

TEACHERS' EXPERIENCES OF IMPLEMENTING A MOTOR SKILLS PROGRAMME

By

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at the

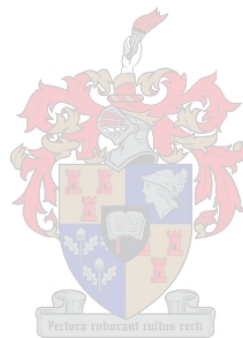
Stellenbosch University

Supervisor: Prof Rona Newmark

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"All who have mediated on the art of governing mankind have been convinced that the fate of empires depends on the education of the youth."

Aristotle



DECLARATION

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and that I have not previously, in its entirety or part, submitted it at any university for a degree.

Signature:

Date:



SUMMARY

The way in which society supports its children has a significant influence on the way in which it will develop and prosper. Children are the key to a healthy and sustainable society (Klein & Gilkerson, 2000).

Promoting the development of all learners during early childhood therefore forms the foundation of the priorities the South African government has formulated for early childhood development, namely the phasing in of a compulsory Reception Year and Intersectoral support programmes for children from birth to five (Department of National Education 2000).

The Report of the National Commission on Special Needs in Education / National Committee on Education Support Services (Department of Education, 1997a) makes recommendations for an integrated and inclusive system for all learners, with an emphasis on programmes for children in the pre-formal schooling phase. However, without strengthened education support services, notably relevant teacher training, the legal right to education for these learners cannot be implemented (Biersteker & Robinson 2000, 40).

This study presents the interpretations of three pre-school teachers', from the Western Cape, South Africa, on their subjective experiences in implementing a motor – skills programme aimed at promoting school readiness.

The sensory-motor skills a child possesses on entering school play an important role in the level of scholastic success they could potentially experience throughout their educational career. Thus when a child enters school poorly equipped to begin learning, their chances of fulfilling their potential are restricted.

This research project focuses on the pre-school teacher who may have an influential role in stimulating children in developing their full learning readiness.

A qualitative, interpretative research design was applied in order to conduct this study. The methods I made use of were semi-structured interviews to gain the teachers' unique experiences, my personal observations and field notes as well as the teachers' daily monitoring forms. Through the data generated I gained new insights into teachers' experiences of the implementation of a motor programme, through identifying themes from their experiences.

The findings were presented in four areas of experience, namely teachers' experiences in terms of themselves, the children, the parents and the programme's implementation.

I believe that although the ability to generalise the results, was limited by the small research sample, valuable information was gained with regard to teachers' experiences of programme implementation.

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- And most importantly to my husband, Ben, for his understanding, patience, wisdom and unconditional love. You are my rock!



OPSOMMING

Die wyse waarop die samelewing kinders ondersteun, het 'n betekenisvolle invloed op hul ontwikkeling en vooruitgang. Kinders word gesien as die sleutel tot 'n gesonde en volhoubare gemeenskap (Klein & Gilkerson, 2000).

Die bevordering van die ontwikkeling van alle leerders gedurende die vroeë kinderjare vorm dus die grondslag van die prioriteite wat die Suid-Afrikaanse regering daargestel het vir kinders van hierdie leeftyd, naamlik die infasering van 'n verpligte Intreefase en Intersektorale ondersteuningsprogram vir kinders vanaf geboorte tot vyf jaar (Departement van Nasionale Opvoeding, 2000).

Die Verslag van die Nasionale Kommissie oor Spesiale Behoeftes in Onderwys / Nasionale Komitee oor Onderwysondersteuningsdienste (Departement van Onderwys, 1997a) het aanbevelings gemaak rakende 'n geïntegreerde en inklusiewe sisteem vir alle leerders, met die klem op programme vir kinders in die pre-formele skoolfase. Tog kan die wetlike reg op onderwys vir hierdie leerders nie geïmplementeer word sonder die versterking van onderwysondersteuningsdienste nie, veral relevante onderwyseropleiding (Biersteker & Robinson, 2000, 40).

Hierdie studie is gedoen in die Wes-Kaap, Suid-Afrika en bied die interpretasie van drie voorskoolse onderwysers en hul subjektiewe ervarings by die implementering van 'n motoriese vaardigheidsprogram om skoolgereedheid te bevorder.

Die sensories-motoriese vaardighede waarmee 'n kind toetree tot die skool speel 'n belangrike rol in die vlak van skolastiese sukses wat hulle potensieel kan ervaar het gedurende hul onderwysloopbaan. As die kind dus toetree tot die skool en hy/sy is swak toegerus vir die leerproses, word die kans om sy/haar potensiaal te vervul, beperk.

Hierdie navorsingsprojek fokus op die voorskoolse onderwyser wat 'n invloedryke rol kan vervul in die stimulering van kinders tot die volle ontwikkeling van hul gereedheid om te kan leer.

'n Kwalitatiewe, interpretatiewe navorsingsontwerp is toegepas om hierdie studie te loods. Die metode wat gebruik is, is semi-gestruktureerde onderhoudsinterviews met onderwysers se unieke ervarings op te teken, my persoonlike observasies en veldnotas, sowel as die onderwysers se daaglikse moniteringsvorme. Met die data wat ingesamel is, het ek deur temas te identifiseer uit onderwysers se ervarings tot nuwe insigte gekom oor hul ervarings van die implementering van 'n motoriese program

Die bevindinge is in vier areas van ervaring aangebied, naamlik onderwysers se ervaringe in terme van hulself, die kinders se ervaringe, die ouers se se ervaringe en die implementering van die program.

Alhoewel die moontlikheid om die resultate te veralgemeen skraal is weens die klein steekproef, glo ek dat waardevolle inligting ingewin is met betrekking tot onderwysers se ervaringe van die implementering van 'n motoriese program.

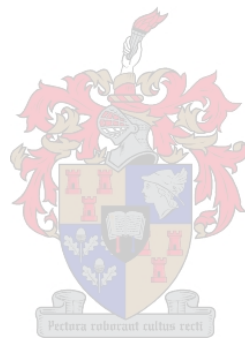


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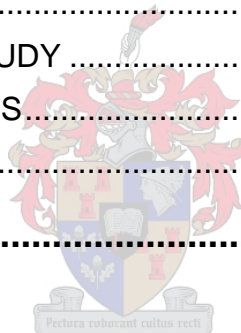
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CHAPTER 1

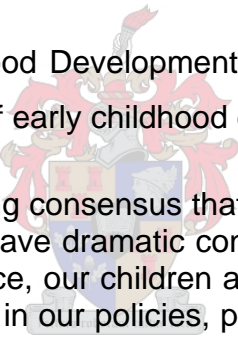
INTRODUCTION AND CONTEXTUALISATION

1.1 INTRODUCTION

This pilot study has the potential to provide valuable information regarding the needs of teachers who are involved in the carrying out of a motor skills programme, in order to eventually establish the implementation of long-term motor skills programmes.

1.2 CONTEXTUALISATION OF STUDY

White Paper 5 on Early Childhood Development (2001:10) introduces the global problems faced by proponents of early childhood development:



"While there is this growing consensus that what happens during the early months and years have dramatic consequences for the rest of childhood and adolescence, our children across the country and the world are most neglected in our policies, programmes and budgets. In our view, the time of early childhood development should merit higher priority attention. It is the time when responsible governments must make decisions about policies, laws, programmes and the provision of money. Yet, in our country, as in the rest of the world, for children and nations, these are the years that receive the least".

According to Klein and Gilkerson (2000), the way in which society supports its children has a significant influence on the way in which it will develop and prosper. Children are the key to a healthy and sustainable society. Intelligence and its realisation are complex matters and it is important to provide an environment that will promote optimal stimulation (De Witt & Booyesen, 1995). The sensory-motor skills a child possesses on entering school plays an important role in the level of academic success they could potentially experience throughout their educational career. Thus when a child enters school poorly equipped to begin learning; their chances of fulfilling their potential are enhanced (McCall & Craft, 2000:4).

Eloff, cited by (Engelbrecht & Green, 2000:63) states that approximately 40% of young children in South Africa grow up in conditions of poverty and neglect. Appropriate support could overturn the effects of early deprivation and maximise the development of inherent potential. Promoting the development of all learners during early childhood therefore forms the foundation of the priorities the South African government has formulated for early childhood development: namely the phasing in of a compulsory Reception Year and Intersectoral support programmes for children from birth to five (Department of National Education, 2000:237).

The Report of the National Commission on Special Needs in Education/ National Committee on Education Support Services (Department of Education, 1997a) makes recommendations for an integrated and inclusive system for all learners, with an emphasis on programmes for children in the pre-formal schooling phase. However, without strengthened education support services, notably relevant teacher training, the legal right to education for these learners cannot be implemented. While many special schools have been closed, the ordinary schooling system remains unprepared for the effective inclusion of children with disabilities (Biersteker & Robinson, 2000:40).

Recently there has been increased public attention given to the importance of early childhood development and concern regarding how these earliest years are spent. Increased attention and concern are based in research findings indicating early care and education of a high standard make a significant difference to children's developmental outcomes over the short term ensuring long term financial savings (Kagan & Neuman, 2000:341). This research has been accompanied by the release of research by neuroscientists from the Carnegie Task Force on Meeting the Needs of Young Children (1994), that "underscore the plasticity of early brain development and the need to intervene early" as cited in Kagan and Neuman (2000:342).

The pre-school teacher can have an influential role in stimulating children in developing their learning readiness. Pre-school teachers need to be trained in the importance of sensory-motor development of young children in inclusive education as non-specialist teachers lack expertise and proficiency of this knowledge base (McCall & Craft, 2000:6). This project forms part of a Project on

intellectual disability namely the Quality Lifespan Development Project; these findings will serve as a recommendation to the department of Educational Psychology at the University of Stellenbosch for the systematic inquiry into the use of the programme to enhance the optimal functioning of pre-school children with Intellectual disability. The broad research aims of the first phase of this project are to identify indicators of quality of life of individuals with Down syndrome, from birth to adulthood in the Western Cape within the context of the six learning areas as adapted from Veldman and Gordon (2000). These areas are:

- Primary health care and their physical development
- Personal self-management and emotional development
- Establishing and maintaining social relationships
- Education, career development and transition towards employment
- Access and use of community resources
- Making lifestyle choices

The Quality Lifespan Development Project is co-ordinated by my supervisor, and it is in this respect that the motor skills programme is explored as a potential resource to support teachers with a child population representing diverse needs. Eloff (1997:6) proposes that curriculum development and educational support structures should be reconstructed to facilitate a flexible education structure, which accommodates diversity.

According to the Department of Education (1997:58), support services should avoid individual support of learners in preference for supporting educators and the system, so that they can recognise and respond adequately to learners' diverse needs and promote effective learning.

In this regard Early Childhood Development Programmes are important resources promoting inclusive education through incorporating a preventative and developmental approach to learning (Donald *et al.*, 1997:236).

According to the Department of Education (1997:97), the roles and function of education support personnel should be transformed, providing support to all centres of learning, supporting educators and parents in assessment and developing appropriate interventions. Examples of this include developing preventative and health-promoting programmes, which address barriers to learning. Educators in the mainstream education system have in the past not been trained to respond to learning disabilities ... the lack of training to equip educators to deal with diversity has not only disadvantaged many learners but has often also left educators feeling inadequate, Department of Education (1997:87).

According to Newmark (2002:147), research demonstrates no basic irregularity in the motor-control mechanisms of learners with Down syndrome. Obvious differences in motor functioning appear to result from the variation of the motor-control system to the fundamental impairment of decision-making and specific movement preparation problems. In addition Newmark (2002:148) emphasises that educators must be aware that people with Down syndrome are able to improve their motor skill functioning and that a stimulating inclusive environment, physical activity and therapy play an important role in this process. Literature acknowledges that all the knowledge regarding normal development can be applied in an intervention programme for learners with Down syndrome.

Furthermore, Newmark (2002:159) recommends that the success of intervention programmes is facilitated by the detection of links in the relationship between early development of competencies that appear to be precursors to later competencies and finding the best way to support development of learners with Down syndrome.

This section served to link this pilot study, which explores the promotion of motor skill development in early childhood education, with the Quality Lifespan Development Project, in which the need for practical support for learners with Intellectual disability within the pre-school is acknowledged.

In this study I position myself in the role of researcher because I want to view the experience of pre-school teachers. I accept that my own experience could influence the meaning that I give to what is discovered. Therefore as researcher

my aim is to serve as interpretator to give the reader access to the experience-world of educators.

The main focus of this study is to understand teachers' experiences in implementing a Motor Skills Programme. This aim can be realised through identification with the teachers and by attempting to appreciate their subjective experiences (Giddens, 1976, as cited in Le Grange, 2000:193).

The motor skills programme refers to a programme of activities compiled by a mother (referred to as the Programme Facilitator) who has a wealth of experience of working with neuro-rehabilitation motivated by her personal circumstances involving her relentless courage and determination in facilitating her own son's rehabilitation following his accident. Her skills and first-hand knowledge encouraged her to empower educators and parents with her repertoire of activities to enhance the learning potential of children through her own business entitled La Vie.

Her motor skills programme, around which this pilot study is focused, is largely informed by the theories mentioned below. It aims to stimulate the children's gross and fine motor skills, as well as acknowledging the role of touch and sensory development, in sequentially organised phases. An outline of the activities included in each phase is included in Annexure A.

According to Kephart, cited in Baard (1998:54) perceptual motor programmes are premised on the theory of sequential learning stages through which the child progresses. Later more complex learning is built upon initial learning in a hierarchical order.

Doman and Delecató as cited in Baard (1998:56) propose a theory based on the principle of neurologic organisation, which understands human development to be a repetition of the pattern of man's evolutionary development. Children struggling to achieve developmental tasks are believed to have missed a step in a sequential continuum of neurological development. This theory espouses the assumption that denying a child exposure to necessary stimulation can significantly impede their neurologic growth.

Participants included 28 pre-school learners from the two independent Stellenbosch pre-schools enrolled in the motor skills programme. The schools represented diverse socio-economic advantage. The children participating in the programme's ages ranged from 4-7 years old. This age group was selected because early childhood has been identified as a critical period of development in the child's life. It is during this period that the child must acquire specific developmental tasks regarded as essential basic building blocs for further optimal development (Baard, 1998). The three respective pre-school teachers responsible for implementing the programme, and the Programme Facilitator who designed the programme formed the context for my research.

Accessibility was facilitated in one pre-school as a result of their long-standing relationship with the University of Stellenbosch. My weekly community service was undertaken at this pre-school, and my access was facilitated, as a result of being familiar figure to these children and their teachers. Access to the other pre-school was negotiated through the mediation of my supervisor. My supervisor's relationship together with the pre-school's familiarity with the work of the Unit for Educational Psychology at the University of Stellenbosch made access possible. Time was spent observing and interacting with the children and teachers at this pre-school to build up trust and acceptance.



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1.3 PROBLEM STATEMENT

McCall and Craft (2000:5) suggest that the most important time for the development of motor skills is between a year and a half and five years of age. Stimulation of motor skills is necessary for pre-school children to become skilled movers. The aim is to produce pre-school children competent in performing fundamental skills that will construct a basis enabling them to acquire more complex skills with maturation.

Research concerning the early stimulation of young children has illustrated that the pre-school years are the most important in revealing a child's intellectual competence. The Department of Education (2001a:18) further states that:

We believe that choosing not to act and to provide the earliest care for all children is a costly mistake. Given a healthy start and a solid

foundation in the first months and years of their lives, children are less likely to suffer from illnesses, repeat grades, drop out or need remedial services.

It is suggested that if a child does not receive sufficient intellectual stimulation during early childhood, the greatest efforts on the part of the school for the duration of the following ten years will not benefit the child. De Witt and Booysen, 1995, De Jong, 1986 both suggest that the rise in school failure rates, in South Africa, in the first few years is in part due to children not being school ready. Further, they propose un-preparedness places them at risk for developing educational problems from the start of their school experience.

According to Tom Maguire (2001) schooling has previously been based on the belief that learning is a mental activity. Educators have largely ignored the physical components of learning - the visual, auditory, fine motor, and postural skills. A learner who has difficulty in the early grades is unlikely to function better later unless the physical cause of the stress is addressed. In addition, because learning is measured by results rather than process, demanding compensations are often acquired and carried throughout a learner's life (Maguire, 2001).

Many children especially from socio-economically deprived backgrounds are ill prepared for the adjustment to formal schooling. Increased early childhood development (ECD) services are a focus point for the National Programme of Action for Children, however ECD remains under financed. Biersteker and Robinson as cited in Donald, Dawes and Louw (2000:42) state that:

"In 1996/7 less than 1% of the education budget was spent on pre-primary education. In addition studies suggest that only between 11 and 18% of children have access to pre-school programmes of any kind."

The De Lange Report (1981) suggests that a bridging period be introduced in order to ease the child's transition from the pre-school to school stage and by so doing decrease school-readiness problems. When the child is five years old, his parents have a choice about whether or not to enter him into the bridging class, but when the child is six years old it becomes compulsory. At seven years admission to basic education is compulsory. Derbyshire (2000), suggests the

introduction of a bridging class has not been widely implemented, and those instances in which it has, for example in the Limpopo Region, have been problematic. Problems relating to lack of appropriately trained personnel to facilitate such learning, as well as lack of physical space to incorporate such learning have been identified.

"The proposed phasing in of Grade R, both in schools and in community-based learning sites, meant that standards for the training and accreditation of Grade R educators were urgently required" Standards Generating Body for early childhood development field of education, training and development. Amended qualifications (2002).

The first step towards implementing a compulsory reception year for five year olds to facilitate their transition to formal schooling is the National ECD pilot project. Biersteker and Robinson, as cited in (Dawes *et al.*, 2000:42) state:

"This three year pilot project is geared towards developing ECD policy, creating a subsidy system, developing standards and an accreditation system for practitioners". The present policy utilizes existing community based pre-school projects to offer the reception programme. NGO's are responsible for teacher training.

De Witt and Booysen (1995), report that more than a thousand research projects carried out in the past half-century have emphasised the importance of accurate stimulation in the pre-school years to reveal a child's intellectual capacity. This reflects the need for research to reflect the current level of relevant teacher training. According to Biersteker and Robinson, as cited in Dawes *et al.* (2000:42), the implementation of ECD policies has been compromised by budgetary constraints forcing staff cuts resulting in the loss of experienced teachers and promoting a low morale in the teaching profession. Biersteker and Robinson as cited in Dawes *et al.* (2000:43), state the following:

"Teachers need retraining and support to implement the new outcomes-based curriculum and access to appropriate educational opportunities remains limited and elusive for children under 6 years of age".

The National Programme of Action for Children (NPA) integrates projects relating to the well being of the child. An example of such a project is titled Movers in Action, aimed at training teachers in developing the motor skills of 3-6 year olds in childcare centres. Regrettably the NPA's goals are hampered by lack of regularly updated child-related data. The challenge is thus to translate policy into effective interventions which can meet the huge unmet needs in service delivery to children across South Africa (Biersteker & Robinson, 1997 as cited in Dawes *et al.*, 2000:43).

According to Derbyshire (2000:198), School-readiness difficulties not only make initial schooling problematic for the child but may also contribute negatively on the child's general scholastic progress and often harmfully impact upon their total development. Baard (1988) asserts that research into childhood developmental programmes pertaining to the South African context is scarce and represents an area of great need.

I have used both the terms school readiness and learning readiness to indicate a state at which a child is considered to be in an optimal state to benefit from a formal learning environment. The term learning readiness is currently more accepted, as it does not imply the child must be ready for the school, but rather that the school be ready to optimise the child's capacity for learning.

By working with Pre-school teachers through their implementation of the motor skills programme, aimed at enhancing learning readiness, I aim to use my personal experience as an interpretative tool to produce data that will portray teachers' experiences of the implementation of a motor skills programme. Accepting the importance of optimal learning readiness as an outcome for participation in this programme may encourage pre-school teachers to adopt an educational approach to motor skills integration.

The research question that serves as the guideline for this study is:

- What are teachers' experiences of implementing a motor skills programme?

I anticipate that the responses to this open-ended question will provide detailed descriptions to enable the reader to explore the pre-school teachers' experiences

of implementing the motor skills programme. According to McMillan and Schumacher (1993) the researcher does not aim to be able to generalise the results but rather to advance understanding of the phenomenon and enable others to not only appreciate similar situations but to extend these understandings in subsequent research.

1.4 MOTIVATION FOR THE RESEARCH

De Jongh (1987) understands learning readiness as a preparation for undertaking new activities typical of school tasks. Extrinsic factors (such as motivation, experience and personality) as well as intrinsic characteristics (background and environmental factors) of the child will impact on their learning readiness. Learning readiness does not happen by chance; instead it is the result of the educators and parents deliberate efforts.

"The child who finds himself in a stimulating educational situation where favourable circumstances are created for learning, is being prepared for school-readiness systematically and persistently" (De Jongh, 1987:2).

A competent grasp of gross and fine motor skill is understood as a prerequisite for pre-school learners' full participation and continual progress in all classroom activities (Wright, 1997). Delays or inadequacies in motor development can significantly impair the learning process (Geuze & Borger, 1993). According to Du Toit (2000:306), a relationship exists between the rate of motor development and aptitude. If a child has gross and or fine motor problems their ability to discover their world through exploration is limited, and so are opportunities to become involved. According to Hansford (1987:112), motor competence and associated behavioural self-assurance are achieved simultaneously.

Effective motor development affords children the opportunity to expand their motor skills repertoire and of developing progressively more advanced balance, control and postural skills (Hansford, 1987). With the pre-school learner's development of body movement control comes increased self-confidence and self-concept (Derbyshire, 2000). Self-concept is understood as what an individual thinks of himself, and these perceptions influence behaviour. Self-concept is

formulated in association with social interaction with significant others, such as peers, teachers and parents (Hugo, 2000). Purkey (1970:17) establishes:

"It may well be that a positive concept of one's self as a person is not only more important than striving to get ahead and enthusiasm for studying and going to school, but that is a central factor when considering optimal scholastic performance".

The motor-skills programme of this study aims to enhance the optimal development of basic skills considered necessary for competent school functioning. De Jager (2001), describes the benefits of motor skill development to include improvements in vision, auditory recall, hand-eye co ordination, reading and spelling, memory, communication, organization, concentration and as a buffer against depression, anxiety and tension. Dr. Hannaford further states that learning is not an isolated "brain" function but very much part of our whole body. Every nerve and cell is a network contributing to our intelligence and our learning capability.

Developmentally appropriate motor programmes can stimulate young children to acquire an interest in learning, to try new things, to trust adults, to establish a sense of independence and to learn positive social behaviours" (Schweinhart & Weikart, 1986, as cited in Baard, 1988).

1.5 AIM OF THE RESEARCH

The aim of this study lies in the detailed descriptions of the teachers' interpretations of their experiences in implementing the motor skills programme, as well as the effects on them personally and their needs with regard to support, in order to adequately prepare and sustain future teachers. According to Durrheim (1999:39) interpretative studies are used to make investigations into relatively unknown areas of research and to establish new insights. As mentioned in the problem statement, teachers' experiences in this study focused on their experience of four specific areas, namely:

- 1) Learners
- 2) Themselves (i.e. the teachers)

3) The programme

4) The parents

This pilot study's aim was thus to investigate human action in the natural setting of the pre-primary school, through the eyes of the teachers themselves, with an emphasis on detailed description and understanding the phenomena within the context (Babbie *et al.*, 2001:278). A thorough appreciation of the teachers' experiences in of implementing the programme has the potential to raise many professional issues and offer future teachers feedback on the reality of the implementation. If it is understood as a joint effort to examine, reflect on and then alter practice as a result of informant feedback it may present as a source of enthusiasm (Wragg, 1994).

The pre-school teachers' experiences were explored by interviewing teachers individually before, during and after their implementation of the programme. In addition I observed the programme's implementation on a weekly basis. Through the produced data insights were gained into the teachers' experiences of implementing the motor skills programme. An additional aim was to share these findings and draw conclusions from them to contribute towards the aims of the broader project on intellectual disability. According to Wragg (1994:103), research into classrooms needs to be understood as adding a slim coating to what was formerly known, rather than finding a miracle solution for some particular ailment ... smaller projects can make a valuable impact on local exercise. If there were a humble but enthusiastic research ethos in every school the quality of teaching and learning stand a good chance of improving extensively.

1.6 RESEARCH DESIGN

Durrheim (1999:29) defines a research design as a strategic framework for action that serves as a bridge between the research question and the execution of the research.

I have chosen to use an interpretative research design, with an emphasis on qualitative research methodology to describe and understand the teachers' experiences of programme implementation. Qualitative research assumes that

"meaning is embedded in people's experiences and that this meaning is mediated through the investigator's own perceptions" (Merriman, 1998:6). Patton (1990, as cited in Mertens, 1997) considers qualitative methods appropriate when the research focus is on the process, implementation, development of a programme, or its participants. In depth, detailed information is required about programmes and the participants' perceptions of their actions with reference to the desired outcome. According to Terre Blanche and Kelly (1999:123), interpretative research understands people's subjective experiences as real enabling one to understand others' experiences through human interaction and that qualitative research techniques are best suited for the task. Through my use of an interpretative research design, I investigated the subjective experiences of the teachers and have come to understand these experiences by interacting with them in interviews, observations and through the teachers' recorded experiences throughout this programme's implementation.

Mouton (2001:55) states that research methodology is the systematic, methodical and accurate execution of the research design where various methods and tools are used to perform different tasks. It provides the rationale for how the researcher will proceed. I will briefly mention what data production techniques I used in conducting this study. These techniques informed the process of data production.

The data production techniques used were semi-structured interviews, participants observation field notes and teachers' daily monitoring document review.

A non-probability, purposeful convenience sampling strategy was used. This method of sampling is commonly used in qualitative research and it acknowledges that the sample may not reflect the population at large. The limitations of my sample are accepted and I do not attempt to generalise the results beyond the population stated (Mertens, 1998:206).

Convenience sampling was applied when selecting the specific teachers from two independent Stellenbosch pre-schools. This was due to their desire to participate

in the programme. The sample was also conveniently located within the vicinity of the University of Stellenbosch.

Participants included three teachers and twenty-eight pre-school learners from the two pre-schools enrolled in the motor skills programme. The children participating in the programme's ages ranged from 4-7 years old. This age group was selected because early childhood has been identified as a critical period of development in the child's life. It is during this period that the child must acquire specific developmental tasks regarded as essential basic building blocs for further optimal development (Baard, 1998).

The three pre-school teachers responsible for implementing the programme and the Programme Facilitator who designed the programme formed the context for this pilot study. The schools represented diverse socio-economic advantage. The pre-school teachers varied in their use of educational methods and organisational structure and their age and years of teaching experience also varied.

The teacher at Pre-school One was fifty-four years old and had seventeen years working experience at the time the study was done. Her formal training in early childhood development, prior to the training received in the motor skills training programme, was Matric and an eighteen-month Edu Care diploma.

The two teachers at Pre-school Two (aged forty four and thirty five respectively) had no post Matric formal training in early childhood development prior to the training they received in the motor skills training programme. However, they both have ten years working experience.

The pre-school children's parents or guardians were requested to sign a consent form permitting their child to participate in the motor skill programme, as well as permitting the use of the findings for research purposes. A copy of this consent form is included in Annexure B.

Accessibility to one of the pre-schools was facilitated as a result of its long-standing relationship with the University of Stellenbosch. My weekly community service was undertaken at this pre-school, where my access was facilitated as a result of being familiar figure to these children and their teachers. Access to the

other pre-school was negotiated through the mediation of the project coordinator. Time was spent observing and interacting with the children and teachers at this pre-school to build up trust and acceptance.

The term analysis infers the resolution of a complex whole into its parts, by means of interpretation. The researcher, through identifying patterns and themes in the data, emerges with an interpretation that contributes to a new and valuable understanding of the research (Mouton, 1996:167).

