagues to willingly achieve to the best of their abilities.

Motivation can be intrinsic as well as extrinsic, and in many instance a combination of both. It is essential that the educator nurture the learner with constructive encouragement so that the learner is adequately motivated to achieve desired results. OBE emphasises the importance of encouraging and empowering learners.

Classroom Assessment

Classroom assessment can take on many forms. Such assessment involves the educators to be alert and observant of the learners in his/her care. OBE offers scope for good educators to work as creatively and positively as they know how; the open way in which learners are allowed to participate in their own and others' assessment means that all parties can play a meaningful role in the assessment process.

The following activities can be looked at:

- Everyday classroom activities
- Class-based tests
- Homework
- Oral presentations
- Projects and graphic work
- Reading

Assessment may be viewed as a process of gathering information. Individual circumstances will largely dictate the manner in which such information is gathered. Bennet and Hewett (1989) indicate that information gathered can be used for a variety of purposes, but the most important will be the influence it has on educator decisions and the needs of learners.

Educator assessment has significant impact on pupil's daily lives as well as the educator's own practice. When the educator marks the learners books he is trying to establish whether the learner has understood the concepts taught. Efficient marking of learners work should bear following three characteristics.

- Marking should provide pupils with informative feedback and satisfaction.
- Thorough marking should motivate learners to achieve more.
- Marking should hi-light the learner's strengths and weaknesses.

Marking of learner's work also provides the educator with a yardstick of assessing learner understanding and allows the educator to adopt teaching strategies in keeping with the learners' level of attainment. Conventional marking is just one of the forms of assessment, observation, questioning and listening, interview sessions as well as oral communication are key components of the skills of assessment, which educators need to practise and develop. It is essential that the educator be consistent, systematic and constructive in the marking of pupil's work.

Classroom Activities

Daily classroom tasks are an excellent way of collecting information about learners. The second critical outcome in OBE stresses group work as an activity: " Learners should be able to work effectively with others in a team, group, organisation and community". This outcome leaves a vast array of activities to the educator's disposal. After learners have worked together in groups, they often present their findings to the rest of the class. It is at this point that the educator needs to take note of all information that is being presented by the learners. Assessment needs to take place at this level. The educator needs to assess these presentations in an appropriate manner.

Evidence of learner understanding and the demonstration of skills can be collected from:

- **Written tasks**: notes, compositions, answering of given questions, report writing, experiment notes, assignments;
- **Oral tasks**: reading, role playing and dramatization, discussions, recitals, speech making, questions, show and tell;
- **Physical skills**: running, playing games, involvement in physical activities, knowing the rules of games, co-ordination skills, demonstrations;
- **Design work**: drawings and sketches, building of models, planning, construction.

A broad range of activities provides a valuable tool for assessing learner achievements and skills. An attentive educator will be able to establish learners' skills and beliefs as he/she completes or participates in the various activities. It is essential that such beliefs be respected and under no circumstance should the educator try to intimidate and impose his beliefs on learners. The rich cultural diversity and heritage of the nation needs to be nurtured diplomatically in allowing learners the opportunity to interact and learn more about the traditions and beliefs of others.

An Outcomes-Based Education Classroom

The educator should weigh the strengths and weaknesses of the class as a whole, as well as those of individuals in the group. In OBE, assessment is a major component of the teaching-learning cycle because it maintains the focus on the learners, their needs, their progress and their learning outcomes. Mixed- ability teaching requires a diverse range of strategies. If all learners are regarded a shaving particular personal learning needs, teaching requires the identifi-

cation of learners strengths concurrently with assistance in overcoming particular weaknesses. In the information age the educator's role has changed from the transmitter of knowledge to that of a mediator / facilitator who encourages learners to construct their own knowledge and become independent learners.

OBE allows learners for the conceptualisation of learner changes from a passive receiver of knowledge to an autonomous learner, reflective thinker and problem solver who is actively involved in his or her own learning and construction of knowledge. Instead of encouraging learners to conform, their individuality is respected, creativity is encouraged and self-concept is enhanced. Learning should not be compartmentalised into separate subjects, but be integrated in cross-curricular teaching. The programmes that the educator develops should be learner –centred, tailored to suit the needs of all learners in the class, as well as accommodate those who have particular needs. In order to be effective the educator needs to develop an interactive approach to teaching by developing questioning techniques which probe the learner's thinking style and encourage him or her to reach higher levels of thinking and reasoning.

Since Curriculum 2005 expects learners to be critical thinkers and problem solvers, it is incumbent on the educator to develop these qualities in learners. It cannot be assumed that all educators themselves are versed in the skills of critical thinking and problem solving. Educator Education and Development programmes need to address such imbalances if education is to succeed. The figure below summarises the procedures that educators should consider in the Implementation of Outcomes-Based Education.

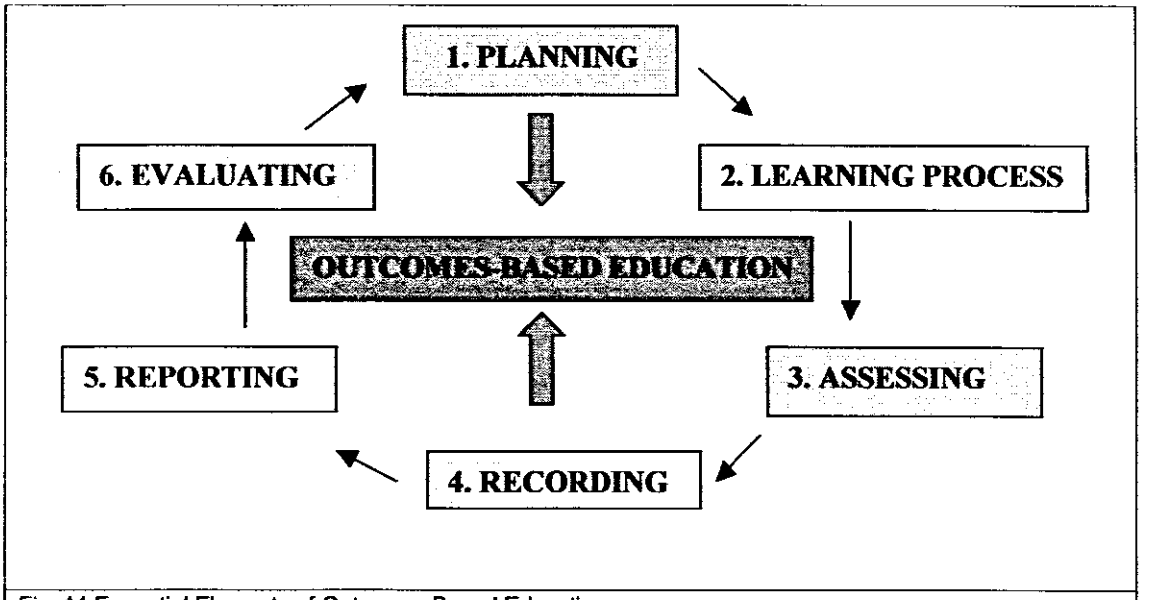


Fig. 11 Essential Elements of Outcomes-Based Education

Outcomes-Based Education involves the learner, educator, peers and parent in the assessment process. Proper preparation is required for assessment on Outcomes-Based Education. It may be impossible to assess the whole class during one activity; the educator needs to focus on only a few learners during an activity. The educator needs to assess their abilities and write down comments about their skills and understanding. Educators need to take particular note of the learners' ability to demonstrate the achievement of outcomes. Outcomes-Based Education is based not on knowledge, but on how we think learning takes place. The focus is on the mind of the learner as an imaginer, an inventor, a creator of ideas. Learners constantly negotiate, renegotiate and construct their own meaning. It is essential that the educator be able to convey adequately the strengths and weaknesses of learners to parents. At the same time the school should support and entertain parents with queries as regards their children. Such contact sessions in the form of individual appointments with parents as well as parents' day and open day should become part of the annual activities hosted by a school.

School – Community Communication

Community structures such as the family, state, church and commerce need the school because the child is developed to become a more mature citizen of the state, member of the church and a learned, trained employee in business, and he/she will be able to fulfil his/her calling in a responsible and accountable manner. Unfortunately many parents and others in the community are ignorant about the nature, purpose, organisational structure and the general way in which schools are run. The community often evaluates and supports the school to the extent that it satisfies the expectations of the community. It is important that the school in turn determine what the community expects of the school and try to satisfy such expectations, particularly as far as the provision of effective teaching and learning situations are concerned. To continually improve teaching and learning it is necessary that a healthy relationship exist between the school and the community. It should also be borne in mind that everything that happens at school can influence the attitude of the community towards the school. Gorton 1983: 433, describes the importance of a good school-community relationship as follows:

> *The school draws its students from the community and depends on the community for its financial and social support. The community attempts to establish its influence over the school primarily through the school board (school governing bodies), which has the authority to establish policies and approve financial expenditures. The community also tries to exert its influence on the school informally through parents' and special interest groups and individual contacts. Because of these factors every administrator needs to develop a sound understanding of and competency in building and maintaining effective school-community relations.*

From the above exposition it is clear that home-school link is an important one. Schools need to create avenues that foster opportunities for active leadership and support for parents in developing and deepening their involvement in their children's learning. By setting

the right climate, schools can encourage parents to play a key role in early childhood education. By extending the contexts of learning beyond the confines of the classroom and the school, the child finds a wider range of constructive learning situations, the educator develops his/her professional role as a facilitator of learning wherever it takes place, and the parent gains skills and confidence to extend his/her child's learning.

Communication Media: School – Community Communication

Communication media can be referred to as any medium used to bring about communication, contact or to make connections between individuals or groups of people. The following are some of the media that the school could use to good effect.

Communicating by means of the written word

- Letters (personal letters, newsletters, circulars, memoranda, etc.)
- Reports (annual reports, sports reports, progress report, etc.)
- Brochures and pamphlets (Newsletters)
- Complimentary notes
- Newspapers and journals (school newspaper, local newspaper, annual journals, etc.)
- Notices (by hand, post or exhibited)
- Complaint boxes
- Posters
- Questionnaires
- Bulletin Boards

Communicating by means of the spoken word

- Conversations and interviews with individuals and groups
- Speeches (assembly talks, talks by school nurses on health and hygiene)

- Meetings (parent-teacher meetings, staff meetings, subject committee meetings, etc)
- Loudspeaker announcements (during open air meetings, meetings in the hall, etc.)
- Intercommunication system (announcement to learners / parents)
- Recorded video presentations (to enhance presentation, report back, etc)
- Advisory sessions (how to improve standards, procedures, guidance, etc)
- House visits (learner who is ill/absent)

CONCLUSION

Against the backdrop of planning, teaching and learning it is essential that good interpersonal and inter-community relationships exist to make the educative process more meaningful. This chapter focuses on the techniques that can be employed to ensure a fair assessment of learner progress together with some of the avenues that can be used to bridge school-community communication. The necessary opportunities need to be given to parents to express their expectations and concerns regarding the school. It is essential that the school manager not *try to manipulate public opinion regarding the school but provide the school community with* an understanding of the school and involve the community actively in school affairs. Healthy school-community relationships will undoubtedly increase the efficiency of the school system.

In chapter 8, I focus on Outcomes-Based education in the intermediate phase by discussing the eight learning areas.

Chapter 8

OUTCOMES-BASED EDUCATION IN THE INTERMEDIATE PHASE

INTRODUCTION

The intermediate phase comprises learners in grades four, five and six. Communication plays an important role in the education of the child. In the intermediate phase the most striking characteristic of learners are their social and emotional stability on the one hand and their self-assuredness and self-reliance on the other. Learners in the intermediate phase tend to follow an educator's instructions with utmost confidence. Learners at this phase are very interested in co-operating with other learners. In this chapter I hi-light the learning areas in the intermediate phase together with the time allocated for each learning area. Emphasis is also placed on the crucial role of communication across the OBE learning areas.

Learning Programmes in the Intermediate Phase

According to the Government Gazette No. 710, dated 31 May 2002, to ensure achievement of national standards set by the Revised National Curriculum Statement, policy guidelines for relevant and appropriate Learning Programmes will be developed at national level in collaborations with provinces. These guidelines will emphasise the principle of integrated learning and the achievement of an optimal relationship between integration across learning areas. The National Education Policy Act (1996, section3, paragraph 4) empowers the Minister of Education to determine, among other things, such a national policy guideline for the development of Learning Programmes.

In the Intermediate Phase, Languages and Mathematics are the distinct Learning Programmes. There is need for an effective and comprehensive survey of the outcomes as prescribed by the Revised National Curriculum. According, to the Government Gazette No. 710,

dated 31 May 2002; the Revised National Curriculum Statement Grade R-9 (Schools) will be implemented in schools by means of Learning Programmes. This document promulgates the concept that learning programmes are structured and systematic arrangements of activities that promote the attainment of learning outcomes and assessment standards for the phase.

Learning Programmes have been put in place to ensure that all learning outcomes and assessment standards are effectively pursued and that each learning area is allocated its prescribed time and emphasis.

Curriculum Statement Grade R-9. Flexibility is allowed to individual schools to decide on the number and nature of other Learning Programmes taking into account the organisational imperatives of the school, provided that the national priorities and the developmental needs of learners in a phase are taken in account.

Educators are responsible for the development of Learning Programmes. Policy guidelines to support the development of these programmes were provided by the Department of Education (Government Gazette No. 23406, dated 31 May 2002). Provinces are also encouraged to develop further guidelines where necessary in order to accommodate and provide for a multicultural school environment. There is however need for proper educator training programmes to be put in place to ensure that the capacity of educators are enhanced to benefit learning process. Educator development programmes must be implemented to build the capacity of teachers; school management teams and departmental support personnel so that they are able to develop, implement, manage and support the development of Learning Programmes

Time allocation

Section 4 of the Employment of Educators Act, (1998) stipulates that the formal school day for educators is seven hours. The formal teaching time allocation to the Intermediate Phase is represented in the table below:

LEARNING AREA/ PROGRAMME	TIME (%)
Languages	25%
Mathematics	18%
Natural Science	13%
Social Science	12%
Technology	8%
Economics and Management Sciences	8%
Life Orientation	8%
Arts and Culture	8%

Fig: 12 Time allocation to learning areas in the intermediate phase. (Government Gazette, 31 May 2002)

The role of Communication across the OBE learning areas

In this section I will briefly outline the eight learning areas of Curriculum 2005, and emphasise the place and role of communication in them – particularly in the Language, Literacy and Communication learning area.

Language, Literacy and Communication

According to Lubisi et al 1998: 60-61 people interact with the world and each other through language. The more we are able to communicate, the better we are able to understand

each other. Improved communication can only lead to a South Africa free from intolerance, misunderstandings and prejudice, which is the focus of this learning area. In South African schools the mother tongue of the majority of learners differs from the medium of instruction. This situational factor needs to be taken into consideration by educators during lesson preparation and presentation. Language, Literacy and Communication have a bearing and influence on other learning areas. The learner must be able to communicate effectively to follow and complete tasks in other learning areas. Knowledge and ideas formulated by language either written or verbal involves various communication processes, which service other learning areas. Learners who are able to communicate effectively are better equipped to handle the content of other learning areas.

Numeracy and Mathematics

Numeracy and mathematics is a way of understanding the world. Mathematics encourages logical thinking, problem solving and teaches people analytical skills that will allow them to make critical decisions. Problem solving involves intrapersonal as well as interpersonal communication. Taking the experiencing of maths problems and the objectives of maths into consideration, the educator should endeavour to promote understanding, enhance memory and develop the learner's confidence in the subject. Problem solving in numeracy allows learners to apply their minds to seek solutions to given problems. Learners are involved in intrapersonal communication to apply their minds to verify the accuracy of their results. This learning area will equip learners to cope with a rapidly changing technological environment. With the diversity of cultures coming together in our South African classrooms it is imperative that communication skills be improved in order to facilitate the acquisition of numeracy and mathematical skills. For learners to be successful problem solvers requires educator support, motivation and encouragement.

Human and Social Sciences

South Africa needs responsible citizens who are able to operate in a culturally diverse, democratic society. Human and Social Sciences is therefore an important area of study. Here learners will learn how to interact with each other and the environment. In order to foster interaction with one another educators and learners need to acquire skills in interpersonal communication. Interpersonal communication involves communication between individuals e.g. communication between educator and learner. De Corte et al 1972: 86 state that the educator and the class group constitute a potential field of social interaction and a network of affective relationships, which includes acceptance, withdrawal, sympathy and antipathy relationships. Educators need to create a class atmosphere where optimal learning can take place. Intrapersonal and interpersonal communication skills are actively used in this learning area. Written communication in the writing of essays, the completion of assignments and research work allows the learner to communicate intrapersonally as well as interpersonally when enquiring about information. The enquiry process could involve verbal communication. Interactions are contextualised in space and time and have social, political, economic, environmental and spiritual dimensions. The Human and Social Sciences allows learners to develop distinctive skills and critical awareness of social and environmental patterns and processes.

Natural Sciences

The Natural Sciences Learning Area Statement envisages a teaching and learning milieu that recognises that the people in South Africa have a variety of learning styles as well culturally influenced perspectives. The Natural Sciences Learning area aims to provide a foundation on which learners can build throughout life. The various forms of communication play an important part in Natural Science. Intrapersonal and interpersonal communication are widely used in the knowledge construction process. In order to manage the resources of the world effectively, people need to understand the universe – both natural and created by people. This learning area will equip learners with the ability to understand our natural resources and manage them effec-

tively. Increasing the development of sustainable resources and the access of ordinary people to such resources is becoming an important theme in the natural sciences. Public communication plays an important role in the consultation and negotiation process to determine the needs of ordinary people. At the same time mass communication (the print media, radio and television) are becoming important tools in informing ordinary people about developments in the natural sciences that affect their lives. While some knowledge in the Natural Sciences has been accepted as unchanging, theories are acknowledged to be open to change, largely because they are the result of human activity, which is influenced by social, cultural and historical settings. Problem solving also plays an important part in the Natural science curriculum. The Natural Sciences has the potential to improve the quality of life of individuals, and hence must be made accessible to all South Africans. Learners should be encouraged to be active participants in the learning process in order to build a meaningful understanding of the concepts, which they can apply in their lives.

Arts and Culture

Arts and Culture are an integral part of life, embracing the spiritual, material, intellectual and emotional aspects of human society. Culture sets itself through art and ways of living, behaviour patterns, heritage, knowledge and belief systems. Intrapersonal and interpersonal communication play an integral part in Arts and Culture. People constantly challenge themselves to represent and interpret abstract art and art forms. We also constantly endeavour to appreciate the music of our multicultural society. Culture and the arts are important areas of life. Through developing creativity and exploring the diverse cultures that exist, the spiritual, intellectual and emotional aspects of our personalities will be promoted. Cultures are not static, they have histories and contexts, and they change, especially when they are in contact with other cultures. Intercultural communication skills are a prerequisite in excelling in the arts and culture learning area.

Economic and Management Sciences

This Learning area involve the study of the private, public or collective use of the different types of resources in satisfying people's needs and wants, while reflecting critically on the impact of resources exploitation on the environment. South Africa needs to have a sustainable economic plan in order to survive. The Economic and Management Sciences develop all people into economically active citizens able to participate in and lead the economic development of our country. This learning area also nurtures the learner's intrapersonal and interpersonal communication skills. Learners constantly construct and reconstruct meaning according to given information and situations.

Access to the institutions that manage the South African economy is a basic desire and demand of all citizens. Effective small group communication skills are effective for barter and trade in the informal sector of the economy. Communication through the mass media play an important role in the formal economy where products are advertised, share prices are listed, unfolding economic trends are debated and economic policy is assessed. Without these forms of communication there will be no economy to manage scientifically.

Life Orientation

This learning area develops skills, values, knowledge and attitudes that empower learners to make learners to make informed decisions and take appropriate actions regarding health, personal, physical and social development as well as the orientation of the working world. To cope in a rapidly changing society with these challenges, learners need to develop life skills in order to survive. Intrapersonal and interpersonal communication also plays an important role in this learning area.

The development of life orientation skills has two facets: A social process where the individual negotiates his/her position in the social hierarchy of the local community where s/he

subsists. An equally important aspect of the development of life orientation skills is mastery of intrapersonal skills, which allows the individual to engage in realistic self-assessment with regard to her/his knowledge and skills and her/his relationship to others in her/his local community.

Technology

Today's society is complex and diverse. We live in a technically advanced society. Without accessing this new technology, we will be unable to compete internationally. This learning area will promote all aspects of technology: planning, design, and manufacturing. Intrapersonal and interpersonal communication play an important part in the construction and reconstruction of items in our modern society. Humans have the innate ability to design and improve the equipment that we have around us. Computers are upgraded with modern software to make information more speedily available.

Digital communication is used in almost all forms of modern technology. Most technical instruments and machines are computer based and communicate with each other or with humans in digital format. There exists a powerful link between digital communication and technology education, industry and the medical world. Machines can be controlled remotely from close proximity or across the globe. Surgeons can perform operations on patients even if they are situated in different countries. Humans communicate digitally with robots, which in turn communicate with other robots in order to facilitate mass production of cars.

Technology and communication are inseparable. In order to facilitate technological growth in this country communication channels need to be developed and sustained through education.

Cooperative Learning

Co-operative learning is a system of teaching in which learners work together to ensure that all members in their groups have learnt and assimilated the same content. Johnson and Johnson 1992:218 state that, "... without co-operation among individuals, no group, no family, no organisation and no school would be able to exist." In co-operative learning, groups are organised and tasks are structured so that learners must work together to reach a goal, solve a problem, make a decision or produce a product. Learners are responsible for learning and for helping their fellow group members to learn or practice skills. There is strong emphasis on the co-operation of learners within group. However, individual accountability for learning is still stressed. A variety of methods may be used, but the social nature of the work will produce a classroom in which co-operative learning strategies are used.

CONCLUSION

Outcomes-Based Education requires a range of communication skills on the part of both the educators and learners. Outcomes-Based Education entails the use of different forms of communication. As explained in this chapter, there are alliances between all the learning areas in Outcomes-Based Education and communication.

Persuasion is also an important part of communication, which the educator uses to motivate learners. In order for motivation to take place, the status of the educator is not fore grounded. If the educator is, however, involved the process of asserting order and discipline or formally assessing the learner, the higher the status of the educator must be fore grounded for such activities to succeed.

In the chapter 9, I focus on record keeping in an Outcomes-Based classroom.

Chapter 9

KEEPING RECORD

INTRODUCTION

The introduction of Outcomes-Based Education has heralded a need for a system of recording that will benefit learners, parents and educators. This chapter focuses on record keeping techniques that can be implemented to ensure that the educator is able to successfully monitor learner progress, which is not time consuming and cumbersome to maintain.

Keeping Record

Keeping record is a key element in the education process. An effective educator will have at his disposal an effective and efficient system of record keeping with all the necessary detail to give one a report of a learner's progress without having to look at a learner's books. One of the major changes brought about by Outcomes-Based Education (OBE) is the fact that it requires of educators to keep extensive, meticulous records of learners' progress. The most frequent complaints from educators regarding OBE is that they feel swamped by the amount of record keeping that is required.

Record keeping must distinguish between:

- Educators' personal records of learning progress, and public records on display at schools, or disseminated to parents;
- Records must be easily and inexpensively maintainable,
- Records must be kept securely but easily retrievable and
- Kept records must reflect each learner's progress at a glance.

The figure below displays a hierarchy of planning from the most generic level to the most detailed. Educators in the South African setting are required to plan as per the planning hierarchy. In an ideal situation like that experienced in many European countries, specialised units are responsible for the everyday planning and preparation and control of records. It is in such instances that educators are true facilitators of the learning process. However in the real world, like in the South African context, educators are responsible for the creation of robust form of record keeping.

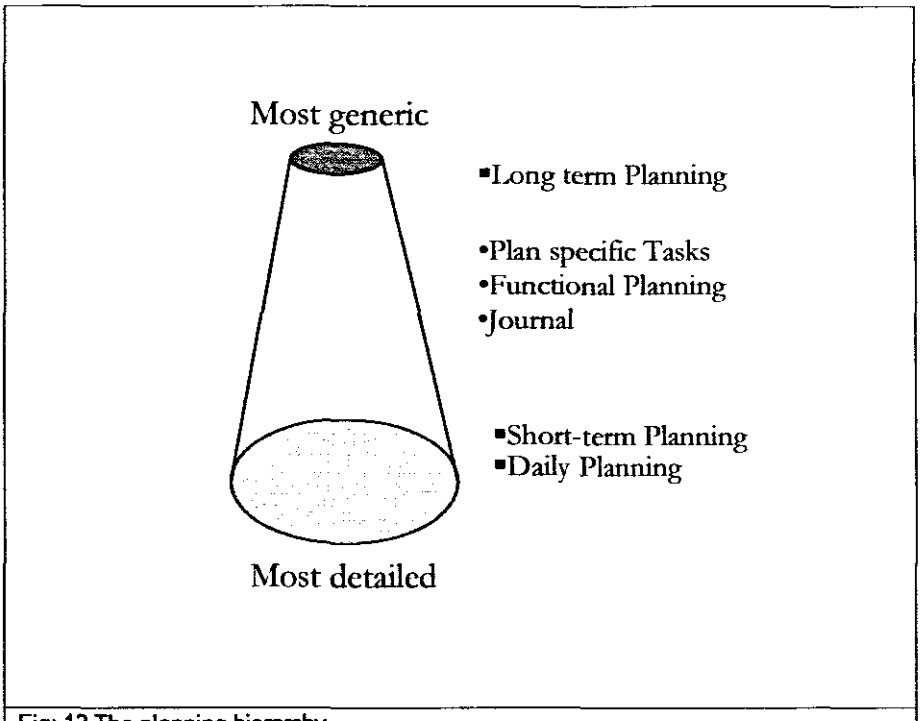


Fig: 13 The planning hierarchy

From the foregoing, it is clear that planning is one of the most important tasks required of an educator. Hechter 1981: 6 states that planning is in a sense, a bridging action between the present and the future.

Traditional Approach to Keeping Record

Traditional approaches to record keeping, largely involved the quantification of test and examination results. Educators largely focussed on assigning marks and percentages to written tasks. In English and Afrikaans marks were assigned for reading and speech making. The educator's task was to present a lesson and then to assess by giving learners a test. Such test marks were recorded as the achievement of the learner. During the mid year and at the end of the year learners from grades five onwards were exposed to the writing of an examination. The educator usually sets an examination paper covering the various aspects of work that was dealt with in a particular subject area. Examinations were written and based on the quantified mark/percentage attained learners were passed or failed.

Learner Records

Learner records largely involved the keeping of:

- Notebooks
- Classroom activity / exercise books
- Homework books
- Test/assignment books.

These books are regularly supervised by educators, but more often than not kept by the learners for the completion of notes as well as homework. Worksheets are often pasted in the notebooks for quick reference. Chalkboard summaries and illustrations are often transcribes into notebooks. Class rooms exercises and activities are also often answered in the notebooks.

Classroom activity/exercise books are often used for pupil activities after a lesson have been taught. This serves as a valuable instrument in establishing whether learners have understood or display adequately outcomes of the lesson.

Educator Records

Educators keep the following records:

- Prep cast (lesson plan)
- Forecast
- Journal (with syllabus)
- Mark book/file
- Home-work record book
- Register

Educators did their planning and preparation in the prep cast or forecast. The journal carried detailed information of the schemes of work that was to be covered for each of the four terms of the year. The mark book/file is the main book/file that records the learner's progress and achievements.

