

**TEACHERS' EXPERIENCES OF THE CURRICULUM AND ASSESSMENT
POLICY STATEMENT IMPLEMENTATION IN FOUNDATION PHASE PRIMARY
SCHOOLS: NZHELELE EAST CIRCUIT**

by

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DEDICATION

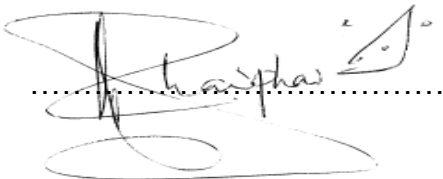
This research is dedicated to my wife Mutshutshudzi Suzan Phaiphai together with my beloved children, Tshudufhadzo, Tshedzatshashu and Apfaho, who always miss my presence as a result of doing research, studying and doing sports. This dissertation is also dedicated to my parents, my Father Joseph Ndavha Phaiphai and my mother Ntsongeni Maria Phaiphai, whose prayers brought me thus far.

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DECLARATION

I, Thanyani Phaiphai, declare that **TEACHERS' EXPERIENCES OF THE CURRICULUM AND ASSESSMENT POLICY STATEMENT IMPLEMENTATION IN FOUNDATION PHASE PRIMARY SCHOOLS: NZHELELE EAST CIRCUIT** is my research, and all the resources utilized or reflected are recognized by means of quotation marks. The bibliography was shown to indicate the sources quoted.

A handwritten signature in black ink, appearing to read 'Thanyani Phaiphai', is written over a horizontal dotted line. The signature is stylized and includes a small mark resembling a triangle with a dot inside to the right.

Signature

(Mr Thanyani Phaiphai)

20 June 2017

Date

ABSTRACT

This research investigated issues teachers face Curriculum and Assessment Policy Statement (CAPS) implementation at Foundation Phase primary schools in Nzhelele East Circuit. Curriculum implementation promotes thinking and learning of new things in the teachers' day to day working environment. Foundation Phase teachers are pillars contributing to the children's success in future. If children become passive, this passiveness will be reflected in the following stages, namely developmental and progressive stages, through the school system. Republic of South Africa transcended many stage of changes in all different sectors of society since the inception of the new democratic government in April 1994.

The curriculum change was done in order to address the concerns, cited by teachers in different schools. Those four concerns were: "complaints about the implementation of the National Curriculum Statement (NCS), teachers who were overburdened with administration, different interpretations of the curriculum requirements, and poor performance of learners".

In this mini dissertation, the researcher found that implementation the CAPS by teachers is a risk-taking exercise, because teachers were not trained well. The curriculum advisors responsible for training them were not having depth of knowledge of Foundation Phase. The curriculum advisors are there as a result of secondment. The teachers were devoid of capacity of knowledge, values and skills towards the implementation of the CAPS. Some teachers were not having time to improve their qualifications as they were still having Junior Primary Teachers Diploma (JPTD).

In presenting this argument, the theoretical framework, constructivism learning theory, was particularly suitable within the area of education in curriculum implementation. Constructivism learning theory refers "to the idea that learners construct knowledge for themselves; each learner individually (and socially) constructs meaning as he or she learns".

The objectives of the study were:- to explore the way in which Foundation Phase teachers experience the execution of their tasks in the implementation of the CAPS; to establish how the resources are used through in the implementation of the CAPS; to determine the type of assistance by School Management Teams (SMTs) in the implementation of the CAPS; and to investigate how Foundation Phase teachers' understanding and assessment of the CAPS influence their teaching practices of curriculum implementation.

This study used a qualitative approach, and the methods used included a focus group interview with foundation phase teachers, individual interviews with heads of departments (HoDs) and school principals (SP), observation, document analysis of the CAPS in Nzhelele East Circuit.

