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Developing learners and learning in teacher education in the Seychelles: A critical investigation

Odile Jean-Louis
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**Developing Learners and Learning in Teacher Education in the
Seychelles: A critical investigation**

by

Odile Jean-Louis

**A thesis submitted in partial fulfillment of the requirement for the
Award of**

Master of Education

At the Faculty of Community Services, Education and Social Sciences

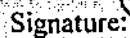
Edith Cowan University, Mt Lawley

Date of submission: July, 2005

DECLARATION

I certify that this thesis does not, to the best of my knowledge and belief:

- (i) incorporate without acknowledgement any material previously submitted for a degree or diploma in any institution of higher education;
- (ii) contain any material previously published or written by another person except where due reference is made in the text or
- (iii) contain any defamatory material.

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Abstract

The development of education, and specifically, 'lifelong learners', 'professional learning communities' and a 'learning society' is one of the priorities of the Seychelles Government. This study focused on an issue fundamental to such development: the type of teacher education required to develop future citizens of the Seychelles into lifelong learners and to lead the country into a learning society. In Seychelles a new National Curriculum was established in 1997, but to date little research has been undertaken in teacher education, and existing programmes have remained intact.

The study focused on the first of the four issues that Young (1998) contends lie at the heart of any teacher training programme: (i) its approach to learning; (ii) the role of knowledge in the teacher education curriculum; (iii) the role of schools and higher education in teacher education and (iv) accountability and standards. The study sought to investigate the alignment of the current teacher education programme with the visions for learning and learners that are inherent in National Curriculum and wider education policy developments in the Seychelles. Documentary research and interviews with key figures in policy and curriculum development settings were used to explore the approach to learning in the current secondary teacher education programme of the Republic of Seychelles, in national curriculum and in wider education policy.

The key findings indicate that the present secondary teacher education programme does not provide a strong basis for the development of lifelong learning and lifelong learners, although emphasis is placed on that in the education policy. The national curriculum is seen to be a mixture of content-driven and objectives-driven (Ross, 2000) with strong classification and strong frame, the characteristics of the collection type according to Bernstein (1990). The evidence also shows a weak alignment between learning in teacher education and learning as prescribed in the national curriculum and in the education policy.

Recommendations have been made for prospective reform in teacher education and for further research focusing on the teacher education-teaching interface.

ACKNOWLEDGEMENTS

I wish to extend my sincere gratitude to the following people for their greatly appreciated assistance with the thesis:

1. My supervisor, Dr Dawn Penney for her invaluable advice, guidance, support and encouragement throughout the project;
2. Ministry of Education and Youth of the Republic of Seychelles and the National Institute of Education for providing the support and assistance for data collection;
3. All the participants who were involved in the study;
4. My husband Colin and two daughters Ethel and Colette for their patience and support;
5. My host family in Australia – Audrey, André, Alexander, Jaydon and Julian Lemarchand for their help and support;
6. My relatives and colleagues in Seychelles for support and assistance whenever required, especially my mother Eva, my mother-in-law Yvette Esparon and my sister Yvonne De Commarmond;
7. My colleagues and friends in Australia, especially Jemmy Louange;
8. The staff of Edith Cowan University who have provided any assistance and help in one way or another.

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CHAPTER ONE: Introduction

1.1 Background to the Study

1.1.1 A Historical Overview

Seychelles is an archipelago in the middle of the Indian Ocean, 4° south of the equator with a population of 80,000. The French took possession of the islands in 1756 and the first settlement started only in 1770. Seychelles remained a French colony up to 1811, when the British took over the islands along with Mauritius. Thus, Seychelles was a British colony from 1811 until its attainment of independence in June 1976. Before independence the church played a major role in the education in the country. The first school was started in 1839 by the Mico Charity, an Anglican Mission society. This was followed by the opening of Roman Catholic schools from 1851. Church schools started receiving government money as grants in 1867. Religious education dominated a large section of the school curriculum within these schools. In 1872 a Board of Education was set up and the first Government secondary school was started in 1902.

In 1977 as a result of a coup, a socialist government was established. This second republic, a one-party state, remained until the shift to a multi-party state in 1992. Following the 1977 coup, there have been a series of education reforms¹. 1997 represents something of a watershed for education in Seychelles, with the introduction of a National Curriculum. Current education policy is based on the principles of *Equity, Quality and Accountability* relating to the operational goals of the Education service, while the terminal goals are Education for *Empowerment*, Education for *Productivity*, Education for *Social Cohesion* and Education for *Global Participation* (Ministry of Education, 1991). (Discussed further in 2.2)

¹ *Education for tomorrow: The 1991 education reform*, 1991; *La Reforme de l'Education: Diagnostic-Restructuration-Priorites*, 1978; *Le Plan Sectoriel et la Reforme de l'Education aux Seychelles 1982-1986*, 1982; *Triennial Report of the Education Department for the years 1965-67, 1967*.

1.1.2 Evolution of Teacher Education

The Colonial Report of 1945-1951 noted that the shortage of good teachers was one of the principal hindrances to the development of education in the Seychelles (Colonial Office, 1951). Consequently a teacher training centre was opened in 1945 and two travelling teachers were appointed to move from school to school demonstrating and advising on methods of instruction. Vacation courses on teaching instructions were also organised (Colonial Office, 1951). During that same period a supervising teacher together with the Director of Education organised and conducted part-time *teacher training*² courses at the centre. In 1959 the new Teacher Training College (TTC) was opened. The college started to function part-time from June until October of that same year, when full-time courses were introduced. The course comprised three years of college-based study plus a further year of upgrading referred to as 'pre-teaching' (Education Department, 1967).

In 1983 the TTC became part of the Seychelles Polytechnic under the name of School of Education and Community Studies (SECS). Trainee teachers were enrolled for a three-year or two-year course in primary and secondary teacher training, respectively. Certification was in the form of a Diploma in Education for Primary or Secondary. The secondary course was most often followed by a two-year overseas university study to obtain a Bachelor of Education degree.

In 1999 there was major change in both teacher training and National Curriculum in Seychelles. The Curriculum Development Section (CDS), which used to be a separate section in the Ministry of Education responsible for curriculum development and evaluation, merged with the School of Education to become the **National Institute of Education (NIE)**. The contents and structure of the teacher education programme was, however, unchanged. In 2000 a review in the primary teacher training course was undertaken, upon which the course was duly extended from three to four years duration and its content was modified. This review did not extend to

² To be noted that the term 'teacher training' was the major term used for teacher education until the last education review in 1998. From 1998, the term 'teacher education' replaced that of 'teacher training'

secondary teacher education. In focusing on the secondary context, the study reported here was thus extremely timely.

1.2 The Significance and Purpose of the Study

Education is one of the most important concerns of every developing society. The following education policy statement confirms that it has always enjoyed priority status on Seychelles' improvement agenda:

Teacher education will be built on a sound understanding of society in Seychelles and of the evolution of the education system in the context of the changes within that society. Teacher Education and training will be delivered through the unified system which promotes life-long learning, with initial and in-service training being viewed as a continuum.

(Ministry of Education of Seychelles, 1991, p. 13).

In Seychelles the development of education is intended to respond to the demands of an evolving society and contribute to the further development of that society. The education reform of secondary education in 1998 stated that "a holistic approach is called for, aimed at developing integrated, positive and effective education environments, high quality – all-round evolution, not just structural evolution" (Ministry of Education, 1998, p. 3). Yet, while considerable attention and resources have been directed towards reform of the school curriculum and specifically, the introduction of a new National Curriculum in the Seychelles, the training of teachers has remained largely untouched. The various education reforms (in particular those of 1991 and 1998) concentrated on the infrastructure and adjustments to the National Curriculum. Teachers are key to successful implementation of the curriculum, the development of responsible citizens, life-long learners and a learning society. Teacher education (initial and continuing) has an undeniably crucial role to play in the achievement of aims for education in Seychelles. The absence of recent review of secondary teacher education is notable as is the absence of research focusing on teacher education.

This study set out to explore the approach to learning and the development of learners in the current secondary teacher education programme of Seychelles, and specifically investigated the extent to which it is aligned with the visions established in government policy, (and embedded in the National Curriculum) for the transformation

of secondary education, development of learners, learning communities and a learning society. I, as the author, have worked in education for the past two decades. I have developed a breadth of knowledge as a result of my work firstly as primary and secondary teacher and subsequently as a history curriculum developer. In the latter role I was involved in the development, monitoring and evaluation of the history curriculum for secondary schools. In 1999 when the Curriculum Development Section of the Ministry of Education merged with the School of Education to become the National Institute of Education, I started working as a lecturer, while maintaining my responsibility as a curriculum developer. I have, therefore, been involved in the training and monitoring of both pre-service and in-service teachers, the development and implementation of the new national curriculum and the review of both the National Curriculum and the primary teacher education course in 2000. Whilst witnessing this major review of the primary course, I was eager to see a major review in the secondary teacher education programme. Instead there was a slight and somewhat impromptu modification to the secondary course. This situation has promulgated my quest for investigating the teachers' and students' perceptions about the practical state of teaching and learning vis-à-vis the introduction and application of the new national curriculum, and the influence of the current teacher training program upon such teaching and learning. My hope is that the results of this study will contribute to the enhancement of teacher education and education more broadly in the Seychelles. While the study is specifically focused upon Seychelles, its significance undoubtedly extends to international academic and professional communities. Many of the issues addressed are of international relevance and interest.

1.3 Focus and Scope of Study

The fact that there has been little research in teacher education in the Seychelles generates a host for prospective agendas for studies. The focus of this study has been *the development of learners and learning* in the current secondary teacher education programme. This focus was chosen to maximise the extent to which the study connected with broad visions for education in Seychelles and specifically, the hopes embedded in the introduction of a National Curriculum. The short time span for this study and resource considerations, including distance and cost, has necessarily

restricted the scope of the study. Further details of methodology are discussed in chapter five.

1.4 Research Questions

The main research questions and sub-questions established for the study were:

Research Question	Sub-questions
1. What visions for learning, learners and society are expressed in government policy of education and the National Curriculum?	<ul style="list-style-type: none">(a) What is the broad education policy on secondary teacher education, specifically with regards to learning and learners?(b) What is the vision of and for learning and learners embedded in the National Curriculum as outlined in 'official text' and in practice in schools?
(2) How are these visions reflected (supported, contradicted) in the current secondary teacher education programme in Seychelles. What modifications and/or developments appear necessary to better align secondary teacher education with broad visions for education, citizens and society in Seychelles?	<ul style="list-style-type: none">(a) What is the vision of and for learning and learners embedded in current secondary teacher education programme as 'official text' and in practice?(b) Are there any apparent issues of tension/contradiction in education policy and developments across education sectors and arenas with regards to approaches to learning and the development of lifelong learners and a learning society?(c) If yes, what developments in teacher education are needed to alleviate them?

In relation to all these questions, the investigation has looked at learning with reference to the theoretical framework presented in Chapter 4.

1.5 Outline of the Thesis

The remainder of the thesis is structured as follows: Chapter 2 provides an overview of the policy issues regarding teacher education in Seychelles and describes the

current structure of the institute in relation to policy and curriculum. A literature review is then presented in Chapter 3 with an outline and analysis of the various points of view on research publications related to teacher education in general and specifically in relation to the approach to learning as well as learning theories. A part of the literature review has been dedicated to the development of lifelong learning and learning communities. This is followed by Chapter 4, which provides explanation of the theoretical framework which underpinned and guided the study. In Chapter 5 attention turns to methodological issues. Having discussed the paradigmatic stance which has been adopted, the methods used for the collection of data, the stage/design of the study and data analysis are discussed. Chapter 6 presents the findings from both the documentary analysis and the interviews. Findings are discussed in Chapter 7 with specific reference to the evidence from the interviews and documentary research. Chapter 8 provides recommendations and concludes the study by examining issues highlighted by the research and identifying areas for future research based on the findings.

CHAPTER TWO: Context of Study

2.1 Policy Priorities for Education in Seychelles

As stated in the education policy review of 1991, the mission statement of the Ministry of Education of the Republic of Seychelles is “to build a coherent and comprehensive system of quality education and training, reflecting shared universal and national values, which will promote the integrated development of the person and empower him/her to participate fully in social and economic development” (Ministry of Education, 1991, p.1). The review of the policy in 1991 was considered a major undertaking intended to motivate pupils, teachers and parents in education, to make education more cost effective and also to raise the standards of education at all levels. This was later followed by a reform in secondary education which was implemented in 1999 (Ministry of Education, 1998).

In relation to teacher education, it has been clearly stated, as mentioned previously, that:

Teacher education will be built on a sound understanding of society in Seychelles and of the evolution of the education system in the context of the changes within that society. Teacher Education and training will be delivered through the unified system which promotes life-long learning, with initial and in-service training being viewed as a continuum. Classroom action-research will be actively promoted as one of the most effective ways of ensuring that teachers constantly reflect on their teaching and seek to perfect their practice. The habit of dialogue with peers on professional matters will also be actively promoted.

(Ministry of Education, 1991, p.3).

2.2 Teaching, the National Curriculum and Teacher Education in Seychelles

The National Institute of Education (NIE) remains the sole provider of teacher education in the Seychelles. The institute has two main functions: teacher education and curriculum development. Apart from initial teacher education the institute is also responsible (upon request of the Ministry of Education) for in-service courses for teachers. Hence the present structure of the NIE is as follows:

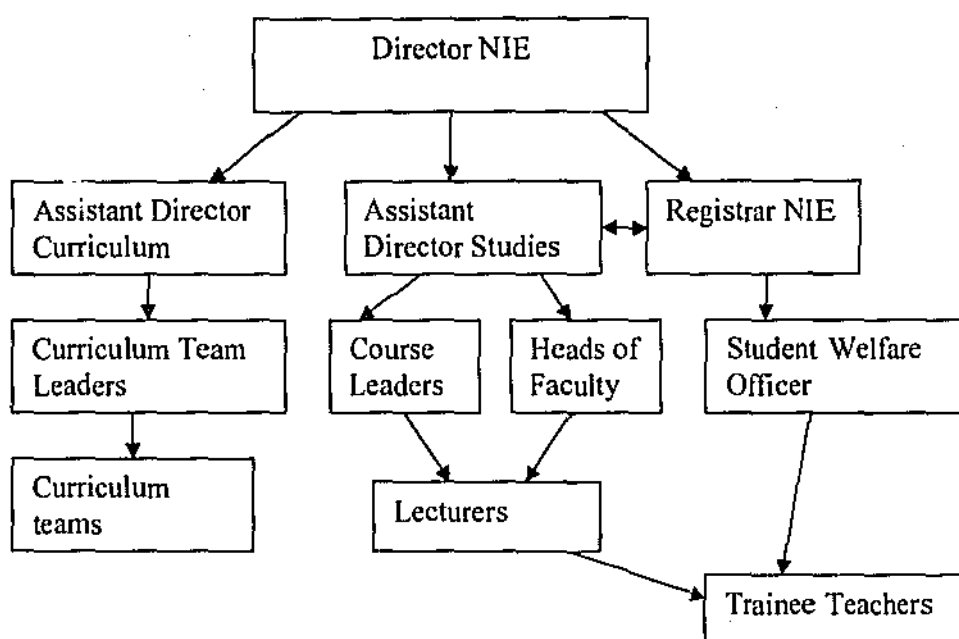


Figure 1: Structure of the National Institute of Education of Seychelles

There are five faculties within the institute: Language Faculty (responsible for Creole, English and French), Maths, Science, Information and Communication Technology (ICT) and Environment Education Faculty, Social Science and Educational Studies Faculty, Personal Social Education (PSE) and Physical Education Faculty, and Technical Studies Faculty.

The Secondary Teacher Education Programme is a two year programme, after which the graduate is awarded a Diploma in Education in the area of specialisation. The table below shows the structure of the secondary course. The number of hours has been modified in January 2004 from 4 hour sessions to 3 hour sessions, to create time for additional units within the course.

Table 1: Secondary Course Structure of the National Institute of Education

Year One	Subject /NO of Hours	Practicum
Term One (12-13 weeks)	Specialisation - 4x3hours per week Educational Studies - 2x3hours per week Subsidiary subject - 2x3hours per week	3 weeks (Observation and Team Teaching)
Term Two (12-13 weeks)	Specialisation - 4x3 hours per week Educational Studies - 2x3 hours per week Subsidiary subject - 2x3hours per week	4 weeks (max. of 18 periods of 40mins a week)
Term Three (13 weeks)	Specialisation - 4x3 hours per week Educational Studies - 2x3 hours per week Subsidiary subject - 2x3hours per week	4 weeks (max. of 18 periods of 40mins a week)
Second Year		
Term One	Specialisation - 4x3 hours per week Educational Studies - 3x3 hours per week	4 weeks (max. of 20 periods of 40mins a week)
Term Two	Specialisation - 4x3 hours per week Educational Studies - 3x3 hours per week	4 weeks (max. of 20periods of 40mins a week)
Term Three	Specialisation - 4x3 hours per week Educational Studies - 3x3 hours per week	3 weeks (collection of data for research)

The courses on offer vary from year to year according to both the demands of the Ministry of Education and the number of students enrolled. For their practicum, trainee teachers are placed in government secondary schools on the main island of Mahé.

The following diagram illustrates the position of the National Institute of Education in relation to the Education Policy, the National Curriculum and schools. This will facilitate understanding of the issues advocated in the study. Schools have been placed at the top of the schema because this is where the National Education Policy, teacher training competencies and the National Curriculum meet in a practical context.

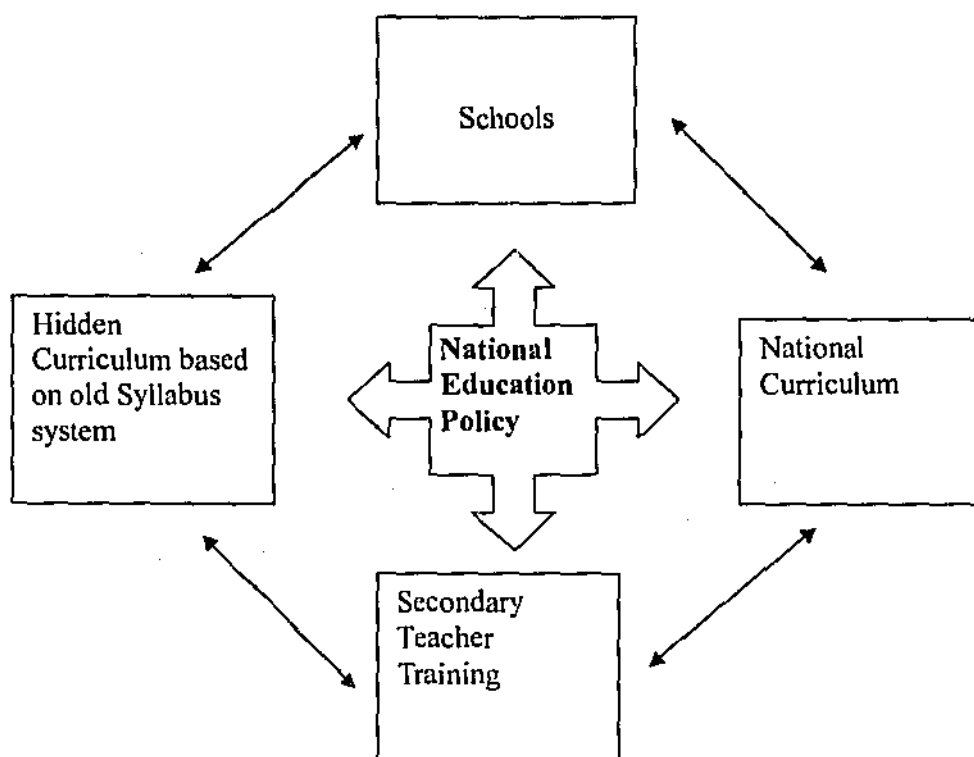


Figure 2: Function of the National Institute of Education in relation to education Policy, schools and curriculum

Government decisions about education and specifically, teacher education are conveyed through the National Education Policy, which is promulgated through the dictates of the Ministry of Education. The latter has the responsibility of getting all stakeholders and education service providers, such as the teacher training institution and schools, to implement this policy. The input/contribution of the National Institute of Education is two-fold. It impacts upon schools through the training of prospective and in-service teachers, and through its contribution to the design of the National Curriculum. The coherence of the two sections within the same institution was explored in this study.

In considering the implementation of the National Curriculum, the old syllabus system is a key issue. Most practicing teachers have been using the old syllabus for a very long time. Undoubtedly, this is impacting upon the current practice of teaching and learning through the newly-introduced National Curriculum (see Chapter 6 on Findings). This situation is not exclusive to the Seychelles, as will be noted in the next

chapter along with other pertinent issues in both teacher education, education policy and the national curriculum.

CHAPTER THREE: Review of Literature

3.1 Introduction

This chapter reviews literature pertaining to a number of key issues in teacher education. It thereby aims to provide a comprehensive background to the study. The first section introduces the need for research in teacher education. This is followed by a review of literature highlighting the philosophies guiding policy development in teacher education. From there the role of teacher education in relation to knowledge, teaching and learning is reviewed. The next section brings to the fore the issue of standards and professionalism in teacher education. The structure and curriculum of teacher training is reviewed next, after which the aspect of learning in teacher education, which revolves mainly around research findings and policy directions, is discussed. The literature reviewed is then brought to bear upon the issues of lifelong learning and learning communities/societies. The chapter concludes by summarising the major issues identified concerning the future development of teacher education and that present agenda for research.

3.2 Teaching and Teacher Education: contemporary changes

In recent years research and publications in teacher education have, in one sense, been the preoccupation of many authors and researchers. Various issues such as quality, professional standard and policy have been the focus of discussions. Yet at the same time, it is an area acknowledged as lacking comprehensive research attention and critique. Evans (2002) pointed out that “as an area of study, teacher development is dominated by examination of issues, while methods, on the other hand, are comparatively under-examined” (Evans, 2002, p. 123), while Ramsay (2000) commented that “there is no shortage of good ideas in teacher education, but an essential structure to turn them into reality is missing” (cited in Bates, 2002, p. 218).

Fullan (1993) points out that “teachers’ jobs are more complex than ever before. They must respond to the needs of a diverse and changing student population, a rapidly changing technology in the workplace, and demands for excellence from all segments of society” (p. 1). Helsby (1999) has similarly emphasized that, “across the westernized world, new responsibilities, new demands and new terms and

conditions of service are being imposed with increasing frequency as education is reformed and schooling restructured to meet the perceived needs of the twenty-first century” (Helsby, 1999, p. 1). Therefore, it is not surprising that anyone involved in teacher education would be acutely aware of the fact that the training of teachers has become a contentious issue (Scott & Freeman-Moir, 2000).

Ramsey (2000) has drawn attention to the need to also consider the influential aspect of financing educational projects, and more specifically acknowledge that many educational institutions are suffering from a lack of funding and restricted infrastructure. Ramsey’s concerns are reiterated by Bates (2002) who noted that “while there has been considerable upgrading of teacher education programs through the efforts of the academics involved and their associations, the past two decades have also seen a substantial diminution of the resources committed to teacher education” (Bates, 2002, p. 217). The issue of resources to support teacher education is pertinent in the context of Seychelles, and is discussed later in the study. (see Chapter 7).

A third issue which has been deemed to be one of the major impediments to improved teaching and learning performance is the reluctance to let go of ‘direct’ and teacher-centred teaching in the teacher education context. This situation has prevailed partly because the architecture and organisation of many formal institutions tend to promote traditional pedagogies (Reid & O’Donoghue, 2001). The sentiment expressed by Bullough (2002), who pointed out that teachers and teacher educators are both seen as the source of much of the presumed failure of the schools, is not one which is confined only to the USA; it is a worldwide phenomenon (Cochran-Smith, 2001). It is worth noting that a questioning finger has constantly been pointed at teacher education. Cochran-Smith (2001) observed three competing agenda driving reforms in teacher education: professionalization, deregulation and over-regulation (p. 263).

There has been much debate as to the comparative qualities and tenets of the three competing agenda identified by Cochran-Smith (2001). Those who advocate the professionalization agenda suggest that the appropriate outcomes of teacher education are both its long-term impact and performance-based assessments of new and experienced teachers. They are also concerned about high and consistent standards for all aspects of teacher education programs (Cochran-Smith, 2001). Those who

advocate the deregulation agenda, regard long-term impact as an appropriate outcome of teacher education as are scores on state-level teacher tests, which they see as the primary gatekeeper into the profession (Apple, 2001). At the other end of the spectrum there is this tendency for state and federal policies to reform teacher education through the over-regulation agenda with 'high stakes' teacher tests as the most important outcome of teacher education, and state control of inputs of teacher education through prescription of multiple aspects of teacher preparation programs (Cochran-Smith & Dudley-Marling, 2001). However, there is little empirical evidence on the effects of these agenda in enhancing teachers' learning, improving professional practice and increasing students' learning (Cochran-Smith, 2001). Moreover, whenever approaches to teacher education are analysed in relation to issues of reform, they seem to be found wanting, especially when the wider society is also taken into consideration, as exemplified by Cochran-Smith (2001) and Bates (2002).

Reid and O'Donoghue (2001), who examined three prominent approaches to teacher education, argue that each approach fails to address the scale of the changes that are taking place in our societies. The approaches that they referred to are: the basic knowledge and skills approach; the skilled artisan approach and the professional competence standard approach (p. 5). The basic knowledge and skills approach posits a lack of teacher skill and knowledge as the cause of student and institutional failure. For example, in California the state government is proposing to assess graduates and student-teachers from teacher training programs using tests which assess technical skills such as lesson planning and classroom management, as well as detailed knowledge of the state's mandated curriculum. In England, the Labour government introduced a national curriculum for primary and secondary teacher education involving four subject areas: English, Maths, Science and Information and Communication Technology (Furlong, Barton, Miles, Whiting, & Whitty, 2000, p. 152-156). Also in the UK, the government has established a set of national standards, in the form of very detailed descriptions of what is considered to be an efficient and effective classroom teacher. However, little consideration is given to the nature of the contemporary world and the resources that people need to navigate their way through the many options that are present in everyday life, nor is there an acknowledgement of the provisional/unfinished nature of knowledge.

The skilled artisan approach constructs teaching as a skilled practical activity which is best learned on the job. This model assumes that the best way to improve the quality of teaching is to place novice educators alongside classroom practitioners to learn practical classroom skills. Therefore, it tends to draw a sharp distinction between theory and practice, privileging the latter and by implication denigrating the former. Arguably, such an approach is not well positioned to meet the complex demands of contemporary times. Hargreaves (1997) observes that the aim of school-based teacher preparation is “not to enrich collaboration and collegiality but to return teaching to an amateur, deprofessionalised almost premodern craft, where existing skills and knowledge are passed on practically from expert to novice, but where practice can at best only be reproduced, rather than improved” (p. 106). In contrast to the two approaches highlighted above, the professional competency standards approach identifies the knowledge, skills and attitude that good teachers should possess and describes them in terms of competency standards.

Given that there seems to be a lack of cohesiveness amongst competing agenda and teacher education approaches, it is pertinent to address the concerns described hitherto with respect to the quality of teacher education provided, the reciprocal professional standard emanating from it and the policy which guides its application (Cochran-Smith, 2001). This demands that we engage with the philosophies, views and subsequent images guiding the policies and practice underpinning teacher education and informing its reform.

3.3 Philosophies and image of teacher education guiding policy development

Bartell (2001) has pointed out that “for too long we have ignored the vital connection between policy and practice in teacher education” (Bartell, 2001, p.189). This could be due mostly to the low internal consistency of the elements involved in teacher education, prompting Elliot (1993), in the same vein as Fullan (1993) and Helsby (1999), to reiterate the fact that, “teacher education appears to be currently lacking in coherence and continuity” (p.1). Elliot (1993) identified three quite distinct philosophies of teacher education as variously underpinning current practice: the *platonic or rationalist* view; the *social market* view; and the *hermeneutic* view.

The platonic or rationalist view implies that the initial education phase gives priority to the development of theoretical understanding, and opportunities to demonstrate an ability to apply them appropriately in practice (Elliot, 1993, p. 16). However, Hargreaves (1990) commented that this is a highly individualistic image of the teacher. In the 'social-market' view of teacher education, the outcomes of professional learning are construed as quantifiable products which can be clearly pre-specified in tangible and concrete form (Elliot, 1993, p. 16-17). If product is the main focus, it has to have markets and consumers. Therefore, the social-market perspective views schools as consumers and teacher education as the market. The hermeneutic view of teacher education is based on situational understanding, which implies that practice is grounded in interpretations of particular situations as a whole and cannot be improved without improving these situations (Elliot, 1993, p. 18). In that sense Elliot noted that "teacher education becomes largely a matter of facilitating the development of teachers' capacities for understandings as a basis for wise judgement and intelligent decisions in complex, ambiguous and dynamic educational situations" (Elliot, 1993, p.19). It is the social market view which has impinged upon the transformation and application of teacher educational practices in the UK, in particular, and can also be seen to be impacting on developments in other countries.

Each of the above views gives rise to a particular vision of the role of teacher education vis-à-vis the interaction of knowledge, teaching and learning. The platonic or rationalist view of teacher education targets the development of rationally autonomous professionals. In the social market view the individual's training needs are identified by the school, which also controls the provision for the training (Elliot, 1993). In contrast, "the hermeneutic perspective and its principle of situational understanding have implications for a teacher education curriculum, and continuity and progression in professional learning" (p.19). These contradictory views have encouraged policy makers to look to a variety of alternatives for reforms in teacher education, which at times have not necessarily produced much change (Elliot, 1993, Bartell, 2001, Helsby, 1999). Alongside differences in philosophy, there are other pressing issues in teacher education which are worthy of discussion and that are also relevant to the context of Seychelles. Demands for a larger quantity of teachers has come at the same time that we are asked to produce a cadre of more highly qualified teachers who are more attuned to the needs of today's schools. This brings to the fore

an emphasis on 'standards' and also gives rise to questions about what teacher knowledge is needed for the teaching profession of the 21st century.

For Fullan (1993), teacher education is inclusive of an ethos of constant inquiry and collaboration on local and global scales, with education faculty working with their colleagues from their own institution. Similarly, Wasley (1991) noted several factors contributing to the need for significant renewal efforts in teacher education programs: the changing circumstances of children's lives; a growing knowledge base related to the critical influences of cultural variations; the changing nature of training in many institutions around the world, and the changing perspectives on knowledge and forms of communication available through technologies (Wasley, 1991). For such a vision and its related elements to materialise, sustain itself and endure changes promulgated by reform implications, it has to have an influential 'vehicle' to convey its aspirations and catalyse its progress and application (Fullan, 1993). According to Reid and O'Donoghue (2001), print literacy has been that vehicle, which has been carrying this vision forward. They contend that, "the traditions and practices of print literacy continue to dominate in educational institutions, even while the emergence of electronically based digital culture is reshaping how people live their lives (Reid & O'Donoghue, 2001, p.3).

