

Grade Nine educators' perspectives on and experiences of the Progression and Promotion Policy at selected schools

At the end of each year, educators have to deal with the challenge of the progression and promotion of some learners to the next grade. Teachers have to choose between looking for marks, condoning percentages (or the overall condonation of subjects), or adjusting specific percentages from pass to fail.

The study aimed to get the educators' perspectives on the current policy. This policy was implemented but there was no revision of its effectiveness. Furthermore, the research attempted to understand the impact and influence of a policy of teaching learners who have simply progressed every year without having learnt the skills of that specific grade/phase.

I interviewed Grade 9 teachers including both novice and more experienced educators, for a broader perspective. The more experienced educators' perspectives were very interesting since they have had to adapt to numerous changes in the education system over the years. Yet it was heart-warming to see the passion for education that these educators still had.

The findings showed that condonation and the promotion and progression policy should be revised. Participants further indicated that the department should have a participatory approach to condonation and adjustments, involving educators through unions or task teams – thereby assisting in the process. The rationale for this is that educators will be able to implement, understand and interpret a policy that they have been involved in revising.

The educators stated that generally, they felt fortunate and appreciative of the situation at their school. However, they knew this might not be the case for educators at other schools, as we all face different levels of challenges.

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