The educator records the academic performance of learners in the mark book/file. The mark book/file was seen as a reservoir of marks and percentages, which dictates the learner's progression into the next grade. With the advent of Outcome-based education, this perception needs to be reviewed as assessment techniques has moved away from a test and examination environment to a system of continuous assessment. Thus there is a need for educators to record learner progress on a regular basis using a system of recording that is comfortable and reliable in providing information as regards learner progress. A key rating system of recording is a more user-friendly system of recording. The use of a key rating system is discussed in later chapters.

Records to Parents

Educators need to report on learner progress in meaningful ways. Reporting to parents involves much more than sending report cards to parents on a term-to-term basis. Parents need to be kept informed of learner progress through meetings, discussions, assessment portfolios and report cards.

Communication between home and school has become a central issue in Outcomes-based education. Conner 1991: 99 reiterates Gibson's (1986) views on the importance of good communication.

These include:

- That parents have a right to know what goes on in the school their children attend;
- That such knowledge makes for good relationships between parents and educators; and
- That good communication will result in improvements in learning and attitudes.

The most common record that parents receive of their child/children's progress is the school report. Traditionally the report, usually comprised the subjects that were taught together with the marks achieved, expressed as a percentage. General comments were included about the learner's progress. Little or no attention was given to the attainment of skills. At the end of the year the report indicated whether the learner had passed or failed. With the implementation of Outcomes-Based Education the parent has a key role to play in the learner's progress and development. Hence, there is a need for reporting to be effective, meaningful and coherent. It is important that home and school work in harmony to create a rich educational environment

for the learner to attain intellectual and physical growth at a pace he/she is comfortable with. According to Barnard S.S.1995: 441 healthy school-community relationships are promoted by means of two-way communication. There should be communication channels by which the community communicates with the principal regarding matters of interest to them. A well structure questionnaire, sent out periodically to parents is an excellent way of establishing whether the school meets the educational needs of the community at large.

Keeping Record and Outcomes-Based Education

With the implementation of Outcomes-Based Education, there is a need for effective record keeping as regards the assessment of knowledge, skills, attitude and values – forms of learning not always subject to percentage calculations. Outcomes-Based Education requires the use of tools that appropriately assess learner achievement and encourage lifelong learning skills. With the emphasis on continuous assessment it is essential that the educator compile effective records of all learners so that progress is effectively monitored. LeGrange and Reddy 1998: 11 state that continuous assessment is an ongoing process that takes place throughout the whole learning process. In this way learner development is periodically monitored and nurtured. Effective communication to parents about learner progress is a prerequisite for the provision of effective, quality education. Schools often use three routes in disseminating information to parents, namely providing written reports, parent's evening, and arranging individual meetings with the class/subject educator.

Assigning Marks: Is it effective?

Many critics have argued that the assigning of marks to learners, robs learners' of their self worth. Learners in an outcomes based milieu need to be viewed as unique with the inherent potential to succeed. If this statement is anything to go by, we as educationists need to really give the learner the benefit to succeed. Nothing is more belittling to a child who writes a test

and who is assigned a mark, which is converted to a percentage. Children as unique individuals will react differently when presented with a test result. Some see a mark as a means to try to improve; hence it serves to motivate learners, while others may feel depressed and de-motivated to achieve any further. Other avenues need to be explored in crediting learners for their work without de-motivating them. One such venue could be the use of a key rating system, which is more user friendly. It gives learners further opportunities for success, when success is not achieved in the first instance without having a "mark/percentage " to label them. One of the fundamental reasons for the introduction of Outcomes-Based Education in the South African milieu is the fact that this system of education is not competition based.

Learners are given as many opportunities to succeed as possible at their own pace. The educator thus serves as a facilitator of the learning process. In this light of this statement is essential that educators not discriminate been learners in a class. Learners need to be motivated by the acknowledgement of their skills, beliefs and attitudes. It is important that educators creates and maintain learner interest by providing all learners with equal opportunities for success in a variety of ways. I strongly believe that the ascribing of "marks/percentages" to a learners work is not the best means of assessing learner performance. This is a very subjective method of assessing. Assessments between classes will vary depending on the standards set by the educator. Pahad 1999: 258 states that teachers should give descriptive feedback on learner progress, rather than ascribe marks to a piece of work. He states that constructive feedback needs to be given to learners and that assessment needs to be largely developmental. Educators also need to focus on how a learner can improve, rather than concentrate on what the learner has done wrong. Pahad 1999: 258 states that children, new to schooling have no culture of "working with marks" and will not acquire it if they do not have it forced upon them. He further states that older learners can be weaned, but only if parents and teachers stop asking about the marks rather than the response given. Pahad 1999: 258 further affirms that learners, parents and

teachers can use such maps, as well as rubrics, to track progress and respond to learners with comments rather than marks.

An essential element of outcomes-based education is the principle of lifelong learning, which needs to be enforced at all levels of education. Intermediate phase educators need to focus on formal ways in which learners communicate ideas and achievements. Educators must emphasise the intended outcomes of an activity and incorporate self and peer assessment regularly into selected assignments. Such exercises will lead to redrafting and editing written work, thus giving learners second and even third chances to achieve success in other areas wherever possible. This will invariably increase and sharpen the learner's ability and presentation in his/her work. Under no circumstance should an educator try to create a busy activity-centred classroom in which learners are rushed from one incomplete and unsatisfactory activity to another. Learners need time to become deeply involved, pursuing their ideas and forging ahead the boundaries of understanding. Assessment should be part of the activity; either embedded or should flow naturally from it. Appropriateness of activity need to be implemented keeping in mind the learners level of attainment. Educators can vary the contexts of assessments by allowing and assessing class work, homework, individual work group work, team work as well as providing learners with the opportunity to use calculators, computers, books and resources from the library to enhance knowledge and skill acquisition. This thus gives learners a range of opportunities to demonstrate competence, thus being fairer, when compared to those who express themselves better verbally than in writing. Such exposure all encourages learners to develop a range of skills needed in the modern world to communicate effectively. Observation sheets using a key rating can be successfully utilised to keep track of learner progress in particular learning areas.

Key Ratings

An ideal way of monitoring learner progress is the use of key ratings. To this avail the KZN Department of Education and Culture has effectively submitted KZN Circular Nos. 136 of 2002 and KZN Circular No.139, where it is indicated that the following key rating is to be used on Foundation Phase and Intermediate Phase progress schedules and report forms/cards. Particular attention needs to be made of the fact that promotions in these phases are based on 100% continuous assessment.

Key Rating	KEY TO OVERALL PERFORMANCE
1	Few skills and very little or no knowledge and values are demonstrated.
2	Some of the knowledge, skills and values are demonstrated, but others are lacking.
3	Much of the knowledge, skills and values are demonstrated, but with some minor limitations
4	Outstanding ability is continuously demonstrated.
Fig: 14 Key Rating	Department of Education and Culture (KZN Circular No.139 of 2002)

The above key rating forms an ideal way of recording and monitoring learner progress. Educators should be encouraged to use this as a common form of recording all assessments in their daily teaching.

Should a written test be give then, the educator merely needs to look at the key rating, which has a mark attachment to it. The mark could easily be converted to comply with the rating scale as below.

Key Rating	**Percentage**	**KEY TO OVERALL PERFORMANCE**
1.	0 - 39%	Few skills and very little or no knowledge and values are demonstrated.
2.	40 – 59%	Some of the knowledge, skills and values are demonstrated, but others are lacking.
3.	60 – 69%	Much of the knowledge, skills and values are demonstrated, but with some minor limitations
4.	70 –100%	Outstanding ability is continuously demonstrated.
FIG: 15	Key Rating -	Department of Education and Culture (KZN Circular No.139 of 2002)

In the state of Kentucky key ratings are used widely and effectively in the assessment process. Boysen 1992: 65 states the following is particularly relevant to the state of Kentucky.

In the new assessment program, no child "fails". Instead the assessment results place him either into one of four performance levels: novice, apprentice, proficient, or distinguished. The lowest level, novice, recognises the child as a beginner, not a failure.

From the above exposition it is apparent that OBE requires the educator to provide the learner with many opportunities to achieve success. A variety of activities need to be provided so that the learner is able to experience and actively engage himself/herself in the knowledge construction process.

Improving Assessment practice in Classrooms

Communication plays a crucial role in continuous assessment. It is embedded in all forms of assessment.

Pahad M 1999: 259 provides a set of valuable guidelines that can be incorporated to help educators assess constructively. These include:

- A shared and transparent focus on selected outcomes.
- A shared sense of motivation, encouragement and tracking of learner progress along a lifelong continuum of learning.
- A conscious effort to develop self-assessment, peer assessment and reflective skills.
- A conscious effort in applying an assessment cycle, which ensures regular constructive feedback and learners and parents.
- A commitment in providing a range of appropriate assessment types.
- A conscious commitment to a quality assurance system, which ensures that assessment, is fair, reliable and valid.

Classroom assessment needs to be transparent, since this is one of the principles informing outcomes-based assessment. When assessment is transparent, all the significant role-players, namely learner, educator, parents, and the education department have a clear idea of what outcomes are targeted and what achievements are expected in relation to these outcomes at different levels. Assessment needs to be conducted within a system of quality assurance, which ensures that evaluation of learner performance does not depend on the judgement of a single professional. The most common form this takes is that of moderation. Learner evaluation needs to be backed by evidence and relevant feedback in relation to the progress map, rubric or assessment guidelines and also by quality assurance systems. In an attempt to avoid trivi-

alisation and fragmentation, integrative assessment tasks should be set at regular intervals, in an effort to help learners to bring together and apply concepts, skills, values and beliefs and dispositions in a holistically meaningful context. Fairness needs to prevail at all times in assessing learners. A balanced assessment profile needs to be implanted to allow learners an equal opportunity to attain success. Language and cultural diversity are also important aspects that need attention when assessments are carried out. Transparent assessment processes will empower learners to become active participants in assessing and reflecting on their own learning progress.

The awarding of learners

The major proponents of co-operative learning are Johnson and Johnson (1974), Slavin (1980) and Sharan (1990). The concept of co-operative learning poises a philosophical challenge to the competition paradigm that dominates South African schools. Researchers contend that many learners feel isolated and threatened in competitive environments. They contend that the supportive and non-threatening environment of a small group promotes maximum participation by all members. Another important component of co-operative learning is the fact that each member of the team must take responsibility for the progress of the whole group. One of the critical cross-field outcomes of Outcomes-Based Education is to encourage learners to work effectively with others as members of a team, group, organisation or community. Co-operative learning seeks to promote teamwork with learners helping each other in a group setting to achieve their potential.

The awarding of learners is integral in motivating learners to achieve at higher levels. However, one of the main principles underlying the Outcomes Based approach of teaching is that learners are unique and capable of achieving success in a variety of ways. Such opportunities need to be given to learners to attain success. The constitution also entrenches aspects, of equity, which make it incumbent that learners be treated alike. Research by Sharan 1990 indi-

cates that learners who work on a task in small co-operative groups appear, to master material better than their individually working counterparts. Learners also feel better about themselves when they accomplish their goals and are more accepting of their peers who are different from them.

There are many schools, which have contrarily issued awards to a selected few learners despite the strong view that all learners need to be recognised. To this avail I propose the issue of progress certificates to all learners at the end of each grade over and above the issue of a progress report. I believe that marks should not be used to determine whether a learner qualifies for an award or not. To be truly successful in its implementation marks should not be used as the yardstick to offer awards to learners. Skills, attitudes and values also need due consideration which adds an element of subjectivity to assessment standards. Standards as regards assessments of skills and values will certainly vary from educator to educator and from class to class. It is essential that assessments be objective so that all learners are motivated to work harder and benefit from the system. A graduation at the end of each school year/grade is an ideal way of recognising all learners in a very dignified manner. This further motivates learners and recognises their worth as unique individuals of a particular grade. If anything it improves the esteem and morale of the individual to work harder so that she/he can once again graduate in the years to come.

CONCLUSION

The creation of a good interpersonal and inter-community relationship is an important area in the home-school link. It is important that a true and complete picture of the strengths and weaknesses of the learner be provided to parents to make learning more meaningful and effective. The necessary opportunities need to be provided to parents and others to express their expectations and needs concerning the education of their children. The community should

be actively involved in school matters. To this avail effective community involvement in school affairs is largely determined by healthy school-community relationships.

In chapter 10, I provide a rundown of the fieldwork that was conducted together with aspects of data collection and processing.

Chapter 10

FIELDWORK AND DATA PROCESSING

INTRODUCTION

In this chapter I will present an account of my questionnaire and then discuss the fieldwork that was carried out for the purposes of this study. I will also explain the procedure used to process data from questionnaires to data tables.

The quantitative nature of the research

This project was of a quantitative analytic nature, entailing research methodology based on sampling techniques, fieldwork, questionnaires, the appropriate form of statistical quantification in the analytical program, SPSS 11, and the interpretation of the results in terms of parameters of significance projected by SPSS 11.

Questionnaire design

In this section I will briefly outline my questionnaire, which can be found in Addendum B. It was an anonymous questionnaire to intermediate phase educators. At the outset respondents were informed that this was an anonymous survey and that their responses would remain confidential. Having empowered respondents with this information, they were further informed that their participation in the survey was voluntary but that their assistance, through their participation, was needed.

The following is a detailed break down of the types of questions that were posed to respondents in this survey:

In Questions 1 – 4 focussed on general demographic information regarding the age, gender and qualifications of the respondents.

Questions 5 - 6 focussed on the respondents' teaching experience.

Question 7-9 relates to the respondents' attendance to retraining programmes in terms of Outcomes-Based Education.

Questions 10 focus on the ethnic grouping of respondents.

Questions 11-14 relates to the grade and number of learners in the respondents class.

In Questions 15 - 18 respondents are required to answer general questions pertaining to Outcomes-Based Education.

Questions 19 -23 focus on consultation and planning with particular reference to Outcomes-Based Education.

In Questions 24-49 respondents' are required to rate given organisational communication tasks as either "important" or "unimportant".

In Questions 50-74 respondents' are given a series of activities and they are required to indicate whether they have a system in place to record the results of these activities.

In Questions 75 respondents are required to indicate the origin of the system of record keeping that they are using.

While the questionnaire is a lengthy one, it takes into account all the key aspects that are required to adequately survey the views of educators as regards record keeping in the intermediate phase. This questionnaire therefore provides me with a total picture of each respondent in

terms of her / his background, as well as her / his understanding of Outcomes-Based Education.

FIELDWORK

Participating Schools

This survey was conducted with educators at 50 primary schools in the Lower Tugela District of the Empangeni Region in KwaZulu-Natal. After obtaining permission from the department through the intervention of my promoter, I made an appointment with the local district office in an attempt to gather information as regards the educator population of each of the schools in the Lower Tugela District. Office Personnel did not have this information on hand, but willingly supplied me with the names of the schools together with contact telephone numbers. Armed with this information I telephoned each of these schools to establish the educator population. In the same instance I gave the principals a basic rundown of my intentions of submitting questionnaires to their schools to which many were very supportive of. Principals were made aware that permission was granted by the Department of Education and Culture to conduct this survey schools in the Lower Tugela District.

The survey

Questionnaires were hand delivered to most of the local schools, while the departments local internal mailing system was used to submit and retrieve questionnaires for schools in the remote rural areas. The principals of schools, together with their respective heads of departments were made aware of the confidential nature of the questionnaires and they willingly indicated to see to the actually completion of questionnaires. Arrangements were made for a specific date on which I could pick up completed questionnaires.

A total of 267 questionnaires were submitted and 209 (78,3%) responses received.

Data processing from questionnaires to data tables

During the survey session each respondent was required to read questions in the questionnaire and mark their responses by placing a cross in the appropriate spaces, or by writing down the appropriate information where required.

Entering the data

On receipt of questionnaires the responses were encoded into the SPSS 11.0 programme. Each question in the questionnaire was assigned a particular column in the database. The appropriate code variant for the individual respondent was entered in the column that deals with that question. In the light of me using SPSS 11.0 there was no need for a separate codebook to be drawn as this programme has an inbuilt coding system.

Verifying the accuracy of the coding process

I verified the accuracy of the encoding process by double-checking each code that I had entered after the questionnaire had been encoded onto the database. On looking at the data base it was found that respondents 11, 46, 91 and 101 had a high degree of "no response" or "spoilt response'. In consultation with my promoter these respondents were removed from the database as it was felt that such response would impinge on the integrity of the results. Respondents 11, 46, 91, 101 were not constructively engaged in the survey. Originally these respondents were part of the survey (209 respondents), but to prevent the skewing effect of the results these respondents were removed. Hence a total of 205 active respondents are being used in this survey.

Determining the statistical significance of the results

Significance relates to similarities within groups and differences between groups with regard to particular responses. Statistics can be used to determine whether there are significant

similarities or difference in responses to questions within demographic groups. High levels of similar responses within groups, correlated with high levels of dissimilar responses between groups are shown as levels of significance on data tables. The nearer the decimal fraction is to 0 (zero) the higher the level of significance. Stringent measurements of significance consider 0.05 to be significant, and 0.01 as highly significant. These levels of significance indicate the probability that a hypothesis being tested could be wrong, or that a correlation between two factors is due to chance. A level of significance of 0.05 therefore means that there practically is no chance that the variable being tested is irrelevant.

With the fully encoded database, I used the general linear model feature of SPSS to determine the levels of significance for questions, which had a direct bearing on Outcomes-Based Education. I obtained this result by selecting the multi-variate option in SPSS. Gender, and age were used as dependent variables while all other variables were used as fixed factor variables. In the sample table below the last column gives the levels of significance.

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	What is your gender?	.817[a]	4	.204	.981	.419
	Your age.	6.619[b]	4	1.655	.816	.517
Intercept	What is your gender?	146.161	1	146.161	702.319	.000
	Your age.	1249.360	1	1249.360	615.722	.000
ORIGREKE	What is your gender?	.817	4	.204	.981	.419
	Your age.	6.619	4	1.655	.816	.517
Error	What is your gender?	41.622	200	.208		
	Your age.	405.820	200	2.029		
Total	What is your gender?	385.000	205			
	Your age.	3230.000	205			
Corrected Total	What is your gender?	42.439	204			
	Your age.	412.439	204			

a. R Squared = .019 (Adjusted R Squared = .000)

b. R Squared = .016 (Adjusted R Squared = -.004)

Fig: 16 Levels of Significance

Here I will use the example of Question 75, which asks respondents to indicate the origin of the record keeping that they are using. The above table shows that the variables of gender and age are correlated. A highly significant level of 0.419 is indicated for the variable gender. This means that there are significant similarities within the genders and significant differences between them with regard to the origin of the recording keeping system that is in use.

A significance level 0.517 has been recorded for the variable age. This demonstrates a significant difference in responses to this question concerning the origin of the record keeping system that is in use. It needs to be noted that levels of significance close to 1 (one) do not mean that results are irrelevant. It simply means that there was a possible common source of the record keeping system that is being used. In summary, levels of significance close to 0 (zero) indicate clear similarities within groups, co-varying with significant differences between

groups. Levels of significance close to 1 (one) indicate similarities within as well as between groups.

CONCLUSION

In this chapter I explained the procedure that I followed when conducting my survey. I then discussed the questions that formed the questionnaire. I also gave an overview of how I carried out the fieldwork for this study. I then went on to explain how the survey was conducted. I also gave an account of the steps that were followed when encoding data into the SPSS 11.0 programme. Following this, I focused on the meaning of "significance" in this study and explained how statistical significance of the results is determined. In the next chapter I will present the results of my study.

RESULTS

INTRODUCTION

In this chapter I will present the results of my survey. I will give an account of my findings and demonstrate my findings through the use of graphs. Tables and Graphs demonstrating some of my findings can be found in Addendum D.

Demographic characterisation of the respondents

In the following sections I will give a general demographic characterisation of the respondents that participated in this study.

Gender

Almost 71% (145) of the respondents, in my study, were female and just over 29% (60) were male. All respondents indicated their gender in this survey. From the table below it can be deduced that there are more females than males in the schools were this survey was undertaken.

		Count	Col %
What is your gender?	female	145	70.7%
	male	60	29.3%
Total		205	100.0%

Fig: 17 Gender

Age

The table below provides the details as regards the age of the respondents. The age group that had the highest number of respondents was the 36-40 year age grouping, which amounted to just over 26%. The 26-30-age grouping made up just over 22% while the 41-45-age grouping made up 22% of the respondents. This implies that the teaching corps in the schools survey can be classified as being generally middle aged. There was an insignificant per-

centage of almost 3% of respondents in the 50 or over age grouping. There was 1 spoilt response recorded.

		Count	Col %
Your age.	below 25	6	2.9%
	26-30	46	22.4%
	31-35	37	18.0%
	36-40	54	26.3%
	41-45	45	22.0%
	46-50	10	4.9%
	50 or over	6	2.9%
	spoilt response	1	.5%
Total		205	100.0%

Fig: 18 Age of Respondents

Qualification

Of the respondents received almost 79% indicated that they do have an intermediate phase qualification as indicated by the table below. Almost 19 % do not have an intermediate phase qualification, which implies that there is a need for qualified intermediate phase educators at some of the schools that were surveyed.

		Count	Col %
Do you have an intermediate phase qualification?	yes	161	78.5%
	no	38	18.5%
	spoilt response	1	.5%
	no response	5	2.4%
Total		205	100.0%

Fig: 19 Qualification

Race

The racial composition of the respondents in this study was as follows:

Almost 31% (63) were Black, 2% (4) were Coloured, just over 63% (130) were Indian and 2% (4) respondents were White. 1% (2) of the responses to this question, was "Spoilt". 1% (2) "No" responses was recorded. Being such a small percentage these responses can be re-

garded as negligible, and will not be taken into consideration during analysis of data, as there is a negligible chance that their responses would impact on my results.

		What is your gender?				Total	
		female		male			
		Count	Col %	Count	Col %	Count	Col %
What is your ethnic grouping?	black	42	29.0%	21	35.0%	63	30.7%
	coloured	4	2.8%			4	2.0%
	indian	93	64.1%	37	61.7%	130	63.4%
	white	3	2.1%	1	1.7%	4	2.0%
	spoilt response	2	1.4%			2	1.0%
	no response	1	.7%	1	1.7%	2	1.0%

Fig: 20 Ethnic Grouping

It must be noted that there is a large disparity in the number of respondents polled per race group. Had I decided to poll an equal number of respondents per race group I would have been faced with the choice of having to leaving out certain population groups. I decided to instead include these groups so as to give a fair reflection of the views presented by respondents from each of the race groups in this survey. The table below gives an overview of the gender as per racial composition.

		What is your gender?			
		female		male	
		Count	Col %	Count	Col %
What is your ethnic grouping?	black	42	29.0%	21	35.0%
	coloured	4	2.8%		
	indian	93	64.1%	37	61.7%
	white	3	2.1%	1	1.7%
	spoilt response	2	1 4%		
	no response	1	.7%	1	1.7%

Fig: 21 Gender and ethnic grouping

Class Particulars

From an analysis of the table below one can establish that 102 respondents (almost 50%) indicated their class size to be between 41 and 50 learners. 68 respondents (just over 33%) indicated they had between 31 and 40 learners in their classes. Large class sizes could poise a problem in the teaching-learning situation as individualised education and group work may be difficult to manage. Large classes could also poise a problem as far as discipline is concerned. This could in term have a negative impact on the knowledge construction process as well as the educators recording process of learner progress. Large class sizes mean that educators have to compile larger portfolios of records.

		What is your gender?				Total	
		female		male			
		Count	Col %	Count	Col %	Count	Col %
How many learners are there in your class?	below 30	8	5.5%	3	5.0%	11	5.4%
	31-40	52	35.9%	16	26.7%	68	33.2%
	41-50	70	48.3%	32	53.3%	102	49.8%
	over 51	14	9.7%	9	15.0%	23	11.2%
	no respons	1	.7%			1	.5%
Total		145	100.0%	60	100.0%	205	100.0%

Fig: 22 Number of learners in a class

Outcomes-Based Education

Questions 15 to 18 consisted of statement concerning Outcomes-Based Education. Respondents had to indicate whether these statements were correct or incorrect.

Statement 15 read, "Assessments are not necessary in OBE".

		Count	Col %
Assessments are necessary in obe.	correct	83	40.5%
	incorrect	121	59.0%
	spoilt response	1	.5%
Total		205	100.0%

Fig: 23 Assessments in OBE

A significant 59% of the respondents indicated that the above statement was incorrect. Just over 40% indicated that the statement was true. Almost 1% of spoilt responses were recorded. The above is indicative that assessments do play an integral part on OBE, but our perception of tests and examinations as being the only forms of assessments needs to change to incorporate others mechanisms of assessment as outlined in chapter 7 of this thesis.

Statement 16 read, "If one uses a good textbook one does not have to worry too much about the curriculum content in OBE".

		Count	Col %
The use of a good text means that one does not have to worry about curriculum content.	correct	47	22.9%
	incorrect	157	76.6%
	no response	1	.5%

Fig: 24 Use of textbooks in OBE

A significant response of almost 77% indicated that the above statement was incorrect. Almost 23% of respondents indicated that this statement was correct. Almost 1% of spoilt responses were recorded. The above statement bears testimony to the fact that OBE is not textbook based. It is important that an integrated approach be adopted taking into account prior learning and individualised environmental circumstances.

Statement 17 read, "In OBE the educator actively dispenses knowledge while the learners passively absorb knowledge".

		Count	Col %
The educator actively dispenses knowledge while the learner passively absorbs knowledge.	correct	50	24.4%
	incorrect	155	75.6%

Fig: 25 Knowledge dispensation

From the table above it is clear that a large portion of respondents (almost 76%) have indicated that this statement is incorrect. OBE as a system of education is put to good use when all parties concerned adopted an integrated approach to teaching and learning. This means that learners are given opportunities to verbalise and be part of brainstorming activities before solutions and conclusions are arrived at.

Statement 18 read, " Awarding marks is the best way to reflect a learner's progress".

A significant 79% of respondents indicated that this statement is incorrect. Almost 21% of respondents indicated that this statement was correct. Just over 1 % of spoilt responses were recorded.

		Count	Col %
Awarding marks is the best way to reflect a learner's progress.	correct	42	20.5%
	incorrect	162	79.0%
	no response	1	.5%
Total		205	100.0%

Fig: 26 Marks and learner progress

OBE requires a more descriptive nature of recording assessments. To this avail many researchers (Boysen 1992, Herman, Aschbacher and Winters 1992) have proposed a key rating system, which is a user friendly and takes into account assessments, which are not always subjected to quantification. The KZN Department of Education and Culture has effectively implemented this key rating system as outlined in KZN Circular Nos. 136 of 2002 and KZN Circular No.139 of 2002.

OBE: Consultation and planning

Questions 19 to 23 were poised to establish whether educators were adopting a consultative approach in OBE by consulting one another in their planning.

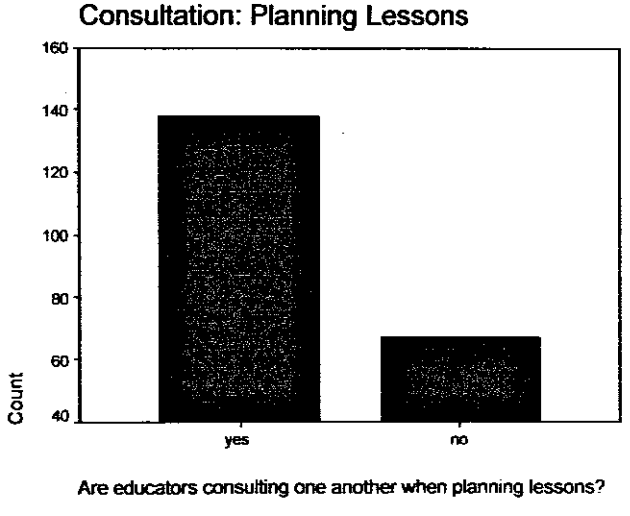
The table below illustrates the results of question 19.