3.4 The Issue of standards and professionalism

No commentary on contemporary developments in teacher education can afford to ignore the matter of 'standards', since they are a now established discourse in international arenas of teacher education and in related policy development (Bullough, 2002). Beyer (2002) pays particular attention to the problem of standards when he argues that:

teaching and the preparation of teachers is again being positioned as something like a science, now to be generated by an adherence to content and developmental standards and evaluation practices that guarantee results, and are underwritten by accreditation agencies such as the National Commission for the Accreditation of Teacher Education.

(p. 240)

The issues of standards and professionalism are undoubtedly contentious. At one end

of the spectrum are those outside education, who espouse 'standards' as one of those cogwheels in the teacher education machine, which would not only help in safeguarding this ethos of constant inquiry and collaboration on local and global scales that Fullan (1993) talks about, but also ensure the smooth interaction of the respective knowledge, teaching and learning. There are then those who warn that a focus on standards would be detrimental to the quality of teaching and learning. Hence, it is a thorny issue, which has sparked considerable debates pertaining to teacher education. In Beyer's (2002) view, a focus on standards fails to take up the central questions that need to frame teacher education. He therefore declares that standards are not the answer, because what is generally missing in the current reform era is a larger body of literature, drawn from inside the field of educational studies as well as from other disciplines that would enable students to develop a theory of teaching and a theory of education (Beyer, 2002). In support of Beyer's views, Bullough (2002) observed that pre-service teacher education programmes are under growing pressure to recast themselves around explicit and measurable standards, competencies and performance evaluation systems (Bullough, 2002). Internationally the call for standards and the establishment of a regime of verification has gathered momentum. Australia is a case in point, as observed by Bates (2002). The development cannot but have an impact on teacher education as graduates are required to display knowledge of such standards and the programs by which they are seen to be achieved. The impact is two-fold. Firstly there is a call for higher levels of disciplinary expertise, and secondly there is a call for much higher levels of professional (pedagogical) expertise (Bates, 2002, p. 219). Although it is clearly desirable to produce 'effective teachers' (however that is defined in a particular context), the extent of attention on standards seems inappropriate, the impression being that teacher education reforms are being driven by policy makers outside education (Beyer, 2002; Bullough, 2002).

The arguments raised by Bullough (2002), Beyer (2002), and Bates (2002) are supportively summed up by Blackwell (2003), who also commented on the issue of teacher education in relation to quality of teachers in schools by stating that, "just as the education system is not organised to ensure every student a high-quality teacher, neither is it organised to ensure that every prospective teacher studies in a high-quality teacher education program that results in high quality student learning"

(Blackwell, 2003, p. 363). Although it is acknowledged that “the skills, attitudes and practices of classroom teachers are inextricably linked to the pre-service preparation they receive” (Eifler, Potthoff & Dinsmore, 2004, p.92), another point against the ‘Standards Movement’ is that, “despite that strong connection, the systematic restructuring of teacher education programs necessary to improve the preparation of teachers, as well as to meet our own professional standards, is a relatively new concern” (Eifler et al., 2004, p. 92).

In addition to the standards issue being seen as arguably a stumbling block in the development of teacher education, there is the question of academic content and the pedagogical content. It has been noted that teacher training as practiced at university level is often faced with the problem of academic content being divorced from the pedagogical (Ma, 1999). The ramifications resulting from such a situation could have far reaching effects upon teacher education.

3.5 Structure and Curriculum of Teacher Education

A point raised by Bates (2002), which is significant as an issue in teacher education in general, is the fact that:

Students are increasingly encouraged to get their disciplinary degree and then add the pedagogical knowledge. However, what this clearly leads to is the accumulation of disciplinary knowledge without any consideration of its pedagogical form or its relation to the school curriculum. Thus, while students learn their discipline they may well not learn much about what it is they will have to teach.

(p. 219)

This suggests a lack of coherence between the content and practice of the teacher training program, and the type of teaching and learning desired through implementation of the national curriculum. Ma (1999) has already provided research evidence that primary teachers trained in the way described by Bates (2002) eventually find it difficult to teach for sense-making, a fundamental goal of contemporary educational curricula. In a comprehensive longitudinal study carried out between 1986 and 1990, the National Centre for Research on Teacher Education (NCRTE) found that majoring in an academic subject in college does not guarantee that teachers have the kind of subject-matter knowledge they need for teaching. Teachers who majored in the subject they were teaching often were not more able than other teachers to explain fundamental concepts in their discipline (NCRTE,

1991). The NCRTE researchers proposed two explanations; college courses present content as facts, therefore students remain unsure of meaning, significance or connections and secondly there is little alignment between the content of college courses that prospective teachers take and what is taught in schools (NCRTE, 1991).

The NCRTE's explanations are reflected through Millnick and Pullen's (2000) observation, which pictures teacher education as requiring "institutional commitments to a special set of demands that go beyond the ordinary norms of academic life" (p.273). They advise that, "clearly, colleges need to reassess their commitments to the education of teachers and have the courage to dramatically restructure underperforming programs or to close them if they are unable to make the changes needed to ensure teacher quality" (Millnick & Pullen, 2000, p.273). Similarly, the evidence coming out of a study carried out by Darling-Hammond (2000) indicate that teachers who have had more preparation for teaching are more confident and successful with students than those who have had little or none. A very striking result of her research emblematises what others such as Ma (1999), Millnick and Pullen (2000), and NCRTE (1991) have discovered in their own quest; that:

reforms of teacher education creating more tightly integrated programs with extended clinical preparation interwoven with coursework on learning and teaching produce teachers who are both more effective and more likely to enter and stay in teaching.

(Darling-Hammond, 2000, pp. 166-168)

Such findings are consistent with research findings by Pierce & Kalkman, (2003), McCombs and Lauer (1997), Bentley (1998), Cornford (1999), Young (1998), Latham (2001) and Quicke (1999), all of whom are in favour of a new *learning agenda for teacher education, based on a more tightly integrated teacher education program*. This in turn calls for new directions in mapping relevant policies.

3.6 Learning in Teacher Education – research findings and policy directions

While a number of research findings address teacher education in general, research focusing on the approach to learning in teacher education is almost non-existent. Pierce and Kalkman (2003) are a rare example of the latter and provided some very sound advice. Pierce and Kalkman (2003) believe that "applying the Learner-

Centered Principles in teacher preparation programmes and courses provides teacher educators with opportunities to model effective learner-centered practices and promote student motivation and learning” (p.127). Learner-centred curriculum is now *en vogue* with many proponents such as McCombs & Lauer (1997) who are cited by Pierce and Kalkman (2003) in explaining that:

Learner-centered practices in higher education are defined by factors similar to those identified through elementary and secondary assessments. All levels consider educators’ efforts to (a) establish positive personal relationships, (b) honour students’ ideas and opinions, (c) facilitate higher order thinking, and (d) address students’ individual needs and beliefs.

(p. 127)

Although the shift away from a teacher-centred curriculum to one which is more student-centred is advocated by many, some authors advise against over-indulgence in the latter tendency. For instance, with reference to learner-centred curriculum, Young’s (1998) argument is focused on the limitations of approaches that over-emphasize the active role of learners. He notes that the question remains as to what value would be attached to qualifications that depend less and less on teaching. Even among strong proponents of the learner-centred approach there is a note of caution, although they are very much in favour of this trend, since they believe that, in higher education, the identified practices focus more strongly on expectations that students will take responsibility for self-regulated learning (McCombs, 2002; McCombs & Lauer, 1997; Pierce & Kalkman, 2003). Hence, if carefully orchestrated, the learner-centred approach is seen as a great improvement over the teacher-centred one.

Similarly, Hewett (2003) argues that the integration of the mastery approach to teaching and learner-centered education enhances the preparation of future teachers, whilst Slaughter (1996) refers to ‘futures’ study as an educational strategy, where the curriculum is the fundamental means by which the objectives of ‘futures’ education will be transmitted and realized. This ‘new’ trend is placing the emphasis on the importance of an integrated curriculum, seeking to move beyond the discrete, discipline oriented system of traditional curricula to a broader, interdisciplinary approach (Slaughter, 1996). The aim is primarily to produce lifelong learners who would be more independent in dealing with information than the majority of their counterparts from the teacher-centred era.

3.7 Goals for Teacher Education: Lifelong learning and learning societies

The idea of the creation of a 'learning society' dates back to the 1970s, but has become the focus of political agenda in educational issues for the past decade. As early as 1972, Faure stated that, "if learning involves all of one's life, in the sense of both time-span and diversity, and all of society, including its social and economic as well as its educational resources, then we must go even further than the necessary overhaul of educational systems until we reach the stage of a learning society; these are the true proportions of the challenge education will be facing in the future (Faure, 1972, pp. 33-34). Quicke (1999), points out that:

All societies have their curricula and in a sense all societies are learning societies, but in the era in which we live the term 'learning society' is used to describe a new kind of society where every citizen is and should be more reflexive about the processes of learning and more aware of the need to engage actively in the construction of 'good' learning communities.

(p. 1)

Young (1998) further refers to a learning society as "one which in addition to offering part time adult education to every man and woman at every stage of their life, has transformed its values in such a way that learning, fulfilment, becoming human.... become its aim and all its institutions are directed to that end" (Young, 1998, p. 140-141). Another comment which Young (1998) made, is that:

The idea of a learning society, as well as the associated ideas of an information society and a skills revolution reflects real economic changes and at least a partial recognition that the mode of production and the conditions for the profitability of European companies have changed.

(p. 141)

Bentley (1998) adds to the discussion, by proposing lifelong learning as:

A new vision which involves shifting the way we see education from a separate sector of society to a culture which infuses every sector, linking together individuals, communities and institutions through diverse, overlapping networks of learning relationships. Education is no longer the one-way transmission of information and knowledge, but the patterns of interaction which allow us to acquire new information, develop the disciplines which can lead to greater understanding, and discover shared meaning through mutual comprehension.

(p. 187)

The argument being put forward by Bentley (1998) on life-long learning is that there are two crucial tests of an effective education system: how well students can apply

what they learn in situations beyond the bounds of their formal educational experience; and how well prepared they are to continue learning and solving problems throughout the rest of their lives. Cornford (1999) pointed out that lifelong learning must be conceived of as learning which occurs over the entire lifespan, if the terms are to have real meaning. He emphasises the importance of cognitive and metacognitive skills in the development of learners. Concerning implications for teacher education, Cornford (1999) noted that “effective teaching of cognitive and metacognitive skills for lifelong learning will only occur when teachers themselves have the knowledge, skills and confidence to engage in teaching them effectively” (p. 108).

Quicke (1999) is of the view that, “since change occurs so frequently and such a great deal is at stake, the family and parenthood should clearly have a central place in the curriculum for lifelong learning” (p. 113). Although not directly mentioning parenthood, Bentley (1998) alludes to its influence when he argues that:

If we want people to be able and motivated to learn throughout their lives ... developing the motivation, the depth of understanding and the personal discipline required to understand in-depth is surely the more important priority for education during childhood and adolescence. Deep disciplinary understanding also implies the ability to make connections between subjects, and to make reflective and general observations, helping to lay the foundations for understanding new disciplines later in life.

(p. 136)

This emphasises the importance of the education professional in the laying of foundations of knowledge and skills that would be required throughout life, which brings into play the relationship between school and non-school learning as expounded upon by Young (1998), who noted that:

Although more importance must be given to learning at work, learning outside school and in adult life generally, the crucial implication of this shift in emphasis for educational policy and theory is the new relationships between school and non-school learning which need to be developed.

(p. 2)

Given that lifelong learning is a concept interwoven with the learning community, Young’s (1998) view is another very important element in the development of lifelong learning – “partnership or collaboration or networking” as referred to by

Latham (2001, p.62). Young (1998) also suggests that “if teachers are to be required to introduce ideas about lifelong learning to their pupils, they too will have to see that lifelong learning will be at the heart of any future teacher professionalism” (p. 164). Consequently, the challenge of the development of lifelong learning, learning communities and learning societies is perceived as a complex one which requires the efforts and commitments of all partners concerned.

3.8 Visions for Teacher education: Michael Young (1998)

Michael Young (1998) is one of the few authors to make connections between education policy, teacher education and curriculum, with a focus on ‘futures’ for learners and societies. Young has based his most recent text ‘The Curriculum of the Future’ on papers published on curriculum over 25 years and grounded in his own professional experience. He has pointed out that how governments respond to global economic change will in part reflect the view they have of how their institutions need to be modernized (Young, 1998). With reference to modernization, Young refers to technocratic and reflexive modernization. “Technocratic modernization refers to how western and other countries responded to the global economic crises of the 1970s and 1980s and the awareness that allowing the process of modernization to evolve as it had in the previous decades was no longer adequate” (Young, 1998, p. 159). On the other hand, ‘reflexive modernization’ is an expression of the growing recognition that technocratic approaches to modernization create problems that they cannot solve (Young, 1998, p. 159). This is also supported by Quicke (1999), who observed that “the new times we live in are still modern times, albeit a new form or phase of modernity which might be called reflexive modernity” (p. 5). With reference to the weakness of the technocratic modernization, he stated that, with its priority of greater control, it has created new problems such as teacher demoralization which may account to the drop in the recruitment of new teachers (Young, 1998). This required a shift to a policy of extending the process of public learning both internally amongst those involved professionally in education and in the relations between educational professionals and others with an interest in education. It would involve the development of new types of feedback learning between teachers and students, between staff at different levels in a school hierarchy, between schools and their communities, between schools and universities and between the education profession

as a whole and the government (Beck, Giddens, & Lash, 1994; Hake, 1999; Young, 1998).

The shift to reflexive modernization will require a shift in the approach to teacher education. Young (1998) proposes four core issues as the reference point for our 'rethinking' of teacher education programmes and provision: the concept of learning, the organization of knowledge in the teacher education curriculum, relationships between schools and universities and the responsibility of accountability and accrediting teacher competence (p.164). This puts learning at the centre of teacher education. In the next chapter I describe further aspects of Young's (1998) work that will provide the central theoretical reference point for the study.

3.9 Chapter Summary

While literature has given considerable attention to teacher education, there is a lack of empirical evidence on most of the issues being addressed by the various authors. Virtually every state has given significant attention to issues like improved standards, more accountability, better teacher education curriculum which will lead towards the development of a learning society. Hence, Young's (1998) vision towards a modernized teacher education encompasses these burning issues. The next chapter will provide an overview of the framework based on Young's (1998) perception of a modernised teacher education.

CHAPTER FOUR: Theoretical Framework

4.1 Introduction

The fact that learning is one of the key elements influencing economic, cultural and social life of any society is a well-accepted phenomenon. As pointed out by Beyer (1989), “the parameters for teacher education focus on the creation of and adherence to more demanding national standards, a focus on using education to improve the quality of social and economic life, and an increased emphasis on *student learning*” (my emphasis) (cited in Scott & Freeman-Moir, 2000, p. 25). Woelfel (2003) has specifically advocated the development of *learner centered teacher education*, which is referred to as the perspective that couples a focus on *individual learners and learning*.

The literature reviewed has not identified a model of learning in teacher education which encompasses its links with the education policy and the national curriculum. Rather it has provided valuable insights into prospective elements of such a model. Hence, the model which informed the development of this study has drawn upon and sought to effectively amalgamate conceptualizations developed and presented in work focusing on learning, education policy and curriculum.

4.2 Young’s (1998) framework of Learning in Teacher Education

As indicated in the previous chapter, the study has taken a substantive, theoretical and methodological lead from Michael Young (1998). His work is the centerpiece of the investigative framework. Young (1998) proposes the rethinking of learning in three ways and in so doing, presents three clear reference points for the exploration of learning in teacher education. The recommended rethink is:

- in relation to what teachers need to learn and how their initial training can prepare them for seeing the promotion of lifelong learning as being the centre of their future roles as teachers;
- in relation to the form and content of learning in teacher education;
- to prioritize learning as a social process.

Figure 3 below represents the model of learning in teacher education according to Young (1998).

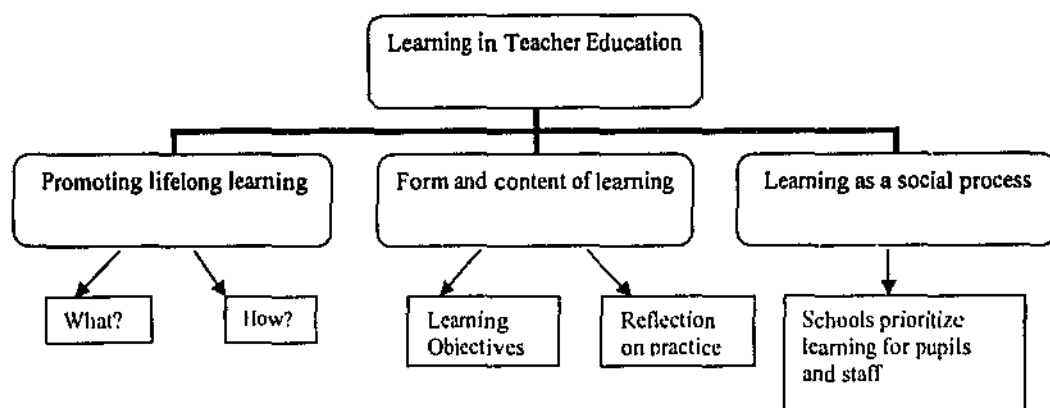


Figure 3: Diagram showing Young's(1998) approach to learning in teacher education. (author's representation)

With reference to the form and content of learning, Young (1998) proposes that “this would involve identifying those learning objectives achievable through school-based apprenticeship and reflection on experience and those requiring student teachers to have access to systematic bodies of theory and research” (pp.164-165). He further emphasizes that “schools generate practical knowledge in their everyday activities which can be the basis for both student and career teachers to learn, however, both groups need theoretical knowledge in order to be able to conceptualize how to change their practice in response to new demands” (p. 165). In relation to learning as a social process, Young (1998) believes that “if teachers are to learn from the experience of being in schools, schools themselves have to prioritize learning, not only among their pupils but among their staff (p. 165). So in line with Young’s (1998) perception of learning in teacher education, this study adopted a social-constructivist view of learning.

4.3 Conceptualising Education Policy

Learning in teacher education has been the main focus of this study. In order to successfully address the linkages between teacher education, curriculum and

education policy, the study embraced a number of conceptual insights that arise from theoretically focused work in education policy, sociology and curricular studies.

Stephen Ball and colleagues have been leading figures in the development of work in the area of education policy sociology for a decade and a halfⁱ. Ball (1990) has explained that policies project images of society and education policies thus project definitions of what counts as education in this society (Ball, 1990, p. 3). His analysis explored three dimensions of education policy making derived from Althusser (1969): the political, the economic and the ideological dimensions (p. 9). The framework leads to a dynamic portrayal of education policy in relation to the economic, political, ideological and social context. Education policy is thus conceptualised as both dynamic and 'unfinished'. It is also in a dynamic relationship with the political, social, cultural and economic contexts from which it has arisen. Discourses (and discursive resources) are key in the process and therefore should be in any analysis of it. Discourse conceptualised here encompasses what has been written or said, what has not, and the power relations that are embedded in and reflected by language and texts (Ball, 1990; Bottery, 2000; Gale & Densmore, 2000).

Using the three dimensions proposed by Ball (1990), the study has investigated the economic influences upon the education policy, the funding of education and agenda for its contribution to society. At the political level the study has looked at the form of governance of education and its influence on developments. The ideological dimension has been reflected in pursuing the ways in which education policy is conceived of and how education is perceived in the social development of the country. The study has highlighted the many and varied discourses at play in policy and curriculum development arenas relevant to teacher education and has explored their respective influences upon learning in teacher education in Seychelles (how it is concerned, represented, approached).

4.4 Curriculum Concepts

As stated by Karen Zumwalt (1989), knowledge of **curriculum** is by definition central to the professional teacher and an essential orientation for all professionally responsible beginners (p. 174). Yet curriculum, like policy, remains a contested

concept that can be conceptualised in various ways, in turn leading to notably different lines of inquiry and modes of research. As in the case of 'policy', this study will explore curriculum as *process* not *product*, and furthermore, in line with Young (1998) and others (such as, Edwards & Kelly, 1998; Quicke, 1999) as a social and socially transformative process. In distinguishing this conceptualization, it is appropriate to acknowledge the work of several curriculum writers (Bernstein, 1990; Grundy, 1987; Habermas, 1972; Print, 1993; Ross, 2000) and the theoretical insights that they have provided.

Drawing upon Bernstein's (1990) seminal work on curriculum, Ross (2000) provided an overview of the contemporary curricula, which he noted to be a mixture of three types, the content-driven curricula, the objectives-driven curricula and the process driven curricula. The content-driven curricula are the curricula of clearly demarcated subjects, classified by both content knowledge and by the discourse specific to each discipline (Ross, 2000, p. 3), while the objectives-driven curricula "requires the structure and content of education to be directly relevant to the needs of society and in particular to the needs of employers" (Ross, 2000, p. 6). In this type of curriculum, objectives that meet specific needs for competencies of society, of the economy or of the individual are specified in advance and a curriculum is drawn up to achieve these objectives (Ross, 2000, p.116). In contrast the process-driven curricula refers more to a school-based curriculum, where "the teachers and the learners develop the curriculum to be learned together, based on the learners' interests and capacities" (Ross, 2000, p. 137).

Using Ross' (2000) typologies, the investigation will consider the extent to which the teacher education curriculum and National Curriculum in the Seychelles can be seen to be content-driven, objectives-driven or process-driven – and again make recommendations for future developments.

Bernstein (1971, 1990) presented two concepts as key tools for curriculum analysis; *classification* and *framing*. Classification relates to the construction and maintenance of boundaries between curriculum contents, their inter-relationships and stratification (Bernstein, 1971, p. 88). Framing relates to the relative degrees of control possessed by the teacher and student in the transmission/teaching/learning of knowledge

(Bernstein, 1971, pp. 88-89). Both classification and framing may be relatively strong or weak. According to Bernstein these two concepts underpin contrasting types: collection and integrated (see Appendix A). The table below details the shift from collection to integrated curriculum types as described by Hoyle (1976). Collection types are characterized by strong classification and strong framing. In contrast integrated type features weak classification and weak framing (see also Ross, 2000, p. 99).

Table 2: The movement from a collection type of curriculum to an integrated curriculum

	Collection type	→	Integrated type
Content of curriculum	Distinct subjects	→	Enquiry-based approach to topics and themes
Organisation of teaching/learning	Fixed timetable	→	Flexible timetable
Arrangement of pupil groups	Streamed/setted by ability	→	Mixed ability
Choice given to pupils	Strictly limited	→	Wide
Assessment of learning	Single mode (usually formal written examination)	→	Multiple mode (including coursework, teacher assessment)
Teachers' control of pupils	Hierarchical	→	Interpersonal
Teachers' roles	Staff are independent of each other	→	Staff relate to each other in interdependent teams

After Hoyle, 1976, p.20

The concepts of classification and framing and the related curriculum typology has been employed in critical analysis of the form and content of teacher education programme, in the national curriculum for schools and also in raising issues about prospective development in teacher education.

4.5 An integrated framework: learning, curriculum and education policy

The model below represents a guide for the study of the development of learners and learning in teacher education in Seychelles incorporating the linkages with education policy and curriculum.

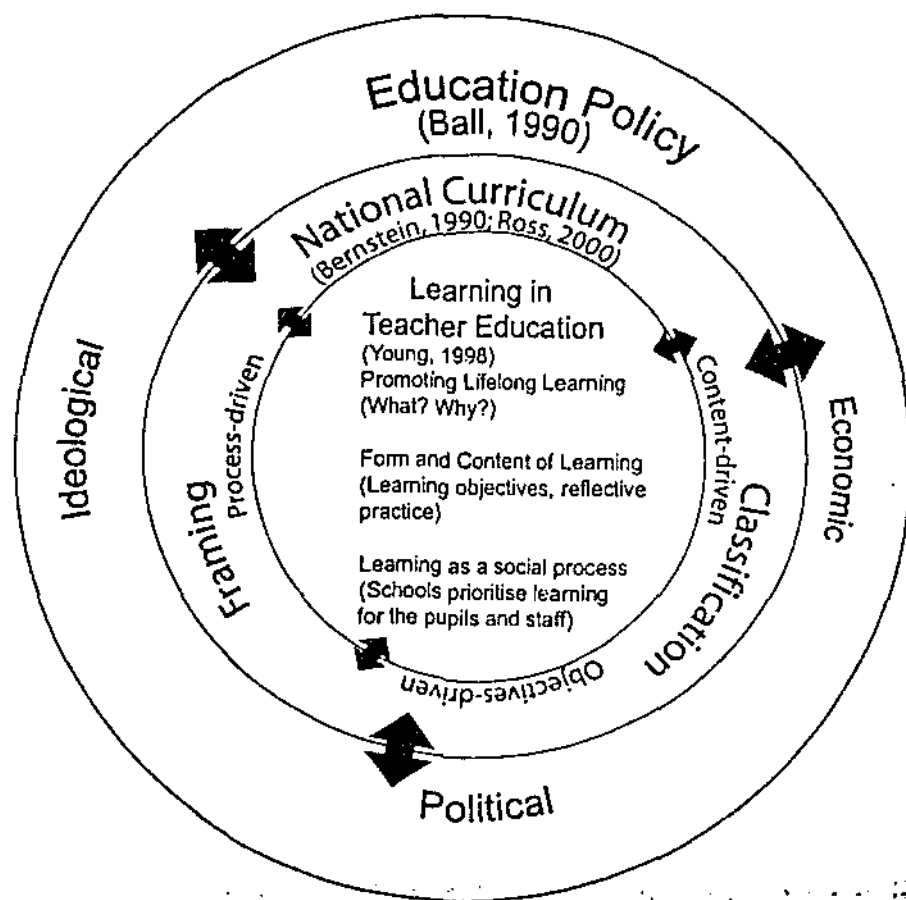


Figure 4: Model for analysis of learning in teacher education and its linkages with education policy and the National Curriculum

The model can be interpreted as follows:

1. Learning in teacher education being the main focus of the investigation has been placed in the middle. In line with Young's (1998) model of learning in teacher education the development of lifelong learners, the form and content of learning and learning in schools will be explored.
2. Learning in teacher education will be explored in relation to the curriculum in teacher education and in schools. Bernstein's (1990) concepts of classification and framing and Ross' (2000) curriculum types

will be used in the investigation and analysis. Ross' (2000) curriculum types will be used to guide judgment of whether the national curriculum and the teacher education curriculum are content-driven, objectives-driven or process-driven. Bernstein's (1990) 'classification' concept will be used in describing and discussing issues of content and structure of the teacher education curriculum and the national curriculum. The concept of 'framing' will help to guide discussions on pedagogical practices and relationships in teaching in the national curriculum and teacher education.

3. Education policy is seen as a driving force for the development of learners and learning in both teacher education and the national curriculum. Using Ball's (1990) policy framework, evidence of respective influences based on the three dimensions; political, economic and ideological, will be considered in policy text and interviews in order to clarify the position in relation to learning in teacher education.

4.6 Chapter summary

Young's (1998) perspective of learning in teacher education forms the integral focus of the study, thus explaining its central location on the framework diagram. It will be explored in relation to the development of the national curriculum based on Bernstein (1990) and Ross (2000), and the link to the education policy based on Ball's policy framework (1990). The methods to be used for the investigation are described in the next chapter.

Endnote

¹ Stephen Ball has led the development of education policy sociology as an academic field of study and research. The following references are illustrative of the scope of Ball's work, and its strong theoretical orientation:

BALL, S.J. (1990) *Politics and Policy Making in Education. Explorations in policy sociology*. London : Routledge

BALL, S.J. (1993) Education Policy, Power Relations and Teachers' work. *British Journal of Educational Studies*, Vol.XXXI,2,June 1993,pp.106-121.

BALL, S.J. (1993) What is Policy ? Texts, Trajectories and Toolboxes. *Discourse*. 13(2) April 1993, pp.10-17.

BALL, S.J. (1997) Policy Sociology and Critical Social Research : a personal review of recent education policy and policy research. *British Educational Research Journal*,23(3) pp.257-274.

Ball, S.J. (2003) *Class Strategies and the Education Market. The middle class and social disadvantage*. London: Routledge.

BOWE, R. & BALL, S.J. with GOLD, A. (1992) *Reforming Education and Changing Schools. Case Studies in Policy Sociology*. London : Routledge

GERWITZ, S., BALL, S.J. & BOWE, R. (1995) *Markets, Choice and Equity in Education* Buckingham : Open University Press

CHAPTER FIVE: Methodology

5.1 Introduction

As explained in chapter one, the purpose of the study was to investigate the development of 'learners' and 'learning' in the current teacher education programme of Seychelles, and specifically exploring the extent to which it is aligned with the visions established in government policy, and embedded in the National Curriculum, for the desired transformation of secondary education, development of learners, learning communities and a learning society. Young's (1998) framework of learning in teacher education has been used to underpin the study. This has been supported by Ball's (1990) policy framework and the curriculum work of Bernstein (1990) and Ross (2000). Since the study relied upon data gathered from participants in a specific environment, (in this case, the Seychelles) the design has been chosen to fulfill the purpose of this study. A qualitative design has been used with a case study approach. Individual and focus group interviews have been the main techniques of data collection, supported by document analysis.

5.2 Research Paradigm

A critical-interpretive paradigm has been used to guide this study. As purported by Burrell and Morgan (1979):

the interpretive paradigm is informed by a concern to understand the world as it is, to understand the fundamental nature of the social world at the level of subjective experience. It seeks explanation within the realm of individual consciousness and subjectivity, within the frame of reference of the participant as opposed to the observer of action.

(cited in Sparkes, (1992), p. 26)

The critical paradigm has been highlighted as the research is concerned with broad social and historical context in which the focus of learning in teacher education is interrelated. Hence, with a critical-interpretive approach, reality is taken to be socially constructed, knowledge is seen as being context-specific and value laden (Anderson, 1989; Bain, 1989). The paradigmatic stance is reflected in, and gives rise to aligned ontological and epistemological assumptions and adopted henceforth; namely an internalist-idealist ontology and a subjectivist epistemology.

5.3 Design and Methods

The research questions guiding this study required an in-depth investigation of:

- the broad education policy on secondary teacher education specifically with regards to learning and learners;
- the vision of and for learning and learners embedded in the National Curriculum in official text and in practice;
- the vision of and for learning and learners embedded in the current teacher education programme as official text and in practice; and
- any apparent issues of tension/contradiction in education policy with regards to the development of lifelong learners and a learning society.