This study revealed the teachers' frustrations and unease regarding curriculum change, assessment, previous policies, and workload, knowledge on the CAPS documents, and training and resources. This research should encourage the Limpopo Education Department to take heed of the responses of the teachers at the sampled schools, as this can easily be rectified through the intervention of the Department by funding the training of teachers in implementing the CAPS. The recommendations should be considered well in the correct implementation of the CAPS. It is also recommended that education specialists from the provincial government be appointed to visit schools in order to assist and evaluate the implementation of curriculum. It is also recommended that the DBE must make a re-training to all Foundation Phase teachers for a week during school vacation. The challenges that are facing the CAPS can be minimal if the recommendations could be adhered to.

KEY TERMS

Assessment, Change, Circuit, Constructivism, Curriculum, Curriculum Advisors, District, Experiences, Foundation Phase, Implementation, Management, Participants, Qualifications, Resources, Training, Workshops

LIST OF ABBREVIATIONS

CAPS	Curriculum and Assessment Policy Statement
DBE	Department of Basic Education
DoE	Department of Education
DP	Deputy Principal
FET	Further Education and Training
FP	Foundation Phase
HoD	Head of Department
NCS	National Curriculum Statement
NECT	National Education Collaboration Trust
QP	Qualified progression
RNCS	Revised National Curriculum Statement
SADTU	South African Democratic Teachers Union
SBA	School Based Assessment
SMT	School Management Team
SP	School Principal

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CHAPTER ONE: ORIENTATION

1.1 INTRODUCTION

This research sought to investigate how Foundation Phase teachers in Nzhelele East Circuit of the Vhembe District, experience the Curriculum and Assessment Policy Statement (CAPS) implementation. In more than two thousand years since Socrates, the implementation of curriculum has been an integral part of teaching (Lewis, 2013:1). The researcher has been a teacher for several years and had read literature on curriculum implementation for some time. Moreover, the researcher observed that most often, teachers are in a hurry to complete the syllabus which is text-book based. Since the inception time of the CAPS, the implementation has been employed to meet the international standards of education (Makeleni, 2013:1). Cites by Makeleni (2013:3), Erden (2010:1) confirms these changes when stating that, "in the world change is inevitable - nothing remains unchanged." Mbingo (2006:2) states that "teachers have to be aware that change is driven from social, political, and economic time perspective".

Curriculum implementation needs to be done correctly to propel learners to understand and have knowledge at the reception class i.e. the Foundation Phase (Mbingo, 2006:2). Curriculum implementation promotes thinking and learning of new things in daily working environment of the educators. Foundation Phase teachers are the stronghold of successful children in the future. If children become passive, this passiveness will be seen in the developmental and progressive stages of the learners` life through the school system. The teachers have good knowledge and wisdom of tackling the obstacles in the curriculum implementation (Burger, 2009:12).

Implementation of the curriculum has been shown to be a crucial element in the instruction process in classrooms. Therefore, the researcher deemed it fit to investigate teachers` experiences to the implementation of the CAPS in Nzhelele East Circuit, in order to enhance the quality and effectiveness of engaging teachers and therefore the quality of teaching.

1.2 BACKGROUND TO THE RESEARCH

Transformation of the education system in South Africa and in all stakeholders of society began in 1994 when the new democratic dispensation came into being. The post-apartheid national curriculum statement (NCS) named Curriculum 2005 (C2005) which was introduced in 1998 from its inception has since undergone two major reviews. The first review was undertaken by Chisolm Commission set up by Minister Kader Asmal in 2000, while Minister Angie Motshekga commissioned the second in 2009. The first review emanated in the Revised National Curriculum Statement (RNCS) for grades 1- 9. The second amendments were done in order to address the concerns raised from NCS Task Team in 2009 (Department of Basic Education, 2009).

The identified four complains were summarily stated as:

- Concerns about the NCS implementation.
- Loading teachers with administration.
- Teachers apply various interpretations in curriculum Implementation.
- Poor performance of pupils.