		Count	Col %
Are educators consulting one another when planning programme organisers?	yes	146	71.2%
	no	59	28.8%
Total		205	100.0%

Fig: 27 Consultation in planning programme organisers

Just over 71 % of respondents are consulting one another when planning programme organisers. Almost 29% of respondents have responded "no" indicating that they prefer working on their own. The planning of programme organisers by educator has many merits in that educators know what fellow colleagues are teaching in their classes and allows for continuity in lessons as well as integration between learning areas.

The results to question 20 are illustrated by the graph and table below:

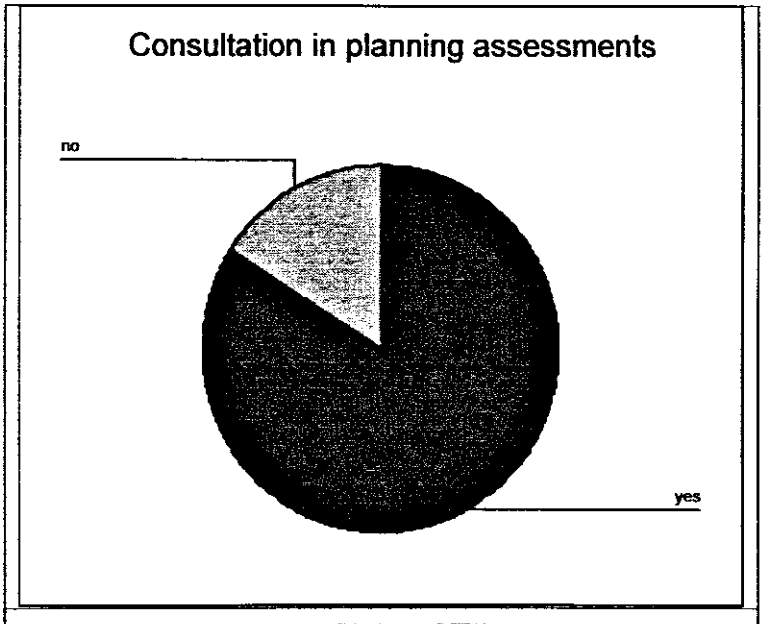


		Count	Col %
Are educators consulting one another when planning lessons?	yes	138	67.3%
	no	67	32.7%

Fig: 28 Consultation in planning lessons

Looking at the graph and the table one can deduce that there is consultation among educators in planning lessons. Just over 67% of respondents have indicated that they consult fellow educators when planning lessons while almost 33% indicated that they do not consult one another.

The pie graph below reveals the proportion of "yes" and "no" responses to question 21. From the table it can be deduced that almost 84% (172) of respondents are consulting one another in the planning of assessments. Just over 16% (33) respondents indicated that they do not consult one another in planning assessments. A nil response was recorded in terms of " spoilt response" and "no response".



		Count	Col %
Are educators consulting one another when planning assessments?	yes	172	83.9%
	no	33	16.1%

Fig: 29 Consultation in planning assessments

This is an important area in OBE as consultation will allow for the setting of similar levels and standards as far as the achievement of outcomes are concerned within grades. Interaction among educators will also shed light on possible problems being experienced.

Worksheets are often used in OBE. The table below provides information s regards question 22. Almost 76% (155) of respondents indicated that they are consulting fellow educators in planning worksheets. Just over 24% (50) respondents indicated "no", implying that no consultation takes place in planning of worksheets. No "spoilt" or "no" responses were recorded to this question. It can be deduced that educators are consulting one another in the planning of worksheets. This is a heartening scenario as many schools are faced with the need to cut costs. With labour saving devises that are stencil based consultation adds one step towards such cost reduction were educators make common worksheets for the entire grade of learners. This also assists in ensuring that all learners are given equal opportunities in completing tasks.

		Count	Col %
Are educators consulting one another when planning worksheets?	yes	155	75.6%
	no	50	24.4%

Fig: 30 Consultation in planning worksheets

Question 23 surveyed the educator's time management skills. Almost 64% (131) of respondents indicated that they do set time frames for each phase organiser. Just over 35% (72) of respondents indicated that they do not set time frames for each phase organiser. As much as it is advisable not to rush from one phase organiser to another it is important to plan adequately to ensure that learners are given as many opportunities to display values, skills, and knowledge in the various phase organisers. As many opportunities of achieving success needs to be pre-

sented to learners. This question recorded almost 1% (1) response as "spoilt". There was 1 "no response" recorded.

Organisational communication tasks

Question24 to 49 polled the respondent's ability to rate given organisational tasks. Responses of 90% and above were received for the following organisational communication tasks. Conversation, consultation, giving instructions, evaluation, writing a story, doing a project, group work, role-playing, speechmaking, keeping records and group discussions.

For conversation as an organisational communication task a significant 99% (203) respondents indicated this task to be important while almost 1% (1) respondent indicated this task to be unimportant. Almost 1% (1) of "spoilt" responses were recorded. This testifies to the important role of conversation in the communication process.

Consultation as an organisational communication task also recorded a significant 99% (203) responses indicating this task to be important, while 1% (2) of respondents recorded this task to be unimportant. There were no "spoilt" or "no" responses to this question. The significant 99% hi-lights the need for proper consultation at all levels. Consultation leads to better decisions being taken as all stakeholders are given opportunities to make known their views.

Giving instructions as an organisational communication task recorded a 98% (201) of respondents indicating this task to be important. Almost 1%(2) respondents indicated this task to be unimportant. Almost 1% (1) of "spoilt" and "no" responses were recorded. The significant 98% implies that educators need to be precise in their presentation of instructions to learners.

Writing a story as an organisational communication task received just over 93% (191) of respondents indicating this task to be important while almost 6% (12) of respondents indicated

that this task to be unimportant. Almost 1% of "spoilt" and "no" responses were recorded. It is worth noting that this activity allows learners the opportunity to pen thoughts and ideas. Intrapersonal communication prompts the learner in the writing process.

Doing a project received almost 97% (198) of respondents indicating that this is an important task while almost 3% (6) indicated that this task is unimportant. Almost 1% (1) of "no" responses were recorded. It is thus the task of the educator to carefully select topics within the ability range of learners, so that this aspect is integrated in the process of life-long learning. In completing projects learners improve their innate skills, which educators need to take particular note of.

Role-playing has also proved to be significant in this survey. Just over 96% (197) of respondents indicated that this organisational task is important while almost 4% (8) of respondents indicated that this task is unimportant. There were no "spoilt" or "no" responses to this question.

Speech making as an organisational communication task received almost 94% (192) of respondents indicating this task to be important while just over 6% (13) respondents indicated that this task is unimportant.

Record keeping is an important part of OBE. This is reaffirmed by a significant amount of just over 95% (195) of respondents. Almost 5% (10) respondents indicated that this task is unimportant. It is thus important that educators keep proper, meticulous records of learner progress.

Group discussions have also proved to be significant in OBE. Almost 96% of respondents indicated that this task is important while almost 4% (8) indicated that this task is unim-

portant. The oral communication process is once again hi-lighted in-group discussions. Both the educator and learners make use of a variety of verbal and nonverbal cues to communicate with one another. Small group communication also becomes a prominent part in-group discussion.

The table below illustrates the results of the following organisational communication tasks: Show and tell, written assignments, display of values/beliefs and skills. These organisational communication tasks recorded responses varying from 82% (168) to almost 90% (184).

Rate show and tell as an organisational communication task.	important	Count	184
		Col %	89.8%
	unimportant	Count	20
		Col %	9.8%
	no response	Count	1
		Col %	.5%
Rate written assignments as an organistional communication task.	important	Count	179
		Col %	87.3%
	unimportant	Count	26
		Col %	12.7%
Rate the display of values/beliefs as an organisational communication task.	important	Count	176
		Col %	85.9%
	unimportant	Count	29
		Col %	14.1%
Rate the display of skills as an organisational communication task.	important	Count	168
		Col %	82.0%
	unimportant	Count	36
		Col %	17.6%
	no response	Count	1
		Col %	.5%

Fig: 31 Rating – Show and Tell, Written assignments, Values and Beliefs, Skills

From the table above it is worth noting that educators do recognise the importance of values and beliefs in OBE. Skills as an organisational communication task also proved to be quite significant. An amount 82% (168) of respondents indicated that skills are important.

Interviews, observations, rules and regulations, decision-making, learner profiles and assessments recorded responses of "important" varying from just over 72% (149) to almost 79% (161) respondents.

Brainstorming, writing of notices, writing of tests, mind mapping, and new technology recorded responses varying from jut over 62% (127) to just over 63% (130). The table below attests to this.

Rate brainstorming as an organisational communication task.	important	Count	127
		Col %	62.0%
	unimportant	Count	78
		Col %	38.0%
Rate the writing of notices as an organisational communication task.	important	Count	128
		Col %	62.4%
	unimportant	Count	72
		Col %	35.1%
	spoilt response	Count	1
		Col %	.5%
	no response	Count	4
		Col %	2.0%
Rate the writing of tests as an organisational communication task.	important	Count	129
		Col %	62.9%
	unimportant	Count	72
		Col %	35.1%
	spoilt response	Count	2
		Col %	1.0%
	no response	Count	2
		Col %	1.0%
Rate mind mapping as an organisational communication task.	important	Count	127
		Col %	62.0%
	unimportant	Count	76
		Col %	37.1%
	no response	Count	2
		Col %	1.0%
Rate new technology as an organisational communication task.	important	Count	130
		Col %	63.4%
	unimportant	Count	73
		Col %	35.6%
	no response	Count	2
		Col %	1.0%

Fig: 32 Rating – Brainstorming, Writing of notices, Writing of Tests, Mind mapping, New Technology

Record Keeping

Questions 50 to 74 was polled to establish whether educators have a system of recording keeping in place for activities that are commonly in use in OBE. The table below provides the results of the following activities: conversation, evaluation, doing a project, group work and group discussions. Respondents that indicated "yes" vary from just over 91% (187) to almost 98% (200). The table below provides further information on these activities.

Does your system of record keeping record the results of a conversation?	yes	Count	190
		Subtable %	92.7%
	no	Count	13
		Subtable %	6.3%
	no response	Count	2
		Subtable %	1.0%
Does your system of record keeping record the results of evaluations?	yes	Count	187
		Subtable %	91.2%
	no	Count	17
		Subtable %	8.3%
	no response	Count	1
		Subtable %	.5%
Does your system of record keeping record the results of doing a project?	yes	Count	200
		Subtable %	97.6%
	no	Count	3
		Subtable %	1.5%
	no response	Count	2
		Subtable %	1.0%
Does your system of record keeping record the results of group work?	yes	Count	196
		Subtable %	95.6%
	no	Count	7
		Subtable %	3.4%
	no response	Count	2
		Subtable %	1.0%
Does your system of record keeping record the results of group discussions?	yes	Count	189
		Subtable %	92.2%
	no	Count	13
		Subtable %	6.3%
	no response	Count	3
		Subtable %	1.5%

Fig: 33 Record Keeping – Conversation, Evaluation, Projects, Group Work, Group Discussions

Consultation, giving instructions, writing a story, role-playing, show and tell, speech making, tests and written assignments elicited responses varying from 80% (164) to almost 90%

(184). This means that the majority of educators do have some method of recording in place. It is envisaged that such recording that educators are using is user-friendly and accurately compiled using clear methods of coding so that learner progress can be established at a glance. The pie graph below provides the age categories of the respondents to the above activities.

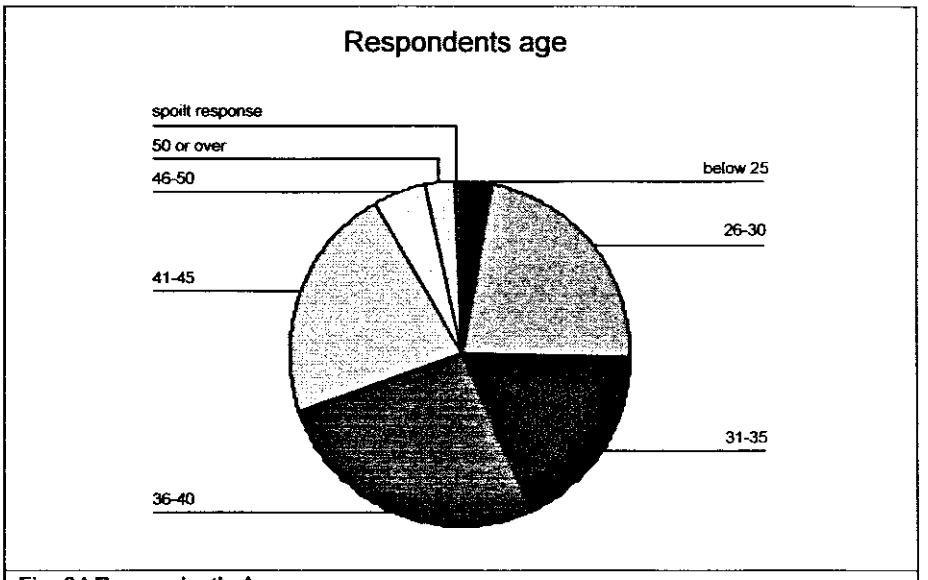


Fig: 34 Respondent's Age

Record of skills, values, beliefs, interviews and observations elicited responses ranging from just over 64% (132) to just over 76% (157) indicating that they do have a recording system in place.. This further re-enforces the concept that educators are familiar with activities that Outcomes-Based Education requires.

Writing of notices, decision making, learner profiles assessment grids, new technology, rules and regulations, mind mapping and brainstorming elicited results ranging from almost 36%(71) to 58% (119) indicating that they do have a system of recording in place. Just over 64% (132) respondents indicated that they o not have a system of recording in place. Brainstorming could be done in the form of a "web" diagram. Learners could add topics to the "web stems" which can be discussed by the class in group lessons. Addendum D consists of a data-

base of record sheets/spreadsheets, which I have compiled. This could be used to monitor learner progress.

Origin of your record keeping system

Question 75 polled to establish the origin of the record system that educators are using.

An analysis of the table below indicates that just over 44% (91) respondents are using recording adapted from text resources. Just over 36% have indicated that they have devised their own system of recording. Just over 8% (17) of the respondents are using material gained from the Department of Education. There were almost 8% (16) of spoilt responses recorded to this question. Just over 3% (7) of "no" responses were recorded.

		Count	Subtable %
What is the origin of your system of record keeping?	department of education	17	8.3%
	self devised	74	36.1%
	adapted from text resource	91	44.4%
	spoilt response	16	7.8%
	no response	7	3.4%
Total		205	100.0%

Fig: 35 Origin of your Record keeping system

Conclusion

In this chapter I explained the procedure that I followed when conducting my survey. I presented a breakdown of the questions that formed the questionnaire before discussing how I carried out the fieldwork for this study. I then went on to explain how the survey was conducted. I also gave an account of the steps that were followed when encoding data into the SPSS 11.0 programme. Following this, I focused on the meaning of "significance" in this study and explained how statistical significance of the results is determined. An analysis of the results was done using graphs and table.

In chapter 12, I will present the results of my study.

Chapter 12

CONCLUSIONS & RECOMMENDATIONS

Introduction

In this chapter I present my conclusions and recommendations regarding the role of organisational communication with particular reference to record keeping in an Outcomes Based curriculum.

My Thesis In Retrospect

In this section I will look back on my thesis and give a brief overview of the research that was carried out for the purposes of this study. In Chapter 1 I gave an overview of this thesis.

Chapter 2 focused on the statement of problems and the research methodology that I used to resolve the problems that I identified. In Chapter 3 I explained the key concepts that informed this study and followed this with a literature survey in Chapter 4.

In chapter 4, I trace the history of communication together with a discussion of communication in organisations. I also gave detailed account of the importance of nonverbal communication in organisations.

In chapter 5, I discussed the nature and the importance of communication in organisations. I also discuss the theoretical approaches to communication in organisations.

In chapter 6, I describe organisational change that is prevalent in organisations. I also examine organisational change from a schools perspective, with particular reference to school development.

In chapter 7, I trace the development of assessment from a traditional perspective through to continuous assessment, which is particularly relevant in Outcomes-Based Education. I also discuss the important link of communication between school and home. Various communication strategies are suggested to make the school-home contact more regular.

In chapter 8, I discussed the learning areas in Outcomes-Based Education with regard to the intermediate phase.

In chapter 9, I examined various aspects of record keeping ranging from traditional methods to a more conventional Outcomes Based method of recording

In chapter 10, I provided an account of the fieldwork that was done together with the data processing techniques adopted.

In chapter 11, I provided the results of the survey conducted with an analysis comprising of graphs and tables.

In chapter 12, I present the conclusions of my research and make a number of recommendations.

Confirmation of hypotheses

In looking at the reported results it becomes clear that the hypotheses being tested are relevant. The following two hypotheses were be tested in this study:

- Facilitators at public schools in the Lower Tugela District have a clear understanding of organisational communication in the intermediate phase.
- Public primary schools in the Lower Tugela District follow sound record keeping practices, appropriate for Outcomes-Based Education.

From the pattern of the results report it is clear that the hypotheses stated above are confirmed. Educators do have a clear understanding of organisational communication in the intermediate phase. This has become apparent after surveying the results of the different respondents.

As much as the results of the survey confirm the hypothesis it must be noted that there are variations in the methods of record keeping being adopted by different schools. With this in mind I have created a database of spreadsheets that can be used for record keeping purposes in the intermediate phase. This database of spreadsheets can be found in Addendum E.

Delimitation

After surveying the results it must be noted that

- The results depicted are valid for Indian and Black respondents in terms of ethnic grouping. The majority of the respondents fell in the Indian and Black ethnic group. This is largely due to the minimal number of White and Coloured educators in the schools surveyed.
- The results are valid for female educators, largely because there are more female educators in primary schools than male educators.

Conclusions

The results that I reported were obtained by means of an attitude survey that was conducted with the assistance of educators at fifty primary schools in the Lower Tugela District, and quantified by means of the statistical program SPSS 11.0.

The contents of the questionnaire focused on the various aspects of Outcomes-Based Education. I also provided an extensive literature survey on various aspects of the communication process and showed its relevance to Outcomes-Based Education.

From an analysis of the results obtained, it is apparent that educations do have an understanding of organisational communication in the school setting.

The survey further revealed that educators are indeed aware of the requirements of Outcomes-Based Education as well as record keeping techniques. Many educators have however had to improvise by adapting information from text resources to create their own recording database. To this avail I have attached an addendum of data sheets that could be used for recording purpose in the classroom situation.

Recommendations

The results of this study pertain to the record keeping aspects required in Outcomes-Based Education. After surveying questionnaires and inputs made by educators I recommend that:

- A common database is formed that educators could use at different schools. This would promote uniformity as well as creates a sense that all educators are practising recording at a common level. Addendum E comprises a series of record keeping spreadsheets, which I have designed to aid in the record keeping process.
- Further workshops on assessing and recording on Outcomes-Based Education. Core groups need to be established in the different circuits to ensure that all stakeholders are adequately equipped to monitor and record learner progress.
- Recording of learner progress in a variety of contexts be adopted. The many methods as outlined in this thesis need to be implemented to ensure that learners are given many opportunities to attain success.

- Parents need to be encouraged to become actively involved in their children's education. Channels of communication between school and home needs to be fostered on a regular basis. Some of the ways of communicating have been outlined in preceding chapters of this thesis. Schools should set up regular meetings with parents to made them aware of their child's progress
- Commitment of educators and school managers to the provision of a healthy and safe school environment for learners. Learners need to work in an environment that is conducive to learning. All stakeholders need to be consulted to making the school an area conducive to learning.

Finally, this study has focused on record keeping. Of equal importance are studies, yet to be done, in the field of organisational communication.

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ADDENDUM A:

RESEARCH PROPOSAL

Proposal for a Masters Dissertation in
Communication Science

NAME OF CANDIDATE: Mr A.Ramcharan
STUDENT NUMBER: 012215
PRESENT HIGHEST QUALIFICATION:
H.E.D (SCE, M+4)
FDE (RAU, M+5)
BA (UNISA M+6) Relevant Educational Qualification Value (REQV): 16

PROPOSED DEGREE: MA
FACULTY: Arts
DEPARTMENT: Communication Science
SUPERVISOR: Prof. R.M. Klopper (Durban-Umlazi Campus)
CO-SUPERVISOR: Dr. M.Spruyt (Durban-Umlazi Campus)

TITLE OF PROJECT

Keeping Record
Applying organisational communication to intermediate phase Learning Programmes.

PREAMBLE

In this dissertation I will apply the principles of organisational communication to record keeping in intermediate phase learning programmes. There are three phases in this study :

- In the first phase I will analyse the principles of organisational communication as set out in Mersham and Skinner's *New Insights into Business & Organisational Communication* (2001).
- In the second phase I will evaluate the methods of record keeping, currently being used by educators in the intermediate phase at selected primary schools in the Empangeni Region.
- In the third phase I will develop an effective method of record keeping for intermediate phase learning programmes that will ensure that records of learners' progress, and of educators' information management enhance Outcomes-Based Education.

STATEMENT OF PROBLEM TO BE ANALYSED

One of the major changes brought about by Outcomes-Based Education (OBE) is the fact that it requires of educators to keep extensive, meticulous records of

learners' progress. One of the most general complaints from educators regarding OBE is that they feel swamped by the amount of record keeping that is required. In this dissertation I will apply the principles of organisational communication to develop an efficient time saving procedure of record keeping for educators in the intermediate phase. The requirements of such a procedure are that:

- Record keeping must distinguish between educators' personal records of learning progress, and public records on display at schools, or disseminated to parents;
- Records must be easily and inexpensively maintainable, and
- Kept records must reflect each learner's progress at a glance.

Traditional approaches to record keeping, largely involved the quantification of test and examination results. With the implementation of Outcomes Based Education, there is a need for effective record keeping as regards the assessment of knowledge, skills, attitude and values – forms of learning not always subject to percentage calculations. Outcomes-Based Education requires the use of tools that appropriately assess learner achievement and encourage lifelong learning skills. With the emphasis on continuous assessment it is essential that the facilitator compile effective records of all learners so that progress is effectively monitored.

In order to evaluate current record keeping practices a survey of methods being used will be carried out at 50 randomly selected schools in the Stanger circuit, which falls within the Empangeni region. The Stanger circuit will be targeted because it constitutes rural and semi-rural educational settings where problems of implementation are more acute than at schools in urban settings. By focusing on delivery in rural and semi-rural settings, a robust procedure of record keeping can be developed.

In the final phase of my research I will create a model of the types of records that educators could keep to facilitate effective learning and ensure easy continuous monitoring of learners' progress. This model will be in the form of a flexible database that educators can use in accordance to learning programmes in the intermediate phase.

HYPOTHESIS TO BE TESTED

The following two hypotheses will be tested in this study:

1. Facilitators at public schools in the Stanger circuit have a clear understanding of organisational communication in the intermediate phase.

2. Public primary schools in the Stanger circuit follow sound record keeping practices, appropriate for Outcomes-Based Education.

AIMS

1. To determine by means of a literature survey what sound principles of record keepings are;
2. To determine by means of an analysis of documentation from the Department of Education, what forms of record keeping in OBE are being prescribed;
3. To determine by means of an attitude survey whether educators are aware of organisational communication principles that can be applied to record keeping in Outcomes-Based Education.
4. To determine by the same survey what forms of record keeping are currently being practised by educators at systematically selected schools in the Stanger circuit.
5. To determine whether the record keeping methods currently being used are effective in monitoring pupil progress.
6. To formulate an effective database of record keeping mechanisms that facilitators could use to monitor pupil progress effectively in accordance with the principles underlining Outcomes Based Education.

RESEARCH METHODOLOGY

This research will consist of a literature survey, followed by survey research among randomly selected public primary schools in the Stanger circuit of the Empangeni region.
Quantitative research methodology will be used to analyse the responses from the various public schools. The quantitative research will be conducted in the following phases :

1. An appropriate questionnaire will be constructed.
2. Permission will be sought from the relevant educational authorities in the Empangeni region of the Kwa-Zulu Natal Department of Education & Culture for a voluntary, anonymous survey to be conducted among intermediate phase educators in its Stanger circuit.
3. Permission of Principals in the Stanger circuit will be sought for the survey to be conducted among educators in their schools.
4. Questionnaires will be disseminated and retrieved with the assistance of intermediate phase heads of departments at each school selected for the survey.
5. The responses on the questionnaires will be encoded and analysed in the statistical program SPSS.

VALUE OF RESEARCH

The value of this research will be in the creation of a flexible database of record keeping techniques that can be used by educators for effective record in the intermediate phase Outcomes-Based Education classrooms.

PROVISIONAL CHAPTER HEADINGS

1. Orientation
2. Statement of problems
3. Research methodology
4. Overview of key concepts
5. Literature survey
6. The nature of organisational communication
7. Educator Records
8. Traditional approaches to record keeping
9. Methods of assessing in Outcomes Based Education
10. Record Keeping Tools
11. Recording Learner Activities
12. Possible solutions to problems identified
13. Conclusion and recommendations
14. Bibliography

TIME FRAMES

- Literature survey: July 2001-December 2001
- Construction of questionnaire : November 2001
- Fieldwork : February 2002 – May 2002
- Analysis : June 2002
- Writing of dissertation : September 2002-February 2002
- Dissemination of results : 2003 onwards

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ADDENDUM B:

PRELIMINARY CORRESPONDENCE WITH OFFICIALS

University Of Zululand

Department Of Communication Science (Durban Campus)

Unit For Postgraduate Studies in Cognition, Language Learning & Communication

Private Bag X10
ISIPINGO
4110

Tel 082-9233-150
Fax (031) 907-3011
E-Mail rklopper@iafrica.com

Sunday, June 09, 2002

The Superintendent of Education Management
KwaZulu-Natal Department of Education
Lower Tugela District
Private Bag X10689
Stanger
4450

Dear Mr. Blose and Mr. Bridglall

PERMISSION SOUGHT TO CONDUCT A SURVEY AMONG PRIMARY SCHOOL EDUCATORS IN THE LOWER TUGELA DISTRICT

Two of my Masters students, Mr. Aneel Ramcharan and Miss. Usha Balliram, are doing inter-related empirical research to determine how the principles of organisational communication could be used in foundation phase and intermediary phase OBE classrooms. To this effect they need to respectively survey the opinions of educators teaching in these phases.

I am hereby applying for permission in principle for the above-mentioned research to be done in the region under your jurisdiction.

- Participation will be on a voluntary and anonymous basis.
- The survey will be of a constructive nature.
- The permission of the Regional Chief Director, Empangeni is also being sought.
- After obtaining permission in principle from you the permission of the principals of about fifty schools will be sought, emphasizing the anonymous and voluntary nature of participation.
- The questionnaires will be disseminated and retrieved by the researchers.
- The KZN Department of Education will be acknowledged in the theses, of which copies will be provided upon completion.

