THE LONG-TERM INFLUENCE OF TEACHING PORTFOLIOS IN
THE PROFESSIONAL DEVELOPMENT OF EDUCATORS

by

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Dissertation submitted in fulfilment of the requirements for the degree
Magister Educationis in the School of Educational Sciences at the North-West
University (Vaal Triangle Campus).

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Vanderbijlpark
2005
ACKNOWLEDGEMENTS

It is with a humble sense of relief, gratitude achievement and appreciation that I compile this page. The list of persons to thank is extensive I mention the name in no particular order of priority.

I wish to express my sincere gratitude to:

- To my God the Almighty Father, My Heavenly Father, the Author and the finisher of our being. To Him all the Glory and the Power, for His love and the good life throughout the years during which I was busy with the research.

- To my supervisor Dr N. J. L. Mazibuko for his unfailing commitment and outstanding guidance throughout this study. He has, provided me with tools and insights, educational and otherwise that I will carry with me throughout my life God be with you.

- To my dearest friends Thembie Diomo, Helani Chauke and Shadrack Lepuru, for their support and encouragement throughout this study when things did not go according to plan.

- To my dearest friend and sister I do not have Matsietsi Reginah Miller for her constant support, standing by me and understanding my difficult moments God Bless you.

- To my friend Britz Kguna, Makume for his encouragement and support throughout this study.

- Phumelele Mhlanga for patience in typing my work I could not have completed my research without you, God be with you.

- My sister-in-law Patiene Macaleni, for her constant support through difficult times God be with you always.

- To my daughter Zodwa Nikiwe for understanding and for her love through thick and thin.
DEDICATION

This dissertation is a dedication to my mother, Sharlotte N'wagumani Malaleni, who stood for me throughout and in all difficult times of my whole life in general and in this study in particular. God Bless you Mama!
ABSTRACT

This study investigated, by means of semi-structured interviews, the personal perceptions of educators on post level one concerning the extent of their knowledge of the learning areas they teach; their involvement in the development, organization and planning of their learning areas; the range of broad teaching skills they possess; ways in which they evaluate and give feedback to their learners; their insight into the educator-learner rapport in teaching; and, on the basis of the literature review and the empirical research, made recommendations for a mandated teaching portfolio for all educators in South Africa.

The study was conducted with the full knowledge that teaching portfolios are not yet mandatory for educators in South Africa. It was, however, necessary to investigate how educators self-reflect on and self-evaluate their teaching practice, so that mandated teaching portfolios for the professional development of all educators in South Africa can be recommended in order to promote their self-evaluation and self-reflection in teaching.

The study recommends that the Department of Education should mandate the development of teaching portfolios for the professional development of educators in South Africa.
Hierdie studie het, deur middel van semi-gestruktureerde onderhoude, die persepsies van opvoeders op posvlak een ondersoek ten opsigte van hul kennis van die leerareas wat hulle onderrig; hul betrokkenheid by die ontwikkeling, organisasie en beplanning van hul leerareas; die omvang van breë onderrigvaardighede waaroor hulle beskik; maniere waarop hulle evalueer en terugvoer aan hul leerders besorg; en hul insig in opvoeder-leerder-rapport in onderrig. Op grond van die literatuuroorsig en die empiriese navorsing word daar ook aanbevelings gedoen vir 'n verpligte onderrig-portefeuilje vir alle opvoeders in Suid-Afrika.

Die studie is aangevoer met die wete dat onderrig-portefeuiljes nog nie verpligtend is vir opvoeders in Suid-Afrika nie. Dit was egter nodig om na te vors hoe opvoeders self-nadink oor en hul onderrigpraktyk self-evalueer, sodat verpligte onderrig-portefeuiljes vir die professionele ontwikkeling van alle opvoeders in Suid-Afrika aanbeveel kan word om hul self-nadenke en self-evaluering in onderrig te bevorder.

Die studie beveel aan dat die Departement van Opvoeding die ontwikkeling van onderrig-portefeuiljes vir die professionele ontwikkeling van opvoeders in Suid-Afrika verpligtend moet maak.
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Chapter 1

Orientation

1.1 Introduction and problem statement

The extent to which teaching portfolios have become part of school life overseas, is seen in the requirement of many schools, that a portfolio should be submitted along with the curriculum vitae when application is made for a teaching post (Poter, Younds & Odden, 2001: 66). This is not yet the case in South Africa, even though the introduction of Outcomes Based Education has resulted in the need to ensure quality teaching and learning experiences for both learners and educators alike. A teaching portfolio could be an instrument for educators to document these experiences and good teaching for self-reflection and self-evaluation.

The value of a teaching portfolio goes beyond the purely instrumental need to document good teaching, however, as a portfolio is also particularly valuable in developing latent teaching potentialities educators such as unfolding their innate teaching strengths. In spite of their initial reluctance to the idea of using portfolios as a tool for self-evaluation, many educators internationally report that the construction of a teaching portfolio has an empowering experience because of the way it allows them to reflect on and, importantly, manage their teaching performance in the classrooms (Roeser & Eccles, 1998:2).

The common sense understanding of a portfolio is that of a file or folder into which one puts ‘best’ work (Saunders, Stradling & Rudd., 2000:98). In order to develop and enhance teaching, however, the portfolio has to function as more than a ‘container’ since it has to provide a means through which educators can reflect on their strengths and weaknesses of their practice as educators in order to identify which aspects of that practice need to be developed (Stefani, 1999:204).
The following elements have been identified as important in facilitating the process of reflection when facilitated by listing the learning areas educators teach and by describing the way educators teach each of those learning areas:

- describing the theories behind their teaching; and
- beginning the process of building a portfolio by writing (albeit in draft or note form) about what the educator does and why she/he does it and this allows him/her to identify those aspects of his/her teaching which she/he needs to evaluate to prove that they do, indeed, 'work' and are thus 'good' at what they do (Angeio, 1998:173).

The development of a teaching portfolio by an educator is like taking a photograph of his/her teaching from different perspectives or angles using different lenses. For example, an educator can try to find out how learners perceive his/her teaching. In order to do this, they might decide to use a questionnaire which asks learners to respond to a series of statements about their teaching methods using a scale ranging from 'strongly agree' to 'strongly disagree'. In many respects, this would be like taking a picture using a wide angled lens. Having taken that picture, the educator could then 'zoom' in on the things they see in the picture using other evaluation techniques such as free-form responses to questions or interviews with groups of students (Zeichner & Wray, 2001:91,). This implies that a teaching portfolio can be an effective tool for the educator to see who she or he is as an educator.

The teaching portfolio provides a structure for an individual to reflect on the strengths and weaknesses of his/her teaching. The 'reflective heart' of the portfolio highlights:

- This is what I do and this is why I do it
- This is how others experience what I do
- This is how I will modify what I do or what I believe in light of how others experience my work (Falls, 2001:17).
The fore-going exposition highlights the value that teaching portfolios can bring to enhance the professional development of educators in South African schools. South Africa has only introduced portfolios for assessing learning potentialities of learners, and it is yet to introduce teaching portfolios to give educators room for self-evaluation and to document what they are capable of doing and what they are not capable of (Cooper, Charlton, Valentine & Muhlenbruck, 2000:78).

Very little, if any, research has been conducted in South Africa to examine the influence that the development of teaching portfolios can have on the professional development of educators. This research, therefore, endeavours to answer the following questions about educators teaching at schools in South Africa:

- What are the personal beliefs of educators about teaching?
- What is the extent of their knowledge about the learning areas they teach?
- Are they involved in the development, organisation and planning of their learning areas?
- Which broad teaching skills do these educators possess?
- How is the evaluation and feedback given to their learners?
- What is the educator-learner rapport about teaching?

These questions will have to be answered by all the educators who will form the sample of this research in order to determine their:

- philosophies of teaching;
- knowledge about the learning areas they teach;
- involvement in the development, organization and planning of their learning areas;
- broad teaching skills;
- evaluation and feedback they give to learners; and
- rapport with learners about teaching.
The answers to these questions will help this research to:

- investigate how these educators self-reflect and self-evaluate on their teaching practice; and
- make recommendations for a mandated teaching portfolio for all educators in order to promote self-evaluation and self-reflection in teaching.

1.2 Aims of research

The aims of this research are to investigate the:

- personal beliefs of educators on post level one;
- extent of their knowledge about the learning areas they teach;
- involvement of these educators in the development, organisation and planning of their learning areas;
- extent of broad teaching skills these educators possess?
- ways in which these educators evaluate and give feedback to their learners;
- nature of the educator-learner rapport about teaching; and
- on the basis of the literature review and empirical research make recommendations for a mandated teaching portfolio for all educators in South Africa.

1.3 Methods of research

Literature review and empirical research methods were used in this research.

1.3.1 Literature study

Current international and national journals, papers presented at professional meetings, dissertations by graduate learners, and reports by school and university researchers, and governmental agencies which provide information on
how far research on the influence of teaching portfolios in the professional development of educators has progressed, were consulted and served as primary sources for this research. Books on teaching portfolio development and the influence of teaching portfolios in the professional development of educators served as secondary sources of information.

1.3.2. Empirical research.
In addition to the literature study, data were collected by means of face-to-face and semi-structured interviews. The data was then analysed and interpreted.

This research will be conducted as follows:
The authorities of the S1 and the S2 districts in Vereeniging and Vanderbijlpark areas were requested permission to conduct this research in a sample of school educators in both primary and secondary schools under their jurisdiction. The researcher personally visited these schools to conduct interviews face-to-face with the 24 participants.

1.3.2.1 Measuring Instrument
A self-developed interview checklist was developed and designed by the researcher to investigate the influence of teaching portfolios in the professional development of educators. A self-developed interview checklist was used because a standardised questionnaire relevant to the study in question could not be found. Only internationally developed questionnaires were available and were not appropriate for the problem statement of this research, especially for South Africa where the development of teaching portfolios is not yet mandated by the Department of Education. It was therefore circumstantially imperative for the researcher to develop and design an interview checklist that took into consideration that teaching portfolios are not yet mandated for educators in South Africa. The information found during literature review was used to develop the interview checklist that was used to elicit information from the educators who voluntarily agreed to participate in this study for the empirical study.
1.3.2.2 Target population
All educators of public schools in the township, town and in farms around the Vaal Triangle area were considered the target population.

1.3.2.3 Accessible population
Since there is a large number of public schools in the Gauteng province, which would take a long period to cover through interviews and would have had unaffordable financial implications for the researcher, it was decided to limit the target population to public school educators in the Vaal Triangle area of the Gauteng Province.

1.3.2.4 Sample
A randomly selected sample of 24 educators (N=24) of primary and secondary schools on farms, townships and towns participated in this investigation.

1.4 Programme of study
- Chapter 1 provides an orientation stating:
  - the problem which was investigated in this study;
  - discussing the research objectives;
  - the literature review and empirical research methods used in this study; and
  - the sample population of this study.
- Chapter 2 presents a literature review on teaching portfolios and their influence on professional development.
- Chapter 3 presents the empirical design of this research. The presentation of the empirical research process includes the:
  - Design;
  - Subjects;
  - instrumentation;
  - data collection procedure; and
  - data analysis.
• Chapter 4 provides the results of the empirical research. The findings are analysed and interpreted.

• Chapter 5 summarises the findings of the study, considers the implications of the findings, and makes recommendations for future research.

The next chapter presents the literature review on teaching portfolios and their long-term influence on professional development.
Chapter 2

Literature review on teaching portfolios

2.1 Introduction

The teaching portfolios can be an effective tool for educators to state their general approach to teaching and learning and their metacognitive, motivational and behavioural changes in response to changing educational conditions. They could include:

- How the individual views the educator's role in a range of teaching situations and in general.
- How the teaching methods typically used reflect that interpretation of the educator's role.
- How the teaching methods have been modified in response to changes in learners, learning area materials, the instructor's situation, curriculum changes and other mitigating factors (Gilbert, 2001:99).

This chapter outlines the findings from the literature review on teaching portfolios and the influence they have on educator professional development.

2.2 Clarification of the concept: Teaching portfolio

A review of the relevant literature offers various definitions of 'portfolio' as a tool of assessment. Beetham (2000:5) defines a portfolio as a structured collection of evidence of work that is selective and collaborative and that demonstrates the learner's learning about a particular unit of work, both in and out of class.

According to Arter, Spandel and Cuulham (1999:21) a teaching portfolio is a purposeful collection of an educator's work that tells the story of educator achievements and growth. A definition offered by (Brewerton & Millward 2001:15) highlights a teaching portfolio as a purposeful collection of educator's work that exhibits the educator's efforts, progress and achievements in one or more
areas of his or her teaching. The collection should include educators' participation in selecting contents, the criteria for selection, the criteria for judging merit and evidence of educators' self-reflection (Beaudin, 1999:124).

Though these definitions vary to some degree, there is some consensus in the literature that the essential features of a portfolio should entail:

- information that illustrates growth and detailed description of educator's teaching practices;
- evidence of an educator participation in the selection of contents – items should be included in the portfolio only if they can take on new meaning within the context of the other exhibits found there;

The teaching portfolio is collaborative, since it:

- allows the educator to view teaching as integral;
- demonstrates the educator's teaching about a particular unit, both inside and outside of class;
- tells the story of the educator's achievement, growth and development;
- provides a multidimensional view of educator's development and achievement;
- presents evidence of effort in all drafts leading to a completed teaching and learning product and evidence of teaching and learning progress; and
- evidence of achievement such as best work;
- traces the educators' development as a thinker, by providing evidence of the educators' thinking processes;
- presents a holistic picture of the educators' teaching ability;
- presents a developmental view of both teaching and learning; and
- allows the educator to feel a sense of ownership for the portfolio (Carney, 2002:70).
2.3 Literature findings on teaching portfolios

The use of portfolio assessment in education emerged in the late 1980s primarily in college writing classrooms (Berge, 1999:14) to address the needs for accountability. The emphasis was more on portfolios as a

- showcase for learning; and

- counterpoint to traditional forms of assessment or to illuminate capabilities not covered by standardised testing (Brighthouse & Woods, 1999:89).

Internationally, portfolios of educators' performance and products have gained impressive degrees of support from educators, who view them as a way to collect authentic evidence of educator's teaching. Teaching Portfolios are an attractive alternative to more traditional assessment approaches (Havelock, Gibson & Sherry, 2003:211).

Hikro and Ross (2004:172) lists three basic models of teaching portfolios:

- Showcase model, consisting of work samples chosen by the educator.

- Descriptive model, consisting of representative work of the educator, with no attempt at evaluation.

- Evaluative model, consisting of representative products that have been evaluated by criteria.

Hidi and Berndorff (1998:181), suggest the following assumptions about portfolio assessment: Teaching portfolios are systematic, purposeful, and meaningful collections of educators' works in one or more learning areas. Educators do not only select pieces to be placed into their portfolios but also establish criteria for their selections. Teaching portfolio collections may include input by supervisors, parents, peers, and school administrators. In all cases, teaching portfolios reflect the actual day-to-day teaching activities of educators. Teaching portfolios are ongoing so that they show the educators' efforts, progress, and achievements over a period of time. Teaching portfolios may contain several compartments, or subfolders. Selected works in teaching portfolios may be in a variety of media and may be multi-dimensional.
Educators who have experience with portfolio assessment report that it complements such developmentally appropriate curriculum and teaching as whole language, hands-on approaches, and process mathematics. It also allows them to assess educator's individual learning styles, enhances their ability to communicate with parents about educator's teaching, and helps to fulfil professional requirements of school and community accountability (Hikro & Ross, 2004:17). Implemented well, teaching portfolios can ensure that the focus and content of assessment are aligned with important teaching goals (Hoffman, 2002:38; Hughes & Hewson, 1998:49).