Change of curriculum resulted in the development of the CAPS. “Curriculum is not static. It is extremely dynamic in the sense that political, social, economic and religious conditions in a country may change and as a rule the curriculum should change in order to advance new needs and aspirations of the country” (Makeleni, 2013). The revised NCS Grades R-12 consists of three revised policy documents on CAPS. One document for each subject per phase e.g. Mathematics (Grade R–3); National Policy pertaining to the Programme and Promotion Requirements of the NCS (Grades R – 12) and the National Protocol for Assessment (Grades R-12) (Department of Basic Education, 2009). The CAPS documents outline the matter to be taught and the didactics of how the content should be taught for each subject. As a result, it is the document each teacher has to consult on a regular basis when drafting lesson plans and doing his or her daily preparation.

Curriculum changes make the teachers to focus mainly on the inequalities of the past in schools, meaning that curriculum should be the same in all public schools. In addition, educational resources had to be shared equally in all schools to address imbalances. However, these transformations in education were not expected.

According to Ornstein and Hunkins (2009:269) “curriculum is not based on giving materials to the teachers but, for implementation to succeed, the teachers must understand the programme and their role in the interaction with the new curriculum”. This challenge of curriculum implementation is worthy investigated as the researcher will evaluate teachers` experiences. As Makeleni (2013) highlights “The CAPS states that the curriculum seeks to create critical and active citizens, lifelong learners who are confident, independent, and literate, multi-skilled and compassionate in society”.

The move to the curriculum change as outlined by Makhwathana (2007:15) presented “South African educators with a challenging and significant paradigm shift. These changes led to apprehension and distress among educators”. The teachers expressed their concerns about various changes in the NCS implementation at Grades R – 9 (Department of Basic Education, 2011:26). Many teachers and trainers lacked vision in their own experiences and habits. Many schools had capacity to manage the curriculum change. The school management teams obtained first-hand knowledge from the NCS workshops. The CAPS does not involve the direct and complete application of plans. “Curriculum is a dynamic organizational process that was shaped over time by interactions between projects, goals and methods and the institutional setting” (Gultig, 2002:183). According to Makeleni (2013:2), this implies that “teachers have to adopt the changes and be aware that changes are inevitable, as the social, political, and economic time perspective determine them”.

Many schools in Vhembe District in Nzhelele East Circuit have no libraries, insufficient classrooms, no running water, and leaking roofs classrooms, with most parents depending on social grants, implementation of new curriculum will be difficult as they are unable to access the internet. According to the Department of Basic Education (DBE) (2011a:5), these conditions contravene the principle underpinning the curriculum. According to Coetzee (2012:5), the DBE has a plan to support

teachers for approximately five years, through in-service training and that management should fund the CAPS training. Funds to start the in-service training are not available at the departments but they rely much on one day workshops - Those workshops initiated by the Departments of Education through curriculum advisors last only two hours. Facilitators are not well equipped with knowledge (Coetzee, 2012:6).

It is against this background that the researcher finds it necessary to conduct a research on teachers` experiences of the CAPS implementation in Foundation Phase primary schools in Nzhelele East Circuit. The theoretical framework that underpinned the study will be discussed in the next section.

1.3 THEORETICAL FRAMEWORK

A theoretical framework is the combination of the same concepts, like a theory that guides a research, determining what things the researcher will measure, and what statistical relationships the researcher will look for. "A theoretical framework is critical in deductive, theory testing types of studies" (McMillan & Schumacher, 2010:316). There are two purposes why a theoretical framework is important. First, the researcher has a preconceived notion even if he does not have much knowledge on the topic. The second reason is that the framework gives guidelines to what the researcher notice in an organization, and what the researcher does not notice (McMillan & Schumacher, 2010:316).

The constructive learning theory underpinned this study. The constructivist learning theory is a theory of curriculum which is meant to make changes to classroom environment as declared by many scholars (Pinar, 2010:159).