Qualitative analysis has been chosen chiefly as it acknowledges the importance of context that is in accordance with my interpretative research design. According to Mouton (1996:168), qualitative analysis concentrates on understanding rather than giving causal explanations for activities within their particular contexts. It adheres to the natural setting of the participants and their means to describe and understand themselves. Contextually valid accounts in contrast to objective, formally generalisable explanations are achieved.

Teachers' subjective evaluations of learners' progress throughout the programme was analysed with reference to the teachers' recorded experiences and my personal weekly observations. The teachers' implementation experiences were analysed through their subjective reports, as well as my weekly observation field notes and also through discussion with the Programme Facilitator. Data was analysed in a progressively more refined manner as central themes emerged. These build toward an overall understanding of the differences in the teachers' experiences with this programme's implementation. Mouton (1996:168), describes the overall unity and meaning of the data is more important than the exact meaning of its parts. This leads to the use of methods of data analysis that are more holistic and interpretative".

I employed thematic analysis of my data through the use of coding. According to Babbie and Mouton (2003:283), clear conceptual categories are needed to provide a focus, given the amount of data produced. This involves reading and rereading your texts trying to understand patterns of themes that emerge from your data. The goal was to integrate the data produced into a description of the teachers' experience of the programme.

1.7 CLARIFICATION OF CONCEPTS

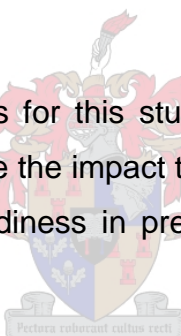
- **Early Childhood Development (ECD).** Consistent with Education White Paper 1 on Education and Training (1995) and the Interim Policy for Early Childhood Development (1996), early childhood development is defined as an umbrella term that applies to the processes by which children from birth to at least nine years grow and thrive, physically, mentally, emotionally, spiritually, morally and socially.
- **Gross and Fine Motor skills:** A gross motor movement involves the large muscles of the body. A fine motor movement involves restricted movements of parts of the body in the performance of precise movements (Gallahue & Ozmun, 1995:22). Normal classroom activities such as colouring, copying and writing require fine-motor skills be developed.
- **Learning readiness:** is a combination of factors, which together enable the child to function at an optimal level in the school context. The following factors are considered important physical well-being and age-appropriate fine and gross motor skill development, social competence, and emotional maturity with the ability to adapt to new experiences, language ability, general knowledge and cognitive skills.
- **Motoric Skills Programme:** refers to the gross and fine motor activities compiled by the Programme Facilitator. The phases of activities emphasise physical, perceptual, and sensory stimulation through fun exercises combining music and rhythm.
- **Motor development:** "Progressive change in motor behaviour throughout the life cycle brought about by interaction among the requirements of the task, the biology of the individual, and the conditions of the environment" (Gallahue & Ozmun, 1995:22).
- **Motor skill:** "Common underlying process of control in movement" (Gallahue & Ozmun, 1995:22).

- **Teacher:** Someone who imparts knowledge or skill to another person. The teachers are the adults who educate at the pre-schools mentioned in this study.
- **Children:** According to the Child Care Act 74 of 1983 (South Africa, 1983) children are individuals under the age of eighteen years. In this study pre-school children indicates the children between the ages of four and seven years of age. Consistent with Education White Paper 1 on Education and Training (1995) and the Interim Policy for Early Childhood Development (1996).

1.8 STRUCTURE OF PRESENTATION

Chapter 1 has served to briefly inform the reader of the background, aims and procedures of this research project. The following chapters will discuss these areas in more detail.

Chapter 2 is the theoretical basis for this study. From this literature review the reader will be able to acknowledge the impact that a motoric skills programme can have on developing learning readiness in pre-school children. Previous studies are included in this section.



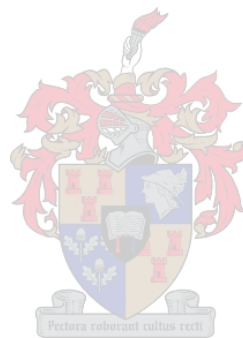
Chapter 3 discusses the research methodology in a more comprehensive way. Here the research design is explained in terms of purpose, context and methods (interviews, observations and teachers reports) used to produce the data.

The findings and interpretations of the interviews, observations and teachers' reports are discussed in Chapter 4. The identified themes from each interview, observations, and teachers' reports are discussed, as well as an integration of these identified themes.

Finally, the implications of the findings are discussed in Chapter 5. In conclusion of this chapter the limitations of the study as well as recommendations for future research are explained.

1.9 REFLECTION

In reflecting on this chapter I have come to realise that the meanings I have assigned to the teachers' experiences of programme implementation are subjective, and reflect my reality. However due to this study's interpretative design I incorporated this aspect to become an integral part of the process of data analysis. The following chapter introduces a broader view of motor skill development through the discussion of existing literature.



CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents a discussion regarding aspects of motor skill development, learning readiness and their interrelatedness. The aim is to promote a better understanding of pre-school teachers' subjective experiences of implementing a motor skills development programme.

Firstly, government policy regarding provision for staff training and developing learning readiness programmes is briefly examined. It is apparent in the literature studied that pre-school teachers feel that more in-service training is necessary to substantiate their skills in successfully promoting pre-schoolers' learning readiness. Secondly, the paradigm shift occurring in relation to school readiness as a construct is investigated. Lastly, developing motor skills is established as a prerequisite for optimising learning readiness skills. The literature presented understands and supports the teachers' experience in terms of promoting motor skill development as part of their pre-school curriculum.

The science of early childhood development is an ever-expanding knowledge base informed by a wide variety of sources, notably the social sciences. Currently the biology of the structure of the brain and how it is impacted by individual experiences is contributing widely to the understanding of what we know and how we apply that knowledge productively to promote optimal development in early childhood (Meisels & Shonkoff, 2000:24).

Appropriate pre-school programmes can facilitate children's interest and desire in acquiring new skills, trust in adults and development of a sound sense of independence (Schweinhart & Weikart, 1986). In addition, the Perry Pre-school study, based on an early childhood development intervention programme, proposed that involvement in early childhood education can facilitate future school success (Berrueta-Clement *et al.*, 1984 as cited in Baard (1998:74). The

importance of developing learners' motor skills is often not fully realised as an essential component of developing the ability to pay attention, concentrate, and develop hand-eye coordination and thought patterns. All of these are important factors in equipping the learner for their future learning careers. According to Gallahue and Ozmun (1995:3) the study of motor development, until recently has been overlooked by interest with the cognitive and affective processes of development.

Goddard Blythe (2000), explain how motor skills can further be understood as providing an outward sign of neurological development. The child who has control over their body is in a better position to handle the outside world. Learning requires the child's ability to pay attention, balance and demonstrate coordination. In this regard opportunities for motor skill development are as essential as the teaching of literacy and numeracy in the early learning years (Goddard Blythe, 2000:157).

2.2 GOVERNMENT'S POLICY REGARDING PROVISION FOR STAFF TRAINING AND PROGRAMME IMPLEMENTATION

The Report of the National commission on Special Needs in Education / National Committee on Education Support Services (DOE, 1997a) makes thorough recommendations related to special needs and support services in education and training in South Africa. Particular emphasis is placed on early childhood development. There is a strong focal point on early detection of barriers to learning as well as early intervention, and therefore on programmes for children in pre-formal schooling phase Biersteker and Robinson cited by Donald, Dawes and Louw (2000:40). However if teachers do not receive the necessary training, or appropriate educational support services the children's constitutional right to be educated cannot be implemented.

According to Engelbrecht and Green (2003:13) South Africa, like other developing countries, evidence critical barriers to effective learning and development. These include the nature and capacity of the education system and economic and social issues.

Professor Kadar Asmal (Department of Education, 2001a:1) describes that development aims to provide an education system, which supports the values of democracy, human dignity, equality and social justice. The restoration of post-apartheid education has been key to South Africa's transformation. Educators need to be supported in establishing and utilizing new knowledge bases. The Department of Education White Paper 6 (2001:18) acknowledges that inadequate and inappropriate training of educators represent a barrier to learning.

"Classroom educators will be our primary resource for achieving our goal of an inclusive education and training system. This means that educators will need to improve their skills and knowledge, and develop new ones. Staff development at the school and district level will be crucial to putting in place successful, integrated educational practices".

Furthermore the Department of Education White Paper 6(2001:18) suggests that the successful execution of this policy will rely on a thorough understanding of the real experiences and capabilities of our education and training institutions.

With reference to understanding of educators' capabilities Gallahue (1993) and Hankin (1992) assert that the majority of early childhood educators are not well informed about the importance of motor development and methods on how to include such activities in their schools. The ultimate goal for educators and those who support them is the development of learners. Their development is dependent on effective teaching, which in turn is dependent on the development of effective curricula, supportive teaching and learning environments. Educators and educational institutions need ongoing support to achieve constant learning and growth. To enhance capacity in this regard pre-service and in-service education training and professional support would be provided (Department of Education Directorate: Inclusive Education District-Based Support Teams, August 2003).

Such training and support will equip educators to better implement the Revised National Curriculum for Grade R. According to the Standards Generating Body for Early Childhood Development (amended qualifications, 2002) the present National policy states that all Grade R, Reception classes in public and community settings have to follow the Revised National Curriculum Statement that

emphasises literacy, numeracy and life skills. Biersteker (20.05.2004) describes how motor skills activities form a part of the life skills programme but activities are integrated. For example learning numbers and colours will be combined with a movement activity. An average programme will include non-structured activities, which at Grade R age incorporate opportunities for the development of fine motor skills such as cutting and pasting, modelling, drawing and painting, as well as puzzles, block building, small construction toys and other activities. In addition there is a music and movement period in the programme and provision for gross motor play outdoors (Shonkoff & Meisels, 2000).

Biersteker (20.05.2004) explains that implementation of the above activities depends on the level of training and enthusiasm of the teacher and resources available to the school. Biersteker (20.05.2004) states that currently there is little Department of Education involvement at present for children younger than five. In community based pre-school classes, the general practice is unstructured play incorporating a variety of activities and group times such as story, music, circle time. Outdoor active play is also an important feature. This enables one to question whether there is sufficient structure and planning to achieve the desired outcomes.

The Department of Education draft guidelines for the implementation of Inclusive Education (2002:173) states:

Schools are obliged to organize and create learning opportunities for all learners that are structured to promote the attainment of these outcomes". Outcomes Based Education is premised on the core beliefs that all learners can learn in their own unique ways at their own tempo, and that scholastic institutions direct circumstances of success (ibid).

It is established in the Department of Education Directorate: Inclusive Education District-Based Support Teams (August 2003), that the primary requirements of an inclusive system will demand a major focus on the training and orientation of educators. Training would attempt to develop the educators' skills and knowledge to better equip learners to function within mainstream education. This demands educators' to expand their existing knowledge base.

The Department of Education Directorate Full Service Schools (2003:38) describes that when educators are asked to change their ways of thinking, working and reflecting on their work settings, they may feel inadequate, insecure or frustrated. They may desire more information, training and support. One of the crucial steps towards developing full service schools is to plan for on-going in-service training, accompanied by a regular assessment of the types and content of capacity building required.

According to Shonkoff and Meisels (2000:349), "Although preparing early care and education practitioners and supporting their ongoing training is important to program quality, professional development services are inadequate and uncoordinated. About 40% of early care and education teachers in centre-based programmes have high school degrees or less, and about 10% have just two-year college degrees. The training and education of unregulated providers - the bulk of all providers - are not known". Although these statistics are specific to the United States it is believed they resonate strongly with the situation in South Africa. Emphasising the need for the regulation and standardization of service provided.

Furthermore Schonkoff and Meisels (2000:349) also contend that the more training and education preparation early childhood practitioners have, the better equipped they are to help young learners achieve their potential. Well-qualified and educated practitioners are more reasonable and less restrictive than practitioners with less training. In addition they argue that there is a positive correlation between well-trained staff and good working relationships with parents, as well as activities planned to meet the learners' needs

Institutional development requires a re-examination of, amongst other aspects, staff training. It should be based on the following principles:

- *"Development activities must be set in the context of whole school improvement in order to achieve the goal of quality education for all learners. The programmes should aim to develop skills enabling the personnel to make the institution responsive to the diversity of learners."*

- *Teacher education colleges and other agencies working with teacher education, school clusters and individual schools need to network to maximise resources.*
- *Staff development activities need to aim at facilitating and moving schools towards becoming inclusive schools for all learners.*
- *Staff training should ensure portability of qualifications, multi-skilling, sustainability, addressing of functional barriers and optimum use of human resources.*
- *Training should focus on overcoming barriers to learning and development, and should be undertaken within current initiatives so that issues related to 'barriers' will form an integral part of any staff training" (Department of Education, 2003:38).*

According to Department of Education Directorate Full Service Schools (August 2003:37 and 38) a plan for staff development should be put together and scheduled in conjunction with the early involvement of concerned family and community members. The participation of caregivers and community members requires awareness raising and training. Marcon (1999) suggests active parental involvement is associated with better early childhood development of early fundamental school skills. Brofenbrenner (1986:725) supports this notion and states that "research shows that parent and family engagement in early care and education programmes improves results for children, increases the likelihood of children's success and achievement, and decreases the likelihood of negative outcomes, both in school and later in life".

2.3 INSTITUTIONAL DEVELOPMENT

Institutional development is significant as it plays a crucial role in understanding teachers' experiences. The success of institutional development through positive programme implementation relies on maintaining practitioners' commitment and motivation to the development work. Evidence illustrates that single experiences of success do not have a significant impact in the transformation process unless they are incorporated into the institution's policies and practices. Many innovations

tend to be successfully launched by an innovative practitioner. However, if they leave, progress made fades away unless what has been learnt has been transformed into standard practice (Department of Education Directorate Full Service Schools, 2003:40).

According to the Department of Education Directorate Full Service Schools (August, 2003:41) "in order become proficient in using a new method, practitioners are likely to go through a series of trial and error, confusion, difficulty, and even elation. However if the change is successful, there are feelings of greater confidence and personal competence and gradually the new practice becomes integrated with, other aspects of their thinking and practice".

The Department of Education Directorate Full Service Schools (2003:41) explains suggests that transformation in education is fundamentally about learning new ways of thinking and operating. However assuming new methods of thinking and functioning in the classroom is difficult, as essential mindsets do not change fast.

Green (2001:12) further explains change as a process that requires time in order to be successful. Time is important for educators to practice and process new ways of operating. The pressure of unrealistic time scales can create stress, anxiety and negative reactions to what is proposed. In addition time restrictions and competing responsibilities limit the teachers' opportunity to learn more about how to implement the proposed programme.

This is further compounded by low public investment in early childhood development initiatives. Lack of financial support makes children vulnerable by forcing programmes to operate with insufficient resources to provide quality service. To enable all children to have access to quality early care and education programmes, adequate funding must be available.

In summary, an effective system of governance is needed to ensure an adequate match between the provision and implementation of programmes and the needs of the pre-school institution.

2.4 TRANSITION TO SCHOOLING

The literature review will now concentrate on children's learning readiness regarding commencing formal schooling. Currently national education goals state that all children should enter school ready to learn. However Meisels as cited by (Carlton & Winsler, 1999:28) assert that children are always ready to learn. They consider what children learn, how they learn and in what context they will learn to be the focus of concern. Thus national education goals may be better aimed at ensuring children have an opportunity to improve their skills, knowledge and abilities by participating in classrooms that acknowledge community values, sensitive to individual differences recognise and reinforce children's strengths and assist them in overcoming difficulties" (ibid).

Suitable early stimulation can assist children in their move to formal schooling as well as their performance during their school career and later. Many children, especially in poor communities, are ill prepared for the transition to early schooling. Hence increased early childhood development is a goal for the National Programme of Action for Children (Donald *et al.*, 2000:42). However early childhood development remains under funded with less than one percent of the education budget being spent on pre-primary education in 1996/97 Robinson and Biersteker as cited by (Donald *et al.*, 2000:42).

Statistics imply that only between eleven and eighteen percent of children have access to organised pre-primary school programmes (National Education Policy Investigation, 1992). Currently vast numbers of under-age children are enrolled in Grade 1 classes not addressing their learning needs. Thus teachers in primary schools are faced with children who are not developmentally ready for school (Baard, 1998:75). According to Robinson and Biersteker as cited by (Donald *et al.*, 2000:42) many parents abuse the school system as a free child-minding option.

Significant disparities exist between conditions at home and at school for different pre-school learners. Quality pre-school programmes must acknowledge this disparity. Premature school dropout rates and school failures are closely related to

pre-school learning opportunities, especially for children from culturally disadvantaged communities (Jachens, as cited by Baard, 1998:75).

There is no unanimous description of this learning readiness. However the irrefutable role of parents and educators on the learner's development and learning readiness is a common belief (Faber, 1997:176). School readiness defined as a state incorporating three aspects of development, including school maturity, social maturity and emotional maturity. Individual rates of development cannot be affected. However learning readiness can be improved by facilitating the child's use of his or her senses as effectively as possible and by ensuring the availability of an extensive selection of concrete experiences Faber (1997:176).

According to Grové (1997:10) in Faber (1997:176) "A child is school ready when he or she can meet the formal demands of school". Carlton and Winsler (1999:338) describe the following "School readiness combines two concepts readiness to learn with readiness to perform in the classroom". This definition is the most readily utilised by pre-primary and teachers in Grade 1. It is a problematic definition however, as it places emphasis on the requirements of the school as opposed the potential of the learner. School readiness is understood as an inherent state of the learner and therefore the learner should change to fit into the existing and relatively static school programs (ibid).

Carlton and Winsler (1999:338) argue the concept of school readiness is a perspective that is based on a maturational theoretical perspective. They suggest the child is central to all problems and the scholastic institution the sole determiner of school readiness. This perspective is frequently erroneously linked to Piaget's theory of biologically based developmental stages. Mistakenly many teachers believe learners need to have achieved a certain developmental stage to profit from school or instruction. This perspective emphasises that all children mature at different individual rates and hence school readiness is a function of developmental age. According to Kagan as cited by Carlton and Winsler (1999:339) teachers feel that no amount of educational stimulation can alter a learner's pre programmed school readiness.

In contrast, Kim, Lee, Suen and Lee (2003:345) summarise the debate about school readiness as being about differing social and cultural understandings of what it means to be school ready. Kim *et al.* (2003:345) understand school readiness as a socially constructed phenomenon. Readiness is more than a notion of basic academic ability. Rather, the notion reflects society's value system and is dependent upon social agreement about the meaning of schooling.

An alternative to the fixed state of school readiness, a state at which pre-academic skills have been acquired is proposed, namely readiness to learn. This stance takes into account the child's development. Faber (1997:176) defines readiness to learn as:

"the level of development at which an individual is ready to understand the learning of specific materials and is usually defined as the age at which the average group of individuals has a specific capacity".

Carlton and Winsler (1999:338) promote the need for a paradigm shift in terms of how school readiness is understood. They propose a theory that presents readiness as a two-way process of both the school and the learner adjusting to and accommodating one another's needs to facilitate success.

Children's development viewed from social constructivist and Vygotskian sociocultural learning theory understands development as a multifaceted and lifelong process in which learners' biology and sociocultural environment interact resulting in development. Children's temperament and neurological development, on the one hand, impacts on the social interactions and learning opportunities children will experience in their world, but, on the other hand, such biological or maturational processes are challenged, motivated and modified significantly by children's socialisation and educational experiences" (Carlton & Winsler, 1999:345).

Faber (1997:176) states that an individual child's readiness to learn is determined by factors such as:

- The child's own ability to concentrate and to pay attention
- The child's own motivation to learn
- The child's health
- The child's emotional maturity
- The child's intellectual ability
- The environment in which the child grows up

In light of the learning readiness view in contrast to school readiness, the development of the learner is paramount and this development begins at birth. This stance emphasises the crucial role the adult has to ensure that the child is being optimally stimulated with appropriate learning activities in order to fully develop (Faber, 1997:177). Well thought out outcomes are essential for systematic and successful teaching in the reception year. These outcomes must acknowledge the learner holistically, hence the learner's emotional, intellectual, moral, social and physical development must be addressed.

According to Vygotsky (Carlton & Winsler, 1999:345) learning leads development, thus children's experiences of participating with others and the environment drive their development. This is in contrast to the view that accepts maturational development as driving learning ability. Outcomes based structured activities impress upon the brain's ability to function. "This view is consistent with increasing evidence from the field of developmental neurobiology that the human brain shows more plasticity and that experience changes and modifies brain structure and function" (Bruer, as cited by Carlton & Winsler, 1999:345).

2.5 THE RECEPTION YEAR

The main Early Childhood Development (ECD) priority is addressed in White Paper 5 (2001) as provision of a national system of a Reception Year for children aged 5 turning 6 years that combines a large public and smaller independent component. 2010 is the medium-term goal for all children entering Grade 1 to have participated in an accredited Reception Year Programme. This programme

should provide all learners with life skills and communication skills and additional skills for children with disabilities (Department of Education, 2002:173).

White Paper 6 (Department of Education, 2001) clearly defines the importance of curriculum flexibility in accommodating all learning needs. The policy states that a flexible curriculum and assessment procedure that is accessible to all learners, regardless of the nature of their learning needs is pivotal to the accommodation of diversity in schools, colleges, adult and early childhood learning centers and higher education institutions (Department of Education (a), 2001:19).

The principles of Curriculum 2005 should be reflected in all centers of early childhood development, premised on the belief that all learners can learn, each in their own way at their own speed. Furthermore the conditions of success reside in the school and not the learner alone (Department of Education, 2002:173).

In addition in order to improve the quality of Reception year programmes, the government will require that all Reception Year programmes be registered with provincial departments of education. Accredited Reception year educators must be registered with the South African Council of Educators and Educators not equipped with a specialized qualification to teach the Reception Year, receive approved training programmes (White Paper 5 on Early Childhood Development, 2001).

Faber (1997:3) suggests that the essential outcomes of the reception year in terms of the child's emotional, intellectual, moral, social and physical development can be described in four categories, which are briefly described below:

- ***Emotional***

The learner is to be helped to develop a positive self-image and self-confidence. To have improved control over his or her emotional expression in a manner that is socially acceptable.

- ***Intellectual***

The learner is to be helped to understand basic mathematical and scientific concepts. Their apposite and comprehensible use of their home language is to be

facilitated. They are to be aided in learning English if it is not their home language. Learning skills such as concentration, observation, listening and problem solving are to be nurtured. In addition creativity and emergent literacy skills should be developed.

- ***Physical***

The learner is to be helped to achieve physical independence, motor and perceptual skills appropriate for a six year old, understand and control his or her body and develop a strong and healthy body.

- ***Social***

The learner is to be helped to attain positive relationships with peers and adults, as well as employ acceptable communication skills.

- ***Moral***

The learner should be helped to understand the values and norms of his or her environment as well as a respect for the needs of others.

Although the above aspects of development have been considered individually they cannot be separated from one another. In addition the child must be understood as a member of a family, which is in turn part of a community and a unique socio-political environment (Bronfenbrenner, 1986).

White Paper 5 on Early Childhood Development (2001) supports the growing evidence that young children are competent learners and that suitable educational experience during the reception year can have a positive impact on future school learning. In terms of a suitable educational experience prevailing attitudes, selection of content as well as curriculum delivery are of significant importance. In a multi-cultural environment it is essential that children be supported in developing positive attitudes concerning differences and diversity from an early age. Such values are promoted through our Constitution and educators should ensure that they support and illustrate positive inclusive practice Department of Education (2002:186).

2.6 SOCIO-ECONOMIC INFLUENCES ON LEARNING READINESS

It is impossible to understand learning readiness in the South African context and without acknowledging the role of socio-economic factors impact on early childhood development. According to Dawes and Donald (1994) the low socio-economic status, violence, familial stressors, educational deficit and pervasive change predisposes many South African children to a high risk of developmental problems. Statistics from NEPI (1992) illustrate that in the last three decades 25% of African children who entered grade one dropped out after completing just one year of formal education.

Limited socio-economic resources might in some instances lead to limited and restricted environments in which children are raised. As discussed earlier, Craig (1996) mentioned that physical-motor development could be slowed when children live in such environments. Thus, it can be seen that various factors in the child's environment, one of which is socio-economic status, can influence the development of learning readiness.

This is further emphasised by the Department of Education (2002:189) that states socio-economic factors specifically poverty can result in overcrowding. Young children require sufficient room to play in order to develop their motor functions. Overcrowded sites for early childhood development are not providing the care that young children need and should be supported in extending their premises in safe and inexpensive ways (Department of Education, 2002:189).

Dawes and Donald (1994) recommend that attempts to implement new learning in isolation from the child's home environment may inhibit positive results, due to limiting effects of his/her environment out of school. Donald *et al.* (2000:106) further recommend that any intervention programme aimed at the development of skill functioning should contain elements addressing the child's social, familial and financial surroundings. Incorporating the involvement of the child's parents or caretakers in the application of any intervention programme seems to be advisable, as this may contribute to the transfer of the effects of an intervention to other contexts within the child's environment.

Richter as cited by (Donald *et al.*, 2000:42) re-emphasizes the significance of home-school communication. "One concern is that the focus on the reception year or pre-school facilities does not meet the need to support families in their child-care functions". Kim *et al.* (2003:347) state that context free learning was traditionally the focus of the pre-school curriculum regarding social maturity, cognitive competencies and sensory-motor skills. Thus according to Graue and Bloch as cited by Kim *et al.* (2003:347) readiness has been understood as a developmental construct within a child and did not consider the role of societal contexts.

Although many parents find it desirable that their children begin schooling earlier, there is a general concern amongst early childhood education experts regarding the possibility of children suffering maladjustment problems. In addition Bredekamp and Copple (1997) fear that pre-schools will enhance the emphasis on academic learning to the detriment of non-academic, developmentally significant activities. This fear is compounded by the competitive school system, resulting in parents requesting their children be taught academic and additional skills which goes against the tradition of implementing a curriculum founded on developmentally appropriate activities.

2.7 MOTOR SKILL DEVELOPMENT IN PRE-SCHOOL

Thus far I have discussed legislation and needs with regards pre-school education. I will now focus on the need to specifically incorporate motor skill development in early childhood. Reynolds (1994) explains that early childhood interventions are created to assist and ameliorate perceptual-motor, cognitive, affective and social development during a critical stage in the child's development. Their aim is to promote children's healthy development and to adjust successfully to school. In addition Reynolds (1994) believes that participation in such programmes will prevent difficulties with perceptual-motor and academic difficulties associated with school competence.

Van Huyssteen (1995:12), states that research has established significant development of the brain is achieved through continual stimulation of the senses from birth. Activities that support motor development involve experiences that

stimulate the brain to activate muscles and thereby strengthen those muscles and enhance muscle-coordination. For every motor skill that is learned, a sensory system matures, which manages that motor skill. This, in turn stimulates intellectual, social as well as physical development (Van Huyssteen, 1995:12). Piaget cited by van Huyssteen (1995), reiterates the critical period of early childhood development in his quote: "Give me the child until he is seven years old and I will give you the man". An emphasis on a quality motor skills integration programme must be given high priority when considering how to provide early childhood development of sound worth. The development of the perceptual-motor skills essential for future academic and social achievement is an acknowledged outcome attributed to a motor-skill integration programme.

Pre-school teachers who understand motor development are equipped to understand the movements they observe in their pre-school learners, and therefore able to facilitate the development of more mature motor skills. Motor development examines how human movement starts and changes across the lifespan (Gallahue, cited by McCall & Craft, 2000:52).

