



Fundisa

**KWAZULU
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Message for the new academic year

by Dr Oscar D Dhlomo
The Minister of Education and Culture



I wish to take this opportunity to convey my greetings for the new academic year 1990 to teachers and pupils in all our schools. I also wish to congratulate those of our pupils who passed the 1989 examinations and console those who did not pass. We have just started a new academic year and I feel this is the right time to share a few thoughts with our pupils and teachers.

To our pupils, I wish to challenge them to make the best possible use of the opportunity afforded them by their parents. There are many less fortunate pupils all over the country who would dearly love to go to school but are unable to do so, owing to financial and other constraints. This is why it is imperative for those of our pupils who are able to study to show gratitude to their parents and responsibility towards their teachers.

The year 1989 was characterised by intermittent disruption of classes in some Circuits in the Greater Durban area and Mpumalanga. Reports do indicate that this disruption of classes was in most cases initiated by pupils themselves.

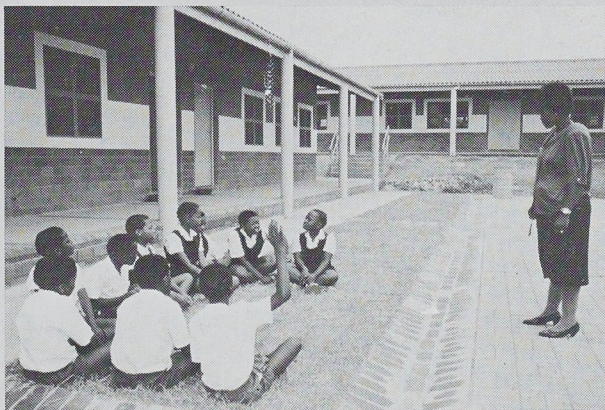
We have never attempted to deny that black education in South Africa suffers from numerous deficiencies. In fact we have always been in the forefront of all national attempts to correct the deficiencies. What we deny, however, is that these deficiencies can be corrected by disrupting classes, burning down schools, staying away from school and intimidating teachers. Pupils who engage in such activities are simply cutting their noses to spite their faces.

Let us all co-operate in addressing our problems more constructively if we wish to contribute to the building of a new democratic South Africa with educated and skilled citizens.

To our teachers, I wish to thank them most sincerely for their dedication to the task of educating the nation. I know that they work under extremely difficult conditions and that they are sometimes caught in the crossfire of pupil anger against an unjust socio-political order. Nevertheless, it is cool and not hot heads that will enable us to triumph over all deprivations.

Teaching is nation-building in the true sense of the word and if teachers are not with us in our struggle to build the nation, we will labour in vain.

Best wishes for a successful and trouble-free academic year!



I wish to challenge our pupils to make the best possible use of the opportunity afforded them by their parents ...

- ☐ Fundisa is the official journal of the Department of Education and Culture, KwaZulu.
- ☐ It is distributed to all institutions under the department and by personalised mail to educationists, decision makers, opinion leaders in the educational, commercial, industrial and political fields throughout Southern Africa and abroad.
- ☐ The views expressed in Fundisa do not necessarily reflect the policy of the department.
- ☐ The editorial is written on behalf of the department and is the responsibility of the editorial committee.
- ☐ Editorial correspondence should be addressed to:
The Editor, Private Bax X04, Ulundi, KwaZulu 3850.
- ☐ Contributions in the form of letters to the Editor or articles relevant to KwaZulu Education on Cultural Activities/Projects/Policy are invited. Subject guidance articles should contain teaching methods and not merely factual information that can be obtained from textbooks.

Fundisa



COVER STORY

• Sub Std A pupils actively involved in the Writing to Read project (see page 10).

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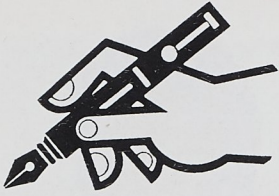
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LETTERS

Dear Sir,

I would like to thank the editorial committee for the rich information it is giving us concerning education progress taking place in KwaZulu.

Commitment and dedication of the KwaZulu officials, to the improvement of Education is realised. I profoundly thank the Honourable Minister Dr O.D. Dhlomo for all his punches in the education of Blacks, not only in KwaZulu, but in R.S.A. as a whole. I particularly appreciate the courage he showed when he negotiated the opening of Natal College of Education for the KwaZulu Teachers with Minister Piet Clase.

I was also gladdened to read about

the founding of our first Agricultural High School. I hope more will be established.

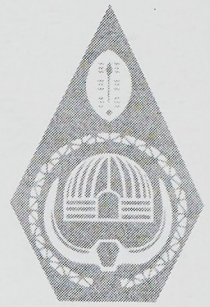
Lastly, I beg the KwaZulu Government not to forget the Ubombo-Ingwavuma area. Here we have pupils who pass matric with good symbols, but it ends there with them because we do not have a single institute for tertiary education.

Please, let us be remembered in the near future projects for Education.

Yours faithfully

Sibonelo Stanley Zikhali Umombo

• *The point is taken. It is worthy of note that the black top student of 1989 comes from a school in this area.*
- Editor



The KwaZulu Monuments Council was inaugurated by the Chief Minister, The Hon. M.G. Buthelezi in 1980 as a statutory organization of the Department of Education and Culture.

It was charged with the task of "preserving the unique heritage of historical sites and places of natural beauty in KwaZulu" (KwaZulu Legislation Assembly 1972 — 1982 (Magazine) pg. 51).

With this task goes the provision that all that is done in the interests of conservation of a heritage will also be done in the interest of the people of the region.

TASKS OF THE COUNCIL

The tasks of the Monuments Council fall naturally into several categories:

- identification and caring of monuments
- care of royal graves
- identification, preservation and development of battlefields
- compiling and recording of cultural history and cultural traditions
- collecting and preserving cultural material
- display of cultural material in KwaZulu Cultural Museum.

As can be seen from above, the Council is tasked with a broad scope of responsibilities and in order to accomplish its task effectively, it needs the support of not only its staff but also of the general public. The KwaZulu Monuments Council, seeks to provide avenues whereby the people of the region can participate in the con-

KwaZulu's Khulekani is top pupil in SA

THE Department of Education and Culture, KwaZulu, is extremely proud to produce a pupil who has obtained the highest marks in the whole of South Africa.

Khulekani Noni Dhlamini (age 17) who wrote the 1989 matric examination at The Star of the Sea High School at KwaNgwanase received an A aggregate. He obtained A's in English and

Biology; B's in Afrikaans, Mathematics, Physical Science and Biblical Studies; and a C in Zulu.

Khulekani was born at Inanda and grew up at Etholeni, Wasbank, where he obtained his primary education. Standard six, seven and eight were completed at Inkamana High School. As a border at The Star of the Sea, he not only studied, but also helped and encouraged others.

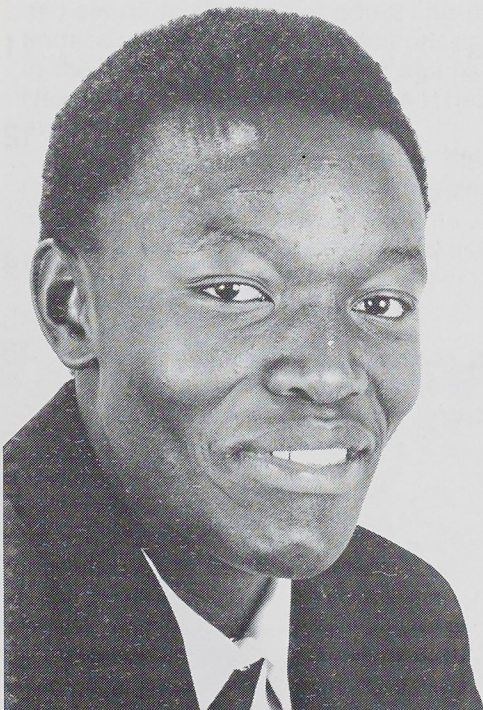
Being ahead of the syllabus all the time, what the teacher taught was revision for him.

His resourcefulness was shown in his ability to apply himself equally well to a variety of activities such as soccer, football, dance, astronomy, debate, music and volleyball.

His Principal, Mr Robert Manzini, proudly said of him, "He was happy to see people happy." This sensitivity was demonstrated in the deep sense of concern he expressed at the high rate of failure.

He has been awarded a study grant (by an international chemical company) which is tenable at Hilton College for a post matriculation course, after which he will study for a degree in Electronic Engineering.

The Star of the Sea has a history of a high rate of successes in matric — 100% in 1988 and 93% in 1989 — and is rated one of the best high schools in KwaZulu.



• Khulekani Noni Dhlamini

KwaZulu Monuments Council

servation of their heritage. The Council encourages people to bring to its attention areas of their heritage and history they believe are important, and feel are being neglected. A number of historical sites have already been brought to the notice of the Council by the local people.

Researchers working for the Council are always happy to document written or oral records of the history of KwaZulu. Anyone who feels they, or a member of their family, could contribute, is welcome to approach us.

The Council is tasked not only with recording and preserving past practices and traditions, but also with the recording and encouragement of present traditional practices. We would like to encourage people to notify the Council of important events taking place in their communities so that we can record them for the future.

So, too, with cultural material. To date the KwaZulu Monuments Council collection, housed in the KwaZulu Cultural Mu-

seum, consists of nearly 3 000 pieces. This collection is made up of beadwork, woodwork, pottery, as well as articles made of skin, bone and stone. A collection of artwork and a number of historic items.

The Monuments Council believes that the articles representing the material culture of the Zulu people, both past and present, are very precious and need to be preserved for the future as a record of the past and a lesson for those to come.

Most of the collection, acquired over the years, apart from the archaeological material, has been purchased. Some pieces have been donated and this is welcomed by an organization constrained by limitations of budget.

The responsibility of preservation lies not only with the Council but also, we believe, with all the people of the region. Their personal possessions make up some of these valuable and treasured cultural items. The Council wishes to extend its thanks to all who have contributed to the development and preser-

vation of our heritage. We call on all the citizens of KwaZulu to actively help in the preservation and recording of the riches of the Culture History of the region.

EDUCATION

In all avenues the council strives to include Educational components in its activities. The facilities of the council are open to all people and we welcome the use of these facilities for educational purposes. A number of educational programmes are already offered at the museum and in the next few months quite a few additional programmes are planned.

The name KwaZulu Monuments Council does not imply that the activities of the Council are focused solely on the Zulu people.

Although to date most of the work done has focused predominantly on areas specific to the Zulu, research has shown that it is very difficult to isolate the cultural history of group of people in Southern Africa from another.