Kind regards

Prof. R M Klopper
HOD: Communication Science (Durban)

University Of Zululand
Department Of Communication Science (Durban Campus)
Unit For Postgraduate Studies in Cognition, Language Learning & Communication

Private Bag X10
ISIPINGO
4110

Tel 082-9133-150
Fax (031) 907-3011
E-Mail rklopper@iafrica.com

Monday, July 22, 2002

Delivered by DoE internal mail from Lower Tugela District office

The Regional Senior Manager
KwaZulu-Natal Department of Education
Empangeni Region

Dear Mr. Dorkin,

PERMISSION SOUGHT TO CONDUCT A SURVEY AMONG PRIMARY SCHOOL EDUCATORS IN THE LOWER TUGELA DISTRICT

Two of my Masters students, Mr. Aneel Ramcharan and Miss. Usha Balliram, are doing inter-related empirical research to determine how the principles of organisational communication could be used in foundation phase and intermediary phase OBE classrooms. To this effect they need to respectively survey the opinions of educators teaching in these phases.

I am hereby applying for permission in principle for the above-mentioned research to be done in the region under your jurisdiction.

- Participation will be on a voluntary and anonymous basis.
- The survey will be of a constructive nature.
- After obtaining permission in principle from you the permission of the principals of about fifty schools will be sought, emphasizing the anonymous and voluntary nature of participation.
- The questionnaires will be disseminated and retrieved by the researchers.
- The KZN Department of Education will be acknowledged in the theses, of which copies will be provided upon completion.

Kind regards

Prof. R M Klopper
HOD: Communication Science (Durban)

University Of Zululand

Department Of Communication Science (Durban Campus)

Unit For Postgraduate Studies in Cognition, Language Learning & Communication

Private Bag X10
ISIPINGO
4110

Tel 082-9133-150
Fax (031) 907-3011
E-Mail rklopper@iafrica.com

Sunday, June 09, 2002

Delivered by DoE internal mail from Lower Tugela District office

Letter to Principals
KwaZulu-Natal Department of Education
Lower Tugela District

Dear Madam / Sir

PERMISSION SOUGHT TO CONDUCT A SURVEY AMONG FOUNDATION PHASE AND INTERMEDIATE EDUCATORS AT YOUR SCHOOL

The Empangeni regional office as well as the Lower Tugela district office have given permission for two of my Masters students, Mr. Aneel Ramcharan and Miss. Usha Balliram, to do inter-related empirical research to determine how the principles of organisational communication could be used in foundation phase and intermediary phase OBE classrooms. To this effect they need to respectively survey the opinions of educators at your school teaching in these phases. In a letter addressed to me personally the national Minister of Education Professor Kader Asmal expressed appreciation of the fact that my students are conducting this type of research to help resolve problems with the reconfiguration of Education in South Africa.

With this letter there will be questionnaires for your staff members. *Please assist my students by promptly disseminating them to your staff, by impressing on them the urgency of completing them, and by promptly returning them via your desk to the Glenhills Primary School via the Lower Tugela District office.* The ethical conditions of participation in the survey are:

- Participation will be on a voluntary and anonymous basis.
- Neither your school, nor the respondents will be identified by name
- The survey will be of a constructive nature.
- The questionnaires will be disseminated and retrieved via the Lower Tugela District office by the researchers.
- The KZN Department of Education, and participating educators will be collectively acknowledged in the theses.

Your prompt response in this matter will be greatly appreciated.

Kind regards,

Prof. R M Klopper
HOD: Communication Science (Durban)

PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATAL
PROVINSIE KWAZULU-NATAL

DEPARTMENT OF EDUCATION AND CULTURE
UMNYANGO WEMFUNDO NAMASIKO
DEPARTEMENT VAN ONDERWYS EN KULTUUR

HEAD OFFICE | INHLOKO HHOVISI | HOOFKANTOOR

Address: 2nd Floor
Ikheli: Administration Building
Adres: King Dinizulu Highway
Ulundi
3838

Private Bag: Private Bag X04
Isikhwama Seposi: Ulundi
Privaatsak: 3838

Telephone: 035-8743681
Ucingo:
Telefoon:
Fax: 035-8743443

Enquiries: Dr M.J. Lötter
Imibuzo:
Navrae:

Reference:
Inkomba:
Verwysing:

Date: 2002- 08-26
Usuku:
Datum:

Mr A. Ramcharan
P.O. Box 287
STANGER
4450

Dear Mr Ramcharan

RE: PERMISSION TO CONDUCT RESEARCH

Your letter dated 22-07-2002 re the above which I received today, refers.

Permission is granted to you to conduct the above research. The following conditions obtain:

1. Access to the schools and educators is at the discretion of the principals, the SGBs and the educators concerned.
2. Your findings may not be used to embarrass the KZNDEC, any of its employees or people associated with the schools involved.
3. A written copy of the findings of your research must be provided to the Chief Executive Officer.

You are wished success with your studies.

Yours faithfully

.....

PROF. C.R.M. DLAMINI
CHIEF EXECUTIVE OFFICER
Wp\mr a ramcharan\nn

ADDENDUM C:

RESEARCH QUESTIONNAIRES

For office use only: Respondent number: _____

Anonymous Questionnaire for Educators

KEEPING RECORD

Applying Organisational Communication

In intermediate phase classrooms

Researcher: A. Ramcharan

Department of Communication Science

University of Zululand (Durban Campus)

For office use only: Respondent number: _____

APPLYING THE PRINCIPLES OF ORGANISATIONAL COMMUNICATION TO INTERMEDIATE PHASE LEARNING PROGRAMMES.

i) This is a **voluntary, anonymous** and **confidential** survey.

ii) Your personal particulars will not be recorded as part of this survey and your school will not be identified.

iii) We need your help to determine how record keeping can be streamlined and improved in intermediate phase classrooms.

iv) Your participation is greatly appreciated.

v) Please feel free to give your candid opinions.

vi) Please read each question carefully and reflect on your answer before responding because your response will be invalidated if you mark more than one option, or if you in any way alter a response.

vii) Please use a pen to mark your responses by placing a clear **X** directly over the appropriate empty space.

viii) Please write the appropriate response or mark an option with an **X.**

General particulars about yourself

1. Your **age**: _____

2. Your **gender**: Female _____ Male _____

3. Your **qualifications**: State your REQV Value _____

4. Do you have an intermediate phase qualification? Yes_____ No _____

Teaching Experience

5. State your total number of years of teaching experience in the intermediate phase. _____years.
6. State any additional number of years of teaching experience in any other phase other than the intermediate phase. _____years.

Retraining:

7. Have you attended an Outcomes-Based retraining workshop conducted by the KZN Department of Education? Yes_____No _____

8. Would you say you are adequately equipped to implement Outcomes-Based Education in the classroom? Yes _____No _____

9. Have you been trained as an Outcomes-Based Education facilitator to conduct work-shops on behalf of the Department of Education? Yes _____No _____

10. Your **Ethnic group**:(Given in alphabetic order)

    Black _____

    Coloured_____

    Indian_____

    White _____

    Other _____(Please specify): _____

Particulars about your class

11. What grade are you teaching? _____
12. How many learners are there in your class?_____
13. How many of the learners are girls? _____
14. How many of the learners are boys?_____

Outcomes-Based Education

Indicate whether the following statements about Outcomes-Based are correct or incorrect by marking the appropriate space with a **X**.

15. Assessments are not necessary in OBE. Correct _____Incorrect_____
16. If one uses a good textbook one does not have to worry too much about the curriculum content in OBE. Correct_____Incorrect_____
17. In OBE the educator actively dispenses knowledge while the learners passively absorb knowledge. Correct_____Incorrect_____
18. Awarding marks is the best way to reflect a learner's progress.

    Correct_____Incorrect _____

Are educators at your school consulting one another when planning the following?

19. Programme Organisers Yes___No____
20. Lessons Yes___No____
21. Assessments Yes___No____

22. Worksheets Yes___ No____

23. Do you set time frames for each phase organiser? Yes_____No_____

Organisational communication

An organisation has two basis components i.e. people and their role function.(purpose). The school is thus an organisation of individuals who work together to achieve specific goals.

Organisational communication includes varied activities such as giving direction, counselling learners and parents, evaluating learners, motivating learners, analysing problems, brainstorming, resolving conflicts, monitoring learner progress, interviewing learners and parents.

Rate the following organisational communication tasks?

24. Brainstorming Important _____Unimportant ____
25. Conversation Important _____Unimportant ____
26. Consultation Important _____Unimportant ____
27. Giving instructions Important _____Unimportant ____
28. Evaluation Important _____Unimportant ____
29. Writing a story Important _____Unimportant ____
30. Doing a project Important _____Unimportant ____
31. Group work Important _____Unimportant ____
32. Role-playing Important _____Unimportant ____
33. Show and Tell Important _____Unimportant ____
34. Speech making Important _____Unimportant ____
35. Keeping records Important _____Unimportant ____
36. Group discussions Important _____Unimportant ____
37. Writing of notices Important _____Unimportant ____
38. Tests Important _____Unimportant ____
39. Written Assignments Important _____Unimportant ____
40. Display of values/beliefs Important _____Unimportant ____
41. Display of Skills Important _____Unimportant ____
42. Interviews Important _____Unimportant ____
43. Observations Important _____Unimportant ____
44. Rules and Regulations Important _____Unimportant ____
45. Decision making Important _____Unimportant ____
46. Learner Profiles Important _____Unimportant ____

47. Assessment Grids Important _____Unimportant ____
48. Mind Mapping Important _____Unimportant ____
49. New Technology Important _____Unimportant ____

Does your system of record keeping record the results of the following activities?

50. Brainstorming Yes _____No _____
51. Conversation Yes _____No _____
52. Consultation Yes _____No _____
53. Giving instructions Yes _____No _____
54. Evaluation Yes _____No _____
55. Writing a story Yes _____No _____
56. Doing a project Yes _____No _____
57. Group work Yes _____No _____
58. Role-playing Yes _____No _____
59. Show and Tell Yes _____No _____
60. Speech making Yes _____No _____
61. Group discussions Yes _____No _____
62. Writing of notices Yes _____No _____
63. Tests Yes _____No _____
64. Written Assignments Yes _____No _____
65. Display of values/beliefs Yes _____No _____
66. Display of Skills Yes _____No _____
67. Interviews Yes _____No _____
68. Observations Yes _____No _____
69. Rules and Regulations Yes _____No _____
70. Decision making Yes _____No _____
71. Learner Profiles Yes _____No _____
72. Assessment Grids Yes _____No _____
73. Mind Mapping Yes _____No _____
74. New Technology Yes _____No _____
75. What is the origin of your system of record keeping?
    a) The Department of Education _____
    b) I devised it myself _____
    c) I adapted it from text resource materials _____

Thank you for your time and assistance

ADDENDUM D:

TABLES AND GRAPHS

	respond	age	gender	reqv	intquali	tchexper	addexper
1	1	36-40	male	spoilt res	yes	8-15 yea	5 years
2	2	50 or ov	male	spoilt res	yes	below 7y	over 16
3	3	41-45	male	14-15	yes	16-23 ye	5 years
4	4	41-45	male	13 or bel	yes	below 7y	5 years
5	5	36-40	female	spoilt res	yes	8-15 yea	6-10 yea
6	6	31-35	female	spoilt res	yes	below 7y	5 years
7	7	26-30	female	16 or ab	spoilt res	spoilt res	no respo
8	8	26-30	male	14-15	no	below 7y	5 years
9	9	41-45	female	13 or bel	no respo	8-15 yea	5 years
10	10	41-45	female	no respo	yes	16-23 ye	6-10 yea
11	12	below 25	female	14-15	yes	below 7y	no respo
12	13	31-35	female	16 or ab	yes	8-15 yea	5 years
13	14	26-30	female	14-15	yes	below 7y	no respo
14	15	31-35	female	no respo	no	below 7y	no respo
15	16	26-30	male	spoilt res	no	spoilt res	spoilt res
16	17	36-40	male	no respo	yes	8-15 yea	no respo
17	18	spoilt res	female	no respo	yes	below 7y	5 years
18	19	26-30	female	13 or bel	yes	below 7y	no respo
19	20	36-40	female	16 or ab	yes	16-23 ye	no respo
20	21	26-30	female	14-15	yes	below 7y	5 years
21	22	31-35	female	14-15	yes	8-15 yea	no respo
22	23	41-45	male	14-15	yes	over 24	no respo
23	24	26-30	female	spoilt res	no respo	below 7y	6-10 yea
24	25	31-35	female	14-15	no	below 7y	6-10 yea
25	26	36-40	female	no respo	yes	16-23 ye	no respo
26	27	41-45	female	14-15	no	below 7y	11-15 ye
27	28	36-40	male	14-15	yes	16-23 ye	5 years
28	29	36-40	male	14-15	yes	8-15 yea	5 years
29	30	below 25	female	14-15	no	below 7y	5 years
30	31	36-40	female	14-15	yes	8-15 yea	5 years
31	32	36-40	female	no respo	yes	16-23 ye	6-10 yea
32	33	41-45	male	13 or bel	no	below 7y	over 16
33	34	26-30	female	spoilt res	yes	below 7y	5 years
34	35	50 or ov	female	14-15	yes	8-15 yea	6-10 yea
35	36	26-30	male	13 or bel	yes	below 7y	no respo
36	37	46-50	female	spoilt res	yes	below 7y	over 16
37	38	41-45	female	no respo	no respo	over 24	no respo
38	39	26-30	male	14-15	yes	below 7y	5 years
39	40	36-40	male	16 or ab	yes	8-15 yea	no respo

	attwkshd	adeqobe	trobefac	ethnicgr	grteachi	nolearnc	compbygl
1	no	yes	yes	black	grade 5	31-40	more girl
2	yes	yes	no	black	grade 5	over 51	more bo
3	yes	no	no	black	grade 6	over 51	more girl
4	yes	yes	no	black	grade 6	31-40	more girl
5	yes	yes	no	black	grade 4	over 51	more bo
6	no	yes	no	black	grade 4	over 51	more bo
7	yes	no	no	indian	grade 6	31-40	more bo
8	yes	yes	no	indian	grade 4	41-50	more bo
9	yes	yes	no	indian	spoilt res	below 30	more bo
10	no	no	no	white	spoilt res	below 30	more girl
11	yes	no	no	indian	grade 5	31-40	more bo
12	yes	no	no	indian	grade 4	31-40	more girl
13	no	no	yes	indian	grade 5	31-40	more girl
14	no	no	no	white	grade 6	below 30	more bo
15	yes	yes	yes	indian	grade 6	below 30	more bo
16	yes	yes	no	white	grade 6	below 30	more bo
17	yes	yes	no	white	grade 5	below 30	more bo
18	yes	no	no	black	grade 5	41-50	more bo
19	yes	yes	yes	indian	grade 5	41-50	more girl
20	yes	no	no	indian	grade 6	41-50	more girl
21	yes	no	no	indian	grade 6	31-40	more bo
22	yes	no	no	indian	grade 4	31-40	more bo
23	no	no	no	indian	grade 4	31-40	equal gir
24	yes	no	no	indian	grade 6	41-50	more bo
25	yes	no	no	indian	grade 6	41-50	more bo
26	yes	no	no	indian	grade 5	31-40	more girl
27	yes	yes	no	indian	grade 5	31-40	more girl
28	yes	no	no	indian	grade 4	31-40	more girl
29	no	yes	no	indian	grade 5	31-40	more bo
30	yes	yes	yes	black	grade 6	41-50	more girl
31	yes	no	no	indian	grade 4	41-50	more girl
32	yes	yes	no	indian	grade 6	41-50	equal gir
33	yes	yes	no	black	grade 4	over 51	more girl
34	yes	no	no	black	grade 6	over 51	more girl
35	yes	yes	no	black	grade 5	over 51	equal gir
36	yes	yes	no	black	grade 4	over 51	equal gir
37	yes	yes	no	black	grade 4	over 51	equal gir
38	yes	yes	yes	no respo	grade 6	over 51	more girl
39	yes	no	yes	indian	grade 6	over 51	more bo

	assesobe	txtcurco	diskrnpsa	awmklepr	plprogor	pllesson	plassess
1	incorrect	incorrect	incorrect	incorrect	no	no	no
2	incorrect	incorrect	incorrect	incorrect	yes	yes	yes
3	incorrect	incorrect	incorrect	incorrect	yes	yes	no
4	incorrect	incorrect	incorrect	incorrect	yes	no	yes
5	correct	incorrect	incorrect	correct	yes	yes	yes
6	incorrect	incorrect	incorrect	incorrect	yes	yes	yes
7	correct	correct	correct	correct	no	no	no
8	incorrect	incorrect	incorrect	correct	yes	yes	yes
9	incorrect	incorrect	incorrect	incorrect	yes	yes	yes
10	incorrect	correct	incorrect	correct	yes	yes	yes
11	incorrect	incorrect	incorrect	incorrect	yes	yes	yes
12	correct	incorrect	incorrect	incorrect	yes	yes	yes
13	incorrect	incorrect	incorrect	incorrect	yes	yes	yes
14	incorrect	incorrect	incorrect	incorrect	yes	no	no
15	incorrect	no respo	incorrect	incorrect	yes	yes	yes
16	incorrect	incorrect	incorrect	incorrect	yes	yes	yes
17	incorrect	incorrect	incorrect	incorrect	yes	yes	yes
18	incorrect	incorrect	incorrect	correct	yes	yes	yes
19	incorrect	incorrect	incorrect	incorrect	no	no	no
20	incorrect	incorrect	incorrect	incorrect	yes	yes	yes
21	incorrect	incorrect	incorrect	incorrect	yes	yes	yes
22	incorrect	incorrect	incorrect	correct	yes	yes	no
23	incorrect	incorrect	incorrect	incorrect	yes	yes	yes
24	incorrect	incorrect	incorrect	incorrect	yes	yes	yes
25	incorrect	incorrect	incorrect	incorrect	yes	no	yes
26	incorrect	incorrect	incorrect	incorrect	yes	yes	yes
27	incorrect	correct	incorrect	correct	yes	no	yes
28	correct	incorrect	incorrect	correct	yes	no	no
29	incorrect	incorrect	incorrect	incorrect	yes	yes	yes
30	incorrect	incorrect	incorrect	incorrect	yes	yes	yes
31	incorrect	incorrect	incorrect	incorrect	yes	no	yes
32	incorrect	incorrect	incorrect	incorrect	no	no	no
33	incorrect	incorrect	incorrect	correct	yes	yes	yes
34	incorrect	incorrect	incorrect	correct	yes	no	no
35	incorrect	incorrect	incorrect	correct	yes	yes	yes
36	spoilt res	incorrect	incorrect	correct	yes	yes	yes
37	incorrect	incorrect	incorrect	incorrect	yes	yes	yes
38	incorrect	incorrect	incorrect	no respo	yes	yes	no
39	incorrect	incorrect	incorrect	incorrect	yes	yes	no

	plwkshee	timefrpo	rtbrains	rtconver	rtconsul	rtgivins	rtevalua
1	no	no	importan	importan	importan	importan	importan
2	yes	yes	importan	importan	importan	importan	importan
3	no	yes	importan	importan	importan	importan	importan
4	yes	yes	importan	importan	importan	importan	importan
5	yes	yes	importan	importan	importan	importan	importan
6	yes	yes	importan	importan	importan	importan	importan
7	no	no	unimport	importan	importan	importan	unimport
8	yes	yes	importan	importan	importan	importan	importan
9	yes	yes	importan	importan	importan	importan	importan
10	yes	yes	importan	importan	importan	importan	importan
11	yes	no	importan	importan	importan	importan	importan
12	no	yes	importan	importan	importan	importan	importan
13	yes	yes	importan	importan	importan	importan	importan
14	no	no	importan	importan	importan	importan	importan
15	yes	yes	importan	importan	importan	importan	importan
16	yes	yes	importan	importan	importan	importan	importan
17	no	yes	importan	importan	importan	importan	importan
18	yes	no respo	importan	importan	importan	unimport	importan
19	no	yes	importan	importan	importan	importan	importan
20	yes	yes	importan	importan	importan	importan	importan
21	yes	yes	importan	importan	importan	importan	importan
22	yes	yes	importan	importan	importan	importan	importan
23	no	yes	importan	importan	importan	importan	importan
24	yes	no	importan	importan	importan	importan	importan
25	no	no	importan	importan	importan	importan	importan
26	yes	yes	importan	importan	importan	spoilt res	importan
27	no	yes	importan	importan	importan	importan	importan
28	yes	yes	importan	importan	importan	importan	importan
29	yes	yes	importan	importan	importan	importan	importan
30	yes	yes	importan	importan	importan	importan	importan
31	no	yes	importan	importan	importan	importan	importan
32	no	yes	importan	importan	importan	importan	importan
33	yes	yes	importan	importan	importan	importan	importan
34	no	yes	importan	importan	importan	importan	importan
35	yes	yes	importan	importan	importan	importan	importan
36	yes	yes	importan	importan	importan	importan	importan
37	yes	yes	importan	importan	importan	importan	importan
38	no	yes	importan	importan	importan	importan	importan
39	no	spoilt res	importan	importan	importan	importan	importan

	rtwrstor	rtdoproj	rtgrwork	rtrolepl	rtshtell	rtspchma	rtkpreco
1	importan	importan	importan	importan	importan	importan	importan
2	importan	importan	importan	importan	importan	importan	importan
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4	importan	importan	importan	importan	importan	importan	importan
5	importan	importan	importan	importan	importan	importan	importan
6	importan	importan	importan	importan	importan	importan	importan
7	importan	importan	unimport	importan	importan	importan	importan
8	importan	importan	importan	importan	importan	importan	importan
9	importan	importan	importan	importan	no respo	importan	importan
10	importan	importan	importan	importan	importan	importan	importan
11	importan	unimport	importan	importan	importan	unimport	importan
12	importan	importan	importan	importan	importan	importan	importan
13	importan	importan	importan	importan	importan	importan	importan
14	importan	importan	importan	importan	importan	importan	importan
15	importan	importan	importan	importan	importan	importan	importan
16	importan	importan	importan	importan	importan	importan	importan
17	importan	importan	importan	importan	importan	importan	importan
18	importan	importan	importan	importan	unimport	importan	importan
19	importan	importan	importan	importan	importan	importan	importan
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26	importan	importan	importan	importan	importan	importan	importan
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30	importan	importan	importan	importan	importan	importan	importan
31	importan	importan	importan	importan	importan	importan	importan
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33	importan	importan	importan	importan	importan	importan	importan
34	importan	importan	importan	importan	importan	importan	importan
35	importan	importan	importan	importan	importan	importan	importan
36	importan	importan	importan	importan	importan	importan	importan
37	importan	importan	importan	importan	unimport	importan	importan
38	importan	importan	importan	importan	unimport	importan	importan
39	spoilt res	importan	importan	importan	importan	importan	importan

Tables

		Count	Col %
Your age.	below 25	6	2.9%
	26-30	46	22.4%
	31-35	37	18.0%
	36-40	54	26.3%
	41-45	45	22.0%
	46-50	10	4.9%
	50 or over	6	2.9%
	spoilt response	1	.5%
Total		205	100.0%

Tables

		Count	Col %
What is your gender?	female	145	70.7%
	male	60	29.3%
Total		205	100.0%

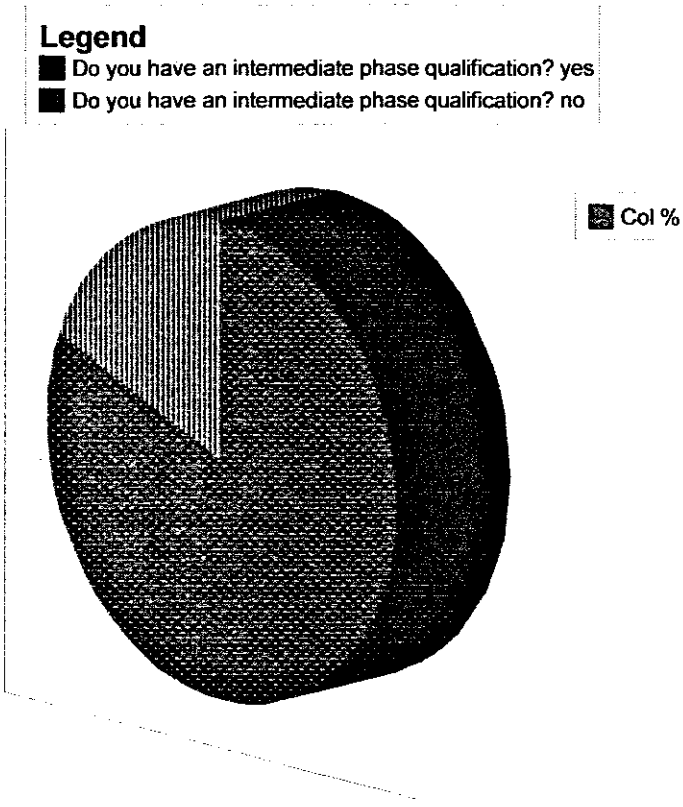
Tables

		Count	Col %
What is your reqv?	13 or below	58	28.3%
	14-15	108	52.7%
	16 or above	15	7.3%
	spoilt response	8	3.9%
	no response	16	7.8%

Tables

		Count	Col %
Do you have an intermediate phase qualification?	yes	161	78.5%
	no	38	18.5%
	spoilt response	1	.5%
	no response	5	2.4%
Total		205	100.0%

		Col %
Do you have an intermediate phase qualification?	yes	78.5%
	no	18.5%



Tables

		What is your gender?			
		female		male	
		Count	Col %	Count	Col %
How many years of teaching experience do you have in the imtermediate phase?	below 7years	51	35.2%	12	20.0%
	8-15 years	54	37.2%	27	45.0%
	16-23 years	36	24.8%	12	20.0%
	over 24 years	3	2.1%	6	10.0%
	spoilt response	1	.7%	3	5.0%

		Total	
		Count	Col %
How many years of teaching experience do you have in the imtermediate phase?	below 7years	63	30.7%
	8-15 years	81	39.5%
	16-23 years	48	23.4%
	over 24 years	9	4.4%
	spoilt response	4	2.0%

Tables

		Count	Col %
State any additional teaching experience that you may have.	5 years or below	86	42.0%
	6-10 years	26	12.7%
	11-15 years	4	2.0%
	over 16 years	5	2.4%
	spoilt response	4	2.0%
	no response	80	39.0%
Total		205	100.0%

Tables

		What is your gender?			
		female		male	
		Count	Col %	Count	Col %
Have you attended any obe retraining workshops?	yes	130	89.7%	54	90.0%
	no	15	10.3%	6	10.0%
Total		145	100.0%	60	100.0%

Tables

		What is your gender?			
		female		male	
		Count	Col %	Count	Col %
Are you adequately equipped to implement obe?	yes	73	50.3%	32	53.3%
	no	61	42.1%	25	41.7%
	no response	11	7.6%	3	5.0%
Total		145	100.0%	60	100.0%