The rate at which children master fundamental movement stages depends on the opportunity for practice. Thus it is essential the pre-school teacher provide learners these opportunities to develop their motor skills. Pre-school children's motor skills predominantly fall into the Fundamental movement phase, a phase of experimentation and exploration of motor abilities (McCall & Craft, 2000:54).

According to Gallahue in McCall and Craft (2000:52), there are four discernable levels of motor development:

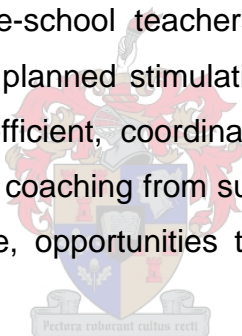
- Reflexive Movement phase characterised by primitive and postural reflexes;
- Rudimentary Movement phase characterised by stability abilities in terms of control of head, neck and trunk, sitting and standing and locomotion (horizontal crawling, and upright walking with support);
- Fundamental Movement phase characterised by locomotor skills such as walking, running and jumping, object control such as catching, kicking,

throwing and bouncing and stability skills such as balancing, twisting and turning;

- Specialised Movement phase characterised by sport specific skills, usually a child enters this phase at age 7 and continues refining skills throughout the life span.

Learning is a lifelong process confirmed by Pica (1998) who claims that physical movement plays an essential role in creating nerve cell networks that are the essence of learning throughout our lives. Activities organized to facilitate children's development of basic motor skills form the foundation for more advanced and complicated skill acquisition.

It is documented by Benelli and Yongue (1995:216) that children's physical and motor development influence cognitive, language, social and emotional aspects of development, yet too often pre-school teachers assume that these skills will develop spontaneously without planned stimulation. They go on to suggest that for a child's development of efficient, coordinated and controlled basic motor behaviours, interaction with and coaching from supportive adults is indispensable. In addition to specific guidance, opportunities to practice these skills must be accommodated.



This affirmed by Benelli and Yongue (1995:217) where they attribute much of young children's cognitive learning occurring through motor activities. Additionally it facilitates learning new terms and holding conversations, which can enhance language development. Further interpersonal interactions during movement experiences can contribute towards positive social development". Blair (2003) suggests pre-school activities that facilitate impulse control; sustained attention and working memory will enhance the development of cognitive skills important for knowledge attainment in the junior school years.

Motor skills development has long-term effects on the individual child throughout school and adult life. Poorly developed motor skills can isolate a child from being included in-group activities. Motor skills development fulfils children's needs and desires for movement. In addition repeated exercise aids the development of the child's attention span (Benelli & Yongue, 1995:217).

Although the benefits of free play have been well established, only minimal performance development is achieved. It is important that teachers receive training informing and equipping them with basic skills to facilitate motor development. Teachers should also be well trained in what to observe and when to intervene in terms of children's' motor skills (Benelli & Yongue, 1995:217).

Movement is crucial to facilitating the development of the whole child. It enables the child to spatially locate itself, enhance and improve on basic motor skills and perform different body postures. Early childhood educators who are able to support and improve this development are significantly helping children achieve their full potential (Benelli & Yongue, 1995:220). Although many teachers and parents appreciate the significant role children's play has in a child's development, they inaccurately believe all children will have time to play at home. According to Greenberg (1995:13), children are expected to assist with duties or child minding after school hours, and some children with special-needs are socially isolated with no friends to play with. Other parents often over organize young children with after school lessons and activities so that they have little time to play on their own.

Meaningful programmes aimed at the enhancement of motor skills integration emphasize learning movement skills as opposed to just keeping the children entertained. Pre-school children need a wider selection of movements than they are exposed to during their unstructured play time.

Brain Gym is an example of a structured perceptual motor programme different from many other learning support programmes in that it equips learners to learn. It enhances, rather than replaces other programs or curricula. Until now schooling has been based on the principle that learning is a mental activity. The physical workings of learning - the visual, auditory, fine motor, and postural skills - have been almost entirely ignored by educators (Maguire, 2001). A learner who has difficulty in their early childhood development rarely improves in the future unless the physical cause of the stressor is addressed (Maguire, 2001).

Breen *et al.* (1985) and Benelli (1995) describe the importance of motor integration functioning, by indicating that interference with these abilities may restrict interaction with the environment and have far-reaching consequences for

the child's *physical and psychological well being*. Motor integration functioning could therefore not only impinge on the child's academic and school performance, but also on his/her emotional and interactional contact with his/her environment.

Baard (1998) and Vorster (1994) warn that impairments in motor integration functioning can contribute to scholastic failure, which can misguidedly be attributed to laziness or lack of cooperation. Academic success may have an impact on the child's belief in themselves, and their attitude to growth and development. Identifying and addressing motor integration delays may therefore be one way in which one can contribute to our children's healthy development of self-confidence. Participation in developmentally appropriate activities that are success-orientated helps promote a good self-concept (Benelli *et al.*, 1995:217).

One of the criteria used to establish the presence of a learning disability include a significant weakness or developmental lag in the area of fine-motor development (Breen, 1982; Breen, Carlson & Lehman, 1985). This emphasises the central role motor integration may play in academic difficulties, although Schlodder (1986) indicates that it would be incorrect to conclude that all children with motor integration difficulties will develop learning disabilities.

To link this pilot study to the greater research project on intellectual disability: quality lifespan development one needs to consider the applicability of motor development programmes for children with an intellectual disability. According to Newmark (2002:147) research demonstrates no basic irregularity in the motor-control mechanisms of learners with Down syndrome. Obvious differences in motor functioning appear to result from the variation of the motor-control system to the fundamental impairment of decision-making and specific movement preparation problems. In addition Newmark (2002:148) emphasises that educators must be aware that people with Down syndrome are able to improve their motor skill functioning and that a stimulating inclusive environment, physical activity and therapy play an important role in this process. Literature acknowledges that all the knowledge regarding normal development can be applied in an intervention programme for learners with Down syndrome.

Moreover, Newmark (2002:159) recommends that the accomplishment of intervention programmes is promoted by the identification of links in the relationship between early development of competencies that appear to be fore-runners to future competencies and discovery of the best way to support development of learners with Down syndrome.

From the above it seems evident that the early promotion of motor integration skills are important during pre-school preventing or restricting later psychological and physical developmental delays, as well as relational and learning difficulties. Gredler (2000) also underlined the importance of early childhood education, and intervention. Timely implementation of intervention programmes may reduce the overall incidence of future scholastic problems and better equip the child's future development (Dunn, 2001; Schlodder, 1986).

The field of early childhood development intervention must provide for a diverse population of children and families. According to Schonkoff and Meisels (2000:26), some interventions serve as a lifeline that facilitated significant development in a proportion of the aforementioned population, while other interventions may have little impact in the presence of crushing adversity. For successful interventions adequate training must be secured to insure high quality as well as sustained implementation that is accessible to all who may benefit.

The major question facing the field of early childhood intervention is not whether young children are worthy of public investment. Rather the important challenge is how to take advantage of on current knowledge and activate our collective resources to ensure better health and developmental outcomes.

2.8 REFLECTION

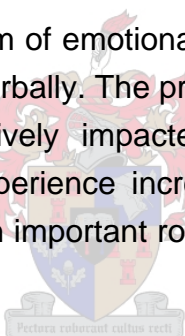
The pre-school years play a significant role in the holistic development of the child. It is important that the pre-school child receives sufficient experience to fully master basic motor skills and to be adequately equipped to participate and discover the world in which they live. Relevant adults in the child's life need to understand the relatedness between motor skill development and the development of the ability to concentrate and pay attention, as well as the

development of hand-eye coordination. These competencies are important for a child's optimal functioning at school.

One of the major means of learning for a pre-school child is through physical activities, because it is through movement that the child explores their environment and learns to become independent. Motor activities provide pleasure for the child enabling them to experience a sense of freedom and achievement. Physical development plays an important role in the holistic development of the pre-school child.

The fundamental movement abilities of early childhood develop from the basic movement phase of infancy include learning how to act to a variety of stimulus in response with motor skill control and movement proficiency. Examples of fundamental movements that should be developed in early childhood are loco motor skills such as running, jumping, hopping, object control skills such as throwing, catching, kicking and stability activities involving the ability to balance.

Motor skill execution is also a form of emotional expression for the learner who is unable to express his emotions verbally. The pre-school learner's self concept and feelings of autonomy are positively impacted on by their ability to master fundamental motor skills and experience increasing control over their body. In addition motor skill ability plays an important role in the pre-school learners' social acceptance by their peer group.



A wide variety of cognitive competencies are activated through developing the motor skills of a pre-schooler. Examples include increased attention span, decision making skills, imagination and the development of more abstract thinking patterns (Gallahue & Ozmun, 1995). The pre-school child learns through concrete, non-verbal and pre-symbolic means. The development of thinking patterns is enhanced through physical movement. Sensory experiences and integrated motor skill development play a significant role in a pre-schools learners' understanding of mathematical and scientific concepts (Oliver, 1991:82).

The mastery of motor skills means a number of things to the pre-school child such as self, social and environmental discovery, freedom of spatial and self-expression, stability, communication, sensuous enjoyment, pleasure and acceptance (Whitehurst, 1971:55).

"If movement means so much to the developing child, no further justification should be required for its inclusion among the major techniques in education" (Whitehurst, 1971:55).

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This pilot study explores the subjective experiences of the teachers involved in implementing a motor skills programme by interacting with them in interviews, observations and through the teachers' recorded experiences throughout the programme's implementation. As stated by Huysamen (1993:197), it is advisable to conduct a pilot/preliminary study with a limited number of participants from the same population as the targeted population for the larger study. The purpose is to investigate the feasibility of the envisaged larger study and to explore possible limitations regarding the measuring methods. This chapter describes the design of the study, the procedures followed and how the data was analysed.

3.2 RESEARCH QUESTION

"A research question calls for an answer which provides detailed descriptions and, where possible, also explanations of a phenomenon" (Willig, 2001:19).

The following served as the guide for this pilot study as mentioned in Chapter 1 contextualized under the problem statement:

What are pre-school teachers' experiences in implementing a motor skills programme?'

The main focus of the study is to enable the reader to explore the pre-school teachers' experiences of implementing a motor skills programme. According to McMillan and Schumacher (1993) the researcher does not aim to be able to generalise the results but rather to advance understanding of teachers' experiences and enable others to not only appreciate similar situations but to extend these understandings in subsequent research. As previously mentioned

this project forms part of a broader project on intellectual disability namely the Quality Lifespan Development Project; these findings will serve as a recommendation to the department of Educational Psychology at the University of Stellenbosch for the systematic inquiry into the use of the motor skills programme to enhance the optimal functioning of pre-school children with Intellectual disability. The broad research aims of the first phase of this project are to identify indicators of quality of life of individuals with Down syndrome, from birth to adulthood in the Western Cape within the context of the six learning areas as adapted from Veldman and Gordon (2000). This study will contribute to the research on primary health care and physical development.

3.3 RESEARCH DESIGN

A research design is a blueprint of how you intend conducting your research (Mouton, 2001:55). An interpretative research design was chosen that would guide the research to produce qualitative and descriptive data regarding the teachers' experiences. Wragg (1994:53) explains that this approach rejects quantitative approaches on the belief that quantitative approaches "impose the observer's rational pre-suppositions on to events in a systematic way, rather than seeing them through the eyes of those being observed".

Qualitative research techniques were considered the most appropriate due to their depth and recognition of the context in which the teachers' experiences should be understood. Terre Blanche *et al.* (1999:127) asserts that interpretative researchers want to make sense of feelings, experiences, social situations or phenomena as they take place in the real world, and therefore want to study them in their likely surroundings. The interpretative research design understands peoples' subjective experiences to be real, that one is able to understand other's experiences through interaction with them and that the use of qualitative research techniques are the most appropriate in this regard (Terre Blanche *et al.*, 1999:127).

Neuman (2003:79) asserts that interpretative social science sees facts as changeable and embedded in a meaning system. Facts are context-bound and depend on particular people's interpretations in a social setting. The interpretative

approach is the basis of social research techniques that are sensitive to context, that use a variety of methods to appreciate the ways others see the world and that are more interested in achieving an empathic understanding than with the positivist inclination of proving laws of human behaviour. Interpretivists struggle with remaining objective, however according to Schwandt (1998:225), although the individual's subjective experience is distinguished, interpretivists aim to separate from that experience and objectify it.

Schwandt (1998:225) further describes that understanding can be comprehended as the process by which the researcher arrives at the interpretation of human action. In this study the process of data analysis informed the process of understanding. I tried to remain objective towards the teachers' experiences through my use of established data analysis methods, while still respecting the subjective nature of these experiences.

A richer understanding of the teachers' experiences in implementing the motor skills programme was gained through the interpretation and analysis of data produced by participant observation, interviews and teachers' recorded experiences. The data analysis is further discussed later in this chapter.

According to Harding cited in Le Grange (2000:192) methodology is an interpretive framework that guides the research process, whereas method refers to the techniques used to produce the data. A qualitative study was used in this research as it enables the documentation of hard-to-quantify concepts (Neuman, 2003). Qualitative research methods inform one on the realities of the experience of the teachers, their feelings and their thoughts. The researcher is the main source of production, thus qualitative data acknowledge the importance of researchers' contemplating their personal values, assumptions, beliefs, and prejudices and tracking them as they progress to determine their impact on the study's data and interpretations (Mertens, 1997:175).

3.3.1 Selection of Participants and Context

A non-probability, purposeful convenience sampling strategy was used. This method of sampling is commonly used in qualitative research and it acknowledges that the sample may not reflect the population at large. The limitations of my

sample are accepted and I do not attempt to generalise the results beyond the population stated (Mertens, 1998:206).

Convenience sampling was applied when selecting the specific teachers from two independent Stellenbosch pre-schools. This was due to their desire to participate in the programme. The sample was also conveniently located within the vicinity of the University of Stellenbosch.

Participants included three teachers and twenty-eight pre-school learners from the two pre-schools enrolled in the motor skills programme. The children participating in the programme's ages ranged from 4-7 years old. This age group was selected because early childhood has been identified as a critical period of development in the child's life. It is during this period that the child must acquire specific developmental tasks regarded as essential basic building blocs for further optimal development (Baard, 1998).

The three pre-school teachers responsible for implementing the programme and the Programme Facilitator who designed the programme formed the context for this pilot study. The schools represented diverse socio-economic advantage. The pre-school teachers varied in their use of educational methods and organisational structure and their age and years of teaching experience also varied.

The teacher at Pre-school One was fifty-four years old and had seventeen years working experience at the time the study was done. Her formal training in early childhood development, prior to the training received in the motor skills training programme, was Matric and an eighteen-month Edu Care diploma.

The two teachers at Pre-school Two (aged forty four and thirty five respectively) had no post Matric formal training in early childhood development prior to the training they received in the motor skills training programme. However, they both have ten years working experience as child minders.

The pre-school children's parents or guardians were requested to sign a consent form permitting their child to participate in the motor skill programme, as well as permitting the use of the findings for research purposes. A copy of this consent form is included in Annexure B.

Accessibility to one of the pre-schools was facilitated as a result of its long-standing relationship with the University of Stellenbosch. My weekly community service was undertaken at this pre-school, where my access was facilitated as a result of being familiar figure to these children and their teachers. Access to the other pre-school was negotiated through the mediation of the project coordinator. Time was spent observing and interacting with the children and teachers at this pre-school to build up trust and acceptance.

The Department of Education guidelines for the implementation of Inclusive Education (2002:173) states:

"Schools are obliged to organize and create learning opportunities for all learners that are structured to promote the attainment of these outcomes".

Outcomes Based Education is premised on the core beliefs that all learners can learn in their own unique ways at their own tempo, and that scholastic institutions direct circumstances of success (ibid).

The Department of Education Directorate: Inclusive Education District-Based Support Teams (August 2003) asserts that the primary requirements of an inclusive system will demand a major focus on the training and orientation of educators. Training would attempt to develop the educators' skills and knowledge to better equip learners to function within mainstream education. This demands educators' to expand their existing knowledge base.

White Paper 6 (2001) clearly defines the importance of curriculum flexibility in accommodating all learning needs. The policy states Pivotal to the incorporation of diversity in our schools, colleges, and adult and early childhood learning centers, is a flexible curriculum and assessment procedure that is within reach of all learners, irrespective of the nature of their learning needs (Department of Education (a), 2001:19). The principles of Curriculum 2005 should be reflected in all centers of early childhood development, premised on the belief that all learners can learn, each in their own way at their own speed. Furthermore the conditions of success reside in the school and not the learner alone (Department of Education, 2002:173).

3.3.2 Data Production Techniques

Various methods of data production were undertaken including participant observation, individual semi-structured interviews, review of teachers' daily monitoring records and field notes.

- ***Participant Observation***

During this study I made use of participant observation (in this case the teachers and children). Participant observation requires the researcher to be both an instrument of enquiry by being present in the situation as well as to observe it as a witness (Mertens, 1998). According to Schulze cited in Lewis (2003:81), participant observation in a research setting refers to the systematic and alert experiencing and recording in detail of the many aspects of a situation by the researcher. The researcher will be constantly observing the teachers, their learners and other factors, which could impact on the research. According to Johnson and Christensen (2000:151) participant observation allows the researcher to discuss and possibly clarify their observations or tentative conclusions. The main skills required for successful observation is to be careful not to formulate judgements prematurely, ensuring the observed feels supported and not threatened (Hopkins, 2002).

- ***Semi-Structured Interviewing***

According to Hatch (2002:91) interviews are used to uncover the meaning structures that participants use to organize their experiences. Furthermore Willig (2001) describes a semi-structured interview as a means to enable the participants to describe particular aspects of their experience. It is the research question that steers the interview. The research question as mentioned earlier was used to guide my interviewing.

A total of nine individual semi-structured interviews were held with the three participating teachers. According to Wragg (1994:107), semi-structured interviews are preferred by classroom researchers because they raise important questions, but also allow the researcher and teacher to have some unstructured, natural

dialogue about events, this allows the researcher to insert probes and prompts when necessary.

The content of the interview questions was informed by guidelines detailed by Hatch (2002:106). An example of the guidelines used to develop the interview questions is listed below:

- The question should be open ended. This enables free subjective expression of experience and avoids implying direction.
- The question should be clearly stated. This avoids cross communication and allows for transparency of intention.
- The question should use language that is familiar to the participants.
- The question should respect participants subject knowledge.

The teachers in this study were all bilingual in English and Afrikaans. They were provided freedom to choose to participate in the language that was their easiest means of expression. Teachers from Pre-school One used predominantly English, whilst the teacher at Pre-school Two used predominantly Afrikaans. Furthermore, the language was free from jargon to further enhance full comprehension.

The questions in this study indicated to the participants that I esteemed their insights and shared experiences. Examples of the content of these questionnaires can be found in Annexure C.

- ***Review of teachers' daily monitoring records and field notes***

According to Hopkins (2002:123), records are a means of supplying background information and a richer understanding of issues that might otherwise not have surfaced. It is also an effective and simple means of obtaining the teachers' perceptions.

The teachers in this study were asked to complete daily monitoring forms to record their subjective experiences of the programme's daily implementation. In addition teachers were asked to monitor the individual children's reaction and

participation in the programme. Examples of the daily monitoring forms are presented in Annexure D.

Field notes aim to richly describe a continuous flow of scenarios from the perspective of an insider. According to Clifford (1990:51-52), field notes can be classified as inscription, transcription and description. He describes field descriptions as the making of a relatively coherent depiction of an observed cultural reality. Progressively such field descriptions are designed to serve as a database for later writing and interpretation aimed at the production of a completed account. In this pilot study observational field notes were made describing events observed through personal watching and listening. Neuman (2003:382) describes direct observation notes as "the notes a researcher writes immediately after leaving the field, which he or she can add to later". They aim to create a detailed picture of what the researcher experienced in concrete terms.

3.4 STUDY IMPLEMENTATION

- ***Identification of Pre-Schools***

Following the weeklong intensive training of teachers in the motor skills integration programme, two pre-schools were identified and indicated that they would be willing to participate in the study.

- ***Arrangement of teacher interviews and observation***

The relevant teachers, who had obtained the training provided suitable times for their individual interviews, as well as times for personal observation of their implementation of the programme.

- ***Parental/Guardian permission***

Necessary permission was obtained from the participating children's parents/guardians in the form of information letter and consent form (see Annexure B for a copy of the Parents Consent Form).

- ***Interviews***

Interviews were conducted with the individual staff at the start, middle and end of the programme's implementation (see Annexure C for an example of the Interview Questionnaire). The interviews were recorded and transcribed, and then analysed to identify themes. Most of the interviews took place in an office on the school premises. Interviews were also undertaken with the Programme Facilitator.

- ***Implementation of the Motor Skills Programme***

The Programme Facilitator's role was to train the pre-school teachers in the implementation of her motor skills programme. This was facilitated in a one-week intensive training workshop. In addition the Programme Facilitator visited the two pre-schools on a weekly basis to assist the teachers where necessary as well as to model activities for the teachers with the learners. In addition the Programme Facilitator made herself available to interested parents to explain how the programme worked and to answer any questions. My role was to observe and document the teachers' experiences in implementing the motor-skills programme. I supplied the teachers with daily monitoring sheets to record what activities they had implemented and pertinent comments. Once a week I would also observe the teachers active implementation of the programme. Besides this I interviewed the teachers about their experiences before, during and after the implementation of the motor skills programme.

- ***Daily Monitoring Forms***

In addition, daily monitoring forms were completed by the teachers to track the children's involvement throughout the programme's implementation. (Annexure D presents a sample daily monitoring form). These forms were intended to be as user friendly as possible to minimise interference with the teachers' other responsibilities.

- ***Qualitative Field Notes***

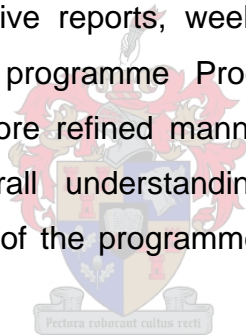
Finally, qualitative field notes were made during personal weekly observations of the teachers' implementation of the programme.

3.5 DATA ANALYSIS

- ***Introduction***

Qualitative analysis was chosen chiefly as it acknowledges the importance of context that is in accordance with the study's interpretive paradigm. According to Mouton (1996:168), qualitative analysis concentrates on understanding rather than giving causal explanations for activities within their particular contexts. It adheres to the natural setting of the participants and their means to describe and understand themselves. Contextually valid accounts are achieved in contrast to objective, formally generalisable explanations.

Teachers' subjective evaluations of learners' progress throughout the programme was analysed with reference to the teachers' recorded experiences and the personal weekly observations. The teachers' implementation experiences were analysed through their subjective reports, weekly observation field notes and through discussion with the programme Programme Facilitator. Data was analysed in a progressively more refined manner as central themes emerged. These build toward an overall understanding of the dominant teachers' experiences in implementation of the programme. This is suggested by Mouton (1996:168):



"The overall coherence and meaning of the data is more important than the specific meaning of its parts. This leads to the use of methods of data analysis that are more holistic, synthetic, and interpretative".

De Vos (2002:340) states "Qualitative data analysis is a search for general statements about relationships among categories of data". According to Mouton (2001:108), the aim of analysis is to understand the different elements to one's data and to identify patterns or themes in the data. This entails organising the data to enable the identification of recurring patterns and make informed interpretations. Johnson and Christensen (2000:335), suggest qualitative research data production and analysis is concurrent, ongoing and comprehensive. In this study thematic analysis of the data was employed through the use of coding. According to Babbie and Mouton (2003:283) clear conceptual categories are

needed to provide a focus, given the amount of data produced. This involves reading and rereading the texts trying to identify patterns of themes that emerge from the data.

The literature review presented in Chapter 2 enabled the identification of relevant categories related to areas of teachers' experience namely:

- Government's policy regarding provision for staff training and programme implementation (Teachers' experience in terms of themselves)
- Institutional development (Teachers' experience in terms of themselves)
- Transition to schooling (Teachers' experience in terms of the children)
- Socio-economic influences on learning readiness (Teachers' experience in terms of the children and the parents)
- Supporting motor skill development in Pre-school (Teachers' experience in terms of the programme)

Data was produced from a number of areas, which were then categorised into themes. The data produced is presented below in Table 3.1, while the theme generation is discussed below in 3.6.2 Identification of Themes.

Table 3.1: Sources of Theme Information

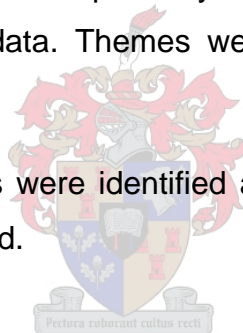
Pre-school 1	Teachers Comments Gross Motor (Daily Monitoring Forms)
	Teachers Comments Fine Motor (Daily Monitoring Forms)
	My Observations Gross Motor
	My Observations Fine Motor
	Teacher Interviews
Pre-school 2	Teachers Comments Gross Motor (Daily Monitoring Forms)
	Teachers Comments Fine Motor (Daily Monitoring Forms)
	My Observations Gross Motor
	My Observations Fine Motor
	Teacher Interviews
Programme Facilitator	Interview

- ***Themes Emerging During Data Analysis***

Data analysis began by reading all collected data and segmenting it into meaningful units of analysis. As mentioned above these units were informed by identified categories in the literature review and these were further refined to specifically capture the experiences of the teachers. Observations were documented and organised chronologically to form a part of the database. Themes were identified from my field notes. Mertens (1998:348) propose data analysis is an amalgamation of themes resulting in the development of restricted generalisations. This is illustrated in Chapter 4.

According to Strauss and Corbin cited in Johnson and Christensen (2000:335), the three stages of data analysis comprise coding, axial coding and selective coding. These three stages of coding were used in the data analysis. In open coding the data produced was read repeatedly to obtain a clear idea of what was and was not included in the data. Themes were then generated from related concepts present in the text.

For this study recurring themes were identified and recorded, over two hundred and forty themes were generated.



- ***Identification of Clusters***

Next axial coding was utilized in which the themes were clustered into progressively refined categories. These categories needed to be given labels to capture their fundamental nature. An example of a clustering of themes is, "the children's reaction to the programme". Here the essence of the statements, made by teachers, is how they experienced the children's reaction whilst participating in a phase of the programme. In this study, the two hundred and forty themes were categorised into twenty-two clusters and can be viewed in Chapter 4.

- ***Identification of Master Themes***

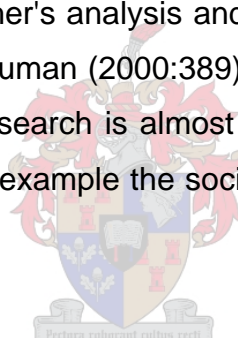
The final stage of coding utilised, selective coding here one integrates the pieces into a meaningful whole. Selective coding only includes themes that capture the quality of the teachers' experiences.

In this study the twenty-two clusters identified were reduced into nine master themes, which were organised into teachers' experience of four categories, namely:

- 1) Learners
- 2) Themselves (i.e. the teachers)
- 3) The programme
- 4) The parents

These findings are documented in Chapter 4.

Considerations that emerged from the data need to be evaluated for credibility and validity. Neuman (2003:389) describes validity in field research as "the confidence placed in a researcher's analysis and data as accurately representing the social world in the field". Neuman (2000:389) also explains replication is not a decisive factor because field research is almost impossible to reproduce. Critical aspects of the field change, for example the social events, context, members and individual researcher differ.



3.6 DATA VERIFICATION

- ***Validity***

According to Johnson and Christensen (2000:207), qualitative researchers define research validity as qualitative research that is "plausible, credible, trustworthy, and therefore defensible". Willig (2001:16) establishes validity as the extent to which the research describes, measures or explains what it aims to describe, measure or explain. External validity reflects the extent to which the findings of the research can be applied, generalised, to other situations (Merriman, 1998:207).