As such the study was considered to be a process study which required detailed description of the participants' perceptions, hence the data required for this study has been mostly qualitative in nature (Creswell, 1994). A qualitative methodology was deemed to be best suited to understand the perceptions, actions and interactions of education personnel, staff and trainee teachers of the National Institute of Education and secondary school headteachers (Goetz & LeCompte, 1984; Huberman & Miles, 2002; Merriam, 1998; Yin, 1994). Given its focus on the Seychelles, and that there is a single teacher training institute in Seychelles, the study had many characteristics of a case study. Case studies are considered important in understanding and interpreting the education process (Linn and Erickson, 1986, Merriam, 1988). Furthermore, a case study probes deeply and analyses interactions between factors that explain present status or that influence change or growth (Best and Kahn, 1993, p. 193).

The research questions were designed to explore the participants' knowledge, interpretations and perceptions of learning in teacher education in Seychelles and its linkage to the education policy and the national curriculum. The data sought thus related directly to personal accounts, experiences, perceptions and actions – and to official documentation. The study has therefore combined documentary and interview based inquiries. Semi-structured, direct, individual and focus group interviews were main methods used in the study. The interview allows for flexibility and the opportunity to clarify questions and responses with the subjects in order to

understand more about the concept being studied than may be possible with a survey (May, 1997; Patton, 1990; Seidman, 1998). Patton (1990) observed that using a semi-structured approach allows important issues or topics to be outlined in advance and following the semi-structured interview format means that data collection is somewhat systematic for each interviewee (Patton, 1990, p. 288). The option of semi-structured interviews was also justified by the necessity to achieve in-depth understanding of learning in teacher education, education policy and national curriculum. The researcher has conceptualized herself as active, critical and reflexive in the process of data collection and has sought to examine this rather than aspiring to be a neutral data collector.

Focus groups are useful in exploratory research and they provide data from a group of people much more quickly and at less cost than would be the case in individual interviews (Goetz & LeCompte, 1984; Huberman & Miles, 2002; Merriam, 1998; Stewart & Shamdasani, 1990). Focus group interviews also allow the researcher to interact directly to the respondents and provide opportunities for clarifications, both by the researcher and the participants. This allows for large and rich amount of data. Participants for focus groups (see below) were selected by the Schools Division of the Ministry of Education and Management of the National Institute of Education and all focus group interviews were conducted in available rooms in the National Institute of Education.

The researcher was the sole data collector. All interviews were audio-taped and have been fully transcribed with participants' consent (see below). Note-taking was done in all the interviews to allow the researcher to record body language and non-verbal expressions.

5.4 Participants

In view of the nature of the study, and taking into account the research questions and the framework document, the categories of participants comprised:

- (a) personnel of the Ministry of Education, mainly the Principal Secretary for Education, the Director General for Training and Further Education and the Director General for Schools :

(b) management, teaching staff and secondary trainee teachers of the National Institute of Education: Management interviews consisted of Director NIE, Assistant Director for Curriculum, Course Leader for Secondary and one Head of Faculty; a sample of two lecturers from the following selected learning areas: English, Educational Studies and two groups of six secondary trainee teachers. All selections were made by the NIE management. Minor modifications were made with the NIE lecturers for Educational Studies. Instead of having an individual interview a focus group interview of three participants was conducted in view of the fact that two of the lecturers were foreigners on contract (one being relatively new) and one was a local but teaching EDST more at primary level.

c) headteachers of five secondary schools - these were selected from the 10 secondary headteachers on a regional basis, one from each of the four regions and one to represent the inner islands. This interview was in the form of a focus group. However, an additional headteacher was selected in view of her experience as a regional secondary headteacher. This interview was an individual interview and took place on another date (refer to Appendix B)

5.5 Document Analysis

Key curriculum and policy documents including the Education Policy document, the Curriculum Framework Document and the Secondary Teacher Education Framework were collected and analysed. These documents were obtained from the Ministry of Education and at the National Institute of Education and some were analysed prior to conducting the interviews. The documents provided valuable information to the researcher, and specifically generated interview questions for both the individual and focus group interviews. The documentary analysis has also allowed comparisons to be made between information obtained from interviews and related written statements (May, 1997; Patton, 1990). The analysis has been conducted in close reference to the research questions and the theoretical framework guiding the study.

5.6 Data Analysis

Analysis is acknowledged as having an informal and formal dimension and as being to some degree, constant in research, rather than confined to specific times. Nevertheless distinct stages of formal analysis can be identified and planned for. As the study included documentary research, semi-structured individual interviews and focus group interviews, the amount of data gathered was voluminous. This required proper organization before commencing formal analysis. All the interviews were transcribed by the researcher. The participants of the individual interviews were coded as R1 to R9. For the focus group interviews each participant was given a number, for example P1 of focus group interview of trainee teachers. The first stage of the formal analysis process was that of familiarization with the data by reading transcripts and studying notes and documentary analysis in order to note emerging perceptions in relation to learning in teacher education. Once the data was organized, the next stage involved the formulation of analytical categories. Seven categories were identified with reference to the theoretical framework and the research questions. Emergence of important discernment on the different ways different people perceive the same question was noted to form analytical triangulation. This was followed by mapping and interpretation. Similarities and differences were sought by reading across the coded themes. In focusing analysis of qualitative data the researcher deals with the problem of convergence, which is figuring out what things fit together (Guba & Lincoln, 1989; Patton, 1990). This then led to the final stage of reporting the findings and providing recommendations based on these findings.

In view of the fact that the study is qualitative in nature, the issue of reliability and validity needed to be considered throughout the study. Reliability refers to the degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions (Silverman, 1993, p.145). The fact that the reason for the research has been clearly defined and the data-gathering procedures explained are already steps in ensuring reliability of the study. The use of standardised categories in analysis is important in addressing reliability (Silverman, 1993).

Validity is “truth interpreted as the extent to which an account accurately represents the social phenomena to which it refers” (Hammersley, 1990, p. 57). As the researcher forms part of the community under investigation, it will help to ensure the match between the categories and participants’ reality. This aspect along with the corroboration of multiple informants has helped to enhance validity. Another method used in order to enhance validity was triangulation. The different methods of data collection being used in the study has also helped to ensure the consistency of findings (Burns, 1994; Hammersley, 1990; Mason, 2002; Silverman, 1993).

5.7 Ethical Considerations

In order to conduct research involving human subjects, approval had to be sought from Edith Cowan University. With regards to this study the procedures have been carried out in line with the requirements of the Ethics Committee at ECU. A formal application was forwarded to the Ethics Committee and approval was given for the collection of data.

Ethics consideration are concerned with what is right or just, in the interests of not only the researcher, its sponsors, but also others who are the participants in the research (May, 1997). It is noted that people who are asked to participate in a study have a right to know what they are getting into and the right to give or withhold their cooperation on the basis of that information. Therefore in the case of this study, the researcher sent a letter to the Ministry of Education and the National Institute of Education requesting for approval to conduct the study. This was followed by individual letters to all the individual participants concerned before commencing the interviews in the Seychelles. The letter contained details on the general nature of the investigation, their roles in terms of time and effort (see Appendix C). Participants were informed of procedures to be used to protect their anonymity, however, in view of the nature of the study the anonymity in certain cases could not be fully guaranteed, especially in the case of a small country like Seychelles. The participants were asked to sign a document of affirmation that they have been informed of the nature of the investigation and that they have consented to give their cooperation (see Appendix C) The researcher had both the responsibility and the special interest to protect the rights of the participants.

5.8 Limitations

In view of the nature of the investigation, the short timeframe limited the scope of this study. Other methods of data gathering which could have been used were observations of lecturers and students of the National Institute of Education as well as observation of teaching in schools which would have contributed to a better understanding of the form and content of learning in teacher education and in schools.

Interviews are time consuming for both parties (Anderson, 1998), and for the purpose of this study other participants could have been selected for interviews, for example teachers in schools and curriculum coordinators. Focus group interviews have been chosen instead of individual interviews in order to make optimum use of available time.

5.9. Timeline

Data was gathered in the four following phases over a period of two weeks between 10th and 24th September 2004 in the Republic of Seychelles, however, documentary analysis started prior to conducting the interviews as noted below.

Phase One : This phase is concerned mainly with the analysis of documents such as the Education Policy, the Curriculum Framework and the Secondary Teacher Education Framework and, therefore, was undertaken prior to the interviews in the Seychelles.

Phase Two: This phase started in the Seychelles and consisted of semi-structured interviews with personnel of the Ministry of Education, namely the Principal Secretary for Education, the Director General for Technical and Further Education and the Director General for Schools. These interviews help to provide a clearer picture of the education policy in general and in relation to learning in teacher education and also based on analysis of documents mentioned above. Views about the relationship between the education policy, teacher education and the curriculum were also explored and this helped gain an insight of the impact of the policy upon the form and content of learning in teacher education.

Phase Three: This phase included semi-structured interviews with the management and teaching staff of the National Institute of Education. This included the Director NIE, the Assistant Director for Curriculum, the Course Leader for Secondary, one lecturer for languages, three lecturers for EDST, one Head of Faculty. The NIE management along selected the participants. These interviews provided information on the form and content of teaching in teacher education and perceptions on the type of curriculum in practice. The interviews also gave an insight on the views of relationship between learning as established in the education policy, the national curriculum and teacher education.

Phase Four: For this phase focus group interviews were conducted with two groups of six students from the secondary training courses of the NIE. The students were selected by the management of NIE. Similar information has been collected from the groups and this allowed triangulation to take place.

Phase Five: Five secondary headteachers were interviewed during this stage as a focus group. The headteachers were selected by the schools division on a regional basis and one school to represent the island schools. However, upon the request of the researcher another secondary headteacher was selected for individual interview in view of her experience. The interviews allowed for perceptions on learning in schools and the linkage between learning in teacher education and the education policy.

Phase Six: This was the formal analysis stage and report writing.

5.10 Chapter Summary

Qualitative method was found more suitable for the study, which required participants' perceptions of secondary teacher education, its compatibility with the curriculum and education policy in the Seychelles. Participants have been selected from different groups of people in education ranging from education management, NIE management and teaching staff, school headteachers and NIE trainees. Individual, focus group interviews and document analysis were the main methods used to generate data. Data collection and analysis have proceeded together as in

most qualitative studies. Different categories were identified for the analysis based on the research questions and the conceptual framework. This allowed for triangulation to ensure validity and reliability. The next chapter will present the findings from the study.

CHAPTER SIX: Presentation of Findings

6.1 Introduction

The main research questions and sub-questions for the study were:

- (1) What visions for learning, learners and society are expressed in government policy of education and the National Curriculum?
 - (a) What is the broad education policy on secondary teacher education, specifically with regards to learning and learners?
 - (b) What is the vision of and for learning and learners embedded in the National Curriculum as outlined in ‘official text’ and in practice in schools?
- (2) How are these visions reflected (supported, contradicted) in current secondary teacher education programme in Seychelles. What modifications and/or developments appear necessary to better align secondary teacher education with broad visions for education, citizens and society in Seychelles?
 - (c) What is the vision of and for learning and learners embedded in current secondary teacher education programme as ‘official text’ and in practice?
 - (d) Are there any apparent issues of tension/contradiction in education policy and developments across education sectors and arenas with regards to approaches to learning and the development of lifelong learners and a learning society?
 - (e) If yes, what developments in teacher education are needed to alleviate them?

Data was generated from structured documentary analysis, individual interviews and focus groups. Essentially data have been analysed in line with the framework for the study and with reference to the research questions outlined above. Hence the categories have been derived from the conceptual framework developed to inform the study presented in Chapter Four. The categories are as follows:

Category 1: Promotion of lifelong learning and lifelong learners (Young, 1998)

Category 2: Form and content of learning; (Young, 1998)

Category 3: Schools Prioritising learning (Young, 1998) ;

Category 4: Curriculum (Ross, 2000) – content-driven, objectives-driven and process-driven;

Category 5: Curriculum (Bernstein, 1990): Classification and framing;

Category 6: Education Policy (Ball, 1990) – economic, political and ideological influences

Category 7: Alignment between education policy, teacher education and national curriculum.

In this chapter the findings for each of the identified category will be presented along with some evidence from the interviews and the documentary analysis. As mentioned above the categories have a conceptual basis and the presentation of findings retains that orientation.

6.2 Findings for each category

Category 1: Lifelong Learning and lifelong learners

This first category is in line with Young's (1998) model of learning which refers to the promotion of lifelong learning. It relates to two sub-questions, namely (a) and (c) as outlined below:

- (a) What is the broad education policy on secondary teacher education, specifically with regards to learning and learners?
- (c) What is the vision of and for learning and learners embedded in current secondary teacher education programme as 'official text' and in practice?

Evidence from documentary analysis strongly shows the commitment towards lifelong learning, for example the Education Policy states:

"The Ministry of Education is committed to providing a flexible and innovative system of education which widens access for lifelong learning" (Education Policy, p. 6).

This also applies to the Ministry's goals for teacher education, as indicated in the following statements from the Education Policy:

"Develop commitment to lifelong learning and to professional development as a continuous and permanent process" (p. 13).

"Teacher Education and Training will be delivered through a unified system which promotes life-long learning, with initial and in-service training being viewed as a continuum" (p. 13).

There were differing views from the various participants on the promotion of lifelong learning and the development of lifelong learners in teacher education. Participants, particularly from Education and NIE management felt that NIE is not responding to this clause or that this is not being done effectively. This is supported by the following evidence:

"I don't think that we are actually responding" (R7² – Education management - Interview of 28th September, 2004).

"It's true that our policy is such and of course as educators we try to entail this, but probably we...it is not being as effective as we are anticipating for a number of reasons" (R4 -NIE management - Interview of 18th September, 2004).

"Even what we are teaching in my subject area for example, we are not sure if it is catering for lifelong learning, so we need to bear that in mind for the review" (R6 – NIE lecturer - Interview of 20th September, 2004).

"Lifelong learning is something that we need to look at, even though it's in the policy" (R1 – NIE Management - Interview of 15th September, 2004).

"Really when it comes to lifelong learning I have a lot of concern".(P1 of NIE lecturer's focus group interview of 23rd September, 2004).

"There are weaknesses..." (R4 -NIE management - Interview of 18th September, 2004).

A few participants felt that lifelong learning is being promoted in particular subjects like, English and Personal and Social Education (PSE), however, the problem is with schools;

"Methods used for PSE empower students to depend on themselves for research, interviewing people, analysing documents, assertiveness to go forward to any person or institution for information. This is a valuable tool for the person who is motivated to find out more and is a lifelong tool. They also develop life skills such as decision-making, coping and critical thinking" (R8 – NIE Management – Interview of 28th September, 2004).

"What we are learning in PSE here is very much lifelong, because it's not only giving us the knowledge, but also learning the skills and then the

attitudes, and these are things that we will carry with us throughout our life" (P6 of NIE trainee's focus group interview of 22nd September, 2004).

"For English it's the same thing as for PSE, what we are being taught are all relevant and can be used in schools...I mean can be used for lifelong learning" (P4 of NIE trainees' focus group interview of 22nd September, 2004)

"Yes, I would say so, but what happens, if you follow the teachers, you will see that once the teachers leave the training institution, when they go to schools, for reasons which we do not know yet, they don't really take it upon themselves to carry on with this learning... this lifelong learning process does not really continue" (R3 – NIE management interview of 18th September, 2004).

Most participants from NIE trainees' focus group interviews share the view that lifelong learning in teacher education is happening to a certain extent, but there are certain obstacles preventing this from happening. Some of the problems, which have been highlighted are the lack of opportunities, which in a way is viewed as a mechanism of 'self-destruction' for the lifelong learning process. Participants from NIE lecturers' focus group interview felt that lifelong learning should be seen as a 'carryover', but trainees have 'no striving', 'no targets', and 'no aspirations'. There is also a lack of commitment and problems with the international syllabuses as well as problems with teaching methods. Some of the evidence to support these findings is given below:

"I think to a certain extent, yes the NIE is promoting lifelong learners, because what we are learning now we can use them in different situations, but to a certain extent not, because most of the things that we are learning is only in the context of schools and education, therefore it cannot be applied to other cases" (P1 of NIE trainees' focus group interview of 22nd September, 2004)

"For me I think that yes, to a certain extent we are encouraging this, but with the different international syllabuses, like the Cambridge, IGCSE, I don't really think that it will encourage this policy" (P3 of NIE trainees' focus group interview of 22nd September, 2004)

"Unless they are offered structured courses, like further training and things like that, but for self-development we feel that there's no commitment on the part of the teachers for...for...for professional development taken upon themselves" (R1 – NIE Management - Interview of 15th September, 2004).

"Perhaps I would agree, in NIE the things that they teach us are very useful in the sense that we will be able to better understand the students and help them to be better learners. But the problem is that the syllabuses

that we are given to teach the students do not apply to Seychelles, so some of the topics being taught in the syllabus won't be of any use to the students in Seychelles" (P2 of NIE trainees' focus group interview of 22nd September, 2004).

"However, opportunities for both the students and NIE staff are on an adhoc basis. There is no systematic requirement to upgrade, course to follow, workshops, research to carry out. Should a formal lifelong learning programme be set up it would have an impact on monetary rewards – Academic upgrading after the BA is non-existent, so that professionals have to access administrative and management posts in order to earn more. This in itself is a mechanism to 'self-destruct' the lifelong learning ethos" (R8 – NIE Management – Interview of 28th September, 2004).

"I want to see this as a carryover of what we inherited in other levels.... You cannot achieve lifelong learning without that striving in you and you must have a target, an aspiration, this is where I'm going, so it's like the problem is at that level. It means we have to look back and sort out where the problem is" (P1 of NIE lecturers' focus group interview of 23rd September, 2004).

"The problem with that comes sometimes with the structure, the way we are being taught may not always be the....how we will use it throughout our life" (P5 of NIE trainees' focus group interview of 22nd September, 2004).

This leads us to the next category on the form and content of learning in teacher education.

Category 2: Form and Content of Learning in Teacher Education

With reference to the conceptual framework of the study the form and content of learning also refers to Young's (1998) model for learning in teacher education. It is looked at in relation to the theory and practice in teacher education. This category relates to sub-questions (c) and (d):

- (c) What is the vision of and for learning and learners embedded in current secondary teacher education programme as 'official text' and in practice?
- (d) Are there any apparent issues of tension/contradiction in education policy and developments across education sectors and arenas with regards to approaches to learning and the development of lifelong learners and a learning society?

Findings on the form and content of learning in teacher education revealed a number of issues. The NIE framework document stipulates that:

"Because of the extremely rapid developments taking place in modern societies, the teaching profession is acquiring a new function that of preparing people for changes. Therefore, teachers have to be equipped with knowledge, skills, values, practices, experiences and aptitudes required for coping with new unforeseen and unforeseeable circumstances" (NIE Framework, p.1).

However, participants from Education and NIE management share the view that the content of the secondary teacher education is not adequate, therefore needs reviewing.

"The current programme has been in place for a number of years now.... I feel its time for us to review the programme" (R4 – NIE management interview of 18th September, 2004).

"There is still a lot to be done as far as teacher education is concerned to improve the kind of training that we are giving to our teachers" (R7 – Education Management interview of 28th September, 2004).

Some participants particularly from NIE management felt that there is no monitoring mechanism and the evaluation procedures are inadequate.

"We don't have a person to monitor or maybe we do not have the right mechanism.... We have to be consistent in our monitoring procedures, even at this level it should be in place...for us to know whether the programme is being implemented as we anticipate" (R4 – NIE Management interview of 18th September, 2004).

"The review process is a bit too far away from when it was first written, in other words even if we do have students analysing the units sort of in unit evaluation, nothing much is done to that unit evaluation" (R6 – NIE lecturer - interview of 20th September, 2004).

"Nobody apart from the lecturer analyse the content, this I think should change"(R6 – NIE lecturer - interview of 20th September, 2004).

Participants from the various groups of interviewees, particularly from the NIE management and trainees, felt that the programme is too loaded which leaves no space for overall development of the trainee. It has also been largely noted, especially by the participants from the trainee's focus group interviews, that there is too much repetition. This also implies that the content is not well-organised. The following evidence supports these views:

"The programme is a bit too loaded and the students do not have enough time to read, to research, hmm....to work on their own, or independent study and therefore they are not developing that thinking skills, the independence that we would like them to develop" (R3 – NIE management interview of 18th September, 2004).

"We are probably expecting too much overall of the students. It is like we have to cram everything a teacher should be able to do in 2 years of training. It is hard for students to appreciate all the facets of life 'mental, social, physical, spiritual' promoted by the curriculum" (R8 – NIE management interview of 28th September, 2004).

"What I've found since I've been here is that its very heavy, the workload is very heavy and we have really to organise ourselves, as I have to really organise myself as a learner" (P5 of NIE trainees' focus group interview of 22nd September, 2004).

"The content is too much and the time we are given to learn it is too little and we are not given enough time to practice what we are learning, so when we get into the school it becomes complicated for us to implement what we are being taught here at NIE" (P6 of NIE trainees' focus group interview of 22nd September, 2004).

"The content is sometimes too much for us to take in such a short period of time" (P4 of NIE trainees' focus group interview of 22nd September, 2004).

"It is quite difficult to learn at the NIE because we have so many things to do in too little time and it seems that we have got a lot of work to do" (P1 of NIE trainees' focus group interview of 22nd September, 2004).

"What I found out is that they have a variety of content, but at times it repeats itself and we find ourselves under pressure to cope with all the assignments and everything, and we do not have...get the chance to work at our maximum, to give our best, we just rush with everything to hand in" (P8 of NIE trainees' focus group interview of 23rd September, 2004).

"It's not organised in sort of a systematic manner, at times you do one thing in one unit the other part in another unit so there is some sort of repetition, it becomes too much" (P7 of NIE trainees' focus group interview of 23rd September, 2004).

Contrary views were given on methodology particularly from NIE lecturers. One participant felt that the methodology was a problem while another expressed that the methodology was good but the problem was with the implementation.

"I think the content is okay, when it comes to the methodology, the pedagogy, I think we are lagging behind" (P1 of NIE lecturers' focus group interview of 23rd September, 2004)

"We give a lot of methodology when they go into the schools, how far they are using it is a question, maybe there are other factors preventing them from implementing these" (P2 of NIE lecturers' focus group interview of 23rd September, 2004).

Participants from both NIE management and the trainees felt that the shortage of lecturers, insufficient number of competent teaching staff and lecturers with different training backgrounds are some of the obstacles in teacher education, as noted in the following evidence:

"There are units from first term we still haven't covered because we don't have lecturers. And we still have a unit on our timetable for Friday there's a question mark where the name of the lecturer is supposed to be. We still don't have a lecturer for that unit and there's a unit from last term which we didn't cover at all" (P4 of NIE trainees' focus group interview of 22nd September, 2004).

"You might have a good programme, but if you don't have competent trainers to deliver of course all good intentions will never be achieved" (R1 – NIE Management interview of 15th September).

"Most of the lecturers have been trained from different universities and they have different methods, a lot of them are imposing their methods on us. So they need to sit down together and standardise their methods so that they make things easier for us" (P1 of NIE trainees' focus group interview of 22nd September, 2004).

While one participant felt that some units are not relevant, another noted that some important content was missing.

"I would also like to say that sometimes I find that some units that we do they are not necessarily relevant to our course" (P12 of NIE trainees' focus group interview of 23rd September, 2004).

"I feel that some of the content that we are given are missing, for example for the IT, not all the students know how to use computer and how to browse on internet, and this makes it very difficult for us" (P9 of NIE trainees' focus group interview of 23rd September, 2004).

According to the NIE Framework "approaches to teaching within the programme will emphasise active learning and trainee teachers will be expected to take responsibility for their own progress" (NIE Framework - p.2).

However, participants, mainly NIE trainees felt that teaching strategies being used at NIE are inadequate:

"Some lecturers they lecture very nicely and we have a chance to have different activities, but for some lecturers it's quite....very much boring I would say" (P3 of NIE trainees' focus group interview of 22nd September, 2004).

"Some lecturers can try to make the lesson more interesting, and maybe we can copy from them- maybe some of the methods we don't know yet, but we talk about it, but how do we go about in the school to implement such a strategy" (P10 of NIE trainees' focus group interview of 23rd September, 2004).

"Sometimes what the teachers themselves they are teaching us they are not practising what they are preaching. It's completely different" (P4 of NIE trainee's focus group interview of 22nd September, 2004).

The NIE trainees also noted other problems like difficulty with implementation, programme not compatible with what is going on in schools or content not suiting our system, what is taught cannot be put into practice and NIE not working closely with schools. Evidence provided below support these findings:

"It is quite difficult for us to implement what we've learnt here at NIE, because it seems that what we do here, the procedures that we do for learning is different from what they are doing in schools. It seems that they are adopting their own way and we are following another way and it doesn't match I think" (P3 of NIE trainees' focus group interview of 22nd September, 2004).

"The content of efficient programme it sort of try to cater for the different types of students, I mean we have so many things to learn and also we must try to think of the content if it suits our system this is one point I can say" (P10 of NIE trainees' focus group interview of 23rd September, 2004).

"And also I think that the NIE should work closely with the schools, because there are certain things that we are taught at the NIE, but when we go on practicum, we cannot actually put into practice" (P11 of NIE trainees' focus group interview of 23rd September, 2004).

"One thing is crowded classroom, the other one a teacher is having a class of 35 students in a secondary school, so we talk of cooperative learning, how far they are practicing this in their actual lesson, I doubt" (P2 of NIE lecturers' focus group interview of 23rd September, 2004).

Category 3: Schools Prioritising learning

Young's (1998) view in that respect is that "if teachers are to learn from the experience of being in schools, schools themselves have to prioritise learning, not only among pupils, but among their staff" (p.165). This category addresses the following sub-questions:

- (b) What is the vision of and for learning and learners embedded in the National Curriculum as outlined in 'official text' and in practice in schools?
- (d) Are there any apparent issues of tension/contradiction in education policy and developments across education sectors and arenas with regards to approaches to learning and the development of lifelong learners and a learning society?

The Education Policy values learning as a social process as evident in the following statements:

"The Ministry of Education is committed to creating a system which recognises and rewards good performance and provides the conditions for continuing professional development of staff; creating an inclusive school environment which challenges every individual to achieve his/her highest potential" (Education Policy, p. 6).

"To develop attitudes and competencies for life-long learning and establish the foundations for further education, training and employment" (Education Policy, p. 10).

Participants in general felt that teachers do not see themselves as lifelong learners therefore cannot promote the importance of learning in their students. This is supported by the following evidence:

"We found that with the introduction of the School Improvement Programmes, it was very difficult to get teachers to consider themselves as learners and to try and get them to make the shift, to try and get them to learn to do things differently, if its not in the teachers themselves, how do you get down to the students and how do you convince the students and make them become lifelong learners" (R7 – Education management interview of 28th September 2004).

"There are teachers who are good examples of this, but I must also admit that we have teachers who are not good models of lifelong learning and who do not get the students to acquire the necessary skills and knowledge

to be able to function outside the secondary school setting, outside the primary school setting, and this is an obstacle. I see it as an obstacle to the progress of our students and the progress of education as well" (R2 – Education management interview of 17th September 2004).

"Teachers do not see themselves as lifelong learners, because for example if I take now we do have this sort of SIP at school level, for some people this SIP is a nightmare. If they had a chance for them not to do, to escape, to attend to all those things and so on, they would do" (R9 – Headteachers' interview of 27th September 2004).

Both the Education Policy and the National Curriculum Framework support the principle of catering for the different abilities. The following statements confirm this:

"In carrying its mission, the Ministry of Education is committed to creating an inclusive school environment which challenges every individual to achieve his/her highest potential" (Education Policy, p. 6)

"The National Curriculum will provide all students with opportunities to study a range of subjects and to develop the associated skills, attitudes and values. The curriculum will offer a diversity of learning experiences which will promote the integrated development of learners and help them achieve their potential" (National Curriculum Framework, p. 3)

Most of the participants from Headteachers' focus group felt that teaching is catering for the average students only as stated in the following evidence:

"I would say they are not pushing both extremes, they are teaching for the average and what we can see most of the time is the classical style of teaching, teacher at the front and students trying to listen. There is a lack of activities, active learning in the classrooms in schools" (P2 – Headteachers' focus group interview of 27th September 2004).

"Well, in my school I think teaching and learning are taking place in high classes I mean with students of high ability, but teachers tend to neglect the students with low ability" (P4 – Headteachers' focus group interview of 21st September 2004).

Another finding which came out quite strongly from the headteachers' focus group is that expatriate teachers have difficulties to meet the needs of the students. Some of the evidence to support this follows:

"Different teaching strategies maybe, which is lacking as well and specially I think certain expatriate teachers who just teach the curriculum

and they don't...they don't really look at the students' needs" (P1 – Headteachers' focus group interview of 21st September 2004).

"And as we have a lot of expatriate teachers in this school I think they are there only to teach. They don't really meet the needs of the students, especially the low ability students. And there is a lot of disciplinary cases in low ability classes as well making it very difficult for teachers you know to really teach the programme" (P4 – Headteachers' focus group interview of 21st September 2004).

"On my part I feel that there are two sequences going on in the schools now: we have people who have been recruited overseas, their perceptions of teaching, maybe from their country and when coming here their expectation is a bit different, the traditional way they use to teach, where the teacher has got all the knowledge and just transmitting the knowledge" (P3 – Headteachers' focus group interview of 21st September 2004).

Several other issues came up like traditional approach to learning, lack of accountability; teachers are not seen as reflective practitioner, lack of motivation, lack of commitment, automatic promotion and shortage of resources, which are found to be obstacles in the promotion of learning at school level. Some of the evidence for these issues is provided below and the issue being addressed has been highlighted in bold:

"They (teachers) have the tendency to use only the 'talk and chalk' – and this is something that...s not my way of looking at things. I would prefer to have...I do encourage the sort of student participation, investigation, field trip, thing like that, the tools to get the learners to be more involved" (R9 – Headteachers' interview of 27th September 2004).

*"In my school I feel that we have this urgency to move away from this **traditional approach**, to adopt strategies to cope with the demand of the current development in education and this is where teachers, they have to account for their teaching. And this is again linked with the...they have to cope with evidence of their teaching through students' achievement" (P5 – Headteachers' focus group interview of 21st September 2004).*

*"And in this situation I feel that there is still reluctance on the teachers' part to **reflect on their practices**, to **apply approaches that they learnt**, either through professional development sessions and to meet....to move towards....equipping themselves to really get more in current, in other words in new developments, in professional development and so on" (P5 – Headteachers' focus group interview of 21st September 2004).*

"The students do not see learning as a lifelong process, maybe what they are being taught they do not see that it is relevant or they cannot put into application, they do not see the value of the things that they are learning

now, that's why they are not motivated" (P1 – NIE trainees' focus group interview of 22nd September 2004).

"I think what is happening in most schools that we've been to is the whole lack of motivated staff in the schools" (P5 – NIE trainees' focus group interview of 22nd September 2004).

"I think in schools it is just a matter of coming to work and go home. It is not a matter of dealing or helping those students, it is a matter of – I come in the class, if you want to learn you learn, if you don't want you don't" (P9 – NIE trainee focus group interview of 23rd September 2004).