Our position, geographically, has up to now dictated

an essentially Zulu slant, but the Council and those who work for it, need to be constantly aware of our obligation to show the cumulative heritage of the Zulus and the other groups of South Eastern Africa. The Chief Minister of KwaZulu sums it up as follows "... our children are not sensitized to the rich fabric of interwoven heritages which characterises the real South Africa ..."

The history of each community in South Africa needs to be written and understood as the history of a part of South Africa. (Preface to Wright and Laband, King Cetshwayo KaMpande.)

Although there are distinctive characteristics, there are also many similarities. It is the way in which all people form part of "... the rich fabric of interwoven heritages ..." that the KwaZulu Monuments Council believes needs to be addressed and understood. This therefore brings the Council into contact with other conservation organizations such as the Bureau of Natural Resources, the Natal Museum Services, Natal Provincial Administration and Natal Parks Board. Working closely on various subjects or separately they are all making a contribution towards conserving the unique heritage, both natural and Cultural, we have in KwaZulu/Natal. □



● Rural setting? No, an attractive mural and display at the KwaZulu Cultural Museum.

Technical Education and Skills Training: 1990

By Mr Walter Buxton,
Chief Education Specialist:
Technical Education

In order to meet the changing events taking place in industry and commerce it is necessary to introduce new and additional courses for technical skills training students. This will produce a more employable person and at the same time prepare people for self employment opportunities. We can encourage our ex-Std 8, 9 and 10 pupils, who have been unsuccessful in obtaining suitable employment, to attend technical and skills training courses.

This will improve their opportunities of employment or creating self employment small businesses.

All courses are open to both male and female students.

New courses to be offered of one year duration for people with Std 8, 9 and 10:

NCT 1, 2 AND 3

Mechanical, electrical and building trades in practical and trade theory — no maths, science or drawing. A person with N2 trade theory need only serve three years in a trade to qualify for trade testing. Courses for updating knowledge of trainees will be provided to improve their efficiency prior to trade testing.

Building construction course of one year duration. This will cover both practical and theory involving bricklaying, carpentry, plumbing, electrical installation work, painting, decorating and finishing. It will include the procedures required to obtain land, building plans, bonds, conveyancing, insurance and bridging finance for home builders.

Public Service Clerical Duties Course:

This will include the following: typing, communication skills, stores accounting, financial accounting, filing, tender board contracts, ordering, requisitions, payment procedures, S and T rules and procedures, employment and staff documentation, annual returns, knowledge of the staff code and government procedures.

Skills courses are of a duration of 13 weeks and are as listed below:

1. Bricklaying
2. Carpentry
3. Plumbing
4. Electrical (domestic)
5. Painting
6. Motor vehicle repairwork
7. Motor body repairwork
8. Auto electrical repairwork
9. Motor trimming and upholstery work
10. Welding: arc, gas, mig, tig
11. Leatherwork
12. Dressmaking
13. Tailoring and garment making

Future courses envisaged:

1. Electrical appliance repairwork
2. TV and radio repairwork
3. Domestic work — for hotel and catering industries
4. Home economics and cooking
5. Communication skills: oral, written, letter and report writing, application form for employment, banking, tax form and body language

We are not only faced with a population growth problem, we are faced with a major problem of producing too many unemployable people from our existing education system.

New technical institutions for 1990/91

Khayelihle Mathaba Technical College and Training Centre: adjacent to the N2, 500 metres north of the Nyoni junction. This is to be a joint venture between the Department, the community and the private sector, organised by the M.D. of Amatikulu Sugar Mill.

Robert Hlongwa Comprehensive High School, Nkwalini: Near the Illovo Sugar Mill. This will be a joint venture between the Department, the community and the Durban office of Stauch and Vorster.

Sibusisiwe High School, Umbumbulu: A technical section is to be built by Toyota S.A. for the

purpose of upgrading the school to that of a Comprehensive High School.

Proposed new college: It is proposed that a Technical College and Training Centre be created at Ulundi. This could be either by using existing, under-utilised Government workshops or by commencing a self-help programme based upon the Ntuzuma project system.

Additions to existing institutions:

COLLEGES:

Enyenyenzi: New workshops and classrooms will be built by staff and students to extend their facilities for new and additional courses.

Madadeni: Eight new classrooms were completed during January 1990. When the new office block is completed the existing office block will be converted into two commercial classrooms and equipped with typewriting, etc. Skills courses will be introduced in motor and electrical trades and a better utilisation of workshop facilities will take place.

Nongoma: Skills courses will be introduced. One of the hostel blocks will be converted to classrooms. Students will be drawn from the community in the area rather than from other districts.

Ntuzuma: As new workshops are built more classrooms will be released and secretarial courses will be made available, especially the one for Public Service clerical work.

TRAINING CENTRES

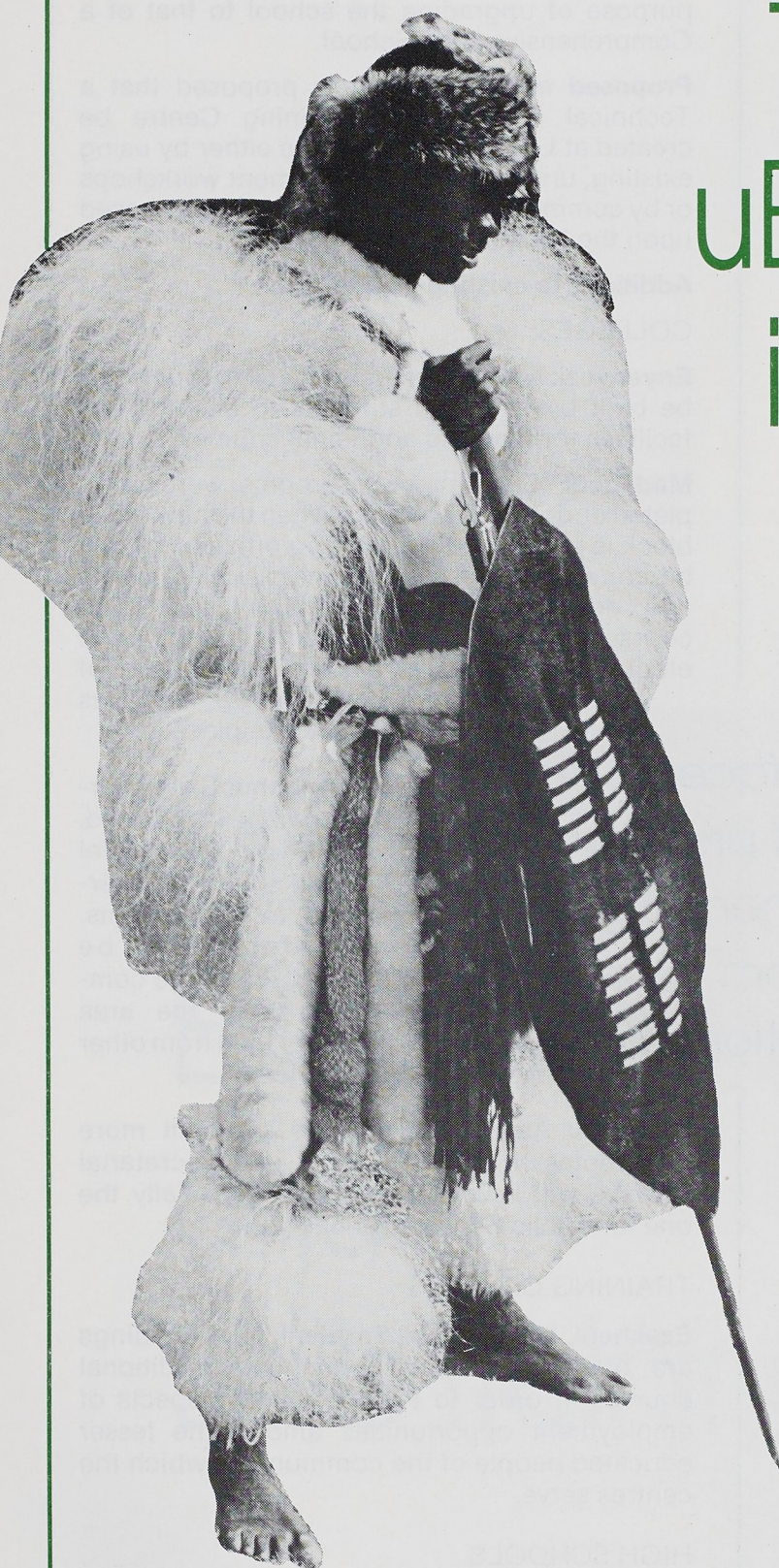
Ezakheni, Isithebe and Enseleni: New buildings are being built to accommodate additional courses in order to enhance the prospects of employment opportunities among the lesser educated people of the communities which the centres serve.

HIGH SCHOOLS

As and when various communities show a desire to extend the facilities of their existing institutions, the Technical Education section will respond to every request for guidance. We look forward to many changes in this field so that we can provide our pupils with the prospect of a better future. □

We are faced with a
problem of producing too
many unemployable
people from our existing
education system.

By Dr E.B. Khanyile,
Chief Education Specialist:
Ubuntu/Botho and
Adult Education



The role of uBuntu/Botho in KwaZulu schools

The variety of hues that culture assumes in different environmental situations has led to a blurred perception of its relevance as a classroom subject based on a syllabus. In a serial of five progressively explanatory instalments, Dr E.B. Khanyile, Chief Inspector: Ubuntu/Botho, outlines an exploratory, demythifying presentation processed to establish the place of culture instruction in the Lower Primary Schools.

1.1 The Concept Culture

Jarvis (1983:69) points out that "in sociological literature the term culture refers to the sum total of knowledge, beliefs, ideas, values, practices, etc., prevalent in a specific society. Yet culture is neither static nor objective but it is a dynamic phenomenon affected by the pressures of changing technology, the forces of economics, political ideology, etc."

Elements of culture change at varying paces, so that while it is depicted here as a rather static homogeneity it is actually more like a patchwork quilt with each little element altering at a different rate to every other. This means that there is always new knowledge, values, beliefs, skills, etc., for the learner to acquire and, at the same time, it may also result in the learner having to unlearn old knowledge and skill, etc, in order to remain in harmony with his cultural environment.

Many people, especially among the elderly, find it difficult to keep abreast with all the changes that they experience. This is something manifested in such phrases as, "I don't know what the world is coming to these days" etc. Yet only a selection of culture (a curriculum) is ever transmitted to or acquired by individuals because of its extensiveness and complexity, so that there are always new things to learn.