External validity was not obtained in this study because there was no means by which the findings of this study could be generalised. According to Wragg (1995:121), "Small scale research can be vitally important to the people who do it, and need not be insignificant to others. Embarking on an enquiry into classroom practice can teach the researcher valuable, transferable skills".

Internal validity refers to the extent to which a researcher is correct in concluding that an observed relationship is causal. Sometimes a qualitative researcher is more concerned with identifying potential causes and effects. According to Johnson and Christensen (2000:212), qualitative research may be helpful in developing causal hypotheses and theories, which can later be confirmed using experimental methods.

To ameliorate the internal validity of this pilot study methods triangulation and data triangulation was used. According to Merriman (1998:204), triangulation suggests making use of multiple methods to confirm the emerging findings. This study utilised multiple data production methods namely, semi-structured interviews, participant observation field notes and teachers' daily monitoring document review. Johnson and Christensen (2000:213), explain data triangulation as the use of multiple data sources. The data should be produced at different times and in a range of settings. In this study observation, semi-structured interviews and daily monitoring records were used as sources of data. These two forms of triangulation provided the detailed and rich information necessary to describe the phenomenon.

- ***Reliability***

Reliability refers to the extent to which research findings can be replicated. Merriman (1998:206) suggests research is deemed reliable when a measurement can produce the same answer on different occasions. Merriman (1998:206) further contends that reliability is problematic in social sciences because human nature, and human experiences are never static. It is thus the aim of qualitative researchers to aim to describe the world as those in the world experience it. The purpose of this study was specifically to report on the experiences of three educators in two pre-primary schools in Stellenbosch. Thus the issue of repeating findings is not considered significant. The important issue is whether the results are consistent with the data produced. If the results are consistent with the data produced one can infer that the data is reliable (Merriman, 1998:206).

3.7 ETHICAL CONSIDERATIONS

Several ethical considerations were employed throughout this research. The ethical considerations of this research project are informed by the *Ethical Code of Professional Conduct (HPCSA, 1999)*.

- ***Informed Consent***

According to Willig (2001:18) participants should be fully informed about the research procedures and give their consent to participate in the research. In this pilot study the participants' parents/legal guardians signed a consent form acknowledging the purpose and process of the research.

- ***Deception In Research***

Willig (2001:18) advises against any form of participant deception. The researcher should avoid deceiving the participants about significant aspects that would influence their agreement to partake, for example: physical or psychological discomfort. In this pilot study all aims and methods used in the research were transparent and indicated to the individuals or parents / guardians involved.

- ***Confidentiality***

Willig (2001:18) emphasises complete confidentiality regarding information about participants learned during the research process is obligatory. Furthermore Neuman (2003:397) states "this includes keeping information confidential and disguising members' names". The participants' identity and personal details have been kept out of this research presentation.

- ***Voluntary Participation***

According to (Willig, 2001:18), the participants should be free to choose whether or not they want to participate in the research project. In addition they should be free to withdraw their participation without fear of recrimination.

Permission to participate in this study was obtained from parents and or guardians of the children involved. This included the use of any information that emerged from this study. The teachers, children and their parents/guardians were

guaranteed of anonymity and confidentiality and those participants would not be identifiable in print. Annexure B contains the letter of consent. The participants were free to choose whether they wanted to participate in the research process or not.

3.8 REFLECTION

This chapter has provided a comprehensive discussion of the research design and the methods used to produce the data. It is believed that the interpretative research design highlights the understanding of a social phenomenon. In this research project the understanding was focused on exploration of teachers' experiences of implementing a motor skills integration programme.

The aim of this study explored the above-mentioned phenomenon as a relatively unknown area of research and sought new insights into the phenomenon. The methodology complimented the way in which the research proceeded to investigate the phenomenon. This included the methods used to produce the data.

Methods of data production were explained, as was the process of data analysis and interpretation. This chapter culminated in a description of the implementation of ethical considerations.

The practical implementation of this chapter will be presented with the research findings in the next chapter.

CHAPTER 4

IMPLEMENTATION OF THE STUDY

4.1 INTRODUCTION

This chapter commences with a short explanation of the research process as it occurred during data production. In the following sections I present the data produced from the teachers' daily monitoring forms, interviews with the Programme Facilitator, teachers and my own observations. The method of presentation is as discussed in the previous chapter, incorporated in the data analysis section. According to Mouton (2001:108), the aim of analysis is to understand the different elements to one's data and to identify patterns or themes in the data. This entails organising the data to enable the identification of recurring patterns and make informed interpretations. In qualitative research data production and analysis is concurrent, ongoing and comprehensive (Johnson & Christensen, 2000:335).

4.2 IMPLIMENTATION OF THE STUDY

Following the weeklong intensive training of teachers in the motor skills integration programme, two pre-schools were identified purposively and indicated that they would be willing to participate in the study. The relevant teachers, who had obtained the training provided times that would suit for their individual interviews, as well as for me to observe their implementation of the programme. Necessary permission was obtained from the participating children's parents in the form of information letter and consent form (see Annexure B for a copy of the Parents Consent Form).

Interviews were conducted with the individual staff at the start, middle and end of the programme's implementation (see Annexure C for an examples of the Interview Questionnaires). The interviews were recorded and transcribed, and then analysed line by line to identify themes. Most of the interviews took place in an office on the school premises. Interviews were also undertaken with the

woman who coordinated the motor skills programme. She is referred to as the Programme Facilitator in this study.

In addition themes emerged from the teachers' daily monitoring of the children's progress through the different phases of the programme. Annexure D presents a sample daily monitoring form, which the teachers used to track the learners' progress throughout the programme's implementation. These forms were intended to be as user friendly as possible in order to be of as little interference with the teachers' other responsibilities. Annexure E1 contains an example of a transcribed Teachers Daily Monitoring Form with the identified themes shown in bold italic.

Finally, themes also emerged from my qualitative field notes, as well as from interviews with the programme coordinator.

In summary, there were a total of eleven sources of data, as outlined below in Table 4.1.

Table 4.1: Sources of Theme Information

Pre-school 1	Teachers Comments Gross Motor (Daily Monitoring Forms)
	Teachers Comments Fine Motor (Daily Monitoring Forms)
	My Observations Gross Motor
	My Observations Fine Motor
	Teacher Interviews
Pre-school 2	Teachers Comments Gross Motor (Daily Monitoring Forms)
	Teachers Comments Fine Motor (Daily Monitoring Forms)
	My Observations Gross Motor
	My Observations Fine Motor
	Teacher Interviews
Programme Facilitator	Interview

The themes that emerged from the sources in Table 4.1 are presented below. The Themes were categorised into twenty-two clusters, which were then further classified into nine master themes.

4.3 PRE-SCHOOL ONE

4.3.1 Presentation of Teachers Comments as Indicated on Their Gross Motor Skills Daily Monitoring Forms

- **Stage 1: Identification of themes**

The weekly monitoring sheets were analysed for themes and these are presented in Table E2 in Annexure E2. See Annexure E1 for an example of how the theme identification was undertaken.

- **Stage 2: Clustering of themes**

The themes identified in Stage 1 share reference points and were grouped into common clusters. These are also presented in Table E2 in Annexure E2.

- **Stage 3: Production of a summary table**

The clusters identified in Stage 2 are summarised below in a summary table. The theme numbers represent the themes as shown in Table E2 in Annexure E2.

Cluster 1: Children's attendance (themes 10, 17, 25, 28)

- Child absent unable to participate in programme ("X away").
- Children are absent. (X has been sick all week and has not participated the way she normally does").
- Children unable to participate in programme ("X has been away and was not able to complete this phase, I will continue on this Phase with him").
- Children absent ("X away").

Cluster 2: Difficulties with children's concentration (themes 16, 20, 26, 29, 31)

- Children need to improve their concentration skills ("X does all the activities but lacks concentration and gets lost half way").

- Children need to develop their concentration skills ('X's attention wanders every now and then").
- Children are finding it difficult to concentrate on changes in the activity ("X is having a problem with listening and watching when a change in exercise takes place").
- Children unfocused on the activities (X was very distracted today maybe she was feeling a bit out of her depth").
- Children have difficulty concentrating on the instructions ("X has problems following instructions").

Cluster 3: *Children's initial anxiety (themes 1, 2, 5)*

- Children were initially unsure about what was expected of them ("Not too sure of himself").
- Children felt insecure initially ("Very nervous").
- Children's confidence improving ("X is much better, not so shy").

Cluster 4: *Impact of teachers' personal problems (themes 9, 37)*

- Teacher away unable to implement programme ("Not monitored").
- Programme not implemented due to teacher's unavailability ("No information").

Cluster 5: *Children's motivation (themes 3, 4, 8, 13, 19, 21, 32, 35, 36)*

- Children were enthusiastic to be involved ("Very eager to do activities").
- Children were enjoying themselves ("X is having great fun").
- Children finding the activities manageable ("With Ease").
- Children completing the activities with ease ("All very well").
- Children are not fully participating in the activities ("X enjoys these activities but is very lazy and does not like to give of his best").

- Children are motivated to try hard ("X always tries to do her best").
- Children are mastering the activities ("X can do all activities").
- Children are enjoying the activities ("The children all enjoyed it very much").
- Children are finding these exercises easier than some of the previous phases ("I am sure they are all ready to go onto the next phase").

Cluster 6: *Children's response to music (theme 18)*

- Children need rhythm to master these activities ("X loves the activities but lacks rhythm").

Cluster 7: *Children's difficulties with certain activities (themes 7, 11, 12, 14, 15, 23, 24, 27, 30, 34)*

- Children struggling to master some activities ("X battles to get movement right").
- Children finding the activities very challenging ("Can do but with great difficulty").
- Children need assistance to complete these activities ("Can do but not well").
- Children need a lot of practice to master these activities ("X needs lots of work with these activities").
- Certain children need extra attention to master the activities ("Although he can do all the exercises we are going to continue this weeks activities until he is positive he can do it. He is very unsure of himself").
- Some children find some activities more difficult than others ("X seems to be a bit slow with most of the activities").
- Children finding the activities very challenging ("Very unsure needs another week").

- Children are finding some activities complicated ("X has problems with his coordination").
- Children found the activities challenging ("X was not sure how to do these activities").
- Children are finding the rolling activity troublesome ("X is not rolling straight").

Cluster 8: Children's competence increasing (themes 6, 22, 33, 38)

- Children's motor competence developing ("X is not so shaky anymore").
- Children are making steady progress ("X is catching up very well").
- Children have mastered the activities ("all the children are ready to go onto the next phase").
- Children have made good progress ("X has caught up very nicely and is ready to go on").

4.3.2 Presentation of Teachers Comments as Indicated on Their Fine Motor Skills Daily Monitoring Forms

• Stage 1: Identification of themes

The weekly monitoring sheets were analysed for themes and these are presented in Table E3 in Annexure E3.

• Stage 2: Clustering of themes

The themes identified in Stage 1 share reference points and were grouped into common clusters. These are also presented in Annexure E3 in Annexure E3.

• Stage 3: Production of a summary table

The clusters identified in Stage 2 are summarised below in a summary table. The theme numbers represent the themes as shown in Table E3 in Annexure E3.

Cluster 1: Children's response to Programme Facilitator (theme 13)

- Children love it when Y comes to participate in their activities ("Y came to draw with the children").

Cluster 2: Children's attendance (themes 1, 19, 20)

- Children unable to participate in programme ("X away for week").
- Children unable to participate in programme ("Children on holiday").
- Children unable to participate in programme ("X broke her arm and caused a big drama").

Cluster 3: Children's initial anxiety (theme 2)

- Children began the new activities anxiously ("X started off very nervous").

Cluster 4: Teachers' use of Programme Facilitator (theme 14)

- Communication is often unclear ("Y came to interact with the children again, but they were going out to a party").

Cluster 5: Impact of teachers' personal problems (theme 21)

- Children unable to participate in programme ("Teacher not at work").

Cluster 6: Children's motivation (themes 3, 4, 5, 6, 22)

- Children are finding the activities pleasantly challenging ("X not too sure of himself but finds it fun").
- Children are enjoying participating in the activities ("X finds this easy and great fun").
- Participating in the activities is stimulating the children ("The work is calming X down a bit").
- Children are fully absorbed with the activities ("X is very quiet during her lessons").

- Children experiencing fun participating in the activities ("X enjoyed lesson").

Cluster 7: Children's response to music (theme 12)

- Children are enjoying themselves ("X is having great fun").

Cluster 8: Children's difficulties with certain activities (themes 7, 8, 11, 15, 16, 18)

- Children are finding the activities difficult ("The work is very challenging for X").
- Children are struggling to keep up ("X is having great difficulties - he can not keep up").
- Children do not understand how to follow the arrows ("I find that all the children are having difficulties trying to follow the arrows when colouring in").
- Children found cutting out the ants hard ("X had a hard time cutting out his ants").
- Children had a lot of problems with the tearing activities ("All these exercises have been difficult").
- Children are feeling overwhelmed by the activities ("I have given the exercises a rest this week, X did not want to come to school today, he said the lessons were too hard").

Cluster 9: Children's competence increasing (themes 9, 10)

- Children are progressing well ("X is doing very well").
- The children are progressing at different speeds ("X is a bit slower than the others").

4.3.3 Presentation of Gross Motor Skills as Indicated by My Observations

- **Stage 1: Identification of themes**

My observation notes on gross motor skills were analysed for themes and these are presented in Table E4 in Annexure E4.

- **Stage 2: Clustering of themes**

The themes identified in Stage 1 share reference points and were grouped into common clusters. These are also presented in Table E4 in Annexure E4.

- **Stage 3: Production of a summary table**

The clusters identified in Stage 2 are summarised below in a summary table. The theme numbers represent the themes as shown in Table E4 in Annexure E4.

Cluster 1: *Lack of resources (theme 17)*

- There were sufficient resources available to accomplish the purposes of the instructions.

Cluster 2: *Language issues (themes 12, 19, 32)*

- The instructional strategies and activities used in the lesson reflected attention to issues of access and diversity, language appropriate strategies.
- The instructional strategies and activities used in the lesson reflected attention to issues of access and diversity, language appropriate strategies.
- The instructional strategies and activities used in the lesson reflected attention to issues of access and diversity, language appropriate strategies.

Cluster 3: *Parents' involvement in programme (theme 36)*

- The teacher told the children to practice the activities at home.

Cluster 4: Parents' interest in programme (theme 60)

- All activities take place in front room so parents are able to observe what their children are doing.

Cluster 5: Space limitations (theme 41)

- Use of available corridors made for an activity.

Cluster 6: Children's attendance (theme 24)

- Two of the children were not well so they were accommodated as onlookers.

Cluster 7: Children's initial anxiety (theme 54)

- Children so familiar with me now that they spontaneously come and hug me when I arrive.

Cluster 8: Teachers' time management (themes 15, 27, 55)

- The teacher submitted very detailed observations on each child's progress.
- Teacher did not complete the daily monitoring sheet.
- Teacher seems in a real rush to get onto the next phase.

Cluster 9: Competition for teachers' attention (themes 52, 61)

- Teacher having to juggle the needs of another staff member at same time as implementing programme.
- Child needing extra assistance overlooked.

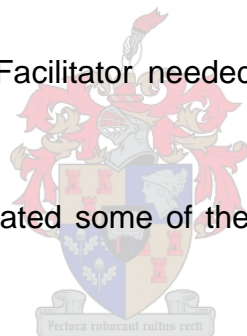
Cluster 10: Teachers' lack of staff support (themes 26, 28, 58)

- Subtle antagonism evident between two teachers.
- Not possible to observe as teacher alone with all the children in the centre so could not implement activities.

- Teacher unable to implement activities as too understaffed had to supervise whole centre.

Cluster 11: *Teachers' use of Programme Facilitator (themes 3, 21, 25, 35, 46, 56)*

- There were sufficient resources available to accomplish the purposes of the instructions.
- The programme co-ordinator was observing the lesson so there was a feeling of putting on a show.
- The programme co-ordinator demonstrated how to include music with the activities.
- Programme Facilitator had been there earlier.
- Feel as if the Programme Facilitator needed to refresh the teaching of this activity.
- Programme Facilitator facilitated some of their activities on her trampoline at her house.



Cluster 12: *Teachers' use of music (themes 45, 59)*

- Music playing in accompanying room contributed to a happy atmosphere.
- No music used to accompany the activities, not as much fun for children.

Cluster 13: *Teachers' class management (themes 5, 8, 10, 16, 18, 20, 30, 31, 43, 49, 57)*

- The teacher was able to read the child's level of understanding and adjusted the instructions accordingly.
- Active participation of all was encouraged.
- The climate of the lesson was very positive and respect for children's strengths and difficulties in executing actions was demonstrated.

- The other teacher was there so there was a feeling of organization.
- The teacher was able to read the child's level of understanding and adjusted the instructions accordingly.
- Both teachers were working with the children, this made for a model lesson.
- There were sufficient resources available to accomplish the purposes of the instructions.
- The teacher was able to read the child's level of understanding and adjusted the instructions accordingly.
- The activities were performed in a more exposing and test-like atmosphere, as the children had to come up one by one and identify shapes.
- As each child was seen individually there was a greater emphasis on performance and not pure pleasurable learning.
- Teacher allowed her daughter to conduct the activities.

Cluster 14: *Impact of teachers' personal problems (theme 7)*

- Teacher described herself as being very overworked and tired.

Cluster 15: *Teachers' familiarity with programme implementation (themes 1, 2, 29, 37, 40, 44)*

- Some of the exercises were not implemented exactly as they had been demonstrated.
- Children did not complete all the exercises using both left and right sides.
- Some of the exercises were not implemented exactly as they had been demonstrated.
- Teacher very eager to further her skill repertoire.
- Teacher reports to be really enjoying the activities with the children.

- Was concerned at the amount of pre-teaching that had preceded this lesson.

Cluster 16: *Children's motivation (themes 6, 9, 11, 14, 22, 23, 34, 42, 51)*

- Children appeared enthusiastic.
- Children copied one another when feeling stuck.
- Children continued to play at the activities after the lesson had ceased.
- Lots of applause was given at the end of the activities contributing towards developing participants' positive self-concepts.
- Children were very enthusiastic.
- The teachers' demonstrated a lot of encouragement, patience and positive reinforcement.
- Teacher was very active, positive and encouraging in her demonstrations.
- Children appear to love the positive encouragement they receive and their familiarity with the activities and observing adults is increasing.
- The children were all very attentive, smiling and laughing, exclamations of glee.

Cluster 17: *Children's response to music (themes 38, 48)*

- Children love the use of the music with the activities.
- Lesson style of one child at a time meant the rest of the children were not being stimulated while waiting their turn.

Cluster 18: *Children's difficulties with certain activities (themes 4, 13, 33, 39, 47, 50, 53)*

- Children struggled to differentiate between their left and right hands.
- The two children who were struggling were given a lot of extra attention and assistance.

- X was given a lot of individual assistance.
- Pace of lesson a bit fast for X, thus his needs were not met.
- Teacher very positive and supportive depending on the level of difficulty the child was experiencing.
- Two of the children were being left behind and no concessions were being made to help them catch up.
- Child really struggling with some of the exercises seemed to pass unnoticed.

4.3.4 Presentation of Fine Motor Skills as Indicated by My Observations

- **Stage 1: Identification of themes**

My observation notes on fine motor skills were analysed for themes and these are presented in Table E5 in Annexure E5.

- **Stage 2: Clustering of themes**

The themes identified in Stage 1 share reference points and were grouped into common clusters. These are also presented below in Table E5 in Annexure E5.

- **Stage 3: Production of a summary table**

The clusters identified in Stage 2 are summarised below in a summary table. The theme numbers represent the themes as shown above in Table E5 in Annexure E5.

Cluster 1: Lack of resources (themes 15, 22, 32)

- The activities were all warm up activities in preparation for more fine motor coordination exercises. They are still waiting for the money to purchase the tables and chairs.
- The non-arrival of the table and chairs is also delaying the implementation of certain activities.

- There was no sharpener available so the children had to do the activity using pencil-crayons.

Cluster 2: *Language issues (themes 14, 33)*

- The teacher makes use of both English and Afrikaans to meet the children's diverse language needs.
- The instructions were repeated in both English and Afrikaans.

Cluster 3: *Parents' involvement in programme (themes 1, 6, 26)*

- The activity encouraged the children to have to practice cooperation through turn taking.
- The teacher says that they are awaiting tables and chairs for the children through donations from the parents.
- Parents were asked to supply their child with crayons.

Cluster 4: *Space limitations (theme 43)*

- The children have been moved from the front room to the garage for practical reasons. The garage is cold and has no natural lighting.

Cluster 5: *Children's response to Programme Facilitator (theme 47)*

- The children adore it when the Programme Facilitator spends time with them.

Cluster 6: *Difficulties with children's concentration (themes 12, 38)*

- Teacher explained how one of the children who have been participating in the course used to really struggle to concentrate and now he is far more focused and does a puzzle every morning before school.
- One child found it very hard to concentrate when the other children were chatting around her.

Cluster 7: Teachers' time management (themes 21, 48)

- The Programme Facilitator and the teachers are frustrated at how much time is being lost with children away with school holidays.
- Teacher unavailable for two weeks.

Cluster 8: Teachers' lack of staff support (themes 20, 49, 51)

- Although both teachers were trained to implement the programme only one of the teacher's does it, therefore when she is away it is not implemented.
- The programme was not implemented for two weeks.
- The children have not been following the programme for the past two weeks and there is less of a feeling of organization and structure.

Cluster 9: Teachers' use of Programme Facilitator (themes 7, 40)

- The Programme Facilitator has been in twice during the past week to further supplement the activities.
- The Programme Facilitator visited the school three times this week to monitor progress.



Cluster 10: Teachers' use of music (theme 13)

- The CD player was playing up and disrupted the activity's flow.

Cluster 11: Teachers' class management (themes 2, 23, 34, 50)

- The teacher encouraged the children to be patient and laughing at one another was discouraged.
- The teacher adapted the materials to suit the left-handed child.
- The teacher modelled the activity for the children first.
- Children colouring in on their own.

Cluster 12: *Impact of teachers' personal problems (themes 10, 11, 16, 29, 36, 37, 46)*

- Teacher was away for a week so the programme could not be implemented for that week.
- Teacher needed the break and has come back revived.
- Teacher experiencing family problems impacting on her mood.
- Teacher has put her back out, needs to restrict her movements.
- Teacher reports being exhausted, a headache and experiencing personal problems.
- Teacher reported being overwhelmed how little time and how much work there was still to do.
- Teacher took the day off and left her mother supervising so the programme was not implemented.



Cluster 13: *Teachers' familiarity with programme implementation (themes 28, 45)*

- Teacher a bit unclear as to the finer details of the activity's instructions, needs to arrange a refresher with the Programme Facilitator.
- The Programme Facilitator feels that the teacher is not implementing the programme effectively at present.

Cluster 14: *Children's motivation (themes 3, 5, 8, 9, 18, 19, 24, 25, 27, 30, 31, 39, 41)*

- The teacher was very motivating and positive through her constant encouragement.
- All the children experienced success through participating in the activity.

- According to the teacher the children are so motivated by the activities that all they want to do now is work-related activities.
- The children reportedly cannot get enough of colouring in and building puzzles.
- The teacher modelled the Programme Facilitator's example in which lots of encouragement and enthusiasm was used.
- Children love the activities and participate willingly and laughingly.
- The tables and chairs have arrived.
- All the children have their own designated seat and set of crayons.
- The teacher reports that the children so love the 'work' that they have to be enticed to go outside and play.
- The children often compare their work to their peers. They spontaneously try to help one another.
- The activities allow the children to experience success.
- The teacher was very proud of their work to date and showed it to me.
- Children eagerly showed me all the cutting, colouring and pasting they have been doing.

Cluster 15: *Children's difficulties with certain activities (themes 4, 35, 44, 52)*

- The teacher modified the activity for X as she could see that he was struggling.
- The children relied a lot on copying one another.
- The teacher reported that the children are finding the activities tiring and hard.
- The teacher reported that the children are finding the activities stressful and not wanting to come to school.

4.3.5 Presentation of Teachers Comments from Their Interview

- **Stage 1: Identification of themes**

The teacher interviews were analysed for themes and these are presented in Table E6 in Annexure E6.

- **Stage 2: Clustering of themes**

The themes identified in Stage 1 share reference points and were grouped into common clusters. These are also presented in Table E6 in Annexure E6.

- **Stage 3: Production of a summary table**

The clusters identified in Stage 2 are summarised below in a summary table. The theme numbers represent the themes as shown in Table E6 in Annexure E6.

Cluster 1: *Language issues (theme 24)*

- We give the instructions in both English and Afrikaans. ("When we give instructions we do it in both English and Afrikaans").

Cluster 2: *Parents' involvement in programme (themes 34, 36, 45)*

- The parents contributed financially to some of the programme's costs. ("We had to ask the parents for donations to buy new tables and chairs and we had to ask the parents to bring a few things so that we had everything that we needed to implement the programme").
- The parents' involvement was experienced negatively at times by the teachers. ("If a child went home and complained about an activity they would ask me please not to do it again. So I had to try a totally different method of doing the same activity which took longer").
- The implementation of the programme impacted on daily planning. ("We had to ask parents to drop their children off earlier").

Cluster 3: Parents' interest in programme (themes 6, 12, 28, 37)

- The parents, my sister and the Programme Facilitator are all sources of support in implementing this programme ("I feel that we have the support of the parents, we have the support of the teachers and the Programme Facilitator. I am very positive about it").
- The parents are very enthusiastic about the programme. ("The parents have also given a lot of support, a lot of them want to see how their children have benefited").
- The parents are very supportive of the programme. ("They are asking more questions on how to help the children and it is forging a closer bond between the parent and the teacher").
- The parents were interested to hear what their children had been involved in daily. The Programme Facilitator was another source of support. ("X was always available whenever I needed her which was a big help").

Cluster 4: Children's attendance (themes 20, 46)

- It is frustrating when children are absent. ("When a child is sick it can really set them back in terms of the programme").
- Frustrations that the teachers met with "children arriving late or missing due to holidays or sickness or being unable to keep up".

Cluster 5: Difficulties with children's concentration (themes 5, 10, 15, 22, 31, 41)

- The children are enjoying the programme. ("They're looking forward to it every morning").
- The children are so enthusiastic, so you have happier children as well. ("When the child is learning they enjoy it so much and just starting with the programme you can already see you get amazing collaboration from the children").

- The children have adjusted with ease to the programme. ("The children have adapted so easily").
- The children enjoy the activities every day. ("They show a very positive attitude to these activities").
- Children experience success through this programme. ("Seeing what joy the children get out of being able to master the different challenges put before them").
- The children struggled most with the writing and cutting activities. ("I found that the writing exercises were very hard for them, the cutting was also very difficult").

Cluster 6: *Children's initial anxiety (themes 11, 25, 33, 35)*

- Some of the children will take a while to actively participate in the programme. ("Some of them are a little bit introverted but I think just with a little bit of encouragement when they see their peers doing it they're happy to be involved in it").
- The programme has encouraged the very shy children to participate with the rest of the children. ("We have children that are so shy that they won't take part in any activities and now they will surprise us so many times now with these activities that we are doing with them and they are really enjoying it").
- The activities stimulated the children's positive self-concept. ("The children that were so shy and reserved came out of their shells so much it was as if they were different children, they were very self-assured").
- The children's confidence in participating in the programme increased daily. ("A lot of the children were very nervous at first, but after trying the activities were very confident after only two or three days").

Cluster 7: Teachers' time management (theme 26)

- Implementing the programme requires good organisation and time management skills. ("I feel it's definitely given me more work. I have to be more organised in my day now to fit in all these little activities").

Cluster 8: Change to teachers' routine (themes 19, 45)

- To implement the programme we have had to adjust our programme. ("We have changed our programme that we start with this first").
- The implementation of the programme impacted on daily planning. ("We had to ask parents to drop their children off earlier").