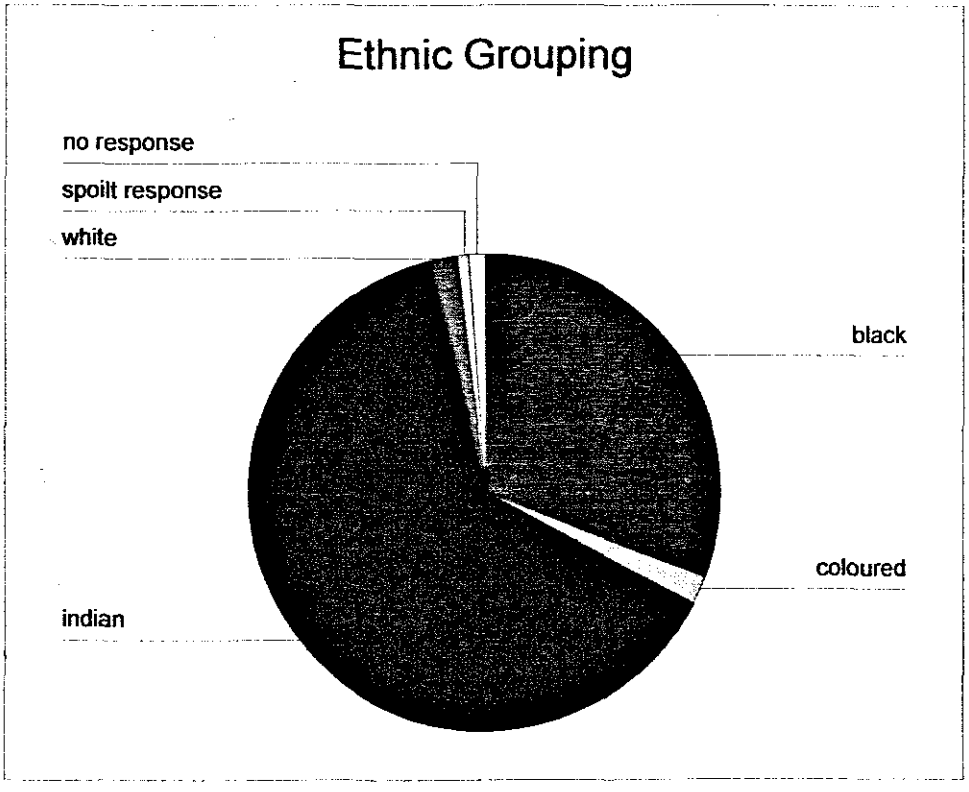
Tables

		Have you been trained as an obe facilitator to conduct workshops?				
		yes	no	spoilt response	no response	Total
What is your gender?	female	8	119	1	17	145
	male	8	45	1	6	60

Tables

		What is your gender?		
		female	male	Total
What is your ethnic grouping?	black	42	21	63
	coloured	4		4
	indian	93	37	130
	white	3	1	4
	spoilt response	2		2
	no response	1	1	2

Graph



Tables

		What is your gender?			
		female		male	
		Count	Col %	Count	Col %
What is your ethnic grouping?	black	42	29.0%	21	35.0%
	coloured	4	2.8%		
	indian	93	64.1%	37	61.7%
	white	3	2.1%	1	1.7%
	spoilt response	2	1.4%		
	no response	1	.7%	1	1.7%

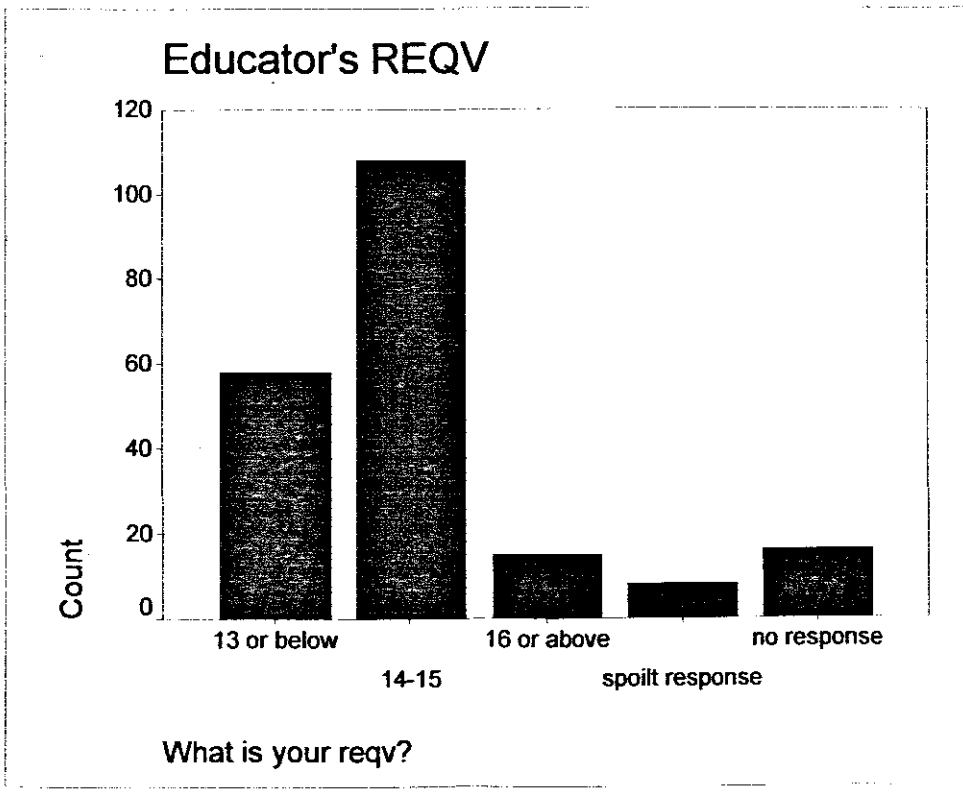
Tables

		Have you attended any obe retraining workshops?		
		yes	no	Total
What is your ethnic grouping?	black	58	5	63
	coloured	4		4
	indian	116	14	130
	white	2	2	4
	spoilt response	2		2
	no response	2		2

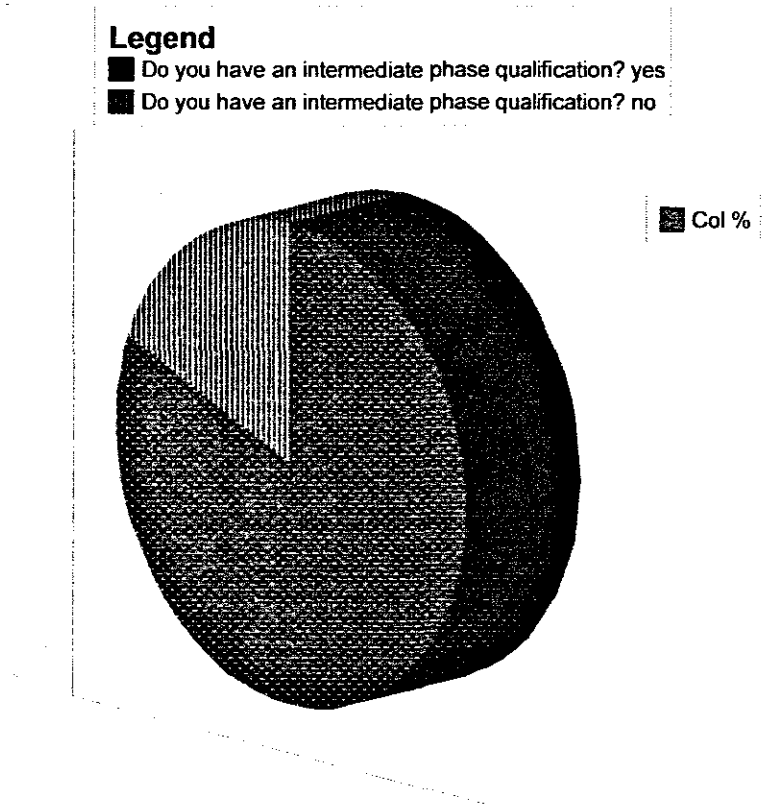
Tables

		What is your reqv?					
		13 or below	14-15	16 or above	spoilt response	no response	Total
What is your ethnic grouping?	black	24	29		6	4	63
	coloured	1	2			1	4
	indian	31	76	15	2	6	130
	white					4	4
	spoilt response	1				1	2
	no response	1	1				2

Graph



Tables



Tables

		What is your gender?			
		female		male	
		Count	Col %	Count	Col %
How many years of teaching experience do you have in the imtermediate phase?	below 7years	51	35.2%	12	20.0%
	8-15 years	54	37.2%	27	45.0%
	16-23 years	36	24.8%	12	20.0%
	over 24 years	3	2.1%	6	10.0%
	spoilt response	1	.7%	3	5.0%

		Total	
		Count	Col %
How many years of teaching experience do you have in the imtermediate phase?	below 7years	63	30.7%
	8-15 years	81	39.5%
	16-23 years	48	23.4%
	over 24 years	9	4.4%
	spoilt response	4	2.0%

Tables

		Count	Col %
State any additional teaching experience that you may have.	5 years or below	86	42.0%
	6-10 years	26	12.7%
	11-15 years	4	2.0%
	over 16 years	5	2.4%
	spoilt response	4	2.0%
	no response	80	39.0%
Total		205	100.0%

Tables

		What is your gender?			
		female		male	
		Count	Col %	Count	Col %
Have you attended any obe retraining workshops?	yes	130	89.7%	54	90.0%
	no	15	10.3%	6	10.0%
Total		145	100.0%	60	100.0%

Tables

		What is your gender?			
		female		male	
		Count	Col %	Count	Col %
Are you adequately equipped to implement obe?	yes	73	50.3%	32	53.3%
	no	61	42.1%	25	41.7%
	no response	11	7.6%	3	5.0%
Total		145	100.0%	60	100.0%

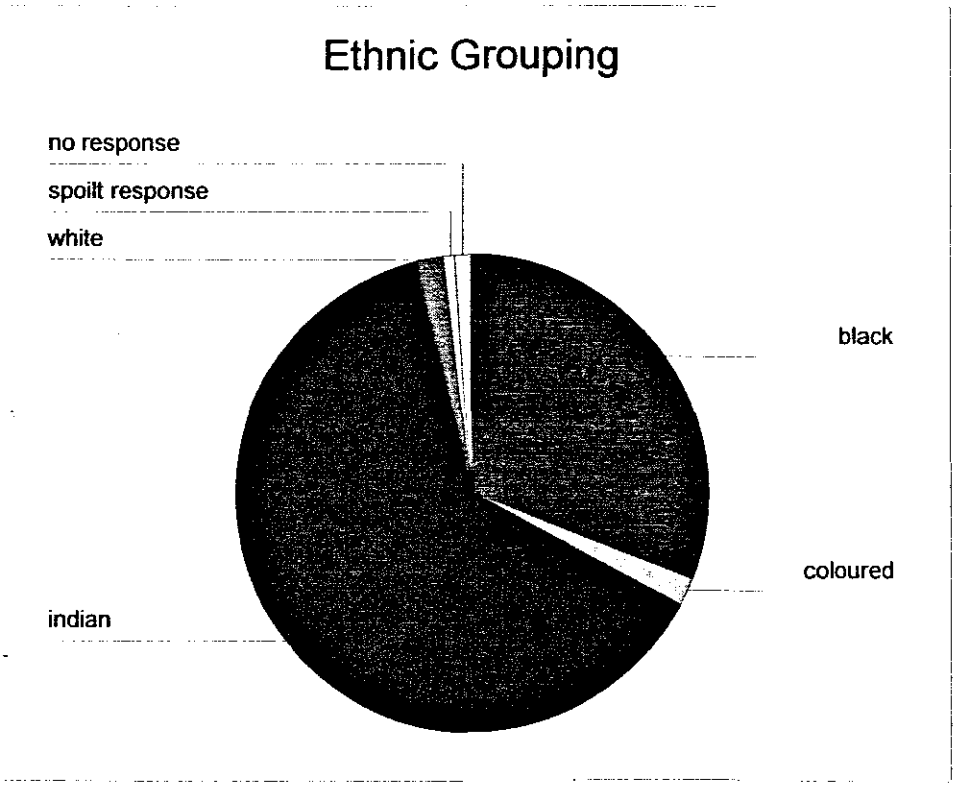
Tables

		Have you been trained as an obe facilitator to conduct workshops?				
		yes	no	spoilt response	no response	Total
What is your gender?	female	8	119	1	17	145
	male	8	45	1	6	60

Tables

		What is your gender?		
		female	male	Total
What is your ethnic grouping?	black	42	21	63
	coloured	4		4
	indian	93	37	130
	white	3	1	4
	spoilt response	2		2
	no response	1	1	2

Graph



Tables

		What is your gender?			
		female		male	
		Count	Col %	Count	Col %
What is your ethnic grouping?	black	42	29.0%	21	35.0%
	coloured	4	2.8%		
	indian	93	64.1%	37	61.7%
	white	3	2.1%	1	1.7%
	spoilt response	2	1.4%		
	no response	1	.7%	1	1.7%

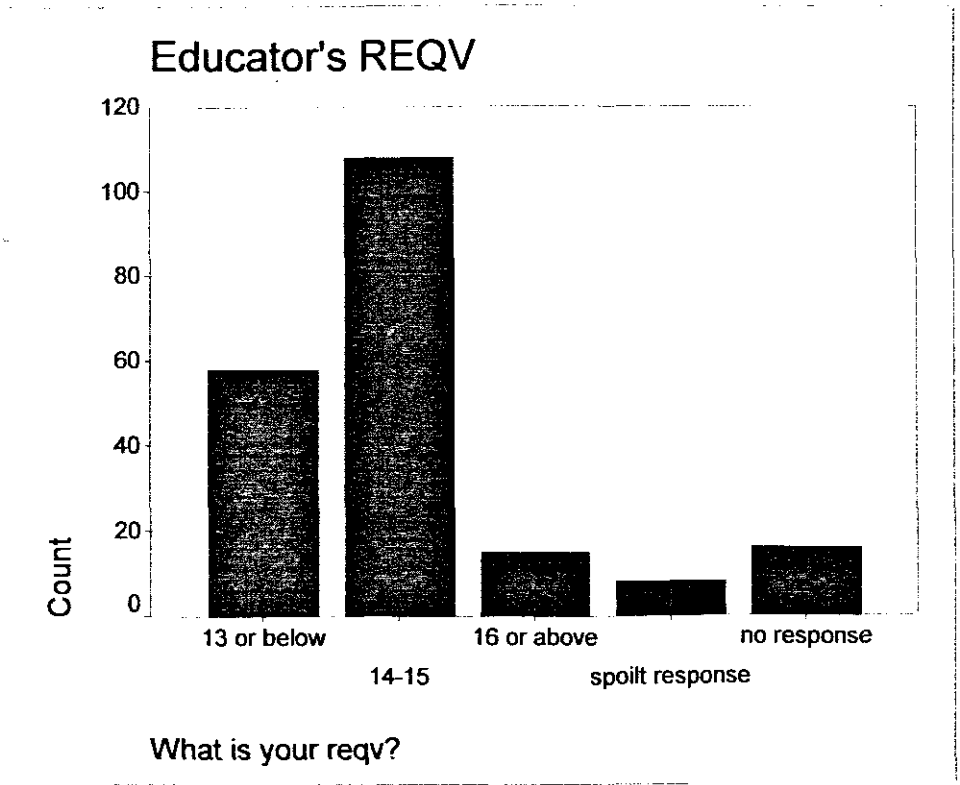
Tables

		Have you attended any obe retraining workshops?		
		yes	no	Total
What is your ethnic grouping?	black	58	5	63
	coloured	4		4
	indian	116	14	130
	white	2	2	4
	spoilt response	2		2
	no response	2		2

Tables

		What is your reqv?					
		13 or below	14-15	16 or above	spoilt response	no response	Total
What is your ethnic grouping?	black	24	29		6	4	63
	coloured	1	2			1	4
	indian	31	76	15	2	6	130
	white					4	4
	spoilt response	1				1	2
	no response	1	1				2

Graph



Tables

		Are you adequately equipped to implement obe?		
		yes	no	no response
What is your ethnic grouping?	black	37	24	2
	coloured	2	2	
	indian	62	56	12
	white	2	2	
	spoilt response	1	1	
	no response	1	1	

Tables

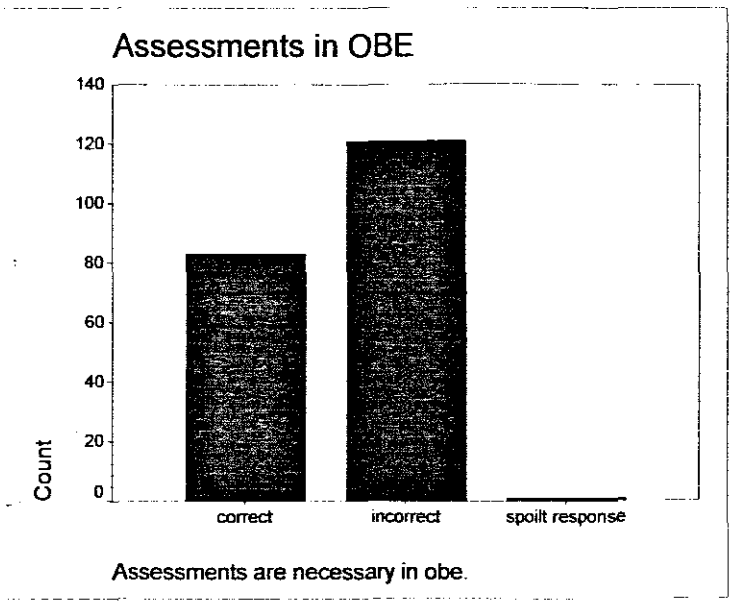
		Are you adequately equipped to implement obe?			
		yes	no	no response	Total
What is your ethnic grouping?	black	37	24	2	63
	coloured	2	2		4
	indian	62	56	12	130
	white	2	2		4
	spoilt response	1	1		2
	no response	1	1		2

Tables

Assessments are necessary in obe.	correct	83
	incorrect	121
	spoilt response	1
Total		205

		Count	Col %
Assessments are necessary in obe.	correct	83	40.5%
	incorrect	121	59.0%
	spoilt response	1	.5%
Total		205	100.0%

Graph



Tables

The use of a good text means that one does not have to worry about curriculum content.	correct	47
	incorrect	157
	no response	1
Total		205

		Count	Col %
The use of a good text means that one does not have to worry about curriculum content.	correct	47	22.9%
	incorrect	157	76.6%
	no response	1	.5%

Tables

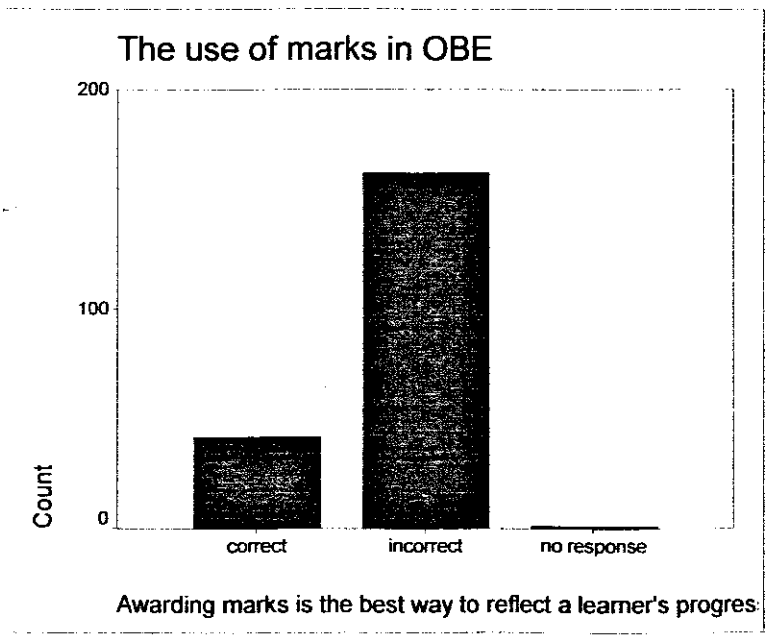
The educator actively dispenses knowledge while the learner passively absorbs knowledge.	correct	50
	incorrect	155
Total		205

		Count	Col %
The educator actively dispenses knowledge while the learner passively absorbs knowledge.	correct	50	24.4%
	incorrect	155	75.6%

Tables

		Count	Col %
Awarding marks is the best way to reflect a learner's progress.	correct	42	20.5%
	incorrect	162	79.0%
	no response	1	.5%
Total		205	100.0%

Graph



Tables

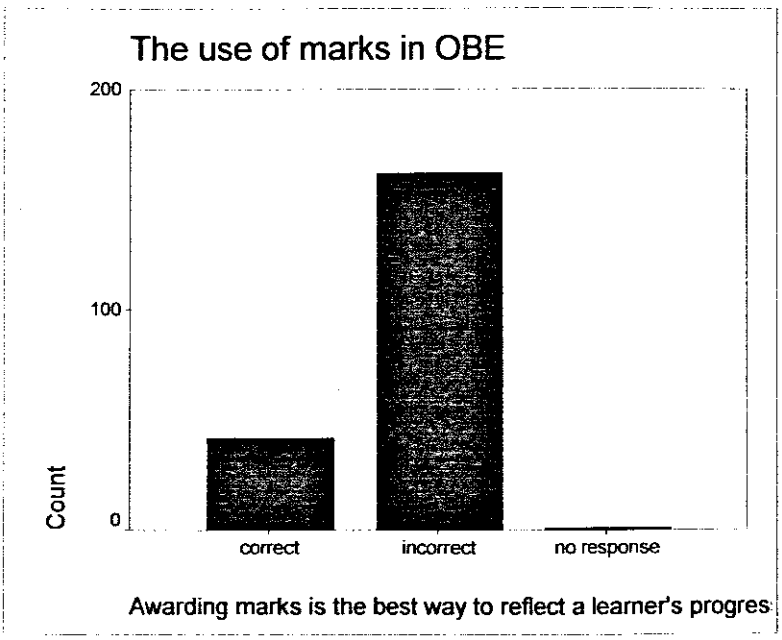
The educator actively dispenses knowledge while the learner passively absorbs knowledge.	correct	50
	incorrect	155
Total		205

		Count	Col %
The educator actively dispenses knowledge while the learner passively absorbs knowledge.	correct	50	24.4%
	incorrect	155	75.6%

Tables

		Count	Col %
Awarding marks is the best way to reflect a learner's progress.	correct	42	20.5%
	incorrect	162	79.0%
	no response	1	.5%
Total		205	100.0%

Graph

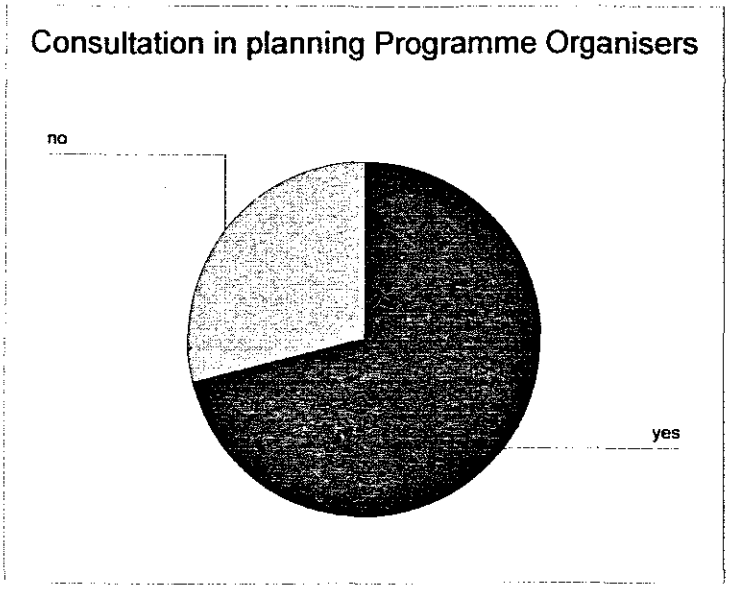


Tables

		Awarding marks is the best way to reflect a learner's progress.		
		correct	incorrect	no response
Assessments are necessary in obe.	correct	20	63	
	incorrect	21	99	1
	spoilt response	1		
Total		42	162	1

Tables

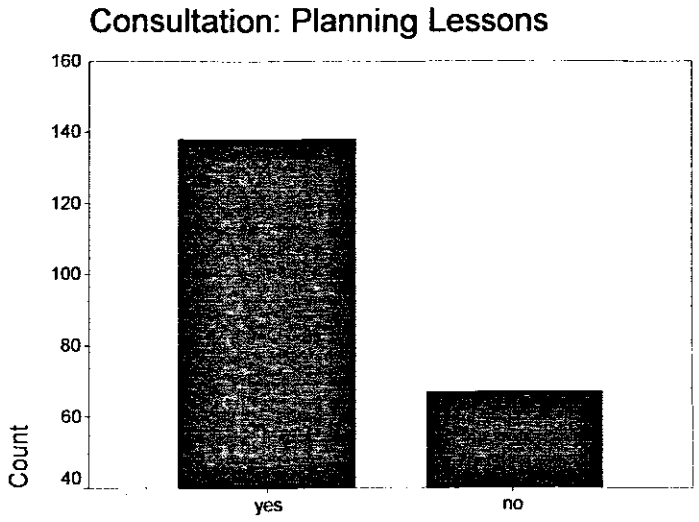
		Count	Col %
Are educators consulting one another when planning programme organisers?	yes	146	71.2%
	no	59	28.8%
Total		205	100.0%



Tables

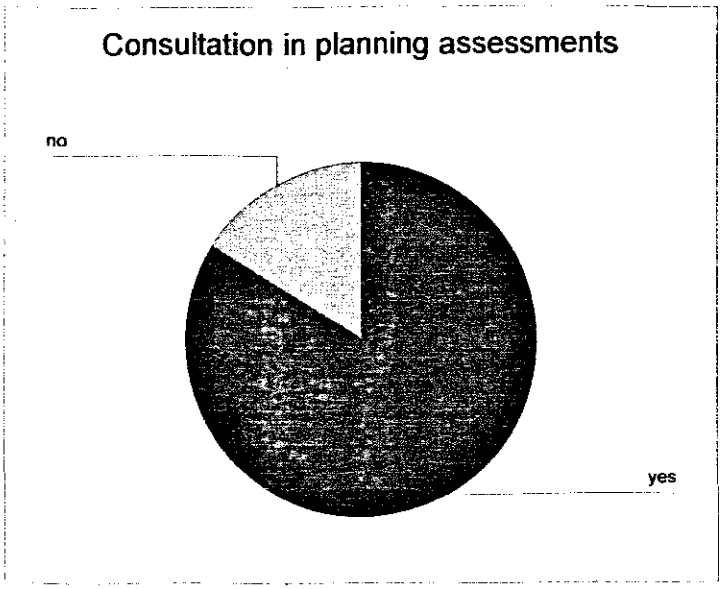
Are educators consulting one another when planning lessons?	yes	138
	no	67
Total		205

		Count	Col %
Are educators consulting one another when planning lessons?	yes	138	67.3%
	no	67	32.7%



Tables

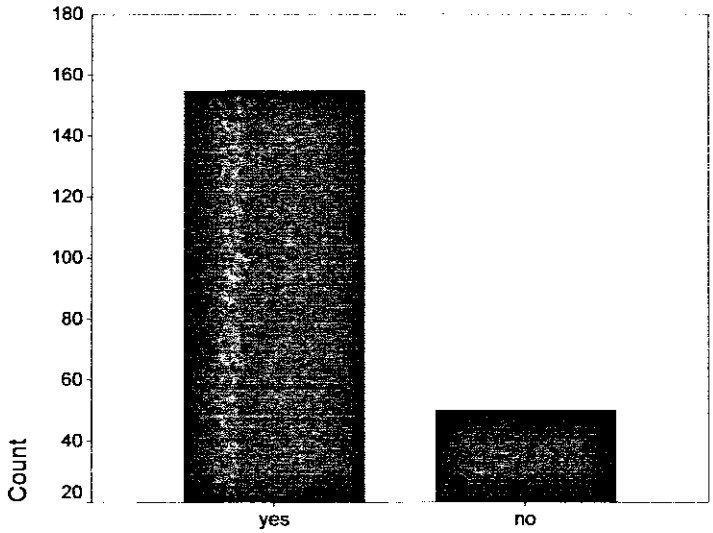
		Count	Col %
Are educators consulting one another when planning assessments?	yes	172	83.9%
	no	33	16.1%



Tables

Are educators consulting one another when planning worksheets?	yes	155
	no	50
Total		205

		Count	Col %
Are educators consulting one another when planning worksheets?	yes	155	75.6%
	no	50	24.4%



Are educators consulting one another when planning worksh

Tables

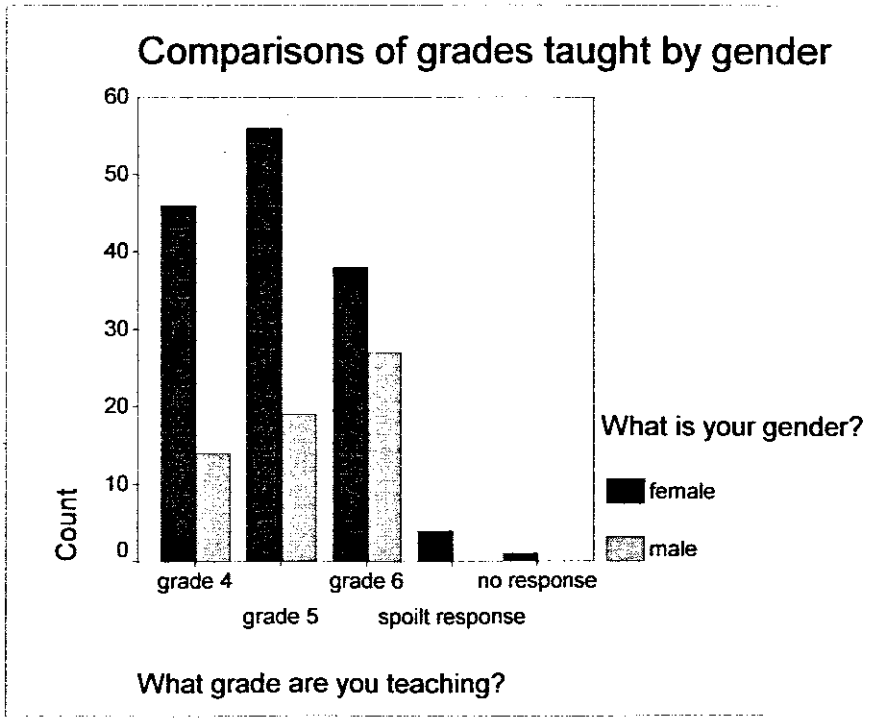
	Do you set time frames for each phase organiser?				
	yes	no	spoilt response	no response	Total
Count	131	72	1	1	205
Col %	100.0%	100.0%	100.0%	100.0%	100.0%

		Count	Col %
Do you set time frames for each phase organiser?	yes	131	63.9%
	no	72	35.1%
	spoilt response	1	.5%
	no response	1	.5%

Tables

		What is your gender?		
		female	male	Total
What grade are you teaching?	grade 4	46	14	60
	grade 5	56	19	75
	grade 6	38	27	65
	spoilt response	4		4
	no response	1		1

Graph



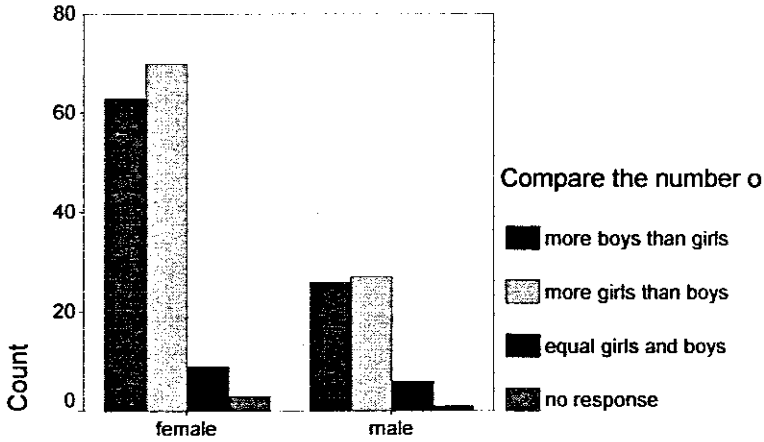
Tables

		What is your gender?		
		female	male	Total
How many learners are there in your class?	below 30	8	3	11
	31-40	52	16	68
	41-50	70	32	102
	over 51	14	9	23
	no response	1		1

Graph

Comparison

Gender : Number of learners



What is your gender?

