

# TEACHER TRAINING: A DIDACTIC-PEDAGOGIC AND SUBJECT DIDACTIC VIEW

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When one reflects on teacher training, it is advisable to first determine what the aim of the training is. Without clarity about this, a discussion of curriculum development, structure, direction, etc. of the teacher training cannot be meaningful, and a didactic, and subject didactic discussion of it can be one-sided and even perplexing.

The contemporary literature on setting aims for teacher training is comprehensive, and diverse--diverse because the aims necessarily are coupled with teaching policy. In its turn, teaching policy necessarily must agree with the community it serves and, thus, it cannot lose sight of the historical development of the community in religious, demographic, economic, and general cultural ways. This means that both the aims and the curriculum flowing from them must agree with the general forecast of teaching policy, and not merely reflect prevailing circumstances. Teacher planning and, thus, also teacher training, which cannot overstep existing boundaries and rise above current situations, can only partly satisfy future demands, and it runs the risk of becoming irrelevant. In this view, research on the state of teaching in the Republic of South Africa, which now is carried out by the Human Science Research Council, not only is justified, but has clearly become a matter of urgency, considering the general political nature of things, and the pressing teaching expectations which are created.

It is in contexts, such as sketched above, that the matter of aims for teacher training must be viewed. The diversity of different societies, and cultural groups in the world explain the variety of emphases and related teleological conceptions. Despite these differences, there are points of agreement, which demand attention regarding a theme such as this. The relevant literature distinguishes the following as the most important aims of institutions which undertake teacher training:

\* **Preparing** teachers for professional positions at schools, and other educative institutions.

- \* **Providing** an important source for researching and investigating professional matters of teaching.
- \* **Establishing**, reducing, and integrating changing knowledge, and technology relevant to teaching.
- \* **Developing** teaching programs, and curricula for school use.
- \* **Providing** an important source for in-service training of practicing teachers<sup>1</sup>.

The Education Faculty has a lions-share in attaining these aims, but it is equally clear that it must work closely with other academic departments, and educative authorities to attain all of them. It also is clear that the first two aims are especially the task of the Department of Didactic Pedagogics and Subject Didactics, supported and assisted by the other pedagogical perspectives. A further analysis of these aims identifies the following goals of teacher training for the Faculty of Education, in general, and for the Department of Didactic Pedagogics and Subject Didactics, in particular:

- \* The training of teachers who are equally formed regarding subject and didactic knowledge, to be able to take responsibility for the next generation.
- \* The training of equally formed professional teachers for the practice.
- \* The training of teachers with the necessary skill and ability to teach effectively in the school.
- \* The forming of a person to be able to enter the community as an educational leader.
- \* The training of personnel who can participate in pedagogic, didactic and subject didactic research<sup>2</sup>.

In most Western European countries, in the United States and here in South Africa, existing teacher training curricula, in structure and

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<sup>1</sup> See Mclune, S., Matthews, M. and Easle, J. (1977) Teacher education: a new set of goals. In **American Education**, pp 24-26.

<sup>2</sup> Van der Stoep, F. (1980). Die toekoms van die universiteit en sy vormingstaak. **Faculty lecture**. Faculty of Letters and Science, University of Pretoria, 18 June, pp 10-11.

function, are viewed as inadequate and ineffectual<sup>3</sup>. This general criticism is not always based on pedagogical considerations, but mostly arises from an anticipation of the changes that can occur over twenty years in society, and which now are relevant to teacher training. The implication is that the extrapolation of the future from the present must provide the basis for a retrogressive analysis to identify and refine the aims of teacher training. This analysis is generally known as the futurology model, and has obvious relevance for formulating teaching policy and, thus, also for teacher training.

This model is given special attention in the works of Illich<sup>4</sup>, Reimer<sup>5</sup> and Morrisch,<sup>6</sup> and is the basis for questioning a number of sacred cows of teaching, e.g., questions such as the similarity or diversity of teaching; the place of formal and non-formal teaching in providing instruction; teacher autonomy and controlling bodies in national, provincial, regional, and local authorities; the role of national authority, businesses, industries, and agriculture in providing a diversity of teaching materials, etc. These questions are of far-reaching and fundamental importance, and necessarily must be reflected, in one way or another, in each country's principles of teaching.