Cluster 9: Teachers' lack of staff support (theme 47)

- Sources of support were the University of Stellenbosch and the Programme Facilitator's extra input. ("The periodic meetings were also very helpful").

Cluster 10: Teachers' use of Programme Facilitator (themes 1, 2, 3, 7, 8, 13, 29, 32)

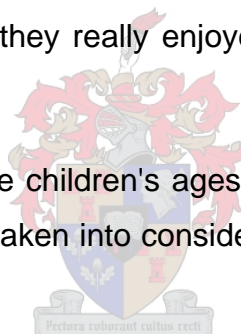
- The training we received will impact positively on the children and us. ("I feel what she put across to us can only benefit us and benefit the children as well").
- The training emphasised the learning potential of all children. ("There is no way that a child can not be helped").
- The training could have been longer. ("I would have liked it to have been longer and got more information").
- The training received was very interesting. ("Its amazing how it connects up I found that very interesting").
- Some of the training was focused specifically on the needs of children with disabilities. ("I think there were stages were some of the activities were

particularly or parts of the course were particularly for disabled children, and we have not got any disabled children at this stage").

- Teachers were pleased to be involved in the programme. ("I feel very privileged that we are able to do it at our school").
- Further training would be appreciated. ("An additional extensive programme would benefit me as well as the children").
- The Programme Facilitator played a pivotal role in demonstrating how to implement the programme. ("We found that following her methods the children got more joy out of doing the tasks").

Cluster 11: Teachers' use of music (themes 40, 51)

- The music made a very positive contribution to the programme. ("The music was a hit with the children, they really enjoyed doing different movements to the music").
- The type of activities and the children's ages should be well matched. ("I feel the groups' ages should be taken into consideration when it comes to some of the activities").



Cluster 12: Teachers' class management (themes 16, 18, 23, 27, 30)

- Implementing the programme has forced us to alter our style of instruction to ensure all children understand what to do. ("I think it has taught us to be more alert to different learning styles").
- The programme and the input from the Programme Facilitator has had a positive impact on our skills. ("It has improved our understanding towards the children").
- The programme demands active demonstration of the activities in order for the children to understand what to do. ("You have to show them, actually physically show them how to do the activities").

- The programme has exceeded my expectations. ("I feel that I have more to offer, of myself, to different people, to different children").
- The programme has empowered me with new teaching strategies. ("This programme has opened my eyes to new ways of stimulating the children").

Cluster 13: Teachers' familiarity with programme implementation (themes 4, 9, 14, 38, 39, 44)

- A programme like this will help when they go to school. ("I think a programme like this will help us to help them").
- Children's muscle development is weak in certain areas but the training focuses on developing the necessary muscle groups. ("We did not know how to do this, the training is showing us how to work all these muscles completely").
- There have been no problems implementing the programme yet. ("The programme has gone so smoothly").
- This programme instils confidence in the children's preparation for school. ("When the children go to school they can do it with confidence and attack problems with a positive attitude").
- This programme has informed me of the importance of stimulating all the senses. ("I want to stimulate all their senses").
- This programme is recommended to all early learning centres. ("I recommend that every crèche, day-care or pre-school should follow such a programme").

Cluster 14: Children's motivation (themes 5, 10, 15, 17, 22, 31)

- The children are enjoying the programme. ("They're looking forward to it every morning").
- The children are so enthusiastic, so you have happier children as well. ("When the child is learning they enjoy it so much and just starting with the programme you can already see you get amazing collaboration from the children").

- The children have adjusted with ease to the programme. ("The children have adapted so easily").
- The programme has definitely improved the self-confidence of some of the children. ("They realised they can actually do it and their self confidence has improved. The programme has given them a boost, like an injection for them").
- The children enjoy the activities every day. ("They show a very positive attitude to these activities").
- Children experience success through this programme. ("Seeing what joy the children get out of being able to master the different challenges put before them").

Cluster 15: *Children's difficulties with certain activities (themes 41, 42)*

- The children struggled most with the writing and cutting activities. ("I found that the writing exercises were very hard for them, the cutting was also very difficult").
- Some of the activities were easier to implement than others. ("I found this very hard to get right with the children but we persevered and they all got it right").

Cluster 16: *Children's competence increasing (theme 21)*

- The programme is having a noticeable impact on the children's functioning. ("We will always put this first because we see the benefits").

4.4 PRE-SCHOOL TWO

4.4.1 Presentation of Teachers Comments as Indicated on Their Gross Motor Skills Daily Monitoring Forms

- **Stage 1: Identification of themes**

The weekly monitoring sheets were analysed for themes and these are presented in Table E7 in Annexure E7.

- **Stage 2: Clustering of themes**

The themes identified in Stage 1 share reference points and were grouped into common clusters. These are also presented below in Table E7 in Annexure E7.

- **Stage 3: Production of a summary table**

The clusters identified in Stage 2 are summarised below in a summary table. The theme numbers represent the themes as shown in Table E7 in Annexure E7.

Cluster 1: *Language issues (theme 11)*

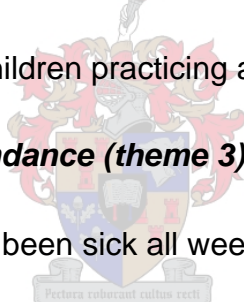
- Language problem ("Two children speak only Xhosa").

Cluster 2: *Parents' involvement in programme (theme 15)*

- Children doing very well ("Children practicing at home").

Cluster 3: *Children's attendance (theme 3)*

- Children are absent. ("X has been sick all week").



Cluster 4: *Difficulties with children's concentration (themes 17, 18)*

- Children are not fully participating in the activities ("Children easily distracted by younger children not involved in the activities").
- Children need to develop their concentration skills ("X has very poor attention").

Cluster 5: *Children's initial anxiety (theme 1)*

- Children were initially unsure about what was expected of them ("Children struggled a bit in beginning").

Cluster 6: *Teachers' time management (theme 23)*

- No information recorded (Teacher did not provide descriptive comments).

Cluster 7: Competition for teachers' attention (theme 21)

- Children unable to participate in programme ("Children taken to the zoo").

Cluster 8: Teachers' lack of staff support (theme 22)

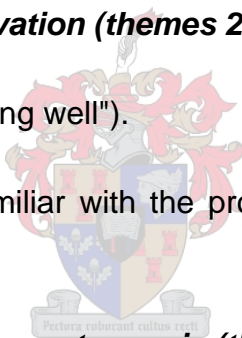
- Programme not implemented due to teacher's unavailability ("No information").

Cluster 9: Teachers' class management (themes 9, 10, 12)

- Teacher has difficulty in managing large group ("Children don't concentrate, need more practice").
- High child teacher ratio ("Children easily distracted and very impulsive").
- Teachers understanding of pupils progress ("Returned to previous phase").

Cluster 10: Children's motivation (themes 2, 7)

- Children coping well ("It's going well").
- Children becoming more familiar with the program ("Beginning to participate more spontaneously").



Cluster 11: Children's response to music (theme 16)

- Children have good rhythm ("Children love the music").

Cluster 12: Children's difficulties with certain activities (themes 4, 6, 13, 19)

- Child struggling ("Child a bit clumsy").
- Children finding it confusing ("Children struggling with arm movements").
- Child very uncertain ("X needs lots of attention").
- Children are finding some activities complicated ("X struggles with hand eye co-ordination").

Cluster 13: Children's competence increasing (themes 5, 8, 14, 20)

- Child doing exceptionally well ("Childs participates in extra gym classes weekly").
- Children showing improvement ("Better than in the beginning").
- Children showing improvement ("Children making progress").
- Children are making steady progress ("Children trying hard").

4.4.2 Presentation of Teachers Comments as Indicated on Their Fine Motor Skills Daily Monitoring Forms

• **Stage 1: Identification of themes**

The weekly monitoring sheets were analysed for themes and these are presented in Table E8 in Annexure E8.

• **Stage 2: Clustering of themes**

The themes identified in Stage 1 share reference points and were grouped into common clusters. These are also presented in Table E8 in Annexure E8.

• **Stage 3: Production of a summary table**

The clusters identified in Stage 2 are summarised below in a summary table. The theme numbers represent the themes as shown in Table E8 in Annexure 8.

Cluster 1: Language issues (theme 14)

- Communication is problematic for Xhosa children ("Language is a problem").

Cluster 2: Children's attendance (themes 1, 7)

- Child unable to participate in programme ("X is a lot of time absent").
- Children unable to participate in programme ("Holiday").

Cluster 3: Difficulties with children's concentration (themes 11, 13)

- Child rushes his work ("X must learn to work slowly").
- Child very distracted during activities ("X works too fast and struggles to follow instructions").

Cluster 4: Teachers' lack of staff support (theme 18)

- Children unable to participate in programme ("Teacher attending a meeting").

Cluster 5: Impact of teachers' personal problems (theme 21)

- Children unable to participate in programme ("Teacher not at work").

Cluster 6: Children's motivation (themes 4, 5, 12)

- Children giving their best ("X try very hard").
- Children managing the activities with ease ("Not too hard").
- Children are really applying themselves to the activities ("X is working beautifully").

Cluster 7: Children's difficulties with certain activities (themes 2, 3, 6, 8, 10, 15, 16, 19, 20)

- Fine Motor skills undeveloped ("X fine motor still needs attention").
- Children are finding the activities challenging ("X needs a lot of exercise").
- Children are finding the pattern completion activities challenging ("Writing need a lot of attention").
- Child is struggling with activities ("X needs to be encouraged").
- Child needs more time on these activities ("Needs to make further progress").
- Children found cutting out hard ("X can improve his cutting skills").

- Children had problems with tearing activities ("Most of the children found the tearing difficult").
- Child finding it more difficult to participate in activities ("X is left handed").
- Children experiencing difficulties with writing activities ("Writing patterns need attention").

Cluster 8: Children's competence increasing (theme 9)

- Children are progressing well ("X is improving a lot").

4.4.3 Presentation of Gross Motor Skills as Indicated by My Observations

• **Stage 1: Identification of themes**

My observation notes on gross motor skills were analysed for themes and these are presented in Table E9 in Annexure E9.

• **Stage 2: Clustering of themes**

The themes identified in Stage 1 share reference points and were grouped into common clusters. These are also presented in Table E9 in Annexure E9.

• **Stage 3: Production of a summary table**

The clusters identified in Stage 2 are summarised below in a summary table. The theme numbers represent the themes as shown in Table E9 in Annexure E9.

Cluster 1: Lack of resources (themes 22, 28, 32, 42)

- Limited resources resulting in lots of waiting.
- Limited resources.
- Not enough long socks.
- Balls do not bounce properly.

Cluster 2: *Language issues (theme 1)*

- Language barriers for Xhosa children.

Cluster 3: *Parents' involvement in programme (theme 21)*

- Children continue to practice the activities in their free time.

Cluster 4: *Space limitations (themes 3, 8, 31)*

- Pre-school cramped - only has one room.
- Harder to manage children when all together in one room.
- Children have to run on concrete - hazardous if they fall.

Cluster 5: *Children's response to Programme Facilitator (theme 30)*

- Children adore course co-ordinator as she demonstrates on their level.

Cluster 6: *Children's attendance (theme 7)*

- Children absent due to poor weather conditions.

Cluster 7: *Teachers' time management (themes 9, 25, 46)*

- Teachers' completion of daily monitoring sheets questionable.
- Time factor, not possible to implement all activities.
- Pace of activities very rushed.

Cluster 8: *Competition for teachers' attention (themes 23, 26, 41)*

- Teacher trying to implement programme as well as organise a fund raising event.
- Staff distracted.
- Activities disrupted by children having photos taken.

Cluster 9: Teachers' lack of staff support (theme 18)

- Good working relationship between teacher and her assistant.

Cluster 10: Teachers' use of Programme Facilitator (themes 14, 36, 38, 39)

- Teacher request for a refresher from course co-ordinator.
- Resources loaned by course co-ordinator.
- Course co-ordinator acts as a positive role model for teacher.
- Teacher more positive and encouraging.

Cluster 11: Teachers' class management (themes 4, 11, 12, 17, 33, 34, 43)

- Child teacher ration too large to offer individual support.
- Inappropriate pairing of children (two Xhosa children paired, neither could understand instruction).
- Teacher identified children needing extra attention.
- Children punished if not cooperating.
- Teachers introduce small groupings as one big group too unmanageable.
- Minimal positive re-enforcement.
- Course co-ordinator disapproving of possibly authoritarian teaching style.

Cluster 12: Impact of teachers' personal problems (themes 40, 44)

- Teacher sick, unable to implement the activities for a week.
- Teacher experiencing personal problems.

Cluster 13: Teachers' familiarity with programme implementation (themes 13, 16, 45)

- Implementation inconsistent with training guidelines.

- Teachers' implementation less chaotic and more controlled.
- Not all activities comprehensively implemented.

Cluster 14: Children's motivation (themes 2, 6, 10, 19, 20, 27, 35)

- Children copy one another when stuck.
- The climate of the lesson stimulated children's positive sense of self.
- Definite enjoyment by children during the activities.
- Activities encourage children to try their best and challenge themselves to improve through self-comparison with one another.
- Positive atmosphere evident in children's laughter and clapping.
- Group size large but impacts positively on within group collaboration.
- Peer motivation.

Cluster 15: Children's response to music (theme 29)

- Children love the use of the music with the activities.

Cluster 16: Children's difficulties with certain activities (themes 5, 15, 24, 37)

- Some pupils were not corrected for overtly incorrect movements.
- Children find the pulling and pushing activities difficult.
- Lesson not adjusted to meet children's diverse needs.
- Child given extra attention.

4.4.4 Presentation of Fine Motor Skills as Indicated by My Observations

- **Stage 1: Identification of themes**

My observation notes on fine motor skills were analysed for themes and these are presented in Table E10 in Annexure E10.

- **Stage 2: Clustering of themes**

The themes identified in Stage 1 share reference points and were grouped into common clusters. These are also presented in Table E10 in Annexure E10.

- **Stage 3: Production of a summary table**

The clusters identified in Stage 2 are summarised below in a summary table. The theme numbers represent the themes as shown in Table E10 in Annexure E10.

Cluster 1: *Lack of resources (themes 7, 12, 30)*

- The children illustrate very collaborative interactions as have to share resources.
- Children experienced frustration when pencil nibs broke and had to wait for the one sharpener.
- There were not enough pens.

Cluster 2: *Language issues (theme 6)*

- The children who spoke only Xhosa were not accommodated, and had to participate through peer modelling.

Cluster 3: *Children's attendance (themes 37, 39)*

- Children unable to participate in programme because of transport problems to school.
- Children unable to participate in programme due to public holiday.

Cluster 4: Difficulties with children's concentration (theme 2)

- All the children were very focused on their tasks.

Cluster 5: Teachers' time management (themes 17, 33)

- Programme Facilitator experiencing frustration with speed of implementation.
- Teacher putting a lot of pressure on children to complete the exercises as time running out.

Cluster 6: Competition for teachers' attention (themes 8, 36)

- The teacher is distracted as she is preparing the children to perform in a dance competition as well.
- Children unable to participate in programme because Nurse was coming for injections.

Cluster 7: Teachers' lack of staff support (themes 16, 19)

- Hard for teacher to be supervisor, guider and assistant to big group.
- Assistant from College helping teacher.

Cluster 8: Teachers' use of Programme Facilitator (themes 14, 21, 34, 38)

- Unlike other pre-school no warm up exercises in run up to implementation of Fine motor activities.
- Communication between Programme Facilitator and teachers insufficient.
- Programme Facilitator came to supplement the activities, children thoroughly enjoyed this.
- Teacher would like Programme Facilitator to come and give her a refresher in skill implementation.

Cluster 9: Teachers' use of music (theme 20)

- Use of background music had a calming effect on the classroom atmosphere.

Cluster 10: Teachers' class management (themes 1, 4, 5, 11, 15, 25, 28, 40)

- The design of the lesson reflected careful planning and organisation.
- The teacher provides predictability and structure to the activities.
- The teacher has adopted a more encouraging attitude.
- Teacher needs to provide clearer demonstrations and repeat instructions.
- Teacher very authoritarian at times.
- Children would benefit from more practical demonstrations.
- Teacher has identified weakest children.
- Children need instructions to be clearer.

Cluster 11: Impact of teachers' personal problems (theme 29)

- Teacher experiencing personal problems, therefore quite distracted.

Cluster 12: Teachers' familiarity with programme implementation (theme 24)

- Instructions inconsistent with training.

Cluster 13: Children's motivation (themes 3, 9, 18, 23, 27)

- The children were very proud of their work and wanted me to look at it.
- The children experience positive self feedback through their successful experiences.
- Children very supportive of one another in absence of teacher's support.

- The children are motivated through peer collaboration and comparison.
- Children enjoying the activities so much did not want to pack away.

Cluster 14: Children's response to music (themes 13, 31)

- Not enough teacher guidance and correction of errors.
- Children found noise of exercise very gratifying, motivated them to continue.

Cluster 15: Children's difficulties with certain activities (themes 10, 22, 32)

- Teacher not able to provide much individual attention.
- Children's wrists became sore doing the PolyPen exercise, all shaking their wrists for relief.
- Child cut another child with the scissors.

Cluster 16: Children's competence increasing (theme 26)

- Teacher very proud of the children's progress.

4.4.5 Presentation of Teachers Comments from Their Interview

• Stage 1: Identification of themes

The teacher interviews were analysed for themes and these are presented in Table E11 in Annexure E11.

• Stage 2: Clustering of themes

The themes identified in Stage 1 share reference points and were grouped into common clusters. These are also presented in Table E11 in Annexure E11.

- **Stage 3: Production of a summary table**

The clusters identified in Stage 2 are summarised below in a summary table. The theme numbers represent the themes as shown in Table E11 in Annexure E11.

Cluster 1: *Language issues (theme 9)*

- Some children require the instructions to be adapted to meet their level of understanding. ("It is a bit difficult because there is a language problem and you must take it upon yourself to demonstrate to them").

Cluster 2: *Children's response to Programme Facilitator (theme 12)*

- The children really enjoy the input from the Programme Facilitator. ("They enjoy it so much with her").

Cluster 3: *Competition for teachers' attention (theme 11)*

- The programme impacts on the structure of the day. ("Sometimes I have to cut other activities short. It takes extra of me").

Cluster 4: *Change to teachers' routine (themes 4, 14)*

- The Programme Facilitator recommends that the programme be implemented in the morning this requires an adjustment to my daily schedule. ("My program moet dus bietjie verander; ek moet dit vroegoggend in pas").
- It was necessary to re-plan each day to incorporate the programme. ("Om die program te kon implementeer moes ek my daaglikse program aanpas, dit was egter die moeite werd").

Cluster 5: *Teachers' lack of staff support (themes 5, 16)*

- I will be supported by my assistant teacher, the Programme Facilitator and the intern occupational therapist. ("X sal my ondersteun en sal ook saam met die arbeidsterapeut betrokke raak").

- The school received support from the University and the Programme Facilitator in acquiring the necessary resources. ("Die universiteit het skêre en balle voorsien en het op dié manier gehelp dat die program suksesvol is").

Cluster 6: Teachers' use of Programme Facilitator (themes 1, 2, 3, 20)

- The training was very enlightening and I was very impressed with it. ("Dit was verskriklik leersaam vir my, ek het opnuut weer nuwe dinge geleer").
- The training allowed me to gain a new perspective on teaching the children. ("Ek het baie nuwe dinge geleer en dinge uit 'n ander oogpunt begin sien. Die hele program was eintlik baie opbouend gewees").
- I always enjoy learning new things. ("Omdat dit vir my lekker is om altyd nuwe dinge te leer").
- The programme covered all that needed to be covered in preparation for beginning formal schooling ("Ek dink die program dek alles wat die kind nodig het om sy skoolgereedheidkennis te verbeter").

Cluster 7: Teachers' use of music (theme 19)

- The body movement exercises to music were the most enjoyable activities. ("Omdat hulle lekker kon ontspan sowel as leer daardeur").

Cluster 8: Teachers' familiarity with programme implementation (themes 17, 18)

- I will definitely implement this programme again next year. ("Ek sal weer die program aanbied en ook die boekies laat afdruk wat ek verlede jaar in gewerk het").
- The body movement and writing skill activities were most beneficial. ("Ek dink die liggaamsbewegingdeel en die skrifpatrone was baie goed").

Cluster 9: Children's motivation (theme 8)

- The children participating in the programme are enjoying it. ("I think the children that are involved are enjoying it very much").

Cluster 10: Children's response to music (theme 10)

- The children are more peaceful after completing the activities. ("I can see that they are a lot more peaceful and relaxed after the activity").

Cluster 11: Children's difficulties with certain activities (theme 15)

- Some of the activities were too difficult for the children's level of development. ("Ek het ook agtergekom dat sommige kinders gefrustreerd was omdat hulle nie die werk kon voltooi nie want hulle het dit te moeilik gevind").

Cluster 12: Children's competence increasing (themes 13, 21)

- The children who participated in the programme benefited a great deal. ("Elke kind wat deel van die program uitgemaak het, het daarby gebaat").
- I recommend that this programme is implemented every year because the children can only benefit from it. ("Ek stel voor dat, as dit moontlik is, hierdie program elke jaar by skole herhaal word aangesien die kinders daarby baat").

4.5 PROGRAMME FACILITATOR INTERVIEW

4.5.1 Presentation of Comments from the Interview with the Programme Facilitator

- **Stage 1: Identification of themes**

The Programme Facilitator interview were analysed for themes and these are presented in Table E12 in Annexure E12.

- **Stage 2: Clustering of themes**

The themes identified in Stage 1 share reference points and were grouped into common clusters. These are also presented in Table E12 in Annexure E12.

- **Stage 3: Production of a summary table**

The clusters identified in Stage 2 are summarised below in a summary table. The theme numbers represent the themes as shown in Table E12 in Annexure E12.

Cluster 1: *Parents' interest in programme (theme 23)*

- I believe that in the absence of available parents and unaffordable therapy, early learning centres have a very important role to play in teaching children necessary skills to equip them for life long learning. ("Kinders kan nie vanself vaardighede aan leer nie. Persone wat met kinders werk moet hulle help om hul kennis soveel as moontlik te verbreed").

Cluster 2: *Difficulties with children's concentration (theme 5)*

- In the short term one can expect to see more peaceful participation and peer interaction in the classroom. ("Jy sal definitief meer rustigheid, samewerking en interaksie tussen kinders in die klas waarneem").

Cluster 3: *Teachers' time management (themes 17, 18, 21)*

- The programme's implementation did not follow the expected time frame, the schools were too disorganised. ("Nee, skooltjies is ongeorganiseerd").
- The implementation of the Fine Motor activities was too rushed and the teachers did not introduce it as recommended. ("Fynmotories, want die tyd was te kort en die onderwysers het nie die nodige voorbereiding gedoen nie").
- The time of implementation was meant to be six weeks and turned out to be six months therefore the gap between training and implementing was too big.

("Die tyd tussen opleiding en implementering was te lank. Die implementeringstydperk was 6 maande in plaas van 6 weke").

Cluster 4: Teachers' lack of staff support (themes 3, 4, 15)

- People do not realise how great the need is for teachers to receive additional skills training. ("Mens besef net nooit hoe groot die behoefte daar buite eintlik is nie").
- It is generally acknowledged that teachers have a huge need for additional skills training but this is rarely actioned. ("Ek dink die mense besef die behoefte daar buite is verskriklik groot maar niemand doen eintlik iets daaraan nie").
- In the future it will be important that the teachers receive more continuous training. ("Onderwysers moet meer deurlopende opleiding ontvang").

Cluster 5: Teachers' use of Programme Facilitator (theme 8)

- I think one must be available to support the teachers until they gain their confidence in implementing the programme. ("Jy moet beskikbaar wees totdat die onderwysers die selfvertroue het om die program alleen te implementeer").

Cluster 6: Teachers' use of music (theme 9)

- Music activities were the most successfully implemented activities. ("Moontlik ook lief vir musiek").

Cluster 7: Teachers' class management (themes 2, 12, 14)

- Pleasing to see teachers' high level of interest in participating and implementing their training. ("Hulle kan dit vat en implementeer").
- The programme had a positive impact on the manner in which the teachers' communicated to their learners. ("Dit het ook die onderwyser se manier van praat met die kinders positief beïnvloed").

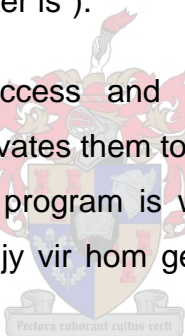
- Towards the end of the programme the teachers became more creative in their style of implementation. ("Ja hulle het aan die einde baie van hulle eie idees begin gebruik").

Cluster 8: Teachers' familiarity with programme implementation (theme 1)

- Teachers lacked relevant background knowledge so training adjusted accordingly. ("Mens verwag party keer van hulle goed om te doen, maar hulle is nie ingelig nie").

Cluster 9: Children's motivation (themes 9, 10)

- One gains confidence in the programme's impact on the children when you observe the children's positive reaction to it. ("Jy sien hoe die kindertjies reageer en dat dit vir hulle lekker is").
- The children experience success and joy through participating in the programme, which in turn motivates them to have increased confidence in their abilities. ("Omdat dit die tipe program is waar die kind die heelyd voel hy beleef sukses want alles wat jy vir hom gee is vir hom lekker en hy kan dit doen en hy wil dit doen").



Cluster 10: Children's competence increasing (themes 6, 11, 16, 20, 22)

- In the long term one can expect that children will be equipped with skills necessary for formal schooling ("Ek dink dat dit vir die kinders nie moeilik gaan wees om sekere dinge te doen in die skool nie want dit wat van hulle verwag word in die skool is eintlik baie, daar word baie hoë eise gestel aan kinders wat in graad een byvoorbeeld kom, dus is daar tyd om al hierdie goed dan eers vir die eerst keer te internaliseer nie").
- The programme's implementation met with my expectations as the children developed their motor and coordination skills. ("Die kinders het hulle motoriese- en koördinasievaardighede aangeleer").

- The children who had participated in the programme were more relaxed and had more self-confidence at the end. ("Meer ontspanne, meer selfvertroue").
- This programme equips children with the skills to participate in learning activities. Unless a child has certain skills in place they will find the formal learning expectations difficult. ("As hy sekere vaardighede nie in plek het nie sal dit baie moeilik wees in die leersituasie").
- I believe that the children's social skills and self- concepts were developed. In addition muscle tone, rhythm and memory were developed. ("Sosiale vaardighede, selfbeeld en selfvertroue, spier en rompkontrolle, ritme, geheue en gretigheid het verbeter").

4.6 MASTER THEMES

4.6.1 Development and Presentation of the Master Themes from the Previous Clusters

To enable a more meaningful analysis of the data it was decided that the twenty-two clusters could be broken down further into nine master themes. This was done in the same way as previously, with the twenty-two clusters becoming the 'themes' and the nine master themes as 'clusters'. Table 4.2 below presents this information.

Table 4.2: Development of Master Themes

Master Themes									Previous Clusters
Childs' Reaction to the Programme	Childs' Participation in the Programme	Teachers' Reaction to the Programme	Teachers' Implementation of the Programme	Teachers' General Observations	Parents Involvement	Teachers' Frustrations	Supportive and Non-Supportive Structures	Accessibility of Programme for Child	
1	2	3	4	5	6	7	8	9	
						y			1. Lack of resources
								y	2. Language issues
					y				3. Parents' involvement in programme
					y				4. Parents' interest in programme
						y			5. Space limitations
							y		6. Children's response to Programme Facilitator
	y								7. Children's attendance
y									8. Difficulties with children's concentration
y									9. Children's initial anxiety
		y							10. Teachers' time management
						y			11. Competition for teachers' attention
		y							12. Change to teachers' routine
						y			13. Teachers' lack of staff support
							y		14. Teachers' use of Programme Facilitator
			y						15. Teachers' use of music
			y						16. Teachers' class management
							y		17. Impact of teachers' personal problems
		y							18. Teachers' familiarity with programme implementation
y									19. Children's motivation
				y					20. Children's response to music
								y	21. Children's difficulties with certain activities
				y					22. Children's competence increasing

- **Stage 3: Production of a summary table**

The clusters identified above are summarised below in a summary table. The theme numbers represent the master themes as shown above in Table 4.2.