"A lot of the time the trainees have reported, and this comes from different subjects, that the strategies, the different methods that they are using to promote learning is not being employed in the school, and the teachers are just going in, and its basically chalk and talk in the classroom" (R3 – NIE management interview of 17th September 2004).

"I feel that up to now we have not really seen a significant impact of all the training that we have given on learning in the classroom, on teaching and learning, so why are the teachers not doing that, not only the teachers, even the studies coordinators" (R7 – Education management interview of 28th September 2004).

"And students themselves they don't push. It seems that they don't feel that they have to work hard to achieve. They could just have the yearly automatic promotion. If they are promoted every year, why should they bother" (P1 – Headteachers' focus group interview of 21st September 2004).

"I would also point out that some teachers when they are teaching the students in the schools, they want to promote lifelong learning, but the thing is that sometimes they lack resources to do so, and sometimes, for example the staff they have the motivation, but they lose the motivation if they do not see any reward in the effort that they are putting" (P2 of NIE trainees focus group interview of 22nd September, 2004).

One participant felt that this is still a vision and that the teachers in schools need to be retrained.

"Up to now no, maybe this is a vision, it will take some time, because our teachers also they need to be retrained in order for them to be able to bring about this life long process" (R9– Headteacher - Interview of 27th September, 2004).

Category 4: Curriculum: Content-driven, objectives-driven or process-driven

The conceptual framework looks at the national curriculum according to the concepts of Bernstein (1990) and Ross(2000), which refers to content-driven, objectives-driven and process-driven. This category also relates to sub-questions (b) and (d):

(b) What is the vision of and for learning and learners embedded in the National Curriculum as outlined in 'official text' and in practice in schools?

(d) Are there any apparent issues of tension/contradiction in education policy and developments across education sectors and arenas with regards to approaches to learning and the development of lifelong learners and a learning society?

The following evidence from the documentary analysis shows the objectives-driven aspect of the national curriculum:

" Eight essential components of the national curriculum derive from the above objectives and through these students will acquire the necessary knowledge and understanding, skills and attitudes and values specified in the curriculum document of each learning area ". (National Curriculum Framework, p. 5)

There were differing views from the different groups of participants pertaining to the national curriculum being more content-driven, objectives-driven or process-driven, but apart from some positive comments on process-driven aspect in the NIE, for the schools there was no evidence of process-driven. Some participants felt that the curriculum was more content-driven, for example:

"I'm afraid it might be content-driven, might be. Its true that I've devoted most of my time in the primary programme, but now.... I would think it would be because people tend to look at their subject specialization more than anything else, it seems to me at the moment" (R4 – NIE Management interview of 18th September).

"The implementation at school level I would say is that, hmm...we have....we have the teachers more preoccupied with content. They would like to teach as much as possible, but how they teach that and for what purpose, maybe sometimes you don't see that relationship for that" (R2 – Education Management interview of 17th September).

"I think I would entirely agree that the teaching of the content is going on in school" (P1 – Headteachers Focus group interview of 28th September 2004).

*"Well I think that the national curriculum is very much content-based"
(P3 – NIE trainees' focus group interview of 22nd September 2004)*

"All I have to say about the curriculum is that those people concerned to develop it they are doing certain work, they are trying to develop it in an appropriate way that will help us, but the one we have right now is too content-based and there's no room for negotiating with students on what they want to learn from the curriculum. The students don't even know what is in the curriculum" (P6 – NIE trainees' focus group interview of 22nd September 2004)

"I think that the national curriculum is more content-based, rather than objectives-based, because at the end of the day even if the objectives have not been met, it's the content that they are looking to complete, they want to complete all the topics, all the sub-topics and everything in the curriculum rather than attain the objectives" (P4 – NIE trainees' focus group interview of 22nd September 2004)

"I believe that the curriculum is.....it is content-based" (P1 – NIE trainees focus group interview of 22nd September 2004)

*"I think that there are some teachers in the schools that see that it is too content-based the national curriculum, that's why some teachers they go out of their way to teach students things that are not in the curriculum"
(P2 – NIE trainees' focus group interview of 22nd September 2004)*

Other participants felt that the national curriculum is more objectives-driven and they expressed the following views:

"I would think its more objectives-driven, hmmm....because for each cycle, as you know, the curriculum is developed into cycles, and at the end of each cycle there's a number of key objectives to be achieved, well, I would think its more objectives-driven. Definitely not content"(R1 – NIE Management interview of 15th September).

"I think the objectives are clearly laid down in the national curriculum and you need to have clear objectives if you want people to know what they need to achieve as far as learning is concerned. But maybe....I don't know though, whether the curriculum is really responding to the needs of the system" (R7 – Education Management interview of 28th September).

"I have to agree, that the emphasis is mostly placed on the objectives. We are taught here that we should follow the objectives, we should complete this set of objectives for this allocated time and we don't have much say in the content as such. We just have to ensure that this part of the curriculum has been taught, no matter if the students have learnt anything, you just teach, because you are told you have to teach this at this time and move on the next year or the next term" (P12 – NIE trainees focus group interview of 23rd September 2004)

"Me I think it is based more on objectives, what is it that they want the students to achieve, but not what is going on actually – the actual situation" (P8 – NIE trainees focus group interview of 23rd September 2004).

Participants who were of the view that it is a bit of both objectives-driven and content-driven stated:

"I would say a little bit of everything. We do place emphasis on content but we do place emphasis on objective but I would say that the process is very much evident through the micro teaching through the group discussions that we carry on in the classroom, so I would say it is quite balanced on content, objectives and process, yes" (R6 – NIE Lecturer interview of 20th September).

"I suppose there is this aspect of objectives-driven, but at the same time there is also this aspect of content-driven. But then the big question is the quality of the content, is it incorporating all aspects of what is expected, and I would say in my opinion its not" (P5 – Headteachers Focus group interview of 28th September).

"If I look at the PSE curriculum in particular, its sort of objectives and content-based. We are to achieve whatever has been set, the standards by the Ministry, by whoever made that curriculum, but then again we have to teach the content, we have to ensure that at the end of the year we have covered whatever has been in the content for that year" (P5 – NIE trainees focus group interview of 22nd September 2004).

"I can say for the national curriculum, the way it is written we have the content, we have also the objectives and also some skills, things that need to be taught in the school, but maybe it is not really focused on the actual situation of our system, because maybe it doesn't cater for all the ability students" (P10 – NIE trainees focus group interview of 23rd September 2004).

Several participants felt that what is prescribed in the national curriculum might not be what is really happening in schools; in certain cases teachers even put aside the national curriculum and they keep on using the old syllabus that they were using before.

"And there may be the national curriculum... you may have the objectives set out, but again my concern is: do our teachers really relate to those objectives (participant's emphasis) when they are teaching. This is my concern" (R2 – Education Management interview of 17th September).

"I will talk especially for PSE. PSE in schools, in different schools we have different style of PSE, different structure and different strategies for PSE. In some schools they are teaching the curriculum, what is in the

content, in some schools they are teaching....or they are focusing on the problems of the school, like if you have a bullying problem, they are talking about bullying" (P5 – NIE trainees focus group interview of 22nd September 2004).

"When the students come back from practicum, sometimes they tell you that, either the materialsthe prescribed materials are not being used at all, or that there certain things that they learn here they cannot put into practice over there" (R1 – NIE Management interview of 15th September).

"Oh...from what I've gathered it's sad. Again monitoring is the weakness. There's.....for example this term one of the faculties spent a bit of time to go and have a look at what's happening to the new materials that they've developed. To their surprise it was not being implemented. And even feedback that they've obtained from our trainees, in schools they are given the old programme" (R4 – NIE Management interview of 18th September 2004).

Traditional teaching methods are still dominant in schools, which is contrary to what is stated in the Curriculum Framework:

"The curriculum will offer a diversity of learning experiences which will promote the integrated development of learners and help them to achieve their potential" (National Curriculum Framework, p.3)

"The kind of teaching that goes on is very much teacher- centred"

"In terms of teaching strategies, I think they tend to keep to chalk and talk, rather than the active learning process, either because they feel that it requires less preparation or its an area where they are more at ease or more competent, but I think there's a lot to be done in getting to adopt more active learning" (R1 – NIE Management interview of 15th September 2004)

Participants from the various groups felt that there is no proper monitoring, although this is clearly stipulated in the National Curriculum Framework document as evident in the following statements:

"Monitoring and evaluation structures set up within schools as well as nationally will enable all teachers to participate in these processes and contribute to the continuous improvement of the National Curriculum" (National Curriculum Framework document, p. 24).

"The implementation of the National Curriculum will also be monitored nationally, through the education support services of the Schools Division, the research, curriculum planning, assessment, testing and accreditation services of the Education Planning Division and the Quality Assurance service of the

Ministry of Education. The work of these sections will be guided by the recommendations of the National Curriculum Committee of the Ministry of Education, which oversees the planning, development and implementation of the National Curriculum for state schools in the Seychelles" (p. 24).

Participants expressed the following views on monitoring and implementation:

"I don't think the problem is really with the curriculum, but it is the implementation, but then again this has to do with the training. These teachers have been in the school for a long time now and the curriculum has changed, so the teachers also should be trained about the new approaches , new techniques to be used" (P7 – NIE trainees' focus group interview of 23rd September 2004).

"We have also to look at the type of teachers we have implementing the curriculum" (P4 – Headteachers' focus group interview of 21st September 2004).

"What I'm not too satisfied with is the.... is the implementation, whereby the... the feedback, first of all, where it concerns curriculum leadership in the school its not well established... there is no direct feedback on the curriculum implementation coming back to the curriculum developers, even though teachers are themselves involved in the curriculum development they don't bring the feedback that we would like, so it makes you wonder where....how well the implementation is taking place at school level"(R1 – NIE Management interview of 15th September 2004).

"I feel at the NIE we don't have the mandate to go in schools to monitor the curriculum, so its very difficult even if we meet within our curriculum team itself to really know what is actually going on it's very difficult" (R6 – NIE Lecturer - interview of 20th September 2004).

"But I think one of the weaknesses is also the monitoring of the curriculum implementation" (R7 – Education Management interview of 28th September 2004)

I know that teachers were trained, I think they were prepared to implement the curriculum, but whether they are doing it properly, this is something else and I think we need to focus quite a bit now on what is happening as far as curriculum implementation is concerned" (R7 – Education Management interview of 28th September 2004).

"Implementation of the national curriculum is somewhat of a farce in some instances. Some teachers teach what 'they think students need' and ignore the curriculum" R8 – Education Management interview of 28th September 2004).

Another concern expressed by the participants from the various groups is that the present curriculum might not be responding to the needs of the learners. Although the Education Policy states:

“Developing national curricula which anticipate and respond to the individual and collective needs of learners in a fast-changing world” (p. 6).

Some of the participants’ views are expressed below:

“Personally, especially when we look at a subject like maths, we say that maths is a subject where the children are failing or we say in general that the standards are falling, it makes you wonder whether the curriculum that you are offering is really in line with what the children need” (R1 – NIE Management interview of 15th September 2004).

“I think that most teachers are teaching the content of the curriculum, but the problem is we have to see if the content of the curriculum is relevant to the needs of the students. How can it be used to develop the Seychelles? I think the problem is what has been written in the curriculum, the content” (P1 – NIE trainee’s focus group interview of 22nd September 2004).

The problem of resources both at NIE and at school was identified as one of the major problems which is obstructing the implementation of the national curriculum.

“One is of resources, for example let’s say if in the national curriculum you have measurement, let’s say, and if in the teacher training institution you do not have the equipment to train.....so there will be a mismatch there. When these students go out there, maybe they won’t be that well equipped to teach what is in the national curriculum” (R1 – NIE Management interview of 15th September 2004).

“...give us resources for us to work with, we’ve been doing so much with so little, that now we are qualified to do anything with nothing” (P6 – NIE trainees focus group interview of 22nd September 2004).

“When you place a curriculum, you say that in a certain time we should achieve this objective, but there are no materials for you to be able to achieve this objective” (P9 – NIE trainees focus group interview of 23rd September 2004).

“Without materials we cannot do much, and we all know that here in Seychelles materials is a....has become.....how can we say....a luxurious thing, to get paper, to get markers....just a few A4 paper you have to go through so many formalities and in the end you don’t even get it, you have to take it out of your pocket and its not always easy to take it out of your pocket, if you have five classes of 30 students” (P12 – NIE trainees’ focus group interview of 23rd September 2004).

Category 5: Curriculum: Classification and frame

According to Bernstein (1971, 1990) classification and framing are two key concepts which are used in the analysis of curriculum. Classification refers to the construction and maintenance of boundaries between subjects, their inter-relationships and stratification.

The category relates to sub-question (b):

(b) What is the vision of and for learning and learners embedded in the National Curriculum as outlined in 'official text' and in practice in schools?

The National Curriculum Framework on the one hand shows clear boundaries between subjects, as indicated in the following statements:

"Eight learning areas, the languages, mathematics, science, technical studies, social studies, the arts, personal and social education, physical education" (National Curriculum Framework document, p. 5)

"Each learning area will specify the knowledge and understanding students will need to acquire and provide the context within which skills, attitudes and values will be developed. The expected knowledge, skills and attitudes will be defined in terms of essential achievement objectives at the end of the cycles or the key stages and at the point of graduation from the secondary cycle. Details of achievement objectives are given in the curriculum document of each subject" (National Curriculum Framework, page 6).

Some participants are of the view that the subjects are being seen in isolation, as supported by the following evidence:

"Well concerning the curriculum, we should not see every subject in isolation; I think it's very important. All the specific subjects should...they should be seen as complementing each other" (P3 – Headteachers focus group interview of 21st September 2004).

Frame refers to the degree of control by the teacher and most of the participants felt that the curriculum is very much teacher-centred.

"It will depend on the teachers themselves. In general I would say its more teacher driven" (R6 – NIE Lecturer - interview of 20th September 2004).

"I think we're still at the stage whereby it's very teacher-driven, and..... the teachers decide, I think the involvement of the students in deciding as you say or in discussing about what they are learning, I think it's very limited" (R7 – Education Management interview of 28th September 2004).

"Nothing is negotiated with the students" (R9 – Headteacher -interview of 27th September 2004).

According to Bernstein (1971, 1990) and Ross (2000) strong classification and framing give rise to a collection type of curriculum while the integration type relates to weak classification and weak framing. While the National Curriculum Framework document promotes the integration type e.g. in the following statement: *"The learning areas are also interrelated; therefore emphasis will be placed on enabling students to make connections between the learning areas as well as connect what is learnt in school with their own experiences and the activities of everyday life"* (National Curriculum Framework, page 6), in practice participants feel that it is mainly collection type. One participant felt that this is in place, while others felt that some schools are doing it, but it depends on the school leadership. The following evidence supports this view:

"I think with the review hmmm... that has been taking place, there is this move to try to harmonise the different subjects of the national curriculum, be it at primary or secondary, where there is this cross curricular... this cross-curricular component is more evident in this version of the national curriculum than before" (R1 – NIE Management interview of 15th September 2004).

"When it is stated in the national curriculum document you see it as....like I said it is very nicely stated, that there are opportunities, for example for this subject to be integrated into Maths, be integrated into languages etc...,but in practice...in practice it is something different" (R2 – Education Management interview of 17th September 2004).

"With the School Improvement Programme I think there is more sort of discussion among teachers, discussing their work and trying to work together, but I'm not too sure to what extent this is being done, again it depends, in certain schools it works very well, and you find a lot of this being done, you find this sort of collegiality really established, but in other schools, I suppose it's also linked to the leadership of the school. In other schools you would find that teachers are still working alone, they don't bother what happens in the next class or what is happening in other subjects" (R7 – Education Management interview of 28th September 2004).

"It all depends how the school is being managed and then how the different people they're prepared to move forward and allow this sort....learning from each other I would say. If we stick to our own

department no, it won't happen" (R9 – Headteacher -interview of 27th September 2004).

Category 6: Education Policy – economic, ideological and political

Education policy has been looked at in line with Ball's (1990) policy framework covering the three dimensions – economic, political and ideological. The following research question and sub-question are being explored in this category:

2. How are these visions reflected (supported, contradicted) in current secondary teacher education programme in Seychelles. What modifications and/or developments appear necessary to better align secondary teacher education with broad visions for education, citizens and society in Seychelles? Sub-question (d) Are there any apparent issues of tension/contradiction in education policy and developments across education sectors and arenas with regards to approaches to learning and the development of lifelong learners and a learning society?

As mentioned in the National Education Policy document, "The strength of a small economy rests on the capacity and determination of its work force to generate the wealth that can sustain programmes of social and economic development" (Education Policy, p. 4).

Most of the respondents from the Education management felt that the policy takes into account all three dimensions and they also feel that people are committed.

"Anyway if it is a national policy, then it must be guided by the economic aspect of the country, it must be also guided by the political ideology, okay like where are we heading? How do we get there? And is there also enough political will in order for this policy to really forge its way or be implemented. For education I can say that the political will is there for the goals, for the policy to be...to become reality, for the policy to be practiced. And for the economic part of it, I believe that whenever you have a policy you must have the economic backing for it to be implemented. But I can say that the will is there, we are....we are committed for the policy to become a reality" (R2 – Education Management interview of 17th September, 2004).

"I suppose yes, they are considered to a certain extent. I think we would not carry out any reform that would go against our principles and against the direction that our country is taking" (R7 – Education Management interview of 28th September, 2004).

Other participants, particularly from school Headteachers' focus group, felt that the economic situation is not taken into account and that reforms come in without required resources. So they feel that there is a need to consider what can be done in terms of the economic situation of the country, but also take into account the ideological/cultural aspects whenever there are changes.

"To a lot of extent I sometimes see reforms coming in, but when we put our recommendations for materials and resources and we have responses like we don't have the money" (P5 – Headteachers focus group interview of 21st September, 2004).

"Based on the economic situation – yes, I can understand, because when you look at it, because you've got to provide, there are resources to provide, but if you cannot provide we cannot carry on beating the old drum. What we need to do is look at what we offered. And this was a given situation and this is what we could afford to offer – now I'm very sorry we cannot offer. Get people – we need to prepare people, sensitise them and this is a fact of life: when we could afford it this is what we gave, now we cannot, so we have to readjust" (P3 – Headteachers focus group interview of 21st September, 2004).

"Changes when it comes, I suppose it will affect the culture and since we talked also about the economic factors, this also we have to take into consideration, because we have to plan because there is this funding, and not only funding in terms of the school, but within our system, since we are a centralised system. It will affect the whole school and when we talk about the whole school being affected, we're talking about the whole country here. And when we talk about changing anything in education, we're talking about changing a culture, okay, it can be the culture of that school or it can also be the culture of the country" P5 – Headteachers focus group interview of 21st September, 2004).

While participants from the Education management were of the view that the reforms are planned and they are based on documentation or research other participants at the receiving end, particularly from the headteachers' focus group feel that there need to be proper planning and prepare people for change, that reforms are not based on research evidence and there is no consultation:

"I would want to think that reforms are based on a foundation. I....I would not want to believe that there be any reform made just because somebody says lets reform and.....because the consequence would be drastic. So I think that yes reforms....all major reforms that have taken place have been based on evidence and on things that we feel that needed

changing" (R5 – Education Management interview of 21st September, 2004).

"In the past, not all the time. I must accept that decisions have been taken in the Ministry whereby we have not carried out a proper study. It has happened many times. And this is why now we feel that if we want to as you said, if we want to carry out a major reform we need to have a proper study of the situation so that we make sure that this is really....finally when we take the decision the change that we want to implement is really the change that is needed" (R7 – Education Management interview of 28th September, 2004).

"I think I'm yet to see a proper strategic planning in place when reforms or changes are introduced to schools...I feel that for proper implementation or for successful implementation of changes, we need to look strategically, on strategic planning, when it comes for the implementation of the changes. And this is not taking place at the moment" P5 – Headteachers' focus group interview of 21st September, 2004).

"There are so many resistance through the changes I think its due to the lack of documentation, lack of findings to say that this worked - this did not work, to convince the general teacher population and even students that these reforms that are taking place actually are good - so that's the problem" (R6 – NIE Lecturer - interview of 20th September, 2004)

"Anyway, for the last review we had, there was a lot of consultation. Though I don't know if the public consulted gave enough input, but they...teachers were consulted, teachers formed part of the policy team, the policy development team, we had representation of teachers out there, but how well that was....how well the consultation with the mass was carried out, that maybe I'm not too sure about" (R2 – Education Management interview of 17th September, 2004).

"At times maybe there are certain reforms that take place I don't know if maybe because some countries are doing it and they just want to copy and follow, but do we really need those changes? Maybe what they should first do is carry out a survey, sort of a study, study really how things are and what we really need. And then when implementation comes, you do it gradually. You need to prepare your teachers, to prepare the school managers, prepare the students, prepare the parents; prepare them for the changes" (P7 – NIE trainees' focus group interview of 23rd September 2004).

It was also noted that some trainees are not aware of the policy.

"I've only looked at it briefly and I can't remember what it says in there" (P5 – NIE trainees focus group interview of 22nd September 2004).

"We are told that there is an education policy, but personally I've never seen it, we've never talked about it" (P4 – NIE trainees' focus group interview of 22nd September 2004).

"I have never seen the education policy; I would very much like to see one so that I know what the policy of the government is" (P2 – NIE trainees' focus group interview of 22nd September 2004).

"Well we had a unit on the curriculum in our subject, so we covered a little bit on the policy statement of the Ministry of education, so we had a bit of an idea what it is about" (P3 – NIE trainees focus group interview of 22nd September 2004).

Category 7: Alignment/compatibility of teacher education, education policy and national curriculum

This category relates to sub-questions (d) and (e) which is:

- (d) Are there any apparent issues of tension/contradiction in education policy and developments across education sectors and arenas with regards to approaches to learning and the development of lifelong learners and a learning society?
- (e) If yes what developments in teacher education are needed to alleviate them?

Participants, particularly from education management and NIE management were of the view that there is some sort of alignment between the education policy, the national curriculum and teacher education. They felt that if there are problems it's more with implementation. Both the national curriculum and the primary course were reviewed in line with the education policy, although in certain cases there were doubts as to whether things were being done in the right way as there is no evidence or documentation on how well the policy is being implemented. The following evidence supports these views:

"I think yes, because in the national curriculum framework it is stipulated that it derives from the education policy, and when we were reviewing we did refer to the education policy to see what is required of us in line with the policy" (R1 – NIE Management interview of 15th September 2004).

"For me they are aligned, they are consistent with what the policy is and we brought it down to the curriculum and to what our syllabi tell us. But

the problem is always with the implementation" (P6 – NIE trainees focus group interview of 22nd September 2004).

"My worry is when they are implementing that. You can have very good policy, but it's the implementers that we have to work on" (R2 – Education Management interview of 17th September 2004).

"What I can say is of course the policy there is some good intentions, but the implementation is a problem" (R4 – NIE Management interview of 18th September 2004).

"What you have in the policy is the ideal, what you would like to have and in practice it may not be translated as you would like it to be. But the onus is now on the policy makers as well as the implementers to try and get those two to be more in line with each other" (R2 – Education Management interview of 17th September 2004).

"When the national curriculum was reviewed, it was reviewed in line with the new education policy... Whatever we state in the curriculum policy must reflect the education policy" (R2 – Education Management interview of 17th September 2004).

"If you look at it in a theoretical point of view, I would say yes but then again when it comes to the implementation how well people are implementing it this is another issue. Sometimes when you read the policies they are ideal policies from what I've seen so far when I look at them but the issue again I think our big problem in Seychelles is the documentation because this is where we lack evidence of how well the policy is being implemented" (R6 – NIE Lecturer - interview of 20th September 2004).

"The NIE has been reformed in accordance with the policy and I think they work.....whether they're doing the right thing, but I think the two are working together. Whether both of them are doing the right thing is another matter" (R5 – Education Management interview of 21st September 2004).

Some programmes, like PSE shows good alignment of policy, teacher education and curriculum;

"The PSE programme is an example of alignment with the policy in its aims. The teacher training programme is linked with the national curriculum for schools. In other instances some curricula end with an IGCSE for which we are badly prepared for, as this was not taken into account in all curricula preceding the IGCSE" (R8 – NIE Management interview of 28th September 2004)

Some participants from Education Management felt that people do not take the policy into account; when decisions are taken in schools or in teacher education, no one checks if it's in line with the policy. The following evidence is an example:

"I don't think we are there yet. I don't know to what extent people allow themselves to be guided by this policy, I don't know to what extent they take it into consideration. I doubt whether it is just a document in the shelf, and this is why one of the things that we want to do is to take this policy now and try and organize sessions to see what is happening and to what extent people are really taking this into consideration when they are taking decisions in schools, taking actions, even in teacher education"
(R7 – Education Management interview of 28th September 2004).

6.3 Chapter Summary

The findings have given rise to pertinent issues in teacher education, the national curriculum and the education policy. The various categories have helped to classify the findings in line with the conceptual framework and the research questions. The issues will be discussed in more details in the next chapter.

² Participants from the individual interviews are being referred to as R1 to R9, meaning respondent 1 to respondent 9. For the Focus groups they are being referred to as P1....representing participant 1 to participant 3 for the NIE EDST lecturers' focus group, participant 1 to 5 for the headteachers' focus group and participant 1 to 12 for the NIE trainees' focus group.

CHAPTER SEVEN : Discussion of findings

7.1 Introduction

This chapter discusses findings in relation to analytical categories derived from the theoretical framework of the study and the research questions (see chapters 1 and 4). Whilst considering findings across the participant sample as a whole, an attempt has also been made to look at the similarities and differences between the different groups of participants involved in the study (i.e. school headteachers, Ministry Management, NIE management, NIE trainees) (Appendix G). This extension of analysis has enabled further triangulation, and enhanced the extent to which the specific concerns of various participants have been captured.

All of the results and recommendations are based on the evidence from data collected. They reflect the needs and concerns of the sample of participants from all sites involved.

7.2 Discussion of Findings

From the conceptual framework and research questions the following seven categories were identified for the classification of the findings:

Category 1: Promotion of lifelong learning and lifelong learners (Young, 1998) - This category relates to Research question 1 – sub-questions (a) and (c) and is the central focus on the conceptual framework.

Category 2: Form and content of learning (Young, 1998) – This responds to Research question 2 – sub-questions (c) and (d) and also forms part of the central focus of the conceptual framework.

Category 3: Schools prioritising learning (Young, 1998) – The category corresponds to Research question 1 – sub-questions (b) and (d)

Category 4: Curriculum (Ross, 2000) – content-driven, objectives-driven and process-driven; - As this makes reference to both the NIE and the school curriculum it will respond to both Research questions 1 and 2 – sub-questions (b) and (d).

Category 5: Curriculum (Bernstein, 1990): Classification and framing;
This category relates to Research question 1 – sub-question (b).

Category 6: Education Policy (Ball, 1990) – economic, political and ideological influences – This refers more to research question 2 – sub-question (d).

Category 7: Alignment between education policy, teacher education and national curriculum – This corresponds to research question 2 – sub-questions (d) and (e).

A discussion of findings relating to each of these follow.

Category One: the promotion of lifelong learning and learners.

This category is related to research question 1- *sub-questions (a) and (c)*:

(a) What is the broad education policy on secondary teacher education, specifically with regards to learning and learners?

(c) What is the vision of and for learning and learners embedded in current secondary teacher education programme as 'official text' and in practice?

(see Chapter 1).

The findings associated with this first category show that the education policy and the national curriculum framework put a lot of emphasis on lifelong learning both in teacher education and in schools, but that this is not being successfully implemented in either setting. Evidence from the documentary analysis (see Appendix E) shows that the development of lifelong learners is a strong requirement both in the National Education Policy and the National Curriculum Framework Document alike. The National Institute of Education (NIE) Framework document does not make reference to lifelong learning and it focuses more on the primary course. Interview data pointed to differing views on the promotion of lifelong learning both in teacher education and

in schools. For teacher education one out of three participants from Education Management felt that this should be taking place, but did not comment on the reality of the issue. Participant R7 from Education management was of the view that we are not actually responding. This has been similarly agreed by R4, R6, R9 from NIE management and participants of the NIE Lecturers focus group interview.

As noted in Chapter Three, according to Young (1998), of foremost concern with regards to learning in teacher education “is in relation to what teachers need to learn and how their initial training can prepare them for seeing the promotion of lifelong learning as being at the centre of their future role as teachers” (p. 164). Various factors appear to be preventing this from being a focus of attention at NIE. One of these factors relate to the fact that trainees are not striving hard enough, they have no targets and no aspirations, which means that teacher education has not been successful on that aspect. This view comes particularly from NIE lecturers. If this is the case it will have an impact on their work as a teacher when they qualify. According to Cornford (1999) “effective teaching of cognitive and metacognitive skills for lifelong learning will only occur when teachers themselves have the knowledge, skills and confidence to engage in teaching them effectively” (p. 115).

Another factor is the lack of opportunities. This was referring to opportunities for academic upgrading for NIE staff which is felt to be non-existent or on an adhoc basis and also for teachers in schools who wanted to upgrade himself/herself.

NIE trainees felt that what is being learned cannot be applied to other situations – training basically related to education/schools, not life skills. In that sense they feel that the training is not looking at the wholesome development of the person. This also came out strongly from the headteachers interviews. This relates directly to the argument put forward by Bentley (1998) that there are two crucial tests of an effective education system: how well students can apply what they learn in situations beyond the bounds of their formal educational experience; and how well prepared they are to continue learning and solving problems throughout the rest of their lives. This view is also supported by Cornford (1999) who pointed out that lifelong learning must be conceived of as learning which occurs over the entire lifespan, if the terms are to have real meaning.

The majority of participants were of the view that the curriculum is not relevant to students in the sense that it is not catering for their needs. The syllabus does not relate to Seychelles context. This point was made by participants from both NIE and schools. In that case it makes it difficult for trainees to promote lifelong learning as will be discussed later in category 3.

There is a perceived lack of follow-up when the newly qualified teachers go out to schools. No support is provided to them and no feedback comes back to NIE on their performance. This therefore does not allow NIE to evaluate the effectiveness of its training programme, and in that respect to find out whether the newly qualified teachers have developed this lifelong learning process.

Some participants were of the view that lifelong learning in teacher education is evident in certain subjects, like in Personal and Social Education (PSE), while in others there is a lack. But in general most of the NIE trainees felt that lifelong learning is being promoted at the NIE, at least partly.

The results relating to the promotion of lifelong learning in schools portrayed a somewhat negative picture. All participants apart from one felt that its development was problematic in some way. Some teachers are not good models of lifelong learning – teachers do not see themselves as lifelong learners, so they are not good models of lifelong learning, they do not help the students to be able to function outside the school setting. Young (1998) noted that “if teachers are required to introduce ideas about lifelong learning to their pupils, they too will have to see lifelong learning will be at the heart of any future teacher professionalism” (p.164). This has proved to be a problem in Seychelles. As a result of this, students do not value lifelong learning. The perceptions of the participants are that students are not valuing learning in general, probably because what they are being taught is not relevant, so they are not motivated to learn. This in turn gives rise to other problems like behavioural, truancy and others.