Teaching portfolios as performance assessment tools were previously used by artists and architects to present evidence of their work. They allowed the artists or architects to gather evidence of the best pieces of their work by means of photographs and graphic designs and to present them to an audience in order to showcase their potential and to market them. During the presentation the artists and architects often motivated and reflected on the items that were included in the portfolio (Berret, 2000:19). Drawing from this idea of artists and architects the concept of teaching portfolio assessment has been embraced by many education systems throughout the world, and recently also by the South African education system, where teaching portfolios have been implemented to assess educators teaching and academic performance. However, the system of teaching portfolio development for assessing educators' teaching and performance has not yet been introduced in South Africa though.

Artists have maintained teaching portfolios for years, often using their collection for seeking further work, or for simply demonstrating their art. An artist's portfolio usually includes only their best work. Financial portfolios contain a comprehensive record of fiscal transactions and investment holdings that represent a person's monetary worth. By contrast, an educational portfolio contains work that an educator has selected and collected to show growth and
change over time; a critical component of an educational portfolio is the educator's reflection on the individual pieces of work (often called "artifacts") as well as an overall reflection of the story that the teaching portfolio tells. There are many purposes for teaching portfolios in education: teaching, assessment, employment, marketing, showcase, and best works. The examples discussed in this paragraph should make it obvious that the term "portfolio" should always have a modifier or adjective that describes its purpose (Bullard & Mclean, 2000:30).

Well-designed portfolios represent important, contextualised teaching that requires complex thinking and expressive skills. Traditional tests have been criticised as being insensitive to local curriculum and teaching, and assessing not only educators' achievement but attitude. Teaching portfolios are being heralded as vehicles that provide a more equitable and sensitive portrait of what educators know and are able to do. Teaching portfolios encourage educators and schools to focus on important educator outcomes, provides parents and the community with credible evidence of educators' achievement, and inform policy and practice at every level of the educational system (Hurry, Kathy & Riley, 1999:71).

A review of the literature reveals that teaching portfolios are important tools for:

- documenting professional competence and development;
- identifying discrepancies in development and for enhancing self-responsibility;
- helping educators to document strengths and weaknesses in performance;
- developing educators' awareness of competence;
- resolving discrepancies between standards and actual performance;
- maintaining a reflective dialogue with peers (meaning that the educator shares reflections with peers by analysing critical incidents or by discussing professional experiences with colleagues);
• developing systematic self-reflection (this is personal in nature and is the external presentation or articulation of an inner dialogue);
• learning from mistakes by analytical reflection;
• mapping development needs; documenting professional excellence;
• improving self-awareness and flexibility;
• setting long-term goals for professional development; and

Addison and Van De Wegher (1999:21) and Althauser and Matuge (1998:14) feel that self-evaluation and self-reflection are the best use of the teaching portfolio. The very process of collecting evidence about performance and materials that reflect an educator’s teaching competence provokes thought about what has and has not worked in the classroom, and why certain activities have been undertaken. The educator is forced to review his/her activities and strategies, and to adapt future plans to take account of the lessons learned.

Through teaching portfolios, educators can actively collect feedback regarding their strengths and weaknesses in performance in order to guide their professional growth and development, and, at the same time, be empowered so as to be in control of the direction of personal growth and development. When an educator is in charge of the goals and strategy of compilation of his/her portfolio as in the voluntary setting, the teaching portfolio becomes a tool for self-regulated development at the individual level (Anderson, Bauer & Speck, 2000:29; Beaudin, 1999:41 & Atkinson, 2000:111). The advantage of self-directed ways of development is a ready acceptance of feedback that helps to evaluate goals realistically, that is, reflects one’s competencies, thereby directing future on-going and continuous development efforts (Bonk, Daytner, Dennen & Malikowski, 2000:97).
As a comprehensive, self-reflective record of an educator's strengths and weaknesses, teaching portfolios contain what the educator teaches; whom the educator teaches; why s/he teaches them; how his/her philosophy of education influences the design of subjects and the choice of teaching strategies; assessment of his/her teaching effectiveness; and a plan for improving his/her teaching effectiveness (Berg, 1999:23; Berge, 1999:14, Beetham, 2000:5).

Teaching portfolios have, therefore, a high potential to assess competence when used for self-evaluation, self-assessment, self-review, and self-appraisal (Berge, 1999:112).

- Self-evaluation is outcome-oriented, but formative in nature, as there is feedback that is used for improvement and development. It addresses the question:
  o How can the educator improve by receiving external feedback on specific requirements (Jonker, 1998:114; Saunders, Straddling & Rudd, 2000:21; Harris, 2002:89; Bennet, 2000:12)

- Self-assessment is process-oriented and formative. There is dynamic change reflecting various stages of professional improvement. It addresses the question:
  o What can the educator do to improve aspects of his/her professional competence that he/she has personally chosen (McVarish & Solloway, 2002:56; Johnson, 2002:135; Beetham, 2000:42)?

- Self-review is outcome-oriented and summative. The question it addresses is:
  o What can the educator do in a controlled situation? Self-review is used when the teaching portfolio is associated with external evaluation such as certification or promotion (Ofsted, 1998:99; Saunders, 1999:29; Benton, 2000:10).

- Self-appraisal, concerns the choice of evidence of professional competence that an educator presents without having been asked to do
so, especially when seeking employment or promotion. It addresses the question:

- What aspect of an educator’s professional competence should he/she choose to present for external evaluation (Berret, 2000:120; Boekaerts, Pintrinch & Weiner, 2000:34)?

Teaching portfolios are factual descriptions of educators’ teaching accomplishments supported by relevant data and analysed by the educator to show the thinking process behind the artifacts. Most portfolios are not collections of everything that the educator has done in the way of teaching over his/her entire career. Rather they are selected samples that illustrate how the educator’s teaching is carried out in the various venues in which teaching occurs (Cooling, 1998:14).

Edgerton, Hutchings and Quilan (1998:99), Carney (2001:65) and Carney (2002:70) assert that teaching portfolios provide documented evidence of teaching that is connected to the specifics and contexts of what is being taught, and they go beyond exclusive reliance on educator ratings because they include a range of evidence from a variety of sources such as syllabi, samples of educators’ work, self-reflections, reports on classroom research, and school development efforts.

In the process of selecting and organising their portfolio material, educators think hard about their teaching, a practice which is likely to lead to improvement in practice. In deciding what should go into a portfolio and how it should be evaluated, educators necessarily must addressed the question of what is effective teaching and what standards should drive school teaching practices. In this case, portfolios become a step toward a more professional view of teaching. They reflect teaching as a scholarly activity (Langley & Dennis, 2002:40).
As part of the multilingual education evaluation, the portfolios can be quite useful. They can:

- be used to meet many of the multilingual education evaluation requirements;
- involve both formal and informal assessment methods;
- offer a comprehensive view of educators' academic achievement and linguistic proficiency;
- provide more detailed information on those aspects of educators' performance which are not readily measured by traditional examining methods;
- reflect the taught curriculum and individual educators experiences;
- encourage educators to use different ways to evaluate teaching;
- document the educator's teaching and progress; and

Although the shape and form of portfolios may change from programme to programme, the real value of a teaching portfolio lies in the following three areas (Land & Hannifin, 2000:6):

- In the first area, portfolios have the potential to provide project educators and learners with a rich source of information to understand the development and progress of project learners and to plan educational programmes that enhance educator's teaching and "showcase" their achievements.
- In the second area, portfolios allow for reporting in a holistic and valid way. The information gathered in a portfolio is taken from actual educator's work and assessment focuses on the whole of what an educator teaches, not on discrete and isolated facts and figures.
- In the third area, formal and informal data can be used in a non-adversarial effort to evaluate educator's teaching in a comprehensive and authentic manner.
Although teaching portfolio assessment offers great flexibility and a holistic picture of educators' development, several technical issues must be addressed to make portfolios valid for multilingual education evaluations. These issues are summarised in the following three organisational guidelines which are based on current research and teaching practices in education (English, Hargreaves & Hislam, 2002:14; Ferguson, Early, Fiddler & Ouston, 2000:29):

- **Portfolios Must Have a Clear Purpose**
  To be useful, information gathered for portfolios must reflect the priorities of the programme. It must be kept in mind that the purpose of a multilingual education programme evaluation stems from the goals of the actual programme. The first critical step, then, is to identify and prioritise the key programme goals of curriculum and teaching. In developing goals for portfolio assessment, it is helpful to review the state's current language arts and multilingual curriculum guidelines; the district's or state's standardised achievement and language proficiency tests; and the scope and sequence charts of the reading and literacy materials that will be used with the learners (Liaw & Huang, 2000:42).

  The goals of a programme should be broad and general, not overly specific, concrete, or isolated lesson objectives. For example, a goal may be written as to teach reading comprehension skills, or to write fluently in English (Lozeau, Langley & Denis, 2002:53) if goals are too specific, teaching portfolios can get clustered with information that may not be useful to the, educator, administrator, or evaluator.

- **Portfolios must interact with the curriculum**
  This issue also is known as content validity. It is important that the information in portfolios accurately and authentically represent the content and teaching of the
programme. Content validity can be maximised by making sure teaching portfolios contain a clear purpose of the assessment; a close link between the behaviors or products collected and the evaluation goals; a wide variety of classroom exercises or tasks measuring the same skill; and a cross-check of educator's capabilities based on both formal tests and informal assessments (Lusid, 2000:18; Lyle, 1999:13; Lyons, 2004:100).

When deciding on the type of assessment information to include in the teaching portfolio, existing teaching activities should be used. Most likely, the information will be appropriate for teaching portfolios. For example, if the goal of teaching is to increase educator's interest in reading and expand their repertoire of book reading, the educator should first determine to what extent this goal is achieved and can use a checklist to examine educator's reading logs. The logs can include a list of the titles and authors of the books educator's have read. With this information, educators review each educator's list in terms of level of appropriateness, genres read, and book preferences. Educator's also are asked to include dates the books were read in order to determine the number of books read over specified periods of time. The information obtained is then summarised in the checklist and used to monitor and report on educator's teaching as well as to improve teaching (Livingstone & Matthews, 2000:90; Crutches, Abbott, Green, Beretves, Cox, Potter, Quiroga & Gray, 2002:34).

- **Portfolios Must Be Assessed Reliably**

Reliability in portfolios may be defined as the level of consistency or stability of the devices used to assess educator's progress. At present, there are no set guidelines for establishing reliability for portfolios. However, there are several criteria which are recommended in estimating the reliability of portfolios for large-scale assessment. These criteria apply both at the classroom level and at the grade level. Educators and administrators must, at a minimum, be able to design clear scoring criteria in order to maximise the raters' understanding of the
categories to be evaluated; maintain objectivity in assessing educator’s work by periodically checking the consistency of ratings given to educators’ work in the same area; ensure inter-rater reliability when more than one person is involved in the scoring process; make reliable and systematic observations, plan clear observation guidelines; use objective terminology when describing educators’ behaviour; allow time to test the observation instrument and its ability to pick up the information desired; check for inter-rater reliability as appropriate; keep consistent and continuous records of the learners to measure their development and teaching outcomes; and check judgments using multiple measures such as other tests and information sources (Macbeath, 1999:51; Mackinnon, 2000:125).

A major issue that arises in the use of portfolios relates to the problem of summarising data within and across classrooms in a consistent and reliable manner. Using the guidelines suggested above in the planning and organization of teaching portfolios will provide for reliable and valid assessment (Moller, 1998:116). These guidelines, however, are only a framework for the assessment procedures but will need to be applied by educators to determine their effectiveness and practicality (Birvik, 1998:90).

The bedrock driving force of a teaching portfolio is a school that cares deeply about teaching. The teaching portfolio help educators move toward the creation of a culture in which thoughtful discourse about teaching becomes the norm. Through teaching portfolios educators no longer think of teaching in the terms of the old formula: learning area-matter expertise plus generic methods (how to plan a lesson, lead a discussion group) equals teaching. Teaching portfolios capture the complexities of teaching in ways other forms of evaluation cannot postulate that teaching portfolios are messy to construct, cumbersome to store, difficult to score, and vulnerable to misrepresentation. But in ways that no other assessment method can, teaching portfolios provide a connection to the contexts and personal histories that characterise real teaching and make it
possible to document the unfolding of both teaching and learning over time (Moseley, 2000:121; Midgley, Kaplan & Middleton, 2001:77).

Teaching portfolios place responsibility for evaluating teaching in the hands of the school. They represent a shift of initiative, from evaluation being something they take responsibility for. They invite the school to participate in the evaluation of each other's teaching, since only the schools are qualified to assess the 'pedagogy of substance'—how well a learning area is organised, whether crucial content is covered, how well key concepts are presented—complementing other forms of evaluation. And portfolios involve the school in setting standards for effective teaching. Teaching portfolios can prompt more reflective practice and improvement. Whether it is at the department level or across departments, occasions where school examines each other's portfolios could be occasions for cultivating new and richer ways of thinking about and inquiring into the scholarship and practice of teaching. Teaching portfolios can foster a culture of teaching and a new discourse about it. Whether used for formative or summative purposes, teaching portfolios can introduce more compelling and authentic evidence about teaching into all of these occasions (Batson, 2002:45).

There are many educators who advocate the use of teaching portfolios in education, both with learners and educators. The empirical research, however, is very limited and focuses more on the development of teaching portfolios than on educator portfolios. The literature shows many accepted purposes for teaching portfolios, which may make it difficult to research with any precision. In classrooms, portfolios are not so much a teaching strategy to be researched, but more of a means to an end: to support reflection that can help educators understand their own teaching and to provide a richer picture of educator's work that documents growth over time (Muirhead, 2000:21; Anorak, 2002:33).
Teaching practice in its broadest sense extends beyond the obvious activities that go into teaching and learning area to include all teaching activities inside and outside the classroom that enrich educator's teaching such as:

- **Teaching experience and responsibilities**
  This section provides a context for the main points the educator makes about his/her teaching. Here the educator summarizes learning areas s/he is teaching or has taught in the recent past, including number of periods, whether the learning area is compulsory or not, number of learners, and whether they are learners with special educational needs or not. Teaching activities outside the classroom, such as supervising learners engaged in independent studies, and otherwise mentoring learners are also important to include (Bullard & Mclean, 2000:45; Bur Kill, Corey & Healey, 2000:359).

- **Roles, Responsibilities and Goals**, which include brief biographical sketch related to what has shaped the educator's teaching; statement of teaching roles and responsibilities; reflective essay describing teaching philosophy, goals, and methods; list of learning areas taught, with enrolments and comment as to if new, required or elective, team-taught, etc; roles and activities related to advising such as description of advising responsibilities, goals, and approaches; advising materials developed for educators; assistance with planning for employment or graduate school; referral to university services; and serving on various committees of the school such as examination, financial and sport committees (Corno, 2001:91; Cox, Richilin, 2004:19; Darling-Hammond & Snyder, 2000:56).

