

Centenary Research Indaba 2008

Friday 11th April 2008

Groenkloof Campus, University of Pretoria

*100 Years of Knowledge: Reflecting on the Paving of
Ways into the Future*

Programme

8:00-8:30

Registration

8:30-9:00

Welcome

Chair: Professor Irma Eloff, Dean of Faculty

Professor Robin Crewe

Vice-Principal: Research & Postgraduate studies

9:00-9:45

Keynote Address

Professor Lesley le Grange

Deputy Dean (Research), Faculty of Education

University of Stellenbosch

“The productivity of method”

9:45-10:00

Tea break

10:00-11:00 (Parallel Session 1)

Venue: L8

Chair & Discussant: Dr Rinelle Evans
Human rights, equity and democracy in South African education

Christina Amsterdam	Staff	The equity of school infrastructure in South Africa
Jan Nieuwenhuis	Staff	In search of a definition of basic education as a fundamental human right
Ina Joubert	PhD	South African child citizens' views on their democratic identity. What possible role could they play in sustaining the democracy?

Venue: L9

Chair & Discussant: Dr Estelle Gaigher
New Ways of Thinking about Research, Theory and Methods

Chaya Herman & Mazi Gumbi	Staff	The doctorate in education at the University of Pretoria - what knowledge has been advanced?
Ramphelane C. Raseale	Staff	Theoretical framework for research on using mobile technology to build adolescents' resilience
Yu Ke	PhD	Power play in the researcher-practitioner engagement

11:00-11:30

Plenary: Erna Alant

AAC intervention in Africa: what are the issues?

Chair: Sonja van Putten

11:30-13:00 (Parallel Session 2)

Venue: L8

Chair & Discussant: Prof Billy Fraser
Development and Research in Africa

Teresa Ogina	PhD	Educators' role perception and response to the needs of orphaned learners
Michal Harty	PhD	Parenting efficacy: development and validation of a parenting self-efficacy measure
Alecia Samuels	PhD	The co-parenting arrangements and care-giving environments of black South African teenage mothers
Kesh Mohangi	PhD	"HIV is a big word": is there space for hope, optimism, and subjective well-being?
Jyothi Chabilall	MEd	The effects of HIV and aids upon the fulfilment of needs of orphaned adolescent girls living in child-headed households

Venue: L9

Chair & Discussant: Dr Nkidi Phatudi
Development and Research in Teacher education

Rose-Mary Molefe	MEd	Evaluation of a constructivist teacher education programme
Estelle Gaigher	Staff	Developing the response skills of pre-service science teachers
Sonja van Putten	Staff	Levels of thought in geometry of pre-service mathematics educators according to the van Hiele model
Cecilia du Toit	Staff	Exploring resilience through narrative texts
Riekie van Aswegen & Dorette Vermeulen	Staff	Jack of all trades, master of some or none? Training teachers in integrated arts

13:00-14:00 LUNCH

14:00-14:30

Plenary: Sarah Howie

Chair: Sonja van Putten

14:30-15:30 (Parallel Session 3)

Venue: L8

Chair & Discussant: Dr Mokgadi Moletsane

New Developments in Educational Psychology Theory and Research

Bathsheba Mbongwe	PhD	Towards the realization of the millennium development goals for learners with special educational needs in inclusive settings in Botswana: challenges and limitations facing these learners, educators, and policy makers
Berna Bouwer	MEd	Facilitation of emotional intelligence with learners with verbal learning disabilities
Godson Gatsha	PhD	A case study of Basarwa distance learners in Botswana: The impact of learning support on their academic performance

Venue: L9

Chair & Discussant: Dr LD Beukes

Education management and policy research in South African education

Juliet Perumal	Staff	Post – apartheid South Africa: creating critically leaderful schools that make a difference
Lorinda Minnaar	PhD	The expectations of school governing bodies with respect to teacher workloads: an education labour law analysis
Keshni Bipath	PhD	Competencies of emotional intelligence and the principals of functional/dysfunctional schools