However, here a distinction must be made between a future image, which can be deduced from present facts, and a future image, which is the outcome of a so-called "Konzeptsprung" (conceptual leap)<sup>7</sup>. I will not digress this distinction further--the Human Science Research Council research on the state of teaching in South Africa, and especially its committees responsible for teaching principles, and curriculum will have to make pronouncements about this matter. However, it is the task of the department to integrate those pronouncements into its teacher training and, from the nature of the matter, this will require penetrating research.

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<sup>3</sup> Heckhausen, H. et al. (1970). **Lehrer 1980: Lehrerbildung für die künftige Schule**. Dusseldorf: Berstelsman Universitätsverlag, pp 32 et seq.

<sup>4</sup> Illich, I. D. (1973). **Deschooling Society**. London: Penguin.

<sup>5</sup> Reimer, E. (1971). **School is dead**. London: Penguin.

<sup>6</sup> Morrisch, I. (1976). **Aspects of educational change**. London: Allen and Unwin.

<sup>7</sup> View expressed by Prof. E. A. van Trotsenburg during a conversation with the author on 25 September, 1980.

The aim of preparing evenly formed teachers for practice, as well as the other aims, implies a balance between school subject training, and mastery of pedagogics. In its turn, this implies principles of curriculum formation, not only regarding content, but also the structure and duration of the training. This matter enjoys attention in the United States, Western Europe, and the United Kingdom. In most countries, the teacher training model is eight semesters of full-time study, which integrates subject matter training and didactic-pedagogical study but, because of the oversupply of graduates in these countries, most research, at present, concentrates on procedures for identifying<sup>8</sup> suitable candidates for teacher training, and testing the validity of such procedures<sup>9</sup>.

From the nature of the matter, this is not a problem in South Africa. What, indeed, is a problem is the curriculum for accomplishing a balance among school subject study, pedagogic, didactic-pedagogic, subject didactic, and professional training. Although this balance is described exhaustively in determining the university's responsibility for training high school teachers<sup>10</sup>, it is a complex matter to achieve a balance in an effective structure. This can be achieved with relative certainty in the eight semesters, integrated, degree courses.

As far as the so-called three-plus-one training (three-year bachelor's degree plus one-year teaching diploma) is concerned, the matter is exceedingly involved and acute, and South Africa largely stands alone--involved because the pedagogical, didactical, and subject didactical professional orientation simply cannot occur effectively in one year, and acute, because both instructors and students view

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<sup>8</sup> Brodbelt, S. (1974). The problems of teacher over-supply: solution and recommendation, **Contemporary Education**, 45, 12-15.

<sup>9</sup> Reed, B. A. (1976). Selection of promising high school graduates as future teachers: an experiment. **Improving College and**

<sup>10</sup> Louw, W. J. (1972). **An evaluation of the responsibility of the university University Teaching**, 24, 37-39. **regarding the training of secondary school teachers.** Pedagogic Studies No. 70.

this training as a crisis solution, for a critical situation. Even with the friendliest indulgence for students' enthusiastic criticisms, it cannot be denied that students have the right to call into question the effectiveness of these courses. As long as the current deficiencies in trained high school teachers lasts, the teaching authorities and university are compelled to offer the three-plus-one training. All indications are that the deficiencies will last still longer.

Concerning the determination of harmony between subject and didactic training in the three-plus-one model, we are in the happy position that, especially in the United Kingdom and the United States, in the past decade comprehensive research has been done, and on the critical shortage of teachers<sup>11</sup> in those countries. This research has resulted in five different propositions for training strategies, I.e.:

- \* The one-year postgraduate training ought to be entirely directed to the student's first teaching assignment.
- \* The main emphasis of the training should fall on the development of teaching skills, and the theory of teaching.
- \* From all the pedagogical disciplines, there should be a selection of only those theories relevant to the teaching and learning activity.
- \* The study of the different pedagogical disciplines should be avoided, and a school-directed practical theory should be developed.
- \* As far as possible, postgraduate teacher training ought to be removed from the faculty of education, and rather the training should take place in the school itself.

What does the "practical" paradigm have to say to South African universities? Because this training model embraces well-reasoned and well-documented research, and because the three-plus-one crisis can lead faculty of education to merely establish training innovations of this sort, each of the models must undergo serious didactic-pedagogical and subject didactical analysis and critique.