Some participants, particularly NIE trainees were of the view that teachers label students, thus discouraging them to learn. It was therefore felt that this does not help to promote lifelong learning.

The lack of resources was perceived to be a major obstacle for teachers so even if they wanted to do their best, the shortage of resources somehow discourages them and causes them to lose their motivation.

Teachers need retraining. The perception was that it will take time to develop this lifelong learning process if the old teachers who are set in their old ways of teaching were not given opportunities to be retrained. There need to be upgrading courses for them to bring about this process.

Participants both from NIE management and schools felt that training is focusing more on academic knowledge rather than developing the whole person to become an effective teacher. It has been noted by Hill (2000) that complaints among pre-service teachers include dissatisfaction with the required education courses suggesting the classes present only theoretical approaches and do not allow enough time to develop competency. The form and content of teacher education then come in question.

Category two: Form and content of learning in teacher education

This category relates to research question 2- *sub-questions (c) and (f)*:

(c) What is the vision of and for learning and learners embedded in current secondary teacher education programme as official text and in practice?

(f) Are there any apparent issues of tension/contradiction in education policy and developments across education sectors and arenas with regards to approaches to learning and the development of lifelong learners and a learning society?

According to Young (1998) the form and content of learning in teacher education involves identifying achievable learning objectives through school-based apprenticeship and reflection on experience (p.65). While both the NIE framework and the Education Policy (see Appendix E) acknowledge the need for teacher education to keep abreast with changes in education, the findings for this category indicate the need to review the present programme and in this process re-look at what is going on in the schools so as to better prepare our trainees. This clearly shows

discrepancy between what is in the document and what is happening in practice. Referring to the literature review (Chapter 3) we note that Elliot (1993), pointed out to the fact that “teacher education appears to be currently lacking in coherence and continuity” (p. 1). The evidence has proved this to be correct. Therefore consideration should be given to the point made by Wasley (1991) regarding the need to review teacher education programmes because of the changing circumstances of children’s lives, a growing knowledge base related to the critical influences of cultural variations, the changing nature of training in many institutions around the world and the changing perspectives on knowledge and forms of communication available through technologies.

The findings relating to this category have also given rise to a number of issues that appear worthy of attention in the context of a review of current teacher education and planning for future provision. The first of those issues which has been noted by participants from NIE management, lecturers and trainees is content overload. Too much is expected of the students in too little time and trainees do not have enough time for research. This makes it difficult for trainees to appreciate all the facets of life promoted by the national curriculum.

Another issue which is partly related to the one mentioned above is that of repetition. This has also been acknowledged by all the trainees as well as NIE management. The repetition is mainly between the educational studies units and the subject units, but in some instances this is also evident within one particular subject area. Trainees and NIE management feel that if the contents of the units are aligned it will help reduce the pressure off the students and provide a more effective training.

The issue of teaching practice was perceived as a point of concern as it was felt that there is not enough teaching practice of what is being learnt at NIE. First of all trainees feel that the load of work does not allow time for enough practice, especially the different teaching strategies that they are learning in theory and this makes things difficult when they are faced with a class. And secondly the teaching practice component is not long enough and visits to students on practicum are insufficient. This was also supported by participants from NIE management and lecturers. Research has shown that “the skills, attitudes and practices of classroom teachers are

inextricably linked to the pre-service preparation they receive” (Eifler, Potthoff & Dinsmore, 2004, p.92) and based on the study of Darling-Hammond (2000) teachers who have had more preparation for teaching are more confident and successful with students than those who have had little or none.

Teaching methodology is perceived to be problematic. Based on practicum observations the methodology being used for the various subject areas is lagging behind. Similarly the trainees noted that the teaching strategies being used at the NIE are inadequate. According to Pierce and Kalkman (2003) “applying the Learner-Centered Principles in teacher preparation programme and courses provides teacher educators with opportunities to model effective learner-centered practices and promote student motivation and learning” (p.127).

Shortage of lecturers is an issue of concern which has been raised by Education and NIE management, and trainees alike. The shortage of staff in certain subject areas is affecting the training in that certain units of the first term have not been covered until the third term. At the same time there is also a problem of insufficient number of qualified teaching staff, particularly in areas like educational studies, Mathematics and Languages.

Another concern was that of monitoring. Currently unit evaluations based on feedback from students are placed on file without any formalised evaluation of unit content and teaching being undertaken. Therefore there is no analysis of data gathered.

Most of the NIE trainees and management felt that teacher education programme is not well aligned with what is going on in schools. It was noted that in several instances what they are being taught at NIE does not match well with what is seemingly required of them as teachers in schools. Even the NC RTE researchers noted that there is little alignment between the content of college courses that prospective teachers take and what is taught in schools (NC RTE, 1991). This has also been supported by Smagorinsky, Cook and Johnson (2003) who noted that teacher education is often viewed as too theoretical and not sufficiently concerned with the reality of classroom practice. Bates (2002) also noted that “while students learn their

discipline they may well not learn much about what it is they will have to teach” (p. 219). It is therefore important to know the perceptions of the participants with regards to learning in schools.

Category three : Schools Prioritising Learning

This category relates to research question 1 – sub-question (b) *What is the vision of and for learning and learners embedded in the National Curriculum as outlined in official text and in practice in schools?* Young’s (1998) third concept of learning in teacher education is that “if teachers are to learn from the experience of being in schools, schools have to prioritise learning, not only among their pupils, but among their staff” (p. 165). According to the document analysis both the Education Policy and the National Curriculum Framework (see Appendix E) make reference to the creation of conditions for both staff and students to develop and achieve their highest potential. The findings for this category have highlighted that teachers are not seeing themselves as lifelong learners. Participants perceive that one or two individuals are promoting learning at school, but not the school as a team. Even with the School Improvement Programme¹ it has been difficult to get teachers to see it as a way of improving, of upgrading themselves. The professional development sessions in schools are perceived as not being productive enough, as teachers do not put what is learnt into practice. Finally teachers at school level do not encourage or support trainee teachers when they are on teaching practice.

Participants, and particularly school headteachers and NIE trainees, perceive that teaching at school is basically targeted for the average students only. They are of the view that teachers are not doing much for the high ability and the low ability, but teaching mainly to the perceived ‘average’ group, as this requires less planning. This is contrary to what is stated in the Education Policy and the National Curriculum Framework, which both emphasises catering for the various abilities.

¹ School Improvement Programme (SIP) was first launched in schools in 1997 with the aim of getting the schools to work on a plan for the school to improve in an area identified as weak.

All the participants from the headteachers' focus group interview and NIE trainees are of the view that expatriate teachers who usually work on a two year contract seem to encounter a lot of difficulties with understanding the cultural background of the students, therefore they have many problems with classroom management. This in turn puts a lot of pressure on the school management and has an effect on learning especially among the lower ability students.

Automatic promotion from one level to another is also perceived as being problematic, as students do not feel they need to work hard because they know they will be promoted to the next class anyway.

The issue of the 'traditional' approach to learning has been acknowledged by most participants. Most teachers are using traditional teaching methods –chalk and talk, very little 'active learning' is going on in schools - although the National Curriculum Framework (see Appendix E) propose otherwise. Hewett (2003) noted that "the student should be actively engaged in the learning process. The teacher is more of a facilitator (p.24). This has been strongly supported by McCombs (1997) and Reilly (2000) who acknowledged that learner-centered education is a philosophy of teaching that focuses on the experiences, backgrounds, talents, interests, capacities and needs of the students and on the best practices for enhancing motivation, learning and achievement for all students.

Participants also perceived that teachers are not showing accountability for their work. Teachers are not seen as reflective practitioners – it is felt that teachers are still reluctant to reflect on their practice. As noted by Bullough, "teachers are to be held accountable for student performance" (p.234). Participants from school headteachers shared the view that reflective practice is a tool for accountability.

Lack of motivation – This issue of lack of motivation is being looked at from two angles: the students lose their motivation especially when they see that the content of the teaching is either not relevant or too high or too low for them. Secondly teachers lose motivation with all the various problems at school level.

Level of commitment among the teaching staff at school level has been observed to be an issue of concern. Participants from different arenas have noted the lack of commitment on the part of the teachers – they just come to work for the sake of working, but not really being involved in the student's learning and in the school ethos.

Category Four: Curriculum (Ross, 2000) content-driven, objectives-driven, process-driven

The category corresponds to research question 1, sub-question (b) - *What is the vision of and for learning and learners embedded in the national curriculum as outlined in official text and in practice in schools?* The findings provide differing views with regards to whether the curriculum is content-driven, objectives-driven or process-driven. For teacher education some participants felt that it is content-based and one participant felt that it was a mixture of content-driven and objectives-driven. The trainees stated that they are not aware of any curriculum for NIE so could not comment on it. They have been given unit outlines and for some instances even this was not given. The content of their course was not made known to them at the beginning of the year or of their course.

As for the national curriculum, both the documentary analysis and the evidence from interviews show that there are aspects of both content-driven and objectives-driven. Participants who perceived that the curriculum was content-driven referred to the strong focus on the overall content of each subject area and also pointed out the strong focus on examinations. Some participants felt that although the content was prescribed, the emphasis is still placed on the objectives which have been provided for each subject that students have to achieve at the end of each cycle.

Several issues concerning the curriculum were highlighted. First of all most of the participants from the various groups perceived that what is prescribed in the national curriculum is not really what is happening in schools; in certain cases teachers even put aside the national curriculum and they keep on using the old syllabus that they were using before. This was noted in chapter 2 as a point of concern and this has been

proved as one particular subject area carried out some investigations and discovered that the curriculum is not being implemented in a lot of schools. Teachers were using the old syllabus and some were concentrating on problems which were going on in the schools, e.g. bullying. So the curriculum can prescribe everything but the problem lies with the implementation.

Traditional teaching methods are still dominant in schools – although the teaching instructions as prescribed in the national curriculum framework are supposed to be varied and suit the needs of the students, in reality traditional, teacher-centred methods are still very much dominant in schools.

Monitoring is perceived as problematic by most participants, particularly from NIE and Education management. Although there is a structure in place, basically there is no monitoring of what is happening in schools, therefore there is no feedback on how well the various subject curriculums are being implemented. This creates a problem for the evaluation process.

Some participants are of the view that the present curriculum might not be responding to the needs of the learners. They felt that the content of the curriculum is probably not really what the students need and others pointed out that the content of the curriculum does not relate to the local context.

Many participants expressed concerns with the issue of materials. Hence teachers might not be teaching the national curriculum due to lack of resources.

Category Five : Curriculum (Bernstein, 1990) Classification and Framing

This category also relates to research question 1, sub-question (b) – *What is the vision of and for learning and learners embedded in the national curriculum as outlined in official text and in practice in schools?* With reference to curriculum, according to Bernstein (1971, 1990), classification refers to the degree of boundary maintenance between contents – where classification is strong, contents are well insulated from each other by strong boundaries. Where classification is weak there is reduced insulation between contents, for the boundaries between contents are weak and blurred.

Frame refers to the degree of control teacher and pupil possess over the selection, organisation, pacing and timing of the knowledge transmitted and received in the pedagogic relationship (Bernstein 1971, 1990) (See chapter 3).

The National Curriculum Framework refers to organisation of different subject areas in the curriculum, but at the same time makes reference to the integration of subjects. With reference to classification, the findings from the interviews in general indicate a strong classification: the subjects are arranged in well-accepted hierarchy of importance and value.

All the evidence from the study points to strong framing, where the teacher determines everything, from the material, pace and selection. At the NIE, this is also strongly reflected in the evidence. Discussions with students to negotiate content, pace of learning is practically non-existent. Most of the participants felt that this should be considered both at the NIE and in schools, as it will get the students to be more involved in the learning process. This therefore shows the tendency of the collection type (see Chapter 4). It has been noted that we must devise a curriculum which will focus on the pupils who are its recipients as well as on the needs of the society they are being prepared to enter, and, further, on the interaction of these two factors in the curriculum equation (Edwards & Kelly, 1998).

Category Six: Policy (Ball, 1990) – Economic, political and ideological

This category corresponds to research question 2, sub-question (d) – Are there any apparent issues of tension/contradiction in education policy and developments across education sectors and arenas with regards to approaches to learning and the development of lifelong learners and a learning society? It also relates to the conceptual framework based on Ball's (1990) policy framework. Discussions on the issue of education policy highlighted controversial views between the various groups of participants.

While most of the education management participants felt that the economic, political and ideological situations of the country are taken into account while

proposing reforms in education policy, the other participants, especially the school head-teachers are of the view that this is not the case. Several instances have been mentioned, but the one which came up in most of the interviews with headteachers, NIE management and trainees was the decision taken at the end of 2003 with regards to the introduction of the IGCSE ² examinations and syllabus. The following points came up on that matter, which were used as examples to illustrate the situation. The decision was taken without consultation with other partners; even the curriculum leaders were not consulted. This was a problem as the new curriculum had just been written for schools. The implication was that all the work done was going to waste, all the materials produced and/or imported would not be used; Schools and other partners heard about the new decision on the media; Teachers in schools are now working with four different teaching programmes for one subject – geography was taken as an example – teachers teaching Secondary One are using the new Geography National Curriculum which was launched in January 2004. At Secondary Two and Three – they are using the old syllabus which will be replaced at the beginning of 2005. At Secondary Four the new IGCSE syllabus is being used and at Secondary Five they are using the O' level syllabus. We need to bear in mind that some teachers are teaching all the levels. All the books and other resources for this new IGCSE syllabus are not available yet. Teachers have not been trained/prepared for this new syllabus. The NIE was not informed of the change therefore adjustments have not been considered in the secondary teacher education programme.

Based on this and other similar situations, participants felt that there is a lack of strategic planning when it comes to education policy review. Any change in the policy is considered a cultural adjustment, but it seems that the cultural aspect is not taken into account at times of major changes.

The findings also show that very often changes in the education policy are made without a survey or study of the current situation. The change is therefore not based on clear evidence. Some participants are of the view that sometimes it is only based on what other countries are doing, so again it comes back to the

² IGCSE – International General Certificate of Secondary Education

cultural aspect. This relates to the statement made by Bartell (2001) that “for too long we have ignored the vital connection between policy and practice in teacher education” (p. 185). It is for that reason that one participant mentioned that the country is of socialist orientation, but what is going on in schools is capitalist orientated.

Category Seven: Alignment of teacher education, policy and national curriculum

Research question 2, sub-question (d) - *Are there any apparent issues of tension/contradiction in education policy and developments across education sectors and arenas with regards to approaches to learning and the development of lifelong learners and a learning society?* The findings show that while some participants feel that there is a certain extent of alignment between the National Education Policy and the National Curriculum Framework, other participants are in doubts. The alignment that has been referred to is basically in the written text but not in practice. The lack of documentation makes it difficult to confirm that there is a certain extent of alignment in the implementation. Most of the participants are of the view that implementation is one of the major weakness in the system and needs to be addressed.

An issue which participants particularly from education felt was disturbing is the fact that the trainee teachers are not aware of the policy. If this is the case, it confirms the point made by R7 (Education management interview, September, 2004) “but if you ask me now, even not having questioned the NIE management and teachers, I would tell you that many of them know very little, if at all about this document, so having said that, I cannot see how they can align what they are doing”.

7. 3 Chapter Summary

In this chapter we have seen the various issues of concern in teacher education in Seychelles and the relationship with the National Curriculum Framework and the Education Policy. The issues have been discussed in line with the conceptual framework for the study and the research questions. Most of the perceived concerns have also been identified in past research or in literature on teacher

education, curriculum and policy. Based on all the issues discussed it is worth adding the comment made by Bullough (2002), who argued that “for many teachers the prospects are disturbing. They are not troubled by the prospects of accountability, but they worry about how they will be judged and on what standards they will be judged, particularly when facing classes filled with single-parent, unsupported and frequently harmed children in inadequately supplied classrooms in understaffed schools” (p. 234). Literature has also expressed the fact that teacher education requires institutional commitments to a special set of demands that go beyond the ordinary norms of academic life and for that matter there is a need for teacher education institutions to reassess their commitments to the education of teachers and have the courage to dramatically restructure underperforming programmes (Millnick and Pullen, 2000). These points are taken into account in the next chapter on recommendations to be considered in order to address the current issues of concern.

CHAPTER EIGHT : Recommendations and Conclusion

8.1 Introduction

The findings of the study together with the extensive literature reviewed have informed a series of recommendations that are presented below. A list of specific recommendations made by the participants in the course of the interviews, together with the accompanying evidence can be seen in Appendix H. The recommendations are presented in four parts: recommendations for (i) teacher education; (ii) recommendations for curriculum and schools; (iii) recommendations for policy makers, and (iv) recommendations for further research.

8.2 Recommendations for Teacher Education

In teacher education several matters have been identified as requiring urgent attention in order to provide a more effective training for secondary teachers. Based on the findings the following recommendations have been made:

1. There is an urgent need to have a review of the secondary teacher education programme. All subject areas should revisit the content of the secondary training programme and endeavour to align the units of study of the various secondary courses to avoid repetitions and to reduce the workload of the students. This review should also take into account the changes taking place in schools, especially with regards to curriculum and mixed ability teaching². The review should be in line with the education policy for teacher education (Education Policy, 1991, pp.12-13). This reaffirms the point made by Bartell (2001) that “for too long we have ignored the vital connection between policy and practice in teacher education” (p.189). Wasley (1991) noted several factors contributing to the need for significant renewal efforts in teacher education programmes, including the changing circumstances of children’s lives; a growing knowledge base related to the critical influences of cultural variations; the changing nature of training in many

institutions around the world, and the changing perspectives on knowledge and forms of communication available through technologies. This study reported in this thesis similarly highlighted these factors and directed attention to a need for comprehensive review of the teacher education programme.

2. The development of lifelong learning and lifelong learners should be the focus of the NIE as has been stressed in the Education Policy. Bentley (1998) emphasised the fact that lifelong learning is :

A new vision which involves shifting the way we see education from a separate sector of society to a culture which infuses every sector, linking together individuals, communities and institutions through diverse, overlapping networks of learning relationships. Education is no longer the one-way transmission of information and knowledge, but the patterns of interaction which allow us to acquire new information, develop the disciplines which can lead to greater understanding, and discover shared meaning through mutual comprehension.

(Bentley, 1998, p.187)

3. The NIE framework needs to be updated to cover the component of the secondary training as well as primary. Currently secondary trainees are not aware of the structure of the course and the content of their programme. This should be made available to them at the beginning of their course.
4. The practicum part of the secondary course should be reviewed and provision should be made for trainees to spend more time in schools and a more effective monitoring procedure should be put in place in order to ensure that trainees are monitored and feedback is provided to them accordingly. The evidence coming out of a study carried out by Darling-Hammond (2000) indicate that teachers who have had more preparation for teaching are more confident and successful with students than those who have had little or none. The setting up of teacher mentors might also be a good way to improve in that direction.

5. The Ministry of Education should look to increase staffing at NIE and also make provision for additional resources which will help to upgrade the standard of the training. Infrastructure, mainly in the form of providing more space, should equally be looked at as it is presently inadequate. Ramsey (2000) has drawn attention to the need to also consider the influential aspect of financing educational projects, and more specifically acknowledge that many educational institutions are suffering from a lack of funding and restricted infrastructure.
6. Upgrading courses, including formal training courses should be provided to NIE staff based on the needs of both staff and the institution.
7. Some findings drew attention to issues of accountability and monitoring. It would be appropriate to set up a system of performance management and appraisal. This should seek to encourage staff to be reflective practitioners, while improving accountability on the part of lecturers. Unit evaluation should be incorporated in the new system, such that evaluation data directly informs ongoing review and development.
8. The NIE intake should be recruited in accordance with the requirements set (NIE Secondary Diploma brochure, 2002). The fact that the standard of recruitment is dropping as pointed out by participants is possibly due to a shortage of candidates to recruit from. Therefore an advertising/campaign programme should be developed in order to obtain more quality recruits for the profession.
9. A structure needs to be established to enable an enhanced working relationship between NIE and schools. The NIE is providing training for teachers who will be working in schools at the end of their training. The school's role is therefore to facilitate the training

by providing the support required when trainees go on practicum. At the same time NIE should be aware of the different situations in the different schools so as to better prepare the trainees. So a forum/committee made up of NIE representatives, all the secondary headteachers and representatives from the Schools Division should meet once a term preferably before the practicum of each term.

10. The NIE should actively encourage learner-centred teaching. As Pierce and Kalkman (2003) stated “applying the learner-centered principles in teacher preparation programme and courses provides teacher educators with opportunities to model effective learner-centered practices and promote student motivation and learning” (p.127).

8.3 Recommendations for curriculum and schools

1. The major problem identified with the national curriculum is that of monitoring. There is a need to establish a monitoring structure which is more feasible than the present one. There need to be people monitoring and providing support for the different subject areas at secondary level, as the Department Heads have a heavy workload and are not able to monitor as required.
2. An induction programme for new recruits in schools should be drawn and implemented. This will assist newly qualified teachers and will help to keep teachers in the profession.
3. There is a need to provide training or upgrading course to secondary teachers in order to shift from the ‘collection type’ of the curriculum to the ‘integrated type’ (see Chapter 4).
4. Even though the national curriculum is relatively new there is a need to relook at the various content and try to make it more compatible to the needs of the learners.

8.4 Recommendations for policy makers

1. Strategic plans should be drawn up for the various education reforms.
There should be consultation with the people involved in the implementation process and people who will be affected by it;
2. Reforms should be based on evidence. A study or survey should be conducted and the results should be made public so as to justify any decision for reform;
3. There need to be proper documentation for easy reference and in order to judge the extent of progress;
4. The economic, ideological and political aspects should be taken into account in education policy decisions;
5. There should be a mechanism in place to ensure that the policy is implemented in the way that it is intended in the document. If we want to become a learning society serious considerations along this line need to be made. As Quicke (1999), pointed out:

All societies have their curricula and in a sense all societies are learning societies, but in the era in which we live the term 'learning society' is used to describe a new kind of society where every citizen is and should be more reflexive about the processes of learning and more aware of the need to engage actively in the construction of 'good' learning communities.

(p.1)

8.5 Recommendations for future research

Young (1998) proposed four key issues in the rethinking of teacher education for our modern world: learning, knowledge, relationship with schools and accountability. This study has focused on one of those issues, namely learning in teacher education. Apart from problems in the approach to learning in the secondary teacher education programme, the findings have highlighted a whole series of other issues, which need to be

studied if we want education in general and teacher education specifically to be more effective in the Seychelles. Therefore the following recommendations are being made for future research:

1. The results have indicated that we have to look at the knowledge being promoted in teacher education. As Young (1998) stated “it is through a critical relationship with disciplinary knowledge that teachers will be able to explore their aims and develop the concepts for relating their specialist subjects to other subjects, the curriculum as a whole and its broader educational purposes” (p. 166). Hence this will bring about the development of the whole person to become a responsible citizen. Therefore, more research needs to be conducted in this area of teacher education and also looking at its alignment with the national curriculum and the education policy.
2. The relationship between NIE and schools is another issue which requires more research. A suggestion has been given to improve this relationship in a short term basis, but there is a need to investigate the situation and find out where the problem lies and how to overcome it.
3. Accountability has also been identified as a major concern in the context of Seychelles. More research in this area will help to identify the weaknesses of the system and try to work out more effective procedures and structure. This will include investigation on the effectiveness of the current assessment structure for the trainees and for teachers as well.

As a result of further research in the above mentioned areas a wider documentation on what is happening in teacher education will be present and this will lead to more substantiated reforms for teacher education and for education in general bringing forth better standards in both teacher education and schools. In Beyer's (2002) view, a focus on standards fails to take up the central questions that need to frame teacher education. He therefore declares that standards are not the answer, because what is

generally missing in the current reform era is a larger body of literature, drawn from inside the field of educational studies as well as from other disciplines that would enable students to develop a theory of teaching and a theory of education (Beyer, 2002). In support of Beyer's views, Bullough (2002), observed that pre-service teacher education programmes are under growing pressure to recast themselves around explicit and measurable standards, competencies and performance evaluation systems (p. 235).

8.6 Conclusion

The purpose of the study was to explore the approach to learning and the development of learners in the current secondary teacher education programme of Seychelles and investigate the extent to which it is aligned with the visions established in government policy, and embedded in the national curriculum. Fullan (1993) made reference to the fact that "teachers' jobs are more complex than ever before. They must respond to the needs of a diverse and changing students population, a rapidly changing technology in the workplace and demands for excellence from all segments of society" (p. 1). Several commentators addressed teacher education, drawing attention to an apparent lack of coherence and continuity in current programmes (Elliot, 1993; Fullan, 1993; Helsby, 1999). It is noted that there is a call for higher levels of disciplinary expertise, and secondly there is a call for much higher levels of professional (pedagogical) expertise (Bates, 2002, p. 219). Although it is clearly desirable to produce 'effective teachers' (however that is defined in a particular context), the extent to which attention is currently focusing on standards in some quarters seems inappropriate, the impression being that teacher education reforms are being driven by policy makers outside education (Beyer, 2002; Bullough, 2002).

All of the above issues are contentious when it comes to enhancing the effectiveness of teacher education and addressing prospective reform of programmes. The theoretical framework which has combined theories of learning in teacher education (from Young, 1998), curriculum (Bernstein,

1971, 1990 and Ross, 2000) and education policy (Ball, 1990) has provided arguably much needed guidance for investigations of learning in teacher education and the alignment of teacher education, national curriculum and wider education policy.

The major limitation of the study has been the short time span, which precluded the use of other potentially informative methods such as observations. Nevertheless, the participants represented the various sections involved both in the training and administration of teacher education, representatives from secondary schools, and the trainees themselves. This allowed for a balanced view of the issues under investigation. The findings generated by the study have provided some valuable insights into many issues which need to be addressed in order to have a more effective secondary teacher training programme which will encourage the promotion of lifelong learning and the development of lifelong learners in Seychelles. The majority of participants pointed out the need to review the secondary teacher education programme to make it more compatible to the needs of the students and our society. It has been noted that teaching is becoming more and more complex and that the training of teachers needs to take into account the current and evolving needs of schools.

While the national education policy contains relatively constructive statements with regards to learning in teacher education, the alignment between what is stated and what is currently happening in practice leaves a lot to be desired. A list of recommendations for teacher education, education policy, curriculum development and suggestions for further research has been provided in the hope of advancement in this respect, and more broadly in relation to the development of education in Seychelles as a force for social and economic development.

Looking beyond the immediate context of the study, it is important to recall that teacher education has been acknowledged as an area lacking in empirical research. Evans (2002) indicated that "as an area of study

teacher education is dominated by examination of issues while methods on the other hand are comparatively under-examined (p. 123). This study is thus a rare, albeit small scale, significant contribution to research in the area of teacher education. It is an example of study engaging with the dynamics between teacher education programmes and policy initiatives directed towards fundamental change in school curriculum and pedagogy. The findings have provided some important insights into the complexities inherent in seeking to advance talk of lifelong learners and societies beyond rhetoric. It has highlighted a need for collective vision of and commitment to these developments across sites and sectors of education that invariably appear to operate in relative isolation. Needless to say, the challenge of achieving greater collaboration and coherency in policy, curriculum development in education is not to be underestimated. Yet in a relatively small country such as Seychelles, with a single institution responsible for teacher education, it seems timely to attempt to take up that challenge.

² At the request of the Ministry of Education a few secondary schools have been trialing mixed ability classes for the past two years. There has been some difficulties with its implementation as reflected in the findings (see Chapter 6).



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UNIVERSITY**

PERTH WESTERN AUSTRALIA
MOUNT LAWLEY CAMPUS

**FACULTY OF COMMUNITY SERVICES, EDUCATION
AND SOCIAL SCIENCES.**

School of Education

TIMETABLE FOR ...MATHEMATICS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8 - 9					
9 - 10	EDC4200 Lecture (VF)				
10 - 11	EDC4200 Workshop				
11 - 12				MPE2100 Lecture (PS) 7.102	
12 - 1		CUR4203 Room 8A.302 LM		MPE2100 2 concurrent groups LM & PM Rooms 8A.301 & 8A.303	
1 - 2					
2 - 3					
3 - 4					
4 - 5				MPE2100 2 concurrent groups LM & PS Rooms 8A.301 & 8A.303	
5 - 6					

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Appendix A: Curriculum types according to Bernstein

Table: Typology of Curriculum types after Bernstein

		Classification	
		The construction and maintenance of boundaries between curriculum contents; their inter-relationships and stratification.	
		Weak Contents blur into each other; boundaries are not distinct or well maintained; hierarchy of content (if any exists) is unclear.	Strong Well insulated subjects with strong boundaries; subjects arranged in a well-accepted hierarchy of importance and value.
Frame The relative degrees of control possessed by the teacher and the pupil over the	Weak Unclear what is and is not appropriate subject matter for learning; teacher/pupil relationship one of discovery; pace of learning negotiated between the two.	Integrated Teachers cooperate with colleagues and pupils; power of teachers is concealed; projects/topics are used to organize content; direction of learning is less focused and more open to negotiation.	
selection, transmission, pace, etc.. of transmission and learning of knowledge.	Strong Teacher/system determines the appropriate material that has to be transmitted; pace of learning is determined by teacher/curriculum; teacher has all the necessary information to be learned by the pupil.	(Programmed learning is a possible example of this (Bernstein, 1975, p.89). Content may be blurred, but pupil has no control over what is learned.)	Collection Teachers are subject specialists, transmitting body of knowledge defined outside the classroom; subjects are clearly distinguished; pace and direction of learning are fixed by teacher.

Appendix B: Interview schedule

Table showing schedule of interviews held between 15th and 28th September, 2004

Date /Time	Participant	Location
15 th September, 2004 1.00p.m.)	Assistant Director Curriculum	NIE
17 th September (8.00a.m.)	Director General for Schools	Ministry of Education headquarters
17 th September (2.00p.m.)	Course Leader Secondary	NIE
18 th September (10.00 a.m.)	Director NIE	NIE
20 th September (11.00 a.m.)	Director General for Training and Further Education)	Ministry of Education Headquarters
20 th September (2.00 p.m.)	Lecturer NIE	NIE
21 st September (10.00 a.m.)	Headteachers' focus group	NIE
22 nd September (1.10 p.m.)	NIE Trainees' focus group 1	NIE
23 rd September (8.00 a.m.)	EDST Lecturers' focus group	NIE
23 rd September (1.10 p.m.)	NIE Trainees' focus group 2	NIE
27 th September (1.00p.m.)	Headteacher -- individual interview	NIE
28 th September (9.00 a.m.)	Principal Secretary Education	Ministry of Education headquarters
28 th September (1.00 p.m.)	Head of Faculty	NIE

Appendix C – Statement of disclosure and consent form

Principal Secretary of Education

Statement of Disclosure and Informed Consent

Research Study

The development of learning and learners in teacher education in the Seychelles: a critical investigation

Dear,

I am a Masters student currently studying at ECU under the supervision of Dr Dawn Penney, and I intend to investigate the development of learning and learners in teacher education in the Seychelles.