Culture is therefore, a dynamic phenomenon open to the influences of pressures, including that of individuals. Comprehension of the dynamic nature of culture is, however, quite essential to understanding the nature of human beings and education. Unesco highlights the importance of culture in all societies.

Education is about personal
development, and the key part
of that development must
surely be morale growth.

Lewis (1970:27) states that on 4 November 1966, the General Conference of Unesco unanimously accepted the Declaration of the Principles of International Association. Government responsibility with respect to cultural development of its people is outlined in article 1 and 2 which include the following affirmations:

DIGNITY AND VALUES

"Every culture has a dignity and values that must be respected and preserved. Every people has the right and duty to develop its culture. All cultures from part of the common heritage belonging to all mankind."

Leshoai (1986:41) echoes the above sentiments with respect to culture and citing the case of Tanzania, he writes:

"In 1962 when the ministry of National Culture and Youth was introduced, President Julius Nyerere explained to Parliament that the reason for his action (introduction of the ministry of national culture and youth) was based on the belief that the spirit of any nation was its culture; that a nation which lacked its own culture was no more than a collection of people without the spirit which makes them a nation." Culture is the soul of any nation and a nation without a culture is as good as dead.

In view of the above comments from Unesco, an internationally respected educational body and comments by President Julius Nyerere, a reputed African leader, there seems no doubt in my mind that uBuntu/Botho is a necessary subject in our schools in Kwa-Zulu. The whole thrust of uBuntu/Botho is on culture.

Let me hasten to mention some of the reasons why this subjects is taught in our schools.

1. To keep alive and foster the traditions of the people.
2. To promote and support worthy indigenous customs and cultures.
3. To equip youth with such knowledge and skills as will enable them to develop a keen sense of nationhood and service to both nation and country.
4. To make pupils understand the contribution education, work and a strong national culture should make to the building of a nation.
5. To develop the pupils' concept of themselves as individuals who are pillars of the nation, hence the necessity for them to dedicate themselves to the service of the nation and country.

2. uBuntu/Botho

Having tabulated some of the aims of uBuntu/Botho, it

is important to make a brief comment on the concept uBuntu itself (in Sotho Botho). uBuntu is a concept that is usually described as the foundation of all African societies. Mdluli (1987:60) points out that "it is claimed that uBuntu does not only form the basis of the so-called African world view, but also runs through the veins of Africans. Its contemporary meaning and intellectual usage can be traced back to Pan-Africanism particularly in the works of African philosophers like John S. Mbiti, L.S. Senghor's "Negritude".

UNITIES IN THOUGHT AND ATTITUDE

Mphahlele (1987:30) concurs with the above sentiments and he points out that "there are observable unities of thought and attitude among Africans living in widely separated parts of the continent, unities that suggest Saharan-Sudanic roots". Hence the concept uBuntu being common to all or most African people.

uBuntu means "being human" and this embraces values like universal brotherhood for Africans, "sharing", treating and respecting other people as human beings etc. This concept has very positive connotations. Throughout the ages the fundamental aim of education was and still is to produce good citizens.

Education is about personal development, and the key part of that development must surely be morale growth. A moral dimension should not only be inherent in the content of schooling but also in the process.

uBuntu/Botho is a value-laden subject and I believe that our schools are instrumental in the transmission of those values. Any school that is teaching only the academic is failing to educate as pupils.

What are these values I am talking about? I said uBuntu means being human and being human implies values that are not subjective but universal — namely: truth, honesty, justice, respect for person and property, compassion, tolerance of different religions, views and races, sensitivity to the aged, the handicapped, the less privileged and an enthusiasm for life.

There is a morality in teaching the nobility of labour and the striving for excellence to do one's best. There is a morality in preserving what is beautiful. All these are what is meant by uBuntu/Botho and being human and are part of the aims of the subject. □

- In the next part, some aspects of uBuntu/Botho are analysed.

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Writing to Read Literacy Project

Writing to Read (WTR) is an English Literacy Project currently in progress at seven of KwaZulu's lower primary schools namely, Habiwana and Yiboni Lower Primary at KwaMakhutha and Mzingwenya, Exhaphozini, Thakasani, Mantshangule and Imizikayifani Lower Primary Schools at Esikhawini.

Designed to utilize the capabilities of a personal computer with digitized voice attachment (which enables the computer to 'talk') — this project creates a computer-based instructional program that provides consistent sequenced, self-paced, interactive, multi-sensory instruction.

WTR was originally launched in 1986 at four lower primary schools at Esikhawini and was introduced to Sub-standard A. Consultants and teachers selected for the project received training both overseas and locally. In 1987 the project was extended to KwaMakhutha.

LABORATORIES COST MILLIONS

Laboratories which were built at these lower primary schools cost millions each. This, together with all other costs towards the project, is being sponsored by IBM South African Project Fund.

There are presently two project consultants, one stationed at Esikhawini and one at KwaMakhutha. Their function is to monitor the project, organise to ensure maintenance of the

One of the most important reasons for the success of WTR... is the involvement of each and every parent...

equipment and to organise WTR In-Service Courses for teachers in order to regularly update them.

Refresher courses for the consultants are also attended on a regular basis. Up to date 40 S.S.A., 40 S.S.B. and 38 Std I and

38 Std II teachers have been trained to utilize these facilities to the maximum benefit of their classes.

The number of pupils who have gone through the WTR System — and will reap the benefits of a sound English basis for the

rest of their school careers, is an amazing 6986. Of these 1800 alone were from Mantshangule Lower Primary School and 1540 from Mzingwenya Lower Primary School between 1986 and 1989.

One of the most important reasons for the success of WTR in these schools is the involvement of each and every parent in the project. Parents of the S.S.A. pupils are called in and briefed on the progress of their children. It must be borne in mind that an S.S.A. child is involved for the first time in the WTR project.

AWARENESS SESSIONS FOR PARENTS

Awareness sessions for parents were conducted at each WTR school. These sessions also involved the assistance of principals of WTR schools, circuit inspectors, parents, teachers and Principal Education Planner Mr John Sibisi who has had a major part in the success of the project.

The response of the parents was overwhelming and sessions were attended in large numbers. Of specific interest to parents was their part in writing and language development at home, phonemic spelling, home activities, etc.

All in all parents were extremely grateful for the opportunity offered to become involved in WTR and especially to note the excellent standard of spoken and written English of their children complemented by the ability to understand English.

At a function held at one of the schools, Exhaphozini, at Esikhawini, IBM officially handed over the project to the Department of Education and Culture.



• Seen with the children and actively involved in the lesson are (front) Mr J.M. Sabater (Director of Community Programs, I.B.M. New York), Dr O.D. Dhlomo (Minister of Education and Culture), Mr D.Y. Zimu (Secretary for Education and Culture), Mrs A.B. Mafuleka (Principal of Imizikayifani School), Miss T. Mzimela (Principal of Exhaphozini L.P. School), Mr J.B. Smith (Chief Public Relations Officer), Mr B.B. Biyela (Mayor of eSikhawini) and Mr J.Z. Sibisi (Principal Education Planner).

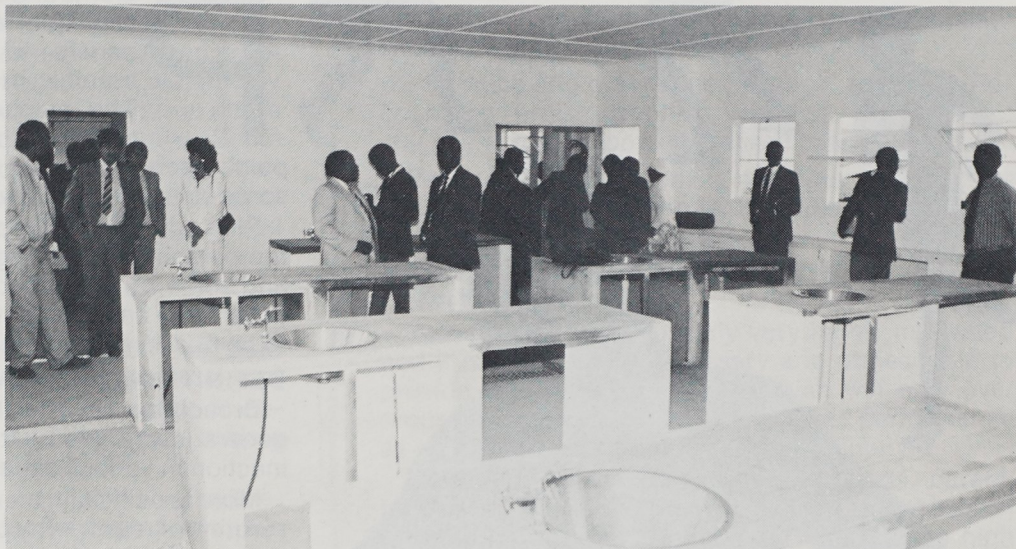
MAYBAKER Company (Rhône-Poulenc Group) recently donated an amount of R35 000 towards a laboratory for Mahlaba-thini High School.

At a function held at the school grateful parents, teachers and pupils gathered to celebrate the official handing over of the laboratory.

Operating in the field of chemicals for agricultural purposes, Maybaker Company's Managing Director, Mr Les Hillowitz, said his Company believed such a laboratory would stimulate interest in the subject of science and produce more young scientists in KwaZulu.

Costing a total R70 000, the Department of Education and Culture contributed R9 000, the local community raised R5 000 and is in the process of raising funds to cover the balance.

New laboratory for young scientists



• A view inside the modern laboratory.

Retiring...



Mr Ephram Mvemve, Director, Professional Services, retired from the service of the Department of Education and Culture on the 31 December 1989.

His teaching career began at the then Matiwane Government School, Ladysmith, where he taught during 1946. He moved in 1947 to Pholela Institution (now Pholela High School), where he taught until he was promoted to be principal of Ncwadi Combined School, whence he was transferred to head Mthwalume Com-

bined School and later Umzinyathi Combined School.

When Bantu Education was introduced, he was asked to act as Secretary of Ndwedwe South School Board, a position he held until 1962 when he was promoted to the post of Supervisor of Schools in the Dundee District.

When KwaZulu Government Service took over the Education Department, this title was changed to Inspector of Schools.

In 1972 he was among the first group of Inspectors to be promoted to Circuit Inspectors and was stationed at Maphumulo.

