

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 can not be meaningful and the 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 has to be in agreement with the community that 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 have to be in agreement 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 danger of becoming irrelevant. In this view, it is clear that 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 clearly has become a matter of urgency, considering the general political nature of things and the pressing teaching expectations that are created.

It is in contexts such as sketched above that the matter of aims for teacher training have to be viewed. The diversity of different societies and cultural groups in the world explain the variety of emphases and related teleological conceptions. In spite of these differences there are particular points of agreement that demand attention regarding a theme such as this. The relevant literature distinguishes the following as the most important aims of institutions that 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 teachers¹.

It is clear that the Education Faculty has a lions-share in attaining these aims but it is equally clear that it has to work closely with other academic departments and educational 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 pedagogic 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 in order 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 research².

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

² 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.

In most Western European countries, in the United States and also here in South Africa, existing teacher training curricula, in structure and function, are viewed as inadequate and ineffectual³. This general criticism is not always based on pedagogic 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 has to provide the basis for a retrogressive analysis in order 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 Illich⁴, Reimer⁵ and Morrish⁶ 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; teaching 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 have to be reflected in one way or another in each country's principles of teaching.

However, here a distinction has to be made between a future image that can be deduced from present facts and a future image that is

³ Heckhausen, H. et al. (1970). *Lehrer 1980: Lehrerbildung für die künftige Schule*. Düsseldorf: Bertelsmann Universitätsverlag, pp 32 et seq.

⁴ Illich, I. D. (1973). *Deschooling Society*. London: Penguin.

⁵ Reimer, E. (1971). *School is dead*. London: Penguin.

⁶ Morrish, I. (1976). *Aspects of educational change*. London: Allen and Unwin.

the outcome of a so-called “Konzeptsprung” (conceptual leap)⁷. I will not digress further on this distinction--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.

The aim of preparing evenly formed teachers for practice as well as the other aims imply 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 particular 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 that integrates subject matter training and didactic-pedagogic study but as a consequence of the oversupply of graduates in these countries most research at present concentrates on procedures for identifying⁸ suitable candidates for teacher training and testing the validity of such procedures⁹.

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

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

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

⁹ Reed, B. A. (1976). Selection of promising high school graduates as future teachers: an experiment. *Improving College and University Teaching*, 24, 37-39.

for training high school teachers¹⁰, it is a complex matter to achieve a balance in an effective structure. This can be achieved with relative certainty in the eight semester, integrated, degree courses.

As far as the so-called three-plus-one training (3 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 pedagogic-didactic and subject didactic-professional orientation simply cannot occur effectively in one year, and acute because both instructors and students view this training as a crisis solution for a critical situation. Even with the friendliest indulgence for students' enthusiastic criticism, 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 also on the critical shortage of teachers¹¹ in those countries. This research has resulted in five different propositions for training strategies, namely:

- * 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.

¹⁰ Louw, W. J. (1972). An evaluation of the responsibility of the university regarding the training of secondary school teachers. Pedagogic Studies No. 70.

¹¹ 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.

- * From all of the pedagogic disciplines there should be a selection only of those theories relevant to the teaching and learning activity.
- * The study of the different pedagogic 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 has to undergo serious didactic-pedagogic and subject didactic analysis and critique.

The model originating from the student’s teaching assignment can contribute to refining the aims of training because the school culture possibly can be in 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 sometimes naive view of university instructors that in one year they can contribute effectively to the student teachers’ particular insights and skills that 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 in service training materials, rigidity regarding teaching assignments as far as content as well as form are concerned, and work circumstances that lead to a syndrome of

following “more of the same” by classroom teachers and some inspectors of teaching¹².

It is clear that this matter has didactic-pedagogic and socio-didactic-pedagogic consequences that have to be closely investigated. The framework within which such research results have to be integrated have to be provided by the research findings of the earlier mentioned Human Science Research project and by their formal acceptance.

The model resulting from that research that mainly stresses training to develop teaching skills and the theory of teaching provides particular opportunities for structuring teacher training. Among others, this emphasis aims at teaching skills and simulated social skills. The idea is that these skills have to be didactically-pedagogically and subject didactically analyzed and then be taught by the students by means of micro-teaching and mini-courses¹³. In the United States this model resulted in the familiar “Performance-Based Teacher Education” (PBTE) and “Competency-Based Teacher Education” (CBTE).

The limitations of this model are two-fold, namely theoretical and organizational. As far as the theoretical aspect is concerned, it must be emphasized that theoretical generalizations merely are guidelines for understanding particular teaching situations and do not serve as an introduction. For this reason, the student has to be trained to be consciously responsible for his actions. Humanistic psychology goes one step further and alleges that a teacher’s effectiveness depends on his 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

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

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

“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 unthinkable¹⁴. 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 that 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 pedagogic disciplines that have a direct connection with school teaching¹⁵ 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 inquiring of especially Fundamental Pedagogics, Psychopedagogics, Sociopedagogics and Historical Pedagogics from a subject didactic and didactic pedagogic perspective in order to clarify the interface of these perspectives with teacher preparation. Conceptually this procedure is in agreement with curricular criteria but functionally it creates serious gaps if the themes are taken out of the scientific context of the perspectives or if the themes are popularized to such an extent that the students are not able to understand the circumstances, nature, limits, methods, principles

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

¹⁵ See Clark, E. A. G. op. cit., p 15.

and results of the particular perspectives¹⁶. These gaps can lead to superficiality, rigidity and conformity--characteristics that have no place in the changing context of teaching in the South African situation.