Master Theme 1: Childs' Reaction to the Programme (themes 8, 9, 19)

- Difficulties with children's concentration
- Children's initial anxiety
- Children's motivation

Master Theme 2: Childs' Participation in the Programme (theme 7)

- Children's attendance

Master Theme 3: Teachers' Reaction to the Programme (themes 10, 12, 18)

- Teachers' time management
- Change to teachers' routine
- Teachers' familiarity with programme implementation



Master Theme 4: Teachers' Implementation of the Programme (themes 15, 16)

- Teachers' use of music
- Teachers' class management

Master Theme 5: Teachers' General Observations (themes 20, 22)

- Children's response to music
- Children's competence increasing

Master Theme 6: Parents Involvement (themes 3, 4)

- Parents' involvement in programme
- Parents' interest in programme

Master Theme 7: Teachers' Frustrations (themes 1, 5, 11, 13)

- Lack of resources
- Space limitations
- Competition for teachers' attention
- Teachers' lack of staff support

Master Theme 8: Supportive and Non-Supportive Structures (themes 6, 14, 17)

- Children's response to Programme Facilitator
- Teachers' use of Programme Facilitator
- Impact of teachers' personal problems



Master Theme 9: Accessibility of Programme for Child (themes 2, 21)

- Language issues
- Children's difficulties with certain activities

4.6.2 Presentation of Master Themes Categorised into their Source Location

The master themes are presented below together with their corresponding clusters showing the total number and source of the originally identified theme. For example there were six original themes identified in my observations relating to the cluster 'Teachers lack of staff support' within Master Theme 7: Teachers Frustrations.

KEY:	
Teachers Comments	TC
My Observations	MO
Teacher Interview	TI
Programme Facilitator Interview	CCI

Master Theme 1: Childs' Reaction to the Programme

	Pre-school 1				Pre-school 2				CCI	Overall Total
	TC	MO	TI	TOTAL	TC	MO	TI	TOTAL		
Difficulties with children's concentration	4	2	6	12	4	1	0	5	1	18
Children's initial anxiety	4	1	4	9	1	0	0	1	0	10
Children's motivation	14	22	6	42	5	12	1	18	2	62

Master Theme 2: Childs' Participation in the Programme

	Pre-school 1				Pre-school 2				CCI	Overall Total
	TC	MO	TI	TOTAL	TC	MO	TI	TOTAL		
Children's attendance	7	1	2	10	1	1	0	6	0	16

Master Theme 3: Teachers' Reaction to the Programme

	Pre-school 1				Pre-school 2				CCI	Overall Total
	TC	MO	TI	TOTAL	TC	MO	TI	TOTAL		
Teachers' time management	0	5	1	6	1	5	0	6	3	15
Change to teachers' routine	0	0	2	2	0	1	2	3	0	5
Teachers' familiarity with programme implementation	0	8	6	14	0	4	2	6	1	21

Master Theme 4: Teachers' Implementation of the Programme

	Pre-school 1				Pre-school 2				CCI	Overall Total
	TC	MO	TI	TOTAL	TC	MO	TI	TOTAL		
Teachers' use of music	0	3	2	5	0	1	1	2	1	8
Teachers' class management	0	15	5	20	3	15	0	18	3	41

Master Theme 5: Teachers' General Observations

	Pre-school 1				Pre-school 2				CCI	Overall Total		
	TC	M	O	TI	TOTAL	TC	M	O			TI	TOTAL
Children's response to music	2	2	0		4	1	3	1		5	0	9
Children's competence increasing	6	0	1		7	5	1	2		8	5	20

Master Theme 6: Parents Involvement

	Pre-school 1				Pre-school 2				CCI	Overall Total		
	TC	M	O	TI	TOTAL	TC	M	O			TI	TOTAL
Parents' involvement in programme	0	4	3		7	1	1	0		2	0	9
Parents' interest in programme	0	1	4		5	0	0	0		0	1	6

Master Theme 7: Teachers' Frustrations

	Pre-school 1				Pre-school 2				CCI	Overall Total		
	TC	M	O	TI	TOTAL	TC	M	O			TI	TOTAL
Lack of resources	0	4	0		4	0	5	0		5	0	9
Space limitations	0	2	0		2	0	3	0		3	0	5
Competition for teachers' attention	0	2	0		2	1	5	1		7	0	9
Teachers' lack of staff support	0	6	1		7	2	3	2		7	3	17

Master Theme 8: Supportive and Non-Supportive Structures

	Pre-school 1				Pre-school 2				CCI	Overall Total		
	TC	M	O	TI	TOTAL	TC	M	O			TI	TOTAL
Children's response to Programme Facilitator	1	1	0		2	0	1	1		2	0	4
Teachers' use of Programme Facilitator	1	8	8		17	0	8	4		12	1	30
Impact of teachers' personal problems	3	8	0		11	1	3	0		4	0	15

Master Theme 9: Accessibility of Programme for Child

	Pre-school 1				Pre-school 2				CCI	Overall Total		
	TC	M	O	TI	TOTAL	TC	M	O			TI	TOTAL
Language issues	0	5	1		6	2	2	1		5	0	11
Children's difficulties with certain activities	16	11	1		28	13	7	1		21	0	49

4.6.3 Teachers' Experience in terms of the Children, Themselves, the Programme and the Parents

The nine Master Themes were organized into teachers' experience of four categories, namely:

1. Learners
2. Themselves (i.e. the teachers)
3. The programme
4. The parents

The four categories above link with the literature review findings, which encompass the teachers' experience in implementing the programme.

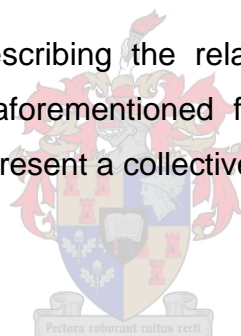
A brief explanation follows describing the relationship between the teachers' experiences in terms of the aforementioned four categories and the master themes. The master themes represent a collective description of the content of the themes they represent.

- **The learners**

The master themes involved the teachers' shared experiences regarding the children's reaction to and participation in the motor skills programme. These subjective experiences illustrated how the children demonstrated different strengths and weaknesses in terms of the motor skill development activities.

- **The teachers themselves**

The teachers' shared experiences regarding their subjective experiences. The master themes centred on the teachers' general observations regarding the children's involvement in the programme. Another theme focused on the teachers' reaction to the nature of the motor skills programme. In addition the data produced generated a theme encompassing the teachers' frustrations.



- **The programme**

The master themes entailed the teachers' style of implementation of the programme as well as their subjective feelings pertaining to the availability of necessary support. In addition the accessibility of the programme for all participating children was highlighted.

- **The parents**

In the area focusing on the children's' parents and caregivers, one master theme arose; parents involvement in the programme. The involvement of the parents was not equivalent in the two pre-schools observed. I feel this is an interesting finding and will elaborate on this theme in the next chapter.

The above areas can be appreciated as summarising the areas covered in the teachers' experience of programme implementation. A discussion of the identified themes is presented in terms of the teachers' observations and interviews, my observations as well as interviews with the coordinator.

4.7 REFLECTION

This chapter initially presented the identified themes from the teachers' reported observations, my observations and from the interviews with the teachers and the Programme Facilitator. This was followed by an analysis of the themes to group them into clusters; these were in turn presented under master themes.

Finally an integration of all the identified themes was displayed in spreadsheet format. Nine master themes were used to cluster the identified themes.

Reflecting on this chapter allows me to express my joy at the number of themes that emerged from the interviews, observations and monitoring forms. It has afforded me insight into the arduous and demanding task of a teacher, with specific reference to the added challenge and responsibility of implementing a programme in addition to one's daily routine.

The following chapter discusses these findings and their implications.

CHAPTER 5

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter compiles a discussion of the findings as they were presented in Chapter 4. This discussion is structured in terms of the four areas of experience, namely:

- Teachers' experience of the programme in terms of themselves
- Teachers' experience of the programme in terms of the children
- Teachers' experience of the programme in terms of the parents involvement
- Teachers' experience of the programme in terms of its implementation

Next I draw the findings through to the proposed research question and aims, this is done from the interpretative framework, where the teachers' experiences are viewed as rich, descriptive contributions to enhanced understanding.

Thereafter the limitations of this study as well as further recommendations in terms of future research are presented.

Lastly, I conclude with a final reflection on my experience of the study.

5.2 DISCUSSION

This aim of this pilot study was to describe and explore a selected group of teachers' experiences of their involvement in the implementation of a motor skills programme in their pre-primary school. This pilot study endeavoured to examine, reflect on and then alter practice as a result of participant feedback.

A thorough appreciation of the teachers' experiences in implementing the programme has the potential to raise many professional issues and provide the teachers' feedback on the reality of the implementation.

The findings are discussed in terms of the master themes identified in the research.

5.2.1 Teachers' experience of the programme in terms of themselves

Teachers found the daily monitoring forms very time consuming and alternated between completing them either in detail or very sketchily. The teachers also found implementing the programme demanded adjustments are made to their daily routine. At times they commented on too little time and too much to do. This is consistent with Hopkins (2002:52) recommending, "the teachers primary job is to teach, and any research method should not interfere with or disrupt the teaching commitment". The means of data production must not be overly demanding on the teachers' time. In addition Hopkins (2002:53) recommends the teacher be committed to the research focus

"It is difficult enough, given all the pressures on a teacher's time, to sustain energy in a project even if it is intrinsically interesting and important to the teacher's professional activities".

It was found that the teachers' implementation of some activities was a variation on the original training. This revealed a possible loss of familiarity with the programme's implementations due to the time lapse between training and implementation of the training. Mc Call and Croft (2000:32) state that assessment and evaluation are imperative to teaching. Only through assessment and appraisal can one be sure that one is teaching the children what they need to learn and that they are in fact learning. This is emphasised in the literature related to Institutional Development. The Department of Education (2003:41), explains that to become proficient in using a new method, educators will probably go through a series of trial and error, uncertainty, difficulty and even jubilation. These statements concur with the teachers' experiences.

In addition the data produced illustrated that teachers generally observed that the children as well as themselves experienced the music that accompanied the activities favourably. Music brings a positive and calming atmosphere to many classrooms, as well as allowing the sensory integration necessary for long-term memory. It can be used to encourage excitement, relieve stress and reinforce subject matter (Campbell, 1997:179). Further, Giles (1991:43,44) recommends that most children operate extremely well with music in the background, and that appropriate music can reduce their levels of stress, increase relaxation and promote productivity.

In addition, the teachers' subjective observation of increased children's competence during their involvement in the programme is confirmed in the literature supporting motor skill development in the pre-school. The rate at which children master their fundamental movement stages depends on the opportunity for practice. This in turn is dependent on the teachers' activation of the activities.

The development of motor skills contributes to the pre-school child's social, environmental and self discovery, maturation of spatial and self-expression, stability, communication, sensual stimulation, pleasure and feelings of acceptance (Whitehurst 1971:55). This resonates with the teachers' general observations of the children involved in the motor skills programme and highlights qualities necessary for transition to formal schooling.

Teachers' subjective experiences of the programme included not only their positive observations but also their frustrations in programme implementation. These frustrations as highlighted in the data related to lack of resources, space limitations, lack of staff support and competing responsibilities requiring their attention. This was emphasised in the literature pertaining to the pressure of unrealistic time scales creating stress, anxiety and negative reactions to programme implementation. Requiring teachers to deal with a number of different initiatives at the same time compound this.

The relationship between financial constraints and teachers' frustrations is of particular importance for the sample of pre-school learners represented in this pilot study. Pre-school 2's child intake comprises a predominately lower socio-

economic community compared with Pre-school 1. The implications of this finding related to the schools' differing ability to rely on parents for financial support for programme resources. According to Kagen (1993) as cited in Newman (2000:345).

"There is little equity in the system with children and families of different income backgrounds not having equal access to material necessities".

Eloff cited in Engelbrecht and Green (2003:68), acknowledge that the systems that influence the development of young learners are the family, the school, social-network and the broader community. Any pre-school classroom is a probable ecosystem. Eloff cited in Engelbrecht and Green (2003:68), recommends that every pre-school learner should be understood within an eco-systemic framework. Thus teachers' frustrations may be related to subjective feelings of lack of agency in relation to systems out of the teachers' control impacting on children's functioning.

In addition teachers found that staff shortages and competing commitments as disabling factors in terms of programme implementation. To enable all children to have access to quality early care and education programmes, adequate funding must be available. Little public investment in early childhood development initiatives make children vulnerable by forcing programmes to function with insufficient resources to provide quality service (Meisels, 1998:28).

5.2.2 Teachers' experience of the programme in terms of the children

The data produced regarding children's reaction to the programme emphasised that the teachers' experienced some difficulties with a few children unable to sustain concentration throughout the activities. The procedure of learning a new activity involves readiness, motivation and opportunity to focus on the activity, as well as comment from the activity (Pillari, 1998:128). The physical-motor activities performed in pre-schools form the basis for future cognitive and social-emotional development.

It is important to note that learning skills are still developing in children between the developmental ages of four and seven. De Witt and Booyesen (1995:61) suggest that a child in this age bracket should be able to consciously concentrate and remain focused on one task for fifteen to twenty minutes. This is in keeping with the average length of the implemented activity. Teachers need to understand the individual child's difficulty concentrating holistically.

The data generated from this study on the teachers' experiences in terms of the children also revealed the children were initially anxious to begin the programme. However their familiarity with the programme created curiosity and prompted motivation to participate. This is corroborated by teachers' subjective observations regarding the children's increase in motivation and self-competence. Despite differing approaches to understanding the various components comprising self-concept it is accepted as being modifiable and not predetermined.

Baard (1998:50) acknowledges a positive self-concept to be a result of experiences in environments that provide opportunities to explore, collaborate and experiment ideas and skills with the positive, motivational support of significant others. In this pilot study the significant others were the teachers.

It is evident from data produced from the teachers' responses that the children experienced opportunities to explore, collaborate and experiment skills participating in the programme. Through positive support from the teachers children overcame their initial anxiety and were motivated to participate. McCall and Craft (2000:10) describe the importance of a child-centred approach when working with children. Motivating children to instigate their own activities enables them to develop their strengths and their weaknesses. Consequently children experience success and develop feelings of competence and self-confidence.

Children's absence from school, and thus the programme, was confirmed by the teachers, as being problematic. The teachers' reported that such absences broke the continuity and flow of the programme. The absences also resulted in children's levels of exposure to different activities being inconsistent. The teachers' mentioned various reasons for inconsistent attendance at both pre-schools as related to children's health as well as external circumstances.

These external circumstances relate to South African learners confrontation with personal and environmental stressors that put them at risk for emotional, behavioural and academic problems. This is of specific relevance to the realities of the participants in Pre-school 2. Furthermore, Engelbrecht and Green (2001:18) describe how socio-economic factors contribute to high learner-teacher ratios. Again this is of specific relevance to the realities of the participants in Pre-school 2 where the high child-teacher ratio impacted on the teachers' ability to implement the programme in a child centred manner as opposed to being authoritarian. A negative learning and teaching culture adds to the stressors that teachers and learners have to cope with.

According to Engelbrecht and Green (2001:21) this implies that the particular insight, skills and practices of education support professionals should be focused at holistic, health-promoting, developmental and precautionary action with respect to individuals, schools and communities. This will confirm that issues are dealt with through collaborative input.

Finally the discussion concentrates on the teachers' experience of the programme in terms of the children's accessibility to the programme. The results generated highlight teachers' concerns regarding the level of difficulty of the activities for certain children. Where the level of difficulty was high, additional individual child assistance was required. This was evidenced in Pre-school 2 where there was a high child to teacher ratio. Biersteker and Robinson cited in Dawes *et al.* (2000:41) contest that "prevailing difficulties in schools (including high learner-educator ratios, and lack of resources and facilities) do not create a welcoming environment". In any pre-school learning environment there will be significant differences of abilities, backgrounds and personal characteristics. Eloff cited in Engelbrecht and Green (2001:63) highlights the learning environment must be adaptable and responsive to difference in order for young learners to develop physically, cognitively and socially at their own speed. This poses a challenge for the implementation of this motor skills programme within a limited time frame.

The language of instruction was another important variable raised through the teachers' experiences of programme implementation. While all teachers involved were able to communicate in Afrikaans and English they were not proficient in

Xhosa. For those children whose mother tongue was Xhosa, activities were demonstrated by the teachers, however it was felt that this demonstration did not adequately address the problem. Furthermore the children often relied on modelling other children. With high child-teacher ratios, the teachers were not always available for individual demonstration.

The Language in Education Policy (Department of Education, 1997b) promotes the principle to maintain the child's mother tongue, while still providing access to learning additional languages up until Grade 3. This policy is subject to practicability and recommendations from the governing body. According to Donald *et al.* cited in Dawes *et al.* (2000:41), if formal learning is cut off from a child's first language, this can negatively affect cognitive development in general and particularly scholastic performance. Currently parents desire English as the medium of instruction as they feel it equips children better for their future academic and career opportunities. According to Donald *et al.* (2002:219) if children must learn through a language in which they feel incompetent, they may question their ability as learners. This can have far-reaching psychological effects on the child's sense of self-worth and may damage healthy emotional and cognitive development.

5.2.3 Teachers' experience of the programme in terms of the parents involvement

The results produced from this study regarding children's reaction to the programme emphasised that the teachers' experienced varying amounts of involvement and interest from the parents. The socio-economic background of the parents' played a significant role in their level of involvement in the programme.

The teachers at Pre-school 1 experienced significantly more support and involvement from the parents than the teacher at Pre-school 2. The teachers in Pre-school 1 felt comfortable enough to ask for financial support from the parents for resources. The parents were also involved in the programme in the sense that the programme was conducted chiefly in the front room, which is positioned at the front door enabling parents to casually observe.

In addition a parents' information evening as well as Saturday workshop was organized for the parents from Pre-school 1. These were both in response to the parents' request to be fully informed about the programme in which their children were participating. These meetings served as valuable opportunities to foster important parent-teacher relationships.

According to McCall and Craft (2002:206), a parent and teacher partnership occurs when both parties are working together with mutual trust and respect, focused on the joint interest of the learner. The nature of the relationship between the parent and teacher often determines how children develop within the milieu of that relationship. When the relationship is positive and cooperative, trust and respect will improve. McCall and Craft (2002:207) comment on children learning in an environment of trust and respect. This setting gives them the indispensable sense of security to take risks, try new behaviours, and endeavour to acquire new skills.

Pre-school 2's teacher felt unable to ask parents for additional financial support. Many of these children's education is subsidised by their parents' employers. When a parent loses his or her job the pre-school is faced with the predicament of absent school fees. The teacher at this pre-school had regular parent meetings in which they explained the programme, however there were no requests or provision made for additional information meetings. Marcon (1999), and Brofenbrenner (1986), emphasize that research illustrates how parent and family engagement in early care and education programmes improves results for children, increases the opportunity for them to experience success and minimise possible negative outcomes in school in the future. The participation of caregivers and communities may require raising awareness and training, which needs to be included in a motor skills programme training plan.

Kagan and Neuman (2000:346) state that although parental involvement is preferable, it is difficult to achieve for several reasons. Many parents are shackled by work commitments and family responsibilities that do not allow them the freedom or energy to participate in the programme. In addition, some parents are unaware of the value of their active participation in their child's early education.

5.2.4 Teachers' experiences of the programme in terms of its implementation

Findings generated from the teachers' as well as the Programme Facilitator's experiences of the programme in terms of its implementation noted the importance of the teacher's personal style of implementation incorporating their class management. Findings also acknowledged what the teachers found useful and not useful in their implementation role.

Programme facilitation necessitates teachers' reflection on their instructional goals, techniques and appropriate programme modification. Effective implementation requires the teachers' ability to provide multiple opportunities to practice the new skills whilst monitoring progress and providing constructive and encouraging feedback. Eloff cited in Engelbrecht and Green (2001:69)) states that it is essential that the teachers provide a match between the learner and their environment. "Potential point of analysis may include group size and composition, educator tolerance, support services for educators, methods of instruction and effectiveness of classroom management".

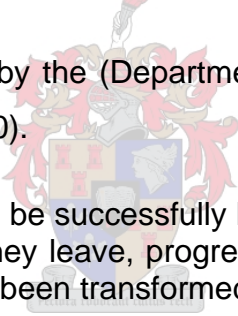
This resonates with the teacher from Pre-school 2's experiences regarding effective classroom management. Findings from this study implied high child-teacher ratio as well as children's diversity in terms of language and ability impacted on classroom management. Pre-school 1's experiences also reflected the impact of children's diversity on programme implementation.

Findings also revealed that both pre-schools' teachers' experienced the negative impact of personal problems on their implementation abilities. Teachers' backgrounds and experiences influence the manner in which they work, which in turn impacts on the children in their care. While some teachers' feel enthusiastic and are able to transmit this into their facilitation skills, others feel demoralized and this too can impact on the children. The children may experience teachers' demoralization as disinterest. Donald *et al.* (2002:172) suggests "your professional role as a teacher does require you to develop a high level of self-understanding and to deal with your own personal issues in as constructive a way as possible".

In addition to the teachers' personal issues, the children also bring their personal circumstances to class each day. Many issues relating to class management are often linked to personal problems being experienced by certain children. The family and other systems in which the child is involved may impact significantly on the child's functioning in the programme. All children present with varying strengths and weaknesses and these must be understood and accommodated by the teacher. This is a challenge presented to all educators (Donald *et al.*, 2002:173).

Findings from both pre-schools' teachers highlighted the positive role that the Programme Facilitator played in both schools. Both teachers noted the positive impact they had in motivating both the teachers and the children. They functioned as a role model in terms of how to communicate with the children to maximise their enthusiasm and enjoyment of the programme. They were also available to monitor the teachers' skills and offer assistance when required.

These findings were supported by the (Department of Education Directorate Full Service Schools, August 2003:40).



"Many innovations tend to be successfully launched by an innovative practitioner. However if they leave, progress may fade away unless what has been learnt has been transformed into standard practice".

The success of positive programme implementation relies on maintaining teachers' commitment to and motivation in the programme. The findings revealed that the Programme Facilitator endeavoured to do this. They also reported the progress the teachers' revealed in terms of being able to translate the message of the activities through their own spontaneous style.

Finally, as mentioned in the literature, Benelli and Yongue (1995:216) state, "for a child's development of efficient, coordinated and controlled basic motor behaviours, interaction with and coaching from supportive adults is indispensable".

The research question that guided this study is:

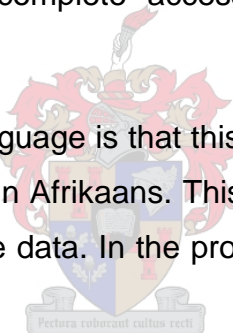
- What are the teachers' experiences of implementing a motoric skills programme?

This pilot study examined and reflected on aspects of the programme as a result of participant teachers' feedback. The conclusions made are discussed below.

5.3 LIMITATIONS OF STUDY

The teachers made use of verbal language to express their experiences. Willig (2001:63) argues that language does not necessarily provide participants with the means to describe these experiences. Willig (2001:63) further states that the language the participants choose to describe their experiences, constructs a certain version of those experiences, and meaning is added through the choice of certain words. Hence having complete access to the teachers' experiences appears unfeasible.

Another limitation in terms of language is that this study is written in English, while some of the data was collected in Afrikaans. This may have affected the findings, as I had to translate some of the data. In the process of translation meaning may have been lost.



Observation of the teachers' implementation of the motor skills programme was challenging in terms of timing. Often I had to negotiate my way out of time clashes between competing responsibilities in order to observe the teachers at a time that was suitable to them.

Another limitation to this study was the generalisability of the findings. Due to the small sample size these findings are not generalisable to the South African community at large.

5.4 RECOMMENDATIONS

The study seems to be suitable in general, but additions are recommended in terms of the following:

It is recommended that more research be conducted on this potential source of teacher and learner empowerment. Although the data that informed this study was generated qualitatively, it may be meaningful to corroborate these findings through a larger sample using a quantitative study. Suggestions in this regard include specific pre-test and post-test measures before and after the programme's implementation.

It is also recommended that participant teachers be asked to explain their needs more specifically in terms of support and in-service training. Suggestions of this nature include specific reference to socio-economic dilemmas, as this was also highlighted in other literature findings. Furthermore although this study focused on the teachers' experiences of the programme, it might be valuable to include focus group discussions with the children involved in the programme, to give their experiences a voice. In addition, the inclusion of children with intellectual disabilities in the sample is suggested, as this will increase understanding about the applicability of the programme to a diverse child population

Recommendations for future research include:

- The practicality of informally trained teachers obtaining ongoing in-service support requires research.
- More specific questioning referring to socio-economic dilemmas regarding programme implementation.
- More specific questioning referring the children involved in the programme, to provide a voice for their subjective experiences.
- The inclusion of a larger sample group.
- The inclusion of children with intellectual disabilities to contribute to the larger research project on Intellectual disability: Quality lifespan development.

- The use of quantitative methodology.
- Exploration of differences between experiences of teachers trained formally and informally.

5.5 REFLECTION

In the present pilot study, it was found that the teachers were extremely willing to participate in the study, as it was a means of professional development and training. The fact that this pilot study was based on such a small sample can be seen as a limitation in the research. Therefore the small sample could also restrict the ability to generalise the results of the study. There were, however, important commonalities, which could be identified as a result of this pilot study.

In terms of teachers' experience of their involvement with the motor skills programme, the present research established that they shared many experiences as well as certain differences - predominately of a socio-economic nature. In addition, it was confirmed that the programme had an effect on the majority of the teacher's in terms of its impact on their normal routine and style of instruction.

The study illustrated that overall the teachers' felt positive about the children's reaction to the programme. Furthermore this study demonstrated the importance of parental involvement in all aspects of children's education.

The need for continuous professional development was confirmed by the present study. Informally trained teachers are especially in need of ongoing in-service support and that the practicality of obtaining such support requires additional research.

The challenge within the South African context is to establish, with limited resources, the necessary support needed to empower teachers' to be able to empower learners. Differences between the experiences of teachers trained formally and informally could also be explored.

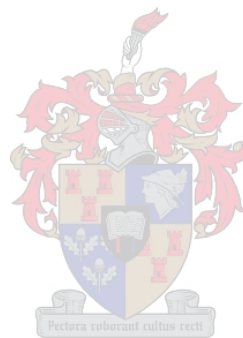
In conclusion, the results of the pilot study provide meaningful information regarding teachers' experiences of their involvement in a motor skills programme,

the impact thereof on themselves, the children, the children's parents, as well as their needs with regards to programme implementation.

In concluding this chapter and study I reflect on my increased understanding of teachers' experiences in programme implementation. I believe these findings add credibility to the research on educators pivotal role in optimising children's learning potential.