15:30-15:45

Tea break

15:45-16:45 (Session 4)

Venue: L8

Chair & Discussant: Dr Mia Abrie
Development and Research

Carol van der Westhuizen	Staff	Further facilitating lecturer development and student learning through action research
Ilse Rautenbach	MEd	Exploring the influence of pictures on the validity of a picture vocabulary test
Miemsie Steyn	Staff	My future in South Africa: perspectives and expectations of Afrikaans speaking youth

16:45-17:15

Professor Irma Eloff

Dean of Faculty

Closing & Summing-up

17:30

Cocktail and Student Research Award

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UP Staff Abstracts

AAC Intervention in Africa: What are the issues?

Erna Alant

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Although augmentative and alternative communication strategies have expanded internationally, the challenges remain of how to adjust the use of these strategies for use in Africa where resources and skills are limited. This presentation aims to highlight specific challenges related to AAC intervention with children with developmental disabilities. These challenges will be described by focusing on different definitions and perceptions of communication, cultural issues in the use of graphic symbols for communication and challenges relating to the use of assistive communication devices within the South African context. Findings of different studies conducted in the Centre for AAC will be presented to highlight issues identified.

The Equity of School Infrastructure in South Africa

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School infrastructure in South Africa is an important dimension of educational equity. However, it has not been afforded the same priority as staff provisioning and provincial expenditure on the equity agenda. A review of the literature on school finance revealed claims that progress towards equity in staff provisioning and intra-provincial revenue distribution has been made during the post-apartheid years but the school infrastructure picture is marred by persistent backlogs in historically disadvantaged schools.

Backlogs exist as a result of the under-funding of schools serving non-white students and superfluous funding of schools serving white students during the apartheid years. Like school funding, investment in school infrastructure was based on the race and ethnicity of students. Thirteen years into the new political dispensation, school infrastructure backlogs remain a part of the education landscape despite increased provincial capital budgets.

Drawing from critical social theory, this investigation focuses on the social and political dimensions of school infrastructure planning, investment and delivery. This paper is part of a larger investigation into school infrastructure provisioning in South Africa.

Exploring resilience through narrative texts

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The phenomenon of street children is a tragic reality of city life. The death of primary caregivers in the wake of the AIDS pandemic and growing poverty will force even more children on to the streets, resulting in an increase in social problems such as crime, drug abuse and child exploitation. Many children, however, escape the dire consequences of social upheaval or dysfunctional homes. While some youth novels explore avenues for survival, others strive to realistically portray the problem. This paper explores a youth novel by a South African author that serves as matrix for the theory of resilience as opposed to failure and total collapse. The question arises to what extent resilience steers the decisions made by the protagonist. While the depiction of coping mechanisms is hardly the purpose of a literary work, the use of narrative texts to address painful issues can be a channel of support for troubled learners and a vehicle for others to gain understanding of complex psycho-social issues. Street children who attend school, if only for a short time of their lives, can be guided by teachers who recognise that the health of a society is reflected in the care of its young.

We read to discover that we are not alone. CS Lewis

Developing the response skills of pre-service science teachers

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This paper reports on a three-year action research project aimed at developing response skills of student teachers in the sciences. The study involves 4th year BEd students as participant researchers, collecting data in classrooms during the annual teaching practical. Responses are classified using transcriptions of recorded lessons taught by mentor teachers as well as by students. Results show that learner participation is stimulated by a variety of response types: explanations, logic, counter questions, analogies and integrated responses. Learner participation has been quantified as the number of cognitive questions asked per lesson. During the second year of the study, a total of 457 cognitive learner questions from 57 lessons were identified and the responses classified. The total number of questions asked per lesson showed a large positive correlation ($r > 0.9$) with the percentage of non-factual teacher responses. It is proposed that non-factual, open responses present cognitive challenge, leading to continued learner participation. The study is currently in its final year. Transcriptions of lessons from the previous two years were utilized to train the third group of students to respond in non-factual ways. The impact of these training sessions will be assessed during the remainder of this year.