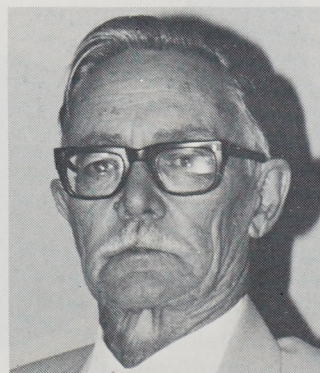
He was promoted to the office of Chief Inspector in charge of Mnambithi, Bergville, Madadeni, Msinga, Nquthu and Nkandla.

This was in 1980. He held this position until he was promoted to be Assis-

tant Secretary of Education and and Culture in 1984.

If he were to start all over again, Mr Mvemve would choose the teaching profession "because it is rewarding in many ways".

He intends to lead a quiet life at home and continues to enjoy with gratitude the good health that the Almighty has bestowed upon him throughout his working life.



Mr W.O. Powrie, Assistant-Director (Administration) of this Department has retired after a period of 17

years' service with KwaZulu.

He was seconded to KwaZulu Education Department in 1972 as Chief Administration Officer.

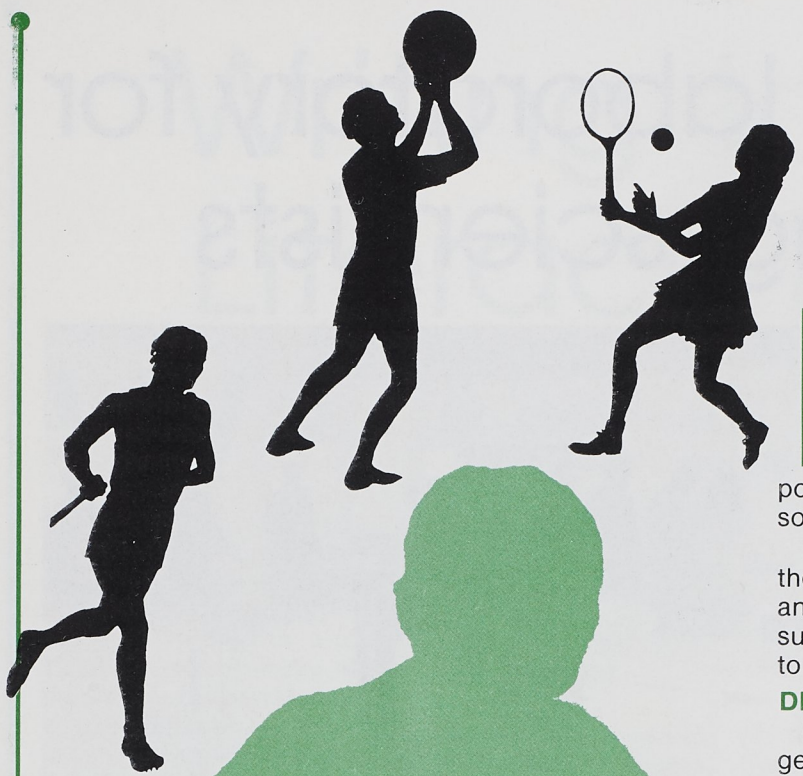
In 1981 he was promoted to Chief of Administration and Staff Control and in 1984 took up the post of Assistant Director prior to being seconded to KwaZulu. He served 23 years in the administration of the central government civil services.

At a function held at Ulundi, Mr Powrie was praised by the Secretary for Education and Culture for his invaluable and much appreciated service to KwaZulu.

He was presented with a gift from all Head Office Staff members.

Mr Powrie was wished an enjoyable and well deserved retirement. He will be greatly missed at Head Office.

Motiv



Parents and educators who advocate play activity or exercise, have in mind some benefit to be derived. The parent assumes it is an inevitable part of growth. The teacher sees it as a means of modifying behaviour. Whatever the viewpoint, each recognises that play and exercise have some effect on the behaviour patterns of the person.

Play activity has great psychological benefits for the person participating. Success gives satisfaction and some fruits of success are prestige, a sense of superiority and satisfaction. It is a fundamental need to be honoured and praised for one's excellence.

DEFINITION OF MOTIVATION

Broadly considered, the term motivation refers to a general level of arousal that impels people to action or inaction in various situations.

More specifically, the study of motives involves the scrutiny of reason why people select certain things to do, why they perform with intensity in certain tasks, and why some people persist in working or performing for sustained periods of time.

THEORIES OF MOTIVATION

Early researchers declared that all human motives were based on biological urges. More recent theories include variables such as cultural, social, biological, situational and activity dimensions.

a) Biological Variables

In athletic motivation there are *inter alia* the following basic needs in behaviour:

Aggression: moving against people/defend status

Affiliation: a liking for people

Dominance: a drive to dominate people

Cognizance: exploring, asking questions etc

Prestige: enhancement of the self.

b) Societal Variables

i) Cultural influences

The environment in which one develops one's attitudes and behavioural patterns in obvious and subtle ways. Life styles, activity preferences and achievements are unique from country to country, and from culture to culture, e.g. soccer is especially popular in our black community, so is rugby in our white community.

It is the ambition of many youngsters to become outstanding soccer or rugby players, for prestige and notoriety are associated with prowess in soccer or rugby. Other examples:

Canada — ice hockey; India — hockey; America — basketball.

Differences among cultures with regard to approval and recognition for activity preferences, participation and proficiency become apparent as we witness the behavioural patterns and accomplishments unique to those people representing a particular culture.

ii) Social expectancies

Within a given culture or country, there are many sub-cultures. Thus every community offers their own environment which influences the behaviour of the

ation in Sport

group. Even friends, family, members of peers, can exert a powerful effect in directing behaviours.

We often find that in many cases, the person is not free to make his own choice, instead it is dictated by the community. The expectations of the group play a great role in the life span of the individual. Some individuals are less susceptible to conforming than others. As in any activity selection, the type of sport and level of participation of the athlete can be traced to a variety of sociocultural variables.

c) Activity Dimensions

i) Complexity

Some sport types need intricate and fine co-ordinated movements which demand a lot of practice and discipline from the athlete — e.g. gymnastics or ice-skating. Therefore, the level of arousal of the athlete should be high, in order to succeed.

Thus, the self-generated or regulated level will reflect the state of performance for the appropriate skill.

ii) Physical demands

Mere "brute" physical tasks require the highest degrees of motivation, strength, speed, endurance and power is generated best under good motivational conditions.

iii) Appeal

Different, unique and interesting activities can help to generate motivation and enthusiasm, e.g. educational dancing. Also, whatever the athlete does must be meaningful in order to reach his specific goal in life.

d) Situational Variables

The motivational properties of any activity and situation can be influenced through subtle or direct training techniques.

The following are a few considerations:

i) Help athletes to personally high but attainable and specific goals. Some athletes establish realistic and high performance goals; while others underestimate their potential. The coach has a vital role to play in this regard.

ii) Give appropriate reinforcement and feedback to athletes about their performances. Discuss their results with them and motivate them accordingly.

iii) The coach should do everything possible to help to develop the self-confidence and self-concept of each athlete. It is amazing to see so many talented athletes who do not perform according to their capabilities, due to a loss of motivation, which was affected by a loss of self-confidence.

The coach should, therefore, use positive reinforcement as a valuable tool for the improvement of an athlete's self-image.

iv) Individual sportsmen should be understood and respected for their individual differences. Every athlete's needs and wants are different and should be considered always.

v) Practice situations should stimulate contest situations when possible — the more experience the athlete has with the stresses of actual competition, the better will he be able to cope.

vi) Practice sessions should be varied, interesting and as personally rewarding as possible. His personality should be known for prematch motivation.

vii) Intrinsic and extrinsic motivation. Extrinsic: Recognition, praise, trophies, rewards, etc. Intrinsic: Joy, self-actualization, self-realization and expression.

Personal, societal, activity and situational factors operate in a complex manner to influence motivation and subsequent performance.

MOTIVATION AND CHILDREN IN SPORT PERFORMANCE

Young children are usually very highly motivated and it is therefore unnecessary and undesirable to provide additional motivation which will only over arouse them, thus resulting in impaired performance as well as increased predisposition to injury.

Factors such as large crowds, rewards, parent, teacher or peer group pressure, and the emphasis on winning at all costs, are factors which cause high tension levels. This can be detrimental to sport performance in young children, if they are not coached into the situation gradually.

Another ill-effect of excessive motivation in primary school children, is that the drop-out in sport is rather high and only the elite minority remain. Many of those that drop-out could possibly have become top-class performers in later years.

The young athlete should not be trained beyond his physical, physiological, psychological and emotional limitations.

MEASUREMENT OF MOTIVES

Assessing human motives has been very difficult. Three general approaches have been used:

1. Direct self-reports concerning statements about attitudes, feelings of anxiety, etc.
2. Indirect means by use of the psychiatric interview or various projective tests.
3. The behavioural approach, either studying performance under various kinds of motivating conditions, or by introducing various punishing variables, such as delaying the task.

Specific motivational conditions include the following: Intrinsic interest of the task; social incentives; scores which encourage improvement; monetary incentives; suggested importance of performance, e.g. determining norms; social-competitive, performing the task with others; rewarding for improvement; threat of punishment; and alas, administration of punishment.

These measurement devices and motivational conditions could be used by anyone in different conditions to achieve the desired effect.

CONCLUSION

To the athlete or sportsman, the coach and the sports administration, motivation is a powerful and useful tool.

Its misuse by coaches may have far reaching effects on the physical and emotional health of the players, as well as the state of the sport. □

Remarks by
Mr D.Y. Zimu,
Secretary for
Education
and Culture

Let's make the most of what we have



• Seen at the official opening of the new kitchen catering facilities at Vuleka School for the Deaf and Blind near Nkandla — Mr M. Botha (Inspector Special Education), Mr D.Y. Zimu (Secretary for Education and Culture), and Mr L. Kotze (Principal).

While we in education and in government appreciate the interest shown by our citizens in the education of their children, we cannot but express the wish that we could have had power to meet the demand.

If only we could have, in any given year, enough classrooms to accommodate all the pupils who seek admission at the schools comfortably (which would mean 30 pupils in secondary school, and 35 in primary school); if only we could have qualified and dedicated teachers in sufficient numbers to conduct education in all our schools; if only we could have sufficient money to provide all that is needed to ensure quality instruction in every classroom, we would not only be known as one of the largest education departments in the Republic, we would also qualify to be known as one of the greatest.

It does not seem there has been a time that the Zulu people have not striven to secure and better their lot since white civilization burst upon them with its strange ways.

The white man came with a totally new pattern of economic practice based on money. The Zulus found themselves becoming a nation of work seekers here, there and everywhere. They also began to realise they had to learn to know the new pattern of life better, and that schooling could help do this.