"Knowledge which is acquired under compulsion has no hold on the mind. Therefore do not use compulsion, but let early education be rather a sort of amusement, this will better enable you to find out the natural bent of the child"

Plato



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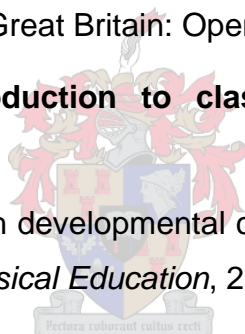
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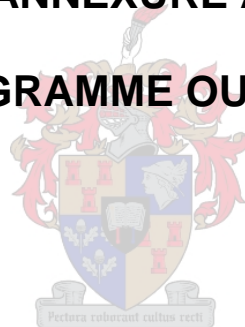
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ANNEXURE A
PROGRAMME OUTLINE



SENSORY / MOTOR / TOUCH

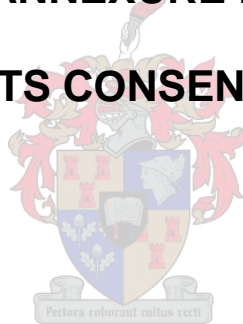
MUST FEEL SAFE	SLOWLY, RHYTHMIC	WEIGHT SHIFTING	CHANGING DIRECTION + SPEED	SPEED ESSENTIAL	ROTATION – DANGEROUS
Hand-Stand	Swing backwards and forwards	Swing sideways	Swinging skew to sides	Cycling	Roll over different textures ex. mat to grass to mat
Wheel barrow	Rock on all fours	Rocking on all fours	On all fours	Skating on skateboard	
Touch your toes and let arms hang down	Skateboard push yourself B+F	Hammock blanket sideways	Rocking chair remember position (x2) head steady watching corner	Push child in wheelbarrow	Roll arms up – next to – on chest
Swing from legs	Monkey swing from rope	Skateboard rock		Sliding	Head over heels
Hang over barrel and throw to target	Back bundle hold legs tight and rock	Balancing Beam walk sideways		Skipping / Galloping	Roll inside drum
Lie over bench and throw balls into basket	Hammer-spyker using blanket	Drum rock sideways		Hopscotch	Rolling in a sheet or blanket
	Granny's Rocking chair	Hammer-spyker same person take arms and other person legs		Obstacle race with jumping as main action	
	Horse Riding			Long jump / High jump	

ROLL	BASIC CRAWLING	BASIC WALKING	BASIC RUNNING	BASIC JUMPING	ADVANCED THROWING
1.5m (R) + (L)	same arm and leg	barefoot – v-texture	target + slow + head high, faster + faster	knee sit + hop	throw + catch
hands above head	opposite A + B	straight V + to the back	on target count to 100	knee-stand + hop	again + clap1
1 hand above head (change)	have a race	up and down steps	inside a passage	-scissors	again + clap2
hands next to sides	on-on	between rope ladder	3-legged race	-forward exchange	again + clap3
hands crossed over chest	hide-and-peek	to the (R) and to the (L)	feel – hands next to sides	-one knee hop	throw – jump – catch
blanket – roll on your own	warm and cold	on toes – on heels	crab, dog, horse	-rabbit	throw – wall – catch
blanket – roll shake out		in time to music	with someone on your back	-sides, together, turn	throw – wall – jump – catch
head over heels (HELP)		heel – toe	wheel barrow walk	Standing – basic	hit – bounce (1H) (L+R)
		fast, slow, (steps)	throw + catch ball	-sides together	Stand in a row
		slow with	bounce + catch ball	-forward, exchange	First person – throw +
		fast with	follow a leader	-1 leg	let bounce + jump over
		Advanced walking	exchange feet in hoop	-3 and bum	Back person – catch
		bear	roll a tyre	-bum, knee, hop, hop	and repeat process
		elephant		Standing – advanced	
		ostrich		-2L, 2R, 2T	
		duck		-3L, 3R, 3T	
		Figure 8, 0, , , ,		-4L, 4R, 4T	
				2L, 3R, 4T	
				4L, 3R, 2T	
				-sides, together, turn	
				Skipping rope	

SELF	FACILITATE	FACILITATE	FACILITATE	FACILITATE	FACILITATE
<p>hard towel blow hairdryer roll over carpet sit on something rough</p> <p>FACILITATE</p> <p>Swimming movements overhead + underneath</p> <p>"steamroller" child using rolling-pin, paint roller, ball</p> <p>pull boat over objects using towels</p> <p>Crawl over different textures – animal</p> <p>Squashing – between 2 mattresses</p> <p>Open-drum lie through and roll to specific area</p> <p>Riding on somebody's back</p> <p>Piggy</p> <p>"bok-bok"</p> <p>pillow fight</p>	<p>finger paint / instant pudding draw in tray</p> <p>sand play</p> <p>dough play</p> <p>hand puppets</p> <p>body massage**</p> <p>a scrub-sponge/loofahs</p> <p>vibration ???</p> <p>playing doctor-doctor</p> <p>touching games</p> <p>out of imaginary spa – dry off to the left – right + up and down</p>	<p>roll to specific point eyes first, then head, shoulders, hips, feet</p> <p>motorboat – on back move forward using feet</p> <p>crawl like a worm – on bended knees forward + backwards</p> <p>copy – animals</p> <p>slide on newspaper on slippery floor</p> <p>pinch object between knees – move + roll around</p> <p>roll against a wall with a beginning and end</p> <p>head over heels – with a beginning and end</p> <p>hammock – child pushes himself using hands and feet</p> <p>sleep on rough towel with something rough on top + weight on top</p>	<p>identify warm and cold</p> <p>identify 1 area touched 2 areas apart 2 areas simultaneous</p> <p>identify different textures areas touched</p> <p>identify objects in bag ??</p> <p>distinguish between rough – smooth thick – thin light – heavy soft – hard sharp – blunt warm – cold</p>	<p>grouping objects that can be: easily felt tasted smelt heard</p> <p>identify object covered with closed eyes or blindfolded ex. Money in sandbox</p> <p>identify eyes closed or blindfolded: object in hand</p> <p>identify specific objects in bag with balls</p> <p>name or draw eyes closed or blindfolded: a form</p> <p>identify objects from pillowcase with small differences</p> <p>extra – eyes closed hand – sandpaper elbow – paintbrush – touch lightly + quickly using 1 finger – same object using 2 fingers donkey's tail draw on back / child too</p>	<p>on stomach on skateboard turning around, hands crossed</p> <p>hammock different positions stomach – sit – back spinning around</p> <p>monkey rope in tree – spin</p> <p>aeroplane by the arms all around</p> <p>merry-go-round in park</p> <p>typing chair</p>

ANNEXURE B

PARENTS CONSENT FORM



ANNEXURE C

EXAMPLE OF INTERVIEW QUESTIONNAIRES



ANNEXURE C1

EXAMPLE OF INTERVIEW QUESTIONNAIRE Programme Facilitator at Beginning of Programme



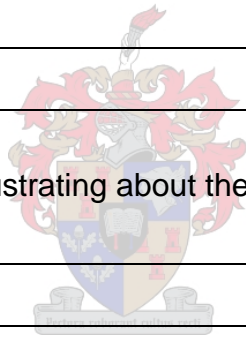
**Interview with Mrs Van Wyk's regarding her Sensory, Motor
and Touch Programme**

Date: _____

1. What was your experience of the training programme for the teachers of Jakkerland and The Rescuers?

2. What did you find most pleasing about the training?

3. What did you find most frustrating about the training?



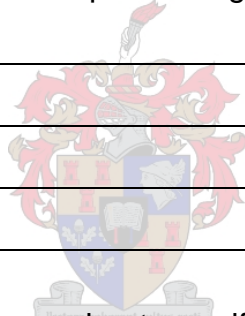
4. With hindsight is there any part of the training that you would change?

5. Why are you interested in being involved in this project?

6. What are your expectations of this project? Short term and long term.

7. What challenges do you foresee in the implementation of your project?

8. What support will you have in implementing this project?



9. Do you have any concerns about specific children in connection with your project?

10. Additional comments

ANNEXURE C2

EXAMPLE OF INTERVIEW QUESTIONNAIRE Programme Facilitator at End of Programme



Interview with Mrs Van Wyk's regarding her Sensory, Motor and Touch Programme

Date: _____

1. What did you hope your programme would achieve? Did the programme achieve what you hoped for? Please motivate your answer with examples

2. What is your opinion on the implementation of the programme at Jakkerland and the Rescuers?

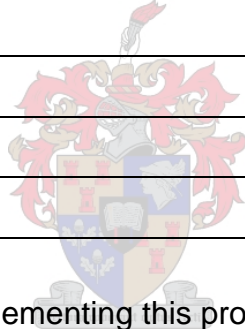
3. Were the teachers' instruction and coordination styles effective in their implementation of the programme? Please motivate.

4. What recommendations might you make regarding the future implementation of your programme?

5. In your opinion did the programme stimulate the learners and teachers' positive self-concepts? Please give examples.

6. Were your expectations of the programme's outcome different for the two schools involved? If so please indicate in which way.

7. Were these expectations met? Please explain.



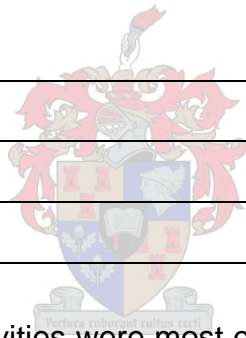
8. What challenges did implementing this programme involve?

9. Did the programme's implementation follow your planned time schedule? Please explain.

10. Did you receive the necessary support in implementing your programme? Please explain?

11. How do you foresee the teachers who participated in this programme using your programme in the future?

12. In your opinion what activities were most beneficial to the learners, and why?



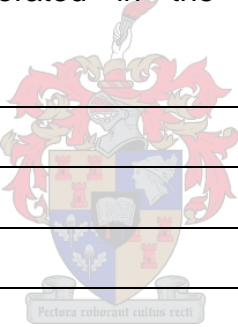
13. In your opinion what activities were most challenging to the learners, and why?

14. In your opinion what activities were most challenging for the teachers to implement and why?

15. In your opinion what activities were easiest for the teachers to implement and why?

16. What did this programme offer to develop learning readiness?

17. In your opinion how does this programme develop learning readiness, which was not incorporated in the teachers' previous teaching strategies?



18. In your opinion did participation in this programme affect the learners overall functioning? If so can this be demonstrated?

19. In your opinion did participation in this programme affect the teachers overall functioning? If so can this be demonstrated?

20. What information do you hope that my research on your programme may generate?

21. Do you have any additional comments?



ANNEXURE C3

EXAMPLE OF INTERVIEW QUESTIONNAIRE Teacher at Beginning of Programme



Teachers' Experiences of Mrs Van Wyk's Sensory, Motor and Touch Programme

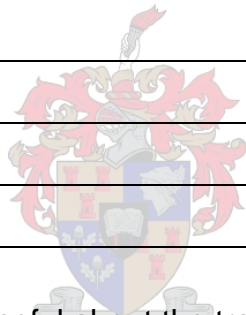
Teacher: _____

School: _____

Date: _____

1. What was your experience of Mrs Van Wyk's training programme?

2. What did you find most useful about the training?



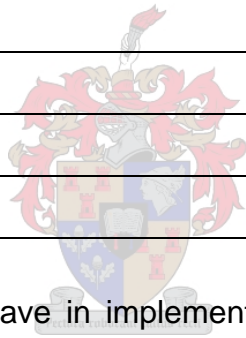
3. What did you find least useful about the training?

4. Is there any part of the training that you would have liked to alter in some way?

5. Why are you interested in being involved in this programme?

6. What are your expectations of this programme?

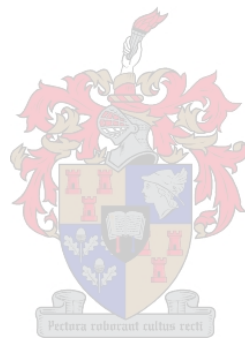
7. What challenges do you anticipate in implementing this programme into your school?



8. What support will you have in implementing this programme into your school?

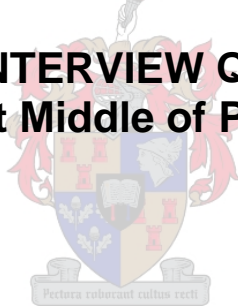
9. Do you have any concerns about specific children in connection with the programme?

10. Additional comments



ANNEXURE C4

EXAMPLE OF INTERVIEW QUESTIONNAIRE Teacher at Middle of Programme



Teachers' Experiences of Mrs Van Wyk's Sensory, Motor and Touch Programme

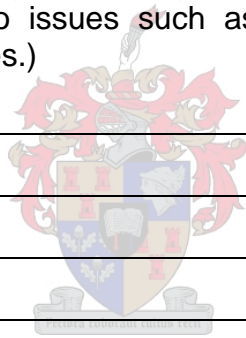
Teacher: _____

School: _____

Date: _____

1. What is your experience of the programme's implementation so far?

2. How does implementing the programme influence your style of instruction? (Attention to issues such as learners' different language usage, and learning styles.)



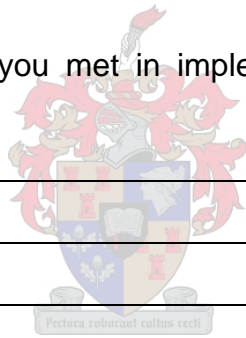
3. Do you feel that the activities stimulate the learners' positive self-concept? If so, how?

4. With hindsight is there any part of the training that you would like to alter in some way?

5. What planning and organization changes has implementing this programme required you to make?

6. Has the programme up until now met with your expectations? Please explain.

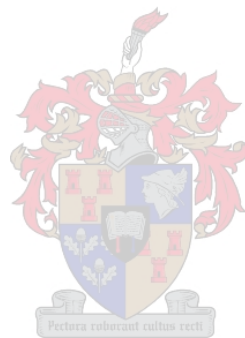
7. What frustrations have you met in implementing this programme into your school?



8. What support have you experienced in implementing this programme into your school?

9. Do you have any concerns about specific children in connection with the programme?

10. Additional comments



ANNEXURE C5

EXAMPLE OF INTERVIEW QUESTIONNAIRE Teacher at End of Programme



Teachers' Experiences of Mrs Van Wyk's Sensory, Motor and Touch Programme

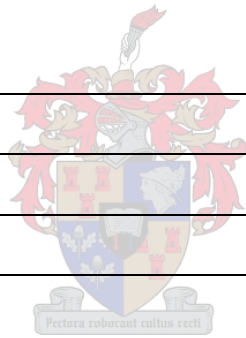
Teacher: _____

School: _____

Date: _____

1. What was your experience of implementing the programme?

2. How did you have to adjust your teaching style when implementing the programme?



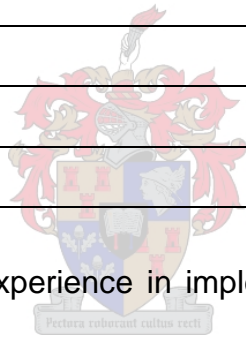
3. Did you feel that the activities stimulated the learners' positive self-concept? If so, how?

4. With your first hand experience, are there parts of the programme that you would alter for future use?

5. What planning and organization changes did implementing this programme require you to make?

6. Did the programme meet with your expectations? Please explain.

7. What frustrations did you meet in implementing this programme into your school?



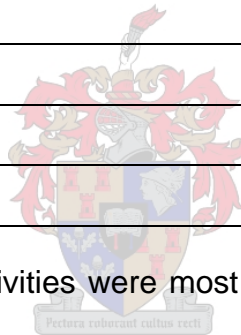
8. What support did you experience in implementing this programme into your school?

9. Did you have any concerns about specific children in connection with the programme?

10. How will your participation in this programme influence your teaching in the future?

11. How will you use this knowledge in the new teaching year?

12. You still have contact with most of the pre school children who participated in the programme, how are they experiencing school?



13. In your opinion what activities were most beneficial to the learners, and why?

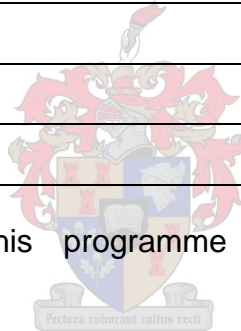
14. In your opinion what activities were most challenging to the learners and why?

15. What activities did you most enjoy implementing and why?

16. What activities were most challenging to implement and why?

17. What did this programme offer to develop learning readiness in your learners, which was not incorporated in your previous strategies?

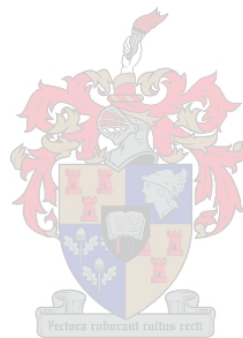
18. Did participation in this programme affect the learners overall functioning? If so how?



19. If changes were noted, who else noticed these changes apart from you? Examples?

20. What are your recommendations for the future use of this programme?

21. Do you have any further comments?



ANNEXURE D

SAMPLE DAILY MONITORING FORMS



ANNEXURE D1

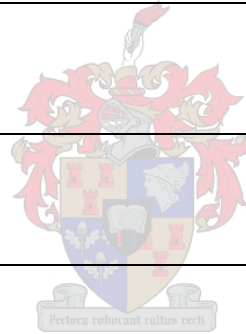
**SAMPLE DAILY MONITORING FORM
GROSS MOTOR**



DAILY MONITORING PHASE 1 WEEK 1

Date:

Childs Name	Age	Participation in Activity (Yes/No)					Significant Observations
		Mon	Tue	Wed	Thu	Fri	



ANNEXURE D2

**SAMPLE DAILY MONITORING FORM
FINE MOTOR**



Fine Motor Daily Monitoring

Week Start Date: _____

Name	Age	Activities in which participated					Comments
		Mon	Tue	Wed	Thu	Fri	

KEY TO ACTIVITIES INCLUDED IN FINE MOTOR PROGRAMME:

- MC : Midline Crossing
- W : Writing
- Pen : Poly - Pen
- Pri : Polly - Prick
- C : Cut
- T : Tear
- Cl : Colour In

ANNEXURE E

THEMES IDENTIFICATION



ANNEXURE E1

**Example of Theme Identification from transcribed
Teachers Daily Monitoring Form**



CHILDRENS' SENSORY, MOTOR AND TOUCH FUNCTIONING AT END OF PHASE 3

Finish Date: 20-Jun-03

- ***** Very good
- **** Good
- *** Can do, but not well
- ** Does with great difficulty
- * Cannot do

Childs Name	Age	Weight Shifting	Basic Walking	Touch Activity	Comments	
Alexander	3-6	Yes	Yes	Yes	Although he can do all the exercises we are going to continue this weeks activities until he is positive he can do it. He is very unsure of himself. (Identified Theme: Certain children need extra attention to master the activities)	**
Andries	4-1	Yes	Yes	Yes	Andries can do these activities but lacks concentration. (Identified Theme: Children need to improve their concentration skills)	**
Benjamin	3-6	Yes	Yes	Yes	Benjamin enjoys these activities but is very lazy and does not like to give of his best.	***
Johane	4-9	Yes	Yes	Yes	Johane gets a 5 star, all activities are done well.	*****
Kirsten	3-6	Yes	Yes	Yes	Kirsten does all the activities but lacks concentration and gets lost half way. (Identified Theme: Children need to improve their concentration skills)	***
Liza	3-6	Yes	Yes	Yes	Liza has been sick and has not participated the way she normally does. (Children are absent)	***
Rohan	4-0	Yes	Yes	Yes	Rohan loves the activities but lacks rhythm. I give him a 4 star. (Identified Theme: Children need rhythm to master these activities)	****
Tyle	3-9	Yes	Yes	Yes	Tyle is doing much better - she concentrates better. I give her a 4 star.	****

ANNEXURE E2

School 1: Identification of themes and clustering of teachers' comments as indicated on their gross motor skills daily monitoring forms



Table E2: Identification of themes and clustering of teachers' comments as indicated on their gross motor skills daily monitoring forms.

Clustering of Themes																						Identification of Themes
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Lack of resources	Language issues	Parents' involvement in programme	Parents' interest in programme	Space limitations	Children's response to Programme Facilitator	Children's attendance	Difficulties with children's concentration	Children's initial anxiety	Teachers' time management	Competition for teachers' attention	Change to teachers' routine	Teachers' lack of staff support	Teachers' use of Programme Facilitator	Teachers' use of music	Teachers' class management	Impact of teachers' personal problems	Teachers' familiarity with programme implementation	Children's motivation	Children's response to music	Children's difficulties with certain activities	Children's competence increasing	
								y														1 Children were initially unsure about what was expected of them ("Not too sure of himself").
								y														2 Children felt insecure initially ("Very nervous").
																		y				3 Children were enthusiastic to be involved ("Very eager to do activities").
																		y				4 Children were enjoying themselves ("X is having great fun").
							y															5 Children's confidence improving ("X is much better, not so shy").

																	y	6	Children's motor competence developing ('X is not so shaky anymore').
																	y	7	Children struggling to master some activities ("X battles to get movement right").
																y		8	Children finding the activities manageable ("With Ease").
																y		9	Teacher away unable to implement programme ("Not monitored").
															y			10	Child absent unable to participate in programme ("X away").
																	y	11	Children finding the activities very challenging ("Can do but with great difficulty").
																	y	12	Children need assistance to complete these activities ("Can do but not well").
																	y	13	Children completing the activities with ease ("All very well").
																	y	14	Children need a lot of practice to master these activities ("X needs lots of work with these activities").
																	y	15	Certain children need extra attention to master the activities ("Although he can do all the exercises we are going to continue this weeks activities until he is positive he can do it. He is very unsure of himself").
																y		16	Children need to improve their concentration skills ("X does all the activities but lacks concentration and gets lost half way").
															y			17	Children are absent. (X has been sick all week and has not participated the way she normally does").
																	y	18	Children need rhythm to master these activities ("X loves the activities but lacks rhythm").
																	y	19	Children are not fully participating in the activities (" X enjoys these activities but is very lazy and does not like to give of his best").
																y		20	Children need to develop their concentration skills ('X's attention wanders every now and then").
																	y	21	Children are motivated to try hard ("X always tries to do her best").
																	y	22	Children are making steady progress ("X is catching up very well").

																			y	23	Some children find some activities more difficult than others ("X seems to be a bit slow with most of the activities").	
																				y	24	Children finding the activities very challenging ("Very unsure needs another week").
																y					25	Children unable to participate in programme ("X has been away and was not able to complete this phase, I will continue on this Phase with him").
																y					26	Children are finding it difficult to concentrate on changes in the activity ("X is having a problem with listening and watching when a change in exercise takes place").
																				y	27	Children are finding some activities complicated ("X has problems with his coordination").
																y					28	Children absent ("X away").
																y					29	Children unfocused on the activities (X was very distracted today maybe she was feeling a bit out of her depth").
																				y	30	Children found the activities challenging (" X was not sure how to do these activities").
																y					31	Children have difficulty concentrating on the instructions ("X has problems following instructions").
																				y	32	Children are mastering the activities ("X can do all activities").
																				y	33	Children have mastered the activities ("all the children are ready to go onto the next phase").
																				y	34	Children are finding the rolling activity troublesome ("X is not rolling straight").
																				y	35	Children are enjoying the activities ("The children all enjoyed it very much").
																				y	36	Children are finding these exercises easier than some of the previous phases ("I am sure they are all ready to go onto the next phase").
																				y	37	Programme not implemented due to teacher's unavailability ("No information").
																				y	38	Children have made good progress ("X has caught up very nicely and is ready to go on").

ANNEXURE E3

School 1: Identification of themes and clustering of teachers' comments as indicated on their fine motor skills daily monitoring forms

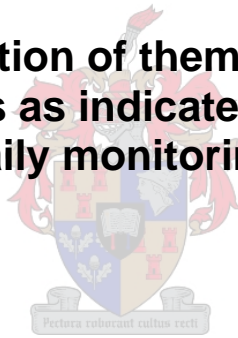


Table E3: Identification of themes and clustering of teachers' comments as indicated on their fine motor skills daily monitoring forms.

Clustering of Themes																						Identification of Themes			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Lack of resources	Language issues	Parents' involvement in programme	Parents' interest in programme	Space limitations	Children's response to Programme Facilitator	Children's attendance	Difficulties with children's concentration	Children's initial anxiety	Teachers' time management	Competition for teachers' attention	Change to teachers' routine	Teachers' lack of staff support	Teachers' use of Programme Facilitator	Teachers' use of music	Teachers' class management	Impact of teachers' personal problems	Teachers' familiarity with programme implementation	Children's motivation	Children's response to music	Children's difficulties with certain activities	Children's competence increasing				
					y			y															1	Children unable to participate in programme ("X away for week").	
																								2	Children began the new activities anxiously ("X started off very nervous").
																		y						3	Children are finding the activities pleasantly challenging ("X not too sure of himself but finds it fun").
																		y						4	Children are enjoying participating in the activities ("X finds this easy and great fun").
																		y						5	Participating in the activities is stimulating the children ("The work is calming X down a bit").

																	y			6	Children are fully absorbed with the activities ("X is very quiet during her lessons").
																			y	7	Children are finding the activities difficult ("The work is very challenging for X").
																			y	8	Children are struggling to keep up ("X is having great difficulties –he can not keep up").
																			y	9	Children are progressing well ("X is doing very well").
																			y	10	The children are progressing at different speeds ("X is a bit slower than the others").
																			y	11	Children do not understand how to follow the arrows ("I find that all the children are having difficulties trying to follow the arrows when colouring in").
																			y	12	Children are enjoying themselves ("X is having great fun").
				y																13	Children love it when Y comes to participate in their activities ("Y came to draw with the children").
									y											14	Communication is often unclear ("Y came to interact with the children again, but they were going out to a party").
																			y	15	Children found cutting out the ants hard ("X had a hard time cutting out his ants").
																			y	16	Children had a lot of problems with the tearing activities ("All these exercises have been difficult").
																				17	Children unable to participate in programme ("Teacher unavailable").
																			y	18	Children are feeling overwhelmed by the activities ("I have given the exercises a rest this week, X did not want to come to school today, he said the lessons were too hard").
					y															19	Children unable to participate in programme ("Children on holiday").
					y															20	Children unable to participate in programme ("X broke her arm and caused a big drama").
											y									21	Children unable to participate in programme ("Teacher not at work").
												y								22	Children experiencing fun participating in the activities ("X enjoyed lesson").

ANNEXURE E4

School 1: Identification of themes and clustering of my observations of gross motor skills



Table E4: Identification of themes and clustering of my observations of gross motor skills.

Clustering of Themes																								Identification of Themes	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Lack of resources	Language issues	Parents' involvement in programme	Parents' interest in programme	Space limitations	Children's response to Programme Facilitator	Children's attendance	Difficulties with children's concentration	Children's initial anxiety	Teachers' time management	Competition for teachers' attention	Change to teachers' routine	Teachers' lack of staff support	Teachers' use of Programme Facilitator	Teachers' use of music	Teachers' class management	Impact of teachers' personal problems	Teachers' familiarity with programme implementation	Children's motivation	Children's response to music	Children's difficulties with certain activities	Children's competence increasing				
																	y						1	Some of the exercises were not implemented exactly as they had been demonstrated.	
																	y							2	Children did not complete all the exercises using both left and right sides.
													y											3	There were sufficient resources available to accomplish the purposes of the instructions.
																				y				4	Children struggled to differentiate between their left and right hands.
														y										5	The teacher was able to read the child's level of understanding and adjusted the instructions accordingly.
																	y							6	Children appeared enthusiastic.

																y				7	Teacher described herself as being very overworked and tired.
																y				8	Active participation of all was encouraged.
																				9	Children copied one another when feeling stuck.
																	y			10	The climate of the lesson was very positive and respect for children's strengths and difficulties in executing actions was demonstrated.
																				11	Children continued to play at the activities after the lesson had ceased.
y																				12	The instructional strategies and activities used in the lesson reflected attention to issues of access and diversity, language appropriate strategies.
																			y	13	The two children who were struggling were given a lot of extra attention and assistance.
																			y	14	Lots of applause was given at the end of the activities contributing towards developing participants' positive self-concepts.
																	y			15	The teacher submitted very detailed observations on each child's progress.
																				16	The other teacher was there so there was a feeling of organization.
y																				17	There were sufficient resources available to accomplish the purposes of the instructions.
																				18	The teacher was able to read the child's level of understanding and adjusted the instructions accordingly.
y																				19	The instructional strategies and activities used in the lesson reflected attention to issues of access and diversity, language appropriate strategies.
																				20	Both teachers were working with the children, this made for a model lesson.
																		y		21	The programme o-coordinator was observing the lesson so there was a feeling of putting on a show.
																				22	Children were very enthusiastic.
																				23	The teachers' demonstrated a lot of encouragement, patience and positive reinforcement.
																				24	Two of the children were not well so they were accommodated as onlookers.
																				25	The programme o-coordinator demonstrated how to include music with the activities.
																				26	Subtle antagonism evident between two teachers.

																		y		48	Lesson style of one child at a time meant the rest of the children were not being stimulated while waiting their turn.											
																					49	As each child was seen individually there was a greater emphasis on performance and not pure pleasurable learning.										
																						50	Two of the children were being left behind and no concessions were being made to help them catch up.									
																							51	The children were all very attentive, smiling and laughing, exclamations of glee.								
																								52	Teacher having to juggle the needs of another staff member at same time as implementing programme.							
																									53	Child really struggling with some of the exercises seemed to pass unnoticed.						
																									54	Children so familiar with me now that they spontaneously come and hug me when I arrive.						
																										55	Teacher seems in a real rush to get onto the next phase.					
																											56	Programme Facilitator facilitated some of their activities on her trampoline at her house.				
																												57	Teacher allowed her daughter to conduct the activities.			
																													58	Teacher unable to implement activities as too understaffed had to supervise whole centre.		
																														59	No music used to accompany the activities, not as much fun for children.	
																														60	All activities take place in front room so parents are able to observe what their children are doing.	
																															61	Child needing extra assistance overlooked.