The doctorate in education at the University of Pretoria – What knowledge has been advanced?

Chaya Herman with Mazi Gumbi

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This is a work in progress on doctoral education in the faculty of education at the University of Pretoria. It is based on a complete data base of all doctorate dissertations awarded at the faculty from early 1930s to 2006.

The study has two aims. First, to sketch the profile of doctoral education in the faculty by providing a quantitative overview of the range and type of doctorates awarded. This aims to describe the trends and the emphases in doctoral education in education. It also highlights the methodological challenges of establishing this profile.

Second, to explore the intellectual history, traditions and purposes of the doctorate in education, to highlight the epistemologies and ideologies that underpin its development and to explain them in the context of global, local and institutional economic, political, social and educational changes.

In search of a definition of basic education as a fundamental human right

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Education as a fundamental human right has long been acknowledged in international declarations, conventions and instruments, but what this right entails have always been clouded in contestation and ambiguities. Basic education is caught in debates about the quantitative and qualitative nature of education; it is entrapped in discourses of cultural and political barriers; and is played out in a world of disjuncture between developed and developing contexts. In December 2007, a group of educational experts met in Paris under the auspices of UNESCO to trash out the problems associated with the definition and to come up with an operational definition that could serve as a basis for legislative and policy change in the provision of basic education in the international community. This paper explores the lack of concrete conceptual, legal and policy frameworks for basic education. Focusing specifically on issues relating to the level and scope of basic education, the content and purpose and the implications of basic education for legal and policy frameworks that will ensure basic education as a right. It will in a cursory manner interrogate some of the contested issues and will forward a provisional operational definition that could stimulate further debate and discussion.

Post – apartheid South Africa: Creating critically leaderful schools that make a difference

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In the current climate of redress, post Apartheid South Africa has pledged an unequivocal commitment to the promotion of a unitary, non-sexist, non-racist education system. Despite women's exclusion from other areas of public social engagement, teaching has remained a women-dominated profession. The affirmative action move, in South Africa, to appoint women to school leadership posts necessitates educating women to unlearn the myths about their lack of capabilities. As a point of entry my presentation surveys literature in the field and draws on anecdotes of resilient and dysfunctional schools from the South African context to explore the following questions:

What are some of the theories, images, and metaphors that have defined the field of educational leadership studies? How has critical scholarship, notably feminist sensibilities, reconfigured the field of educational leadership studies? What are the merits and demerits of creating *leaderful* practices in schools?

Does conceiving of school leadership as a conceptual narrative demythologise *a priori* conceptions of the rights, roles, and responsibilities of the school leader?

What implications does new scholarship suggest for educational leadership academic programmes?

My future in South Africa: perspectives and expectations of Afrikaans speaking youth

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Youth is synonymous with future expectations. Should the youth's future expectations be marred or negative, it could be an indication that all is not well in society, and that the values and conditions in society should be critically examined and attended to.

The interest in the orientation and nature of the future expectations of adolescents is of particular relevance in South Africa due to the extent of social challenges currently experienced. Media reports on crime, corruption, mismanagement, poverty and HIV/AIDS are on the rise and many hold the view that it seems that crime has spiraled beyond control. It may be accepted that the social contexts in which the youth build their dreams and devise their future plans are largely determined by the contemporary political scenario, which is mainly defined by stability, order and efficiency of the state.

An empirical study was conducted to investigate the Afrikaans speaking youth's perspectives and expectations regarding their future in South Africa. Questionnaires to this effect were completed by grade 11 learners from five schools. The study was based on the assumption that social problems (violent crime, corruption and mismanagement) in South Africa would significantly impact on the future plans of adolescents, particularly on those who aspire to emigrate. Contrary to expectations the foremost conclusion that may be drawn from the gathered data is that the respondents held a predominantly positive view on their future in South Africa. The hypothesis could therefore not be verified.