The ways of white civilization have become more and more complicated and demanding over the years. It has become imperative for black youth to learn more and more to be able to adjust adequately to the socio-economic circumstances of today.

It is no longer sufficient to be young, healthy and strong to be profitably employed today. One must also be able to read, write and calculate. Even on the farm illiterate people are on the way out. Whoever does not see the value of more and better education for the youth today, needs to have his or her head read, as they say.

STRUGGLE TO PROVIDE EDUCATION

It is not strange that the Department of Education and Culture finds itself struggling to provide education in the face of overwhelming demands. Some unthinking people, when they come across the shortages we suffer, may be tempted to scoff at, and ridicule our efforts, as if we have brought these things upon ourselves, and as if we can change our lot for the better overnight. These problems will not discourage us.

It is no longer
sufficient to be young,
healthy and strong
to be profitably
employed today...

In my long involvement in the education of the black child, I do not remember a time when there were no shortages. We will continue to do the best we can in the circumstances. The struggle must go on until better times break out, as they must in the end, even if it takes the return of Jesus Christ to do it.

COUNTING THE COST

It is because it costs so much in terms of courage, goodwill and effort to achieve something worthwhile

that, when it is achieved, there are those who have the heart to say: "We have reached a milestone along this road forward, let's call it a day for a moment, let us relax and celebrate." Indeed that is what the Governing Board, and the Principal and Staff and pupils of Vuleka have done. We gladly participate in today's festivities. It is on an occasion like this that all the people who have struck a blow for the handicapped should be remembered and praised for their efforts. There are those that have been associated with Vuleka throughout its long and successful history. We have in mind for instance Mr P.J. du Plessis who retired as principal of Vuleka at the end of 1988.

We remember the stalwart efforts he made to promote education here, and how he fought for more opportunities of employment for the young people who had been trained here. We also want to extend a word of appreciation to the inspectorate, specialised education, D.E.T. Pretoria, for the services they have rendered on behalf of our Department at our own schools, while we are not yet in a position to render these specialised professional services ourselves. They have been able to ensure proper standards at various schools for the handicapped. At the present time we are able to subsidise only teaching staff at these schools. Vuleka is an exception because here we are able to subsidise the institution to a very great extent.

The Department of
Education and Culture is
very well aware that the
handicapped child is as
important as any other as
a member of society

The Department of Education and Culture is very well aware that the handicapped child is as important as any other as a member of society, and he or she is entitled as any other person to be helped to adjust to the social and economic demands of the day.

The Department is ready and willing to discharge this responsibility, should its finances improve. At the moment the financial resources of the Department are extremely limited, in view of the overwhelming demand that the other child is making. It is what I see organisations, and individuals, and teachers doing so devotedly at our few schools for the handicapped that fills my heart with feelings of utter gratitude, and wishes for continued success.

Needless for me to say, in conclusion, that I heartily join the parents of the children of Vuleka in feeling very thankful that a school like Vuleka was available for them to send their children to. The school is well equipped. It has established a very fine tradition, and its standard of instruction and achievement by its pupils ranks among the best in the region.

The teachers are specially trained to teach and guide the pupils in such a manner that they become confident that they can cope successfully with the demands that life will impose on them when they leave school. It is certain also that the parents are thankful that their children now attend classes beyond Standard 5. The Department will encourage this growth, and it feels confident that the principal and his staff will make a success of the new development. □

THE ORTHOGRAPHICAL RULES FOR isiZULU

AS APPROVED
BY THE isiZULU
BOARD ON
19 SEPTEMBER
1989

Rule 1 — Bilabial implosive

This sound will be represented by b, e.g. ubaba, ubudoda, umbuzo, etc.

Rule 2 — The devoiced bilabial explosive

The devoiced bilabial explosive will be written as bh, e.g. ukubhala, ubhebhenene, umbhabhadizo, etc.

Rule 3 — The bilabial explosive in nasal compounds

The voiced bilabial explosive only occurs in combination with the bilabial nasal m. This combination will be written as mb, e.g. Izimbambo, imbumbulu, imbali, etc.

Rule 4 — Voiced glottal fricative

This sound will be represented by a double hh, e.g. ihhashi, ubuhlomuhhomu, ihholo, etc.

Rule 5 — Ejective alveolar affricate

Outside nasal compounds this sound will be represented by ts, inside nasal compounds it will be written as s, e.g. ukutsatsaza, itsako, tesebhu, etc., but insimu, insabula, izinsuku.

Rule 6 — The sequence “mm”

The sequence “mm” is written in cases where the abbreviated version of the basic noun prefix “mu”

occurs before sidyllabic or longer stems commencing in the nasal m, e.g. ummeli, ummbila, ngizommangalela, etc.

Rule 7 — Semi-vowels between vowels

When two vowels come together without a glottal stop between them a semi-vowel or w may be inserted between these vowels as in: uyinki, uwoyela, etc. When a glottal stop is present the semi-vowel is replaced by a hyphen, eg. u-inki, u-oyela, etc.

Rule 8 — The hyphen

The hyphen will be used in the following instances:

- a) When a numeral is preceded by an (inflected) prefix a hyphen is used, eg. amaphoyisa angu-40, izinkomo ezingu-25, ngo-11, ngehora lesi-9, onkamisa abayi-7 etc. (Note: Numerals are to be written *without* any concords preceding them, e.g. umbuzo 10, isifundo 2, etc. Ordinal number preceded by *ngomhla ka* will however be written with a hyphen, e.g. ngomhla ka-10, etc.)
- b) To separate two vowels coming together with a glottal stop between the, e.g. ama-apula, i-inki, u-a, no-e etc.
- c) To separate the enclitic ke from the preceding word, e.g. sebenza-ke.

d) The hyphen may for practical reasons also be used in lengthy compound words.

Rule 9 — The apostrophe

The apostrophe will be used to indicate elision, which occurs mainly in poetry and dialogue, e.g. “Ngob’isab’ukuduma”, etc.

Rule 10 — Capital letters

Capital letters will be used as follows:

a) THE FIRST LETTER OF THE STEM WILL BE CAPITALIZED IN THE CASE OF:

i) Nouns denoting nationalities, e.g. umZulu, amaXhosa, amaNdiya, iBhunu, umuThwa, etc.

ii) Nouns denoting languages, isiZulu, isiNigisi, isiXhosa, etc.

iii) Nouns denoting months of the year, uJanuwari, uMasingana, uFebhruwari, uNhlojanja, etc.

iv) Common nouns if capital letters are required at all.

b) THE FIRST CAPITAL LETTER AFTER THE INITIAL VOWEL WILL BE CAPITALIZED IN THE CASE OF:

i) The following nouns belonging to class 1(a):
a) *Personal* nouns, including compounds of ma-, no-, so-, ka-, e.g. uNtombizonke, uMboniseni, uMaXaba, uSobantu, uNozizwe, etc.

b) Names of the *deity*, e.g. uNkulunkulu, uMenzi, uMelusi, uMoya, uSomandla, etc.

ii) Books of the *Bible*, e.g. uGenesise, u-Ezra, u-Eksodusi, iZaga, ISambulo, aMakhosi, etc.

iii) *Days* of the week, e.g. iSonto, uMsombuluko, uLwesibili, etc.

iv) The *title* of persons, e.g. uDokotela Nkomo, uMfundisi Dube, uMnumzane Cele, uNkosikazi Gumede, etc.

v) *Geographical* names (note no place names), e.g. uLwandle Olubomvu, i-Amazon, i-Antathika, iMpumalanga, aManxiwa, AseZimbabwe, etc.

iv) Names of *organisation, historical events*, etc., e.g. iNhlangothi Yezizwe, uMthetho Wesifunda, iMfundo Enkulu, uMkhosi, WePhasika, uMbuso WamaRomani, uKhisimus, etc.

iv) Names of *organisation, historical events*, etc., e.g. iNhlangothi Yezizwe, uMthetho Wesifunda, iMfundo Enkulu, uMkhosi, WePhasika, uMbuso WamaRomani, uKhisimus, etc.

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c) THE FIRST LETTER OF THE WORD IS CAPITALIZED IN THE FOLLOWING CASES:

i) When the word is the first word in a sentence.

ii) The titles of books and heading of essays: Noma Nini, Lafa Elihle Kakhulu, Imifula Yase-Natali, etc.

iii) In the qualificatives of capitalized nouns, e.g. iNkosi Enkulu, uMoya Qcwebile, uMbuso WamaRomani, uMnyango Wezemisebenzi,

iMvuselelo Yenkanyiso, uMkhosi WePhasika, uMkhosi Kakhisimusi, etc.

(Note: As is done in the Bible, the absolute pronouns and possessives referring to the deity will be written in small letters.)

v) The *vocative* form of personal nouns denoting the name or title of a person, e.g. Siphoh! Mfundisi Makhathini, etc.

Rule 11 — Place Names

Place names will be capitalized as follows:

a) PLACE NAMES BEGINNING WITH THE LOCATIVE PREFIX KWA- (OR KA-): The *first letter of the word together with the first letter of the stem* will be a capital, e.g. KwaZulu, KwaNdebele, KwaMbonambi, KaNyamazane, KwaDlangezwa, KwaNongoma, etc.

b) IN THE CASE OF ALL OTHER PLACE NAMES: The *first letter affecting the initial vowel* will be a capital e.g. eThekweni, eGodi, oNdini, eMlazi, oPhongolo, eSikhawini, eMalahleni, eManzimtoti, uMvoti, uMngeni, iSiphingo, iSandlwana, iGoli, iXopho, uLundi, etc.

Note: That is the case of the official names of schools, post offices, etc. the first letter of the word is also capitalized, e.g. Umlazi, ONdini, ONgoye, ULundi, INdumiso, etc.

Rule 12 — Word Division

12.1 *Demonstratives* – All demonstratives are written as separate words, e.g. lo mfana, lelo tshe, labaya bantu, etc.

12.2 *Auxiliary verbs -be and -se*

a) When the auxiliary verbs -be and -se are preceded by a concord (or any other morpheme) consisting of a *vowel only* then auxiliary verb is written conjunctively, e.g. ubegula ibimnandi, ebengifuna, abesehamba, osemdala, etc.

b) When -be and -se are preceded by the remote past or future tense morpheme the auxiliary verb is written disjunctively, e.g. ngabe ngigula, yabe ithanda, wase efika, ase ehlala, uzobe esebenza, etc.

c) When -be and -se are not preceded by concords they will be written conjunctively to the following word, bengifuna, sebe-buyile, bekumnandi, bebengamaphoyisa, etc.

d) When -be is deleted then the preceding concord in written conjunctively to the following word, ngangisebenza, wayesethi, babefuna, yayisihamba, etc.