- **Representative Learning area Materials**, which include a list and description of the learning areas the educator has taught; syllabi developed (two syllabi from the same learning areas may be included to demonstrate changes in learning area content made by the educator); his/her philosophy of teaching; educator evaluations; examinations,
quizzes and projects (graded educator’s work may be included to demonstrate his/her written feedback); teaching awards; statement of his/her roles, responsibilities and goals as an educator; teaching material used in his/her learning area (for example, handouts, computer programmes, audio/visual material); letters or comments about his/her teaching from colleagues, peer observers, educators, alumni, heads of department, etcetera; committee work; attendance at teaching seminars, conferences and workshops; participation in curriculum design; evidence of what he/she has done to improve his/her teaching; innovative teaching methods introduced; contributions to his/her school or profession; activities to improve teaching; a plan for improvement; video tape of his/her teaching; and a separate section (log) for reflections (Darling, 2001:108; Deci, 1998:420; Hartley, 2000:78, Smith & Tillema, 2001:183); syllabi; learning area descriptions with details of content, objectives, methods, and procedures for evaluating educator’s teaching; list of texts and outside readings, rationales for selecting text/readings; assignments; examinations and quizzes, graded and upgraded; handouts, problem sets, teaching outlines; descriptions and examples of visual materials used; descriptions of use of computers or other technology in teaching (Deci, & Ryan 2000:15; Dennen & Bonk, 1999:9).

- **Assessment and extent of educator’s teaching**, such as educator scores on standardised or other tests, before and after teaching; samples of educator’s work, such as paper, essays, laboratory books, workbooks, publications, presentations, or other creative work; examples of graded examinations from the best to the poorest educator, with explanations of why the examinations were so graded; the educator’s written feedback on educator’s work (e.g. feedback on successive drafts of educator’s writing); information from the educator, colleagues, or others such as learners and parents addressing preparation of educators for advanced work; and information from the educator, colleagues, or others such as learners and
parents addressing effect on educator's career choices and employment (Derham, 2003:5; Diamond, 1998:78; Diane, Barbara, Marinak & Steven, 1999:74).

- **Descriptions and evaluations of teaching**, such as summarised educator's evaluations of the educator teaching, including response rate, educator's written comments, and overall ratings; results of interview with educator's after they have completed a learning area; letters from educators and alumni; videotape of the educator's teaching a class; statements from colleagues about the educator's mastery and section of learning area content; suitability of learning area objectives, both in terms of educators and departmental needs; suitability of learning area materials for achieving learning area objectives; suitability of specific teaching and assessment methods for achieving learning area objectives; commitment to teaching as evidenced by expressed consent for educator's teaching; commitment to and support of departmental teaching efforts; willingness to work with others in other learning areas; ability to teach concepts (such as writing or critical thinking) in a way that allows educators to use them in other learning areas; and letter from head or chair describing the educator's teaching performance (Dutt-Donner & Powers, 2000:154; Elton, 2001:44; Ellis, 1998:45).

- **Learning area and Curriculum Development**, such as designing new learning areas or development of sequence of learning areas; designing interdisciplinary or collaborative learning areas or teaching projects; administering a multi-section cause; working on curriculum learning area; and obtaining funds or equipment for teaching labs or programmes (Downing, 1999:21; Driscoll, 1998:12; Duffy, Dueder & Hawley, 1998:52).

- **Activities to improve the educator and others' teaching**, such as having colleagues observe the educator classes; serving as a team educator or guest educator; participating in seminars or professional
meetings on teaching; conducting classroom research projects; using new methods of teaching, assessing learning, grading; using innovative materials, computers, or other technology; assisting colleagues by conducting seminars or facilitating working workshops on effective teaching methods; preparing a textbook; mentoring other educators or teaching assistants (Falls, 2001:67;).

- **Contributions to school or profession**, such as participating in school, district, and provincial or related to teaching and learning; publishing articles in teaching journals; developing educators assistantship or internship programme; arranging and supervising internships; participating in school-university partnerships to connect and improve teaching across educational sectors (Flottemesch, 2000:46; Flude & Sieminski, 1999:102; Foil & Alber, 2002:14).

- **Honours or recognitions**, such as teaching awards from department/school/district/provincial/national offices; teaching awards from profession; invitations, based on educator teaching reputation, to consult, give workshops, write articles, etc, request for advice on teaching by committees or organized groups (Gilbert, 2001:21; Gillespie, Hilsen & Wadsworth, 2002:46).

Teaching portfolios vary considerably depending on their specific purpose, audience, scholarly context, and individual needs. However, the body of a teaching portfolio is generally approximately 5-8 pages long and is followed by appendices, which usually make up about 8-15 more pages. The educator's portfolio would likely include a summary of his/her teaching experience and responsibilities, a reflective statement of his/her teaching philosophy and goals, a brief discussion of his/her teaching methods and strategies, as well as activities undertaken to improve teaching, and a statement of goals and plans for the
future. The appendices would consist of supplemental material that further document or support the information the educator provides in the body of his/her portfolio (Gayford, 2000:104; Garton & Pratt, 2001:109).

A teaching portfolio is a personal representation of what the educator teaches, how s/he teaches, why s/he teaches in the way s/he does, what s/he has done to improve his/her teaching, evidence that his/her teaching makes a difference, and anything else that enables him/her to tell his/her story as an educator. While each portfolio is unique, the essential elements are a 6-8 page reflective statement and supporting materials presented either in the text or in appendices (Foil & Alber, 2002:89).

Rather than thinking about teaching portfolios as “containers,” they should be thought of as arguments (Gibson & Barret, 2002:78; Fontana & Frey, 2000:39). The fundamental element of the teaching portfolio is the statement of teaching philosophy. The statement of teaching philosophy lays out the teaching portfolio’s thesis; anchors it and provides the scaffolding for the evidence that follows. The statement of teaching philosophy answers two questions: What does the educator expect his/her learners to be able to do intellectually as a result of taking the learning area? How will the educator help them acquire those abilities?

General claims made in the reflective statement should be supported by evidence from a variety of sources including, but not limited to, the following (Glynn & McHaughton, 2002:154; Glatthorn, 1999:57):

- Material from oneself, e.g. learning area syllabi, statement of teaching responsibilities, steps taken to improve teaching, teaching innovations, personal statement of goals.
- Material from the educator, e.g. learning area evaluation data, peer evaluation, external reviews, teaching honors received.
- Products of good teaching, e.g. educator accomplishments in the educator’s field, testimonials from educator’s and their employers, pre/post test scores.
- Other evidence, e.g. publications on teaching, videotapes of teaching.

Hara and Kling (1999:143), Hamrick, Evans and Schuh (2002:3) and Hannay and Ross (2001:32) say one of the most important benefits of preparing a teaching portfolio is that it can significantly improve teaching in schools and can stimulate the school to reconsider their personal teaching activities and re-arrange their future. Preparing a teaching portfolio is a powerful lever for the educator professional development because it is grounded in discipline-based pedagogy, that is, the focus is on teaching a particular learning area to a particular group of learners at a particular time and the level of personal investment in time, energy, and commitment is high and that it is a necessary condition for a change. It stirs many educators to reflect on their teaching in an insightful and refocused way (Alexander, 2000:44).

For the school, teaching portfolios offer a rich source of insight and data to assist in making fundamentally important personnel decisions. They encourage a more public, professional view of teaching together with a more explicit understanding of how teaching is assessed and valued (Grabert & Moore, 1998:30; Hargreaves, 2001:78).

The responsibility for compiling the portfolio is mainly in the hands of the collector. This gives the educator factual control over the collection of evidence. A large degree of self-determination in selecting targets is fruitful if it confines itself only to personal goals for development (Carnevale, 2003:30; Cooper, Valentine, & Muhlenbruck, 2000:41).

However, in order for a portfolio to be authentic as well as communicative, it also needs to include the informed opinions of appropriate appraisers and evaluators,
together with an indication that such input is valued, and that recommendations will be acted upon (Harmon & Jones, 1999:29; Harris, 2002:13; Bennet, 2001:90). Sustaining development and use of the teaching portfolio requires comparing one’s own perceptions with those of others. Dialogue and communication about differences may bring about an awareness that sets in motion a need to change (Bonk, Fischer & Graham, and 2000:101).

The continued use of teaching portfolios pre-supposes a self-regulative orientation without too much external control and regulation. Sustained use results in a gradual increase in benefits, starting with documentation of accomplishments and moving to a development-orientated use or acceptance of mistakes through the stages of collegial discussion and systematic reflection (Harmon & Jones, 1999:28; Harris, 2002:20).

2.4 The management of a teaching portfolio

Many educators are initially hesitant or resistant to use teaching portfolio assessment because they fear that adding it to their existing responsibilities may prove overwhelming (Janet & Terry, 2001:675).

Educators who have made the transition from traditional assessment to teaching portfolio assessment advise that it requires a refocusing, not a redoubling of educator effort. Since the kinds of materials collected are typical classroom tasks, assessment and teaching are joined together with curriculum. Time spent in this kind of assessment, then, is not time taken away from teaching and learning activities. Stoker (2002:58) describes the following three management techniques she uses concurrently for teaching and individualised assessment:

- Educator-directed, timed centres through which small groups of learners rotate for equal amounts of time.
- Child-directed, timed centres that learners choose for the allotted time.
- Child-selected, timed centres that include some "must do" tasks. Using such techniques, an educator is able to engage in one-to-one
assessment conferences or teaching conversations and collect products for assessment purposes.

Portfolios provide an approach to organizing and summarising educator data for programmes interested in learner-and educator-oriented assessments. They represent a philosophy that views assessment as an integral component of teaching and the process of learning. Using a wide variety of teaching indicators gathered across multiple educational situations over a specified period of time, teaching portfolios can provide an ecologically valid approach to assessing limited English proficient learners (Johnson, 2002:22). While the approach is not new, portfolios are useful in both formative and summative evaluations, which actively involve educators and learners in assessment (Kasle & Torks, 2002:91).

Teaching portfolios are files or folders containing a variety of information that documents an educator's experiences and accomplishments. The type of information collected for a teaching portfolio can consist of summary descriptions of accomplishments, official records, and diary or journal items. Summary descriptions of accomplishments can include samples of the educator's writing; artwork or other types of creations by the educator's; and testimonies from others (for example, educators and learners) about the educator's work (Jonker, 1998:73; Saunders & Straddling, 2000:122; Harris, 2002:24).

Formal records typically included in a teaching portfolio are scores on standardised achievement and language proficiency tests; lists of memberships and participation in extracurricular clubs or events; lists of awards and recognitions, and letters of recommendation (Nipper & Cropley, 2002:13).

Diaries or journals can be incorporated in portfolios to help learners reflect on their learning. Excerpts from a diary or journal are selected for the teaching portfolio to illustrate the educators' view of their academic and emotional development.
Kersey, Savery and Grabner-Hagen (1998:27) recommends organising the content of the portfolios into two sections:

- In the first section, the actual work of the educators, or "raw data," is included. The information in this section assists the educator to examine learners' ongoing work, give feedback on their progress, and provide supporting documentation in building an in-depth picture of the learner's ability.

- The second section consists of summary sheets or organizational frameworks for synthesising the educator's work. The information summarised in the second section is used to help educators look systematically across learners, to make teaching decisions, and for reporting purposes.

2.5 The significance of teaching portfolios

Teaching portfolios have several major benefits:

- They provide different source of evidence of teaching performance. Educators have often relied primarily on learner evaluation for feedback about their teaching. Although learner review contribute important information about teaching performance, they often reflect-cuff feelings expressed in just a few moments at one of the final classes of a semester. The variety of sources of feedback in a portfolio provides a more comprehensive view of how an educator is handling the diverse responsibilities of teaching. Thus they reflect more of teaching's intellectual substance and complexity (Batson, 2001:12).

- They make teaching more visible through their demonstration of a variety of teaching-related activities (Atkinson, 2000:102).

- They place the initiative for reflecting on and evaluating teaching in the hands of school. It is the educator who explains and documents his or her teaching performance by selecting what goes into the portfolio (Berg, 1999:18).
• They give the individual an opportunity to think about his or her own teaching to change priorities or teaching strategies as needed, and to reflect about future teaching goals. Putting together a teaching portfolio in itself often enhances one’s teaching performance (Benton, 2000:177).

• They offer opportunities for school to work collaboratively. Educators often work with other colleagues or mentors in developing portfolios, thereby opening the door for colleagues or mentors to develop portfolios, thereby opening the door to greater sharing among school of their views and approaches to teaching (Boy, 2000:16).

• And teaching becomes more visible and ideas about it are share, teaching becomes a more valued learning area of intellectual and ideas about it are shared, teaching becomes a more valued learning area of intellectual and scholarly discussion throughout the school (Hodges, Moss & Sheeve, 2000:59).

2.6 The components of a portfolio

• Teaching philosophy and goals.

Despite its typical brevity (about 1-2 pages long), this statement is the foundation on which the portfolio is built. The educator’s aim here is to answer in some way one main question: Why does she/he do what she/he does as an educator?

Reflections on this question generally include four components; which are: the educator’s beliefs about how learner learning in his/her field occurs; given those reflections, his/her beliefs about how she/he as an educator can best help learner learn; how the educator puts into practice his/her beliefs about teaching and learning; his/her goals for learners (Bonk & Cunningham, 1998:14).

Whether she/he is developing the portfolio for him/herself or for evaluation by others, reflecting on these issues serves as a good basis for self-assessment and potential growth as an educator.
This section of the portfolio is a personal statement, written in broadly understood terms rather than in highly technical language (Charett, 2001:94; Chaffee, 1999:4).

- **Teaching methods and strategies.**
As the educator describes how she/he teaches, she/he should keep in mind his/her teaching philosophy statement. It helps if the educator explicitly states some connection (perhaps in a simple phrase) between what she/he is describing in this section and how it relates to his/her teaching philosophy statement. In the same or a separate section, the educator can also reflect to his/her teaching philosophy statement. In the same or a separate section, the educator should also reflect on the effectiveness of his/her teaching. Supporting materials that illustrate his/her teaching approach should be selected (i.e. that show the educator does what she/he is describing) and that provide evidence of his/her teaching effectiveness. This supporting documentation, which includes information from him/her and from others (such as colleagues, supervisors, and learners), is likely to be placed in one or more appendices (Chamberlain, 2000:64).

- **Activities undertaken to improve teaching.**
Discussion and evidence from preceding sections may lead the educator to consider what worked, what did not, why, and how to change what needs changing to improve his/her effectiveness as an educator. The material the educator has gathered so far might also lead him/her to consider what is missing (Hidi & Bendorff, 1998:6; Hoffman, 2002:17, Krapp, 2002:12, Baumert, 2004:88). What has she/he not done that she/he thinks would be worthwhile trying? Although what she/he emphasises is likely to vary according to the purposes of his/her portfolio, in this section she/he can also include a description of revisions she/he has made to an assignment or entire learning area and why she/he made them, participation in programmes to improve teaching, consultation with the
learning facilitators at the district office, or time spent reading journals about pedagogy.

- **Goals and plans for the future.**
  In relation to what the educator has so far included in his/her teaching portfolio, what goals to improve his/her teaching would she/he like to accomplish in the next few years? How does she/he plan to accomplish them?

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- **Shaping the Final Portfolio**
  Even if the portfolio is for his/her own development purposes, formally organising it can help make it easier to use for later reflections. If his/her portfolio is to be evaluated by others, the following organisational material can make the portfolio easier for evaluators to follow (Kang, 1998; Kathy & Barksdale-Ladd, Kearsley; 2000:40).

  Title page and table of contents; Headings and sub-headings that clearly identify and separate the portfolio’s components; in the body of the portfolio, references to material in the appendix, where appropriate?); brief explanatory statements accompanying each item in the appendix, where appropriate. (What is the item’s context, purpose, or relationship to what the educator has said in the body of his/her portfolio?)