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<sup>11</sup> See Clark, E. A. G. (1978). Throwing the nets way: The limits to "practicism" in the training and education of graduate teachers. **Journal of Education** (University of Natal), 10, 13-19.

The model originating from the student's teaching assignment can contribute to refining the aims of training, because the school culture possibly can conflict with many of the aims of pre-service training and, thus, the insights obtained in that training are nullified. This situation stems mainly from the somewhat naive view of university instructors that in one year, they can contribute effectively to the student teachers' insights and skills which, slowly but surely, will promote and improve the quality of teaching in school. However, research indicates that the practice of new teachers is little influenced, and there is little contribution to changing or improving the quality of teaching at school. Among other things, the reason for this is that the present organization of teaching tasks, follows a conservative perspective at school. Change is restrained by isolation between university and school, by vague but demanding aims, dilemmas regarding evaluating the learning results, limited service training materials, rigidity regarding teaching assignments, as far as content and form are concerned, and work circumstances which lead to a syndrome of following "more of the same" by classroom teachers, and some inspectors of teaching<sup>12</sup>.

This matter has didactic-pedagogical, and socio-didactic-pedagogical consequences, which must be closely investigated. The framework within which such research results must be integrated, must be provided by the research findings of the Human Science Research project, and by their formal acceptance.

The model resulting from that research, which mainly stresses training to develop teaching skills, and the theory of teaching, provides opportunities for structuring teacher training. Among others, this emphasis aims at teaching skills, and simulated social skills. The idea is that these skills must be didactically-pedagogically, and subject didactically analyzed, and then be taught to the students by means of micro-teaching, and mini-courses<sup>13</sup>. In the United States, this model resulted in the familiar "Performance-Based Teacher Education" (PBTE) and "Competency-Based Teacher Education" (CBTE).

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<sup>12</sup> See Wilson, J. (1975). **Educational theory and the preparation of teachers**. Slough: N. F. E. R.

<sup>13</sup> Brown, G. A. (1975). Teaching and microteaching: Models, rationale and programs. In **Education for teaching**, 98, 71-79.

The limitations of this model are two-fold, i.e., theoretical, and organizational. As far as the theoretical aspect is concerned, it is emphasized that theoretical generalizations merely are guidelines for understanding teaching situations, and do not serve as an introduction. For this reason, a student must be trained to be consciously responsible for his/her actions. Humanistic psychology goes one step further, and alleges that a teacher's effectiveness depends on his/her self-perceptions, and proposes that the training should concentrate on the concepts of person and self. If successful teaching is merely grounded in effective self-perception (the idea of "self as instrument"), and if the individual is unique, then the premise that teaching, in its appearance and structure, is universal, and that a valid lesson structure can be deduced from it, is unthinkable<sup>14</sup>. As far as the organizational aspect is concerned, it is emphasized that a penetrating and successful micro-teaching program for the 556 student teachers at this university just simply cannot be organized. If there is only one micro-teaching contact hour per student, per week provided, this implies 15,568 contact hours per academic year. Although the new building (for Education at the University of Pretoria) makes provision for this training, the sheer numbers involved in micro-teaching are prohibitive. Again, this is a matter which directly concerns especially the subject didactic, and professional aspects of the training and, thus, will require penetrating research.

The standpoint that, in training teachers, only the *Capita Selecta* of the pedagogical disciplines having a direct connection with school teaching<sup>15</sup> should be concentrated on, is a possibility being studied at the University of Pretoria.

The assumption is that these subjects be taught in an interdisciplinary way and be effectively integrated into training in practical teaching skills. From the nature of the matter, this proceeds from an enquiring of especially Fundamental Pedagogics, Psychopedagogics, Sociopedagogics, and Historical Pedagogics from a subject didactic, and didactic pedagogical perspective to clarify

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<sup>14</sup> Lomax, D. (1974). The professional education of teachers: A humanistic approach to teacher education. **British Journal of Education**, 1, 428-431.

