

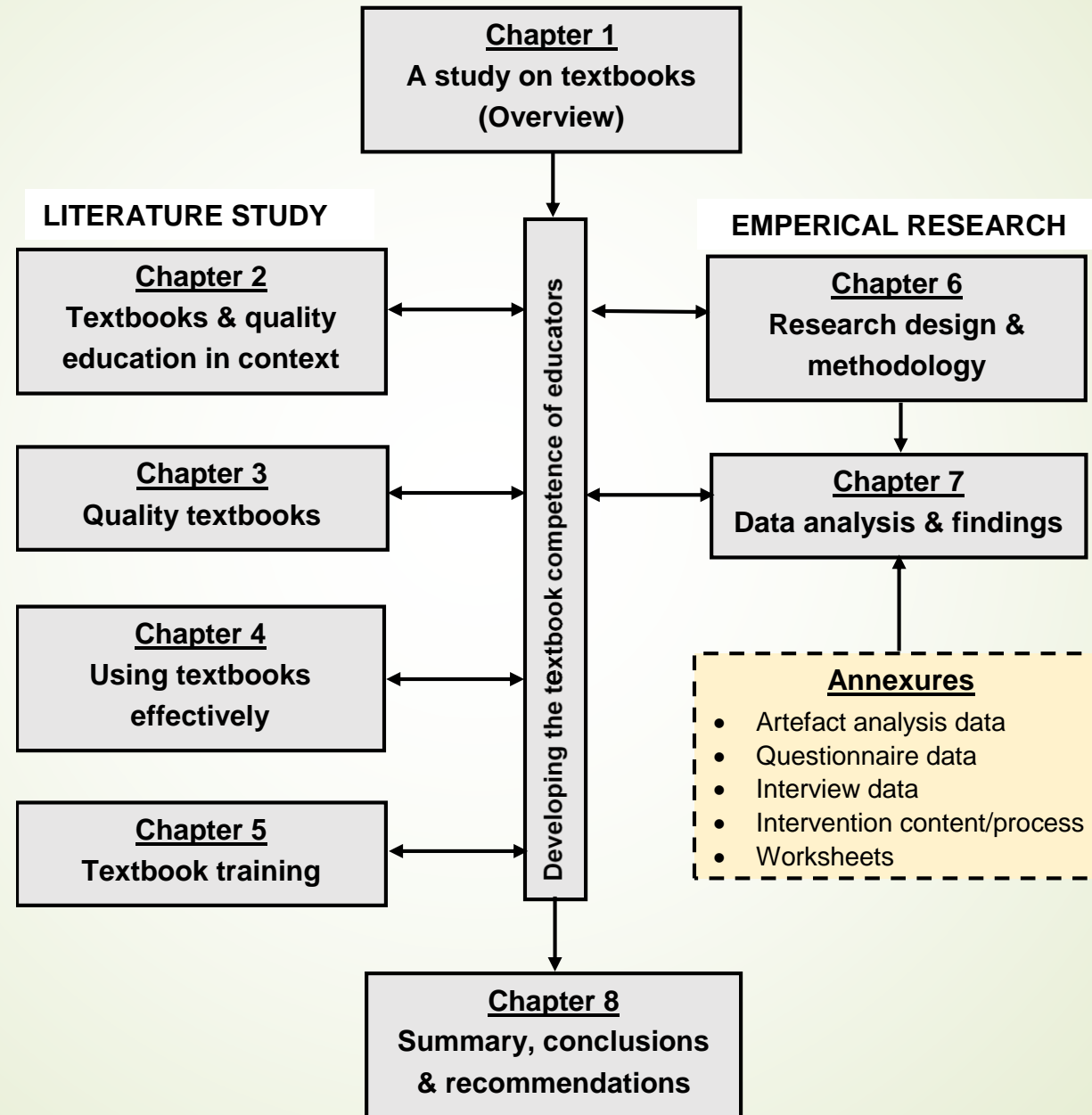
Developing the ... Textbook Competence ... of teachers



**Is the textbook competence of teachers a
pre-requisite for inclusive quality education?**

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THESIS STRUCTURE



Quality Education Framework (UNESCO) (p.6)