  The following questions can also be useful for his/her own reflections or for consideration before she/he submits her/his portfolio to a review committee:
  - Has she/he selected, organised, and presented the data in a way that brings the most compelling evidence into focus for his/her readers?
• Does each piece of evidence serve a purpose, a point the educator has made about his/her teaching?
• Does her/his portfolio give the reader a sense of who the educator is as an educator?

2.7 The evaluation of a portfolio
The educator may be wondering how his/her portfolio is likely to be evaluated if it will be used as part of a personnel decision-making process (McDonald & Gibson, 1998:10). In general, experts seem to agree that the content of a teaching portfolio and the evaluative criteria used to judge it should be related to the goals of the educator's department and to the mission of the school in which s/he works. Explicit evaluative criteria should be developed and agreed upon before portfolios are reviewed, and the decision of a review committee should be based on their general agreement about the quality of the portfolio (quality depending on the criteria that have been established). It seems reasonable, then for him/her to have information from his/her review committee about what items must be included in his/her portfolio, an expected range of number of pages, and the criteria on which the portfolio will be judged (McLellan, 1999:37).

Finally, authorities on teaching portfolios typically note that evaluators should also judge a portfolio according to it's:
• Inclusion of evidence that backs up the claims an educator makes—evidence of teaching accomplishments, of learner learning, and of efforts to improve teaching.
• Consistency between the educators's teaching philosophy and accompanying evidence of teaching strategies, effectiveness, and efforts to improve (Gayford, 200:110; Garton & Pratt, 2001: 120).

In their research, Coled, Ryan, Kick and Mathies (2000:300) reported on portfolios and found the educator's reflections on some key areas were helpful to evaluators. The six areas they recommend commenting on are:
questions of educator motivation and how to influence it;
the goals of teaching, both for individual learning areas and in general;
the development rapport with educator's as a group and individually;
the assessment of various teaching strategies related to the teaching goals;
the role of disciplinary knowledge in teaching and how educator's teach the discipline; and
recent innovations in the content of the field and their effects on teaching (Darling, 2001:66; Garton & Pratt, 2001:124).

Arter, Spandel and Culham (1995:15) identify two basic reasons for doing teaching portfolios assessment and instruction:

- Instructional uses relate to promoting teaching. Educators teach something from assembling the portfolio. The process of assembling a teaching portfolio can help develop educators self-reflection, critical thinking, responsibility for teaching, and content area skills and knowledge, it can also promote positive attitudes towards the unit of work covered. The main purpose of the teaching portfolio is to show progress on instructional goals,
- Assessment uses relate to keeping track of what educators know and can do. The common assessment uses are: certification of competence; tracking growth over time, and accountability.

Arter and Spandel (1992:103) argue that portfolios are being implemented in order to:

- Tap educator's knowledge and capabilities to a greater degree
- Investigate teaching learning and production processes
- Align instructional and testing emphases
- Examine educator's functioning in real-life situations
- Provide continuous developmental feedback
- Encourage educator's engagement in and responsibility for teaching
- Track the progress of the educator in a multidimensional way
- Provide an opportunity for educators, learners and parents to communicate about the teaching that is taking place.

Depending on the purpose of assessing teaching portfolios, the assessor should balance formative and summative assessment opportunities. In the case of teaching portfolio assessment, it is important to focus on both the developmental process and the final product. (Fontana, and Frey, 2000:20).

- **Developmental purpose**

  Assessing the developmental process is directly linked to formative assessment. The achievement of learners is assessed through the process of compiling a teaching portfolio. The following should be kept in mind:
  - The extent to which educators give evidence of mastering the teaching outcomes should be noted.
  - Feedback on educator progress should be continuously provided.
  - Educator’s should be assisted to correct errors in the compilation of teaching portfolios and to enhance their teaching achievement.
  - Peers should be involved for the purpose of peer assessment and developing skills in critical analysis.
  - For the purpose of developing critical reflection skills and promoting self-regulated teaching, educators should be provided with the opportunity to teach, to do objectives self-assessment.
  - Provision should be made for improving the final product.

The main purpose is not only to monitor the teaching process and achievement and to allow for the correction of teaching mistakes, but also to give educators the opportunity to become responsible for their teaching. The form of appraisal is qualitative, continuous, non-conclusive, and often informal. Educators are expected to respond to the given appraisal by means of reflection reports. In so doing, the educators are given expanded opportunities to master the teaching
outcomes, and the educator can facilitate the teaching process as soon as
difficulties arise. However, this ideal is seldom achievable, because of practical
considerations such as accumulating a quarter/semester/year mark as well as
limits to instructional time and the time constraints on facilitators. Assessment of
teaching portfolios can nevertheless achieve its intended purpose – if computers
(in the case of electronic portfolios), self-and peer assessment are employed
imaginatively.

In and outcomes-based context where the emphasis is on learning, teaching
portfolios allow educators to demonstrate responsibility taken for monitoring
one's own teaching. By gathering information in the field of specialisation/topic,
organising, and documenting it in an appropriate and creative way, giving
evidence of critical reflection and monitoring their progress, educators are
empowered.

Assessing portfolios as the end product can be equated with giving a final mark,
grade or examination. Teaching achievement is assessed to:

- Quantity it in the form of grades or percentages
- Make administrative decisions for the purpose of certification.

Assessing the end product is formal and conclusive. Since a final product such
as a teaching portfolio serves as end result of a teaching process, no feedback
on which the educator should react is given.

Portfolio assessment is suitable for measuring performance at all cognitive
levels. It is especially efficient at assessing the higher levels of cognitive
performance. It could include written, practical and oral proficiency lends itself to
supplementing the disadvantages of written assessment, and may be used
additionally. Assessment of the practical component of a portfolio aims to assess
educators' ability to apply theoretical knowledge in particularly suited to the levels
of application, analysis, synthesis, and evaluation. Methods of assessing
practical work may be used to assess various levels of psychomotor skills. Teaching portfolio assessment also allows for the implementation of the multiple intelligence's theory, which accommodates different educators' styles and takes into account the collaboration and integration of the different learning areas. In this way it allows for the holistic development and growth of the educator (Alexander, 2000:45-78).

This means that the plan of a teaching portfolio should consider the following:

- Determination of the outcomes of the unit of work or the programme as a whole. Teaching portfolio assessment is most effective when there is a focus on a few important outcomes.
- Identification of the focal content, skills, values and attitudes that will be addressed in the unit of work. The conceptual development of important ideas should be the focus of effectively planned learning tasks.
- Selection of an appropriate portfolio type to match the purpose of the task.
- Establishing of criteria for assessing teaching outcomes. Allow educators the opportunity to be involved in establishing these criteria for not only does it contribute to their teaching process, but it makes the teaching experience much more meaningful to them. These criteria need to be determined and shared with educators before they embark on the set task.
- Considering who the audience for the teaching portfolio is.
- Establishing a system for organising and keeping the materials so that one can track the learner's growth over time (Lee & Owens, 2000:80).

2.8 Types of portfolios
There are different types of portfolios, each fulfilling a different purpose along a continuum of formative, diagnostic and summative assessment. Depending on the purpose, the outcomes to be achieved and the education situation, the educator decides on the kind of portfolio or the combination of portfolio types that she/he will utilise.
Some teaching portfolios are used to monitor the day-to-day progress of educators and to encourage them to reflect on their own teaching. These teaching portfolios focus on the process of the educator's development and are used for formative and diagnostic purposes. Other portfolios provide evidence for formal assessment. Some include a record of the educators' developing work, for example drafts, ideas and revisions, as well as final products. These teaching portfolios focus on process and product. Other teaching portfolios contain only finished work for summative assessment. They may, for instance, contain a section of completed essays and art works. These teaching portfolios focus on product only (Ahier & Esland, 1999:78).

Grabert & Moore (1998:24) distinguished among the following types of teaching portfolios:

- **Process portfolios (also called working portfolios)**
  The purpose of these teaching portfolios is to document the teaching and learning process an educator engages in through various projects throughout the instructional year. Included within the process portfolios are samples of work that educators engage in as they strive to reach the goals of the larger teaching and learning project. The items in the process teaching portfolio are drawn from an integrated curriculum (within a learning area or across learning areas), involving many tasks and concepts, notes, and other pieces of evidence recording the teaching and learning processes. Reflection is an important aspect of the process portfolio. Educators reflect on their own teaching processes. Unlike the reflection in the showcase portfolio, the reflective comments in the process portfolio are focused on what was gained in the process; what the next steps in the process will be.

- **Documentary Portfolios**
  Documentary portfolios are focused reflections of teaching and learning and contain systematic collections of an educator's work and an educator's self-assessment. The purpose of a documentary portfolio is to assess educators on
pre-selected tasks, using pre-determined criteria. Each entry in the portfolio has been selected with both learner and educator input, especially in an outcomes based teaching and learning setting as it is the case in South Africa. The evaluation of the input is based on criteria specified by both learner and educator. These criteria may take the form of assessment rubrics.

- **Showcase portfolio**
These are collections of work the educator believes represent the educator’s best work; the selection can range over many learning areas, depending on the desires of the educator. A showcase portfolio tends to hold only finished products and therefore may not successfully illustrate the educator’s learning over time. These portfolios are used for a number of educational purposes, including selection, certification and classroom management (Van Niekerk, 1998:81).

- **Chronological portfolios**
These are portfolios that show the range of work of an educator over a period of time, i.e. a term or a full school year. This work is organisations from earliest to the latest pieces of work time-frame (Hewson, 1998:76).

- **Thematic portfolios**
In certain learning areas, a full portfolio can be developed that depicts a certain topic or theme. Examples of these will be portfolios of Practical Art or portfolios of Creative Writing in a language (Lawler, 2003:15).

- **Problem-oriented portfolios**
Most portfolios have different subsections and represent a wide range of different types of work,

- **Multi-faceted portfolios**
Most portfolios have different subsections and represent a wide range of different types of work (e.g. English portfolios which displays creative writing, literature pieces, etc.) or a teaching portfolio that follows for different learning areas to be integrated.
2.9 Conclusion

This chapter outlined the findings from the literature review on teaching portfolios and the influence they have on educator professional development.

Chapter 3 presents the empirical design of this research.
Empirical design

3.1 Introduction

This chapter presents the research methodology employed during this study.

3.2 Design of the study

Qualitative research methodology was used in this study. Miles and Huberman (1994:10) note that one of the major features of qualitative research is that it focuses on naturally occurring, ordinary events in natural settings so that researchers are able to develop robust conceptualisations of what “real life” is like. They further note the richness and holism of such data, which provides strong potential for revealing complexity, since such data provide “thick descriptions” that, are vivid, nested in real context, and have a ring of truth that has a strong impact on the reader.

The design of this research is descriptive. Interviews as an approach to qualitative research are descriptive as they reveal the nature of certain situations, settings, processes, relationships, systems, or people. In this situation semi-structured interview questions were used to elicit data from the serving educators about:

- Their personal beliefs of educators on post level one;
- The extent of their knowledge about the learning areas they teach;
- The involvement of these educators in the development, organisation and planning of their learning areas;
- The extent of broad teaching skills these educators possess?
- The ways in which these educators evaluate and give feedback to their learners;
- The nature of the educator-learner rapport about teaching; and
• on the basis of the literature review and empirical research make recommendations for a mandated teaching portfolio for all educators in South Africa.

The answers to these questions will help this research to:

• investigate how these educators self-reflect and self-evaluate on their teaching practice; and
• on the basis of both literature review and empirical research, make recommendations for a mandated teaching portfolio for all educators in South Africa in order to promote self-evaluation and self-reflection in teaching.

3.3 The database
This study focused on the long-term influence of teaching portfolios on the professional development of educators. This database presently consists of 24 volumes of transcripts of interviews with serving school educators who are serving on post level one. All interviews were conducted with a sample of 24 serving educators from the Vaal Triangle area in the Gauteng Province. The aims of the interviews with a sample of serving educators were to investigate:

• what the personal beliefs of educators on post level are;
• what the knowledge of their learning area disciplines are;
• if they are involved in learning area development, organisation and planning;
• what their broad teaching skills are;
• how they evaluate and give feedback to learners;
• the educator-learner rapport; and
• make recommendations for schools to introduce teaching portfolios as tools for educator professional development.
The researcher conducted the interviews personally and audio taped them. These audio taped interviews vary in length from 30 minutes to an hour. Transcript lengths vary between 5 and 10 pages.

3.4 Research methods and choice of interview instrument

Although several interview checklist instruments have been devised to obtain reports on the influence of teaching portfolios on the development of educators, there have been as far as it could be ascertained, only instruments designed overseas to determine such an influence (Berg, 1999:183). As a result of a peculiar situation at public and independent schools in South Africa, not a single one of these instruments was suitable and appropriate for use in the investigation in question. The researcher then decided to self-develop a distinctive interview schedule, based on literature review in both Chapters 1 and 2, which could be used to measure the influence that teaching portfolios can have in the professional development of educators within the context of South Africa. The researcher bore in mind that teaching portfolios are not yet mandated as a form of self-evaluation and assessment of efficiency and effectiveness in the classroom.

Personal visits to primary and secondary schools in the townships and on farms were made, during which the serving school educators were interviewed. Prior to the interviews the participating school educators were provided with an interview protocol, with a list of questions such based on their:

- personal beliefs about teaching;
- knowledge of their learning area discipline;
- learning area development, organisation and planning;
- broad teaching skills;
- evaluation and feedback to learners; and
- educator-learner rapport.

In a directed interview, the interviewer is able to change the order, add additional questions, omit some questions, or change the terminology, if necessary, during
the interview (Muhr, 2000:12). Although the interviews were based on this protocol, modifications to the questions were made to suit the interests of the person being interviewed as well as those of the interviewer (Harrison & Shirom 1998:88). Twenty-four school educators were interviewed.

All of the interviews were fully transcribed. The database is stored in cassette tapes and a set of 24 volumes of hard copy formats.

Having perused the database, it became evident that there were significant amounts of information which would contribute to this study.

3.5 Description of population and sample
All school educators serving in the Gauteng Department of Education were considered as the study target population. The Gauteng Department of Education has 2411 educators in both primary and secondary schools. It would take years on end and would have been financially unviable to personally visit and interview all these educators. After consultation with the study supervisor, the researcher decided to limit the study population to 24 school educators (N=24) serving on post level one who were randomly selected from 17 primary and 11 secondary schools in the Sedibeng East, Sedibeng West and Johannesburg South Districts of the Gauteng Province. Of these educators, 17 were from township schools and 7 from farm schools.

3.6 Method of random sampling
Samples like cluster and random sampling were considered for use in this investigation. After careful consideration of the advantages and disadvantages of each of these methods, the researcher decided on random sampling. The respondents were from the random sample which consisted of school educators from township and farm schools in Sedibeng East, Sedibeng South and Johannesburg South districts, previously known as the Vaal Triangle.
3.7 Random sample size
A total of 24 school educators (N=24) from 17 township (N=17) and 7 farm (N=7) schools participated in the survey. This sample included participants from both primary and secondary schools.

3.8 Design of the interview research
Kvale (1996:88) identifies thematising, designing, interviewing, transcribing, analysing, verifying, and reporting as the different stages of interview research progresses. The interviews of this study were conducted as follows:

3.8.1 Thematising
The aim of this study was to highlight the influence of teaching portfolios on the development of educators. The information that educators shared will help to provide an understanding of their:

- personal beliefs about teaching;
- knowledge of learning area discipline;
- learning area development, organisation and planning;
- broad teaching skills;
- evaluation and feedback to learners; and
- educator-learner rapport.