<sup>15</sup> See Clark, E. A. G. op. cit., p 15.



the interface of these perspectives with teacher preparation. Thus, this procedure agrees with curricular criteria, but functionally, it creates serious gaps if the themes are taken out of the scientific context of the perspective, or if the themes are popularized to such an extent that the students are not able to understand the circumstances, nature, limits, methods, principles. and results of the perspectives<sup>16</sup>. These gaps can lead to superficiality, rigidity, and conformity--characteristics which have no place in the changing context of teaching in the South African situation.

The model in which the different pedagogical disciplines are excluded from the training, and a school-directed theory is put in its place, also is founded on a misconception of the function of theory in training. Teachers' skepticism about the value of pedagogical theory for classroom practice is not lessened by the rise of the pedagogical disciplines, as autonomous academic fields of study. Often the concerns of subject specialists in teacher training led to isolated courses of decided depth, which stimulate the criticism of "relevance". Irrespective of the fact that strong didactic-pedagogic and subject didactic objections can be made against taking the school, as a second order educative situation, as the point of departure for defining teacher training programs, didactic-pedagogical research, and, especially fundamental pedagogical, psychopedagogical, and sociopedagogical premises of the model must be evaluated. Also, there must be a more careful look at the concept of relevance and, especially its normative basis, where the pedagogical has relevance concerning what situation **ought** to exist<sup>17</sup>.

The demand that post-graduate teacher training be removed, as far as possible from faculties of education at universities, and that the schools themselves undertake the task of training teachers is not new, but is gaining more ground nowadays. Once again, this model is anchored in a misconception of the function of theory in teacher training, and of the ability to integrate the student's subject knowledge with the school's didactic activities. However, this view is important because it compels a re-evaluation of the university's task, and because it emphasizes the need to link up more closely

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<sup>16</sup> See Louw, W. J. op. cit., pp 146-161.

<sup>17</sup> Ibid, loc. cit.

with the schools<sup>18</sup>. All research, especially in student teaching, and on the procedures designed so both instructors and experienced teachers can provide effective instruction to students, shows very meager results. There is no doubt that students must remain in continual contact with the school, simply because the university alone, no longer can guarantee effective mastery. If the school is not intensively involved, the training can be restrained. In this regard, the methods in South Africa are based on innovations in the United States, England, and Europe, and the general efforts are characterized by little joint planning among the universities, teacher authorities, teachers colleges, and schools. The entire issue of student teaching is in the focus of any discussion about teacher training. It is in this light that didactic pedagogics, and subject didactics must investigate the theoretical and practical possibilities of the American, English and European models, and evaluate the procedures to integrate the best of them into the South African situation.

In the above discussions, certain curricular principles are broached which must be elaborated and elucidated further. It is without a doubt that teacher training must make a teacher skillful, and mobile. Skillfulness and mobility do not come about by themselves, but require training which aims at, among other things, self-knowledge, autonomy, and self-initiative. Knowledge of the pedagogical provides the necessary insights to teach in responsible ways in school, if there is an integration, and if this integration culminates in the subject didactic<sup>19</sup>. The integration of didactic insights, and subject didactic knowledge, against the background of the pedagogical, provides the basis for creativity, mobility, and evocative teaching. At the same time, it is the basis for research and reflection, because without the integration of insights, research remains directed at symptoms. Although these insights and integrations have already been worked out, and published, it is true that various circumstances incline students to seek practice, and functional courses, and avoid theoretical courses. A student must be trained to be aware that teaching (on any level) requires two

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<sup>18</sup> See van der Stoep, F. (1978). Die fundamentele riglyne vir die ontwerp van 'n kurrikulum vir die opleiding van onderwysers teen die agtergrond van 'n snel veranderende wereld. **SAVBO Publication.**

<sup>19</sup> See Louw, W. J., op. cit., p 160.

especially important qualities: on the practical side, self-confidence, on which the effective mastery of professional skills rests; and on the theoretical side, an informed humility, which stems from an understanding of the complexity of human existence, from the transitory nature of intellectual modes, and from the enduring qualities of the spirit, which allows certain authors to still live on long past their time<sup>20</sup>. Both these qualities require training, but of such a nature that the practical and theoretical aspects are in harmony with reach other. In this respect, an old Chinese saying has an important message: "Give a man a fish, and you feed him for a day. Teach him to fish, and you feed him for a lifetime".