The following non-contracted spelling of the auxiliary verbs -be and -se is rejected: ube egula, ibe imnandi, ese iphekiwe, etc.

12.3 Vocatives preceded by WE(NA)

The formative we must be written separately from the following noun, e.g. We Zulu! We Ndaba! etc.

12.4 Inflected absolute and possessive pronouns preceding quantitative pronouns

Inflected absolute and possessive pronouns must be written separately from the following quantitative pronoun, e.g. ngazo zombili, kubo bonke, njengaso sonke, yiyo yonke, wabo bonke, etc.

12.5 The copulative verb -ba

The copulative verb -ba is written disjunctively in all its conjugations, e.g. uba nenhlanhla, kube khona, libe linye, etc. □

One alternative way to describe the activity of teaching is to call it "The Organisation of Learning". Group work is one way in which a teacher can organise learning experience for pupils. A traditional picture of teaching and learning assumes that the teacher stands in front of a class and provides information of knowledge, while pupils sit passively within the body of the classroom imbibing it.

This *Expert Disciple Model* is a crude caricature of good whole class teaching. But even teachers who favour the use of whole class teaching some of the time like to vary their approach so as to keep pupils interested and to sharpen their own professional skills.

Mixed ability teaching has heightened the need for teachers to cope with pupils in smaller, manageable units within the class.

1. What are the advantages of group work?

1.1 Group work helps pupils to learn to work cooperatively.

1.2 Group works allows children to learn from each other and removes the stigma of failure from slow pupils.

1.3 It gives teachers the opportunity to circulate and correct individual pupils' work.

1.4 It teaches pupils to be self-reliant, not teacher-dependant.

1.5 It gives pupils a chance to work at their own pace.

1.6 It helps children respect each other's strengths and weaknesses.

1.7 It allows more children access to apparatus which is in short supply (mostly in Black schools).

1.8 It enables teachers to tailor a range of tasks more appropriately to children's needs and abilities.

2. Are some curriculum areas more suited to group work than others?

The answer is probably "yes". But again this apparently easy response must be hedged about with provisos about preferred teaching and learning styles, facilities and resources. It is possible for group work to form part of the teacher's repertoire of skills in any curriculum area in a secondary school.

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AN ORIENTATION TO GROUP DYNAMICS: BASIC GROUP WORK SKILLS

by Mandla Gilton Mkhize

— Headmaster at Matomela High School

3. What are the teaching skills required for successful group work?

In some respects, the skills for successful group teaching are much the same as those required for whole class teaching. However the emphasis on some of these skills may vary.

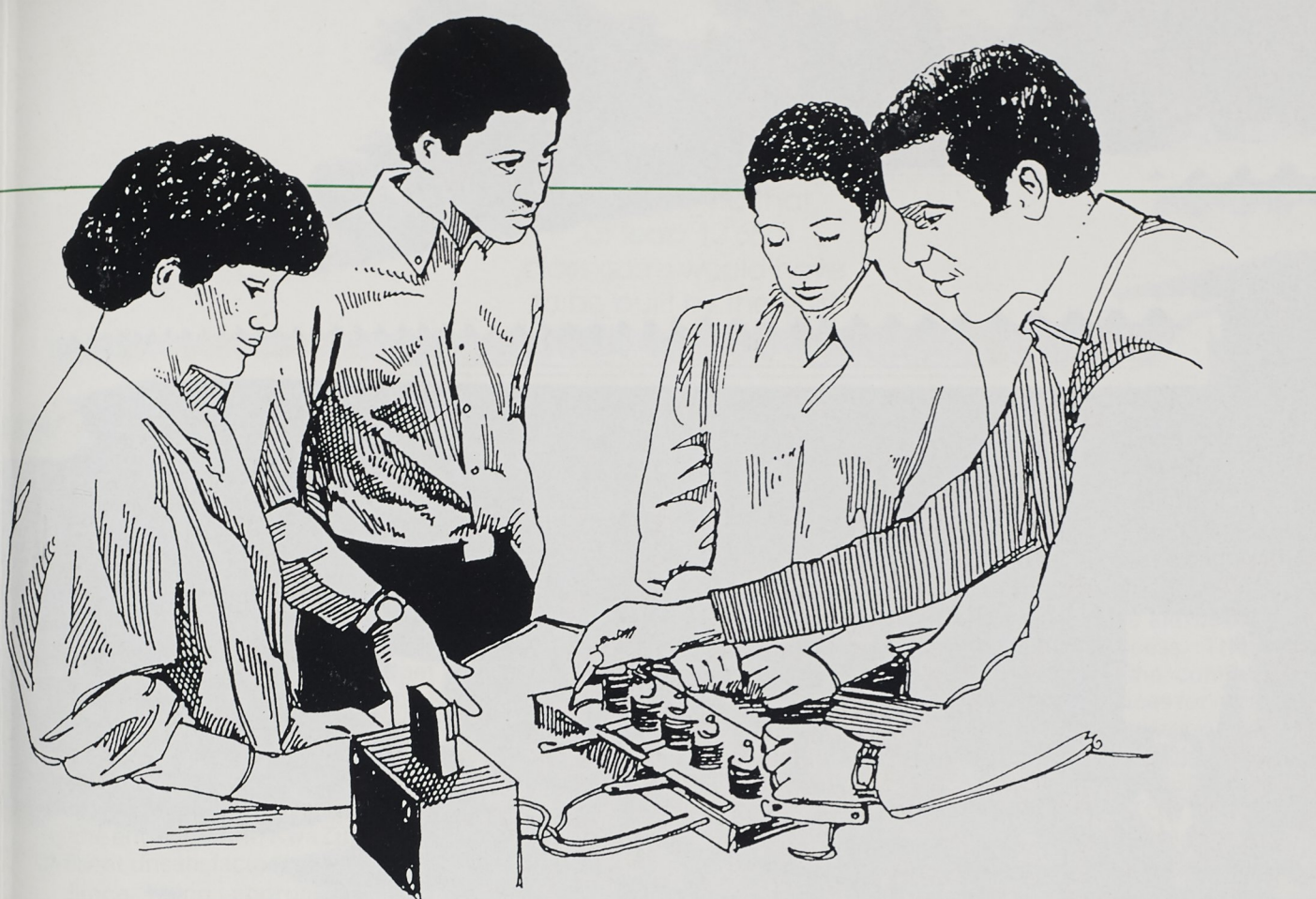
The following give an introduction to the whole issue of how Group Work should be handled in practice.

3.1 PLANNING A GROUP WORK LESSON — This includes long-term planning, medium-term planning, immediate planning, and the last moment planning.

3.2 PRELIMINARY INSTRUCTIONS — Let the pupils sit in a horseshoe fashion so that all can see and be seen. Give the pupils instruction about how to carry out today's tasks. Instructions should be repeated if necessary.

3.3 THE GROUPS AT WORK — The teacher gives work to the groups. Groups have to evolve leaders who organise the rest.

3.4 MONITORING PROGRESS — The teacher circulates among the working pupils. He/she must try to keep an eye on all corners of the classroom at once. This vigilance is the crucial element in discipline safety.



Mixed ability teaching has heightened the need for teachers to cope with pupils in smaller, manageable units within the class.

Monitoring progress allows the teacher to make individual contact with pupils. Among the things which the teacher is aiming to do are:

- a) Getting to know individual pupils better.
- b) Checking that children/ pupils are working not shamming.
- c) Making sure each pupil knows what he or she is doing.
- d) Questioning pupils to explore how well they are learning.
- e) Checking that the quantity of work they are producing is acceptable.
- f) Making pupils aware of helping his/her presence as a deterrent to indiscipline.

3.5 ENJOYMENT IN LEARNING — The tasks are interesting — a glance round the classroom shows pupils absorbed and obviously enthusiastic.

3.6 NOISE LEVEL — Because the pupils are occupied co-operatively and therefore need to communicate with one another, there is more noise in a group work session than in the average whole-class lesson. However, the teacher can set his/her threshold on the noise he/she permits.

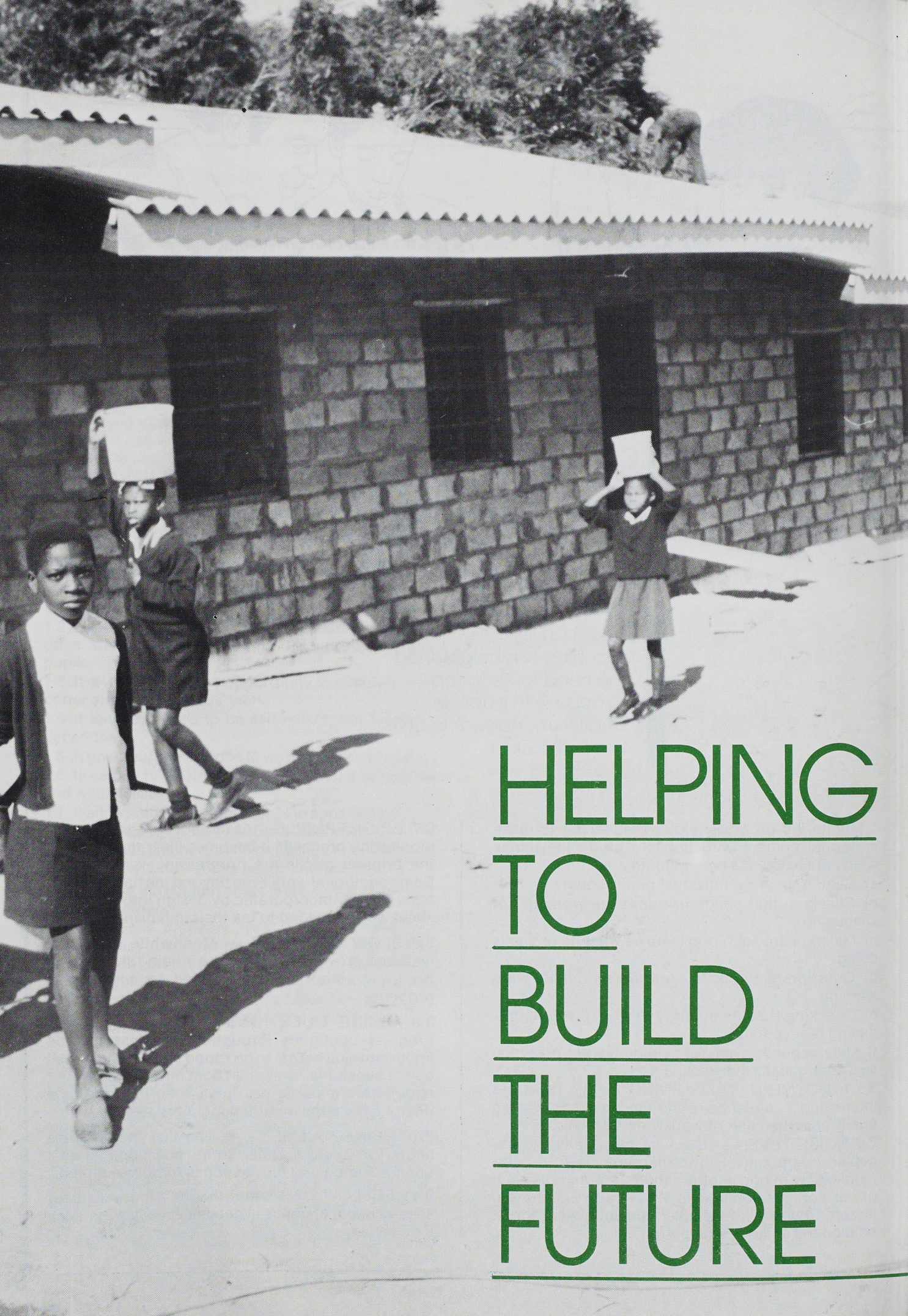
3.7 BRIGHT PUPILS — As the work progresses and monitoring proceeds it becomes clear that some of the brighter pupils are progressing very quickly. Some additional work even beyond the harder questions already incorporated by design into the worksheet will be needed to tax their initiative.