Theoretical Framework for research on using mobile technology to build adolescents' resilience

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The purpose of the article is to firstly, describe the findings on the most plausible definitions of adolescents resilience amongst a myriad of definitions according to the body of literature reviewed, (ii) justify the use of mobile researcher: The data collection method or the technology used in the data collection phase of the study, and finally (iii) defend Activity Theory as the most appropriate theoretical framework for describing research that uses computers as tools.

The argument of this paper is that current research on adolescents' resilience to HIV is mostly based on the body of knowledge on resiliency (protective factor research). On the other hand Protective factor research is American in orientation and does not address the South African context per se. In South Africa resiliency research is at infancy. Therefore the South African environment provides a favourable context for research on using mobile phone technology to build adolescents' resilience for two reasons: Firstly, the newness of resiliency research in South Africa as discussed earlier, and secondly, mobile phones are gadgets of choice for adolescents (as the article is being written).

Jack of all trades, master of some or none? Training teachers in Integrated Arts

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This research reports on teacher training regarding the integration of music within the learning area Arts and Culture. Sited at the Faculty of Education, University of Pretoria, a twofold challenge which tertiary educators face is addressed:

- the effective integration of music within the Arts and Culture learning area
- restraints concerning curriculum policies in Higher Education.

Since the implementation of the Revised National Curriculum Statement, demands on tertiary education have increased. The integration of music with other Arts presents unique positive opportunities. However, the accommodation of a broader scope of various art forms and cultures, offer challenges regarding time restraints and depth of quality education.

Young teachers are appointed at schools and required to realize the outcomes of four strands in the Arts: music, visual art, drama and dance. The research focuses on pertinent issues and challenges in relation to arts integration, curriculum and policy changes as well as team teaching. Given the constraints and opportunities that universities experience, the research investigates the issue whether students in the learning area Arts and Culture should be trained as Jack of all trades and master of none, or Master of one trade and Jack of some.

Further facilitating lecturer development and student learning through action research

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In South Africa a competent teacher is required to fulfil seven important roles (*The Norms and Standards for Educators*, 2000), among others, the role of scholar, researcher and lifelong learner. The purpose of this research is to improve my own practice as research methodology lecturer and to facilitate effective student learning. The main research question concerns ways in which I can improve my own practice in order to facilitate effective student learning. A secondary question involves motivating students and increasing their level of interest in the research modules. This action research project takes the form of action research, and focuses on lecturer development and student learning. Participants include fourth year BEd students from 2004 – 2008 and research methodology lecturers. The mainly qualitative data sources are constituted by student action research projects, assignments, discussions with colleagues, and with current and past students, as well as students' and lecturers' reflections and my personal (participant) observations during lecture periods. The significance of this research lies in its value in improving my own practice and preparing students to become effective scholar-researchers who are able to improve their own practice through action research, and who can take responsibility for their own professional development. [197]

PhD Students' Abstracts

Competencies of emotional intelligence and the principals of functional/dysfunctional schools

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Two neighbouring schools, consisting of the same external and internal environment, the same political, environmental, social and technological environments and educators who are similarly qualified and experienced perform as if they are in two different worlds. One school rates as functional (80% - 100% in the Senior Certificate Examination (SCE) while the other school is rated as dysfunctional (0%-40% in the SCE). The SCE is the common examination written by all learners in public schools after a 12 year schooling experience (Grade R -12). The principals of both schools possess teaching diplomas and have a similar number of years of experience. It is clear that the principals in these two schools possess totally different personalities. The functional school principal is highly emotionally intelligent whilst the dysfunctional school principal hardly possesses any of the competencies of emotional intelligence. The purpose of this paper is to explore whether the emotional intelligence of the principals impact on the performance of these two schools.