The above is a sketch, in broad strokes, of modern tendencies in teacher training, and the task of the university to meaningfully implement such training. The administration of teacher training, rightly, also should be included in a theme of this nature. The administration, nature, and scope of teacher training are stipulated in the Law of Teacher Training, Law Number 39 of 1967 as amended by the Revised Law of National Policy on Teaching, Law Number 73 of 1969. The question arises as to whether this legislation will remain unmodified, considering the results of the research of the Human Science Research Council on the state of teaching in the Republic of South Africa. Judging from the scope of this research, and the composition of the main committee, it appears as if new allocations, are a prospect for teaching in general, and for teacher training, particularly. For this reason, at this stage, commentary on the administration of teacher training is speculative, and the matter is left there. How any possible changes of relations among the university, teacher colleges, and technicians will occur in the future, also cannot be speculated on. However, it would be difficult to think of administering a teacher training system apart from the principle of the university as a leader of teaching at the tertiary level. On this aspect, only time will tell.

Whatever the results of the research of the Human Science Research Council might be, and whatever form the resulting legislation might take, no qualified system can function outside the category of teaching. The ontological structure of the phenomenon of teaching, and the didactic criteria, as the basis for recognizing the essentials of teaching in a specific didactic situation must always serve as the

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<sup>20</sup> See Clark, E. A. G., *op. cit.*, p 16.

ground and point of departure for a qualified system, simply because the reality of educative teaching cannot be exceeded by a system. The socio-legal perspective on the practice of teaching, as well as the corresponding implications for the universities that undertake teacher training should be thoroughly investigated because the problem of the practice of teacher training, in the light of the ontology of giving instruction, and the legal mandate given the universities, in this respect, are of cardinal importance. For these reasons this matter must be researched before an analysis can be made of the responsibility of the university, and its connection with teacher colleges, and technicons.

Concerning the dictates to the university regarding training teachers, the following is referred to: an evaluation of the task of the university refers to the fact that it clearly is qualified for the task of establishing a scientifically accountable structure by the head of the research undertaken by the university, and the scientific nature, and tradition of the university. A scientifically (pedagogically) grounded profession (teaching) can only evolve and be changed to meet the demands of the actuality of the profession, and the changing social situation, if it is continually enriched by theory, and if the practice relies on theory for its cognizance of, and findings about teaching problems. But the university can only guarantee this, if it fulfills its calling by, in the words of Van Trotsenburg, maintaining a position of "academic excellence"<sup>21</sup>. In this connection, in his analysis of the future of the university, and its formative task, Van der Stoep describes four possible options which the university has<sup>22</sup>. The option which satisfies the demand of academic excellence is that of a private university, which concerns itself with the academic, and the purging of all subject areas, courses of study and training which can be equally and inexpensively offered elsewhere. Such a university should hold itself to very stringent entry requirements, even an entrance examination, while the nature of its work must be highly professional and scientific. Any other choice or combination of choices necessarily will attenuate the academic flavor merely because compromise regarding personnel and training is the *sine qua non* for the other options.

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<sup>21</sup> Van Trotsenburg, E. A. Doctoral colloquium held at the University of Pretoria on 25 September 1980.

<sup>22</sup> Van der Stoep, F. (1980). Faculty lecture. op. cit.

Whatever choices the university makes regarding its options, it is certain that it can no longer function as it has in the past. It is in this light that the future state of teacher training must be reconsidered, and that training strategies must be thought about for any option or combinations of options which might be considered.

There is the danger that the above deliberation might remain on an esoteric, scientific level because the **reality** of offering teacher training, and everything related to it, is lost sight of.

Providing instruction, especially in the Transvaal, has begun to take critical measures, as the following facts testify:<sup>23</sup>

- \* On 16 September 1980, in the Transvaal, there were 371 vacancies for which the Transvaal Department of Teaching could find no teachers, and appointed a large number of professionally unqualified persons.
- \* Since the beginning of this year, until the end of August 1980, there were 2750 resignations, compared with 1463 for the same period last year.
- \* From the beginning of this year until 19 September 1980, 11.6% of the Departments total male teaching personnel resigned.
- \* The most important reasons for the resignations is the inadequate salaries, and the overload of teachers with extra assignments as a consequence of the personnel shortage.
- \* The inadequate presentation of teaching necessitates the offering of extra classes at the end of the regular schedule, the use of teachers from other schools, holiday schools for pupils, and additional classes during school time by teachers from the school's own personnel.
- \* The shortage is not limited only to certain subjects, but is especially evident in the natural sciences, technical subjects, business subjects, mathematics, and English.