Tables

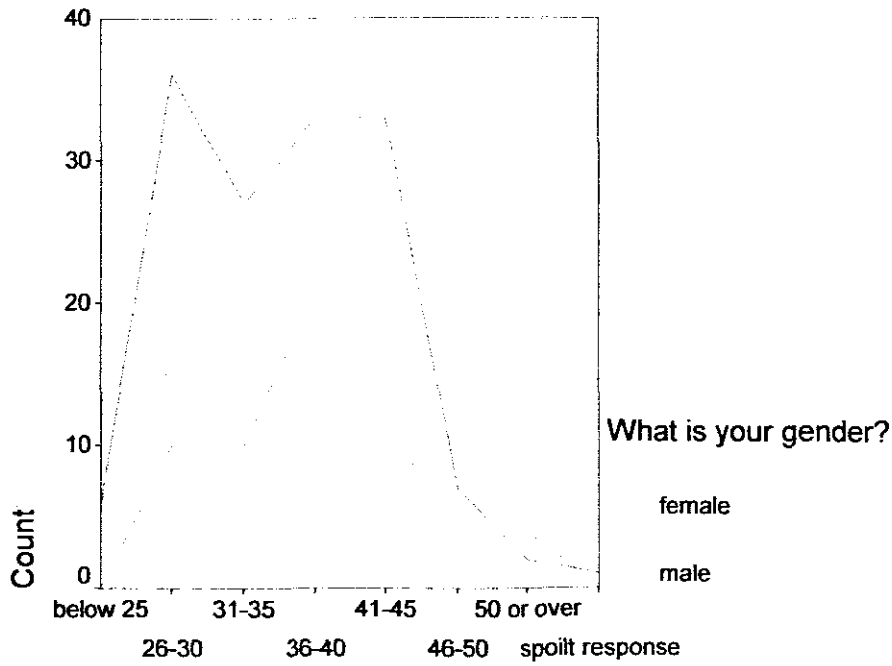
		What is your gender?				Total	
		female		male			
		Count	Col %	Count	Col %	Count	Col %
How many learners are there in your class?	below 30	8	5.5%	3	5.0%	11	5.4%
	31-40	52	35.9%	16	26.7%	68	33.2%
	41-50	70	48.3%	32	53.3%	102	49.8%
	over 51	14	9.7%	9	15.0%	23	11.2%
	no response	1	.7%			1	.5%
Total		145	100.0%	60	100.0%	205	100.0%

Tables

Rate brainstorming as an organisational communication task.	important	Count	127
		Subtable %	62.0%
	unimportant	Count	78
		Subtable %	38.0%
Rate conversation as an organisational communication task.	important	Count	203
		Subtable %	99.0%
	unimportant	Count	1
		Subtable %	.5%
	spoilt response	Count	1
		Subtable %	.5%
Rate consultation as an organisational communication task.	important	Count	203
		Subtable %	99.0%
	unimportant	Count	2
		Subtable %	1.0%
Rate giving instructions as an organisational communication task.	important	Count	201
		Subtable %	98.0%
	unimportant	Count	2
		Subtable %	1.0%
	spoilt response	Count	1
		Subtable %	.5%
	no response	Count	1
		Subtable %	.5%
Rate evaluation as an organisational communication task.	important	Count	194
		Subtable %	94.6%
	unimportant	Count	11
		Subtable %	5.4%
Rate the writing a story as an organisational communication task.	important	Count	191
		Subtable %	93.2%
	unimportant	Count	12
		Subtable %	5.9%
	spoilt response	Count	1
		Subtable %	.5%
	no response	Count	1
		Subtable %	.5%
Rate the doing of a project as an organisational communication task.	important	Count	198
		Subtable %	96.6%
	unimportant	Count	6
		Subtable %	2.9%
	no response	Count	1
		Subtable %	.5%
Rate group work as an organisational communication task.	important	Count	198
		Subtable %	96.6%
	unimportant	Count	6
		Subtable %	2.9%
	no response	Count	1
		Subtable %	.5%
Rate role-playing as an organisational communication task.	important	Count	197
		Subtable %	96.1%
	unimportant	Count	8
		Subtable %	3.9%
Rate show and tell as an organisational communication task.	important	Count	184
		Subtable %	89.8%
	unimportant	Count	20
		Subtable %	9.8%
	no response	Count	1
		Subtable %	.5%

Rate speech making as an organisational communication task.	important	Count	192
		Subtable %	93.7%
	unimportant	Count	13
		Subtable %	6.3%
Rate record keeping as an organisational communication task.	important	Count	195
		Subtable %	95.1%
	unimportant	Count	10
		Subtable %	4.9%
Rate group discussions as an organisational communication task.	important	Count	196
		Subtable %	95.6%
	unimportant	Count	8
		Subtable %	3.9%
	no response	Count	1
		Subtable %	.5%
Rate the writing of notices as an organisational communication task.	important	Count	128
		Subtable %	62.4%
	unimportant	Count	72
		Subtable %	35.1%
	spoilt response	Count	1
		Subtable %	.5%
	no response	Count	4
		Subtable %	2.0%
Rate the writing of tests as an organisational communication task.	important	Count	129
		Subtable %	62.9%
	unimportant	Count	72
		Subtable %	35.1%
	spoilt response	Count	2
		Subtable %	1.0%
	no response	Count	2
		Subtable %	1.0%
Rate written assignments as an organistional communication task.	important	Count	179
		Subtable %	87.3%
	unimportant	Count	26
		Subtable %	12.7%
Rate the display of values/beliefs as an organisational communication task.	important	Count	176
		Subtable %	85.9%
	unimportant	Count	29
		Subtable %	14.1%
Rate the display of skills as an organisational communication task.	important	Count	168
		Subtable %	82.0%
	unimportant	Count	36
		Subtable %	17.6%
	no response	Count	1
		Subtable %	.5%
Rate interviews as an organistional communication task.	important	Count	161
		Subtable %	78.5%
	unimportant	Count	44
		Subtable %	21.5%
Rate observations as an organisational communication task.	important	Count	162
		Subtable %	79.0%
	unimportant	Count	43
		Subtable %	21.0%
Rate rules and regulations as an organisational communication task.	important	Count	156
		Subtable %	76.1%
	unimportant	Count	49
		Subtable %	23.9%
Rate decision making as an organisational communication task.	important	Count	157
		Subtable %	76.6%
	unimportant	Count	47
		Subtable %	22.9%

Rate decision making as an organisational	no response	Count	1
		Subtable %	.5%
Rate learner profiles as an organistional communication task.	important	Count	149
		Subtable %	72.7%
	unimportant	Count	54
		Subtable %	26.3%
	spoilt response	Count	1
		Subtable %	.5%
	no response	Count	1
		Subtable %	.5%
Rate assessment grids as an organisational communication task.	important	Count	150
		Subtable %	73.2%
	unimportant	Count	53
		Subtable %	25.9%
	no response	Count	2
		Subtable %	1.0%
Rate mind mapping as an organisational communication task.	important	Count	127
		Subtable %	62.0%
	unimportant	Count	76
		Subtable %	37.1%
	no response	Count	2
		Subtable %	1.0%
Rate new technology as an organisational communication task.	important	Count	130
		Subtable %	63.4%
	unimportant	Count	73
		Subtable %	35.6%
	no response	Count	2
		Subtable %	1.0%

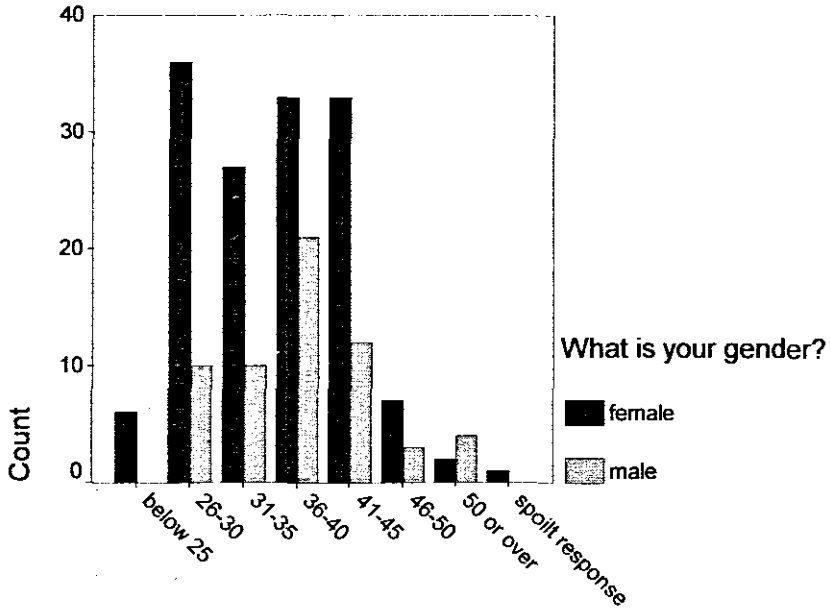


Your age.

Tables

Rate conversation as an organisational	important	Count	203
		Col %	99.0%

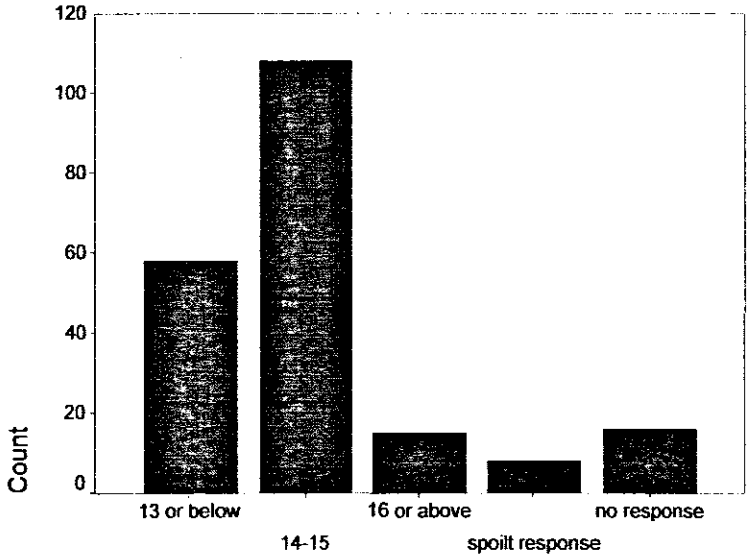
Rate conversation as an organisational communication task.	unimportant	Count	1
		Col %	.5%
	spoilt response	Count	1
		Col %	.5%
Rate consultation as an organisational communication task.	important	Count	203
		Col %	99.0%
	unimportant	Count	2
		Col %	1.0%
Rate giving instructions as an organisational communication task.	important	Count	201
		Col %	98.0%
	unimportant	Count	2
		Col %	1.0%
	spoilt response	Count	1
		Col %	.5%
	no response	Count	1
		Col %	.5%
Rate evaluation as an organisational communication task.	important	Count	194
		Col %	94.6%
	unimportant	Count	11
		Col %	5.4%
Rate the writing a story as an organisational communication task.	important	Count	191
		Col %	93.2%
	unimportant	Count	12
		Col %	5.9%
	spoilt response	Count	1
		Col %	.5%
	no response	Count	1
		Col %	.5%
Rate the doing of a project as an organisational communication task.	important	Count	198
		Col %	96.6%
	unimportant	Count	6
		Col %	2.9%
	no response	Count	1
		Col %	.5%
Rate group work as an organisational communication task.	important	Count	198
		Col %	96.6%
	unimportant	Count	6
		Col %	2.9%
	no response	Count	1
		Col %	.5%
Rate role-playing as an organisational communication task.	important	Count	197
		Col %	96.1%
	unimportant	Count	8
		Col %	3.9%
Rate speech making as an organisational communication task.	important	Count	192
		Col %	93.7%
	unimportant	Count	13
		Col %	6.3%
Rate record keeping as an organisational communication task.	important	Count	195
		Col %	95.1%
	unimportant	Count	10
		Col %	4.9%
Rate group discussions as an organisational communication task.	important	Count	196
		Col %	95.6%
	unimportant	Count	8
		Col %	3.9%
	no response	Count	1
		Col %	.5%



Your age.

Tables

Rate show and tell as an organisational communication task.	important	Count	184
		Col %	89.8%
	unimportant	Count	20
		Col %	9.8%
	no response	Count	1
		Col %	.5%
Rate written assignments as an organistional communication task.	important	Count	179
		Col %	87.3%
	unimportant	Count	26
		Col %	12.7%
Rate the display of values/beliefs as an organisational communication task.	important	Count	176
		Col %	85.9%
	unimportant	Count	29
		Col %	14.1%
Rate the display of skills as an organisational communication task.	important	Count	168
		Col %	82.0%
	unimportant	Count	36
		Col %	17.6%
	no response	Count	1
		Col %	.5%

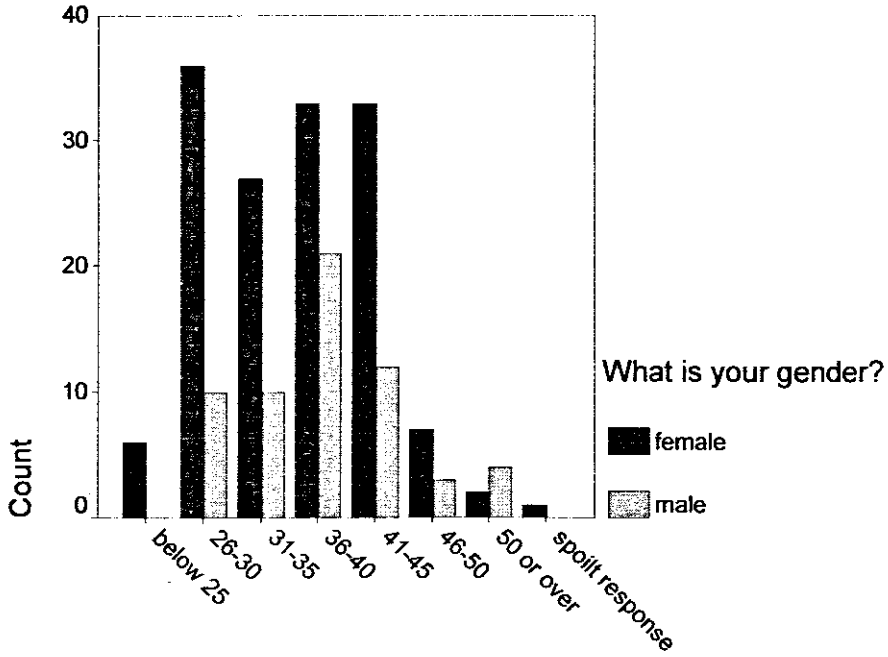


What is your reqv?

Tables

Rate interviews as an organistional communication task.	important	Count	161
		Col %	78.5%
	unimportant	Count	44
		Col %	21.5%
Rate observations as an organisational communication task.	important	Count	162
		Col %	79.0%
	unimportant	Count	43
		Col %	21.0%
Rate rules and regulations as an organisational communication task.	important	Count	156
		Col %	76.1%
	unimportant	Count	49
		Col %	23.9%
Rate decision making as an organisational communication task.	important	Count	157
		Col %	76.6%
	unimportant	Count	47
		Col %	22.9%
	no response	Count	1
		Col %	.5%
Rate learner profiles as an organistional communication task.	important	Count	149
		Col %	72.7%
	unimportant	Count	54
		Col %	26.3%
	spoilt response	Count	1
		Col %	.5%
	no response	Count	1
		Col %	.5%
Rate assessment grids as an organisational communication task.	important	Count	150
		Col %	73.2%
	unimportant	Count	53
		Col %	25.9%
	no response	Count	2
		Col %	1.0%

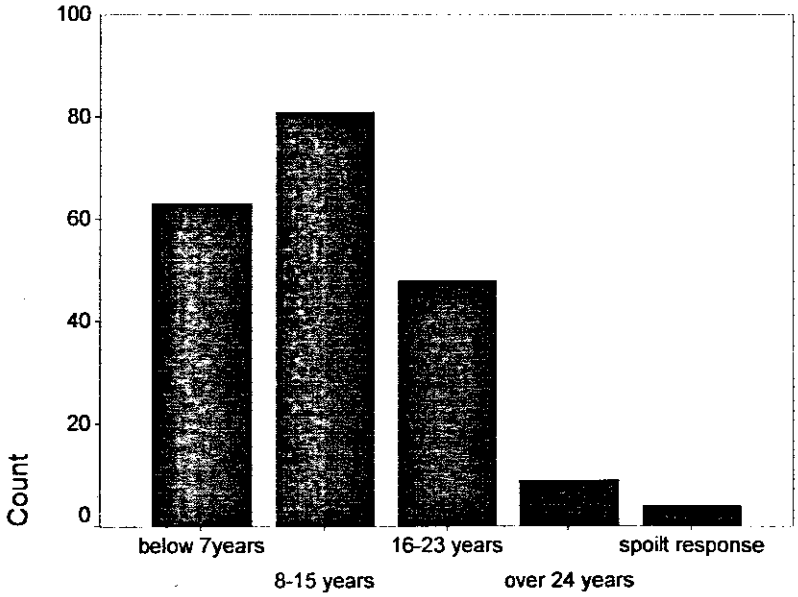
Graph



Your age.

Tables

Rate brainstorming as an organisational communication task.	important	Count	127
		Col %	62.0%
	unimportant	Count	78
		Col %	38.0%
Rate the writing of notices as an organisational communication task.	important	Count	128
		Col %	62.4%
	unimportant	Count	72
		Col %	35.1%
	spoilt response	Count	1
		Col %	.5%
	no response	Count	4
		Col %	2.0%
Rate the writing of tests as an organisational communication task.	important	Count	129
		Col %	62.9%
	unimportant	Count	72
		Col %	35.1%
	spoilt response	Count	2
		Col %	1.0%
	no response	Count	2
		Col %	1.0%
Rate mind mapping as an organisational communication task.	important	Count	127
		Col %	62.0%
	unimportant	Count	76
		Col %	37.1%
	no response	Count	2
		Col %	1.0%
Rate new technology as an organisational communication task.	important	Count	130
		Col %	63.4%
	unimportant	Count	73
		Col %	35.6%
	no response	Count	2
		Col %	1.0%



How many years of teaching experience do you have in the i

Tables

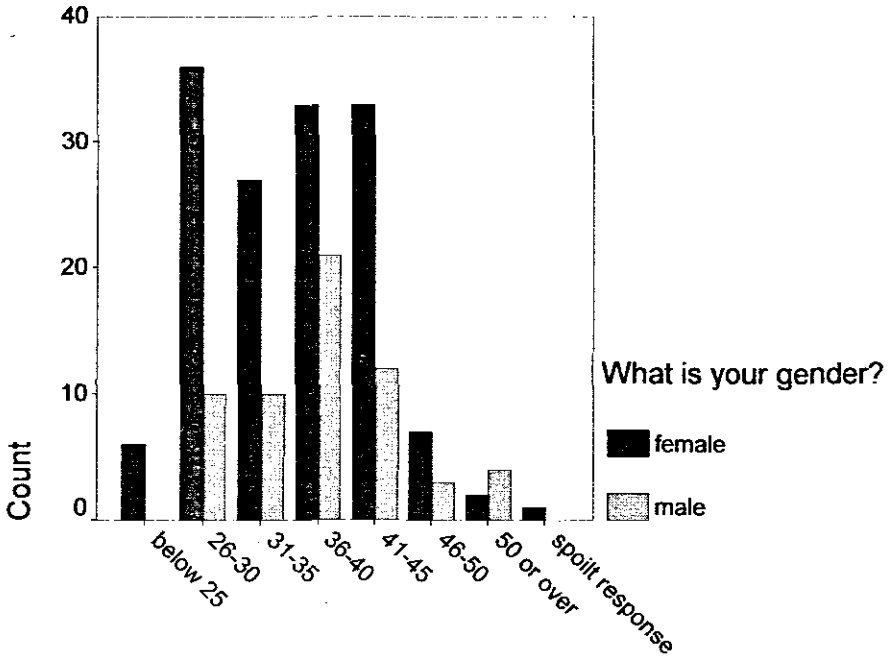
Does your system of record keeping record the results of brainstorming?	yes	Count	71
		Subtable %	34.6%
	no	Count	132
		Subtable %	64.4%
	spoilt response	Count	1
		Subtable %	.5%
	no response	Count	1
		Subtable %	.5%
Does your system of record keeping record the results of a conversation?	yes	Count	190
		Subtable %	92.7%
	no	Count	13
		Subtable %	6.3%
	no response	Count	2
		Subtable %	1.0%
Does your system of record keeping record the results of consultations?	yes	Count	164
		Subtable %	80.0%
	no	Count	36
		Subtable %	17.6%
	no response	Count	5
		Subtable %	2.4%
Does your system of record keeping record the results of giving instructions?	yes	Count	166
		Subtable %	81.0%
	no	Count	34
		Subtable %	16.6%
	spoilt response	Count	1
		Subtable %	.5%
	no response	Count	4
		Subtable %	2.0%
Does your system of record keeping record the results of evaluations?	yes	Count	187
		Subtable %	91.2%
	no	Count	17
		Subtable %	8.3%
	no response	Count	1
		Subtable %	.5%
Does your system of record keeping record the results of writing a story?	yes	Count	184
		Subtable %	89.8%
	no	Count	20
		Subtable %	9.8%
	spoilt response	Count	1
		Subtable %	.5%
Does your system of record keeping record the results of doing a project?	yes	Count	200
		Subtable %	97.6%
	no	Count	3
		Subtable %	1.5%
	no response	Count	2
		Subtable %	1.0%
Does your system of record keeping record the results of group work?	yes	Count	196
		Subtable %	95.6%
	no	Count	7
		Subtable %	3.4%
	no response	Count	2
		Subtable %	1.0%

Does your system of record keeping record the results of role-playing?	yes	Count	181
		Subtable %	88.3%
	no	Count	20
		Subtable %	9.8%
	spoilt response	Count	1
		Subtable %	.5%
	no response	Count	3
		Subtable %	1.5%
Does your system of record keeping record the results of a show and tell?	yes	Count	175
		Subtable %	85.4%
	no	Count	28
		Subtable %	13.7%
	no response	Count	2
		Subtable %	1.0%
Does your system of record keeping record the results of speech making?	yes	Count	184
		Subtable %	89.8%
	no	Count	17
		Subtable %	8.3%
	spoilt response	Count	2
		Subtable %	1.0%
	no response	Count	2
		Subtable %	1.0%
Does your system of record keeping record the results of group discussions?	yes	Count	189
		Subtable %	92.2%
	no	Count	13
		Subtable %	6.3%
	no response	Count	3
		Subtable %	1.5%
Does your system of record keeping record the results of writing a notice?	yes	Count	106
		Subtable %	51.7%
	no	Count	93
		Subtable %	45.4%
	spoilt response	Count	5
		Subtable %	2.4%
	no response	Count	1
		Subtable %	.5%
Does your system of record keeping record the results of tests?	yes	Count	170
		Subtable %	82.9%
	no	Count	21
		Subtable %	10.2%
	spoilt response	Count	13
		Subtable %	6.3%
	no response	Count	1
		Subtable %	.5%
Does your system of record keeping record the results of written assignments?	yes	Count	180
		Subtable %	87.8%
	no	Count	22
		Subtable %	10.7%
	spoilt response	Count	3
		Subtable %	1.5%
Does your system of record keeping record the results of values and beliefs displayed?	yes	Count	143
		Subtable %	69.8%
	no	Count	61
		Subtable %	29.8%
	no response	Count	1
		Subtable %	.5%