3.8.2 Designing
The interview questions were first piloted on two school educators to check whether the language used in constructing the questionnaire was clear and had no ambiguities. The results of the pilot study revealed the necessity for slight modifications for the final draft. Approval from the relevant district offices of the Gauteng Department of Education was obtained to conduct interviews with 24 school educators. Interviews were conducted with the permission of school educators after prior appointments had been made. Personal briefings and guidelines were made to ensure as far as possible standardised administration of the interview checklists and to secure respondents’ guarantee of confidentiality.
Structured questions were asked from which responses were sought from interviewees. The number of responses and duration of each question was left to the discretion of the interviewees.

Cassette tapes were used to gather data on the influence of teaching portfolios on the development of educators. The interviewer took between 30 minutes to an hour with each respondent. Some interviewees had the tendency to deviate from the questions asked which forced the interviewer to rephrase the questions. Some gave one answer to each question while others provided more ideas on each question asked, some including responses to questions which were to be asked later. Drafts were written based on the concepts of the research topic which emanated from the review of literature chapters 1 and 2. The questions were sub-divided into:

- **Personal beliefs about teaching.** In this section respondents were required to describe:
  - the five most important things new educators in their learning area disciplines should know to be effective educators;
  - the five most important things they should be able to do;
  - their attitude toward teaching; the amount of influence they have on their learners;
  - the extent to which they design their learning areas to minimise or maximise the influence they have on their learners; and
  - what they would most like their learners to remember about them as educators, 10 years from then (see Appendix A).

- **Knowledge of learning area discipline.** In this section respondents were required to describe:
  - how they would judge their content mastery in the learning area they teach at present;
o if they are abreast with the latest developments in their field of expertise;
o the way they have tried to stay current in their field; whether they are acquainted with the ideas and findings of other scholars in the same field as themselves; and
o how their school colleagues appraise their knowledge of their learning discipline (see Appendix A).

- **Learning area development, organisation and planning.** In this section respondents were required to describe:
  o how they have been directly involved in the learning area development;
  o if they are abreast of new requirements of South African Qualification Authority, the National Qualification Framework;
  o whether they are abreast of the new developments, i.e. if they have written a learning area catalogue and familiar with interim registration procedures, Outcomes Based Education modularisation, and their intention to acquaint themselves with the above;
  o their involvement in co-operative efforts aimed at gaining knowledge of the new requirements as stipulated by the National Qualification Framework, South African Qualification Authority, and what they have learnt on a deep level;
  o if the learning materials are current;
  o their representation of the best work in the field;
  o their adequacy and appropriateness in their learning area goals;
  o their superficial or a thoroughness in the representation of learning area content;
  o their use of various learning material/print based materials;
  o their development and presentations so they are well-planned and organised;
o the last time they revised their approach to a particular learning area and why;
o the changing of methods to meet new classroom situations and increase learners' learning;
o the seeking of feedback about teaching quality; and
o the one thing they want their learners to learn (see Appendix A).

- **Broad teaching skills.** In this section respondents were required to describe:
o within their discipline, which area they regard as their strongest and weakest;
o the teaching method they make most effective use of;
o if they have been able to make the transition to Outcomes Based Education and the facilitation of learning;
o their development of critical skills in their learners;
o their explaining allowing learners to discover difficult concepts;
o the stimulation of learners' curiosity;
o the activities which take place in their classroom and why;
o the overall rating of their teaching performance in the past year and the comparison with the previous three years and why;
o if their colleagues visited their classes; how did they feel about that;
o if there is one or two members of the school with whom they would likely be able to discuss their classroom success and failures;
o their involvement in cooperative efforts aimed at upgrading teaching quality;
o the one thing they would like to change about their teaching; and
o if they have taken steps to bring this change about (see Appendix A).

- **Evaluation and feedback to learners.** In this section respondents are required to describe:
o the level of intellectual performance achieved by their learners;
o the kind of work they grade as A, B, or C;
o the importance of the grades;
o if they make use of continuous assessment, and the application of various assessment techniques, e.g. peer assessment, self-assessment, portfolio assessment, in the South African context;
o how adequate do assessment practices represent the kinds of learners' performance specified in the learning area outcomes;
o how they inform their learners of their performance; and
o the way they deal with learners tests and assignments (see Appendix A).

- **Educator-learner rapport.** In this section the respondents were required to describe:
o the feeling between them and their learners;
o the atmosphere in their classroom;
o the way they encourage relevant learners' involvement in the class;
o the encouragement of learners to seek their help when necessary;
o if they perceive themselves as tolerant of learners views even if they are different from theirs;
o the kind of learners they most enjoy teaching; and
o the kind learners who bother them (see Appendix A).

- **General.** In this section respondents were required to say if they have mentors and the meaning of their relationship with them (see Appendix A).

The items used to construct the preliminary interview questions were based on items identified in the literature study. These items were used to construct the first draft. Items, which were ambiguous and overlapped, were eliminated.

3.8.3 **Interviewing**
A structured set of questions was designed for use during personal interviews. With the permission of those being interviewed, the interviews were taped. All of
the interviews were based on the pre-developed questions; however, the interviewer probed the responses and asked for clarification when needed. The researcher met and applied the following criteria for interviewers as prescribed by Kvale (1996:138).

- Knowledgeable: The interviewer has extensive knowledge of the interview theme.
- Structuring: The researcher introduces the purpose of the interview, outlines the procedure in passing, and rounds off the interview by, for example, briefly telling what was learned in the course of the conversation.
- Clear: The interviewer poses clear, simple, easy, and short questions; speaks distinctly and understandably. She/he does not use academic language or professional jargon.
- Gentle: The interviewer allows the subjects to finish what they are saying and lets them proceed at their own rate of thinking and speaking.
- Sensitive: The interviewer listens actively to the content of what is said, and hears the many nuances of meaning in an answer.
- Open: Interviewer hears which aspects of the interview topic are important for the interviewee.
- Steering: Interviewer knows what he or she wants to find out: is familiar with the purpose of the interview.
- Critical: Interviewer does not take everything that is said at face value, but questions critically to test the reliability and validity of what the interviewees says.
- Remembering: Interviewer retains what a subject has said during the interview, can recall earlier statements and ask to have them elaborated.
- Interpreting: Interviewer manages throughout the interview to clarify and extend the meanings of the interview statements.
The interviewer succeeded in implementing all of the above prescriptions because of the thorough practice she engaged in before conducting the interviews.

3.8.4 Transcribing
The interview transcription began the interpretative process. The oral interviews were transcribed into written text. All transcriptions were completed by the same transcriber, that is, the researcher in the case of this study, and ensured that the same procedures were used for all interviews. The transcripts were prepared verbatim and with no editing.

3.8.5 Analysing
Data from the interviews were stored on cassette tapes and hard copy. The researcher followed Miles and Huberman’s (1994:80) suggested approach by looking at the text, “trying out coding categories on it, then moving on to identify themes and trends, and then to testing hunches and findings, aiming first to delineate the 'deep structure' and then to integrate the data into an exploratory framework” Data are displayed in narrative form in Chapter 4.

3.8.6 Verifying
The issue of validity was addressed by crafting the interview questions to answer the research questions. Patton (1982:329) states that there are basically two kinds of triangulation that contribute to verification and validation of qualitative analysis:
- checking out the consistency of findings generated by different data collection methods; and
- checking out the consistency of different data sources within the same method.

3.9 Reporting
The findings of the study are communicated in a narrative form in Chapter 4.
3.10 The construction of the interview checklist

The interview schedule was self-developed by the researcher with the literature review data collected in Chapters 1 and 2. The first draft questionnaire comprised of 317 items developed from the literature study. After consultation with the study supervisor, it was necessary to reduce these items to 55 items because of some responses which overlapped and were ambiguous.

To meet the objectives of this study, the researcher used findings from the literature review in Chapters 1 and 2 to develop the interview checklist items that will help this study provide answers on the long-term influence of teaching portfolios on the professional development of educators. The items were based on educators':

- personal beliefs about teaching;
- knowledge of discipline;
- learning area development, organisation and planning;
- broad teaching skills;
- evaluation and feedback to learners;
- evaluation and feedback to learners; and
- educator-learner rapport.

The final interview check list entailed the following tables:

- **Personal beliefs about teaching**: It was necessary to find out from the participants of this study what the most important things new educators in their learning area should know to be effective educators; what are the most important things they should be able to do in their teaching; how would they describe their attitude toward teaching; whether it has changed in recent years and in what way; how they feel about the amount of influence they have on their learners; the extent to which they design their learning areas to minimise or maximise their influence on learners; and what they would most like their learners to remember about them as
educators, 10 years from the date of the interviews and they had to give a reason for this last answer of this section.

- **Knowledge of discipline:**
  It was necessary to find out how participants would judge their content mastery in the learning area they teach at present; if they are abreast with the latest developments in the field; the way they have tried to stay current in their fields; their acquaintance with the ideas and findings of other scholars in their fields; and how their colleagues would appraise their knowledge of their discipline.

- **Learning area development, organisation and planning**
  It was necessary to investigate if the participants have been directly involved in learning area development; whether they are abreast of the new requirements of South African Qualification Authority, and the National Qualification Framework; if they have been involved in cooperative efforts aimed at gaining knowledge of the new requirements as stipulated by the National Qualification Framework, South African Qualification Authority; on a deep level, what they have learnt; if their learning materials are current and representative of the best work in the learning field; if they are adequate and appropriate to learning area goals; if they are superficial or a thorough representation of learning are content; if they use a variety of learning area materials/print based materials; how they develop lesson presentations so they are well-planned and organised; when last did they revise their teaching approach to a particular learning area and the reason for revising their teaching approach; if they change methods to meet new classroom situations and increase learner learning; if they seek feedback about teaching quality; and what is the one thing they most want their learners to learn.

- **Broad teaching skills.** It was necessary to investigate within the participants' teaching discipline, which area they regard as their strongest
and/or weakest; which teaching method did they make most effective use of; if they have been able to make the transition to Outcomes Based Education and the facilitation of learning; how did they develop critical thinking skills in their learners; how did they explain/allow learners to discover difficult concepts; how did they stimulate learner curiosity; and what activities take place in their classrooms and why; overall, how did they rate their teaching performance in the past year; how do they compare with previous (three) years and why; If some of their colleagues visited their classes; how would they feel about that; are there one or two members of the school with whom they are likely to discuss their classroom successes and failures; have they been involved in cooperative efforts aimed at upgrading teaching quality; what is the one thing they would most like to change about their teaching; and if they have taken any steps to bring about that change.

- **Evaluation and feedback to learners.** It was necessary to investigate what the level of intellectual performance achieved by their learners are; what kind of work do they grade as an A, B, or C; how important grades are; in the South African context: do they make use of continuous assessment; do they apply various assessment techniques, e.g. peer assessment, self-assessment and portfolio assessment etc.; how adequate do assessment practices represent the kinds of learner performance specified in the course outcomes; how do they inform learners of their performance; in what way do they deal with learner tests and assignments?

- **Educator-learner rapport**

It was necessary to investigate how they would describe the feeling between them and their learners; how they would describe the atmosphere in their classrooms; in what way would they encourage relevant learner involvement in their classes; how would they encourage learners to seek their help when necessary; if they perceive themselves as tolerant of their learner views even
if they are different from theirs; what kind of learner do they most enjoy

teaching; and what kind of learner bother them.

3.11 Analysis
The researcher recorded the responses from a tape recorder when educators
responded orally.

3.12 Conclusion
This chapter described the research methodology employed during this study, as
well as the design of the study, nature of the database, the learning area
selection, data collection and the method of analysis.

The next chapter provides the analysis and interpretation of data collected during
empirical research.
3.1 Introduction

This chapter presents the research methodology employed during this study.

3.2 Design of the study

Qualitative research methodology was used in this study. Miles and Huberman (1994:10) note that one of the major features of qualitative research is that it focuses on naturally occurring, ordinary events in natural settings so that researchers are able to develop robust conceptualisations of what "real life" is like. They further note the richness and holism of such data, which provides strong potential for revealing complexity, since such data provide "thick descriptions" that are vivid, nested in real context, and have a ring of truth that has a strong impact on the reader.

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- Their personal beliefs of educators on post level one;
- The extent of their knowledge about the learning areas they teach;
- The involvement of these educators in the development, organisation and planning of their learning areas;
- The extent of broad teaching skills these educators possess?
- The ways in which these educators evaluate and give feedback to their learners;
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on the basis of the literature review and empirical research make recommendations for a mandated teaching portfolio for all educators in South Africa.

The answers to these questions will help this research to:

- investigate how these educators self-reflect and self-evaluate on their teaching practice; and
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- what the personal beliefs of educators on post level are;
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- if they are involved in learning area development, organisation and planning;
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- how they evaluate and give feedback to learners;
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A total of 24 school educators (N=24) from 17 township (N=17) and 7 farm (N=7) schools participated in the survey. This sample included participants from both primary and secondary schools.

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Kvale (1996:88) identifies thematising, designing, interviewing, transcribing, analysing, verifying, and reporting as the different stages of interview research progresses. The interviews of this study were conducted as follows:

3.8.1 **Thematising**

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- **Personal beliefs about teaching.** In this section respondents were required to describe:
  - the five most important things new educators in their learning area disciplines should know to be effective educators;
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  - their attitude toward teaching; the amount of influence they have on their learners;
  - the extent to which they design their learning areas to minimise or maximise the influence they have on their learners; and
  - what they would most like their learners to remember about them as educators, 10 years from then (see Appendix A).

- **Knowledge of learning area discipline.** In this section respondents were required to describe:
  - how they would judge their content mastery in the learning area they teach at present;
o if they are abreast with the latest developments in their field of expertise;
o the way they have tried to stay current in their field; whether they are acquainted with the ideas and findings of other scholars in the same field as themselves; and
o how their school colleagues appraise their knowledge of their learning discipline (see Appendix A).

• **Learning area development, organisation and planning.** In this section respondents were required to describe:
o how they have been directly involved in the learning area development;
o if they are abreast of new requirements of South African Qualification Authority, the National Qualification Framework;
o whether they are abreast of the new developments, i.e. if they have written a learning area catalogue and familiar with interim registration procedures, Outcomes Based Education modularisation, and their intention to acquaint themselves with the above;
o their involvement in co-operative efforts aimed at gaining knowledge of the new requirements as stipulated by the National Qualification Framework, South African Qualification Authority, and what they have learnt on a deep level;
o if the learning materials are current;
o their representation of the best work in the field;
o their adequacy and appropriateness in their learning area goals;
o their superficial or a thoroughness in the representation of learning area content;
o their use of various learning material/print based materials;
o their development and presentations so they are well-planned and organised;
o the last time they revised their approach to a particular learning area and why;
o the changing of methods to meet new classroom situations and increase learners' learning;
o the seeking of feedback about teaching quality; and
o the one thing they want their learners to learn (see Appendix A).

• **Broad teaching skills.** In this section respondents were required to describe:
o within their discipline, which area they regard as their strongest and weakest;
o the teaching method they make most effective use of;
o if they have been able to make the transition to Outcomes Based Education and the facilitation of learning;
o their development of critical skills in their learners;
o their explaining allowing learners to discover difficult concepts;
o the stimulation of learners' curiosity;
o the activities which take place in their classroom and why;
o the overall rating of their teaching performance in the past year and the comparison with the previous three years and why;
o if their colleagues visited their classes; how did they feel about that;
o if there is one or two members of the school with whom they would likely be able to discuss their classroom success and failures;
o their involvement in cooperative efforts aimed at upgrading teaching quality;
o the one thing they would like to change about their teaching; and
o if they have taken steps to bring this change about (see Appendix A).