The purpose of the study is to explore the approach to learning and the development of learners in the current secondary teacher education programme of Seychelles, and specifically investigate the extent to which it is aligned with the visions established in government policy, (and embedded in the National Curriculum) for the transformation of secondary education, development of learners, learning communities and a learning society. The research will make recommendations for prospective reform in teacher education and for further research in this area. It is also hoped that the result of such a study will contribute to the enhancement of education in general through the development of lifelong learners and a learning society. While the study is specifically focused upon Seychelles, its significance extends to international academic and professional communities. Many of the issues set to be addressed in the study are of international relevance and interest.

The study will include individual and focus group interviews scheduled to take place in the Seychelles from 10th to 24th September, 2004. I will also be analysing documents relevant to the study, such as Education Policy, National Curriculum Framework, and Secondary Teacher Education Framework. Officials from Education Management; Management, teaching staff and secondary students of the National Institute of Education and Secondary Head-teachers participation will be of vital importance to the study. I would be grateful if you would agree to participate in the study.

If you agree to take part in this research, it will involve an individual interview lasting approximately one hour. I would like to tape the interview and would provide you with a transcript which you would be able to edit to your satisfaction. In view of the distance and limited time I have scheduled your interview on 10th or 13th September, any which is more convenient and at a time and location deemed more appropriate for you. All information obtained will be treated with the strictest confidence and will only be used for the purpose of this study. You will not be identified in any way in the presentation of the results of this study.

Your participation in this research is voluntary. If you choose to participate you will be free to withdraw from the study at any time.

If you are willing to participate in this research project, please sign and return the following consent form. I look forward to your active participation.

Odile Jean-Louis
Date

Questions concerning the project

Can be directed to:

Odile Jean-Louis

Edith Cowan University

2 Bradford St

Mt Lawley WA 6050

phone

email – ojeanlou@student.ecu.edu.au

If you have any concerns about the project or would like to talk to an independent person, you may contact Dr Dawn Penney, on 9370 6802 or email d.penney@ecu.edu.au

☐

CONSENT FORM (Principal Secretary Education)

Project Title: Development of learning and learners in teacher education in the Seychelles: a critical investigation.

I _____ have read the information above (or, "have been informed about all aspects of the above research project") and any questions I have asked have been answered to my satisfaction.

I agree to participate in these activities, realising I may withdraw at any time.

I agree that the research data gathered for this study may be published provided I am not identifiable.

Participant _____ Date: _____

Investigator _____ Date: _____

Appendix D: Sample of Guided Interview questions

Interview I : Semi-structured interview with Ministry personnel

I am a Masters student at Edith Cowan University and I am conducting a study on learners and learning in teacher education in Seychelles. Before we begin our discussion I would like you to know that I am tape recording the session so that I can refer to the discussion when I'm writing my report.

QUESTIONS

1. What are your perceptions on learning in schools (in teacher education) in Seychelles?
(form, content)
2. The Education policy states that "The Ministry of Education is committed to providing a flexible and innovative system of education which widens access for lifelong learning".
("Develop commitment to lifelong learning and to professional development as a continuous and permanent process".
" Teacher Education and Training will be delivered through a unified system which promotes life-long learning, with initial and in-service training being viewed as a continuum".)

To what extent do you think that the development of learning and learners in schools and in teacher education responds to the education policy on learning?

3. What sort of mechanism is in place to ensure the implementation of the policy?
4. How would you classify our national curriculum; would you consider it to be more content-driven, objectives-driven or process-driven?
5. Do you think that our national curriculum tries to maintain boundaries between the various contents?

Would you consider that learning is negotiated with the students or the teachers determine everything?

6. Based on whatever sort of evidence you have, to what extent do you think that learning in teacher education is in line with the form of learning as prescribed in the national curriculum?

(What are some of the comments on newly qualified teachers)?

7. What are the various factors, which are taken into consideration when reviewing the policy?
8. What structure informs the policy on the need for change?
9. What do you think are the main discourses in the education policy with regards to learning?
10. Do you think that the approach to learning in the education policy, the national curriculum and teacher education are consistent/compatible/ well aligned with one another?
If yes, can you give an example?
If no, why not?
11. What recommendations do you have for education (mainly teacher education and schools) in order to see the promotion of lifelong learning and the move towards a learning society?

Appendix E: Samples of Documentary Analysis

Education Policy

Document Review:

This document outlines the goal of education in Seychelles and the basic principles guiding the implementation of the education policy. Each principle is explained in details and the goals for schools and other education institutions are elaborated.

<p>Learning in Teacher Education:</p> <p>-Lifelong learners and learning</p>	<p>Page 6, Values : " The Ministry of Education is committed to providing a flexible and innovative system of education which widens access for lifelong learning".</p> <p>Page 13, " develop commitment to lifelong learning and to professional development as a continuous and permanent process".</p> <p>Page 13, " Teacher Education and Training will be delivered through a unified system which promotes life-long learning, with initial and in-service training being viewed as a continuum".</p>	
<p>-Form and content of learning</p>	<p>Page 12, "engage in the all round development of the young person through an active commitment to all forms of learning, including learning that is not based in the activities of the classroom".</p>	<p><i>This also relates to lifelong learning.</i></p>
<p>-Prioritising learning</p>	<p>Page 13, " Classroom action-based research will be actively promoted as one of the most effective ways of ensuring that teachers constantly reflect on their teaching and seek to perfect their practice".</p> <p>Page 12 "engage in the all round development of the young person through an active commitment to all forms of learning, including learning that is not based in the activities of the classroom".</p> <p>Page 13 "Promote successful learning by having high expectations".</p>	<p><i>This relates to Young's idea of reflective practice and the use of research.</i></p>
<p>Learning in Secondary schools:</p> <p>-Lifelong learners and learning</p> <p>-Form and content of learning</p>	<p>P. 10 " Develop attitudes and competencies for life-long learning and establish the foundations for further education, training and employment".</p> <p>Page 10, " The secondary curriculum will be designed to ensure that the young person continues to receive a broad, balance education for as long as possible, at the same time as he/she progressively opts for certain subject combinations, which prepare him/her more directly for broad areas of career specialisation, in preparation for work or specialised training at</p>	

	the post-secondary level".	
Curriculum (Ross): -Content-driven	Page 10, "The goal of secondary education is to develop the knowledge, skills and attitudes required <i>in key learning areas</i> to enhance his/her quality of life and contribution to society".	
-Objectives-driven	Page 10, " The secondary curriculum will be designed to ensure that the young person continues to receive a broad, balance education for as long as possible, at the same time as he/she progressively opts for certain subject combinations, which prepare him/her more directly for broad areas of career specialisation, in preparation for work or specialised training at the post-secondary level. Education for choice will therefore be a crucial element of the secondary curriculum, and it will be supported by structures for personal, educational and careers guidance and counselling. <i>The flexibility that the secondary curriculum provides in terms of catering for different abilities and interest</i> will be reflected in school policies and teaching practices and approaches at this level".	
-Process-driven		
Curriculum (Bernstein) -Classification		
-Framing		
Policy (Ball) -Economic dimension	<p>Page 1 :Mission statement " to build a coherent and comprehensive system of equality education and training reflecting shared universal and national values, which will promote the integrated development of the person and empower him/her to participate fully in social and economic development".</p> <p>Page 3: "Education is also a major beneficiary of government expenditure and in times of stringent spending, the system is required to become more efficient and show that it has clear processes for evaluating outcomes".</p> <p>Page 4 with regards to education for productivity, it is stated " The strength of a small economy rests on the capacity and determination of its work force to generate the wealth that can sustain programmes of social and economic development Productivity will be enhanced through an education system which sets high expectations, accustoms young people to hard work, exposes them to both manual and intellectual work in their formative years."</p>	

-Political dimension	Page 1, "Equity is a necessary condition in a society founded on the dignity of the person, the maintenance of a tradition of social harmony, and the recognition of the right of every citizen to contribute in a meaningful way to national development".	
-Ideological	Page 4, "A sense of community and solidarity with others is one of the most precious legacies of our tradition as an island nation, characterised by racial and religious harmony. As economic, social and political changes revolutionise our way of life, it becomes very important that we cement these social bonds which not only define our identity as Seychellois, but also nourish our sense of social commitment, and allow us to continue to provide a model of peace and integration to the whole world".	

Document Analysis

Document: The Seychelles National Curriculum Framework

Document Overview

The document contains information on the principles content and structure of the national curriculum of Seychelles. It also provides a brief description of all the learning areas incorporating the essential skills, values and attitudes. A section has been dedicated to assessment of students' learning. Curriculum implementation, monitoring and evaluation have also been outlined. In general the aim of this document is to provide a guideline for the development and implementation of the various curriculum documents for the various learning areas.

Category	Extracts/pg ref.	Comments
<p>Learning (Young)</p> <p>-lifelong learners and learning</p> <p>-form and content of learning</p> <p>-Learning as a social process</p>	<p>Principle 3 on page 3 states "Students must become independent and lifelong learners if they are to function effectively in an environment of continuous change";</p> <p>Page 3 " The National Curriculum will provide all students with opportunities to study a range of subjects and to develop the associated skills, attitudes and values. The curriculum will offer a diversity of learning experiences which will promote the integrated development of learners and help them achieve their potential".</p> <p>In principle 4 of page 3 "Learning is more effective when students see the connections and relationships between ideas, people, events and processes, as in real life situations.(page 3)</p>	
<p>Curriculum type (Ross, 2000)</p> <ul style="list-style-type: none"> • Content-driven • Objectives-driven • Process-driven 	<p>Page 5, "Eight learning areas, the languages, mathematics, science, technical studies, social studies, the arts, personal and social education, physical education"</p> <p>Page 5 " Eight essential components of the national curriculum derive from the above objectives and through these students will acquire the necessary knowledge and understanding, skills and attitudes and values specified in the curriculum document of each learning area".</p>	<p><i>The fact that the objectives have been given first, leads me to believe that there is an element of objectives-driven concept.</i></p> <p><i>With the division of the eight learning areas shows clear evidence of content-driven concept.</i></p>
<p>Curriculum concept (Bernstein 1990)</p> <ul style="list-style-type: none"> • Classification • Framing 	<p>Page 5 "All eight learning areas are essential for a broad and balanced curriculum".</p> <p>Page 17 " All students should have the opportunity to develop the full range of essential skills specified</p>	<p><i>Specific boundaries between contents</i></p> <p><i>This gives rise to what Bernstein referred to as</i></p>

	in the National Curriculum, across the whole curriculum and throughout their schooling”.	<i>Collection type, meaning that teachers are subject specialists, transmitting body of knowledge defined outside the classroom, subjects are clearly distinguished; pace and direction of learning are fixed by the teacher</i>
Reference to education policy		
Reference to Teacher Education		

NIE Framework Analysis

Document Review:

This document outlines the goal of the National Institute of Education of Seychelles. It is a document under review, but which basically focuses more on the primary course. Whereas there has been an attempt to adjust the document to suit secondary as well, there is no information on the course content of the secondary courses and the practicum structure.

<p>Learning in Teacher Education:</p> <ul style="list-style-type: none"> -Lifelong learners and learning -Form and content of learning -Prioritising learning 	<p>Reference is not made to lifelong learning.</p> <p>“The course represents a coherent programme of study with a structure composed of one year foundation which emphasises the acquisition of knowledge, skills and attitudes needed by generalist teachers as well as a basic experience of the teaching profession. The three-year primary programme aims at empowering trainee teachers through the acquisition and mastery of the newly qualified teacher competencies and the content of the different learning areas of the national curriculum” (p. 1).</p> <p>“Trainee teachers will acquire an understanding of theories of teaching and learning and other broad-based professional perspectives. They will be able to articulate and justify a professional philosophy, and they will begin to demonstrate the attributes expected of a reflective practitioner. Approaches to teaching within the programme will emphasise active learning and trainee teachers will be expected to take responsibility for their own progress”. (Philosophy - p.2)</p> <p>““new ways of acquiring knowledge and new delivery systems challenge the teaching profession, which is faced with emerging individual and societal needs. Because of the extremely rapid developments taking place in modern societies, the teaching profession is acquiring a new function that of preparing people for change. Therefore, teachers have to be equipped with knowledge skills, values, practices, experiences and aptitudes required for coping with new unforeseen and unforeseeable circumstances” (Rationale, p.1)</p> <p>“The purpose of the course is to prepare competent primary classroom teachers who will be able to adopt a reflective and team-based approach to enhance students’ learning. In essence it aims to promote attainment of the NIE’s professional competencies for newly qualified teachers”. (p.2)</p>	
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Curriculum (Ross): -Content-driven	"The three-year primary programme aims at empowering trainee teachers through the acquisition and mastery of the newly qualified teacher competencies and the content of the different learning areas of the national curriculum" (p. 1).	
Objectives-driven		
-Process-driven		
Curriculum (Bernstein) -Classification		
-Framing		
Policy (Ball) -Economic dimension		
-Political dimension		
-Ideological		

Appendix F: Sample of Transcriptions

Transcription

Interview Details: Respondent 2 (R2)

Date: 17th September, 2004

Time: 8.00 a.m.

Venue: Office of DG Schools, Ministry of Education

Key: Silence/Pause =

Speech that can't be understood = xxxx

Emphasized speech = bold

Interviewer	<p>Good Morning Madam. Thank you for taking part in this project. As you are probably aware, I am a Masters student at the Edith Cowan University and I am conducting this on the development of learners and learning in teacher education in Seychelles. Just to remind you that the interview will be recorded.</p> <p>The first thing probably that we can discuss on is your perceptions on learning in general, in schools and teacher education, the form and content, what are your general views on learning?</p>	
Respondent 2 (R2)	<p>Well, learning should be a process involving the student and the teacher in an environment conducive to getting results. The focus of the learning process should be the student himself or herself going through the experience of acquiring knowledge, skills, attitudes, with the objective being that you can get as much as possible from the experience that will help him later when he comes across similar experiences or in life in general.</p>	
Interviewer	<p>So this leads us directly to lifelong learning. In our policy, in our education policy of 1991, it is clearly stipulated that "The Ministry of Education is committed to providing a flexible and innovative system of education which widens access for lifelong learning". This is also stipulated in the national curriculum. So to what extent do you think the development of learning and learners in schools and in teacher education respond to this policy?</p>	
Respondent 2	<p>Well according to the curriculum, if we look at the content and form of the curriculum it provides.....the</p>	

	<p>curriculum provides students with opportunity, like I said, to gain the skills, the necessary knowledge and attitudes, so that the student himself will continue learning not just in school, but beyond secondary education and a preparation for him to cope in life later on, be it in the world of work, be it further, for further learning and I believe that if we have equipped the students in schools with these...with these requirements he will be able to continue learning throughout his life, because the basics will be there and he will.....he or she will only need to build on that.</p>	
Interviewer	Any comment on teacher education?	
Respondent 2	<p>Hmm...anyway I see teacher education as getting the student teachers or maybe in-service teachers going through the same process as the student, being able to see teacher education as a preparation for them to be able to help the students in schools, and for them they should see the teacher training also as a lifelong process. Its not just that they are in teacher education and getting the necessary skills and knowledge of how to teach, but it's for themselves as well to...to be able to use the experience provided to them at the national institute of education to continue to develop themselves personally, professionally, throughout their lives. Once they are at school they may be lost in the multitude of tasks involved in teaching we know, but still the teacher....being a teacher must be lifelong learner as well. He or she must seek whatever opportunity is presented to him or her to continue that process of professional development and whatever the teacher is doing and the student is doing should go hand in hand. This is my view of lifelong learning, the teacher helping the students to gain the skills of lifelong learning to continue learning, to continue developing and the teacher himself or herself going through that process as well. Because its through experiencing that, that you can pass on hmm....pass on your knowledge or skills to the students. You cannot tell the students to do as I say, but the student should see you as well involved in the process of learning, to...to be a model of that.</p>	

Interviewer	But do you think that this is what is happening in practice?	
Respondent 2	<p>Hmm....its.....I cannot say it is happening a hundred percent. There are teachers who are good examples of this, but I must also admit that we have... we have teachers who are not...who are not...good models of lifelong learning and who do not also pass on the necessary...who do not get the students to acquire the necessary skills and knowledge to be able to function outside the secondary school setting, outside the primary school setting, and this is an obstacle. I see it as an obstacle to the progress of our students and the progress of education as well.</p>	
Interviewer	And this will lead us to the next question on the national curriculum. How would you classify the national curriculum, would you consider it more content-driven or objectives-driven or process-driven?	
Respondent 2	<p>Hmm....anyway, looking at the...hmm...I am more involved in the curriculum implementation rather than the development of the curriculum, even though as an educator I've also looked through the document and hmm...the implementation at school level I would say is that, hmm...we have....we have the teachers more preoccupied with content. This is what they are preoccupied about. They would like to teach as much as possible, but how they teach that and for what purpose, maybe sometimes you don't see that relationship for that. You see the teachers for example, we have a topic this is what we're going to teach, from the curriculum, what are the objectives for that topic, I don't know if they really give thought to that or if they go back to the curriculum document to see, Okay, this topic, what are the objectives related to it that I'm going to teach, hmm....but you don't see that. Maybe they just take a book and this is what we're going to do and at the end of the day, not even assessing, because what are going to assess if you haven't taught it as an objective based programme. And there may be in the national curriculum.... you may have the objectives set out, but again my concern is:</p>	

	do our teachers really relate to those objectives when they are teaching. This is my concern. And also, do they relate to those topics when they are assessing what they have taught the students. Or are they only testing them on facts that they've given.	
Interviewer	Therefore if we consider this sort of direction, would you consider that learning is mainly directed by the teacher with all the decisions taken by the teacher? Do you think that there some sort of negotiations with the students at some stage?	
Respondent 2	Like I've said there are....there are teachers who are quite good at getting students to be involved in the learning process, but we also have teachers whose teaching is very teacher centred and content directed. Okay, where experience in which the learner would....would really be there as...I don't know.....as an object or whatever the teacher wants to direct the teaching at, not really getting them involved in the process, activities, that they can really learn through the experience rather than just be there and whatever I have I give to you and that's it. Hmm....but it would really be, hmm...a good start or experience for our teachers if they can relate whatever they are teaching to the experience of the students, to everyday experience, to life experience for the students and the students would benefit a lot, because they would know that what they are learning really has a meaning out there later on and this links to lifelong learning as well.	
Interviewer	And they also probably think of their subject as a sort of boundary, there is a sort of boundary around their subject. Even if in the national curriculum they are trying to integrate the subjects, to sort of make it cross-curricular. But do you think it is really happening?	
Respondent 2	Hmm....anyway, when it is stated in the national curriculum document you see it as....like I said it is very nicely stated, that there are opportunities, for example for this subject to be integrated into Maths, be integrated into languages etc...,but in practice...in practice it is something different. I know linking subjects.....hmm.....in the curriculum	

	<p>is a challenge. It can be difficult, it can be challenging in the sense of the teacher trying to find out what kind of activities can I do in order to, for example relate Social Sciences to Maths, in order to relate Social Sciences to Science, you know.... it takes reflection on the part of the teacher and maybe...maybe for some of our teachers they do not give enough thought to that, they do not give enough reflection to that. And this ends in having us teaching subjects in isolation. Okay, I'm teaching Maths so I teach only Maths, I'm teaching Social Sciences so this is my domain, my little world, so I function in my little world with my little group of students. Whatever happens in other subjects does not concern me. Okay, but.... it would have been better, because we are encouraging our teachers for example to do team planning, term planning, this is an opportunity for them to have to hmm....to have to really see my subject, how can I, say I'm teaching whatever topic in Mathematics, does that have a relationship with whatever you are teaching in Social Sciences. How can we get together, because in the end it's a set of skills that we are giving the students, it's a set of knowledge that we are giving the students. We may be giving the same knowledge, but in little pockets to the students, not integrating everything, so the student gets an overall, a global view of whatever topic that we are teaching. And also what is more important relating that to the world out there.</p>	
Interviewer	<p>Based on whatever evidence, probably you come across a lot of evidence, to what extent do you think that learning in teacher education is in line with the form of learning as prescribed in the national curriculum.</p> <p>Maybe you have some comments from head-teachers on the newly qualified teachers or from other teachers who are in schools.</p>	
Respondent 2	<p>Anyway I cannot say that I've got concrete evidence of that, but sometimes we....we get feedback from managers in schools, we also get feedback from the students who've been in the school situation itself, because here we have to look at both sides. We have to look at students going to the school environment</p>	

	<p>and trying to practice whatever he or she has gained from teacher education and we also have the other side of the coin, hmm....the school environment there, hmm....welcoming the students to put into practice what he or she has gained. We get sometimes feedback, positive at times. But also conflicting.....conflicting comments from both the students and the school. From the student for example we will get comments like, I'vewhen I was at NIE we really worked according to the curriculum outline for the various subjects, our tutors have taught us how to carry out mini research at classroom level with our students, etc....to inform our teaching and when we go out there in schools the....the environment is not conducive for us to carry out this. This is from the students' side. From the in-service, from the school side, we hear teachers trying to say that, you know she's come from NIE, she wants to practice whatever, but she's not really in tune with the conditions that we have at school level. Okay, at school level hmm....the condition out there, hmm.....is not really one that would help the student to do that. Hmm.....when you go further and you say that the conditions are there if the students want to do that. The condition is there. They can take from it whatever is relevant for the application of whatever knowledge, whatever skills they have ...they have gained at NIE, but you find out sometimes, I get the feeling that they do not get enough support from the teachers. The teachers at school level, some of them, sometimes its...its amazing, you would say, was she from NIE five years ago, because when they go to schools they say its difficult for us to put into practice what we have learnt, because of whatever environment we find there. But I also believe that if you want....if you want to bring about a measure of change in your own teaching, I don't think you would really have excuses that the environment is....you can at least try, not give up. Okay, the minute you find that at school level the....the environment is not that conducive, they should not give up. They should at least with their classes put into practice whatever they have learnt at NIE, try and implement the curriculum, try and implement it in a way hmm...to best benefit the students. And also for the to be able</p>	
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	to practice those.....the strategies that they have gained in teacher education, try and put them into practice and see whether....see whether it works or not. If it works, then we can have success stories that we can share. Even convince our old practitioners, our seasoned practitioners that such strategies can work. It's not because I'm young, straight from NIE, but I can prove to you. There is at the moment a divorce between what they've acquired in teacher education and how they practice this at school level.	
Interviewer	If we come back to the policy, what do you think are the factors that are taken into consideration when reviewing the policy?	
Respondent 2	You mean the education policy?	
Interviewer	Yes.	
Respondent 2	Well if we look at the education policy the one related with lifelong learning, we have to look at all the other aspects informing the policy. If we want our students to continue in the process of acquiring knowledge and skills beyond the school boundary, then we have to create the opportunity for that. And if we want toto review that and see if its really working in practice, we have also to see whether we have the necessary elements out there for the students to be able to carry on...to carry on learning. We say we've changed the policy to say we should have lifelong learning, is that really reflected in society? Hmm.....where doeswhere do we think we have managed to implement that to the full, okay, throughout secondary education, tertiary education, now after that, what other opportunities do we have in society out large to enable the students.....to enable our students once they become hmm....whatever, once they become adults, members of the general society out there working, what are the opportunities that they have? Hmm....there may be....there may be opportunities, but do they really know what.....what is there on offer for them. And also when we....when we review the policy do we take into consideration that, have we given them enough opportunity for us to say	

	<p>our education system provides for lifelong learning. Are we really....are we really taking into consideration what are offering the students in order for this policy to work? Hmm....for example we can say that our students once they leave the school they can carry on learning through ALDEC whatever, this is one way of looking at it, but then apart from that what other opportunities are there for them to carry on learning. Hmm....in their work places do they have opportunities for them to continue learning and is that linked to....or how is that linked to the economic development of the country. I'm sure there is....I'm sure there must be a link, because if I'm to continue learning I do so for the development of my country, I do so for me to be able to better produce as a working citizen. So is there....are there opportunities for me to continue doing that or is it left to me as a person to seek whatever opportunities, because there are persons who would seek opportunities beyond or outside of what are offered for them to continue learning and developing as a person. But when we come to look at it, when it's a policy, then we have to say, what is the state of offering that as per the policy?</p>	
Interviewer	<p>So whenever these new decisions are taken are they based on some sort of research or</p>	
Respondent 2	<p>I'm sure any decision that is taken by a Ministry must be informed by either a survey or a research. We cannot just say that this is what we are....we are....our goals are without first knowing that the goal that we are setting ourselves.....is it....how would they be realised later on.</p>	
Interviewer	<p>To what extent do you think that the economic, political and ideological elements influence the education policy?</p>	
Respondent 2	<p>Hmm.....hmm....this is a very tough question. Anyway if it is a national policy, then it must be guided by the economic aspect of the country, it must be also guided by the political ideology, okay like where are we heading? How do we get there? And is there also enough political will in order for this policy to really forge its way or be implemented.</p>	

	For education I can say that the political will is there for the goals, for the policy to be...to become reality, for the policy to be practised. And for the economic part of it, I believe that whenever you have a policy you must have the economic backing for it to be implemented. But I can say that the will is there, we are....we are committed for the policy to become a reality.	
Interviewer	What do you think are the main discourses? I think we have covered some of them, for example what we have in the policy and what is really happening? What are some of the problems? We have the policy, but you feel that things are not really happening as you would have liked.	
Respondent 2	Yes, anyway this is generally hmm....the trend of things. What you have in the policy is the ideal, what you would like to have and in practice it may not be translated as you would like it to be. But we.....the onus is now on the policy makers as well as the implementers to try and get those two to be more in line with each other. What we say we would like to do...our vision of education and what we have our teacher or whatever the partners implementing it they should also have the same vision and work at implementing it to....so that we can have the policy really being translated into practice in the best possible way. We know as well that this is not the ideal, its not always whatever we find that the implementer.....we are implementing	
Interviewer	Therefore you think that in general, if we come back to the approach to learning, do you think that the approaches to learning as stipulated in the education policy, the national curriculum and teacher education are consistent, compatible, well-aligned with one another?	
Respondent 2	Well, we.....hmm....when the national curriculum was reviewed....hmm...it was reviewed in line with the new education policy, okay, and whatever elements we have in the national curriculum in terms of.....skills or whatever, has a bearing on....because the national education policy was used as the guide for the curriculum and it is used for the	

	<p>guide for....this is the guiding principle for everything, so I believe that whatever we have in the national curriculum must have come from the national education policy. Whatever we state in the curriculum policy must reflect the education policy. If we say one of the policies of education is education for lifelong learning in the national curriculum there must also be hmm...a reflection of that. Okay, because the curriculum is what will be the basis to start students on that....on that lifelong learning road. So one cannot be divorced from the other. Like I've said in the curriculum if the principles are stated or if the principles are reflected it is....it is...they are there. My worry is when they are implementing that. You can have very good policy....very lovely policy documents, okay, but it's the implementers that we have to work with. They are the ones who can make the difference. Even in the national curriculum you can have units of work with very good objectives, very good content, okay, even stating the process of how it could be done, but at the end of the day, it comes back to teachers, the implementers. Do they get these across to the learners?</p>	
Interviewer	<p>To end I would like to ask you for your recommendations. What would you recommend, especially with regards to learning in schools and teacher education in order to see the lifelong learning in progress and the development of a learning society?</p>	
Respondent 2	<p>Well.....I would.....I would recommend that teacher education and schools work more closely together, more closely in the sense that....we are able to see that what we give our teachers in teacher education, these are being practiced at school level. I can see both of them or each of them informing each other, okay. Teacher education can inform hmm...learning at school level, and learning at school level can also be used as a mechanism to inform teacher education. Hmm....if we see that, for example, we have teachers shine, like I said earlier, to put into practice skills that they have learnt and we see that out there in schools this is not really a conducive.....we have to work.....the two parties have to work to see how</p>	

	<p>can we best create that environment at school level for teachers to work in for the best benefit of the students. And once we have teachers at school level working on that, then whatever successes they have, this can....this can go back and inform teacher education on how best to prepare the teachers to work in that environment out there. So either we try to change the environment together, okay, the teachers, the newly qualified teachers as well as the teachers who are working at school level. How can we....how can we work together in order.....because our....our....the students are for both parties, okay, we are working towards getting the students to acquire the skills and the knowledge in order to function later on. So we can in a way help each other. And maybe as well we need more on-going discourse, ongoing reflection....hmm.....are the teachers, for example, at school level....how much is there input into curriculum development. Okay, I know that some of them are helping to develop the curriculum, but others....the mass out there, okay, what really is their input in the curriculum development. Maybe the students as well sometimes. Are they involved in curriculum development, do we give them a say. This is my own....I'm just reflecting on that. Do we give them a say in curriculum because they are involved in as well in the implementation. Do we give them a say in that, or do we prepare what we think would give them and in the end....</p>	
Interviewer	Thank you very much and we look forward to good results to help us improve....	
Respondent 2	<p>Yes, I'm sure we can improve....we can improve...hmm.....if we all work together, if we all are committed or if we all understand what we are working towards, you know...We....sometimes people at the top, policy makers....they have a vision, okay, of where we want to go, but this vision is not necessarily, like I said, translated into practice, because maybe the people down there are not really sensitised to...for a newly...for example, let's take the newly hmm...new recruits into NIE. When we are talking about education for a learning society, what does that mean for that person? Does the</p>	

	<p>person really understand what the.....the policy of the Ministry of Education is? We have to understand before we can work towards putting it into practice and getting it to work. We have really to internalise that. For me what is it? Is it only a statement in a document? How does it translate for me generally as a teacher? And how it translates for my practice as a teacher in school?</p>	
Interviewer	<p>Do you think that there is enough consultation whenever there is a review of policy?</p>	
Respondent 2	<p>Anyway, I'm....the last....for the last review we had, there was a lot of consultation. Though I don't know if the public consulted gave enough input, but they...teachers were consulted, teachers formed part of the policy team, the policy development team, we had representation of teachers out there, but how well that was....how well the consultation with the mass was carried out, that maybe I'm not too sure about that, but I'm sure there was consultation, for parents as well. Parents were consulted, teachers were consulted and the students as well, but again, the extent of the consultation, that maybe we question. But we are...we are more and more now making sure that whatever new policy that we have within the Ministry of Education, for example we were reviewing the homework policy, okay, we made sure that all partners had a chance to comment on that, had a chance to discuss, why do we need to give homework, the different homework practices that we have at school level, we have school managers giving their input, we had teachers also discussing the document at length. We discussed within the Parent Educators' council, where we have all the PTA chairpersons. They got a feedback from the parents as well. So in the end we haven't really come out with a revised document, but we feel that there's been extensive consultation, so when that document will come out, it will a document that has been really....that has had the input of all our partners. It's the same for the students' disciplinary policy. We went through the same process of consulting all our partners. It is....it is time consuming, but in the end, when you produce the document you feel that, in there we have the views</p>	