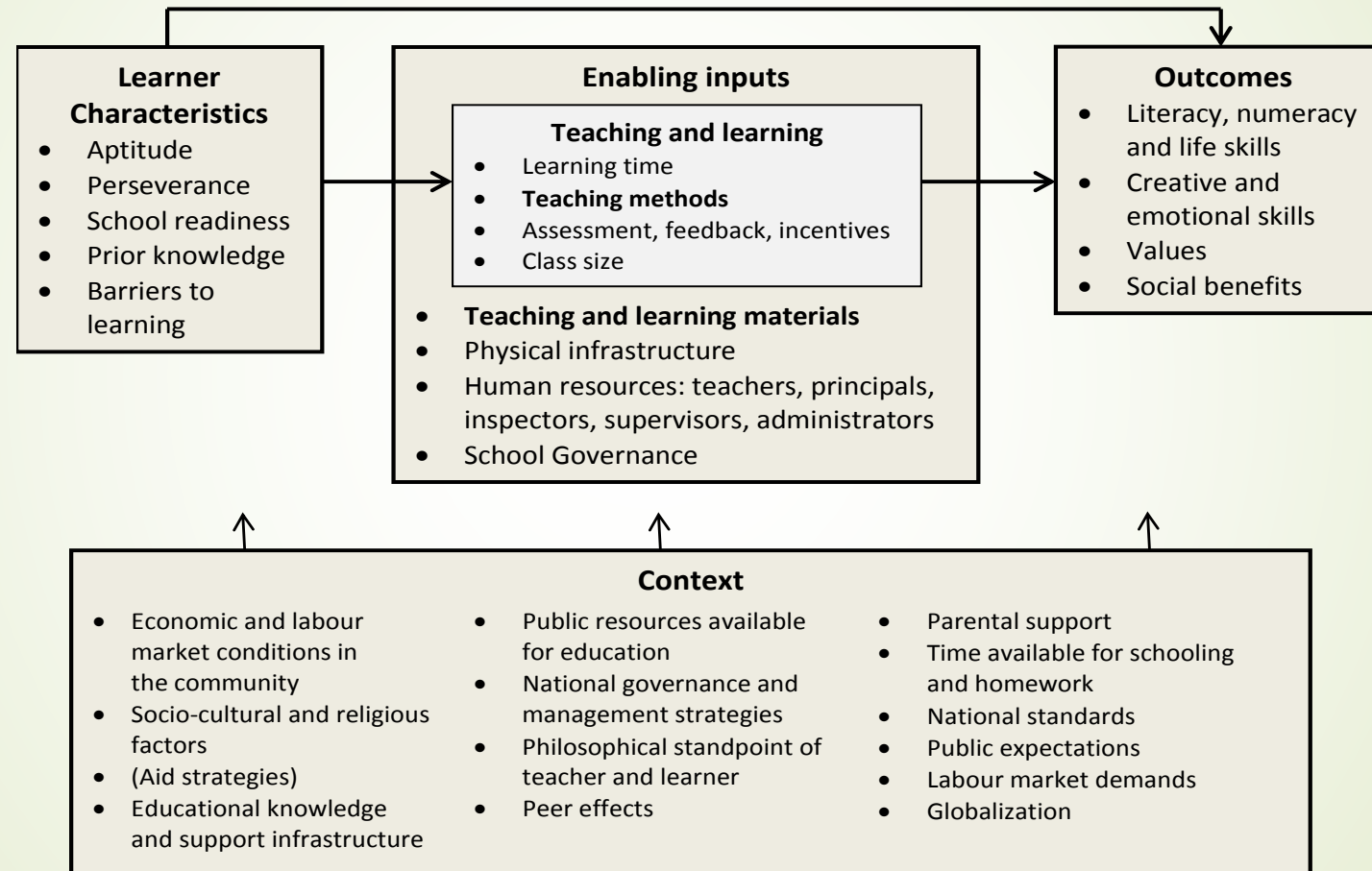


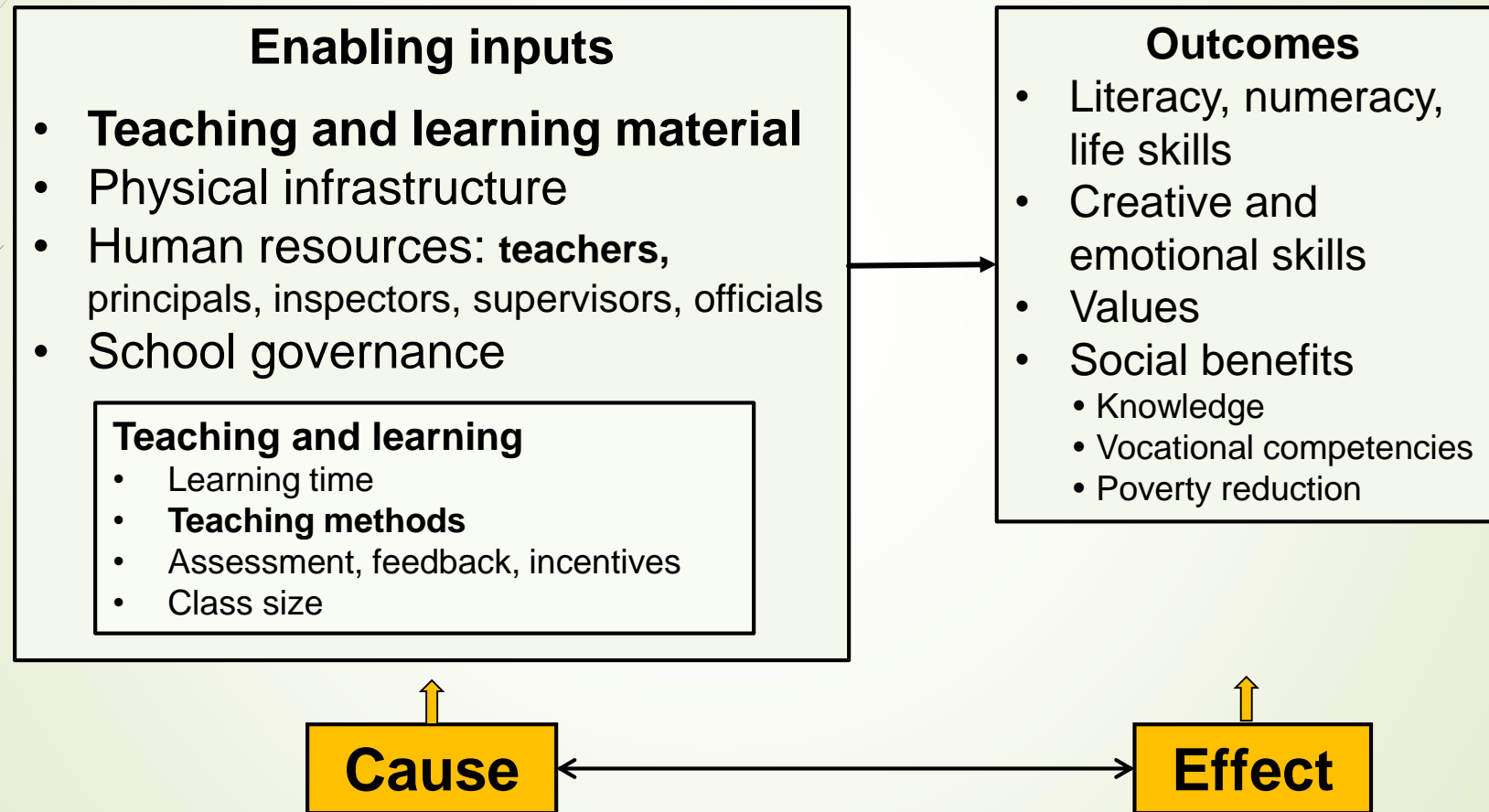
Figure 1.2: A Framework for Understanding Education Quality (UNESCO)

Framework for understanding quality education (UNESCO)

Learner Characteristics

- Aptitude
- Perseverance
- School readiness
- Prior knowledge
- Barriers to learning
- Home language
- Socio economic background

Framework for understanding quality education (UNESCO)



Framework for understanding quality education (UNESCO)