• **Evaluation and feedback to learners.** In this section respondents are required to describe:
o the level of intellectual performance achieved by their learners;
the kind of work they grade as A, B, or C;
- the importance of the grades;
- if they make use of continuous assessment, and the application of various assessment techniques, e.g. peer assessment, self-assessment, portfolio assessment, in the South African context;
- how adequate do assessment practices represent the kinds of learners' performance specified in the learning area outcomes;
- how they inform their learners of their performance; and
- the way they deal with learners tests and assignments (see Appendix A).

- **Educator-learner rapport.** In this section the respondents were required to describe:
  - the feeling between them and their learners;
  - the atmosphere in their classroom;
  - the way they encourage relevant learners' involvement in the class;
  - the encouragement of learners to seek their help when necessary;
  - if they perceive themselves as tolerant of learners views even if they are different from theirs;
  - the kind of learners they most enjoy teaching; and
  - the kind learners who bother them (see Appendix A).

- **General.** In this section respondents were required to say if they have mentors and the meaning of their relationship with them (see Appendix A).

The items used to construct the preliminary interview questions were based on items identified in the literature study. These items were used to construct the first draft. Items, which were ambiguous and overlapped, were eliminated.

**3.8.3 Interviewing**

A structured set of questions was designed for use during personal interviews. With the permission of those being interviewed, the interviews were taped. All of
the interviews were based on the pre-developed questions; however, the interviewer probed the responses and asked for clarification when needed. The researcher met and applied the following criteria for interviewers as prescribed by Kvale (1996:138).

- Knowledgeable: The interviewer has extensive knowledge of the interview theme.
- Structuring: The researcher introduces the purpose of the interview, outlines the procedure in passing, and rounds off the interview by, for example, briefly telling what was learned in the course of the conversation.
- Clear: The interviewer poses clear, simple, easy, and short questions; speaks distinctly and understandably. She/he does not use academic language or professional jargon.
- Gentle: The interviewer allows the subjects to finish what they are saying and lets them proceed at their own rate of thinking and speaking.
- Sensitive: The interviewer listens actively to the content of what is said, and hears the many nuances of meaning in an answer.
- Open: Interviewer hears which aspects of the interview topic are important for the interviewee.
- Steering: Interviewer knows what he or she wants to find out: is familiar with the purpose of the interview.
- Critical: Interviewer does not take everything that is said at face value, but questions critically to test the reliability and validity of what the interviewees says.
- Remembering: Interviewer retains what a subject has said during the interview, can recall earlier statements and ask to have them elaborated.
- Interpreting: Interviewer manages throughout the interview to clarify and extend the meanings of the interview statements.
The interviewer succeeded in implementing all of the above prescriptions because of the thorough practice she engaged in before conducting the interviews.

3.8.4 Transcribing
The interview transcription began the interpretative process. The oral interviews were transcribed into written text. All transcriptions were completed by the same transcriber, that is, the researcher in the case of this study, and ensured that the same procedures were used for all interviews. The transcripts were prepared verbatim and with no editing.

3.8.5 Analysing
Data from the interviews were stored on cassette tapes and hard copy. The researcher followed Miles and Huberman's (1994:80) suggested approach by looking at the text, “trying out coding categories on it, then moving on to identify themes and trends, and then to testing hunches and findings, aiming first to delineate the 'deep structure' and then to integrate the data into an exploratory framework” Data are displayed in narrative form in Chapter 4.

3.8.6 Verifying
The issue of validity was addressed by crafting the interview questions to answer the research questions. Patton (1982:329) states that there are basically two kinds of triangulation that contribute to verification and validation of qualitative analysis:

- checking out the consistency of findings generated by different data collection methods; and
- checking out the consistency of different data sources within the same method.

3.9 Reporting
The findings of the study are communicated in a narrative form in Chapter 4.
3.10 The construction of the interview checklist

The interview schedule was self-developed by the researcher with the literature review data collected in Chapters 1 and 2. The first draft questionnaire comprised of 317 items developed from the literature study. After consultation with the study supervisor, it was necessary to reduce these items to 55 items because of some responses which overlapped and were ambiguous.

To meet the objectives of this study, the researcher used findings from the literature review in Chapters 1 and 2 to develop the interview checklist items that will help this study provide answers on the long-term influence of teaching portfolios on the professional development of educators. The items were based on educators':

- personal beliefs about teaching;
- knowledge of discipline;
- learning area development, organisation and planning;
- broad teaching skills;
- evaluation and feedback to learners;
- evaluation and feedback to learners; and
- educator-learner rapport.

The final interview checklist entailed the following tables:

- **Personal beliefs about teaching**: It was necessary to find out from the participants of this study what the most important things new educators in their learning area should know to be effective educators; what are the most important things they should be able to do in their teaching; how would they describe their attitude toward teaching; whether it has changed in recent years and in what way; how they feel about the amount of influence they have on their learners; the extent to which they design their learning areas to minimise or maximise their influence on learners; and what they would most like their learners to remember about them as
educators, 10 years from the date of the interviews and they had to give a reason for this last answer of this section.

- **Knowledge of discipline:**
  It was necessary to find out how participants would judge their content mastery in the learning area they teach at present; if they are abreast with the latest developments in the field; the way they have tried to stay current in their fields; their acquaintance with the ideas and findings of other scholars in their fields; and how their colleagues would appraise their knowledge of their discipline.

- **Learning area development, organisation and planning**
  It was necessary to investigate if the participants have been directly involved in learning area development; whether they are abreast of the new requirements of South African Qualification Authority, and the National Qualification Framework; if they have been involved in cooperative efforts aimed at gaining knowledge of the new requirements as stipulated by the National Qualification Framework, South African Qualification Authority; on a deep level, what they have learnt; if their learning materials are current and representative of the best work in the learning field; if they are adequate and appropriate to learning area goals; if they use a variety of learning area materials/print based materials; how they develop lesson presentations so they are well-planned and organised; when last did they revise their teaching approach to a particular learning area and the reason for revising their teaching approach; if they change methods to meet new classroom situations and increase learner learning; if they seek feedback about teaching quality; and what is the one thing they most want their learners to learn.

- **Broad teaching skills.** It was necessary to investigate within the participants' teaching discipline, which area they regard as their strongest
and/or weakest; which teaching method did they make most effective use of; if they have been able to make the transition to Outcomes Based Education and the facilitation of learning; how did they develop critical thinking skills in their learners; how did they explain/allow learners to discover difficult concepts; how did they stimulate learner curiosity; and what activities take place in their classrooms and why; overall, how did they rate their teaching performance in the past year; how do they compare with previous (three) years and why; If some of their colleagues visited their classes; how would they feel about that; are there one or two members of the school with whom they are likely to discuss their classroom successes and failures; have they been involved in cooperative efforts aimed at upgrading teaching quality; what is the one thing they would most like to change about their teaching; and if they have taken any steps to bring about that change.

- **Evaluation and feedback to learners.** It was necessary to investigate what the level of intellectual performance achieved by their learners are; what kind of work do they grade as an A, B, or C; how important grades are; in the South African context: do they make use of continuous assessment; do they apply various assessment techniques, e.g. peer assessment, self-assessment and portfolio assessment etc.; how adequate do assessment practices represent the kinds of learner performance specified in the course outcomes; how do they inform learners of their performance; in what way do they deal with learner tests and assignments?

- **Educator-learner rapport**

It was necessary to investigate how they would describe the feeling between them and their learners; how they would describe the atmosphere in their classrooms; in what way would they encourage relevant learner involvement in their classes; how would they encourage learners to seek their help when necessary; if they perceive themselves as tolerant of their learner views even
if they are different from theirs; what kind of learner do they most enjoy teaching; and what kind of learner bother them.

3.11 Analysis
The researcher recorded the responses from a tape recorder when educators responded orally.

3.12 Conclusion
This chapter described the research methodology employed during this study, as well as the design of the study, nature of the database, the learning area selection, data collection and the method of analysis.

The next chapter provides the analysis and interpretation of data collected during empirical research.
Chapter 4

Analysis and interpretation of the empirical research results

4.1 Introduction

The aim of this research was to investigate what the personal beliefs of educators on post level one are; what the knowledge of their learning area disciplines are; if they are involved in learning area development, organisation and planning; what their broad teaching skills are; how they evaluate and give feedback to their learners; the educator-learner rapport; and make recommendations for schools to introduce teaching portfolios as tools for educator professional development.

This chapter contains an analysis of the data received from the interviews conducted with educators serving in schools in the Vaal Triangle area. The transcripts were prepared verbatim and with no editing (see paragraph 3.8.4).

4.2 Results of the research

This section provides the answers the participants presented on the questions of this research which investigated how educators self-reflect and self-evaluate on their teaching practice; and on the basis of their responses make recommendations for a mandated teaching portfolio for all educators in order to document and promote self-evaluation and self-reflection in teaching.

4.2.1 Information on the personal beliefs of respondents

This question probed the important things educators should know in their disciplines to be effective instructors; the most important thing they should be able to do; description of their attitude toward teaching and whether it has changed in recent years and in what ways; how they feel about the amount of influence they have on their learners; to what extent do they design their courses
to minimise or maximise this influence; and what would they like their learners to remember about them as educators.

4.2.1.1 Responses of the interviewees

- The teaching of learners should come first in whatever they do;
- Parents and learners should always be involved in the planning of a school subject;
- Educators must accept failure and be prepared to move forward through their mistakes and should remain focused,
- Educators should do research for new information and be actively involved in order to become empowered.
- Educators should have good class management skills accompanied by concern and care for learners,
- A good educator will show his affection and interest in the welfare of his learners by not allowing them to do as they please, but oppose them when necessary, they should maintain their dignity as educators and as a person.
- An educator is an approachable individual and a friend to pupils, while at the same time being their superior, they should be consistent in the application of discipline, be just and fair in dealing with misconduct and never allow your emotions to get out of hand, they should be well prepared for each lesson, that is a teacher who knows his subject and teaching methods well, can keep his pupils interested and actively involved in the lesson, they should be firm when giving out instructions.
- Educators should be dedicated when dealing with learners during lessons, be thoroughly prepared and always be punctual.
- New educators should know the subject policy and do the assessment from time to time, they should have self-discipline, self-control and should not forget that teaching is a calling, they should teach to the best of their ability and set extra-mural activities to keep learners fit and be part of the community they work in, educators should know their schools mission statement and policies, and love their work, new educators should know more about class
management, time management and be able to go the extra-mile, they should be approachable, ensure fairness and take control of every situation.

- New educators should consider the level of their learners and should be willing to learn and be honest, should make the education of learners a priority, new educators should know their job description and be prepared to take initiative, new educators should have knowledge of the curriculum and importance of extra-mural activities because learners come first, learners are capable beings and educators should be willing to support learners to bring about change, they should be able to create a healthy environment suitable for themselves and their learners.

- Male educators should not become involved with female learners, they also should not discriminate against learners especially those with learning problems and disabilities, they must know that learners are individuals and must be treated differently, learners should be understood holistically before judging them, educators should know that corporal punishment should be abolished. New educators should also know about the different methodologies and principles characterising Outcomes Based Education, they should know that working as a team bears good results and must not stop searching for new information, maintain professional distance with their learners and be able to keep their promises, no learner should be given a nickname, learners should also be given regular feedback of tests and assignments that they have completed.

- New educators should have vision, loyalty, trustworthiness, be friendly and approachable, dedicated and self-disciplined, educators must accept failure and be prepared to move forward through their mistakes, therefore they should stay focused, they should ensure that their outcomes are achieved, portability-the method for gathering evidence must be appropriate to the context, reliability-this means every educator would reach the same conclusion about a personal achievement of particular outcome, fairness-
assessment is fair if it does not disadvantage particular candidates on equal terms and support learning.

- New educators should be aware of the school conduct and respect, obey the management team, therefore they should honour their periods, and new educators should also be researchers, assess learners, involve parents and learn to participate in different committees.
- Respondents reported that a good educator should be a creative thinker, maintain a positive mental attitude by being exposed to more reading and be ready to take on more challenges, respect authorities by adhering to the expected norms and values, build healthy relationships with their colleagues and authority, they should always control and keep registers up to date, control stationary and stock registers and understand that each of their learners are unique.
- Educators should be responsible for everything that happens within the school premises, they should identify their strengths and weaknesses, they should be able to identify learners problematic areas and provide remedial work by accommodating all learning stylist, they should try to praise their learners from time to time after good performances of individual learners or groups, educators should not leave classes unsupervised.
- New educators should know that the educator’s rights should not be violated, they should be at school at all times, they should prepare learners profiles and portfolios, and they should fill in different assessment forms.
- Respondents describe their attitude towards teaching as an exciting experience to apply ones mind by adapting creative ways of imparting knowledge to learners, educators often remain positive because of their love of their profession and that of the learners, intense in-service training can be done to groom ones teaching practices, teachers are required to be constantly alert and remain enthusiastic about their careers while striving for excellence, they consider the education profession as a calling and are required to do their best for the learners to achieve and develop new skills.
and knowledge, through the process of in-service training they become positive and confident after learning new ways of teaching, some educators described teaching as a negative experience that is changing and sometimes distracting because they don’t have common outcomes, for some it has become negative after the introduction of Outcomes Based Education, their attitudes are negative because their occupation has become very demanding, some educators claim that they are not paid market related salaries, some educators are motivated while others remain negative.

- Respondents reported how teaching has changed in recent years through the introduction of the Outcomes Based Education (OBE) approach that has its own challenges of new systems of learner orientation which is activity based, some respondents think teaching has not changed, for others it has changed and is painful and difficult to undo what one has been doing for many years, the Outcomes Based Education approach to teaching and learning has caused some educators to fell threatened about their jobs, learners come up with their prior knowledge, there has been drastic changes since the introduction of Outcomes Based Education.

- Teaching has changed in recent years, in the past there was a measure of respect that was given to educators, educators had status in the society. They were not expected to do a lot of paperwork, now educators are expected not only to facilitate learning but also to do administration work and design learning programmes, educators also have to attend workshops and learning areas; the previous education system was theory based as compared to the activity based Outcomes Based Education approach to teaching; teaching has changed because teachers are no longer committed, dedicated and self-disciplined, in some instances learners are also no longer interested in learning instead they indulge in drugs and crime; teaching has changed because some teachers feel like resigning resulting from these changes.

- The respondents reported how they feel about the amount of influence they have on their learning areas, some educators confessed that they are too lenient and have a soft spot for kids. The lesson plan designed could be a
good example because they noticed that when an educator is not at school there is no legacy that is left. The next educator will struggle and have to start again from nowhere to build confidence and trust between teacher and learner. The lesson plan is designed to cover the whole term. They will remember their teaching styles, techniques and methods which are relevant to real life situations.

- They also reported that their influence is positive and they feel confident about the influence they have over their teaching practices, learners achieve their targeted outcomes, reading, listening and speaking, learners always practice what they preach especially culturally.

- Some educators feel they have some degree of influence but not enough technical knowledge, learners aspire to be like the people they see in the media, this sometimes have negative results, they end up using the wrong means to achieve their goals.

- They feel that learners as well as their own kids are eager to learn and are also interested in education because they constantly motivate and encourage them to work hard to obtain their goals, and that their learners regard them as their parents.

- They feel adequately equipped because they have enough time to attend workshops regularly, learners become critical thinkers and are not easily influenced by them, they make their own decisions.

- The respondents reported how they design their teaching material to minimise or maximise this influence.

- They reported that teaching material fits perfectly into their schedule because they always want to feel comfortable about their job, for Grade 12 learners they normally use the question and answer method, group discussion are encouraged and learners are urged to go out and find information on their own so in that way they can become independent thinkers and use their creativity.

