

TRANSCRIBED INTERVIEW FOR Ms. Mpingo (Teacher C3: TC3)

Interviewer

Good afternoon, Ms. Mpinge. Thank you for welcoming me again into your space. As I have introduced myself already during the focus group discussion, my name is Hilma Amakutuwa, I'm a student at Rhodes University doing master's in education English language teaching. I just want to assure you of the confidentiality of the information that we are going to discuss today, that they will be kept confidential and will solely be used for the purpose of the research. So, my topic is exploring the self-directed CPD needs for English teachers in Namibian secondary school. To define the topic, let me highlight the main points, CPD is a vehicle that facilitates the acquisition of knowledge and skills for teachers, which enables teachers to remain current and to maintain certain level of competencies in their areas of specialization. While self-directed CPD then will be a new approach that is new in the market or in the research area that refers to professional development arising from the teachers' own initiative, where the process is internally determined, and teachers take responsibility for their own learning. It emphasizes that the teachers voice is a critical factor in identifying their CPD activities, in planning their CPD activity and in executing their CPD activities.

Teacher C3

Thank you, ma'am.

Interviewer

So let's dive into it with the first question I want to ask is to just tell me about your experience of being an English teacher, how many years have you been teaching and how that experience has been for you?

Teacher C3

As I mentioned earlier, my name is Miss Mpinge. I have been teaching English for the past 14 years now, so I've been here for quite a while. Initially it was a hard task, it wasn't an easy journey because one being a second language teacher and also a second language speaker myself, it was just inevitable that one would experience challenges here and there in teaching the second language, but eventually as the years went by, I became kind of an expert in the field because I have learned the language, the target language very well, which enables me to then transfer this knowledge to my learners. So initially it was hard, but now, It has become a bit easier because of

constant improvement that one has to make, constant learning that has to happen every time so that you or acquaint yourself better with the knowledge of the English language.

Interviewer

OK. So, you are saying it's like fine wine, what do they say about fine wine?

Teacher C3

The longer it takes in the barrel, yes, the finer it becomes.

Interviewer

Tell me about your CPD activities in your school or that you have experienced over the years that you have been teaching, what kind of CPD have you received?

Teacher C3

At school level, right? When I first started there was induction for new teachers, they show you around, so to say, teach you the basics of how everything functions, and by everything I mean from the certain procedures that you have to follow, the different aspects that you have to consider when you become a language teacher and then the actual work, the syllabi, the content, the subject matter and everything else so that **was the induction that was done initially and then** thereafter, they now engaged you in a way that you are able to learn from the experts in the **field through workshops, workshops that are now school based runs whereby the head of department himself takes you through the teaching process.**

Interviewer

OK.

Teacher C3

Assessment, discipline and how to continuously improve yourself as an individual and then he also and all the other teachers and everyone else in management also help you continuously developing yourself in a sense that you are taught how to not only teach, but how to run other parts of the teaching profession. As I said, such as discipline and **classroom management.**

Interviewer

Management. Yeah. OK. Have you received any CPD support from, apart from the school based one, any other type of CPD have received over the years that you have been teaching, maybe from the regional level or at the national level?

Teacher C3

Yes, the **regional level** hosts different workshops, especially when we began this **new curriculum**, they would always call the teachers and the Heads of department to go attend workshops that will

somehow help us transition into the new curriculum and then they also teach you how to navigate your way through, let's say, not only the ordinary level, but specifically the AS level, which proves to be a bit challenging, because it requires you to somehow go back and relearn certain things that you had forgotten to maybe do. So regional level gives CPD at certain levels and it's a continuous and constant effort, especially from the education officer, the senior education officer.

Interviewer

Yeah, OK. Oh, it looks like you have been receiving support in terms of CPD, how consistent has, is this CPD from the regional office and how involved are you in determining what type of activities will be given to you as CPD?

Teacher C3

The effort is very consistent because it's done almost every semester or so,

Interviewer

Really?

Teacher C3

Yes, in most, so it's done every semester, but I'm not really involved as to what type of activities I receive because they set it up and they present it to you the best way they see fit. So, when they see the need, that's what they focus on and then they give you CPD on that.

Interviewer

Mm-hmm. So, as you know, we are dealing with self-directed CPD, the one where we are determining, and we are exploring how involved are our teachers in our secondary schools in the CPD that they receive. So, what do you have to say about that in terms of, do you prefer that the CPD that you get you at least have a say in it so that when you present their needs you are able to be assisted in that? Or how is the current CPD that you are getting, working for you?

Teacher C3

I would prefer if I had a say in it because then that will allow me to focus on the specific needs that I have personally as an individual and also professionally as to say, for example, if I lack maybe basic computer skills, then I would be glad if somebody offers me something in that direction, that would help me make my work easier, so being directly involved in the activities that I want them to focus on would definitely be helpful.