This is the fact of the matter in the Transvaal, and is the situation in which the prospective teacher will find him/herself. Clearly, the South African Council on Teaching cannot function in terms of its aims in these circumstances. These existing circumstances extend to

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<sup>23</sup> Press account of D. van der Merwe Brink (Transvaal LUK burden with Teaching) in "Pretoria News", 19 September 1980.

the other provinces, notwithstanding recruiting efforts. These efforts range from recruiting matriculants in the schools with handsome training scholarships. The sum of these efforts is disappointing, considering that 78.5% of the first-year student teachers at state-subsidized schools do not have a certificate exempting them from matriculation fees, while the exempt group at the universities is in the majority with 73.4%<sup>24</sup>.

In this connection, what also possibly is of importance is that comprehensive research indicates that, in general, women students are better academic achievers than men<sup>25</sup>. In this light, it is strange that the Transvaal Department of Education follows the principle of reserving a percentage of posts for male teachers, especially in primary teaching. This custom is even more peculiar considering that a reliable yardstick is established if a school system aims at normative upbringing in its teaching respect, for knowledge and academic quality<sup>26</sup>. If a school system disparages human knowledge, and if it is anti-intellectual, then it has little respect for human dignity, in the sense of little respect for the children's potentialities as creative and normative beings.

An analysis of the above indicates that teaching and teacher training must be radically thought through, and that the thought must be supported by research results of penetrating pedagogical, didactic-pedagogical, and subject didactic research. It also is clear that the divergent nature of the research, and the demands which the differentiated nature of teacher training embraces, gives this department a specific task.

A projection of what contributions the Department of Didactic-pedagogics, and Subject Didactics can, and increasingly must make to both the research mentioned above and teacher training, indicate

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<sup>24</sup> Venter, A. J. (1968). Die werwing van sekondere skoolleerlings vir die onderwysberoep in die RSA en SWA. **National Bureau for Educational and Social Research**, Research Series No. 29.

<sup>25</sup> Du Toit, L. B. U. (1974). Die verband tussen enkele nie-intellektuele faktore en die akademiese prestasie van eerstejaarstudente aan universiteite en onderwyskolleges, in **Humanitas RSA**, 3-4, 395.

<sup>26</sup> Louw, W. J. (1980). **Sosiodidaktiese pedagogiek: 'n eerste oriëntering**. Pretoria: Academica.

clearly that the composition of such a department must be radically thought through. If the research and teacher training become stabilized, and built up, there is mention of increased research specialization. Here there is mention of specializations in basic didactic-pedagogical research, applied research, subject didactic research, research on the place, scope and integration of professional training, research into the possibilities of more effectively implementing didactic-subject didactic theory into student teaching, research on the structural and functional possibilities of more meaningfully implementing the concerns with, and management of student teaching among the various interest-groups, etc.

It is especially in subject didactics where the greatest problem is occurring with respect to specialized research. For example, this year there are twice as many M.Ed. candidates (14) in Subject Didactics than in Didactic Pedagogics (7). Since Subject Didactics spans the entire spectrum of school subjects in teacher training, subject didactic research concentrates on the design of a total practice<sup>27</sup>. The central principle of relevance to this design is particularization, and this refers not only to school subjects but also to a child's situation, to forms of teaching and to the problem of setting aims. Thus, Subject Didactics is not equivalent to so-called "methodology". This is also the reason that Subject Didactics cannot be placed in another academic department, because these departments simply are not concerned with the aims of teacher training.

The implicit and explicit specializations raised above, necessarily are differentiated in the department, with respect to personnel. This means one of two possibilities: either specific demands will be placed on lecturers regarding directions within which they must increasingly qualify themselves to guide students as proficient teachers, or the personnel will qualify themselves in such a department, and remain qualified to integrate the training with other aspects of knowledge which is at the disposal of the faculty and, more broadly, knowledge at the disposal of the university.