- They reported that they design teaching to such an extent that the scholars are well equipped with all the information that they need.
• Educators design their lesson and teaching material to be the best possible standard and sometimes consult colleagues whenever they experience problems.

• The educators reported that they design their material according to the content of that particular day. They get most books from different publishers and check which one would suit learners' needs and make copies.

• They reported that they buy flash cards; they also begin their reading with cards and make models with learners. Educators reported that they try to inspire their learners by including them in the learning process, they interact with other educators from neighbouring schools on common interests.

• Teaching material is designed in such a way that it suits specific requirements of each subject. Educators reported that they always modify lessons to be appropriate to their learners' real life situation so that it fits perfectly into their schedule.

• Teaching material is designed in consideration of their learner's needs, interest hobbies and abilities. Sometimes it's rare to design teaching material because the ratio is 1:50.

• They reported that they always maintain positive attitude towards life and contribute positively to their community.

• That they were always there for their learners when they needed them and they wanted them to remember them as educators who were eager to teach so that learners become responsible citizens.

• It is important for learners to remember them as educators and mentors, to remember the advice they were given and the kind of discipline they always tried to instill in them as well as setting goals for learners and working together towards achieving the vision of the school. The main aim for this type of guidance is that learners can implement some of these good characteristics in their adult lives.

• They should remember that their educators were always their advisors, builder of characters and parents; they should know the "golden rule" that states that the "future is not what we are waiting for, but what each and every
individual should build for himself/herself; they should remember that their educators are the initiators of their professions; the things they should remember, although the choice lies with them, are that they have to build their reputation to be better parents.

- They should remember the way their educators helped to shape their lives for the future, because they want to see them being someone or doing something for themselves; the things that they taught them is what careers to choose.

- They should remember that their educators loved them, understood them, and were dedicated to them; that they were happy and tolerant; and that they were committed, that they were not ignorant and; that they were well disciplined, they were caring and loving educators who had a sense of belonging, that they were open and providing assistance; that they should remember what they were taught whilst attending school and apply that knowledge to their lives.

- Learners should remember that their educators are masters of their subjects, role models and that they are committed, have been able to solve their problems and have handled very difficult situations and came out tops; learners should remember that their educators cared and wanted them to realise that each one is unique and special. They would remember the lifelong skills, values and attitude that they have, prepared to be problem solvers, managers are reliable and flexible enough to allow for expanded opportunities.

4.2.2 Knowledge of discipline

This question probed the important things educators should know when judging their content mastery in the learning area they teach at present and if they are abreast with the latest developments in their field of expertise; and in what way have they tried to stay current in their field; whether they are acquainted with the ideas and findings of other scholars in the field; and how would their school colleagues appraise their knowledge of their discipline.
4.2.2.1 Responses of the interviewees

They said that they find it very challenging because there are developments daily that encourage them to adapt to change and learn a lot, that they manage to help many who have problems of understanding in their discipline, and also provide them with counselling.

They said that the participation of learners interest indicated that they are excelling in their work. They are abreast of new developments in their fields so as to be informed of any changes and new developments. By attending departmental workshops, inviting non-governmental organisations and other inter-dependant linked structures who are relevant to their work.

They also honestly reported that they are still learning the Outcomes Based Education system. Some said that their content mastery is superb because the learning area was thought to be so difficult, but they are coping and enjoying their work at present. They see the learning areas that they teach as achievers because of their style of teaching although they are still perfecting their trade.

They find the mastery of content very challenging and exciting due to the diversity of culture in South Africa. Some Educators reported that they are abreast with the content in the learning area, because they are educators who continue to develop new knowledge and find it so exciting.

Respondent reported that although workshops are attended now and then, especially in life orientation, there are some documents that are not clear or up to date because facilitators are not clear on the matters of Outcomes Based Education.

They said that in order to be abreast with the latest development in the field they have to attend seminars and read about other methods to be informed.
They are willing to remain abreast and continue to develop in order to keep up with the ever-changing times.

Respondents reported the way they tried to stay current in their field. They also sought information from other schools, especially model C because they are fully equipped, and by reading Outcomes Based Education material every month, by being patient, adaptable and supportive, by staying current in the field and plan beforehand, rehearse the learning matter, evaluate their work on regular basis, by improving their qualifications, and attending meetings.

Respondents reported their acquaintance with the ideas and findings of other scholars in the field. Some reported not yet acquainted whilst others said that they were not sure. The respondents reported how their colleagues would appraise their knowledge of their discipline.

They would appraise their knowledge of their discipline by introducing Developmental Appraisal System (DAS), by introducing new approaches, by monitoring the progress of their learners, by asking how they manage their learners, principal and colleagues.

4.2.3 Information on learning area development, organisation and planning
This question probed if educators have been directly involved in learning development, and if they are abreast of the new requirements of South African Qualification Authority (SAQA), the National Qualification Framework (NQF); and also if they are abreast of the new developments, i.e. if they have written a learning area catalogues, and are familiar with the interim registration procedures of course current material; if they adequately represent the best work in the field; are they appropriate to learning area goals and superficial or thorough representation of learning area content; if they use a variety of learning area materials/print based materials; how they develop presentations so that they are well-planned and organised; and the last time they revised their approach to a
particular learning area and why; and if they change methods to meet classroom situations and increase learners learning, seeking feedback about teaching quality; and the one thing they want their learners to learn.

4.2.3.1 The responses of the interviewees

- They helped to develop other schools to produce better results in Grade 12 at the end of the year, designed a common lesson plan for question papers for Grade 7 at a cluster in District D2.

- The educators reported that they are not abreast of the new development nor written a learning area catalogue, they are not familiar with the interim procedures, but they are familiar with Outcomes Based Education, modularisation.

- The respondents reported about their cooperation efforts aimed at gaining knowledge of new requirements as stipulated by National Qualification Framework, South African Qualification Authority, also on a deep level of what they have learned.

- Most of them reported that they have not, but intend to acquaint themselves through courses and workshops. Some have learnt how to implement requirements aimed by South African Qualification Authority, National Qualification Framework. They have also learnt about the rubrics used and assessment forms and level of descriptors and how to plan lessons.

- Some educators have learnt the changes of National Qualification Framework which is divided into three bands reflecting the three main education and training sectors i.e. General Education (the completion of Grade 9). Further Education (Grade 10, 11 and 12) and Higher Education - the equivalent to reach National Qualification Framework,
which is level 8, and the highest level of Education and training recognised by the South African Qualification Authority.

- During life orientation periods they supplied them with new information and materials, although they are not 100% sure of what they are doing. It is also a mixture of current and past materials.
- Some educators reported that they did not have information, whilst others said there was no thorough representation.
- Most educators agreed to use magazines, newspapers, charts and billboards.
- They reported that they planned a week in advance so that they can have enough time to get the required teaching aids, and give learners a chance to express themselves.
- Some educators reported that they plan with their colleagues, and therefore use different resource tasks.
- Most educators reported that they last revised their areas in March 2004, and that the problem lies with the facilitator who doesn’t visit their school regularly. A certain portion of educators reported that they have not revised their learning areas at all, and there is a lot of confusion about the work they are doing.
- Most respondents said they change methods to meet the learners demands and also to improve themselves.
- The respondents agreed that it is important to seek feedback in order to develop themselves where they are lacking.
- They want learners to be creative and independent thinkers and become responsible citizens. They must be able to apply the gained knowledge for future circumstances and to be able to look for possible answers not relevant to the topics given to them. To use the language for communication in reading and writing.
Some educators reported that they want their learners to become technologists in future in order to think of an idea and make those ideas into real, tangible end products that participates in the economy.

4.2.4 Broad teaching skills

This question probes the important things educators should regard as their strongest and weakest, the teaching method they would effectively make use of and whether they have been able to make the transition to Outcomes Based Education and the facilitation of learning; how they would develop critical thinking skills with their learners; and how they would explain/allow their learners to discover difficult concepts to stimulate learners curiosity; also the type of activities which takes place in their classroom and why; the rating of their teaching performance in the past year; the comparison of the previous (three) years; and the explanation of how their colleagues visited their classes and how they feel about that, they also explained whether there are members of the faculty with whom they are likely to discuss their classroom successes and their failures; and the involvement in cooperative efforts aimed at upgrading teaching quality; and the one thing they would mostly like to change about their teaching. And the steps they have taken to bring about that change.

4.2.4.1 The responses of the interviewees

Most educators reported that their strongest strengths within their discipline are their skills, values and attitude; when they stand in front of the class and watch learners they keep quite, and collect themselves; planning together, sharing ideas together; most educators regarded their weakness within their discipline as becoming short tempered when the assessment doesn't go right due to overload of work; also becoming lenient is a sign of a weak point; the respondents reported on the methods they most effectively make use of; the teacher-learner method, discussion method, question and answer method, relating method; others reported on inclusive teaching which involves all learners; other educators
reported on inductive method where learners have to discover answers on their own.

The respondents reported about having made the transition to Outcomes Based Education and facilitation of learning; most replied partly, and that it is sometimes very difficult especially where abstract concepts have to be taught; respondents reported how they develop critical thinking skills in their learners; they normally do that by letting them discover their own minds through projects giving them an opportunity to do research. The learners as participants and enquirers are the best method that keeps them involved. Involving learners in the activities that requires most critical thinking encourage them to reason which is a skill required in real life; they need to show it amongst themselves and go to the libraries and search for books that might be of help to them; by letting they come up with answers to the question, “why”; If reasons are given to every situation, then the learners do not develop thinking skills; they are given an opportunity to unpack definitions and try to explain them in simple terms; they are also given opportunities to derive their own reasons, and then test them if possible; they then discover the answers and are able to tell why the wrong answer is wrong; Some educators reported that by making learners practice focus, which means that they must be involved and must have a clear picture of what is needed.

The respondents explained how they allow learners to discover difficult concepts.

They give them guidelines and explain every detail and the steps to follow; by grouping them and giving them time for discussion after the group discussion they expect to get the answers, they also give them time to go home and ask their parents or go to libraries to find more information, sometimes it is done by letting learners work independently in groups, whereby an opportunity to share ideas and skills are unfolded. Learners use practical skills to try and discover the reality of this concept; by explaining the difficult concepts and if possible they are made to experience the situation e.g. idea of profit and loss. The learners must
set up and invest in a business with some capital in it, sell their goods and finally
check their profit or loss.

The respondents reported how they stimulate learner curiosity. By giving them tasks that allows them to think; by giving rewards, for example, a
   group that obtains above average marks will be given sweets; by encouraging
   them to use dictionaries that are relevant to their concept and research in local
libraries through the help of the internet and other resources; by giving learners
   activities that are in their level of development and they should be interesting to
learners; by giving them a chance to express themselves in terms of learning and
giving them the topics so that they may debate the issue related to the topic; by
giving them examples of real life situations and let them deduce from them; by
asking the questions especially those who are passive, average or below, and
changing presentation techniques, letting them go and find answers to some
questions themselves and by letting them go home and do assignments which
will compel them to read and watch television and listen to the radio; observation,
discussion and acting, because it makes learners to become cooperative and
partake effectively playing a "Diketo-morabaraba" (traditional dance), the reason
for this is to teach them about their culture because educators believe that
learners must know where they come from; games, music, drawing and acting
because learners communicate easily when they are with their peer and they can
easily express themselves or their feelings in the form of drawing they can also
portray their life situations in the form of acting.

Most educators reported that it was very good, because they have produced best
artists, graphic designers and actors/dancers; they have improved considerably,
colleagues have visited their classes and were impressed, and this led to the
personal development programme taking place on a weekly basis. Structure has
changed because of Outcomes Based Education.
Learners have improved and are performing better than before, this is attributed to the introduction of Outcomes Based Education. They reported that learners have developed their skills, attitude and values.

Respondents reported that years ago it was even better because they were teaching art as their major but they have to learn some of the things because of the new area (Arts and Culture), other educators reported that it is not running smooth because they have to forget about the old system and use the new Outcomes Based Education system.

It is progressive because learners are able to enjoy their style of teaching. Educators reported that there is a big difference because in the past they were the one who were dominating during the presentation of lessons, but now learners are the ones who play the active role.

The respondents reported that they learnt a lot form the visitation of their colleagues, they feel very proud, because mastery of work could be shown.

Some respondents did not feel okay, because they fell that their colleagues only visited when they were made permanent; they also reported that they feel confident when they are visited regularly, because they are building each other in the teaching field, especially when feedback is given; they agreed especially when they have a problematic child in their classes, they usually go to their Life Orientation Head of Department. The colleagues, with whom the grade is shared, have also formed appraisal teams in their school.

The respondents reported if they have been involved in cooperative methods aimed at upgrading teaching quality. Most educators have researched assignments and projects, random resource testing and problem solving; they are also involved in helping slow learners after school.
Some educators have specialised in arts they normally help other educators from neighboring schools because the subject is new to them, they also workshop them by planning the activities and looking at other strategies that they can use by meeting other educators from the former model C schools and sharing ideas.

Some educators work as a team, that is, three schools come together working as partners and such groups are called a cluster, the leader of the cluster work together with other clusters in case problems arises. Some educators attended computer courses to upgrade their technology skills and are currently studying Advanced Certificate in Education (ACE) diploma and aiming at furthering their B Ed Honors in the coming years as remedial educators.

They reported that they would like to change delaying the corrections and giving feedback to learners within a short space of time after a task is given; some although keen to mark and control learners work, complain about of paperwork which they would also like to change if possible, some complained about not improving on certain skills especially to learners who cannot read and write.

Educators would like to change from a prescribed channeled approach of teaching and become innovative and creative in their teaching strategies and the way they conduct their classes, should be understanding; some changes should be made on the teacher-learner-ratio; it should be more practical and accommodative to teachers, so that they manage the class and be able to give team individual attention where possible; some want to improve on their speed without considering slow learners and the unavailability of resources where learners cannot go home and study on their own and also not having libraries at their disposal, so they wish to give learners an opportunity to express themselves when given time, that is, working on their learners pace not rushing to finish the syllabus.
The changes should be that learners must develop into becoming critical thinkers and not spoon-fed; most respondents said yes they have and are aware of this, they have started preparing work thoroughly and have started reshaping their strategies and always search for easier strategies to help learners understand better.

4.2.5 Evaluation and feedback to students
This question probed the intellectual performance achieved by educators learners, and what kind of work they regard as A, B or C; and the importance of the grades; if they make use of continuous assessment applying various assessment techniques, e.g. peer-assessment, self-assessment, portfolio assessment, etc. and how the adequate assessment practices represent the kinds of learners performance specified in the course outcomes; how learners are informed of their performance in ways they deal with learners tests and assignments.

4.2.5.1 The responses of the interviewees
Most educators reported that mutual-learners are free to discuss their problems with them, and that learners have different abilities to cope with new work, some are gifted and others are slow.

They grade better than standard, whereby most information is imparted by the educator, whilst in grades there are more opportunities for learners to learn from each other through participating experiences.

A-Excellent
B-Good work
C-Moderate

The respondents reported how important the grades are.
They reported that they are able to see the gifted and the slow learners and be able to place learners where their intellectual ability or level of development is and in that case they help motivate learners to be envious on achieving the best, and they serve as performance indicators.

Most educators agreed that they make use of continuous assessment which is very important because it is done throughout the year on a daily basis, thus helping the learner to try to keep balance on his/her performance, using the results which are transparent and objective and not subjective; other respondents complained about the self-assessment, they said that it is still a problem, learners are not honest.