Context

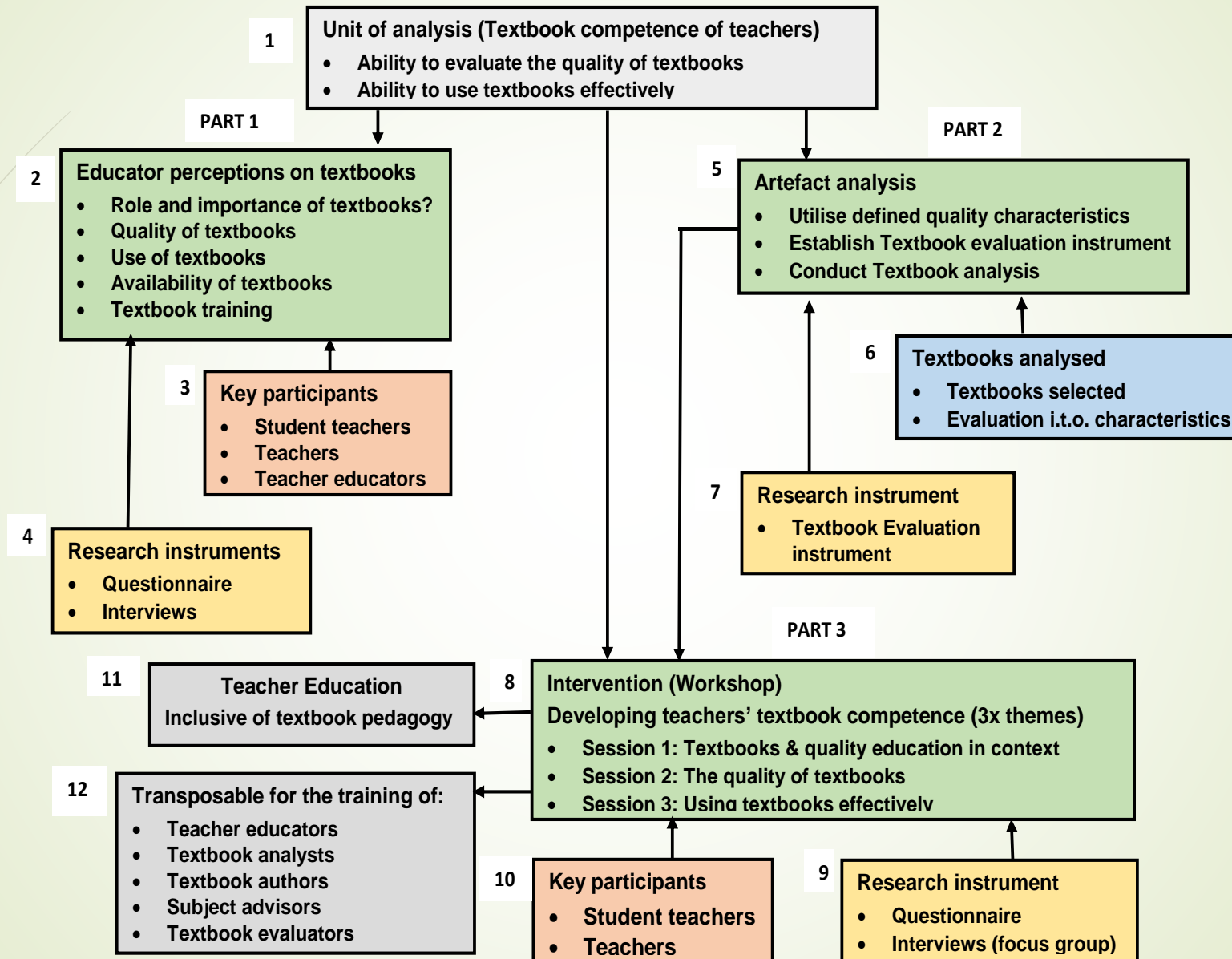
- Economic and labour market conditions in the community
- Socio-cultural and religious factors
- (Aid strategies)
- Educational knowledge and support infrastructure
- Public resources available for education
- National governance and management strategies
- Philosophical standpoint of teacher and learner
- Peer effect
- Parental support
- Time available for schooling and homework
- National standards
- Public expectation
- Labour market demands
- Globalisation

A focus for quality education

*“QUALITY in education ... and a transformation of the education system ... takes place in the classrooms of the country ... in the everyday interaction of teachers and pupils in a learning situation ... and the quality of what happens there depends on ... the **competence of the teacher** and the **quality of the learning materials** available to them and their pupils?” (Hartshorne, 1992: p.6)*

RESEARCH DESIGN (Refer Chapter 6)

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Study aim

To provide a conceptual analysis of the quality and use of school textbooks in classrooms and determine its relevance for teacher education.