A qualitative research method was utilized to understand why these schools operated differently. Observation and interviews were carried out during the first two weeks of every school term during an entire year. Document analysis was used to validate findings from the observation and interviews.

Parenting Efficacy: Development and Validation of a Parenting Self-efficacy Measure

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Self-efficacy beliefs are among the best predictors of success and performance in many contexts. Self-efficacy influences action, behaviour and coping responses. This paper discusses the development and validation of a task specific parenting self-efficacy measure. The instrument makes use of Bandura's multi-dimensional approach for the construction of items. Face, content, construct, convergent validity will be addressed in this research. Steps for determining the validity and reliability of the measure will be discussed. The main aim is to develop a reliable and valid instrument that will measure parenting self-efficacy in the following domains: Showing affection and empathy, engaging in play, facilitating routines, establishing discipline strategies, scaffolding learning and development and promoting communication interaction.

South African child citizens' views on their democratic identity. What possible role could they play in sustaining the democracy?

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Nine-year-old children revealed their democratic identity through expressions of their life experiences and understandings of the democratic dispensation of South Africa. Against these life experiences we pursued this study to explore nine-year-old child citizens' democratic identity in order to ascertain what their contribution to sustaining the new South African democracy might be. Theories, which informed this study, were Banks' (2004) description of different levels of identification of a citizen and the postcolonial theory. This qualitative study employed interviews as primary mode for data collection where we used task-based activities to facilitate self-expression. The data revealed a weak local identification but a strong identification with democracy. The study concludes with the assertion that the lack of local identification may influence the participants' democratic identification negatively. We conclude with the insight that a lack of democratic identification may endanger the sustainability of the South African democracy.

The Expectations of School Governing Bodies with respect to teacher workloads: An education labour law analysis

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There is a general perception among teachers that their workloads have intensified over recent years. This perception is particularly prevalent in schools situated in middle-class contexts. The members of school governing bodies, who represent the parent community, expect teachers to fulfil their obligations toward the community, school and learners in a competent and professional manner. They expect teachers to perform administrative and pastoral care duties, be involved in the school's fundraising and social activities, co-ordinate and participate in extra-mural programmes such as coaching sport and cultural activities and attend professional development programmes. Above all, parents expect teachers to excel at their primary task, namely teaching and educating learners. It follows that multiple settings, contexts and compositions of school governing bodies may exert a profound influence on the expectations a governing body may hold of teachers. High expectations may intensify teachers' workloads, which may hold negative effects for schools, teachers and learners, as well as for education. In light of this, role-players need to examine prevailing Education Labour Law, not only to familiarise themselves with the expectations that Government holds of teachers but also to determine the degree of alignment between such expectations and prevailing labour law as it applies to the work of teachers.

**Towards the realization of the millennium development goals
for learners with special educational needs in inclusive
settings in Botswana: challenges and limitations facing these
learners, educators, and policy makers**

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One of the major objectives of the millennium development goals is the achievement of inclusive education by the year 2015. It is against this background that many governments all over the world are coming up with policies towards the achievement of some of these objectives, increasing pressures and demands on the resources from these governments notwithstanding. The Botswana government, in its Revised National Policy on Education (RNPE) of 1994, states one of its educational goals as “to prepare children with special educational needs for school integration by integrating them as far as possible with their peers in the ordinary school” (p. 38).

This paper will, firstly be an attempt to give a historical background of inclusive education as envisioned in the Revised National Policy of Education in Botswana. Secondly, it will address the issue of learners with special educational needs commonly found in regular school settings. Thirdly, it will examine the role of the educators and policy makers in trying to make the goals and objectives achievable, realistic and sustainable. Lastly, the challenges and limitations facing these learners, educators and policy makers towards the realization of the millennium development goals in Botswana will be discussed.

“HIV is a big word”: Is there space for hope, optimism, and subjective well-being?