Interviewer

OK. Ms. Mpinge, tell me about your challenges that, your specific challenges that you are experiencing, or you have been experiencing with the type of learners that you have.

Teacher C3

The very first challenge that I would talk about is the lack of basic, just basic language skills, reading, writing, speaking, listening. Our learners lack the very basic skills. Most of them, not even just few of them, it's most of them. We only have very few learners that have got those skills and when they have the skills, these skills need to be properly polished because the skills might exist, but they are nowhere closer to where it should be.

Interviewer

..they need to be.

Teacher C3

Yes, secondly, we have the attitude towards the subject itself, the learners think English is an easy language, ironically, they do not know anything about it, they think it's easy. Why I say they think it's easy is because they would tell you know, "no I'm not going to study for English". This year was even worse, my Grade 12 learners told me "I have always not studied for English, but I have always passed, therefore, it's very, very easy". So, the attitude is not only about the learners themselves, the attitude also lies in the teachers, other teachers of other subjects, because they also believe that English is easy to teach.

Interviewer

yeah.

Teacher C3

Therefore, when the learners go to those classes, they are made to feel as if it's not very important, therefore there's no need for you to pay attention to it, you will pass either way and it's that same attitude that these teachers do not put in effort to correct even the simplest mistakes, that they find in the learner's work.

Interviewer

In the other subjects, Wow.

Teacher C3

And then another thing is, we have lack of resources. Lack of resources. We try to improvise where we can, but we don't really receive much from the government as most things now require you to be up to date, especially with technology. We can no longer be traditional teachers where we just use the textbook and the chalk board. It doesn't help us because the world has moved from that space, we now need to constantly keep up with the latest trends and with the latest events so that we can help our learners learn better, which will now also because it's driven towards what they

are going to experience in the real world and that we have to constantly do so, those are some of the challenges that we experience.

Interviewer

Yeah. OK. That's very interesting, especially when it comes to CPD, as a teacher you also need to be updated in that area so that your learners' needs are met when you are teaching. How do you reflect, what type of reflection do you get involved in to make sure that at least even if you don't fully fulfill those needs, that you at least do a bit to fulfill your learners' need. What type of reflection do you do?

Teacher C3

Reflection is mostly done, like my own reflection I do it after presenting lessons or usually after marking, because mostly we measure ourselves with the marking, you go see whether what you have taught was really effective, through it, either the marking can be or the assessment rather, assessment can be verbal or you can choose to do like as in test and stuff. So after now you have seen what your learners can, the feedback that you get from the learners, that's where you reflect, whether you have really achieved what you wanted to achieve. **So, the reflection happens mostly after the presentation of the lessons through assessment.**

Interviewer

Through assessment, OK.

Teacher C3

Through assessment, and then the reflection is mostly we also reflect after the national exams. Then when I look at the performance of my learners and I see, did I achieve anything throughout the year? **The results are a true indication of whether something has really happened in the classroom.**

Interviewer

Once you see the learner's performance, has not impressed you the way you wanted. What do you do about it?

Teacher C3

I usually resort to either **remedial teaching**, to seek for remedies that can help better the situation, remedial teaching and also just a reinforcement as to what you have already done, then you go and reinforce and maybe also just try and reevaluate as to where the learners really didn't get it right, maybe you could also even **repeat the same lessons that you have taught..**

Interviewer

Uhhmm, very good and lastly, I just want to find out do you collaborate with other teachers in terms of sharing lessons or in terms of when planning for lessons for areas where you are challenged or areas where the learners are struggling?

Teacher C3

Yes, my Head of Department (HOD) is one person that is really helpful in doing this. We co-teach, where I find that, because he's more of an expert than I am. When I find that I am lacking in this area, I call him to my class and then he teaches my class for that specific thing. And while he's teaching, I also now learn from him. So we co-teach each and then the planning of the lessons and activities we also do that together, whatever I teach, he teaches.

Interviewer

OK.

Teacher C3

And if I find that I can't really, you know, maybe there's an area where I'm lacking, then I go to him again and just have a session with him so that he explains to me how to do that,

Interviewer

Yeah, so that you are equipped when you go to the class. OK, Ms. Mpinge, we have come to the end of our interview. I would just like to find out if you have anything else that you would like to add concerning professional development for teachers, either in general for Namibian teachers, the future, and anything else you want to add.

Teacher C3

Nothing, I think I've spoken enough ma'am.

Interviewer

OK.

Teacher C3

Thank you so much

Interviewer

Alright. Thank you very much.

Teacher C3

You are welcome.