This study recognizes the key role of teachers in education, and the need to develop the competencies required by teachers to achieve quality in teaching and learning. This study introduces the concepts '**textbook competence**' and '**textbook pedagogy**' as a field of study in teacher education, and raises the question, should these concepts be included in teacher education programmes.

Research Findings (7x headings; 28 bullet points)

Educator perceptions regarding the role and importance of textbooks

- The importance of textbooks in education is supported in research literature. Countries recognised for the quality of their education systems ... consider **quality textbooks to be critically important for the provision of quality education**. In these countries strategically significant initiatives have been implemented to ensure that quality textbooks are developed and effectively used in classrooms, such as promoting textbook research and establishing **textbook research institutes**; in these countries **teaching and learning are textbook driven and teachers are expected to be textbook reliant**.

Research Findings (continue)

Quality of textbooks

- Textbooks of varied quality is found within the system. Applying a particular Textbook Evaluation Instrument to a number of textbooks **the quality of the textbooks evaluated rated between 43.6% and 67.2%**; none of the textbooks evaluated were rated as excellent, with the majority rated as average to poor. These textbooks have been quality approved by the DBE and are being used by teachers and learners in schools.

Research Findings (continue)

Textbook training

- **Teachers** and **student teachers** confirmed that they have never received any training on how to evaluate the quality of textbooks or how to use textbooks effectively with learners; '**textbook pedagogy**' was not included in any of the programmes that qualified them as teachers.
- **Teacher educators** admit 'textbook pedagogy' is not included in teacher training; it does not seem to fit the ethos of teacher education that tends to be theory driven.

Recommendations

Recommendations are formulated in a scenario setting format:

- **Scenario one:** Textbooks are not recognised as enablers in quality education – current views about textbooks and textbook practices are relected.
- **Scenario two:** Textbook competence of teachers developed as an ad hoc input.
- **Scenario three:** Providing an integrated support environment for the development and effective use of quality textbooks.

Scenario One: Textbooks are not recognised as enablers in quality education

- **The education system** does not recognise and support the development of quality textbooks and the effective use of textbooks as enabling inputs in the delivery of quality education;
- **textbooks** of varied quality are used in teaching and learning;
- the **textbook competence** of teachers is not recognised as a foundational competence in teacher education and is not constructively developed;
- **textbook pedagogy** as a field of study is excluded from teacher education programmes;
- **textbook research** is virtually non-existent, and
- **subject advisory support** excludes effective use of textbooks.

Scenario two: The textbook competence of teachers is developed as an ad hoc intervention

- **An intervention**, designed to develop the **textbook competence** of teachers within a theoretical framework provided by **textbook pedagogy** as a field of study in teacher education, is presented on an ad hoc basis.
- The intervention recognises quality textbooks and the effective use of **textbooks** as **enabling inputs in the delivery of quality education**.
- The intervention, in the form of a workshop, was designed and validated, using a **Design-Based Research** (DBR) methodology.
- Presentation of the intervention is supported by relevant **resource material** including a comprehensive workshop manual, a textbook evaluation guide and instrument and a set of PowerPoint slides.
- The intervention transposes for the **training of textbook authors**

Scenario three: Providing an integrated support environment for the development and effective use of quality textbooks in education.

An integrated support environment will be created when ...

- **Textbook pedagogy** as a field of study in teacher education is recognised and included in the curriculum of initial teacher education programmes;
- **Best practices** in textbook development and effective use of textbooks are explored in the **subject specific modules** included in the curriculum of initial teacher education programmes;
- **In-service training of teachers (INSET)** includes courses and modules to develop the textbook competence of teachers in specific subject areas and for specific grade levels;

Scenario three: continue

- Teachers are assisted, as part of a **subject advisory and support function** at the provincial and district levels of education, to use textbooks effectively in the delivery of quality teaching and learning;
- The National Department of Basic Education promotes and sanctions **the development of quality textbooks**, providing for an effective textbook evaluation process that will ensure that quality textbooks are selected and approved for use by schools;
- **Textbook authors** and publishers are encouraged to explore means to enhance the quality of textbooks;

Scenario three: continue

- Higher Education Institutions are encouraged to **establish institutional research capacity** and inter-institutional cooperation to promote the development of quality textbooks and the effective use of textbooks through research and training;
- The need for **continued research** on a subject and grade specific level, establishing best practices in textbook development, is recognized and supported, leading to the justification for and establishment of a **dedicated Textbook Research Institute**;
- A regional or **Africa perspective** to the development and use of quality textbooks is promoted and advanced.