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Against a burgeoning worldwide discourse on the psychological and emotional impact of HIV&AIDS on children’s development, I use this article as a conduit to showcase children’s voices, views, opinions, thoughts and silences regarding their HIV&AIDS affected status by means of emergent themes from a study that is still in progress. In this study, the experiences of 8 children made orphan and vulnerable, by HIV&AIDS, is foregrounded against a backdrop of residential care. While my working assumption is that wellness in adversity may exist, I also submit that elements of hope and optimism do feature in the lives of children who are affected by HIV&AIDS. In pursuing this line of inquiry, I posed these questions: Is it reasonable to assume that there might be children who are affected by a life threatening illness and yet feel emotionally hopeful, optimistic and experience a sense of subjective well-being? If so, then how is it manifested and what are the contributory factors?

By utilizing a qualitative child-friendly mode of inquiry and by an extensive and prolonged engagement with my partners in the field, I am able to present preliminary themes gleaned from a deductive method of data analysis. At this early stage, five prominent themes emerge. These are children utilizing coping mechanisms; signs of well-being; risks, stressors and vulnerabilities, children’s needs and hope and optimism. Based on these emergent themes, I conceptualize wellness in adversity as existing on a continuum and I propose that while elements of hope, optimism, and subjective well-being feature in the lives of HIV&AIDS affected children, it may be event, occasion, and incident specific.

Educators' role perception and response to the needs of orphaned learners

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The purpose of this narrative study is to explore the way in which three educators perceive and describe their roles in responding to the needs of orphaned learners. Rich descriptive data on the educators' experiences were generated through face-to-face interviews. These experiences were thematically analysed, and the findings revealed that, although some of the educators struggle to fulfil some of the orphaned learners' needs, most were unable to cope with the roles of teaching and learning and care giving. Educators seem unprepared to take up the role of providing care, as they are overloaded with other responsibilities. There is also an indication of a lack of understanding when it comes to grieving learners' emotional needs, and the skills and resources needed for supporting them. This article argues that there is a need for the National Department of Education to revisit the seven roles of educators, in particular that of pastoral care. The implications of the findings are that there is a need for educator-training programmes to equip educators with knowledge on and skills for pastoral care and it may also be prudent for the state to consider the appointment of counsellors and social workers at schools to assist learners and educators.

The co-parenting arrangements and care-giving environments of Black South African teenage mothers

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It is a commonly held view that having a child in the teenage years is considered to be a poor life choice resulting in poor outcomes for teenage mothers and their offspring. An overt focus on negative outcomes has largely ignored potential buffering effects in the environment which could mediate the risks often associated with teenage motherhood. Despite this negative view studies have shown that positive support from members of the extended can predict mother and child adjustment. It is however not only the presence or absence of these individuals but the quality of relationships with those who assist teenage mothers to parent which can promote adaptive parenting. Very few studies have investigated the co-parenting arrangements provided to Black teenage mothers from members of the extended family household and whether these have the potential to promote positive outcomes. Using the co-parenting framework developed by Apfel and Seitz (1991), this study aims to investigate the family structures within which Black teenage mothers reside, identify the primary co-parent and describe the models of co-parenting arrangements which exist within these families. This presentation will discuss the theoretical basis used for the development of the different measuring instruments in the study.

Power play in the researcher–practitioner engagement

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The literature often portrays that participants are by nature powerless, while researchers are by nature powerful and indicates strongly that a power imbalance between the researcher and practitioner/participant is problematical. However, the result from my study that seeks both researchers and participants' view about their perceptions and preference of the researcher–practitioner relationship reveals that both of the groups did not see a clear distinction between researchers as powerful and participants as powerless. In many instances, in fact, they described the power imbalance as occurring in the opposite direction— that is, the powerless researcher and the powerful participant.