The model in which the different pedagogic disciplines are excluded from the training and a school-directed theory is put in their place also is founded on a misconception of the function of theory in training. Teachers' skepticism about the value of pedagogic theory for classroom practice is not lessened by the rise of the pedagogic disciplines as autonomous academic fields of study. Often the concerns of subject specialists in teacher training lead 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 secondary educative situation, as the point of departure for defining teacher training programs, didactic-pedagogic research, and especially fundamental pedagogic, psychopedagogic and sociopedagogic premises of the model have to be evaluated. Also there has to be a more careful look at the concept of relevance and especially its normative basis where the pedagogic has relevance concerning what state of affairs ought to exist¹⁷.

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 with the

¹⁶ See Louw, W. J. op. cit., pp 146-161.

¹⁷ Ibid, loc. cit.

schools¹⁸. All research, especially in the area of 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 have to 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 have to investigate the theoretical and practical possibilities of the American, English and European models and evaluate the procedures in order to integrate the best of them into the South African situation.

In the above discussions certain curricular principles were broached that have to be elaborated and elucidated further. It is without a doubt that teacher training has to make the teacher skillful and mobile. Skillfulness and mobility do not come about by themselves but require training that aims at, among other things, self-knowledge, autonomy and self-initiative. Knowledge of the pedagogic provides the necessary insights to teach in responsible ways in school if there is an integration and if this integration culminates in the subject didactic¹⁹. The integration of didactic insights and subject didactic knowledge against the background of the pedagogic provides the basis for creativity, mobility and evocative teaching. At the same time, it also 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

¹⁸ 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.

¹⁹ See Louw, W. J., op. cit., p 160.

that various circumstances incline students to seek practice and functional courses and avoid theoretical courses. The student has to be trained to be aware that teaching (on any level at all) requires two 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 time²⁰. Both of these qualities require training but of such a nature that the practical and theoretical aspects are in harmony with each other. In this respect, an old Chinese saying has an important message: "Give a man 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 regarding 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 in light of 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 the 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 in particular. 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, teachers 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

²⁰ See Clark, E. A. G., *op. cit.*, p 16.

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 of 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 will always have to serve as the 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 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 has to be researched before an analysis can be made of the responsibility of the university and its connection with teachers colleges and technicons.

Concerning the dictates to the university regarding training teachers, the following can be 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 (pedagogic) 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”²¹. In this connection, in his analysis of the future of the university and its formative task, Van der Stoep describes four possible options that the university has²². The option that satisfies the demand of academic excellence is that of a private university that concerns itself with the academic and the purging of all subject areas, courses of study and training that 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 has to 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.

Whatever choices the university makes regarding its options, it is certain that it no longer will function as it has in the past. It is in this light that the future state of teacher training has to be reconsidered and that training strategies have to be thought about for any option or combinations of options that 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:²³

* On 16 September 1980, in the Transvaal there were 371 vacancies for which the Transvaal Department of Teaching could find no

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

²² Van der Stoep, F. (1980). Faculty lecture. op. cit.

²³ Press account of D. van der Merwe Brink (Transvaal LUK burden with Teaching) in “Pretoria News”, 19 September 1980.

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 himself. Clearly, the South African Council on Teaching cannot function in terms of its aims in these circumstances. These existing circumstances extend to 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%²⁴.

²⁴ 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.

In this connection what also possibly is of importance is that comprehensive research indicates that in general women students are better academic achievers than men²⁵. 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 quality²⁶. 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 have to be radically thought through and that the thought has to be supported by research results of penetrating pedagogic, didactic-pedagogic and subject didactic research. It also is clear that the divergent nature of the research and the particular demands that the differentiated nature of teacher training embraces gives this department a particular task.

A projection of what contributions the Department of Didactic-pedagogics and Subject Didactics can and increasingly have to make to both the research mentioned above and teacher training indicate clearly that the composition of such a department will have to 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-pedagogic research, applied research, subject didactic

²⁵ 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.

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

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 practice²⁷. The central principle of relevance to this design is particularization, and this refers not only to school subjects but also to the child's situation, to forms of teaching and to the problem of setting aims. Thus, it is clear that 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 particular demands will have to be placed on lecturers regarding particular 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 that is at the disposal of the faculty

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

and, more broadly, knowledge at the disposal of the university. 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”²⁸ and “Didaktiese Grondvorme”²⁹ and with these publications 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 can be made, among others, to the research of Professor N. J. de Jager on micro-teaching³⁰ in teacher training and the evaluation of teachers in instructional situations³¹, 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. A number of research projects have recently been completed or are presently underway which aim at improving teacher training. Here the work of Schutte

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

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

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

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

can be mentioned which focuses on the possibilities of cable television for training teachers in order to link up with the problems identified by De Jager in his research on micro-teaching³².

Although the initial steps in describing the essential structures of teacher training already have 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 that with the passing of 1979-1980 will enjoy particular 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 that 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 that the traditional collaboration of the other pedagogic 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 situation in

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

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 in order 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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