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<sup>27</sup> Van Dyk, C. J. (1980). Die plek en funksie van die Vakdidaktiek by onderwysopleiding. Lecture presented to the Interest Group: Teacher Preparation, Transvaal Teachers Association on 17 September 1980.

Whichever one of these two possibilities will be validated will depend on the choice of the university regarding its future options. However, if the first possibility is chosen, the principle of academic excellence is abandoned, and this department will not be able to distinguish itself from other faculties of education.

Indeed, this department can rightly embrace the second possibility. If the development of academic thought in this department is investigated, it is conspicuous that my predecessor, Professor F. van der Stoep, has met the demands of academic excellence in a superb manner, especially with the publication of "Didaskein"<sup>28</sup> and "Didaktiese Grondvorme"<sup>29</sup>, and with these publication, he not only has done groundbreaking work, but has given a flavor to the research which has been carried out under his leadership. In this connection, reference is made, among others, to the research of Professor N. J. de Jager, on micro-teaching<sup>30</sup> in teacher training and the evaluation of teachers in instructional situations<sup>31</sup>, which brought about a modification in the practice of teacher training. My colleague, Professor C. J. van Dyk continues this tradition, and has made a tremendous contribution from Subject Didactics to the formulation of aims for teacher training. Several research projects have recently been completed or are presently underway which aim at improving teacher training. Here the work of Schutte is mentioned, which focuses on the possibilities of cable television for training teachers to link up with the problems identified by De Jager, in his research on micro-teaching<sup>32</sup>.

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<sup>28</sup> Van der Stoep, F. (1972). **Didaskein**. Johannesburg: McGraw-Hill.

<sup>29</sup> Van der Stoep, F. (1968). **Didaktiese grondvorme**. Pretoria: Academica.

<sup>30</sup> De Jager, N. J. (1978). **Didaktiese uitleg van mikroonderwyspraktyke by onderwysopleiding**. Unpublished M. Ed. thesis, University of Pretoria.

<sup>31</sup> De Jager, N. J. (1980). **Evaluering van onderwysers in die onderrigsituasie**. Unpublished D. Ed. dissertation, University of Pretoria.

<sup>32</sup> Schutte, H. E. (1980). **Die moontlikede van kabeltelevisie by die opleiding van onderwysers**. Unpublished M.Ed. thesis, University of Pretoria.



Although the initial steps in describing the essential structures of teacher training have already been taken, expanded research is now needed to classify and refine the aims of teacher training in the new context within which we find ourselves. Also, the semester system to which the faculty is moving is going to have a fundamental effect on the whole program of teacher training. In this regard, it cannot be expected that the curriculum for teacher training, as it appears today, can survive. This really holds for all training in the faculty leading to and beyond the B. Ed. degree. The introduction of the semester system is an essential change which, with the passing of 1979-1980, will enjoy prominence in the faculty. Notwithstanding the effect that the semester system is going to have on the training of teachers, the training facilities which are available in the new building, are yet another factor forcing a reconsideration of curriculum. These facilities create possibilities which formerly did not exist. These possibilities must be carefully considered and integrated into each syllabus relevant to teacher training. It also is on this level which the traditional collaboration of the other pedagogical disciplines provides fruitful ground. And it is in this connection that I thank you, Mister Rector, for whole-heartedly allowing the new building to be erected, even though funds were limited, and you were never prepared to decide for us which of the proposed compromises to follow.

### SYNOPSIS

When teacher training is considered, it is wise to establish its aims. This issue is examined fully, and is projected against the situations in Europe, the United States, and the Republic of South Africa. The general dissatisfaction, especially regarding the so-called three-plus-one training (bachelor's degree plus teacher's diploma), is noted. Five models of teacher training are examined in depth, and the relevant areas of research to be undertaken by this Department are identified.

A critical examination of teacher training practices against the background of the changing nature of universities is undertaken, and the various options open to universities in this respect are examined. Various problems which have emerged have stressed the need for in-depth research, as well as action-research by the academic staff of this Department.

The findings resulting from this research are discussed against the background of the organization of training, academic forming, professional training, and research within the Department, An indication is given of the need to reorganize the Department, as a whole, to accommodate the various levels of expertise, and ability, with the object of supporting the University generally, and the Faculty of Education, specifically, as an institution of academic excellence.

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