ANNEXURE E5

School 1: Identification of themes and clustering of my observations of fine motor skills



Table E5: Identification of themes and clustering of my observations of fine motor skills.

Clustering of Themes																						Identification of Themes					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22						
Lack of resources	Language issues	Parents' involvement in programme	Parents' interest in programme	Space limitations	Children's response to Programme Facilitator	Children's attendance	Difficulties with children's concentration	Children's initial anxiety	Teachers' time management	Competition for teachers' attention	Change to teachers' routine	Teachers' lack of staff support	Teachers' use of Programme Facilitator	Teachers' use of music	Teachers' class management	Impact of teachers' personal problems	Teachers' familiarity with programme implementation	Children's motivation	Children's response to music	Children's difficulties with certain activities	Children's competence increasing						
		y																									
															y								1	The activity encouraged the children to have to practice cooperation through turn taking.			
																y								2	The teacher encouraged the children to be patient and laughing at one another was discouraged.		
																		y							3	The teacher was very motivating and positive through her constant encouragement.	
																				y						4	The teacher modified the activity for X as she could see that he was struggling.
																		y								5	All the children experienced success through participating in the activity.

y																			22	The non- arrival of the table and chairs is also delaying the implementation of certain activities.
									y										23	The teacher adapted the materials to suit the left-handed child.
										y									24	The tables and chars have arrived.
										y									25	All the children have their own designated seat and set of crayons.
	y																		26	Parents were asked to supply their child with crayons.
										y									27	The teacher reports that the children so love the 'work' that they have to be enticed to go outside and play.
										y									28	Teacher a bit unclear as to the finer details of the activity's instructions, needs to arrange a refresher with the Programme Facilitator.
										y									29	Teacher has put her back out, needs to restrict her movements.
											y								30	The children often compare their work to their peers. They spontaneously try to help one another.
											y								31	The activities allow the children to experience success.
y																			32	There was no sharpener available so the children had to do the activity using pencil-crayons.
	y																		33	The instructions were repeated in both English and Afrikaans.
										y									34	The teacher modelled the activity for the children first.
																	y		35	The children relied a lot on copying one another.
										y									36	Teacher reports being exhausted, a headache and experiencing personal problems.
										y									37	Teacher reported being overwhelmed how little time and how much work there was still to do.
								y											38	One child found it very hard to concentrate when the other children were chatting around her.
											y								39	The teacher was very proud of their work to date and showed it to me.
									y										40	The Programme Facilitator visited the school three times this week to monitor progress.

																				y				41	Children eagerly showed me all the cutting, colouring and pasting they have been doing.	
			y																					43	The children have been moved from the front room to the garage for practical reasons. The garage is cold and has no natural lighting.	
																							y	44	The teacher reported that the children are finding the activities tiring and hard.	
																							y	45	The Programme Facilitator feels that the teacher is not implementing the programme effectively at present.	
																							y	46	Teacher took the day off and left her mother supervising so the programme was not implemented.	
			y																					47	The children adore it when the Programme Facilitator spends time with them.	
																								48	Teacher unavailable for two weeks.	
																							y	49	The programme was not implemented for two weeks.	
																							y	50	Children colouring in on their own.	
																							y	51	The children have not been following the programme for the past two weeks and there is less of a feeling of organization and structure.	
																								y	52	The teacher reported that the children are finding the activities stressful and not wanting to come to school.

ANNEXURE E6

School 1: Identification of themes and clustering of teachers' comments from their interview



Table E6: Identification of themes and clustering of teachers' comments from their interview.

Clustering of Themes																						Identification of Themes			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Lack of resources	Language issues	Parents' involvement in programme	Parents' interest in programme	Space limitations	Children's response to Programme Facilitator	Children's attendance	Difficulties with children's concentration	Children's initial anxiety	Teachers' time management	Competition for teachers' attention	Change to teachers' routine	Teachers' lack of staff support	Teachers' use of Programme Facilitator	Teachers' use of music	Teachers' class management	Impact of teachers' personal problems	Teachers' familiarity with programme implementation	Children's motivation	Children's response to music	Children's difficulties with certain activities	Children's competence increasing				
													y										1	The training we received will impact positively on the children and us. ("I feel what she put across to us can only benefit us and benefit the children as well").	
													y											2	The training emphasised the learning potential of all children. ("There is no way that a child can not be helped").
													y											3	The training could have been longer. ("I would have liked it to have been longer and got more information").
																y								4	A programme like this will help when they go to school. ("I think a programme like this will help us to help them").

																			y									5	The children are enjoying the programme. ("They're looking forward to it every morning").					
																														6	The parents, my sister and the Programme Facilitator are all sources of support in implementing this programme ("I feel that we have the support of the parents, we have the support of the teachers and the Programme Facilitator. I am very positive about it").			
																															7	The training received was very interesting. ("Its amazing how it connects up I found that very interesting").		
																															8	Some of the training was focused specifically on the needs of children with disabilities. ("I think there were stages were some of the activities were particularly or parts of the course were particularly for disabled children, and we have not got any disabled children at this stage").		
																																9	Children's muscle development is weak in certain areas but the training focuses on developing the necessary muscle groups. ("We did not know how to do this, the training is showing us how to work all these muscles completely").	
																																10	The children are so enthusiastic, so you have happier children as well. ("When the child is learning they enjoy it so much and just starting with the programme you can already see you get amazing collaboration from the children").	
																																11	Some of the children will take a while to actively participate in the programme. ("Some of them are a little bit introverted but I think just with a little bit of encouragement when they see their peers doing it they're happy to be involved in it").	
																																12	The parents are very enthusiastic about the programme. ("The parents have also given a lot of support, a lot of them want to see how their children have benefited").	
																																13	Teachers were pleased to be involved in the programme. ("I feel very privileged that we are able to do it at our school").	
																																	14	There have been no problems implementing the programme yet. ("The programme has gone so smoothly").
																																	15	The children have adjusted with ease to the programme. ("The children have adapted so easily").

																		y									16	Implementing the programme has forced us to alter our style of instruction to ensure all children understand what to do. ("I think it has taught us to be more alert to different learning styles").	
																				y								17	The programme has definitely improved the self-confidence of some of the children. ("They realised they can actually do it and their self confidence has improved. The programme has given them a boost, like an injection for them").
																			y									18	The programme and the input from the Programme Facilitator has had a positive impact on our skills. ("It has improved our understanding towards the children").
																	y											19	To implement the programme we have had to adjust our programme. ("We have changed our programme that we start with this first").
									y																			20	It is frustrating when children are absent. ("When a child is sick it can really set them back in terms of the programme").
																										y		21	The programme is having a noticeable impact on the children's functioning. ("We will always put this first because we see the benefits").
																										y		22	The children enjoy the activities every day. ("They show a very positive attitude to these activities").
																			y									23	The programme demands active demonstration of the activities in order for the children to understand what to do. ("You have to show them, actually physically show them how to do the activities").
	y																											24	We give the instructions in both English and Afrikaans. ("When we give instructions we do it in both English and Afrikaans").
																								y				25	The programme has encouraged the very shy children to participate with the rest of the children. ("We have children that are so shy that they wont take part in any activities and now they will surprise us so many times now with these activities that we are doing with them and they are really enjoying it").
																								y				26	Implementing the programme requires good organisation and time management skills. ("I feel its definitely given me more work. I have to be more organised in my day now to fit in all these little activities").
																											y	27	The programme has exceeded my expectations. ("I feel that I have more to offer, of myself, to different people, to different children").

		y																		28	The parents are very supportive of the programme. ("They are asking more questions on how to help the children and it is forging a closer bond between the parent and the teacher").	
												y									29	Further training would be appreciated. ("An additional extensive programme would benefit me as well as the children"0.
													y								30	The programme has empowered me with new teaching strategies.("This programme has opened my eyes to new ways of stimulating the children").
														y							31	Children experience success through this programme. ("Seeing what joy the children get out of being able to master the different challenges put before them").
												y									32	The Programme Facilitator played a pivotal role in demonstrating how to implement the programme. ("We found that following her methods the children got more joy out of doing the tasks").
							y														33	The activities stimulated the children's positive self-concept. ("The children that were so shy and reserved came out of their shells so much it was if they were different children, they were very self assured").
		y																			34	The parents contributed financially to some of the programme's costs. ("We had to ask the parents for donations to buy new tables and chairs and we had to ask the parents to bring a few things so that we had everything that we needed to implement the programme").
							y														35	The children's confidence in participating in the programme increased daily. ("A lot of the children were very nervous at first, but after trying the activities were very confident after only two or three days").
		y																			36	The parents' involvement was experienced negatively at times by the teachers. ("If a child went home and complained about an activity they would ask me please not to do it again. So I had to try a totally different method of doing the same activity which took longer").
		y																			37	The parents were interested to here what their children had been involved in daily. The Programme Facilitator was another source of support. ("X was always available whenever I needed her which was a big help").
													y								38	This programme instils confidence in the children's preparation for school. ("When the children go to school they can do it with confidence and attack problems with a positive attitude").

ANNEXURE E7

School 2: Identification of themes and clustering of teachers' comments as indicated on their gross motor skills daily monitoring forms

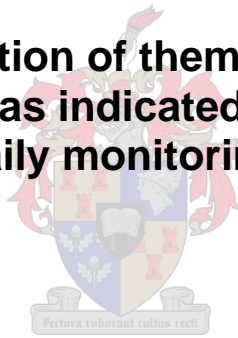


Table E7: Identification of themes and clustering of teachers' comments as indicated on their gross motor skills daily monitoring forms.

Clustering of Themes																								Identification of Themes	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Lack of resources	Language issues	Parents' involvement in programme	Parents' interest in programme	Space limitations	Children's response to Programme Facilitator	Children's attendance	Difficulties with children's concentration	Children's initial anxiety	Teachers' time management	Competition for teachers' attention	Change to teachers' routine	Teachers' lack of staff support	Teachers' use of Programme Facilitator	Teachers' use of music	Teachers' class management	Impact of teachers' personal problems	Teachers' familiarity with programme implementation	Children's motivation	Children's response to music	Children's difficulties with certain activities	Children's competence increasing				
							y											y					1	Children were initially unsure about what was expected of them ("Children struggled a bit in beginning").	
																								2	Children coping well ("It's going well").
						y																		3	Children are absent. ("X has been sick all week").
																				y				4	Child struggling ("Child a bit clumsy").
																					y			5	Child doing exceptionally well ("Childs participates in extra gym classes weekly").

																			y		6	Children finding it confusing ("Children struggling with arm movements").									
																			y		7	Children becoming more familiar with the program ("Beginning to participate more spontaneously").									
																					y	8	Children showing improvement ("Better than in the beginning").								
																							9	Teacher has difficulty in managing large group ("Children don't concentrate, need more practice").							
																								10	High child teacher ratio ("Children easily distracted and very impulsive").						
y																								11	Language problem ("Two children speak only Xhosa").						
																									12	Teachers understanding of pupils progress ("Returned to previous phase").					
																										13	Child very uncertain ("X needs lots of attention").				
																											14	Children showing improvement ("Children making progress").			
	y																										15	Children doing very well ("Children practicing at home").			
																													16	Children have good rhythm ("Children love the music").	
																													17	Children are not fully participating in the activities ("Children easily distracted by younger children not involved in the activities").	
																													18	Children need to develop their concentration skills ("X has very poor attention").	
																														19	Children are finding some activities complicated ("X struggles with hand eye co-ordination").
																														20	Children are making steady progress ("Children trying hard").
																														21	Children unable to participate in programme ("Children taken to the zoo").
																														22	Programme not implemented due to teacher's unavailability ("No information").
																														23	No information recorded (Teacher did not provide descriptive comments).

ANNEXURE E8

School 2: Identification of themes and clustering of teachers' comments as indicated on their fine motor skills daily monitoring forms



Table E8: Identification of themes and clustering of teachers' comments as indicated on their fine motor skills daily monitoring forms.

Clustering of Themes																								Identification of Themes	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Lack of resources	Language issues	Parents' involvement in programme	Parents' interest in programme	Space limitations	Children's response to Programme Facilitator	Children's attendance	Difficulties with children's concentration	Children's initial anxiety	Teachers' time management	Competition for teachers' attention	Change to teachers' routine	Teachers' lack of staff support	Teachers' use of Programme Facilitator	Teachers' use of music	Teachers' class management	Impact of teachers' personal problems	Teachers' familiarity with programme implementation	Children's motivation	Children's response to music	Children's difficulties with certain activities	Children's competence increasing				
					y																			1 Child unable to participate in programme ("X is a lot of time absent").	
																				y				2 Fine Motor skills undeveloped ("X fine motor still needs attention").	
																				y				3 Children are finding the activities challenging ("X needs a lot of exercise").	
																						y		4 Children giving their best ("X try very hard").	
																						y		5 Children managing the activities with ease ("Not too hard").	

																		y		6	Children are finding the pattern completion activities challenging ("Writing need a lot of attention").
					y															7	Children unable to participate in programme ("Holiday").
																			y	8	Child is struggling with activities ("X needs to be encouraged").
																			y	9	Children are progressing well ("X is improving a lot").
																			y	10	Child needs more time on these activities ("Needs to make further progress").
						y														11	Child rushes his work ("X must learn to work slowly").
																		y		12	Children are really applying themselves to the activities ("X is working beautifully").
						y														13	Child very distracted during activities ("X works too fast and struggles to follow instructions").
y																				14	Communication is problematic for Xhosa children ("Language is a problem").
																			y	15	Children found cutting out hard (" X can improve his cutting skills").
																			y	16	Children had problems with tearing activities ("Most of the children found the tearing difficult").
																				17	Children unable to participate in programme (" X absent").
																	y		18	Children unable to participate in programme ("Teacher attending a meeting").	
																			y	19	Child finding it more difficult to participate in activities ("X is left handed").
																			y	20	Children experiencing difficulties with writing activities ("Writing patterns need attention").
																		y		21	Children unable to participate in programme ("Teacher not at work").

ANNEXURE E9

School 2: Identification of themes and clustering of my observations of gross motor skills



Table E9: Identification of themes and clustering of my observations of gross motor skills.

Clustering of Themes																						Identification of Themes				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
Lack of resources	Language issues	Parents' involvement in programme	Parents' interest in programme	Space limitations	Children's response to Programme Facilitator	Children's attendance	Difficulties with children's concentration	Children's initial anxiety	Teachers' time management	Competition for teachers' attention	Change to teachers' routine	Teachers' lack of staff support	Teachers' use of Programme Facilitator	Teachers' use of music	Teachers' class management	Impact of teachers' personal problems	Teachers' familiarity with programme implementation	Children's motivation	Children's response to music	Children's difficulties with certain activities	Children's competence increasing					
	y			y										y									1	Language barriers for Xhosa children.		
																		y						2	Children copy one another when stuck.	
																									3	Preschool cramped - only has one room.
															y										4	Child teacher ration too large to offer individual support.
																				y					5	Some pupils were not corrected for overtly incorrect movements.
																						y			6	The climate of the lesson stimulated children's positive sense of self.

								y													7	Children absent due to poor weather conditions.	
				y																		8	Harder to manage children when all together in one room.
																						9	Teachers' completion of daily monitoring sheets questionable.
																						10	Definite enjoyment by children during the activities.
																						11	Inappropriate pairing of children (two Xhosa children paired, neither could understand instruction).
																						12	Teacher identified children needing extra attention.
																						13	Implementation inconsistent with training guidelines.
																						14	Teacher request for a refresher from course co-ordinator.
																						15	Children find the pulling and pushing activities difficult.
																						16	Teachers' implementation less chaotic and more controlled.
																						17	Children punished if not cooperating.
																						18	Good working relationship between teacher and her assistant.
																						19	Activities encourage children to try their best and challenge themselves to improve through self-comparison with one another.
																						20	Positive atmosphere evident in children's laughter and clapping.
																						21	Children continue to practice the activities in their free time.
																						22	Limited resources resulting in lots of waiting.
																						23	Teacher trying to implement programme as well as organise a fund raising event.
																						24	Lesson not adjusted to meet children's diverse needs.
																						25	Time factor, not possible to implement all activities.



ANNEXURE E10

School 2: Identification of themes and clustering of my observations of fine motor skills



Table E10: Identification of themes and clustering of my observations of fine motor skills.

Clustering of Themes																						Identification of Themes				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
Lack of resources	Language issues	Parents' involvement in programme	Parents' interest in programme	Space limitations	Children's response to Programme Facilitator	Children's attendance	Difficulties with children's concentration	Children's initial anxiety	Teachers' time management	Competition for teachers' attention	Change to teachers' routine	Teachers' lack of staff support	Teachers' use of Programme Facilitator	Teachers' use of music	Teachers' class management	Impact of teachers' personal problems	Teachers' familiarity with programme implementation	Children's motivation	Children's response to music	Children's difficulties with certain activities	Children's competence increasing					
															y								1	The design of the lesson reflected careful planning and organisation.		
						y																		2	All the children were very focused on their tasks.	
																		y							3	The children were very proud of their work and wanted me to look at it.
														y											4	The teacher provides predictability and structure to the activities.
														y											5	The teacher has adopted a more encouraging attitude.

y																					6	The children who spoke only Xhosa were not accommodated, and had to participate through peer modelling.		
y																						7	The children illustrate very collaborative interactions as have to share resources.	
																y							8	The teacher is distracted as she is preparing the children to perform in a dance competition as well.
																							9	The children experience positive self feed back through their successful experiences.
																							10	Teacher not able to provide much individual attention.
																							11	Teacher needs to provide clearer demonstrations and repeat instructions.
y																							12	Children experienced frustration when pencil nibs broke and had to wait for the one sharpener.
																							13	Not enough teacher guidance and correction of errors.
																							14	Unlike other preschool no warm up exercises in run up to implementation of Fine motor activities.
																							15	Teacher very authoritarian at times.
																							16	Hard for teacher to be supervisor, guider and assistant to big group.
																							17	Programme Facilitator experiencing frustration with speed of implementation.
																							18	Children very supportive of one another in absence of teacher's support.
																							19	Assistant from College helping teacher.
																							20	Use of background music had a calming effect on the classroom atmosphere.
																							21	Communication between Programme Facilitator and teachers insufficient.
																							22	Children's wrists became sore doing the PolyPen exercise, all shaking their wrists for relief.



ANNEXURE E11

School 2: Identification of themes and clustering of teachers' comments from their interview

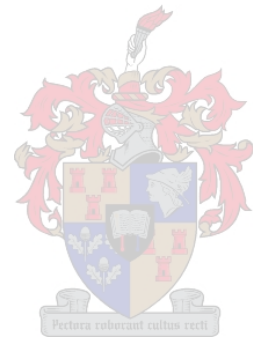


Table E11: Identification of themes and clustering of teachers' comments from their interview.

Clustering of Themes																						Identification of Themes			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Lack of resources	Language issues	Parents' involvement in programme	Parents' interest in programme	Space limitations	Children's response to Programme Facilitator	Children's attendance	Difficulties with children's concentration	Children's initial anxiety	Teachers' time management	Competition for teachers' attention	Change to teachers' routine	Teachers' lack of staff support	Teachers' use of Programme Facilitator	Teachers' use of music	Teachers' class management	Impact of teachers' personal problems	Teachers' familiarity with programme implementation	Children's motivation	Children's response to music	Children's difficulties with certain activities	Children's competence increasing				
													y										1	The training was very enlightening and I was very impressed with it. ("Dit was verskriklik leersaam vir my, ek het opnuut weer nuwe dinge geleer").	
													y											2	The training allowed me to gain a new perspective on teaching the children. ("Ek het baie nuwe dinge geleer en dinge uit 'n ander oogpunt begin sien. Die hele program was eintlik baie opbouend gewees").
													y											3	I always enjoy learning new things. ("Omdat dit vir my lekker is om altyd nuwe dinge te leer").

															y										4	The Programme Facilitator recommends that the programme be implemented in the morning this requires an adjustment to my daily schedule. ("So my program moet ek eintlik net bietjie omver gooi en dit inpas vroegoggend").
																y									5	I will be supported by my assistant teacher, the Programme Facilitator and the intern occupational therapist. ("Kyk X gaan my mos ondersteun en ook X en die arbeidsterapeut sal betrokke raak").
																									6	All the children want to be involved. ("Ek dink die kinders geniet dit baie").
																									7	I am very excited to implement the training here at the school, it is a privilege. ("Ek is opgewonde oor alles wat ek in die kursus geleer het, om dit alles te implementeer hier by die skool met die kinders, dis regtig 'n voorreg om dit te kan doen").
																							y		8	The children participating in the programme are enjoying it. ("I think the children that are involved are enjoying it very much").
y																									9	Some children require the instructions to be adapted to meet their level of understanding. ("It is a bit difficult because there is a language problem and you must take it upon yourself to demonstrate to them").
																								y	10	The children are more peaceful after completing the activities. ("I can see that they are a lot more peaceful and relaxed after the activity").
																								y	11	The programme impacts on the structure of the day. ("Sometimes I have to cut other activities short. It takes extra of me").
				y																					12	The children really enjoy the input from the Programme Facilitator. ("They enjoy it so much with her").

																			y	13	The children who participated in the programme benefited a great deal. ("Elke kind wat deel van die program uit gemaak het, het baie daarby gebaat").		
																		y		14	It was necessary to re-plan each day to incorporate the programme. ("Om die program te implementeer moes ek my daaglikse program aanpas, maar aan die einde was dit die moeite werd").		
																				y	15	Some of the activities were too difficult for the children's level of development. ("Ek het ook agter gekom dat daar kinders was wat gefrustreerd was omdat hulle nie genoeg ontwikkel was nie, en dit dus moeilik gevind het om die werk te voltooi").	
																		y		16	The school received support from the University and the Programme Facilitator in acquiring the necessary resources. ("Die feit dat die universiteit skêre en balle gegee het, het gehelp om die program 'n sukses te maak").		
																				y	17	I will definitely implement this programme again next year. ("Ek sal weer die program aanbied en ook die boekies laat afdruk wat ek verlede jaar in gewerk het").	
																				y	18	The body movement and writing skill activities were most beneficial. ("Ek dink die liggaamsbeweging deel en die skrifpatrone was baie goed").	
																					y	19	The body movement exercises to music were the most enjoyable activities. ("Omdat hulle lekker kon ontspan sowel as leer daardeur").
																					y	20	The programme covered all that needed to be covered in preparation for beginning formal schooling ("Ek dink die program dek alles wat die kind nodig het om sy skoolgereedheid kennis te verbeter").
																					y	21	I recommend that this programme is implemented every year because the children can only benefit from it. ("Ek sal voorstel dat, as dit moontlik is, hierdie program elke jaar by skole implementeer moet word; kinders kan daarby baat").



ANNEXURE E12

**Identification of themes and clustering of comments
from interview with Programme Facilitator**



Table E12: Identification of themes and clustering of comments from interview with Programme Facilitator.

Clustering of Themes																						Identification of Themes		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22			
Lack of resources	Language issues	Parents' involvement in programme	Parents' interest in programme	Space limitations	Children's response to Programme Facilitator	Children's attendance	Difficulties with children's concentration	Children's initial anxiety	Teachers' time management	Competition for teachers' attention	Change to teachers' routine	Teachers' lack of staff support	Teachers' use of Programme Facilitator	Teachers' use of music	Teachers' class management	Impact of teachers' personal problems	Teachers' familiarity with programme implementation	Children's motivation	Children's response to music	Children's difficulties with certain activities	Children's competence increasing			
																	y					1	Teachers lacked relevant background knowledge so training adjusted accordingly. ("Mens verwag partykeer van hulle goed om te doen, maar hulle is nie ingelig nie").	
															y								2	Pleasing to see teachers' high level of interest in participating and implementing their training. ("Hulle kan dit vat en implementeer").
											y												3	People do not realise how great the need is for teachers to receive additional skills training. ("Mens beseft net nooit hoe groot die behoefte daar buite eintlik is nie").
											y												4	It is generally acknowledged that teachers have a huge need for additional skills training but this is rarely actioned. ("Ek dink die mens beseft die behoefte daar buite is verskriklik groot maar niemand doen eintlik iets daaraan nie").

																		y					14	Towards the end of the programme the teachers became more creative in their style of implementation. ("Ja hulle het aan die einde baie van hulle eie idees begin gebruik").		
																		y					15	In the future it will be important that the teachers receive more continuous training. ("Onderwysers moet meer deurlopende opleiding ontvang").		
																							y	16	The children who had participated in the programme were more relaxed and had more self-confidence at the end. ("Meer ontspanne, meer self-vertroue").	
																			y					17	The programme's implementation did not follow the expected time frame, the schools were too organised. ("Nee, skooltjies was te ongeorganiseerd").	
																			y					18	The implementation of the Fine Motor activities was too rushed and the teachers did not introduce it as recommended. ("Fynmotories, want tyd daar spandeer was baie kort en die onderwysers het nie die nodige vooraf implementering gedoen nie").	
																								y	19	Music activities were the most successfully implemented activities. ("Moontlik ook lief vir musiek").
																								y	20	This programme equips children with the skills to participate in learning activities. Unless a child has certain skills in place they will find the formal learning expectations difficult. ("As hy sekere vaardighede nie in plek het nie sal dit baie moeilik wees in die leersituasie").
																			y					21	The time of implementation was meant to be six weeks and turned out to be six months therefore the gap between training and implementing was too big. ("Vanaf hulle datum van opleiding tot implementering het 'n lang tyd verloop. Implementeringstydperk was 6 maande in plaas van 6 weke").	
																								y	22	I believe that the children's social skills and self- concepts were developed. In addition muscle tone, rhythm and memory were developed. ("Sosiale vaardighede, selfbeeld en selfvertroue, spier- en rompkontrolle, ritme, geheue en gretigheid het verbeter").
		y																							23	I believe that in the absence of available parents and unaffordable therapy, early learning centres have a very important role to play in teaching children necessary skills to equip them for life long learning. ("Kinders kan nie hulself help om vaardighede te bereik nie. Almal wat met kinders werk moet soveel van mekaar leer en hulle kennis verbreed as moontlik").