Does your system of record keeping record the results of skills displayed?	yes	Count	157
		Subtable %	76.6%
	no	Count	48
		Subtable %	23.4%
Does your system of record keeping record the results of interviews?	yes	Count	133
		Subtable %	64.9%
	no	Count	72
		Subtable %	35.1%
Does your system of record keeping record the results of observations?	yes	Count	132
		Subtable %	64.4%
	no	Count	72
		Subtable %	35.1%
	no response	Count	1
		Subtable %	.5%
Does your system of record keeping record the results of rules and regulations?	yes	Count	101
		Subtable %	49.3%
	no	Count	102
		Subtable %	49.8%
	spoilt response	Count	1
		Subtable %	.5%
	no response	Count	1
		Subtable %	.5%
Does your system of record keeeping record the results of decision making?	yes	Count	111
		Subtable %	54.1%
	no	Count	93
		Subtable %	45.4%
	spoilt response	Count	1
		Subtable %	.5%
Does your system of record keeping record the results of learner profiles?	yes	Count	119
		Subtable %	58.0%
	no	Count	86
		Subtable %	42.0%
Does your system of record keeping record the results of assessment grids?	yes	Count	116
		Subtable %	56.6%
	no	Count	86
		Subtable %	42.0%
	spoilt response	Count	1
		Subtable %	.5%
	no response	Count	2
		Subtable %	1.0%
Does your system of record keeping record the results of mind mapping?	yes	Count	97
		Subtable %	47.3%
	no	Count	105
		Subtable %	51.2%
	spoilt response	Count	2
		Subtable %	1.0%
	no response	Count	1
		Subtable %	.5%
Does your system of record keeping record the results of new technology?	yes	Count	103
		Subtable %	50.2%
	no	Count	99
		Subtable %	48.3%
	spoilt response	Count	1
		Subtable %	.5%
	no response	Count	2
		Subtable %	1.0%

Tables

Does your system of record keeping record the results of a conversation?	yes	Count	190
		Subtable %	92.7%
	no	Count	13
		Subtable %	6.3%
	no response	Count	2
		Subtable %	1.0%
Does your system of record keeping record the results of evaluations?	yes	Count	187
		Subtable %	91.2%
	no	Count	17
		Subtable %	8.3%
	no response	Count	1
		Subtable %	.5%
Does your system of record keeping record the results of doing a project?	yes	Count	200
		Subtable %	97.6%
	no	Count	3
		Subtable %	1.5%
	no response	Count	2
		Subtable %	1.0%
Does your system of record keeping record the results of group work?	yes	Count	196
		Subtable %	95.6%
	no	Count	7
		Subtable %	3.4%
	no response	Count	2
		Subtable %	1.0%
Does your system of record keeping record the results of group discussions?	yes	Count	189
		Subtable %	92.2%
	no	Count	13
		Subtable %	6.3%
	no response	Count	3
		Subtable %	1.5%

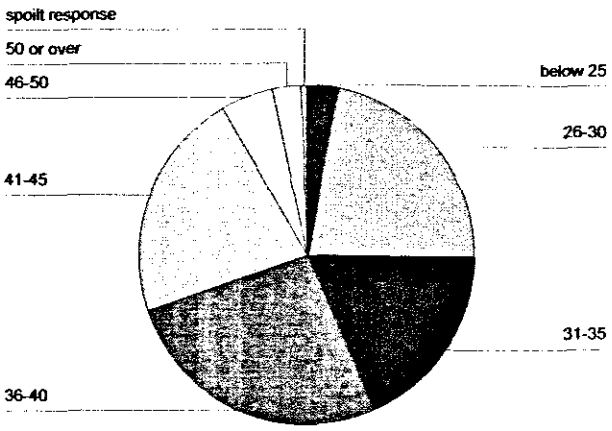


Tables

Does your system of record keeping record the results of consultations?	yes	Count	164
		Subtable %	80.0%
	no	Count	36
		Subtable %	17.6%
	no response	Count	5
		Subtable %	2.4%
Does your system of record keeping record the results of giving instructions?	yes	Count	166
		Subtable %	81.0%
	no	Count	34
		Subtable %	16.6%
	spoilt response	Count	1
		Subtable %	.5%
	no response	Count	4
		Subtable %	2.0%
Does your system of record keeping record the results of writing a story?	yes	Count	184
		Subtable %	89.8%
	no	Count	20
		Subtable %	9.8%
	spoilt response	Count	1
		Subtable %	.5%
Does your system of record keeping record the results of role-playing?	yes	Count	181
		Subtable %	88.3%
	no	Count	20
		Subtable %	9.8%

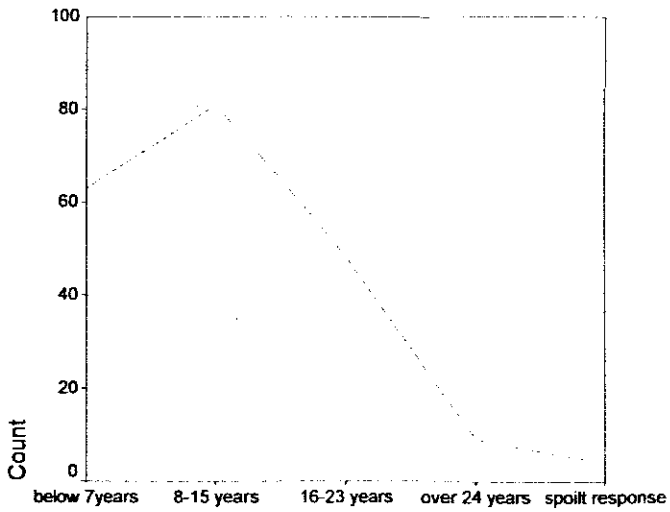
Does your system of record keeping record the results of role-playing?	spoilt response	Count	1
		Subtable %	.5%
	no response	Count	3
		Subtable %	1.5%
Does your system of record keeping record the results of a show and tell?	yes	Count	175
		Subtable %	85.4%
	no	Count	28
		Subtable %	13.7%
	no response	Count	2
		Subtable %	1.0%
Does your system of record keeping record the results of speech making?	yes	Count	184
		Subtable %	89.8%
	no	Count	17
		Subtable %	8.3%
	spoilt response	Count	2
		Subtable %	1.0%
	no response	Count	2
		Subtable %	1.0%
Does your system of record keeping record the results of tests?	yes	Count	170
		Subtable %	82.9%
	no	Count	21
		Subtable %	10.2%
	spoilt response	Count	13
		Subtable %	6.3%
	no response	Count	1
		Subtable %	.5%
Does your system of record keeping record the results of written assignments?	yes	Count	180
		Subtable %	87.8%
	no	Count	22
		Subtable %	10.7%
	spoilt response	Count	3
		Subtable %	1.5%

Respondents age



Tables

Does your system of record keeping record the results of skills displayed?	yes	Count	157
		Subtable %	76.6%
	no	Count	48
		Subtable %	23.4%
Does your system of record keeping record the results of values and beliefs displayed?	yes	Count	143
		Subtable %	69.8%
	no	Count	61
		Subtable %	29.8%
	no response	Count	1
		Subtable %	.5%
Does your system of record keeping record the results of interviews?	yes	Count	133
		Subtable %	64.9%
	no	Count	72
		Subtable %	35.1%
Does your system of record keeping record the results of observations?	yes	Count	132
		Subtable %	64.4%
	no	Count	72
		Subtable %	35.1%
	no response	Count	1
		Subtable %	.5%



How many years of teaching experience do you have in the in

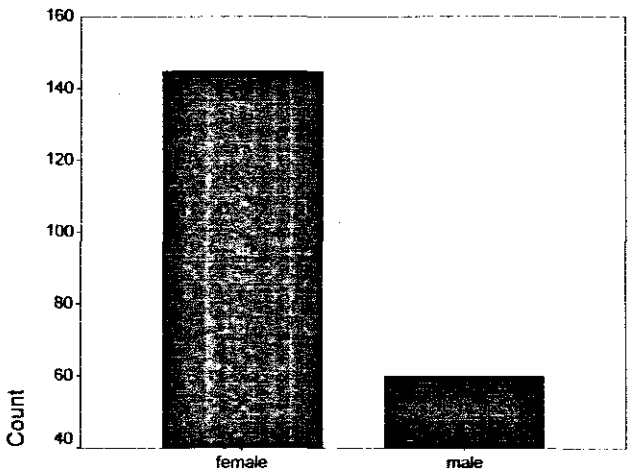
Tables

Does your system of record keeping record the results of writing a notice?	yes	Count	106
		Subtable %	51.7%
	no	Count	93
		Subtable %	45.4%
	spoilt response	Count	5
		Subtable %	2.4%
	no response	Count	1
		Subtable %	.5%

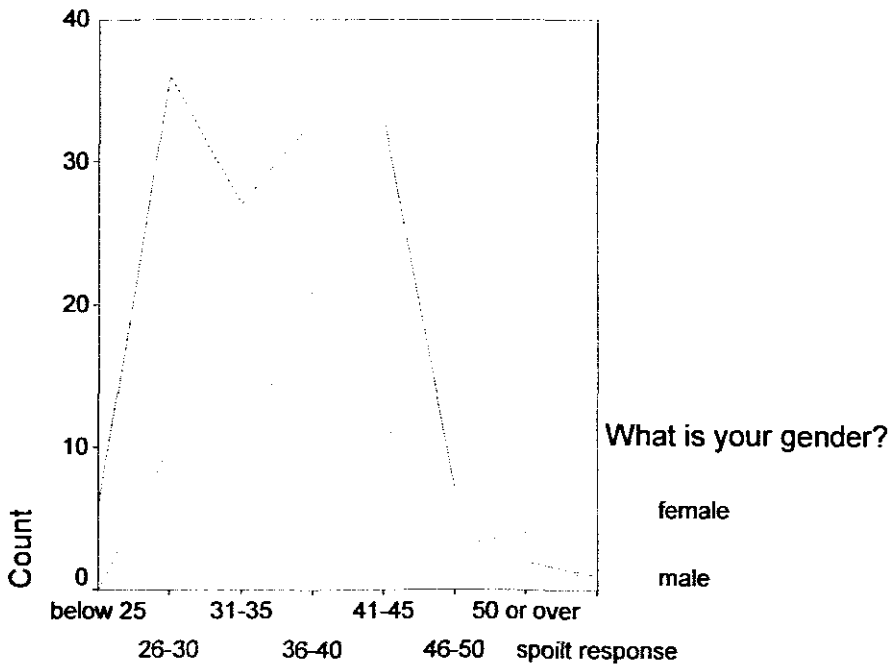
Does your system of record keeeping record the results of decision making?	yes	Count	111
		Subtable %	54.1%
	no	Count	93
		Subtable %	45.4%
	spoilt response	Count	1
		Subtable %	.5%
Does your system of record keeping record the results of learner profiles?	yes	Count	119
		Subtable %	58.0%
	no	Count	86
		Subtable %	42.0%
Does your system of record keeping record the results of assessment grids?	yes	Count	116
		Subtable %	56.6%
	no	Count	86
		Subtable %	42.0%
	spoilt response	Count	1
		Subtable %	.5%
	no response	Count	2
		Subtable %	1.0%
Does your system of record keeping record the results of new technology?	yes	Count	103
		Subtable %	50.2%
	no	Count	99
		Subtable %	48.3%
	spoilt response	Count	1
		Subtable %	.5%
	no response	Count	2
		Subtable %	1.0%
Does your system of record keeping record the results of rules and regulations?	yes	Count	101
		Subtable %	49.3%
	no	Count	102
		Subtable %	49.8%
	spoilt response	Count	1
		Subtable %	.5%
	no response	Count	1
		Subtable %	.5%
Does your system of record keeping record the results of mind mapping?	yes	Count	97
		Subtable %	47.3%
	no	Count	105
		Subtable %	51.2%
	spoilt response	Count	2
		Subtable %	1.0%
	no response	Count	1
		Subtable %	.5%
Does your system of record keeping record the results of brainstorming?	yes	Count	71
		Subtable %	34.6%
	no	Count	132
		Subtable %	64.4%
	spoilt response	Count	1
		Subtable %	.5%
	no response	Count	1
		Subtable %	.5%

Tables

		Count	Subtable %
What is the origin of your system of record keeping?	department of education	17	8.3%
	self devised	74	36.1%
	adapted from text resource	91	44.4%
	spoilt response	16	7.8%
	no response	7	3.4%
Total		205	100.0%

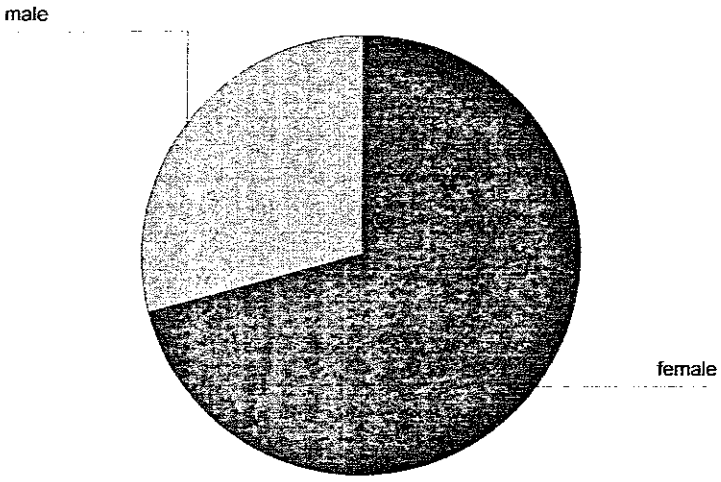


What is your gender?



Your age.

Graph


male
female

General Linear Model

Between-Subjects Factors

		Value Label	N
Are you adequately equipped to implement obe?	1	yes	105
	2	no	86
	4	no response	14

Multivariate Tests[c]

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.863	630.610[a]	2.000	201.000	.000
	Wilks' Lambda	.137	630.610[a]	2.000	201.000	.000
	Hotelling's Trace	6.275	630.610[a]	2.000	201.000	.000
	Roy's Largest Root	6.275	630.610[a]	2.000	201.000	.000
ADEQOBE	Pillai's Trace	.013	.659	4.000	404.000	.621
	Wilks' Lambda	.987	.658[a]	4.000	402.000	.622
	Hotelling's Trace	.013	.656	4.000	400.000	.623
	Roy's Largest Root	.012	1.258[b]	2.000	202.000	.287

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept+ADEQOBE

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Your age.	3.854[a]	2	1.927	.953	.387
	What is your gender?	.102[b]	2	5.085E-02	.243	.785
Intercept	Your age.	1402.500	1	1402.500	693.381	.000
	What is your gender?	156.774	1	156.774	748.000	.000
ADEQOBE	Your age.	3.854	2	1.927	.953	.387
	What is your gender?	.102	2	5.085E-02	.243	.785
Error	Your age.	408.585	202	2.023		
	What is your gender?	42.337	202	.210		
Total	Your age.	3230.000	205			
	What is your gender?	385.000	205			
Corrected Total	Your age.	412.439	204			
	What is your gender?	42.439	204			

a. R Squared = .009 (Adjusted R Squared = .000)

b. R Squared = .002 (Adjusted R Squared = -.007)

General Linear Model

Between-Subjects Factors

		Value Label	N
Are educators consulting one another when planning programme organisers?	1	yes	146
	2	no	59
Are educators consulting one another when	1	yes	138
	2	no	67
Are educators consulting one another when	1	yes	172
	2	no	33
Are educators consulting one another when	1	yes	155
	2	no	50

Multivariate Tests[b]

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.702	224.815[a]	2.000	191.000	.000
	Wilks' Lambda	.298	224.815[a]	2.000	191.000	.000
	Hotelling's Trace	2.354	224.815[a]	2.000	191.000	.000
	Roy's Largest Root	2.354	224.815[a]	2.000	191.000	.000
PLPROGOR	Pillai's Trace	.003	.271[a]	2.000	191.000	.763
	Wilks' Lambda	.997	.271[a]	2.000	191.000	.763
	Hotelling's Trace	.003	.271[a]	2.000	191.000	.763
	Roy's Largest Root	.003	.271[a]	2.000	191.000	.763
PLLESSON	Pillai's Trace	.002	.204[a]	2.000	191.000	.816
	Wilks' Lambda	.998	.204[a]	2.000	191.000	.816
	Hotelling's Trace	.002	.204[a]	2.000	191.000	.816
	Roy's Largest Root	.002	.204[a]	2.000	191.000	.816
PLASSESS	Pillai's Trace	.001	.063[a]	2.000	191.000	.939
	Wilks' Lambda	.999	.063[a]	2.000	191.000	.939
	Hotelling's Trace	.001	.063[a]	2.000	191.000	.939
	Roy's Largest Root	.001	.063[a]	2.000	191.000	.939
PLWKSHEE	Pillai's Trace	.002	.197[a]	2.000	191.000	.822
	Wilks' Lambda	.998	.197[a]	2.000	191.000	.822
	Hotelling's Trace	.002	.197[a]	2.000	191.000	.822
	Roy's Largest Root	.002	.197[a]	2.000	191.000	.822
PLPROGOR * PLLESSON	Pillai's Trace	.012	1.150[a]	2.000	191.000	.319
	Wilks' Lambda	.988	1.150[a]	2.000	191.000	.319
	Hotelling's Trace	.012	1.150[a]	2.000	191.000	.319
	Roy's Largest Root	.012	1.150[a]	2.000	191.000	.319
PLPROGOR * PLASSESS	Pillai's Trace	.024	2.362[a]	2.000	191.000	.097
	Wilks' Lambda	.976	2.362[a]	2.000	191.000	.097
	Hotelling's Trace	.025	2.362[a]	2.000	191.000	.097
	Roy's Largest Root	.025	2.362[a]	2.000	191.000	.097
PLLESSON * PLASSESS	Pillai's Trace	.007	.702[a]	2.000	191.000	.497
	Wilks' Lambda	.993	.702[a]	2.000	191.000	.497
	Hotelling's Trace	.007	.702[a]	2.000	191.000	.497
	Roy's Largest Root	.007	.702[a]	2.000	191.000	.497
PLPROGOR * PLLESSON * PLASSESS	Pillai's Trace	.000	.[a]	.000	.000	.
	Wilks' Lambda	1.000	.[a]	.000	191.500	.
	Hotelling's Trace	.000	.[a]	.000	2.000	.
	Roy's Largest Root	.000	.000[a]	2.000	190.000	1.000

Multivariate Tests[b]

Effect		Value	F	Hypothesis df	Error df	Sig.
PLPROGOR * PLWKSHEE	Pillai's Trace	.004	.353[a]	2.000	191.000	.703
	Wilks' Lambda	.996	.353[a]	2.000	191.000	.703
	Hotelling's Trace	.004	.353[a]	2.000	191.000	.703
	Roy's Largest Root	.004	.353[a]	2.000	191.000	.703
PLLESSON * PLWKSHEE	Pillai's Trace	.000	.025[a]	2.000	191.000	.975
	Wilks' Lambda	1.000	.025[a]	2.000	191.000	.975
	Hotelling's Trace	.000	.025[a]	2.000	191.000	.975
	Roy's Largest Root	.000	.025[a]	2.000	191.000	.975
PLPROGOR * PLLESSON * PLWKSHEE	Pillai's Trace	.000	.[a]	.000	.000	.
	Wilks' Lambda	1.000	.[a]	.000	191.500	.
	Hotelling's Trace	.000	.[a]	.000	2.000	.
	Roy's Largest Root	.000	.000[a]	2.000	190.000	1.000
PLASSESS * PLWKSHEE	Pillai's Trace	.016	1.512[a]	2.000	191.000	.223
	Wilks' Lambda	.984	1.512[a]	2.000	191.000	.223
	Hotelling's Trace	.016	1.512[a]	2.000	191.000	.223
	Roy's Largest Root	.016	1.512[a]	2.000	191.000	.223
PLPROGOR * PLASSESS * PLWKSHEE	Pillai's Trace	.000	.[a]	.000	.000	.
	Wilks' Lambda	1.000	.[a]	.000	191.500	.
	Hotelling's Trace	.000	.[a]	.000	2.000	.
	Roy's Largest Root	.000	.000[a]	2.000	190.000	1.000
PLLESSON * PLASSESS * PLWKSHEE	Pillai's Trace	.006	.571[a]	2.000	191.000	.566
	Wilks' Lambda	.994	.571[a]	2.000	191.000	.566
	Hotelling's Trace	.006	.571[a]	2.000	191.000	.566
	Roy's Largest Root	.006	.571[a]	2.000	191.000	.566
PLPROGOR * PLLESSON * PLASSESS * PLWKSHEE	Pillai's Trace	.000	.[a]	.000	.000	.
	Wilks' Lambda	1.000	.[a]	.000	191.500	.
	Hotelling's Trace	.000	.[a]	.000	2.000	.
	Roy's Largest Root	.000	.000[a]	2.000	190.000	1.000

a. Exact statistic

b. Design: Intercept+PLPROGOR+PLLESSON+PLASSESS+PLWKSHEE+PLPROGOR * PLLESSON+PLPROGOR * PLASSESS+PLLESSON * PLASSESS+PLPROGOR * PLLESSON * PLASSESS+PLPROGOR * PLWKSHEE+PLLESSON * PLWKSHEE+PLPROGOR * PLLESSON * PLWKSHEE+PLASSESS * PLWKSHEE+PLPROGOR * PLASSESS * PLWKSHEE+PLLESSON * PLASSESS * PLWKSHEE+PLPROGOR * PLLESSON * PLASSESS * PLWKSHEE

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square
Corrected Model	What is your gender?	5.010[a]	12	.418
	Your age.	6.904[b]	12	.575
Intercept	What is your gender?	58.740	1	58.740
	Your age.	429.858	1	429.858
PLPROGOR	What is your gender?	9.284E-02	1	9.284E-02
	Your age.	6.574E-02	1	6.574E-02
PLLESSON	What is your gender?	5.482E-02	1	5.482E-02
	Your age.	.180	1	.180
PLASSESS	What is your gender?	2.143E-02	1	2.143E-02
	Your age.	5.710E-02	1	5.710E-02
PLWKSHEE	What is your gender?	6.138E-02	1	6.138E-02
	Your age.	.258	1	.258
PLPROGOR * PLLESSON	What is your gender?	.441	1	.441
	Your age.	3.259E-03	1	3.259E-03
PLPROGOR * PLASSESS	What is your gender?	.923	1	.923
	Your age.	.301	1	.301
PLLESSON * PLASSESS	What is your gender?	.251	1	.251
	Your age.	.490	1	.490
PLPROGOR * PLLESSON * PLASSESS	What is your gender?	.000	0	.
	Your age.	.000	0	.
PLPROGOR * PLWKSHEE	What is your gender?	.133	1	.133
	Your age.	9.786E-03	1	9.786E-03
PLLESSON * PLWKSHEE	What is your gender?	7.471E-03	1	7.471E-03
	Your age.	1.678E-02	1	1.678E-02
PLPROGOR * PLLESSON * PLWKSHEE	What is your gender?	.000	0	.
	Your age.	.000	0	.
PLASSESS * PLWKSHEE	What is your gender?	.546	1	.546
	Your age.	.994	1	.994
PLPROGOR * PLASSESS * PLWKSHEE	What is your gender?	.000	0	.
	Your age.	.000	0	.
PLLESSON * PLASSESS * PLWKSHEE	What is your gender?	.215	1	.215
	Your age.	1.667E-02	1	1.667E-02
PLPROGOR * PLLESSON * PLASSESS * PLWKSHEE	What is your gender?	.000	0	.
	Your age.	.000	0	.
Error	What is your gender?	37.429	192	.195
	Your age.	405.535	192	2.112
Total	What is your gender?	385.000	205	
	Your age.	3230.000	205	
Corrected Total	What is your gender?	42.439	204	
	Your age.	412.439	204	

Tests of Between-Subjects Effects

Source	Dependent Variable	F	Sig.
Corrected Model	What is your gender?	2.142	.016
	Your age.	.272	.993
Intercept	What is your gender?	301.321	.000
	Your age.	203.516	.000
PLPROGOR	What is your gender?	.476	.491
	Your age.	.031	.860
PLLESSON	What is your gender?	.281	.597
	Your age.	.085	.771
PLASSESS	What is your gender?	.110	.741
	Your age.	.027	.870
PLWKSHEE	What is your gender?	.315	.575
	Your age.	.122	.727
PLPROGOR * PLLESSON	What is your gender?	2.264	.134
	Your age.	.002	.969
PLPROGOR * PLASSESS	What is your gender?	4.734	.031
	Your age.	.142	.706
PLLESSON * PLASSESS	What is your gender?	1.289	.258
	Your age.	.232	.630
PLPROGOR * PLLESSON * PLASSESS	What is your gender?	.	.
	Your age.	.	.
PLPROGOR * PLWKSHEE	What is your gender?	.681	.410
	Your age.	.005	.946
PLLESSON * PLWKSHEE	What is your gender?	.038	.845
	Your age.	.008	.929
PLPROGOR * PLLESSON * PLWKSHEE	What is your gender?	.	.
	Your age.	.	.
PLASSESS * PLWKSHEE	What is your gender?	2.800	.096
	Your age.	.470	.494
PLPROGOR * PLASSESS * PLWKSHEE	What is your gender?	.	.
	Your age.	.	.
PLLESSON * PLASSESS * PLWKSHEE	What is your gender?	1.100	.296
	Your age.	.008	.929
PLPROGOR * PLLESSON * PLASSESS *	What is your gender?	.	.
	Your age.	.	.
Error	What is your gender?		
	Your age.		
Total	What is your gender?		
	Your age.		
Corrected Total	What is your gender?		
	Your age.		

a. R Squared = .118 (Adjusted R Squared = .063)

b. R Squared = .017 (Adjusted R Squared = -.045)

General Linear Model

Between-Subjects Factors

		Value Label	N
What is the origin of your system of record keeping?	1	department of education	17
	2	self devised	74
	3	adapted from text resource	91
	4	spoilt response	16
	5	no response	7

Multivariate Tests[c]

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.853	577.310[a]	2.000	199.000	.000
	Wilks' Lambda	.147	577.310[a]	2.000	199.000	.000
	Hotelling's Trace	5.802	577.310[a]	2.000	199.000	.000
	Roy's Largest Root	5.802	577.310[a]	2.000	199.000	.000
ORIGREKE	Pillai's Trace	.036	.922	8.000	400.000	.498
	Wilks' Lambda	.964	.918[a]	8.000	398.000	.501
	Hotelling's Trace	.037	.914	8.000	396.000	.505
	Roy's Largest Root	.022	1.122[b]	4.000	200.000	.347

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept+ORIGREKE

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	What is your gender?	.817[a]	4	.204	.981	.419
	Your age.	6.619[b]	4	1.655	.816	.517
Intercept	What is your gender?	146.161	1	146.161	702.319	.000
	Your age.	1249.360	1	1249.360	615.722	.000
ORIGREKE	What is your gender?	.817	4	.204	.981	.419
	Your age.	6.619	4	1.655	.816	.517
Error	What is your gender?	41.622	200	.208		
	Your age.	405.820	200	2.029		
Total	What is your gender?	385.000	205			
	Your age.	3230.000	205			
Corrected Total	What is your gender?	42.439	204			
	Your age.	412.439	204			

a. R Squared = .019 (Adjusted R Squared = .000)

b. R Squared = .016 (Adjusted R Squared = -.004)