	<p>of all our partners, so it is a document that is really valid in terms of the input that we've had, even from the students as well. It's amazing sometimes what you can get...the input you can get from the students, when they are involved. You know they give their views and it isit is really an eye opener sometimes for us, what they come up with. Maybe things that we....that we haven't, as adults realised, but things that would necessarily impact on them. You know they are sensitive to those things, so when they give the feedback, this is a good informer how you would....how you would put that document together now. How you would translate their feelings into that, because the document is for them in the end. The disciplinary policy concerns them out there.</p>	
Interviewer	<p>It would be good if we could do that for learning as well.</p>	
Respondent 2	<p>Yeah, it would be good if we could do that for learning. Hmm...I remember, I don't know if I can say that, but maybe I can share that with you. We had a workshop on developing a common understanding of what we understand by student welfare. This is being carried out by the Ministry of Social Affairs and education has been involved as well in that. The different components of the welfare of students, like education health, all the various components. We've got a group of students from one secondary school participating in that. And at the feedback from one of the facilitators, she said that she was really surprised by the level of reflection of the students. And what they are coming out with in terms of education, the education that we are giving them, they are questioning the quality....yeah.... they are questioning the quality of education, its not the....they are not questioning the policy but again they are questioning what they are receiving, okay, what is being practised in schools, and saying, is that really quality education for us.</p>	
Interviewer	<p>Thank you very much madam. I will send you the transcription for you to verify.</p>	

Appendix G: Similarities and Differences in Evidence from Groups of Participants

Category	Education Management	NIE Management and lecturers	NIE Trainees	Headteachers
Cat. 1: Lifelong learning Similar views – lifelong learning not promoted	"I don't think that we are actually responding". (R7 – Education management - Interview of 28 th September, 2004)	"Really when it comes to lifelong learning I have a lot of concerns". (P1 of NIE lecturer's focus group interview of 23 rd September, 2004) "So lifelong learning is something that we need to look at, even though its in the policy" (R1 – NIE Management - Interview of 15 th September, 2004)	"What we are being taught are all relevant and can be used in schools....I mean can be used for lifelong learning" (P4 of NIE trainees' focus group interview of 22 nd September, 2004)	"Up to now no, maybe this is a vision, it will take some time, because our teachers also they need to be retrained in order for them to be able to bring about this life long process. Using only the same teachers who've been used to their own way of teaching and then for them to be able to adapt to lifelong learning it will take some time" (R9– Headteacher - Interview of 27 th September, 2004)
Similar views – lifelong learning partly promoted	"I cannot say it is happening a hundred percent. There are teachers who are good examples of this, but I must also admit that we have... we have teachers who are not...who are not...good models of lifelong learning and who do not also pass on the necessary...who do not get the students to acquire the necessary skills and knowledge to be able to function outside the secondary school setting, outside the primary school setting, and this is an obstacle. I see it as an obstacle to the progress of our students and the progress of education as well" (R2 – Education management - Interview of 17 th September, 2004)	"it is not being as effective as we are anticipating" There is a lack". "There are weaknesses..." (R4 -NIE management - Interview of 18 th September, 2004) "I would say not to a great extent, even what we are teaching in my subject area for example, we are not sure if it is catering for lifelong learning, so we need to bear that in mind for the review" (R6 – NIE lecturer - Interview of 20 th September, 2004)	"I think to a certain extent, yes the NIE is promoting lifelong learners, because what we are learning now we can use them in different situations, but to a certain extent not, because most of the things that we are learning is only in the context of schools and education, therefore it cannot be applied to other cases" (P1 of NIE trainees' focus group interview of 22 nd September, 2004) "For me I think, like participant N0 1 has said, that yes, to a certain extent we are encouraging this, but with the different international syllabuses, like the Cambridge, IGCSE, I don't really think that it	"The question of flexibility and innovation for lifelong learning, well it is ongoing, but I personally feel it is not enough. We are trying it, but I think we should go a bit faster if we want to meet every student's needs". (P3 of Head-teachers' focus group interview, 21 st Sept. 2004)

			will encourage this policy, because they are things....we should base our things on what we do here, what we will encourage later on in life. I mean for certain students they might migrate and go somewhere else, but here in Seychelles, most of our syllabuses is based on what is happening overseas, not here in Seychelles" (P3 of NIE trainees' focus group interview of 22 nd September, 2004)	
Differing views	<p>"Hmm....definitely, if we're not, there's something wrong. Hmm.... When you say lifelong learning, its not only NIE which is providing lifelong learning, but I think that NIE has got the mandate of ensuring that whatever it is providing will allow hmm... trainees or students to be able to build on what they have learnt, to continue and learn and progress in their life. So NIE's programme I think should have all these different aspects of lifelong learning, because when you say lifelong learning, we're starting from crèche, from day care, crèche up to primary, up to secondary, up to post secondary and even adult learning. And NIE trains teachers in all these levels, even up to post secondary and even in adult learning". (R5- Education Management - Interview of 21st September, 2004)</p>	<p>"First of all I think what is very good here is that all students when they enter, especially the primary students, when they enter any course here they are... they have units of study, of study skills. Hmm... its true.... it's a point of departure for them to embark in their studies at NIE, but at the same time it gives them some tools to carry on with further studies once they leave NIE, whether it be for... to...to go more deeply in teaching itself or for other...other personal projects. So this is one. And... we have what we call the 'School Improvement Programme' where they learn things like development planning and things like that, so in there, they...they...they....in that... they embark in.... they are taught how to do research, to carry out projects..., so in a way I would say yes, in that sense, the training programme gives them something to... to...as a setting stone for ...to give them</p>	<p>"Perhaps I would agree, in NIE the things that they teach us are very useful in the sense that we will be able to better understand the students and help them to be better learners. But the problem is that the syllabuses that we are given to teach the students do not apply to Seychelles, so some of the topics being taught in the syllabus won't be of any use to the students in Seychelles" (P2 of NIE trainees' focus group interview of 22nd September, 2004)</p> <p>"In a way when we say learning is a lifelong process we need to understand what we are learning, what is being taught that make students not want to learn. Some people say there is no learning taking place in schools, but I say that there is learning taking place in schools,</p>	

	<p>certain skills for lifelong learning. Yes, I would say so, but what happens, if you follow the teachers, you will see that once the teachers leave the training institution, when they go back to schools, for reasons which we do not know yet, they don't... they don't really take it upon themselves to carry on with this learning, they are bogged down by either the work that they're supposed to do, that is the teaching, or family matters, but we feel that on the whole, in general they... this lifelong learning process does not really continue. Unless they are offered structured courses, like further training and things like that. But for self-development we feel that there's no commitment on the part of the teachers for...for...for professional development taken upon themselves" (<i>R1 – NIE Management - Interview of 15th September, 2004</i>)</p> <p>"I do hope that more investment should be made in that lifelong learning process to encourage teachers to participate more, not only in research, but in action research, so as to invest....so as to engage themselves in investing and striving for....improved learning..... so that teachers do not only conduct research for research sake, but to improve on that lifelong learning". (<i>P3 of NIE lecturers' focus group interview of 23rd September, 2004</i>)</p>	<p>but what the students are learning is not what we want them to learn, maybe why there....there's a lot of reasons why, my colleague those experienced teachers they are implementing anything that they have learnt before and the content of the syllabus is not appropriate to what is going on in our country right now and there are lots more factors why the processes are being hindered. We have to improve on lots of things, like what we teach, how we teach, why we teach" (<i>P6 of NIE trainees' focus group interview of 22nd September, 2004</i>)</p> <p>"For me in PSE, it's a little bit different, because what we are learning in PSE here is very much lifelong, because we are learning all about....its not only giving us the knowledge, but also learning the skills and then the attitudes, and these are things that we will carry with us throughout our life, so basically what we are learning will help us in...throughout our lifelong process." (<i>P5 of NIE trainees' focus group interview of 22nd September, 2004</i>)</p>	
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Category	Education Management	NIE Management and lecturers	NIE Trainees	Headteachers
<p>Cat.2: Form and content of learning in teacher education</p> <p>Similar views – loaded content</p>		<p>"the programme is a bit too loaded and the students do not have enough time to read, to research, hrm....to work on their own, or independent study and therefore they are not developing that thinking skills, the independence that we would like them to develop" (R3 – NIE management interview of 18th September, 2004)</p> <p>"We are probably expecting too much overall of the students. It is like we have to cram everything a teacher should be able to do in 2 years of training. It is hard for students to appreciate all the facets of life 'mental, social, physical, spiritual' promoted by the curriculum. It is an academic 2 years with no room for socialisation at the level of the institution. Participation in an ECA is seen as stressful and taking up time needed for research" (R8 – NIE management interview of 28th September, 2004)</p>	<p>"Since I started NIE, now I'm in the third term of the first year, I believe for learning itself we have....different approaches are being used, so its both theoretical and also practical. We've also been to the school on practicum for two weeks and that also has sort of been beneficial to us in using the approaches we've been taught. But the thing we've....I've found since I've been here is that its very heavy, the workload is very heavy and we have really to organise ourselves, as I have to really organise myself as a learner" (P5 of NIE trainees' focus group interview of 22nd September, 2004)</p> <p>"Like she has said, the subject matter is very important that we are learning, it has helped us a lot when we are teaching in school, but the content is too much and the time we are given to learn it is too little and we are not given enough time to practice what we are learning, so when we get into the school it becomes complicated for us to implement what we are being taught here at NIE" (P6 of NIE trainees' focus group interview of 22nd September, 2004)</p> <p>"It is quite difficult to learn at the NIE because we have so many</p>	

			<p>things to do with.....in too little time and it seems that we have got a lot of work to do and most of the lecturers have been trained from different universities and they have different methods, a lot of them are imposing their methods on us. So they need to sit down together and standardise their methods so that they make things easier for us" (P1 of NIE trainees' focus group interview of 22nd September, 2004)</p> <p>"The content is sometimes too much for us to take in, in such a short time...period of time and especially for us in English, there are units from first term we still haven't covered because we don't have teachers. And we still have a unit on our timetable for Friday there's a question mark where the name of the teacher is supposed to be. We still don't have a teacher for that unit and there's a unit from last term which we didn't cover at all. And then like participant N0 3 said, sometimes what the teachers themselves they are teaching us they are not practising what they are preaching. Its completely different" (P4 of NIE trainees' focus group interview of 22nd September, 2004)</p> <p>"The content, well first of all I think the content covers a wide</p>	
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			<p>range of different aspects of teacher training, of education, but the thing is that, I don't know - it's not organised in sort of a systematic manner, at times you do one thing in one unit the other part in another unit so there is some sort of repetition, it becomes too much, it becomes a lot where as if it was organised in a very systematic manner we wouldn't have maybe to do all that thing in all that unit and this would give us the chance to go more in depth about certain topics so the main point is we don't get the chance to go in depth for certain topics because those things just keep on repeating, repeating and it becomes a lot and we find ourselves doing a lot but actually I don't know if we really understand what we're doing"</p> <p><i>(P7 of NIE trainees' focus group interview of 23rd September, 2004)</i></p>	
<p>Similar views – need for a review</p>	<p>"I think NIE should seriously look at what its doing, carry out an overall evaluation of NIE, okay this is where we started in 1999, this is what we have been doing, is this really.... Okay, as I said it was something new, we merged two sections, but now we need to look back, are we really going the direction that we want to go? Or the direction we're going now, is this really where we need to go"</p> <p><i>(R7 – Education Management</i></p>	<p>"The current programme has been in place for a number of years now....I feel its time for us to review the programme" <i>(R4 – NIE management interview of 18th September, 2004)</i></p> <p>"I feel that the way the units have been written, in fact I am quite new at the NIE, I feel that the review process is a bit too far away from when it was first written, in other words even if we do have students analysing the units sort of in unit evaluation, nothing much is done to</p>		

	interview of 28 th September, 2004)	that unit evaluation. I would give you two reasons why, one like I've said before we need to wait for the review, the second one is who validate the unit evaluation, because nobody apart from the lecturer analyse the content, this I think should change, because if I am not delivering the units well and I am not happy with what the students tell me, who knows, nobody knows and it will depend on the persons sort of consciousness if the person has a conscience to actually writes down and be brave enough to the student did not appreciate that unit for this and that reason but this nobody can verify" (R6 – NIE lecturer - interview of 20 th September, 2004)		
Differing views	"There is still a lot to be done as far as teacher education is concerned to improve the kind of training that we are giving to our teachers" (R7 – Education Management interview of 28 th September, 2004)	<p>"I think we'll look at it from the point of view of our own subject area. For the past two years I've been teaching in this area and I think the content is okay, when it comes to the methodology, that aspect of it...but the subject specifics, from the practicum observation reports, it seems something has to be done in the subject areas, the methodology, the pedagogy I think we are lagging behind". (P1 of NIE lecturers' focus group interview of 23rd September, 2004)</p> <p>"One thing is though we give a lot of methodology when they go into the schools, how far they are using it is a question, because if I take Maths example, even when we are doing</p>	<p>"The content of efficient programme it sort of try to cater for the different types of students, I mean we have so many things to learn and also we must try to think of the content if it suits our system this is one point I can say" (P10 of NIE trainees' focus group interview of 23rd September, 2004)</p> <p>"I would also like to say that sometimes I find that some units that we do they are not necessarily relevant to our course, for example I'm in the French course, and its true that maybe when we go in schools we'll be in wildlife clubs or</p>	<p>"In some cases I think probably...the very basic thing that we could do is have this dialogue, this constant dialogue between the NIE and the schools such that we have certain input as to what is required at school level and they could help train according to the demand of the school" (P2 of Headteachers' focus group interview, 21st Sept. 2004)</p> <p>"I think there is this development at school now which when we always have to go back and try to induct them and explain to the new recruits, I think it could be part of the training programme for the students, for example what</p>

		<p>the other teaching strategies and if we bring down the strategies to the level of the students, but then when they go back to schools, maybe there are other factors preventing them from implementing these. one thing is crowded classroom. the other one a teacher is having a class of 35 students in a secondary school, so we talk of cooperative learning, how far they are practicing this in their actual lesson, I doubt". (P2 of NIE lecturers' focus group interview of 23rd September, 2004)</p>	<p>whatever, but if we don't choose to go into wildlife clubs I don't see how for example, environment unit would help us, it just adds to the load of work that we already have" (P12 of NIE trainees' focus group interview of 23rd September, 2004</p> <p>"What I found out is that they have a variety of content, but at times it repeats itself and we find ourselves under pressure to cope with all the assignments and everything, and we do not have...get the chance to work at out maximum, to give our best, we just rush with everything to hand in" (P8 of NIE trainees' focus group interview of 23rd September, 2004</p> <p>"And also I think that the NIE should work closely with the schools, because there are certain things that we are taught at the NIE, but when we go on practicum, we cannot actually put into practice, because teachers there, for example in English, lets say we learn about how to incorporate literature in language, but then when we go there out in the school, we cannot actually put it in practice, because the teacher there say, "you have to follow the units", and the units do not include literature in it" (P11 of NIE trainees' focus group interview</p>	<p>the school is actually engaging into now, action planning, school development, so these aspects need to be brought in so that when they come, its not something....because as it is at school level, this is where you see the certain influences" (P5 of Headteachers' focus group interview, 21st Sept. 2004)</p> <p>"Training at the NIE there are certain things that should be taught as well, for example they are young, dress code as well should be taught and how to present themselves in front of a class. Sometimes we get problems with the new recruits coming from the NIE, the way they dress up and so on" (P4 of Headteachers' focus group interview, 21st Sept. 2004)</p> <p>"I think they need also to look at the trainers at NIE, because we need people with professional attitudes, with good codes of ethics and at the same also with a lot of experiences so that they know what's going on in the schools" (P3 of Headteachers' focus group interview, 21st Sept. 2004)</p>
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			<p>of 23rd September, 2004</p> <p>"I feel that some of the content that we are given are missing, for example for the IT, not all the students know how to use computer and how to browse on internet, and this makes it very difficult for us" (P9 of NIE trainees' focus group interview of 23rd September, 2004)</p>	
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Category	Education Management	NIE Management and lecturers	NIE Trainees	Headteachers
Cat. 3: Schools prioritising learning	<p>"We found that with the introduction of the School Improvement Programmes, it was very difficult to get teachers to consider themselves as learners and to try and get them to make the shift, to try and get them to learn to do things differently, if its not in the teachers themselves, how do you get down to the students and how do you convince the students and make them become lifelong learners" (R7 – Education management interview of 26th September 2004)</p> <p>"I cannot say it is happening a hundred percent. There are teachers who are good examples of this, but I must also admit that we have... we have teachers who are not...who are not...good models of lifelong learning and who do not also pass on the</p>	<p>"The first thing is the kind of support that they don't give to the students, because a lot of the time the students tell you that the teacher asked me to....just say "don't bother doing this, just do that, go in the class and do it this way" (R3 – NIE management interview of 17th September 2004)</p> <p>"A lot of the time the students have reported, and this comes from different subjects, that the strategies, the different methods that they are using to promote learning is not being employed in the school, so that's the word of several students, different groups, even in the debriefing meeting, and the teachers are just going in, and its basically chalk and talk in the classroom with one or two teachers who can actually be named by the students</p>	<p>"The students do not see learning as a lifelong process, maybe what they are being taught they do not see that it is relevant or they cannot put into application, they do not see the value of the things that they are learning now, that's why they are not motivated" (P1 – NIE trainees' focus group interview of 22nd September 2004)</p> <p>"I would say that the teachers sometimes they do....they tend to label the students, they say there's no need to give him more education, I think he'd better go to work. So it does not promote education as a lifelong process, when you do this you tend to label the students without knowing they don't want to learn, maybe what they're</p>	<p>"Well teaching and learning in schools nowadays is.....not as was perceived in the past. We do have teachers with different learning experience, maybe when they come to school I don't know why, how, this sort of....they have the tendency to use only the 'talk and chalk' – and this is something that....its not my way of looking at things. I would prefer to have....I do encourage the sort of student participation, investigation, field trip, thing like that, the tools to get the learners to be more involved" (R9 – Headteachers' interview of 27th September 2004)</p> <p>"Teachers do not see themselves as lifelong learners, because for example if I take now we do have this sort of SIP at school level, for some people this SIP is a nightmare. If they had a chance</p>

necessary...who do not get the students to acquire the necessary skills and knowledge to be able to function outside the secondary school setting, outside the primary school setting, and this is an obstacle. I see it as an obstacle to the progress of our students and the progress of education as well" (R2 – Education management interview of 17th September 2004)

"I feel that the Ministry has given a lot of training in terms of inservice training, we have had a lot of school-based professional development, you know, school-based training as well, but what we find out, we have had an upgrading course for primary teachers, is that teachers they attend training but then they do not necessarily transfer what they have learnt in the classroom. We have professional development sessions in the schools every week. We introduced that we provided time on the time-table every week and yet, up to now we have not really seen a significant.....there is an improvement yes, but we have not really seen a significant impact of all the training that we have given on learning in the classroom, on teaching and learning, so why are the teachers not doing that, not only the teachers, even the studies coordinators" (R7 – Education management interview of 28th September 2004)

who will be trying to promote learning in the school" (R3 – NIE management interview of 17th September 2004)

"And when you go by classroom, you overhear things, you can see what the students are doing, you can see assessment papers that are set by schools, you can see the task that they give, sometimes the students come with them in their files. I think I would be more likely to say what is observed, generally going on visits and talking to students and feedback that you get from debriefing and other meetings, is that individuals are trying to promote learning in the schools, but the schools as a team, not really, or sometimes they do on paper, but when it comes to practice they are not doing it. (R3 – NIE management interview of 17th September 2004)

teaching is not what the students want to learn, so that's what I think is sometimes happening in our schools" (P3 – NIE trainees' focus group interview of 22nd September 2004)

"I think what is happening in most schools that we've been to is the whole lack of motivated staff in the schools" (P5 – NIE trainees' focus group interview of 22nd September 2004)

"I think in schools it is just a matter of coming to work and go home. It is not a matter of dealing or helping those students, it is a matter of – I come in the class, if you want to learn you learn, if you don't want you don't" (P9 – NIE trainees' focus group interview of 23rd September 2004)

for them not to do, to escape, to attend to all those things and so on, they would do" (R9 – Headteachers' interview of 27th September 2004)

I would say they are not pushing both extremes, they are teaching for the average and what we can see most of the time is the classical style of teaching, teacher at the front and students trying to listen. There is a lack of activities, active learning in the classrooms in schools" (P2 – Headteachers' focus group interview of 27th September 2004)

"Different teaching strategies maybe, which is lacking as well and specially I think certain expatriate teachers who just teach the curriculum and they don't.....they don't really look at the students' needs" (P1 – Headteachers' focus group interview of 21st September 2004)

"Well, in my school I think teaching and learning are taking place in high classes I mean with students of high ability, but teachers tend to neglect the students with low ability. And as we have a lot of expatriate teachers in this school I think they are there only to teach. They don't really meet the needs of the students, especially the low ability students. And there is a lot of

				<p>disciplinary cases in low ability classes as well making it very difficult for teachers you know to really teach the programme. (P4 – Headteachers' focus group interview of 21st September 2004)</p> <p>"On my part I feel that there are two sequences going on in the schools now: we have people who have been recruited overseas, their perceptions of teaching, maybe from their country and when coming here their expectation is a bit different, the traditional way they use to teach, where the teacher has got all the knowledge and just transmitting the knowledge" (P3 – Headteachers' focus group interview of 21st September 2004)</p> <p>And students themselves they don't push. It seems that they don't feel that they have to work hard to achieve. This could just the yearly promotion, they are promoted every year so why should I bother" (P1 – Headteachers' focus group interview of 21st September 2004)</p> <p>"In my school I feel that we have this urgency to move away from this traditional approach, to adopt strategies to cope with the demand of the current development in education and</p>
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				<p>this is where teachers, they have to account for their teaching. And this is again linked with the...they have to cope with evidence of their teaching through students' achievement. And in this situation I feel that there is still reluctance on the teachers' part to reflect on their practices, to apply approaches that they learnt, either through professional development sessions and to meet....to move towards.... equipping themselves to really get more in current, in other words in new developments, in professional development and so on. So I feel that with this reluctance sometimes it gives you the opinion that the emphasis looks probably in the training or what should be emphasized on in the training probably is something that....we should....should be... a point of concern" (P5 – <i>Headteachers' focus group interview of 21st September 2004</i>)</p>
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Category	Education Management	NIE Management and lecturers	NIE Trainees	Headteachers
<p>Cat. 4: Curriculum – content-driven, objectives-drive or process-driven</p> <p>Similar views – content driven</p>	<p>"The implementation at school level I would say is that, hmm...we have....we have the teachers more preoccupied with content. This is what they are preoccupied about. They would like to teach a much as possible, but how they teach that and for what purpose, maybe sometimes you don't see that relationship for that" (R2 – Education Management interview of 17th September).</p>	<p>"I'm afraid it might be content-driven, might be. Its true that I've devoted most of my time in the primary programme, but now.... I would think it would be because people tend to look at their subject specialization more than anything else, it seems to me at the moment". (R4 – NIE Management interview of 18th September).</p>	<p>"Well I think that the national curriculum is very much content-based" (P3 – NIE trainees' focus group interview of 22nd September 2004)</p> <p>"All I have to say about the curriculum is that those people concerned to develop it they are doing certain work, they are trying to develop it in an appropriate way that will help us, but the one we have right now is too content-based and there's no room for negotiating with students on what they want to learn from the curriculum. The students don't even know what is in the curriculum" (P6 – NIE trainees' focus group interview of 22nd September 2004)</p> <p>"I believe that the curriculum is.....it is content-based, because first let's start with the person who prepares the curriculum, the person who prepares the curriculum should know about.....should have classroom experience and the person should know about the different theories of education. If the person has not been trained in that domain, he won't be able to prepare a curriculum suitable for the students, because if you observe the curriculum, most of the things</p>	<p>"I think I would entirely agree that the teaching of the content is going on in school" (P1 – Headteachers' Focus group interview of 28th September 2004).</p>

			<p>that is in the curriculum cannot be covered for the time specified or allocated for this and this is a problem" (P1 – NIE trainees' focus group interview of 22nd September 2004)</p> <p>"I think that the national curriculum is more content-based, rather than objectives-based, because at the end of the day even if the objectives have not been met, it's the content that they are looking to complete, they want to complete all the topics, all the sub-topics and everything in the curriculum rather than attain the objectives" (P4 – NIE trainees' focus group interview of 22nd September 2004)</p> <p>"I think that there are some teachers in the schools that see that it is too content-based the national curriculum, that's why some teachers they go out of their way to teach students things that are not in the curriculum" (P2 – NIE trainees' focus group interview of 22nd September 2004)</p>	
Similar views – objectives-driven	<p>"I think the objectives are clearly laid down in the national curriculum and you need to have clear objectives if you want people to know what they need to achieve as far as learning is concerned. Hmm....but maybe....I don't know whether though the curriculum is</p>	<p>"I would think its more objectives-driven, hmmm....because for each cycle, as you know, the curriculum is developed into cycles, and at the end of each cycle there's a number of key objectives to be achieved, well, I would think its more objectives-driven. Definitely not</p>	<p>"Me I think it is based more on objectives, what is it that they want the students to achieve, but not what is going on actually – the actual situation" (P8 – NIE trainees focus group interview of 23rd September 2004)</p> <p>"I have to agree, that the</p>	

	really responding to the needs of the system" (R7 – Education Management interview of 28 th September)	content". (R1 – NIE Management interview of 15 th September).	emphasis is mostly placed on the objectives. We are taught here that we should follow the objectives, we should complete this set of objectives for this allocated time and we don't have much say in the content as such. We just have to ensure that this part of the curriculum has been taught, no matter if the students have learnt anything, you just teach, because you are told you have to teach this at this time and move on the next year or the next term" (P12 – NIE trainees' focus group interview of 23 rd September 2004)	
Similar views – combination of content-driven and objectives-driven	"There are teachers who are quite good at getting students to be involved in the learning process, but we also have teachers whose teaching is very teacher centred and content directed" (R2 – Education Management interview of 17 th September).	"I would say a little bit of everything. We do place emphasis on content but we do place emphasis on objective but I would say that the process is very much evident through the micro teaching through the group discussions that we carry on in the classroom, so I would say it is quite balanced on content, objectives and process, yes" (R6 – NIE Lecturer interview of 20 th September).	<p>"If I look at the PSE curriculum in particular, its sort of objectives and content-based. We are to achieve whatever has been set, the standards by the Ministry, by whoever made that curriculum, but then again we have to teach the content, we have to ensure that at the end of the year we have content.... whatever has been in the content for that year" (P5 – NIE trainees' focus group interview of 22nd September 2004)</p> <p>"I can say for the national curriculum, the way it is written we have the content, we have also the objectives and also some skills, things that need to be taught in the school, but maybe it is not really focused on</p>	"I suppose there is this aspect of objectives-driven, but at the same time there is also this aspect of content-driven. But then the big question is the quality of the content, is it incorporating all aspects of what is expected, and I would say in my opinion its not, because this is where you have confusion that Maths teachers they interpret the curriculum in their subject area as this is where I have to prepare the students to at the end they're geared to do the exam. So if we are considering all aspects of the curriculum as per the curriculum framework then there will be other aspects like where the hidden curriculum will be incorporated in the subject area, where, like my colleague has said, where all

			the actual situation of our system, because maybe it doesn't cater for all the ability students. We have to teach those units and maybe at the end of the year we have to complete that, but then we're going to ask ourselves at the end of the year have the students really understood what they were supposed to learn within that year" (P10 – NIE trainees' focus group interview of 23 rd September 2004)	subjects will be linked in some way" (P5 – Headteachers' Focus group interview of 28 th September).
Differing views	<p>"And there may be in the national curriculum.... you may have the objectives set out, but again my concern is: do our teachers really relate to those objectives when they are teaching. This is my concern" (R2 – Education Management interview of 17th September).</p> <p>"I think that the national curriculum is a big improvement on the way and the types of curriculum that we have had before. I think a lot of effort has been put into it and the good thing about it is the teachers themselves were involved in the development of that curriculum, so definitely it should have made implementation easier... but I think one of the weaknesses is also the monitoring of the curriculum implementation" (R7 – Education Management interview of 28th September 2004)</p>	<p>"When the students come back from practicum, sometimes they tell you that, either the materialsthe prescribed materials are not being used at all, or that there certain things that they learn here they cannot put into practice over there" (R1 – NIE Management interview of 15th September).</p> <p>"Oh...from what I've gathered its sad. Again monitoring is the weakness. There's.....for example this term one of the faculties spent a bit of time to go and have a look at what's happening to the new materials that they've developed. To their surprise it was not being implemented. And even feedback that they've obtained from our trainees, in schools they are given the old programme" (R4 – NIE Management interview of 18th September 2004).</p> <p>"In terms of teaching strategies, I</p>	<p>"I will talk especially for PSE. PSE in schools, in different schools we have different style of PSE, different structure and different strategies for PSE. In some schools they are teaching the curriculum, what is in the content, in some schools they are teaching....or they are focusing on the problems of the school, like if you have a bullying problem, they are talking about bullying" (P5 – NIE trainees' focus group interview of 22nd September 2004)</p> <p>"I don't think the problem is really with the curriculum, but it is the implementation, but then again this has to do with the training. These teachers have been in the school for a long time now and the curriculum has changed, so the teachers also should be trained about the new approaches , new techniques to</p>	<p>"We have also to look at the type of teacher we have implementing the curriculum" (P4 – Headteachers' focus group interview of 21st September 2004).</p>