3.8 SLOW LEARNERS — Meanwhile one slow learner is proving a problem, he is being shunned by his group, who feel constrained by his lack of progress.

3.9 ASKING QUESTIONS — Monitoring pupils' progress continues throughout the lesson. One important skill here is to go round and ask individual pupils questions. These can both inform the teacher about what material has been absorbed and also provoke the pupil into thinking more deeply.

3.10 REINFORCEMENT — The last few minutes allow for a quick quiz, some questions to test understanding and for the pupils to raise queries.

3.11 FOLLOW-UP — After the lesson, the teacher sees a couple of pupils in need of special assistance if necessary. □



HELPING
TO
BUILD
THE
FUTURE

It is estimated that
at least 12 650
classrooms would have
to be built by the end
of 1990 in KwaZulu schools

By DANA GOVENDOR

One of the most pressing needs for the people of KwaZulu is education and, specifically, to attend to the shortage of classrooms. The KwaZulu Department of Education and Culture has a very limited budget for the building of schools in formal townships. The Urban Foundation was approached by school communities, parents and teachers, both from urban and rural areas, to respond to the classroom shortage in KwaZulu. It is estimated that at least 12 650 classrooms would have to be built by the end of 1990 in KwaZulu schools, to maintain the present unsatisfactory pupil classroom ratio of 56:1.

Since being approached the Natal Schools Project of the Urban Foundation has entered the education arena by assisting communities with classroom building. The project grew out of a community initiative, and is a "Partner in Development" venture, involving local communities who raise the deposit for the construction of classrooms, as well as local organisations who fulfil a crucial role by their participation, in an attempt to eliminate the immense backlog.

COMMUNITY PARTICIPATION

All communities are required to make a substantial contribution towards the actual cost of construction, and in most cases a cash deposit of between 15-20 percent of the total cost is collected from communities in advance. The balance of the funding required to complete a project is advanced in the form of a loan by the Urban Foundation to the community.

Community schools, which make up over 90% of the KwaZulu schools, qualify for a Rand for Rand subsidy, not exceeding R5 000 per classroom, which is paid back to the community after completion of the new building. In practice this subsidy is ceded to the Urban Foundation and is applied to reduce the loan owing to the school.

The Natal Schools Project of the Urban Foundation secures a high level of community involvement in its project and that's what inspires the people, in that they believe they are making a contribution to building a new and different future for themselves. Without the support of the communities themselves, the Urban Foundation would be able to achieve very little indeed and thus the consultation with, and the involvement of, these various communities is an important component of

the work of the Urban Foundation.

One thing is certain and that is the communities have the will and the ability to respond in determining their own circumstances, if they are allowed to take part in the decision making process. The Natal Schools Project has shown that the communities make considerable economic sacrifices for increased school facilities, as a result there is a strong feeling of community ownership and pride in the resultant school.

THE ROLE OF THE PRIVATE SECTOR

Private companies have recognised the need for upliftment in Black education, and contribute to the construction of a project by making a donation to the Urban Foundation, or contribute to a number of individual projects, or to the programme as a whole, which aims to construct at least 150 classrooms a year.

This project presents a unique opportunity for private sponsors to work in co-operation with communities in order to address a fundamental community need. It follows that it is necessary for the Urban Foundation to develop a network of

contact within the local communities, and also to develop partnerships between business and local communities.

SCOPE OF THE NEED

The present need is for 11 500 classrooms throughout the region in order to achieve a ratio of 40 pupils per classroom. The efforts of the Urban Foundation in the Natal/KwaZulu region represent a major contribution to the provision of physical facilities. However, the increased participation of the private sector, Church organisations and service organisations is needed, to keep classroom production moving.

The partnership philosophy, with committed contributions from the Urban Foundation, the private sector and the communities, have enabled the Natal Schools Project to construct more than 800 classrooms, accommodating some 400 000 pupils in KwaZulu.

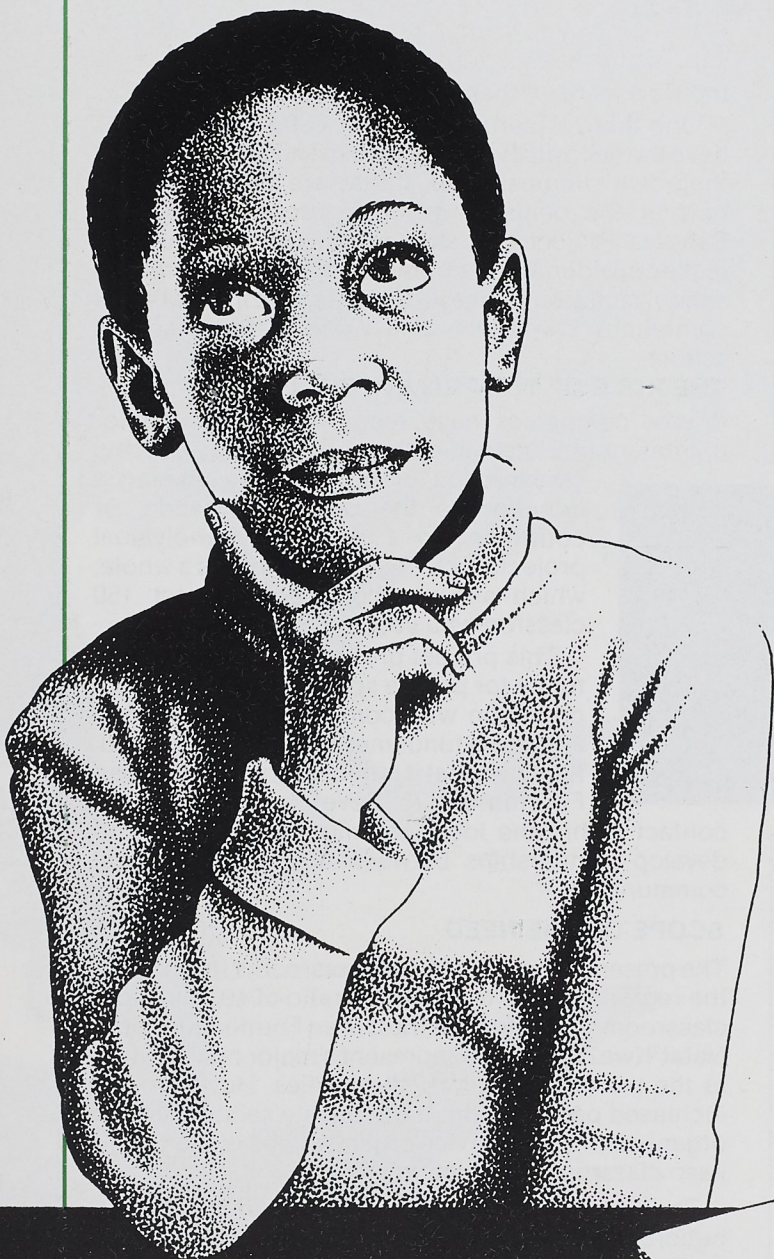
However, if the full scale of need is to be addressed, then it will be necessary for these partnerships to be extended, and the lessons learned in terms of funding and methods of construction must be used to influence public policy.

The Urban Foundation is ready to meet this challenge. □



Subject Committees

by Mrs P.C. Putini
Circuit Inspector Ndedwe



1. **PREMABLE**

The establishment of subject committees at all levels for all subjects is unquestionably a significant contribution to the promotion and maintenance of high educational standards in the circuit. The Subject Committees engage in the exploration of miscellaneous strategies that enhance efficient and effective teaching.