They reported that some are average whilst others are below average; it also assists the educator to diagnose what the learners can do academically and what they cannot do, and the educator can then be helpful to develop their skills for the future needs.

Most educators also reported that if more learners are assessed, the better the performance of the learners are going to be, these assessment practices do not only focus on the learning content, but a learner in totality, which is central to the nurturing and preparation of a child for the adult world in which he/she is going to live, they reported that assessment used will give learners opportunities to perform in all skills, and encourages those learners who did not perform well.

Only few educators reported that assessment is not always adequate; not always applied in a practical situation.

Few respondents reported that after marking and giving comments, they are made to assess each other; they have reported that they told them in class and gave them progress reports, after giving them the reports they would then be given work which will challenge their thinking and will require a lot of research.
Few of the educators reported that all is not applicable; they do not however inform learners of their performance.

The respondents reported that they mark and give them feedback on marks and then record paper complexity and give it to the learners for assessment purposes, mark it quickly and giving feedback; they reported that the marking is done in accordance with the rubric that they have prepared for that particular test or assignment and present their performance in the form of the level of description, sometimes learners are given a chance to assess themselves and then prepare for remedial work.

4.2.6 Instructor-learner rapport
This question probes the importance of how educators would describe the feeling between them and their learners; the description of the atmosphere in their classrooms; and the ways they encourage relevant learners involvement in their classes, the encouragement of learners to seek information from them when necessary; and if they perceive themselves as tolerant of learners views even if they are different from them; the kind of learners they most enjoy teaching; and the kind of learners who bother them.

4.2.6.1 The responses of the interviewees
Most of the educators reported that the feeling is good between them, the feeling of being a guardian and trust with proper guidance will work towards producing good results, and learners are free to discuss their difficulties.

The respondents stressed that most educators try to receive learner’s ideas even if they are not necessarily in agreement with them. Sometimes they have certain decisions to make learners in order to attend to the other important matters, like giving them guidance.
Only a few of the educators reported that they have mixed feelings about the treatment between them and the learners. Some say that learners get frustrated and educators are demotivated.

The majority of the respondents reported that they are happy, relaxed, the environment is always conducive for teaching and learning, the communication is open for everybody, that is, the learner and the educator. They reported that the atmosphere is very motivating, sometimes bad things happen in the school premise, but that happens on a smaller scale and it is always controllable, always the changing of the learning situation is determined by that particular learning area taking place at that particular moment. Learners have a sense of belonging and they feel homely.

The respondents reported that they do that through discussions, question, reading, singing, cooking, drawing, playing games etc. Learners are always given a chance to speak their views, those who do well are complimented and the weaker are helped and given remedial work.

Educators reported that they are involved in every activity done in class; it gives them the opportunity to know their learners.

If it's learning time, the subject is analysed and emphasised and embark on that subject so that facts or involvement can be relevant to the subject. They also reported that the educator has to be friendly to the learners; this makes learners free to discuss their difficulties without fear.

The respondents reported how they encourage their learners to seek more guidance and clarity.

They reported that, the fact that learners are unique human physically, mentally, emotionally and socially, this makes the task of the educator to be a complex
one, but still as an educator must be tolerant, learners should be given constructive questions that will seek more guidance and clarity, learners should be communicated to in a friendly way when they are at school, they must understand that educators are their second parents, always accommodate learners questions. Always come up with new information that will make them want to read more and have their own research.

Most of the respondents reported that educators sometimes accept defeat which makes them happy if the situation is challenging, because learners are very intelligent, so sometimes one learns from them.

They reported that they enjoy teaching a mixed class, a class which consists of average, weak and the gifted, because they will help one another, they won't be able to sit back and be afraid to ask questions, educators talked about a class which is talkative, that such a class makes it easier to understand their intellectual ability, they become creative and responsible. Learners who are able to conduct research on their own, zealous and obedient and neat when doing their work, such a class will make for easy teaching, because they are all inquisitive.

The respondents reported about learners who bother them, such learners who have behavioral problems such as, emotionality, stubbornness, fighting, drug intake, not doing homework given to them, learners who are very much disruptive when the lesson has started because they are afraid to ask when they do not understand.

4.2.7 Research: This question probe the kind of research educators are involved in and why; whether the research they are involved in is of a collaborative nature and significance of their involvement; the contribution of their research to teaching and the ratings of the general standard of their research with regard to external (blind) peer view, the general themes they can identify in the
comments/feedback received; and the aspects of their research activities they need to improve on and why, whether they are able to identify any development in their research in the last three years; the description of this development and what would they ascribe it to.

4.2.7.1 The responses of the interviewees
The respondents reported that they are conducting a quantitative research. Learners with spelling and writing problems because in their schools, most learners do not know how to read and write especially in Grade 10 and this makes many learners end up failing, discouraged learners, and they end up being drop-outs. All respondents reported that they have never been involved in such a research.

They reported that their contribution is to improve their teaching and have a site-based support team, learning, support, educator to easily facilitate experiential learning, to improve learning strategies through a profitable teaching. Planning and preparing activities that will integrate with other learning areas. To encourage active learning in reasoning constructively, buildings trust, develop leadership skills, promoting cross-cultural relations. Improving the Academic Achievement Act; in order to help learners not to leave school and be able to do their work well and diligently.

They reported that they rate their research as helping not to resist change in education for the embitterment of teaching and learning, very relevant and helpful.

Few respondents reported that experiential learning is far better of, when linked with the environment with an active partaking of the learner and the educator playing his role. Learners must help each other and be zealous to know more about involving their facilitators.
Most of the respondents did not have information concerning the external peer review, themes they can identify and the feedback received.

The respondents reported that they need to improve on the political aspects, because whatever a person does or where he lives is politically linked, so more information must be gathered to be clear, and to be able to help those learners who cannot write and read.

Some use a variety of learning area material like teaching media because it motivates learners, they participate and contribute to learning experiences and become part of the institution and specialists in the area. To involve families to assist them with the behavior of their children, and to use unacceptable comments to learners due to anger and emotion, and let more youth be involved in the activities as well as involving other sectors of the community in activities.

Few respondents reported that, it is only one year since the introduction of Outcomes Based Education but it was an eye opener for them and to other editors to adapt to change, and they have referred the learners with learning problems to child guidance clinic.

4.2.8 Community involvement
This question probed the involvement which addresses specific needs in the community; the way involvement makes a difference and why; and if the payment for professional involvement/services rendered a priority;

Most respondents reported that their involvement addresses specific (dire) need in the community and only a few did not have a clue of what involvement is spoken about.
4.2.8.1 The responses of the interviewees

Poverty; to create own small businesses for a living and economic position of users, determining eating habits of people, eating disorders, balanced diet, and hunger.

Most of the elder people did not have a chance to attend school like them, so they find it important to be involved in teaching them to read and write. Some of them can be able to write their names and to read their Bibles.

Some respondents revealed that they respond to current problems with practical emphasis on issues such as of violence, drug abuse, poverty, child and women abuse, HIV/AIDS and environmental degradation. Accessing and working in partnership with professional services to deal with issues of counseling and tutoring learners in needed of assistance with social or learning problems.

Some revealed that learners are trained to be responsible adults whilst they are at school and they are part of the trainer, talking about religious aspect, they have seen a change when dealing with spiritual matters which are the basics of human philosophy.

Other respondents revealed that they attend meetings as executive members, working at rural areas is more challenging where the resources are limited, that's where the respondents feel most of work should be done extensively. Respondents summarised this by revealing that the most important thing is by being a role model to the community at large.

Respondents have revealed that they have started a feeding scheme for the learners because most of the parents are not working and learners cannot cope with an empty stomach, and sometimes they help by collecting items like clothes for the needy learners and keeping them away from streets much as possible.
Most respondents revealed that payment for the professional involvement rendered is not a priority, because community one must always be willing to help before thinking of payment and most of the respondents revealed that the work done is voluntarily.

Few of the respondents revealed that such work payment is a priority as everything these days needs money, so if someone is not paid for the services rendered one might end up being depressed and unable to help since one assists the disadvantage families and they also revealed that payment motivates them to work hard because if they can be less interested, no work is going to be delivered or rendered properly.

4.2.9 General: This question probes the importance of educators having mentors and what might be the meaning of the relationship to them.

4.2.9.1 The responses of the interviewees
Most of the respondents revealed that the relationship means a lot to them because they are role models who people look up to, to motivate and encourage them in life by positively adhering to the expected norms and values of the society.

Some talked about their family doctors, they help them a lot with many things in life and this relationship means a lot to them and they believe God will keep them for a long time.

They revealed about their relationship with their mothers, who are passionate, warm and positive and that at the place of work they are able to teach learners using the eye and judgment of a mother too, and also said that learners play the most important role they make each day worth the while, they are challenging, keeps and tip-toed because each learner is an individual and must be treated accordingly.
4.3 Conclusion
This chapter presented an analysis of the data received from the interviews conducted with educators serving in schools in the Váal Triangle area. The next chapter presents conclusions, findings and recommendations.
Chapter 5

Conclusions, findings and recommendations

5.1 Introduction

In this chapter a summary of the findings from the literature study as well as from the empirical design are presented. Recommendations for practical implementation of these findings and for further research are also included.

5.2 Summary and conclusions

5.2.1 Findings and conclusions of the literature study

The literature review reveals that the use of portfolio assessment in education emerged in the late 1980s primarily in college writing classrooms to address the needs for accountability. The emphasis was more on portfolios as a showcase for learning; and counterpoint to traditional forms of assessment or to illuminate capabilities not covered by standardised testing. Internationally, portfolios of educators' performance and products have gained impressive degrees of support from educators, who view them as a way to collect authentic evidence of learners' learning. Portfolios are an attractive alternative to more traditional assessment approaches lists three basic models of teaching portfolios:

- Showcase model, consisting of work samples chosen by the educator.
- Descriptive model, consisting of representative work of the educator, with no attempt at evaluation.
- Evaluative model, consisting of representative products that have been evaluated by criteria (see paragraph 2.2).

Portfolios, according to the literature review, are systematic, purposeful, and meaningful collections of educators' works in one or more learning areas. Educators do not only select pieces to be placed into their portfolios but also
establish criteria for their selections. Portfolio collections may include input by supervisors, parents, peers, and school administrators. In all cases, portfolios reflect the actual day-to-day teaching activities of educators. Portfolios are ongoing so that they show the educators' efforts, progress, and achievements over a period of time. Portfolios may contain several compartments, or subfolders. Selected works in portfolios may be in a variety of media and may be multi-dimensional (see Paragraph 2.2).

A review of the literature further reveals that teaching portfolios are important tools for documenting professional competence and development; identifying discrepancies in development and for enhancing self-responsibility; helping educators to document strengths and weaknesses in performance; developing educators' awareness of competence; resolving discrepancies between standards and actual performance; maintaining a reflective dialogue with peers (meaning that the educator shares reflections with peers by analysing critical incidents or by discussing professional experiences with colleagues); developing systematic self-reflection (this is personal in nature and is the external presentation or articulation of an inner dialogue); learning from mistakes by analytical reflection; mapping development needs; documenting professional excellence; improving self-awareness and flexibility; setting long-term goals for professional development; and revealing structural problems (see Paragraph 2.2).

5.2.2 Findings and conclusion from the empirical investigation

The empirical investigation on the items of the interview checklist revealed the following responses:

- Educators' philosophical belief is that the teaching of learners should come first in whatever they do; parents and learners should always be involved in the planning of a school subject; educators must accept failure
and be prepared to move forward through their mistakes and should remain focused.

- They are abreast of new developments in their fields because of the departmental, non-governmental organisations workshops they continually attend.
- They helped to develop other schools to design a common lesson plan for question papers for Grade 7 at a cluster in District D2;
- Educators reported that their strongest strengths within their discipline are their professional skills, values and attitude;
- Educators reported that they sometimes give learners a chance to assess themselves through portfolios while they themselves prepare for remedial work for those learners who are experiencing learning problems.
- Educators reported that the feeling is good between them and their learners and they find the feeling of being learners' guardians developing mutual trust with learners.

5.3 Limitations of the study
The study may have suffered because of the following limitations:

5.3.1 The idea of the teaching portfolios is unknown among educators in South Africa
Due to the fact that teaching portfolios are an unknown idea among educators in South Africa, most of the educators may not have had a clue of what a teaching portfolio is and the value that it can have on their development. This led to wrong answers to most of the questions (see Chapter 4).

5.3.2 Missing data
Due to either a lack of a clear understanding of the portfolio, or a negative attitude towards the interviews, some educators failed to answer all the questions fully. This resulted in missing data.
5.3.3 Language medium
The respondents were Sotho speakers while the interviews were held in English. The assumption can be made that some educators did not understand the questions very well, hence they failed to answer some items of the interview schedule correctly. Some could not express themselves clearly because of the struggle with the Queens language. It is recommended that future research should consider conducting empirical research, especially interviews, in the home language of the participants.

5.3.4 Measuring instrument
With relation to instrumentation, it would have been better if the questionnaire was used instead of the interviews. It would have been possible to elicit information from the respondents in a standardized and uniform manner which would influence the validity and reliability of the results. The researcher would also have not struggled with understanding what the respondent were saying because questions would have been structured and they would only be expected to respond by means of a cross. The responses in chapter 4 can now be easily turned into questions for items for the questionnaire for future research.

5.3.5 Available literature
As not much research has been done about the influence of teaching portfolios on the professional development of educators in South Africa and that teaching portfolios are not mandated in evaluating the performance of educators, it was difficult to review sufficient scientific and academic literature to support the problem statement of this research. The little literature available has been written by authors and researchers generalizing on international findings and data on teaching portfolios and most research was conducted with European and American perspectives devoid of the South African perspective.
5.4 Recommendations
The findings of both the literature review and the empirical research led this study to recommend mandated teaching portfolios for educators in South Africa because of their value in:

- developing educators to document their teaching for purposes of self-evaluation and self-reflection;
- strengthening and developing their teaching skills; and
- providing evidence of teaching effectiveness when educators are applying for new jobs or promotions.

This implies that once good teaching is documented, schools should recognize excellent educators with the establishment of awards, rewards and promotions.

As the literature review highlighted, teaching portfolios can be the best tools for educators to start thinking about what has worked and what has not worked in their classrooms, and why they do what they do in the classroom. It forces them to review their teaching activities, strategies, and plans for the future. In this way the teaching portfolio becomes the best tool for long-term, ongoing, and authentic self-evaluation.

The teaching portfolio allows educators to examine their actual work performances over time and across contexts in ways that other forms of assessment cannot.

Teaching portfolios can also be an effective tool for educators to facilitate discussions about their teaching strengths and limitations with their departmental heads, colleagues, or an evaluation committee.

They are a multifaceted assessment device that provide evidence of teaching effectiveness from many sources, and lead to the improvement of teaching, which in turn increases learner learning. If their effectiveness as educators is challenged, the portfolio can provide evidence of teaching quality.
5.5 Conclusion
This research investigated by means of a literature review and empirical research the long-term influence of teaching portfolios on the professional development of educators. Since the development of teaching portfolios is not yet a mandated professional practice in South Africa, it was difficult for this research to investigate the long-term influence of teaching portfolios in the development of professional teaching practice in South Africa. It was however possible to investigate through empirical research what the educators' philosophical beliefs about teaching are. It is the conclusion of this study that educators highlighted some interesting items which could serve for both the formative and summative purposes of the teaching portfolio.

The study highlighted some recommendations which could be of help to the Department of Education's decision to introduce and implement mandated teaching portfolios for teaching practice in South Africa.
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