On the other hand, many participants seemed untroubled about power imbalance highlighted in the literature, claiming that the word *power* had never come to mind and that the concept of power was inadequate in describing the research situation. Most participants expressed the view that the researcher should guide the research. Furthermore, the participants' apparently careless attitude towards both the informed consent and feedback—which could have been viewed by them as a means of correcting an imbalance of power—suggests their indifference of the power imbalance that troubles many academics.

MEd Students' Abstracts

Facilitation of emotional intelligence with learners with verbal learning disabilities

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The purpose of this study was to explore and describe the possible facilitation of emotional intelligence with learners who experience verbal learning disabilities. An empirical study of limited extent was conducted from an interpretivist-positivist paradigm. I followed a multi-method approach and employed a case study design, involving two learners as participants, both of whom had been diagnosed with verbal learning disabilities. I utilised qualitative as well as quantitative data collection methods, including observation, informal interviews, analysis of documents, a reflective diary, field notes (qualitative strategies) and the *Bar-On EQ-i:YV™* self-report questionnaire (quantitative technique). After having obtained baseline information with regard to the emotional intelligence of the two participating learners at the onset of the study, I identified two skills that could potentially be enhanced, namely intrapersonal and adaptability skills. I then planned and facilitated intervention with the two participants, focussing on these two skills. Upon completion of the intervention, I re-administered the *Bar-On EQ-i: YV™* self-report questionnaire to compare the results of the pre- and post-tests.

The findings of the study were, firstly, that learners with verbal learning disabilities often experience challenges in terms of the emotional intelligence skills identified by Bar-On and Parker (2000). Secondly, it seems possible to facilitate the improvement of emotional intelligence skills with learners who experience verbal learning disabilities. Besides improvement in terms of their intrapersonal and adaptability skills, the participants displayed enhanced interpersonal and stress management skills.

A case study of Basarwa distance learners in Botswana: The impact of learning support on their academic performance

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The history of learning support and the history of distance learners from the Basarwa communities seem not to speak to each other. Why then do these learners enroll for courses delivered through distance learning? How have they experienced learning support? This study explored how distance learners from the Basarwa communities in an undeveloped context experienced learning support.

An interpretive approach, in which a case study methodology was used was adopted. A questionnaire and semi-structured interviews were administered to 40 participants. Documents that include journals and official academic reports were used for triangulation.

I found that distance learners from the Basarwa communities enroll for distance courses in the hope that they will be taught like in public schools. They want to break the circle of poverty their communities have experienced over time. Their experiences of learning support in distance learning is overshadowed by their lack of paradigm shift from conventional schooling to learning at a distance. Their voices are desperate for face to face learning support. They consider learning support critical in attaining good results in examinations. They regard a secondary school certificate as a passport for further studies and for possible employment.

Evaluation of a constructivist teacher education programme

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The study addresses the issues and pursues arguments related to teachers' competence in South Africa. The study presents a curriculum analysis of a Postgraduate Certificate in Education (PGCE) in the Faculty of Education at University of Pretoria, based on a constructivist learning principle. The research questions addressed were:

What are the theoretical principles underpinning the curriculum design of the PGCE programme?

How does the process of teaching and learning in the PGCE programme align to the constructivist principles?

How do the experiences displayed by the beginner educators indicate an alignment with the constructivist principles?

Using a critical theory's propositions, the research approach was qualitative, designed as an evaluative case study. The evaluation process was facilitated through various forms of data collection strategies; document analysis, observations, informal conversational interviews and standardized open-ended interviews.

This study has substantiated and argued the interplay between theory and practice on the constructivist learning principles. The key principles to teacher education are; building of an individual practice theory through reflection and action research, monitoring and encouraging learning from experience, emphasising the importance of understanding 'self' if one wants to become a professional educator and the seriousness of establishing working partnerships in training teachers.