The constructivist theory of knowledge accommodates that "knowledge is constructed not only by observable phenomena, but also by descriptions of peoples' intentions, beliefs, values and reasons, meaning and self-understanding" (Henning, 2002:56). The researcher has viewed at different places and things in order to comprehend a phenomenon while the activity has become a communal process, informed by participating practitioners and examiners and or endorsed by others. In

other words, the researcher focuses on Foundation Phase teachers and how they reflect in the curriculum implementation. In other words, this research focuses on the understanding of teachers' experience and perceptions of their professional roles as experienced in their daily working environment, from the standpoint of their unique contexts and backgrounds.

According to McDonald and Van Der Horst (2008:119), "knowledge for change is not static, but it is done, constructed, and reconstructed in different social contexts". Teachers are curriculum implementers and facilitators in classrooms that they have time to utilize the guidelines drawn from work schedules given to them. Moreover, they need to use their innovative skills to make learner tasks to enhance the performance of learner.

Ornstein and Hunkins (2009:129) believe that the teachers' knowledge through constructivist theory raises their learning experiences in teaching and learning. Makeleni (2013:30) further said this is the concept of educational key in the 21st century where it is associated with the way knowledge has been created for an individual to learn.

Mbingo (2006:25) further suggests that "the school management team (SMT) must provide monitoring and support programmes to their respective teachers and the Department of Education (DoE) to adhere to the principles of curriculum laid social justice, healthy environment, human rights and inclusivity". Sang, Tondeur and Van Braak (2010:373) recommend that "teachers in a basic education system adopt a constructivist belief and be provided with training before implementing the new curriculum". This study will evaluate the challenges teachers in the Foundation Phase face based on the implementation of the CAPS.

My intention and investigation in illustrating the constructivist theory is to emphasize that curriculum knowledge and comprehension are crucial in moulding teachers' experiences in the CAPS implementation. Therefore, understanding teachers, their ideas, and their intrinsic motivation is crucial to meet the minimum requirements of the CAPS implementation. This framework will be discussed in more detail in Chapter 2. The next section will focus on the concepts used in this research project.

1.4 KEY CONCEPTS

In this study certain concepts are used and need to be explained to clarify their use in this study.

1.4.1 Curriculum

A definition of “curriculum is difficult because this word means different things to different people”. “It ranges from rather narrow interpretations to broad, comprehensive interpretations which include virtually every aspect of the full education system” (McMillan & Schumacher, 2010).

According to Marsh (1997:4), “curriculum is defined as a product, a document which includes details about goals, objectives, context, teaching techniques, evaluation and assessment, and resources”. Sometimes these agencies are documents issued by the government or one of its agencies and which prescribe how and what is to be taught. Curriculum is based on the planned activities that take place in the school, such as focusing on learners` experiences (Ornstein & Hunkins, 2009:10). Teachers implant a curriculum and it depends on the quality of teaching and learning strategies, learning materials and assessment. This entails understanding of curriculum implementation. Teachers are the fountain of knowledge in teaching and learning process (Ornstein & Hunkins, 2009:10).

Walker (1990:5) further elaborates that curriculum is the content and purpose of an educational programme in a school, by including subjects, teaching activities, learners` experiences in the class and learning objectives.

1.4.2 Curriculum and Assessment Policy Statement (CAPS)

The CAPS was designed as a new curriculum but built on the NCS`s foundation to improve curriculum implementation and assessment in the classroom situation. It comprises the “policy documents that deals with the scope, aim, learning content,

and formal assessment for each subject listed in the NCS Grades R-12 in South Africa (Department of Basic Education, 2011b).

1.4.3 Foundation phase

In the South African education system, this is the first phase of the General Education and Training Band: (Grade R, 1, 2 and 3). It focuses on teaching learners primary skills, knowledge and values and lays the foundation for further learning. There are four subjects in the Foundation Phase, namely Home Language, First additional Language, Mathematics and Life Skills (Department of Basic Education, 2011).