In conclusion

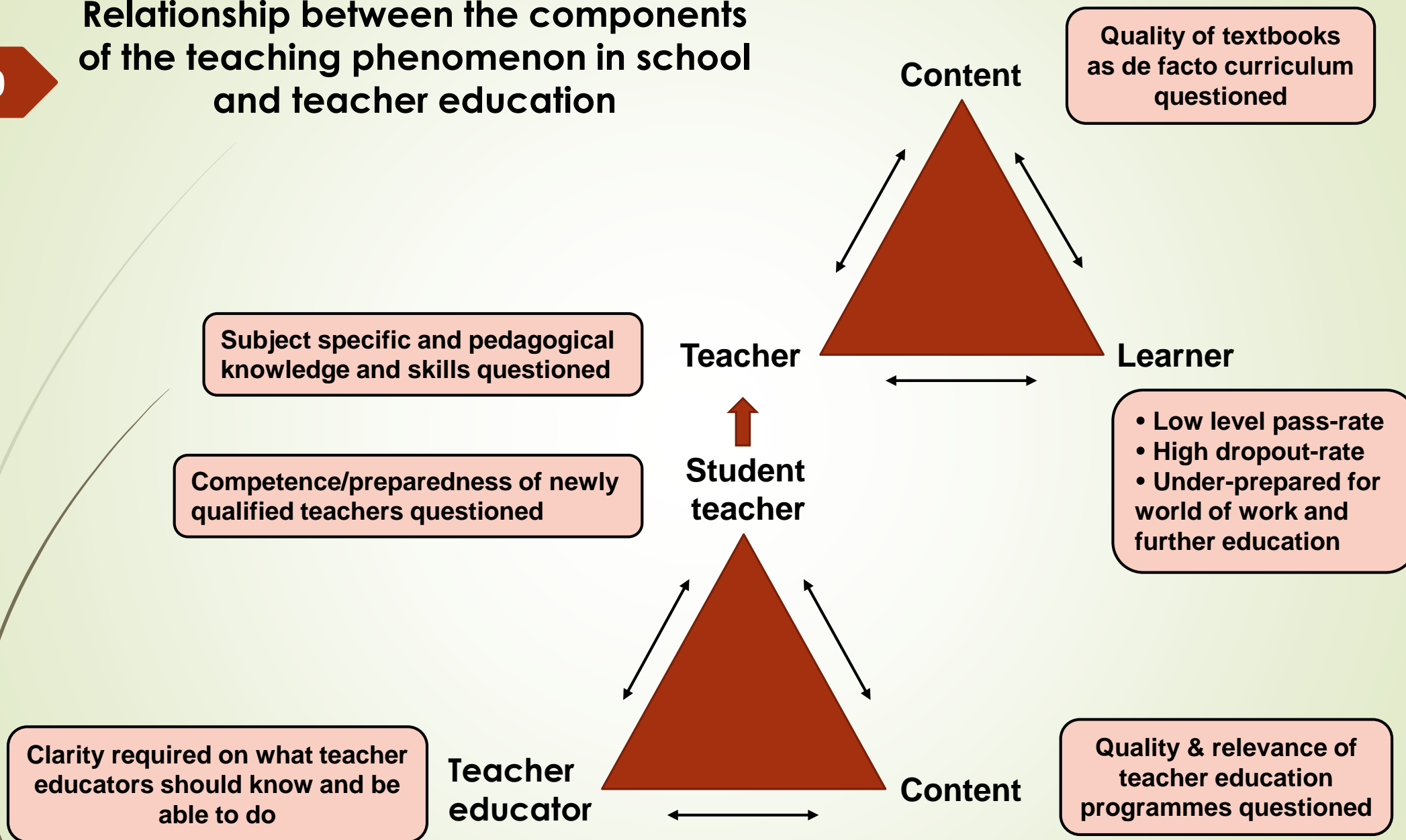
Two strategically important things came out of this study:

- The need to develop the **textbook competence** of teachers was indicated ... and for that to happen **textbook pedagogy** needs to be included in teacher education programmes, and
- The need for **more research** on the quality and use of textbooks was established ... research needs to identify best practices in textbook development ... and research needs to be subject and phase specific ... and a **Textbook Research Institute** needs to be established to guide and support this research, as is happening in countries recognized for the quality of the education they provide.

