**Rethinking Teacher Education in a Democratic South Africa: The Case for Creative Pedagogy versus Formulaic Methods**

by

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**Abstract**

In the landscape of education, the methodologies employed by teachers play a crucial role in shaping students’ learning experiences and outcomes. In South Africa, where the educational system is transitioning within a democratic framework, there exists a dynamic interplay between traditional, formulaic teaching methods and more innovative, creative pedagogical approaches. The exploration of educational methods is important particularly because the country is embarking on the process of epistemic and cognitive decolonisation. Using qualitative research methods, this research paper aims to explore and compare these two teaching approaches within the context of teacher education in South Africa. Drawing upon theoretical frameworks and empirical evidence, the article will highlight the limitations of formulaic teaching methods and argue for the integration of creative pedagogy as a means to foster critical thinking, innovation, and social engagement among educators and learners.

**Keywords**: Teacher education, decolonisation, creative Pedagogy, formulaic methods