2. **FUNCTIONS OF SUBJECT COMMITTEES**

Many educationalists of note consider the following functions of subject committees to be items of paramount significance:

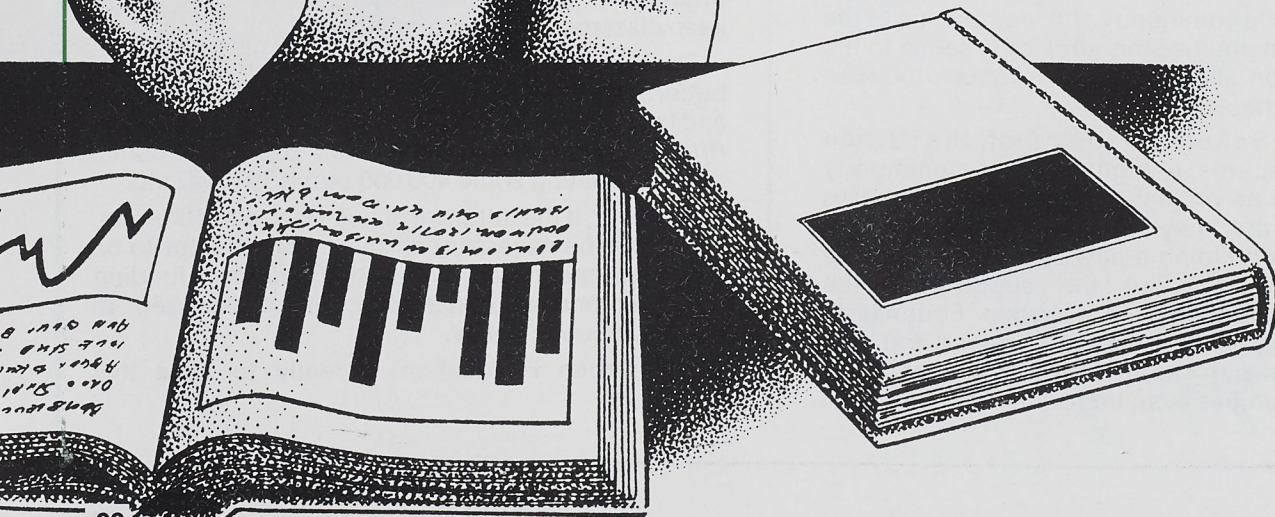
- 2.1 To draw up schemes of work for the entire circuit.
- 2.2 To draw a uniform timetable for the tests and examinations.
- 2.3 To make testing follow the examination pattern.
- 2.4 To expose pupils to testing that is equivalent to any examination standard.
- 2.5 To set examination questions.
- 2.6 To discuss the suitability of the teaching and learning material and make recommendations.
- 2.7 To recommend appropriate text books.
- 2.8 To organise seminars and symposia.
- 2.9 To solicit outside help in the teaching of difficult areas of the syllabus.
- 2.10 To equip teachers with modern teaching techniques, approaches and methods.

3. **EFFECTIVE TEACHING**

All the Subject Committees operate under the banner of EFFECTIVE TEACHING.

The following is a synopsis of the requirements for effective teaching:

- 3.1 Good understanding of the subject matter.
- 3.2 The ability to teach the subject.
- 3.3 Ensuring that the learning material is of the right level for the pupils.



The subject committees
engage in the exploration
of miscellaneous strategies
that enhance efficient
and effective training

3.4 Helping the pupils understand the value of a subject by relating it to their own life experience.

3.5 Capturing the interest and attention of the pupils by fresh presentation and granting them the golden opportunity to make their own contributions.

4. IN-SERVICE COURSES

In-service courses for teachers are a device that seeks to solve the problem of under-achievement. The in-service courses are designed to help the teacher as the instrument that channels the information to the child.

4.1 OBJECTIVES

4.1.1 To improve teaching skills by providing teachers with teaching techniques and approaches which facilitate teaching and learning.

4.1.2 To create the forum for the teachers, principals and inspectors for discussing problem areas in different subjects.

4.1.3 To strive for uniformity in respect of quality and quantity of work in all schools in the circuit.

4.2 THE CIRCUIT IN-SERVICE COURSES

The Circuit In-service courses may include the following:

4.2.1 Orientation for new principals.

4.2.2 In-service courses for beginning teachers unqualified and less competent teachers.

4.2.3 In-service courses for Heads of Departments.

4.2.4 Motivation seminars for the teachers.

4.2.5 In-service courses for Subject Committees.

5. MANAGEMENT COURSES

A management course for the principals is fairly comprehensive in nature and embraces the following guidelines.

5.1 The principal needs to set clear (not ambiguous) goals or objectives.

5.2 He must ensure that the staff meet these objectives otherwise there would be no point in setting them in the first instance.

5.3 He draws up plans.

5.4 He motivates the staff.

5.5 He handles performance problems.

5.6 He delegates responsibility, not accountability.

6. MARKING CENTRE

As has been already indicated the Subject Committees set tests and questions for the half yearly and final examinations. The Std 5 teachers assemble at a given Marking Centre during the course of the examination. They are then divided into three (or more) groups. The highly motivated teachers are made group leaders. Each group leader operates under the wise guidance of two supervisors who are invariably principals and members of the Moderating Committee.

The teachers discuss the memorandum of each subject thoroughly before the commencement of the marking in earnest. Needless to state that different groups are given different subjects to mark.

The group submits the scripts, the mark sheets and the mark schedules for a particular subject to a team of meticulous recorders. These recorders check if everything has been done correctly. They seek immediate rectification of minor or major irregularities.

The Circuit Inspector charges as inspector of schools to set the whole marking machinery in motion and oversee the project to its successful completion.

The inspector works in the closest possible collaboration with the dozen of moderators who, more than anyone else, attends to all the finer details of the project.

7. RATIONALE

It is imperative to conduct this exercise in order to guarantee a uniform standard of work in the schools. Standard 5 is the gateway to the secondary schools. The material that will constitute the foundation of the secondary schools in the circuit must be seen to be of good quality.

The idea of having common papers and common marking motivates the schools to play the same game according to the rules consistently from the beginning of the year to the day of the examination. No school would like to be weighed in the balances and found wanting. This exercise promotes a healthy competitive spirit among schools. It signals a clear message to the pupils. There is no short cut from the primary schools to the secondary school. This in itself inspires the pupils to aspire to the dizzy heights of acquiring secondary school education.

8. THE MODERATION COMMITTEE

The committee of principals assembles to scrutinise the scripts, marking sheets and mark schedules once the marking is over the markers have dispersed.

The moderators identify the subjects in which a sizeable percentage of pupils performed unsatisfactorily and they endeavour to ascertain the casual factors.

They also identify the schools whose performance was below normal expectations in certain subjects.

CONCLUSION

These articles put together boost the morale of the principals and teachers. They also serve to improve the quality of teaching and learning in the whole circuit. The subject committees play a very crucial role in enhancing the image and reputation of the Department. □

PEOPLE ON THE MOVE



NEW RECTOR FOR TECHNIKON MANGOSUTHU

Professor A.J. Vos was appointed to succeed Professor Shakespeare. Born on the 15 March 1938 in Johannesburg, he matriculated at Helpmekaar Seuns Hoërskool in 1955.

He obtained the following qualifications:

1985 — B.Sc. (Potchefstroom University)

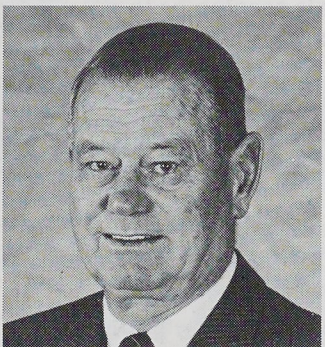
1959 — THOD (Potchefstroom University)

1968 — B.Ed. (Natal University)

1972 — M.Ed. (Natal University)

1976 — D.Ed. (UNISA)

During the period 1965 to 1970 Professor Vos served firstly as Senior Assistant, Vice Principal and then Principal of the Edendale Technical College in Pietermaritzburg. Since 1970 he served as Senior Lecturer, Dean and now Professor of the Education Faculty at the University of Zululand.



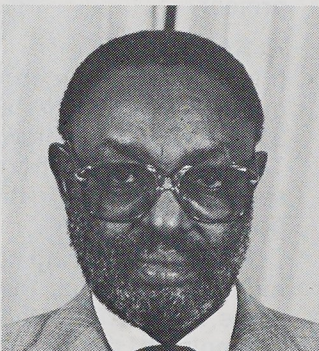
ASSISTANT DIRECTOR: TECHNICAL EDUCATION

Mr Walter Buxton was seconded to KwaZulu

Department of Education and Culture as a lecturer commencing 1 March 1974 at Umlazi Technical College and High School.

He has served as Principal at Ntuzuma Technical College and Training Centre since 1 January 1982.

Having been associated with skills training, technical education and management in industry since 1950, his experience will be a valuable asset in the managerial requirements of his new post of Deputy Chief Education Specialist: Technical Education.



PUBLIC RELATIONS OFFICER

B.Z. Dhlamini B.A., UED (Rhodes), was appointed to the post of Public Relations Officer (media liaison and publications).

His teaching career spanned eight years during which he taught at the following secondary schools: Mbizwe, Ceza and Entembeni.

In 1964 he joined a national publishing company and became Managing Director of a subsidiary company in 1978.

He obtained his B.A. degree from Rhodes University in 1956, followed by UED. Mr Dhlamini also holds a diploma in Public Relations.



Mrs G.M. Drotsky, was appointed to the post of Public Relations Office (Information Services).

Mrs Drotsky, a fluent Zulu linguist, was born at Nongona. She matriculated at Port Natal High School and thereafter gained the Natal Teachers Higher Diploma. She also holds a University of Stellenbosch 5th year diploma as a Specialist School Librarian.

TRANSFERS

RECTORS

M. Ncama — Chief Inspector to Rector, Umlazi In-Service Training Centre.

Professor S.B. Mdluli — Rector Appelbosch College of Education to Amanzimtoti College of Education.

CIRCUIT INSPECTORS

R.T.S. Mthlane — Inkanyezi to Bergville.

A.S. Mthembu — Maphumulo to Edenvale.

S.B. Hadebe — Ubombo to Enseleni.

E.S. Khumalo — Mahlabathini to Hlabisa.

J.S. Kheswa — Bergville to Inkanyezi.

N.R. Ntanzu — Umbumbulu to KwaMashu.

C.S. Ntuli — Umlazi North to Mahlabathini.

M.S.D. Khumalo — Port Shepstone to Maphumulo.

E.M.M. Mthethwa — Pholela to Msinga

D.N. Nyandeni — Mahlabathini to Nkandla.

B.F.S. Ndlovu — Msinga to Pholela.

A. Nkabinde — Nkandla to Port Shepstone.

C.C.C. Mbokazi — Umlazi South to Ubombo.

T.S. Madlala — KwaMashu to Umbumbulu.

M.B. Mbatha — Enseleni to Umlazi North.

W.B. Jili — Edendale to Umlazi South.

I.S.Z. Sibisi — Hlabisa to Umzinto.

SENIOR APPOINTMENTS

W.N.T. Zwane — Chief Inspector to Director: Professional Services.

W.G. Harper — Assistant Director to Director: Auxiliary Services.

Dr T.A. Guma — Principal Education Planner to Chief Education Planner.

N.M. Yeni — Circuit Inspector to Chief Inspector.

Ms O.T.N. Zondi — Senior Education Planner to Principal Education Planner (Library Services).

Ms P.F. Magwaza — HOD to Senior Education Planner (Library Services).

Ms J. Mzinyathi — Lecturer to Subject Adviser — English.

RETIREES

CIRCUIT INSPECTORS

T.B. Mdunge — Mehlweisizwe.

H.T. Hlongwane — Umlazi South.

INSPECTORS

Ms E.T. Vilakazi

L.B. Cele

E.G. Momakwa

A.B. Dlomo

T.S. Maphalala