Exploring the influence of pictures on the validity of a picture vocabulary test

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This research to be presented is part of a research project in the Centre for Evaluation and Assessment. The project's main purpose was to explore the feasibility of using monitoring systems at the beginning of Primary and Secondary schools. The aim of the research to be presented is to explore the influence of picture stimuli on the validity of the assessment. More specifically, the primary purpose for this research is to determine how and to what extent pictures influence performance in a picture vocabulary test. The guiding research question is: How do pictures act as bridges or barriers to the validity of a picture vocabulary test? The first step in answering this research question is to determine how the composition of pictures influences the inferences about the validity of the assessment. Three language groups were selected from the larger study, Afrikaans, English and Sepedi. As well as the fifty learners from each language group. The paper to be presented focuses on the quantitative component of the research and explores the differences between the language groups and the two assessment forms.

Levels of Thought in Geometry of Pre-service Mathematics Educators according to the van Hiele Model

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This study aimed to investigate the level of understanding of Euclidian geometry, in terms of theoretical knowledge as well as its problem-solving application, in pre-service mathematics education (PME) students at the University of Pretoria. In order to do so, a one group pre-test/ post-test procedure was conducted around an intensive geometry module, and a representational group of students was interviewed before and after the module to discuss their high school experiences of learning geometry and to analyse their attitudes towards the subject. The van Hiele Theory of Levels of Thought in Geometry was used as the theoretical framework for this study.

The PME students in this study, prior to their completion of the geometry module, lacked the content knowledge, skills and insight in Euclidian geometry that is expected at matric level (Level 3). The pre-test results revealed that half the group could only be classified as being on Level 0. By the time the post-test was written, 60% of the group had moved onto Level 1 as their maximum competence level. This implies that these students *were all* brought to greater insight by the teaching they received during the geometry module. However, the overall improvement in the group as revealed in the post-test results, consisted of an upward movement of only *one* level. Therefore, the geometry module offered did not bring about *sufficient* improvement for these students to be able to teach geometry adequately (Level 3 is required). The students who were interviewed for this study uniformly expressed their dislike or fear of Euclidian geometry in general, but described the positive change in their attitude during the course of the module because of the way it was presented. Training of students for a career as mathematics educators which includes an in-depth van Hiele-based geometry module would facilitate the acquisition of insight and relational understanding.

The effects of HIV and aids upon the fulfilment of needs of orphaned adolescent girls living in child-headed households

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This paper deliberates the theme of adolescent girls orphaned by AIDS and living in child-headed households within the context of the child's self-actualization, fulfilment of needs and identity acquisition. In order to realize the demands of the descriptive research questions, a case design was applied. The case design entailed that the rural research site within the unique HIV/Aids context and socio-educational setting was investigated in constructive detail permitting rich, inclusive and varied data from a range of sources. The qualitative inquiry in the form of a case study research design was facilitated by ethical procedures, meetings with relevant role players within the community, face-to-face interview techniques with the participants, observation and the Sack's Sentence Completion Technique. The ideal sample is consistent with the requirements of purposeful sampling since the selected group of "orphans of AIDS in child-headed households" was small but reasonably typical of the bigger group of South African adolescent girls residing in rural communities.

This insightful study allowed for an in-depth understanding into the manner in which HIV/Aids affects the socio-educational development of adolescent girls in child-headed households in the rural areas of Kwa-Zulu Natal. The three female participants were between 15 and 20 years of age and lived in different child-headed households around the poorer sections of the selected research site. Results emanating from the research conducted have exposed that HIV/AIDS impacts severely upon the most vulnerable (girls) affecting especially their ability to actualize the important development tasks during the period of adolescence. They are compelled to face the stresses of caring for critically ill parents and relatives, suffer the trauma of discrimination, deal with unfamiliar adult responsibilities and leave school in order to seek work to provide the most basic needs of the family. Consequently, such adolescents experience unfulfilled needs in the form of the need for basic food and shelter, needs in the form of love and acceptance as well as self actualization that generally help them to realize their full potential.