General Linear Model

Between-Subjects Factors

		Value Label	N
Does your system of record keeping record the results of brainstorming?	1	yes	71
	2	no	132
	3	spoilt response	1
	4	no response	1
Does your system of record keeping record the results of a conversation?	1	yes	190
	2	no	13
	4	no response	2
Does your system of record keeping record the results of consultations?	1	yes	164
	2	no	36
	4	no response	5
Does your system of record keeping record the results of giving instructions?	1	yes	166
	2	no	34
	3	spoilt response	1
	4	no response	4
Does your system of record keeping record the results of evaluations?	1	yes	187
	2	no	17
	4	no response	1
Does your system of record keeping record the results of writing a story?	1	yes	184
	2	no	20
	3	spoilt response	1
Does your system of record keeping record the results of doing a project?	1	yes	200
	2	no	3
	4	no response	2
Does your system of record keeping record the results of group work?	1	yes	196
	2	no	7
	4	no response	2
Does your system of record keeping record the results of role-playing?	1	yes	181
	2	no	20
	3	spoilt response	1
	4	no response	3
Does your system of record keeping record the results of a show and tell?	1	yes	175
	2	no	28
	4	no response	2
Does your system of record keeping record the results of speech making?	1	yes	184
	2	no	17
	3	spoilt response	2
	4	no response	2
Does your system of record keeping record the results of group discussions?	1	yes	189
	2	no	13
	4	no response	3
Does your system of record keeping record the results of writing a notice?	1	yes	106
	2	no	93
	3	spoilt response	5
	4	no response	1

Between-Subjects Factors

		Value Label	N
Does your system of record keeping record the results of tests?	1	yes	170
	2	no	21
	3	spoilt response	13
	4	no response	1
Does your system of record keeping record the results of written assignments?	1	yes	180
	2	no	22
	3	spoilt response	3
Does your system of record keeping record the results of values and beliefs displayed?	1	yes	143
	2	no	61
	4	no response	1
Does your system of record keeping record the	1	yes	157
	2	no	48
Does your system of record keeping record the	1	yes	133
	2	no	72
Does your system of record keeping record the results of observations?	1	yes	132
	2	no	72
	4	no response	1
Does your system of record keeping record the results of rules and regulations?	1	yes	101
	2	no	102
	3	spoilt response	1
	4	no response	1
Does your system of record keeeping record the results of decision making?	1	yes	111
	2	no	93
	3	spoilt response	1
Does your system of record keeping record the	1	yes	119
	2	no	86
Does your system of record keeping record the results of assessment grids?	1	yes	116
	2	no	86
	3	spoilt response	1
	4	no response	2
Does your system of record keeping record the results of mind mapping?	1	yes	97
	2	no	105
	3	spoilt response	2
	4	no response	1
Does your system of record keeping record the results of new technology?	1	yes	103
	2	no	99
	3	spoilt response	1
	4	no response	2

Multivariate Tests[c]

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.094	8.125[a]	2.000	156.000	.000
	Wilks' Lambda	.906	8.125[a]	2.000	156.000	.000
	Hotelling's Trace	.104	8.125[a]	2.000	156.000	.000
	Roy's Largest Root	.104	8.125[a]	2.000	156.000	.000
REBRAINS	Pillai's Trace	.030	1.188	4.000	314.000	.316
	Wilks' Lambda	.970	1.186[a]	4.000	312.000	.317
	Hotelling's Trace	.031	1.185	4.000	310.000	.317
	Roy's Largest Root	.028	2.193[b]	2.000	157.000	.115
RECONVER	Pillai's Trace	.012	.970[a]	2.000	156.000	.381
	Wilks' Lambda	.988	.970[a]	2.000	156.000	.381
	Hotelling's Trace	.012	.970[a]	2.000	156.000	.381
	Roy's Largest Root	.012	.970[a]	2.000	156.000	.381
RECONSUL	Pillai's Trace	.050	2.012	4.000	314.000	.093
	Wilks' Lambda	.950	2.014[a]	4.000	312.000	.092
	Hotelling's Trace	.052	2.017	4.000	310.000	.092
	Roy's Largest Root	.046	3.613[b]	2.000	157.000	.029
REGIVINS	Pillai's Trace	.057	2.283	4.000	314.000	.060
	Wilks' Lambda	.944	2.273[a]	4.000	312.000	.061
	Hotelling's Trace	.058	2.264	4.000	310.000	.062
	Roy's Largest Root	.041	3.191[b]	2.000	157.000	.044
REEVALUA	Pillai's Trace	.009	.703[a]	2.000	156.000	.497
	Wilks' Lambda	.991	.703[a]	2.000	156.000	.497
	Hotelling's Trace	.009	.703[a]	2.000	156.000	.497
	Roy's Largest Root	.009	.703[a]	2.000	156.000	.497
REWRSTOR	Pillai's Trace	.058	2.356	4.000	314.000	.054
	Wilks' Lambda	.942	2.371[a]	4.000	312.000	.052
	Hotelling's Trace	.062	2.384	4.000	310.000	.051
	Roy's Largest Root	.059	4.597[b]	2.000	157.000	.011
REDOPROJ	Pillai's Trace	.004	.312[a]	2.000	156.000	.732
	Wilks' Lambda	.996	.312[a]	2.000	156.000	.732
	Hotelling's Trace	.004	.312[a]	2.000	156.000	.732
	Roy's Largest Root	.004	.312[a]	2.000	156.000	.732
REGRWORK	Pillai's Trace	.020	1.562[a]	2.000	156.000	.213
	Wilks' Lambda	.980	1.562[a]	2.000	156.000	.213
	Hotelling's Trace	.020	1.562[a]	2.000	156.000	.213
	Roy's Largest Root	.020	1.562[a]	2.000	156.000	.213
RERLPLAY	Pillai's Trace	.033	1.326	4.000	314.000	.260
	Wilks' Lambda	.967	1.320[a]	4.000	312.000	.262
	Hotelling's Trace	.034	1.315	4.000	310.000	.264
	Roy's Largest Root	.026	2.022[b]	2.000	157.000	.136
RESHTELL	Pillai's Trace	.039	1.572	4.000	314.000	.182
	Wilks' Lambda	.961	1.570[a]	4.000	312.000	.182
	Hotelling's Trace	.040	1.568	4.000	310.000	.183
	Roy's Largest Root	.035	2.720[b]	2.000	157.000	.069
RESPMAKI	Pillai's Trace	.126	3.531	6.000	314.000	.002
	Wilks' Lambda	.876	3.566[a]	6.000	312.000	.002
	Hotelling's Trace	.139	3.600	6.000	310.000	.002
	Roy's Largest Root	.118	6.183[b]	3.000	157.000	.001

Multivariate Tests[c]

Effect		Value	F	Hypothesis df	Error df	Sig.
REGRDISC	Pillai's Trace	.028	2.251[a]	2.000	156.000	.109
	Wilks' Lambda	.972	2.251[a]	2.000	156.000	.109
	Hotelling's Trace	.029	2.251[a]	2.000	156.000	.109
	Roy's Largest Root	.029	2.251[a]	2.000	156.000	.109
REWRNOTI	Pillai's Trace	.039	1.576	4.000	314.000	.181
	Wilks' Lambda	.961	1.575[a]	4.000	312.000	.181
	Hotelling's Trace	.041	1.574	4.000	310.000	.181
	Roy's Largest Root	.036	2.808[b]	2.000	157.000	.063
RETESTS	Pillai's Trace	.057	1.525	6.000	314.000	.169
	Wilks' Lambda	.944	1.526[a]	6.000	312.000	.169
	Hotelling's Trace	.059	1.526	6.000	310.000	.169
	Roy's Largest Root	.050	2.595[b]	3.000	157.000	.055
REWRASSI	Pillai's Trace	.013	.517	4.000	314.000	.723
	Wilks' Lambda	.987	.514[a]	4.000	312.000	.725
	Hotelling's Trace	.013	.512	4.000	310.000	.727
	Roy's Largest Root	.010	.790[b]	2.000	157.000	.456
REVALBEL	Pillai's Trace	.005	.401[a]	2.000	156.000	.671
	Wilks' Lambda	.995	.401[a]	2.000	156.000	.671
	Hotelling's Trace	.005	.401[a]	2.000	156.000	.671
	Roy's Largest Root	.005	.401[a]	2.000	156.000	.671
REDISKIL	Pillai's Trace	.001	.084[a]	2.000	156.000	.920
	Wilks' Lambda	.999	.084[a]	2.000	156.000	.920
	Hotelling's Trace	.001	.084[a]	2.000	156.000	.920
	Roy's Largest Root	.001	.084[a]	2.000	156.000	.920
REINTERV	Pillai's Trace	.002	.182[a]	2.000	156.000	.834
	Wilks' Lambda	.998	.182[a]	2.000	156.000	.834
	Hotelling's Trace	.002	.182[a]	2.000	156.000	.834
	Roy's Largest Root	.002	.182[a]	2.000	156.000	.834
REOBSERV	Pillai's Trace	.003	.221[a]	2.000	156.000	.802
	Wilks' Lambda	.997	.221[a]	2.000	156.000	.802
	Hotelling's Trace	.003	.221[a]	2.000	156.000	.802
	Roy's Largest Root	.003	.221[a]	2.000	156.000	.802
REREGL	Pillai's Trace	.038	1.517	4.000	314.000	.197
	Wilks' Lambda	.962	1.513[a]	4.000	312.000	.198
	Hotelling's Trace	.039	1.509	4.000	310.000	.199
	Roy's Largest Root	.032	2.490[b]	2.000	157.000	.086
REDECMAK	Pillai's Trace	.016	1.287[a]	2.000	156.000	.279
	Wilks' Lambda	.984	1.287[a]	2.000	156.000	.279
	Hotelling's Trace	.016	1.287[a]	2.000	156.000	.279
	Roy's Largest Root	.016	1.287[a]	2.000	156.000	.279
RELEPROF	Pillai's Trace	.009	.672[a]	2.000	156.000	.512
	Wilks' Lambda	.991	.672[a]	2.000	156.000	.512
	Hotelling's Trace	.009	.672[a]	2.000	156.000	.512
	Roy's Largest Root	.009	.672[a]	2.000	156.000	.512
REASSEGR	Pillai's Trace	.003	.228[a]	2.000	156.000	.796
	Wilks' Lambda	.997	.228[a]	2.000	156.000	.796
	Hotelling's Trace	.003	.228[a]	2.000	156.000	.796
	Roy's Largest Root	.003	.228[a]	2.000	156.000	.796

Multivariate Tests[c]

Effect		Value	F	Hypothesis df	Error df	Sig.
REMDMAPP	Pillai's Trace	.028	1.099	4.000	314.000	.357
	Wilks' Lambda	.972	1.100[a]	4.000	312.000	.357
	Hotelling's Trace	.028	1.101	4.000	310.000	.356
	Roy's Largest Root	.028	2.219[b]	2.000	157.000	.112
RENTECHN	Pillai's Trace	.048	1.922	4.000	314.000	.107
	Wilks' Lambda	.952	1.931[a]	4.000	312.000	.105
	Hotelling's Trace	.050	1.941	4.000	310.000	.104
	Roy's Largest Root	.049	3.846[b]	2.000	157.000	.023

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design:
Intercept+REBRAINS+RECONVER+RECONSUL+REGIVINS+REEVALUA+REWRSTOR+REDOPROJ+REGRWORK+RERLPLAY+RESHTELL+RESPMAKI+REGRDISC+REWRNOTI+RETESTS+REWRASSI+REVALBEL+REDISKIL+REINTERV+REOBSERV+RERUREGL+REDECMAK+RELEPROF+REASSEGR+REMDMAPP+RENTECHN

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	What is your gender?	12.693[a]	47	.270	1.425	.056
	Your age.	105.678[b]	47	2.248	1.151	.259
Intercept	What is your gender?	1.960	1	1.960	10.347	.002
	Your age.	15.471	1	15.471	7.918	.006
REBRAINS	What is your gender?	.526	2	.263	1.388	.253
	Your age.	3.082	2	1.541	.789	.456
RECONVER	What is your gender?	.106	1	.106	.559	.456
	Your age.	2.296	1	2.296	1.175	.280
RECONSUL	What is your gender?	1.056	2	.528	2.787	.065
	Your age.	3.886	2	1.943	.994	.372
REGIVINS	What is your gender?	.783	2	.392	2.068	.130
	Your age.	9.018	2	4.509	2.308	.103
REEVALUA	What is your gender?	.268	1	.268	1.414	.236
	Your age.	3.220E-02	1	3.220E-02	.016	.898
REWRSTOR	What is your gender?	1.740	2	.870	4.591	.012
	Your age.	1.030	2	.515	.264	.769
REDOPROJ	What is your gender?	2.388E-03	1	2.388E-03	.013	.911
	Your age.	1.147	1	1.147	.587	.445
REGRWORK	What is your gender?	.586	1	.586	3.094	.081
	Your age.	.362	1	.362	.185	.667
RERLPLAY	What is your gender?	.677	2	.338	1.785	.171
	Your age.	3.004	2	1.502	.769	.465
RESHTELL	What is your gender?	.281	2	.141	.742	.478
	Your age.	8.729	2	4.365	2.234	.111
RESPMAKI	What is your gender?	1.340	3	.447	2.357	.074
	Your age.	31.724	3	10.575	5.412	.001
REGRDISC	What is your gender?	.855	1	.855	4.515	.035
	Your age.	2.950E-02	1	2.950E-02	.015	.902
REWRNOTI	What is your gender?	.250	2	.125	.660	.518
	Your age.	10.489	2	5.245	2.684	.071
RETESTS	What is your gender?	1.272	3	.424	2.238	.086
	Your age.	6.204	3	2.068	1.058	.369

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
REWRASSI	What is your gender?	.150	2	7.504E-02	.396	.674
	Your age.	2.712	2	1.356	.694	.501
REVALBEL	What is your gender?	2.127E-03	1	2.127E-03	.011	.916
	Your age.	1.489	1	1.489	.762	.384
REDISKIL	What is your gender?	5.247E-03	1	5.247E-03	.028	.868
	Your age.	.243	1	.243	.124	.725
REINTERV	What is your gender?	1.862E-02	1	1.862E-02	.098	.754
	Your age.	.595	1	.595	.304	.582
REOBSERV	What is your gender?	7.179E-02	1	7.179E-02	.379	.539
	Your age.	.209	1	.209	.107	.744
REREGL	What is your gender?	.248	2	.124	.655	.521
	Your age.	9.659	2	4.830	2.472	.088
REDECMAK	What is your gender?	.416	1	.416	2.193	.141
	Your age.	1.253	1	1.253	.641	.424
RELEPROF	What is your gender?	.238	1	.238	1.254	.265
	Your age.	6.325E-02	1	6.325E-02	.032	.857
REASSEGR	What is your gender?	2.266E-02	1	2.266E-02	.120	.730
	Your age.	.565	1	.565	.289	.591
REMDMAPP	What is your gender?	.182	2	9.108E-02	.481	.619
	Your age.	7.594	2	3.797	1.943	.147
RENTECHN	What is your gender?	.106	2	5.287E-02	.279	.757
	Your age.	14.851	2	7.426	3.800	.024
Error	What is your gender?	29.746	157	.189		
	Your age.	306.761	157	1.954		
Total	What is your gender?	385.000	205			
	Your age.	3230.000	205			
Corrected Total	What is your gender?	42.439	204			
	Your age.	412.439	204			

a. R Squared = .299 (Adjusted R Squared = .089)

b. R Squared = .256 (Adjusted R Squared = .034)

ADDENDUM E:

DATA BASE OF RECORD SHEETS / SPREAD SHEETS

ADDENDUM

PREPARATION SHEET

LEARNING AREA:.....DATE:.....

PHASE ORGANISER	PROGRAMME ORGANISER
SO's	**AC's**
Values and Attitudes:	
Skills:	
Knowledge:	
ASSESSMENT:	Oral Assessment:
Teacher Assessment:	Written Test:
Self Assessment:	Written Assignment:
Group Assessment:	Other:

METHOD : TECHNIQUE : TEACHING AIDS: NOTES

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PUPIL ACTIVITY

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EDUCATORS' FORECAST

MONDAY

DATE	PERIOD	GRADE	LEARNING AREA	LESSON	RESOURCES
	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
	11				

TUESDAY

DATE	PERIOD	GRADE	LEARNING AREA	LESSON	RESOURCES
	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
	11				

WEDNESDAY

DATE	PERIOD	GRADE	LEARNING AREA	LESSON	RESOURCES
	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
	11				

THURSDAY

DATE	PERIOD	GRADE	LEARNING AREA	LESSON	RESOURCES
	1				
	2				
	3				
	4				
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	9				
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	11				

FRIDAY

DATE	PERIOD	GRADE	LEARNING AREA	LESSON	RESOURCES
	1				
	2				
	3				
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	9				
	10				
	11				

NOTES

JOURNAL

Example of how a journal Sheet should look like FOR A GRADE 4 class:

PROGRAMME ORGANISER: **PLACES**

PHASE ORGANISER: **THE LEARNER IN THE ENVIRONMENT**

TOPICS	Date	Date	Date
1. Let's find out where animals and plants live.			
1.1.Let's look for all the living things in a picture:			
animals and plants.			
2. Learning to group or classify things.			
2.1. Scientists- classify/group the list of living things that			
we have found.			
3.What is a habitat?			
3.1. Different kinds of habitats found in South Africa.			
3.2. Habitats of plants and animals.			
3.3.Why do different animals and plants live in different			
places?			
3.4. What do animals and plants need to do to be able to			
live in different habitats?			
3.5.The Black Eagles Habitat.			
4. Making and doing activities			
4.1.Plant Habitat			
4.2. Bird Mobile			
4.3. Bird Bath			
5.Revision of work			
5.1. Habitat			
5.2. Animals in your environment			
5.3. Suitability of plants and animals to particular			
environment.			
General Comments/Notes			

ADDENDUM.....

LONG TERM PLAN

LEARNING AREA.....

TERM ONE

PHASE ORGANISER	PROGRAMME ORGANISER	*DATE BEGUN*	*DATE ENDED*

TERM TWO

PHASE ORGANISER	PROGRAMME ORGANISER	*DATE BEGUN*	*DATE ENDED*

TERM THREE

PHASE ORGANISER	PROGRAMME ORGANISER	*DATE BEGUN*	*DATE ENDED*

TERM FOUR

PHASE ORGANISER	PROGRAMME ORGANISER	*DATE BEGUN*	*DATE ENDED*

ADDENDUM.....

KEY RATING

Key Rating	Mark **Percentage**	**KEY TO OVERALL PERFORMANCE**
1.	0 – 39 %	Few skills and very little or no knowledge and values are demonstrated.
2.	40 – 59 %	Some of the knowledge, skills and values are demonstrated, but others are lacking.
3.	60 – 69 %	Much of the knowledge, skills and values are demonstrated, but with some minor limitations
4.	70 –100 %	Outstanding ability is continuously demonstrated.

ADDENDUM.....

ASSESSMENT SHEET

LEARNING AREA:.....

KEY: 1 2 3 4 LEARNERS' NAMES	**COMMUNICATION SKILLS** 1. Oral 2. Ability to write 3.Ability to put forward messages 4.Comprehend and explain	**SOCIAL SKILLS** 1. Listens well 2.Shares ideas 3.Encourages others 4.Joins discussions	**TASK SKILLS** 1. Gives ideas 2. Asks Questions 3. Follows direction 4.Completes Tasks

ADDENDUM

ASSESSMENT SHEET: VALUES

LEARNING AREA:.....

KEY: 1: Few values demonstrated 2: Some values demonstrated 3: Much values demonstrated 4: Outstanding **NAMES :**							

ADDENDUM

ASSESSMENT SHEET: SKILLS

LEARNING AREA:.....

KEY: 1: Few skills demonstrated 2: Some skills demonstrated 3: Much skills demonstrated 4: Outstanding **NAME :**							

ADDENDUM

ASSESSMENT SHEET: ATTITUDES

LEARNING AREA:.....

KEY: 1: Few attitudes demonstrated 2: Some attitudes demonstrated 3: Much attitudes demonstrated 4: Outstanding **NAMES :**							

ADDENDUM.....

RECORD OF SKILLS

KEY 1 2 3 4 LEARNING AREA LEARNERS NAMES:	ASKS QUESTIONS	FOLLOWS INSTRUCTIONS	SHARES IDEAS	LISTENS WELL	DISCUSSION	COMPLETES WORK	Responsibility
1							
2							
3							
4							
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31							
32							

ADDENDUM

LEARNING PROGRAMMES: LLC ; HHS ; NS/TECH ; MLMMS ; EMS ; AC/LO

O. B. E.

ASSESSMENT PORTFOLIO

PHASE ORGANISER:

.....

PROGRAMME ORGANISER:

.....

	Learner' Names
1	
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AR03

ADDENDUM

No	TEACHER OBSERVATIONS PHASE ORGANISER: ..... PROGRAMME ORGANISER : ..... GRADE : DIV: DATE :	1		2		3		4		5	
1											
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42											

AR03

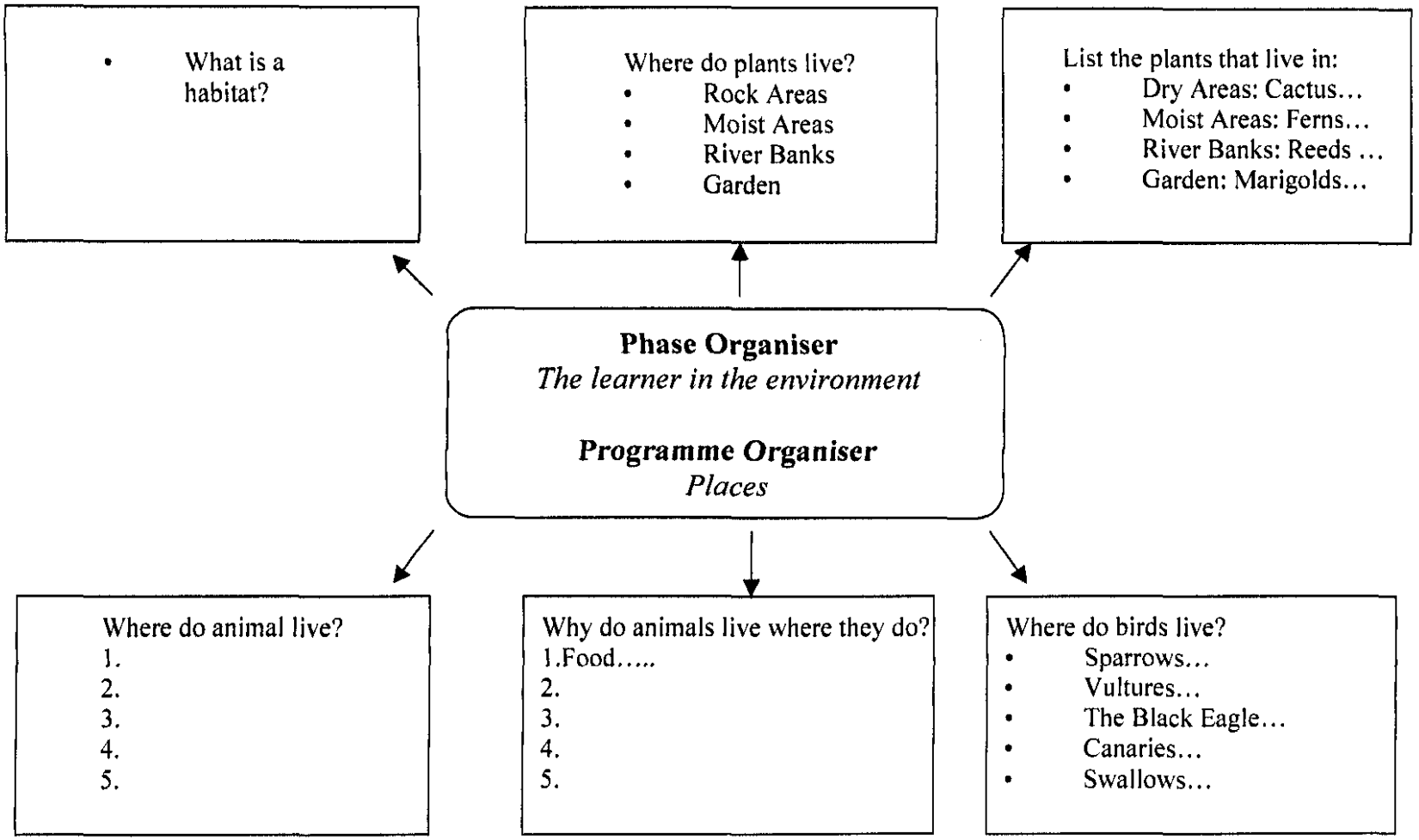
ADDENDUM Standard record sheet can be used for any learning area

RECORD SHEET

KEY RATING:

Learners' Names	Aspect of work being assessed													

Addendum : **Brainstorming – Webbing**



Addendum

EDUCATOR'S ASSESSMENT CHART
(for portfolios)

LEARNER'S NAME:.....

SKILLS :	Date:	Date:	Date:	Date:
GROUP SKILLS:				
1. Works co-operatively				
2. Follows rules of group				
3. Contributes to discussions				
4. Gives peers a chance to speak				
5. Listens to peers				
Comment:				
ATTITUDES:				
1. Respects views of others				
2. Recognises responsibility				
3. Participates freely				
4. Shares with others				
5. Takes turns in activities				
Comment:				
LEARNING SKILLS:				
1. Asks questions				
2. Follows instructions				
3.Expresses ideas				
4. Critical of work				
5. Able to access information				
Comment:				

ADDENDUM **SELF ASSESSMENT FORM**

LEARNER'S NAME:.....

LEARNING AREA:.....

TICK THE APPROPRIATE RESPONSE

Date :	**Yes**	**Partially**	**No**
1. Did I follow the instruction given by my teacher?			
2. Did I participate in the class discussion?			
3. Did my friends listen to me and add to what I said?			
4. Did I listen when my friends were talking and add to what they were saying?			
5. Did I help others in my group by sharing my ideas?			
6. Did I have answers to problems that arose?			
7.Did I complete all the tasks that were set?			
8. Did I check my work for any errors?			
9. Is my work neat and tidy?			
10. Is this my best work?			
I enjoyed:			
I can improve my:			

REQUEST FOR PARENT TO CALL AT SCHOOL

No.	LEARNER'S NAME	Date issued	Parent Responded	Date issued	Parent Responded	Date issued	Parent Responded
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							

NOTES:

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ADDENDUM **REQUEST FOR PARENT TO CALL AT SCHOOL**

DATE:.....

Dear Parent / Guardian .....

Learner :.....

Grade:.....

A lack of progress has been recorded in respect of your child/ward.

Kindly note that your child/ward has been involved in the following:

☐ DISRUPTIVE BEHAVIOUR IN CLASS

☐ INATTENTIVE IN CLASS

☐ POOR ATTENDANCE

☐ FREQUENT LATE COMING

☐ NON-COMPLETION OF TASKS IN .....(Learning Area)

☐ VANDALISM ☐ OTHER .....

It would be appreaciated if you could call at school on ..... (Day) at .....(Time), so that the above could be addressed.

Thanking you for your co-operation.

....

Principal H.O.D. Educator

PUPIL PROFILE

Name of School:.....

Learner's Name:.....

Grade:..... Teacher:.....

Mother's Name: .....

Mother's Occupation: .....

Telephone : (Work).....

Father's Name:.....

Father's Occupation: .....

Telephone: (Work).....

Residential Address:.....

.....

Postal Address:.....

.....

Home Telephone:.....

Mode of Transport: .....

Contact Person :.....

Contact Telephone Number :.....

Family Doctor:.....

Allergies : .....

General :.....

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