1.4.4 Curriculum implementation

Curriculum implementation is the strategy used in order to outline teaching strategies into effect in the classroom practices. Ornstein and Hunkins (2009:292) define “implementation as an interaction process between those who have created the programme and those who are charged to deliver it”. Implementation needs changing personal habits, behaviour, school programme emphasis, learning spaces and existing extracurricular and schedules. Implementation defined also as “the translation of plans into actions” (Oliver, 2009:22). This entails how teacher in the classroom carries out teaching. Implementation is traditionally seen as the delivery process, the implementation of the planned activities in a purposeful way (Carl, 2002:143).

1.4.5 Circuit

A circuit is a cluster of schools that are under the supervision of the Circuit Manager. Circuits are grouped into four or five and constitute a cluster but clusters form a district, which is under the supervision of District Senior Manager. There is a recent change of Post Designation where District Senior Manager is now called District Director (Circular, 2016).

1.5 PROBLEM STATEMENT

In 2011, the CAPS was introduced at Foundation Phase. Since the transformation of old curriculum in South African in 1997, teachers have been undergoing rapid classroom transformation and still have to adjust to these changes in their classroom situation. The CAPS is the product of the NCS, but the current literature shows that teachers are still facing difficulties in the CAPS implementation in classroom situations (DBE, 2011b).

The following research questions are used to investigate challenges that are faced by teachers while implementing the new curriculum (CAPS). This study sought to answer the following questions.

The main research question is:

- What are the teachers' experiences of the Curriculum and Assessment Policy Statement implementation in foundation phase primary schools?

The following sub-questions will be used to address the main research question:

- What do Foundation Phase teachers experience in the implementation of the CAPS?
- What are the resources teachers use to ensure effective implementation of the CAPS?
- What type of assistance do School Management Teams (SMTs) provide during the implementation of the CAPS?
- How do Foundation Phase teachers' understanding and assessment of the CAPS influence their teaching practices of curriculum implementation?

1.6 AIM AND OBJECTIVES

The aim of the study is to examine what challenges foundation phase teachers are facing during implementation of the CAPS in Nzhelele East Circuit.

The study objectives were as follows:

- To explore the way in which teachers experience the execution of their tasks in the implementation of the CAPS in Foundation Phase?
- To establish how the resources are used through in the implementation of the CAPS.
- To determine the type of assistance by SMTs in the CAPS implementation.
- To investigate how Foundation Phase teachers' understanding and assessment of the CAPS influence their teaching practices of curriculum implementation.

The research methodology will be explained that will be used to actualise the aim and objectives of this research.

1.7 RESEARCH METHODOLOGY

The researcher provides knowledge based on the research design and approach that were utilized in collecting and analysing the data to respond the research questions. Pilerot and Limberg (2011:313) allude that "information sharing is used to describe and explain numerous actions comprising the seeking, using and sharing of information, known as information practice". The notion of information sharing supports Hargreaves (1999) view that within professional relationship teachers discuss issues related to their work in order to develop themselves and in order to learn from each other. This research is interested in understanding participants' perspectives in the implementation of the CAPS in Foundation Phase. This study further investigates Foundation Phase teachers' understanding and experiences about curriculum implementation and assessment in rural schools. The investigation was carried out in real life situations and no attempt was made to manipulate the phenomenon of interest and accepted the researcher's subjectivity (Kobus, 2010:4).

1.7.1 Research Design

A research design is “a plan or strategy which moves from the underlying philosophical assumptions to specify the selection of respondents, the data gathering techniques to be used and data analysis to be done” (Delpont, Fouché & Strydom, 2007). This interpretative design has two main characteristics which are a basic research goal and researcher frequently uses qualitative data (Delpont, et al. 2007).

These two attributes are applicable to this research. A research design describes the procedures for conducting the study, it includes information about when the study should be conducted, from whom the data will be obtained, and the conditions under which such data will be obtained (McMillan & Schumacher, 2010:20).