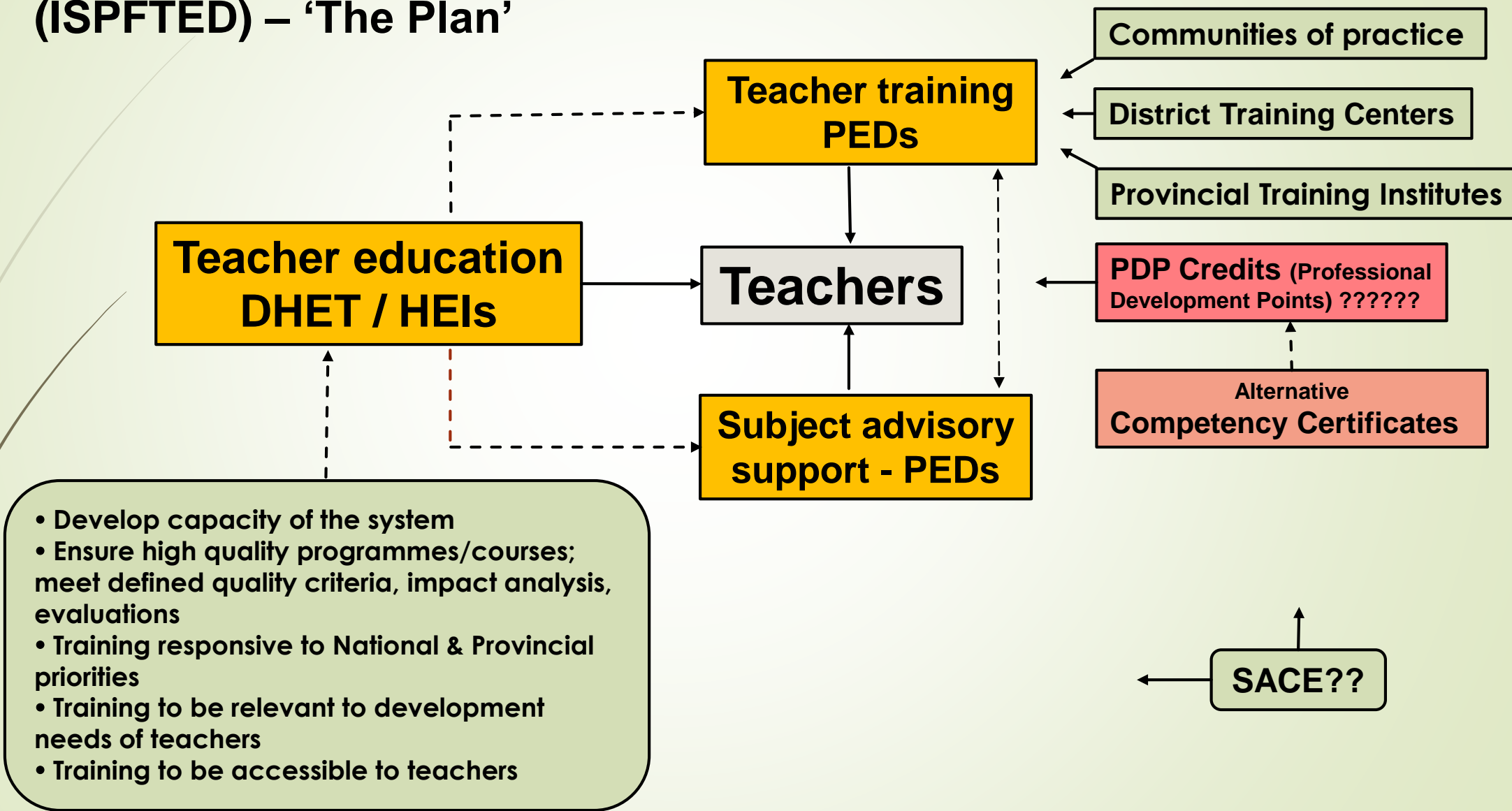
Relationship between the components of the teaching phenomenon in school and teacher education

School education

Teacher education



Basic components of a teacher education & training system (ISPFTED) – ‘The Plan’