	<p>"I know that teachers were trained, I think they were prepared to implement the curriculum, but whether they are doing it properly, this is something else and I think we need to focus quite a bit now on what is happening as far as curriculum implementation is concerned" (R7 – Education Management interview of 28th September 2004)</p>	<p>think they tend to keep to chalk and talk, rather than the active learning process, either because they feel that it requires less preparation or its an area where they are more at ease or more competent, but I think there's a lot to be done in getting to adopt more active learning. It's not that they have not been trained, because for example the primary teachers they have been following the Saturday sessions, you've heard of it the Saturday sessions, in there a few modules have been on active learning or teaching/learning strategies, but its one thing to be trained and one thing to follow what you have been trained on" (R1 – NIE Management interview of 15th September 2004)</p> <p>"What I'm not too satisfied with is the.... is the implementation, whereby the... the feedback, first of all, where it concerns curriculum leadership in the school its not well established... there is no direct feedback on the curriculum implementation coming back to the curriculum developers, even though teachers are themselves involved in the curriculum development they don't bring the feedback that we would like, so it makes you wonder where....how well the implementation is taking place at school level". (R1 – NIE Management interview of 15th September 2004)</p> <p>"I feel at the NIE we don't have the mandate to go in schools to monitor the curriculum, so its very difficult even if we meet within our curriculum team itself to really know</p>	<p>be used" (P7 – NIE trainees' focus group interview of 23rd September 2004)</p> <p>"I think that most teachers are teaching the content of the curriculum, but the problem is we have to see if the content of the curriculum is relevant to the needs of the students. Do the students value what have been written in the curriculum, can students use this to.....in ...we were talking about lifelong learning, can the students use it for the future? How can it be used to develop the Seychelles? I think the problem is what has been written in the curriculum, the content" (P1 – NIE trainees' focus group interview of 22nd September 2004)</p> <p>"when you place a curriculum, you say that in a certain time we should achieve this objective, but there are no materials for you to be able to achieve this objective" (P9 – NIE trainees' focus group interview of 23rd September 2004)</p> <p>"Without materials we cannot do much, and we all know that here in Seychelles materials is a....has become.....how can we say....a luxurious thing, to get paper, to get markers....just a few A4 paper you have to go through so many formalities and in the end you don't even get it,</p>	
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		<p>what is actually going on it's very difficult" <i>R6 – NIE Lecturer - interview of 20th September 2004</i>)</p> <p>"Implementation of the national curriculum is somewhat of a farce in some instances. Some teachers teach what 'they think students need' and ignore the curriculum" <i>R8 – NIE Management interview of 28th September 2004</i>)</p> <p>"Personally, especially when we look at a subject like maths, we say that maths is a subject where the children are failing or we say in general that the standards are falling, it makes you wonder whether the curriculum that you are offering is really in line with what the children need" <i>(R1 – NIE Management interview of 15th September 2004)</i></p> <p>"One is of resources, for example let's say if in the national curriculum you have measurement, let's say, and if in the teacher training institution you do not have the equipment to train.....so there will be a mismatch there. When these students go out there, maybe they won't be that well equipped to teach what is in the national curriculum" <i>(R1 – NIE Management interview of 15th September 2004)</i></p>	<p>you have to take it out of your pocket and its not always easy to take it out of your pocket, if you have five classes of 30 students" <i>(P12 – NIE trainees' focus group interview of 23rd September 2004</i></p>	
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Category	Education Management	NIE Management and lecturers	NIE Trainees	Headteachers
Cat 5: Curriculum – classification and framing Similar views – integration is present	<p>"When it is stated in the national curriculum document you see it as....like I said it is very nicely stated, that there are opportunities, for example for this subject to be integrated into Maths, be integrated into languages etc....,but in practice...in practice it is something different" (R2 – Education Management interview of 17th September 2004).</p>	<p>"I think with the review hmmm... that has been taking place, there is this move to try to harmonise the different subjects of the national curriculum, be it at primary or secondary, where there is this cross curricular... this cross-curricular component is more evident in this version of the national curriculum than before" (R1 – NIE Management interview of 15th September 2004).</p>		
Differing views	<p>"With the School Improvement Programme I think there is more sort of discussion among teachers, discussing their work and trying to work together, but I'm not too sure to what extent this is being done, again it depends, in certain schools it works very well, and you find a lot of this being done, you find this sort of collegiality really established, but in other schools, I suppose its also linked to the leadership of the school, the management of the school, you know if management promotes this kind of team-work among the teachers, then definitely it is done, but in other schools you would find that teachers are still working alone, they don't bother what happens in the next class or what is happening in other subjects" (R7 – Education Management interview of 28th September 2004).</p> <p>"I think we're still at the stage</p>	<p>"It will depend on the teachers themselves, and it depends a lot on competent base that (how would I say that) it depends on the teacher competence in delivering the lesson, if a teacher feels he or she is competent his self esteem would be that high and he/she would be able to negotiate with the student to sort of arrive to an agreement, but on the other hand if a teacher is not that self assured then it would be more or less teacher initiated rather than student initiated - " In general I would say it's more teacher driven (R6 – NIE Lecturer - interview of 20th September 2004).</p>	<p>"I think for it to be really effective in the schools there....maybe not all of the content of the curriculum, but you will need to....there will come a point where you have to negotiate with the students for the curriculum, because what we are learning is that, you tend to participate more when you see it as being part of....what your input....its what you've put into it and then you will want to do it, because you worked on that thing, so its sort of....using the teachers, but also negotiating with the students, because schools sometimes, I see it as a very unfriendly place for the students" (P5 – NIE trainees' focus group interview of 22nd September 2004)</p>	<p>"Well concerning the curriculum, we should not see every subject in isolation, I think its very important. All the specific subjects should...they should be seen as complementing each other" (P3 – Headteachers' focus group interview of 21st September 2004).</p> <p>"It all depends how the school is being managed and then how the different people they're prepared to move forward and allow this sort....learning from each other I would say. If we stick to our own department no, it won't happen" (R9 – Headteacher -interview of 27th September 2004).</p> <p>"Nothing is negotiated with the students" (R9 – Headteacher - interview of 27th September 2004).</p>

	whereby its very teacher-driven, and..... the teachers decide, I think the involvement of the students in deciding as you say or in discussing about what they are learning, I think its very limited" (R7 – Education Management interview of 28 th September 2004).			
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Category	Education Management	NIE Management and lecturers	NIE Trainees	Headteachers
Cat 6: Policy (Ball, 1990) Economic, political, ideological Differing views	<p>"Anyway if it is a national policy, then it must be guided by the economic aspect of the country, it must be also guided by the political ideology, okay like where are we heading? How do we get there? And is there also enough political will in order for this policy to really forge its way or be implemented. For education I can say that the political will is there for the goals, for the policy to be...to become reality, for the policy to be practised. And for the economic part of it, I believe that whenever you have a policy you must have the economic backing for it to be implemented. But I can say that the will is there, we are....we are committed for the policy to become a reality" (R2 – Education Management interview of 17th September, 2004)</p> <p>"I suppose yes, they are considered to a certain extent. For</p>	<p>"In the past I would say no – the economic situation was not taken into account. But slowly I think that we are" (R4 – NIE Management interview of 18th September, 2004)</p>		<p>"To a lot of extent I sometimes see reforms coming in, put our recommendations for materials and resources and we have response that we don't have the money. Because as it stands we are 'au fail' with that, because we know we have to import our materials as it is, we have to import by bulk to supply to our schools, and come reforms in quite a number of areas – definitely it will have an impact on teaching/learning materials and these normally are quite expensive and we find ourselves in delay in implementing reforms because of that" (P5 – Headteachers' focus group interview of 21st September, 2004)</p> <p>"Based on the economic situation – yes, I can understand, because when you look at it, because you've got to provide, there are</p>

	<p>example when we took the decision to create ITC, we considered very strongly the economic situation of the country, the labour force of the country, for example, we wanted to train a labour force to replace all the expatriate workers that we have in the construction industry. And by doing that of course definitely, you know, it does have a positive impact on the economy. Yes the political situation as well, I think we would not carry out any reform that would go against our principles and against the direction that our country is taking. And the ideology, we take that into consideration, if anything I think is against the principle of whatever that we have in our mission statement, then I don't think that we will do it, if it's not in line with the ideology of the society then we will not do it" (R7 – Education Management interview of 28th September, 2004)</p>			<p>resources to provide, but if you cannot provide we cannot carry on beating the old drum. What we need to do is look at what we offered. And this was a given situation and this is what we could afford to offer - now I'm very sorry we cannot offer. Get people – we need to prepare people, sensitise them and this is a fact of life: when we could afford it this is what we gave, now we cannot, so we have to readjust" (P3 – Headteachers' focus group interview of 21st September, 2004)</p> <p>"I think I'm yet to see a proper strategic planning in place when reforms or changes are introduced to schools, because we are expecting changes, but at this stage, which I feel it's a bit quite new, I'm not saying people didn't prepare, and I find myself and my colleagues in a position to explain those changes, when we have not been part and parcel or even to discuss when those changes are going to take place. So this is the actual practice. So I feel that for proper implementation or for successful implementation of changes, we need to look strategically on.....on.....strategic planning, when it comes for the implementation of the changes. And this is not taking place at the moment" P5 – Headteachers' focus group interview of 21st</p>
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				<p>September, 2004)</p> <p>"changes when it comes, I suppose it will affect the culture and since we talked also about the economic factors, this also we have to take into consideration, because we have to plan because there is this funding, and not only funding in terms of the school, but within our system, since we are a centralised system. It will affect the whole school and when we talk about the whole school being affected, we're talking about the whole country here. And when we talk about changing anything in education, we're talking about changing a culture, okay, it can be the culture of that school or it can also be the culture of the country" P5 – Headteachers' focus group interview of 21st September, 2004)</p>
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Category	Education Management	NIE Management and lecturers	NIE Trainees	Headteachers
<p>Cat. 7: Alignment/ compatibility of teacher education, education policy and national curriculum</p> <p>Similar views – there is alignment</p>	<p>“The NIE has been reformed in accordance with the policy and I think they work....whether they're doing the right thing, but I think the two are working together. Whether both of them are doing the right thing is another matter. But I don't think that NIE and policy are sort of doing different ways. I think NIE is guided by the policy, following the policy, but whether the policy itself is able to cover all aspects correctly, that we are still to see” (R5 – Education Management interview of 21st September 2004)</p> <p>“when the national curriculum was reviewed....hmm...it was reviewed in line with the new education policy, okay, and whatever elements we have in the national curriculum in terms of.....skills or whatever, has a bearing on....because the national education policy was used as the guide for the curriculum and it is used for the guide for....this is the guiding principle for everything, so I believe that whatever we have in the national curriculum must have come from the national education policy. Whatever we state in the curriculum policy must reflect the education policy. If we say one of the policies of education is education for lifelong learning in the national curriculum there must</p>	<p>“I think yes, because in the framework, the national curriculum framework it is stipulated that it derives from the education policy, and when the....when we were reviewing the....well I know the primary process, we did refer to the education policy to see what is required of us in line with the policy. In fact knowing the policy is one of the components of the teacher training, knowing the policy itself. So I would say that more or less it is in line, but I think that the problem is more....if we have problems it's more with what goes on “sur-terrain”on the place itself, whether it be at NIE or at school level” (R1 – NIE Management interview of 15th September 2004)</p> <p>“The PSE programme is an example of alignment with the policy in its aims. The teacher training programme is linked with the national curriculum for schools. In other instances some curricula end with an IGCSE for which we are badly prepared for, as this was not taken into account in all curricula preceding the IGCSE. Topics relevant for Seychelles will automatically be left out as they were planned for S4/S5 and students have to</p>	<p>“For me they are aligned, they are consistent with what the policy is and we brought it down to the curriculum and to what our syllabi tell us. But the problem is always with the implementation. We go wrong when we have to implement it. Its those who implement it that cannot implement it the ways those people had advocate it, that is my point of view” (P6 – NIE trainees' focus group interview of 22nd September 2004)</p>	

	<p>also be hmm...a reflection of that. Okay, because the curriculum is what will be the basis to start students on that...on that lifelong learning road. So one cannot be divorced from the other. Like I've said in the curriculum if the principles are stated or if the principles are reflected it is...it is...they are there. My worry is when they are implementing that. You can have very good policy...very lovely policy documents, okay, but it's the implementers that we have to work on. They are the ones who can make the difference. Even in the national curriculum you can have units of work with very good objectives, very good content, okay, even stating the process of how it could be done, but at the end of the day, it comes back to teachers, the implementers. Do they get these across to the learners?" (R2 – Education Management interview of 17th September 2004)</p>	<p>concentrate on their IGCSE. The alignment will depend on planning at all levels and communication with all levels. Teachers are on the receiving end either of expert teams set up or the senior management having decided. No plan is accompanied with costing and resources. It goes this way: "This year we will be introducing this programme" (R8 – NIE - Management interview of 28th September 2004)</p>		
Differing views	<p>"I don't think we are there yet. I don't know to what extent people allow themselves to be guided by this policy, I don't know to what extent they take it into consideration. I doubt whether it is just a document in the shelf, and this is why one of the things that we want to do is to take this policy now and try and organize sessions to see what is happening and to what extent people are really taking</p>	<p>"I'm not too sure that they are. Hmm.....to some extent it's the lecturers who have to make sure that they compliment each other, because for example we may have our course, we've written it, when we are writing it we take into account the policy defined by the Ministry, we do look at the curriculum, but like I said earlier, sometimes the national curriculum can change as a</p>	<p>"For the policy itself I think it is nicely written, but really the person....those people responsible for writing the policy, I don't know how much they know about what goes on in the schools" (P3 – NIE trainees' focus group interview of 22nd September 2004)</p> <p>"Just to add on to what she said. Maybe teach us a little</p>	<p>"Well this is something – the policy is there, but the....the Ministry of Education they have a vision a goal in achieving something, but there are many other factors maybe that at the time when the policy was written that they don't take things into consideration, like one of our biggest thing is the teachers to teach some of these subjects. Now we are having a</p>

	<p>this into consideration when they are taking decisions in schools, taking actions, even in teacher education, I don't know whether everything that they do is really in line with what is in the policy..... But if you ask me now, even not having questioned the NIE management and teachers, I would tell you that many of them know very little, if at all about this document, so having said that, I cannot see how they can align what they are doing. It's a shame that it's like that, we keep reminding them and they say yes they know its there, but do they really take it....I don't know" (R7 – Education Management interview of 28th September 2004)</p> <p>"What you have in the policy is the ideal, what you would like to have and in practice it may not be translated as you would like it to be. But we....the onus is now on the policy makers as well as the implementers to try and get those two to be more in line with each other. What we say we would like to do....our vision of education and what we have our teacher or whatever the partners implementing it they should also have the same vision and work at implementing it" (R2 – Education Management interview of 17th September 2004)</p>	<p>document. But I think even if the document don't complement each other sort of a hundred percent, I think there is a lot of effort on behalf, maybe not all the lecturers, but a lot of lecturers to say that the teachers are prepared, that the courses that we deliver here, the training courses, we do try to modify sometimes, adapt, so that the teachers are trained so that they can implement use the strategies, the policies, the approaches that are recommended in the national curriculum" (R3 – NIE Management interview of 17th September 2004)</p> <p>"If you look at it in a theoretical point of view, I would say yes but then again it comes to the implementation how well people are implementing it this is another issue, because sometimes when you read the policies they are ideal policies from what I've seen so far when I look at them but the issue again I think our big problem in Seychelles is the documentation because this is where we lack evidence of how well the policy is being implemented" (R6 – NIE Lecturer - interview of 20th September 2004)</p> <p>"what I can say is of course the policy there is some good intentions, but the implementation is a problem, for example its true</p>	<p>bit more about the structure of the school, you know, those different policies that the Ministry implement, different things, for example the way of assessment, the ROA, things like that, now they've introduced the IGCSE, I think they should sort of incorporate those changes, those new changes in the units that we do, keep us abreast with the new developments that are going on in the schools, because at times maybe when I was back at school it used to be certain way and now when you go in the schools things are completely different. And you are not prepared for it, because in your training you have not been told that things are like this and like that in the schools these days. Because here we are taught certain things and when we go in schools we cannot implement these things, because there is no...I don't know....we don't know how to implement these things because we don't know how things in the schools are. And the Ministry of Education just keeps on making new changes all the time, so its best if we are also kept aware of these things" (P7 - NIE NIE trainees' focus group interview of 23rd September 2004).</p>	<p>problem having our local teachers and that influx of expatriates, it does not always help, because of their culture difference, their sort of training. And also maybe the socio-economic development of the country has changed, so there are different things....the students themselves....when you are trying to teach them certain things they are looking forward for the things, because maybe during the week-end they are exposed to some of those.....like in our school we don't have paintings, plumbing and so on, maybe what we are catering in the schools is not enough, they are exposed to better things than what we can offer them. At times that is why some of them they tend to leave and go into the world of work before completing their 10years compulsory education, because at times maybe we are not catering for them – we are only in that business of talk and a chalk, when they would like to use their hands more" (R9 – Headteachers' interview of 27th September, 2004).</p> <p>"And this will....I will focus my comments on the curriculum. 'Equity' in that line when you say....the big question is: Do our children our students have equal access to the curriculum? Because as it is the content, the</p>
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		<p>that our policy is such....the education policy is that all the children should be educated whatever...when we look , its true they have access, but I have a bit of a question, its true the Ministry wants to have quality education, but unfortunately in the system we have a large number of untrained teachers" (R4 – NIE Management interview of 18th September 2004)</p>		<p>objectives, it does not necessarily cater for everybody in there. Because the system how it stands, the policy of assessment is not too clear, we're still within this...'the best performer'. We're now gradually moving towards mixed ability teaching, again with that comes a lot of implications that we are not considering. So we are trying to sort things in going round without really focussing on what really needs to be done, because we can have very nice statements, but the implications, or how the interpretations and to see things being done in line with that we're still very far off – and I see this statement as something very....but I see this as a, we call this as a tow-load, a mammoth task really, because it will take a long time before everything settles, because....and even if we look at our architecture, is it catering for the bright student who is impaired? Can the person have access to classrooms? So these are things which are all about equal rights also, because they have rights to education, is our school being equipped for that. So if you're really going to scrutinise each and every single line there's a lot of things....I think this statement as it is stands proper.</p>
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				<p>its perfect, but in our context, perhaps again looking at our economic situation -- are we ready to engage in all the whole....to what extent are we going to implement or which line are we going to leave at this stage and trying to implement....this also must be communicated so that we.....everybody will be clear that we are at this stage, next time we will be at that stage, and this again comes to planning, okay, in ten years time we will reach this stage, so all this needs to be clear" (P5 – Headteachers' focus group interview of 21st September 2004)</p>
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Appendix H: Evidence of Recommendations from Participants

RECOMMENDATIONS

Findings	Evidence
Secondary teacher education needs reviewing	<p>"The current programme has been in place for a number of years now. In essence since I have been involved in teacher training, that is since 1994, that course was designed. It's true that over the years slight modifications have been made, but not changed markedly. However, as from this year we were planning to review the secondary programme and unfortunately we have been too ambitious, in the sense that we've embarked on too many projects that the secondary programme.....the revision of the secondary programme if you want has been put aside or delayed or postponed.er.... As an institution, personally I feel its time for us to review the programme" (R4 – NIE Management interview of 18th September 2004)</p> <p>"The structure we have in place, well, its five years now, probably its time to relook at the management structure, at the institute itself, the course management we need to relook. Maybe its time to relook at the faculties, the way they are organized, its time to relook, for example I might take the Educational Studies which I think is a very important component in our training, probably we could make it a faculty on its own we don't know, to guide, to lead its time, its past time that we look at the overall courses at NIE as to how, whether there's not.....that high level of overlap so that we can have better coherent programme" (R4 – NIE Management interview of 18th September 2004)</p>
Need to improve links between teacher education and schools	<p>"I would recommend that teacher education and schools work more closely together, more closely in the sense that.....we are able to see that what we give our teachers in teacher education, these are being practiced at school level. I can see both of them or each of them informing each other, okay. Teacher education can inform hmmm...learning at school level, and learning at school level can also be used as a mechanism to inform teacher education. Hmm....if we see that, for example, we have teachers shine, like I said earlier, to put into practice skills that they have learnt and we see that out there in schools this is not really a conducive.....we have to work.....the two parties have to work: to see how can we best create that environment at school level for teachers to work in for the best benefit of the students. And once we have teachers at school level working on that, then whatever successes they have, this can.....this can go back and inform teacher education on how best to prepare the teachers to work in that environment out there. So either we try to change the environment together, okay, the teachers, the newly qualified teachers as well as the teachers who are working at school level. How can we....how can we work together in order.....because our....our....the students are for both parties, okay, we are working towards getting the students to acquire the skills and the knowledge in order to function later on. So we can in a way help each other" (R2 – Education Management interview of 17th September 2004)</p> <p>"And maybe there is one area as well that we need to look into, the relationship between NIE and schools, because I also have complaints about students, good students from NIE, because I must say there are alsowe've trained some very good teachers as well....good teachers from primary, secondary, who....new graduates who go to school, and then they are very much discouraged, because of the way that they are treated by school management, because of the attitude of the other teachers in schools. Sometimes they learn new things in NIE, that they want to try and implement, you know when you come as a new graduate, maybe full of enthusiasm and you want to try and you're not allowed to do this. So I think there's a serious</p>

	problem betweenin the working relationship between schools and NIE" (R7 – Education management - interview of 28 th September 2004)
More input from teachers and students in the curriculum	"And maybe as well we need more on-going discourse, ongoing reflection....hmm.....are the teachers, for example, at school level.....how much is there input into curriculum development. Okay, I know that some of them are helping to develop the curriculum, but others....the mass out there, okay, what really is their input in the curriculum development. Maybe the students as well sometimes. Are they involved in curriculum development, do we give them a say. This is my own....I'm just reflecting on that. Do we give them a say in curriculum because they are involved in as well in the implementation. Do we give them a say in that, or do we prepare what we think would give them and in the end"... (R2 – Education Management interview of 17 th September 2004)
Teaching practice requires a better structure and better monitoring	<p>"Probably one of the most important critical component of our training programme, which needs mentioning is the practicum, which is the teaching component. It's true earlier I pointed out the partnership with schools, but I would say that practicum is one of the major challenges of this institution, in the sense that it is time consuming and since we have a shortage of staff it makes it very difficult to provide the support, the supervision as we would like. So I personally believe that its high time that we relook at the way we go about this.....er....practicum or provide the supervision to trainees, renegotiate with schools and see if they cannot do.....if they play a more active role in that process so that we save time in writing the various reports " (R4 – NIE Management interview of 18th September 2004)</p> <p>"The course that we have at secondary, personally I think that the teaching practice component is not enough. We have a lot of fairly young people, pre-service people coming to take up training, they have never been to a school before, they don't know how a school functions, they have quite a difficult time when they go for the first time, and it takes them a bit of time to get use to the whole structure of the school, the operation of the school, to prepare lesson plans and to understand why lessons need to be prepared, why audio-visual aids are needed, why if they go to the schools and maybe we have advocated a method or a strategy or an approach that is not being employed by the teachers who are teaching, employed in the schools full time, why it is important that they use or they try to experiment with these methods or these techniques, rather than saying: "miss so and so who has been teaching for twenty years uses this way, therefore I'm going to do this way as well". So this is a component that I think....and a lot of lecturers feel the same, that in the primary they have the Assistant Teacher Programme, which is for a term, the students go for a term, and I think in secondary we should also have a similar unit of professional experience, where the students maybe at the end of their training can spend a term in the school teaching as a full time teacher would be responsible for the different classes and doing everything, going through the motions as a fully-fledged teacher in the school. I think this will equip them, it will give them an understanding of what a teacher's job is like, what the profession is all about, because they'll have a longer period of time and it will also enable us to support them, to provide back-up, to provide guidance in a way that we cannot do when they go out for two weeks or three weeks. Sometimes we hardly get to visit them, one or two visits, which is not really very healthy for the students or for us. And also I think our assessment will be fairer and valid, perhaps more reliable as well, because we will be able to spend more time with the students, we will be able to spend more time, hmm.....quality time in assessing the students' skills and capacity" (R3 – NIE Management interview of 17th September 2004)</p>

<p>Teacher education requires appropriate staffing both in terms of number and competence</p>	<p>"A number of things, but I would start off having the manpower. If you have the staff in place, then of course you can have teams in place, for example to look at programmes, teams in place to look at the curriculum, but you're just conducting or carrying out what I would say crisis, getting people to have time, its very difficult to have an ethic programme" (R4 – NIE Management interview of 18th September 2004)</p> <p>"Have people more committed to what you're doing have a passion to what you're doing. Teacher training is a delicate thing you have to have the qualities to pass on to trainees. So I would like to see people who are committed to work in the teacher training, not only have the number" (R4 – NIE Management interview of 18th September 2004)</p> <p>"Then there are also the teachers.... the lecturers.....the teacher trainers that we have in NIE. I'm glad that some like you eventually are getting the training. I'm being very careful now, I think NIE as I said when we started, I think we need to be very careful with people that we send to teach in NIE as well, because if you don't have model teachers in a training institution, you cannot have teachers with a good...with the proper attitudes. Maybe they can have the knowledge, they can have the academic, but I think a teacher trainer needs to be an exemplary teacher. Because if you are a teacher trainer and you spend all your life complaining, I mean you are training a complaining teacher" (R7 – Education management - interview of 28th September 2004)</p> <p>"I think the NIE.....there are a number of factors we need to look at, first of all there is obviously shortage of staff is one, where definitely we.....NIE needs to have a proper staffing and training plan, in order to say: okay you have so many staff this year, you're going to have so many staff coming next year, how many goes for training; I think NIE needs – a proper training plan. And a proper staffing plan – plan ahead, plan for five years that has to be stable" (R5 – Education Management interview of 21st September 2004)</p>
<p>Need for training</p>	<p>"And then, we can see another group of people, the ones who are out there in the schools, who have been teaching for many years without training, what do we do with them? Sometimes they do not meet the criteria, the entry requirements of NIE, yet they are teaching our children, they maybe will be teaching in a few years time our grandchildren. They are still there. So I think we need to do something, because if we talk of teaching and learning, the kind of people that we have out there also has to be looked at" (R1 – NIE Management interview of 15th September 2004)</p>
<p>Better intake for NIE</p>	<p>"My dream is that....the teachers that we train here maybe if there.....especially at primary, I'm not too happy with what is happening at primary, because the level of the students that we take in,....there's a lot of problems. So if at least we could get more people who are a bit more academically stronger to come into teacher training, rather than.....actually what we're getting nowadays is....going down, the level is going down, so if we continue in that trend I think even the learning that is supposed to take place here will struggle, will encounter major setback because if you....suppose they don't have the necessary level in English for example, they will find it very difficult to do all the readings that is required of them, to analyse, to have that sort of reflective thinking. So this is something that I would like.....maybe if we could take fewer students but of better quality to start with. Or have a sort of....a good sound upgrading facility here, so if we take one year or two years upgrading, we bring them to the level that is necessary for them to start teacher training proper. Then all this teaching and learning that happens here would be upgraded. A lot depends on the level of students that we take. " (R1 – NIE Management interview of 15th September 2004)</p>

<p>Teachers need to be developed as reflective practitioners</p>	<p>"In teacher education maybe the students when they.....I think that self confidence that is required as a teacher, maybe our trainees, when they leave here they are not hmmm.....confident enough to resist....to resist what iswell the negative element that is present in schools. So I think when we train what we need to inculcate in our trainee is that that teachers need to be agents of change and if we don't do this we will always be stagnant and we are going to stay where we are with our old problems. If we have a problem we stay in the problem instead of looking at ways of overcoming the problem. And maybe we're not equipping our trainees to be agents of change when they go out there, how....we are not equipping them maybe on this collegiality that we talk about sometimes you know" <i>R1 – NIE Management interview of 15th September 2004</i>)</p>
<p>Need to have effective recruitment programmes</p>	<p>"NIE also.....there is no point in having staff properly trained, qualified, if you don't have the participants. As you know NIE has not been very successful in recruiting students into the NIE. It's not been many student's first choice, especially in secondary, where you're having a class of five or four in each subject, when in the secondary you probably need.....you have vacancy every year, you have expatriates which we need to.....I think attracting students into NIE is also one aspect which is very important in order for NIE to fight, because there's no point in having a nice building, everything when you don't have students. So something must happen in order for students to say "Ah – NIE is the place I want to be; NIE is where I want to form my career". So NIE has to also do something to attract – when I say NIE, I mean obviously with the backing of the Ministry and the policies and all that. To attract more students and when I say more I mean better calibre students also, because as you know you need good students to become good teachers. A good background is important. So there's that also for NIE in order to make it better, they need to attract better kinds of students, better staff obviously, they need a budget that would reflect the type of trainer they want, the resources they require, I think that also is necessary. And I think also NIE needs to be able to get all their staff to work as a team, which I think they're getting there, I attended the last management meeting and I was really impressed how every body really wanted NIE to work, you know, there was this positive atmosphere, so that is important in an atmosphere for you to work well, having the staff there, the environment must be conducive for you as a teacher for you to want to come to work in the morning; to want to be able produce work at your maximum and this climate is team work, is team spirit, is to be able to create the kind of atmosphere for teachers and students to be satisfied" <i>(R5 – Education Management interview of 21st September 2004)</i></p>
<p>Improve documentation</p>	<p>"I think that like I would say sustained documentation Ok like what I mean by sustained documentation would be like before we used to have that journal call NexuS I don't know if you're aware of it I think this was of good practice, it died I don't know when, how long its stopped being published because like we have the school improvement programme actually going on and the school they've implemented one development plan, they've implemented their second development plan I think each school should have documented it and written a sort of an article how well did it go what were their constraints what were the difficulties so that the wider public would have access to it. I think that if we have researches done and publish I think this will help in the improvement because there are school which have improve, but we don't know it's the school which knows, its community might know, through parents meeting and the Ministry officer's they do know because they've got their coordinators but what about the others we don't and even here at NIE, maybe if a school has implemented a its development planning reading lets say and it works I think NIE should know and maybe then it will give us the incentive to relook at our units" <i>(R6 – NIE Lecturer – interview of 21st September 2004)</i></p>

<p>Have an efficient induction programme</p>	<p>"Of course we need a proper induction programme in schools for that, this is very much needed" (R7 – Education management - interview of 28th September 2004)</p> <p>"NIE..... I think when we created NIE, as you know, I was not really involved, but I think it started a bit in the wrong footing. Maybe when we merged CDS and teacher education, I don't know what went wrong, but I think a number of things went wrong. And we didn't necessarily do it properly. I think this happened in 1999. So its 5 years now, I think NIE should seriously look at what its doing, carry out an overall evaluation of NIE" (R7 – Education management - interview of 28th September 2004)</p>
<p>Better planning</p>	<p>"Strategic plans for the development of this lifelong learning with costing, timing, resources have to be done and reviewed periodically" (R8 – NIE management - interview of 28th September 2004)</p> <p>"Establishing a structure for discussion and communication meeting in a formal and regular basis whose recommendations are taken up seriously. After all the professionals in the field have more to offer than to be 'imposed upon'" (R8 – NIE management - interview of 28th September 2004)</p> <p>"Time to think and plan is essential. Decisions are taken too fast leaving change after change in mid-air. We should 'evaluate' one before moving to another idea" (R8 – NIE management - interview of 28th September 2004)</p> <p>"The learning society is an involved society so both students, lecturers, schools, parents have to be involved in the debate. The constraints of functioning from 8.00 a.m. to 4.00 p.m. must disappear" (R8 – NIE management - interview of 28th September 2004)</p> <p>"The course structure should take into account how competent we expect the teacher to be: -on graduation; -years down the road; -preparation for becoming an HOD, studies coordinator, curriculum development" (R8 – NIE management - interview of 28th September 2004)</p> <p>"The load of work must allow all aspects of learning to take place" (R8 – NIE management - interview of 28th September 2004)</p>