

The Resistance Mode of Learning: The Potential for Resistance to New Policy Initiatives to Facilitate Teacher Learning

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ABSTRACT Creating unison between teacher learning and teacher practice remains a challenge in education. The literature suggests that despite innumerable attempts to foster teacher learning among educator professionals, the application of such learning activities to classroom practices remains yet an ideal. This article explores how learning about assessment fosters teacher learning, and how this learning filters through into the context of the classroom, where application thereof finds expression through the assessment practices that teachers employ. The expansive terrain of teacher learning has created a sense that simply teaching educators about key concepts and crucial terms in assessment, or 'assessment literacy' as it is termed, is far from adequate since there are various forces that influence and shape teacher learning. The current article explores the potential for teacher learning through resisting and challenging new policy initiatives - and in the case of the demarcated study, challenging the new forms of assessment. This study set out to explore how three primary school educators learn about assessment as they embark on a journey of learning about the new assessment practices advocated by the Revised National Curriculum Statement framework. The study utilised a case study design, where document analysis, interviews and observation were the instruments used. The article reveals that teachers are not merely passive recipients and implementers of policy. Further, in offering resistance to new policy initiatives, teachers engage in activities that enhance their learning.