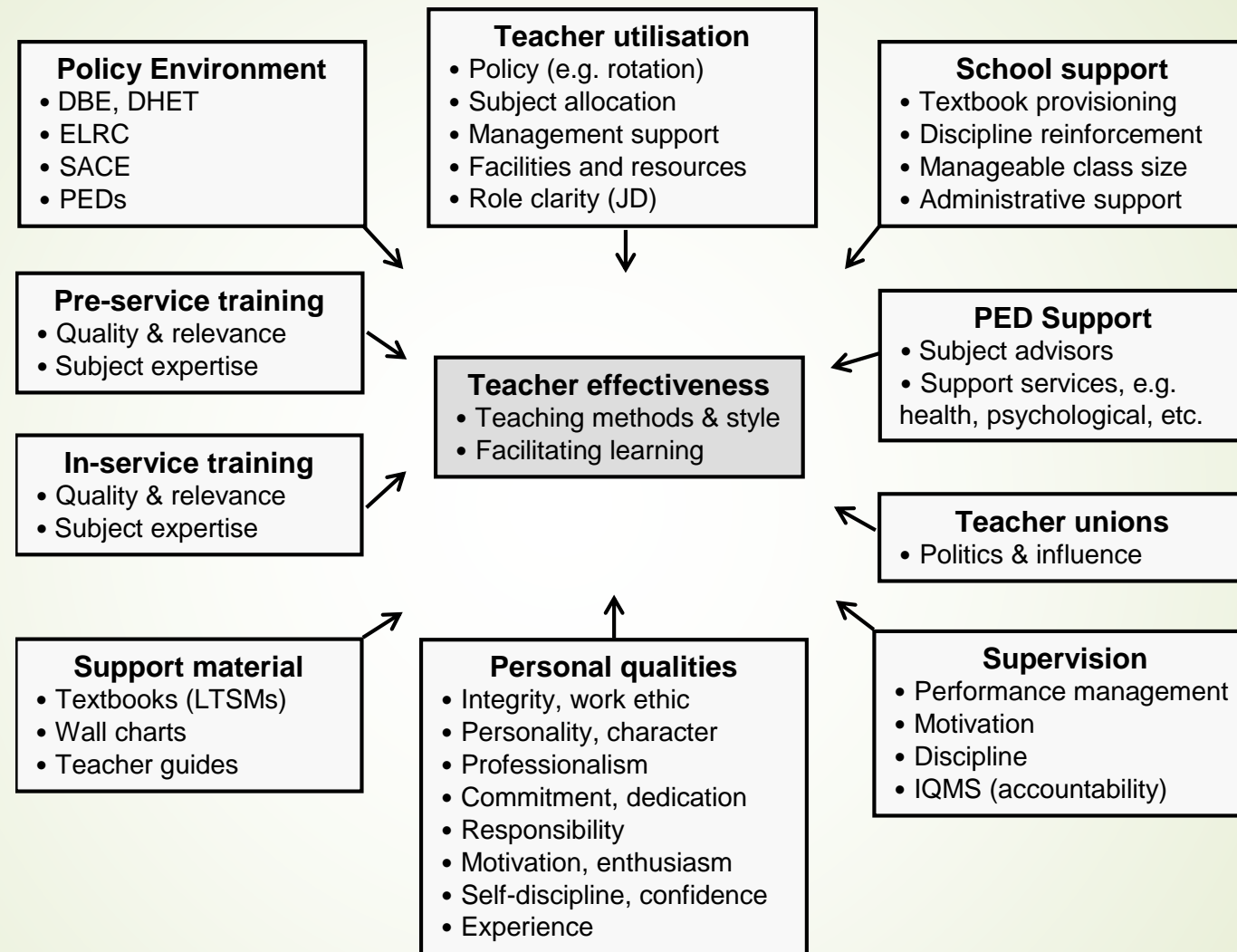


Figure 2.3: Factors impacting on teacher effectiveness (Visser, 2011)

In conclusion

The challenge to improve the quality of education in South Africa and any strategy to address this challenge will be incomplete without **supporting strategies to improve the quality and utilisation of textbooks.**

This study concludes that the textbook competence of teachers is considered a pre-requisite for the delivery of inclusive quality education, that it needs to be developed, and that textbook pedagogy as a field of study should be included in teacher education.