Summary:

The National Professional Diploma in Education is an in-service programme for classroom-based educators who have less than three years of professional training. The programme seeks to create a pathway to qualified teacher status in ways that will impact positively on classroom practice, prepare teacher-learners for the implementation of the new curriculum and provide a sufficiently rigorous foundation for further study. This evaluation adopted a fourth generation evaluation approach characterised by extensive engagement with programme stakeholders. Chapter 2 outlines an epistemological and philosophical framework of reference whilst Chapters 3 and 4 explore learning and teaching strategies and management and costing issues. The findings of these investigations lead to the recommendations made in Chapter 5. It is felt that the Unisa NPDE meets many of the goals of the programme, but further research is needed into the impact on classroom practice and into the management of the decentralised learner support.

Key terms:
National Professional Diploma in Education

Classroom-based educators
In-service professional training
Qualified teacher status
Fourth Generation Evaluation
NPDE Stakeholders
Learning and teaching strategies
Management and costing issues
Impact on classroom practice
Decentralised learner support