It comprises a justification for the hypotheses or exploration of the posed research questions and detailed presentation of the research paradigm and interpretive approach. The latter was done, in order to acquire meanings from teachers' experiences of the CAPS and the ways they implement curriculum. Adopting a qualitative approach (as discussed in 1.7.1.2) is beneficial as the interpretative nature of the methodology allowed for a representation of Foundation Phase teachers with regard to their conceptualization and implementation of the CAPS. Naturalistic perspective and interpretive understanding of human experience is subjective (De Vos, 2002:310), suggesting that “the researcher will use his understanding in this approach which can differ from one person to other in interpretation”. This research design deals with the research paradigm, research approach and research type.

1.7.1.1 Research Paradigm

The term paradigm needs clarification. Willis (2007) explains that: “A paradigm is thus a comprehensive belief system, world view, or framework that guides research and practice in a field”. Paradigm consists of the nature of reality (i.e. Ontology) – whether it is external or internal to the knower, a related view of the type of knowledge that can be generated and standards for justifying it (i.e. epistemology); and a disciplined approach to generating that knowledge (i.e. Methodology). For this research, there are major paradigms that govern the inquiry into the policies and

practices of education. Each paradigm carries related theories of teaching and learning, curriculum and assessment and professional development (McMillan & Schumacher, 2010).

The researcher used the interpretive paradigm. According to Railean (2015:268) interpretive paradigm refers “ontological and epistemological used in research concerned with understanding how individuals and groups create meaning in their everyday practices”. Interpretivists as scholars have interest in the ways communities, cultures, or individuals create meaning from their own actions, rituals, interactions, and experiences.

According to Willis (2007), when applied to education, “Interpretive inquiry engages teachers as reflective practitioners in developing enhanced understanding of the life worlds of the learners by constantly asking questions related to the curriculum implementation”. Interpretative orientation is important for researchers to adopt it as more teachers centred pedagogies such as constructivist methods to teaching and learning.

1.7.1.2 Research Approach

A qualitative research approach of information sharing with five teachers, five head of departments and five principals of Foundation Phase participated in this study. Makeleni (2013:16) cited that White (2004:58) defines “the qualitative approach assists to aid researcher to find the problem that exists within the phenomenon in depth and in detail”. Qualitative research was used in order to focus in the CAPS implementation. “Qualitative research is more concerned with the meaning people constructed, like how people make sense of their world and the experiences they have in the world” (McMillan & Schumacher, 2010:360).

The participants (teachers, heads of departments and principals) had different beliefs and a view concerning the CAPS implementation in the Foundation Phase. Owing to the nature of the study, a qualitative research approach was the most relevant approach for this study.

1.7.3.3 Research type

A qualitative case study design was employed. McMillan and Schumacher (2010:320) describe “case study as a way of focusing on one phenomenon to understand it in depth, regardless of the number of persons or sites”. “Case study is a systemic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest” (Creswell, 2009:75). The researcher used a case study which could ensure that the research question was best answered, and its boundaries have been determined. Furthermore, McMillan and Schumacher (2010:320) indicate that “a case can be an individual, group, activity or event”. This case study determined the challenges teachers faced in the implementation of the CAPS in Nzhelele East Circuit in one school.

1.7.2 Research Methods

The researcher used methods that able to unearth and relevant information in connection with teachers’ experiences in implementing the CAPS in Foundation Phase. The following methods considered in this research, namely selection of participants, including site selection, data collection technique, data analysis, trustworthiness and ethical procedures.

1.7.2.1 Selection of participants

McMillan and Schumacher (2010:319), indicate that “site selection is designed to find the people that are supposed to participate in a particular event, is more appreciated when the research focus is on complex micro processes”. Criteria to choose the site for research should be in line with the research problem selected. This study was conducted at Nzhelele East Circuit under Thulamela and Makhado Municipalities respectively.

The office of Nzhelele East Circuit is situated at Siloam Village which is in the Nzhelele Valley. It is in deep rural area occupied by Venda speaking people. The school is convenient in case of transport as it is only five kilometres from the tarred road. This school is having HoDs and teachers of different ages and qualifications.

Selection was done because of proximity and based on the schools having Foundation Phase in Nzhelele East Circuit at Vhembe District. The research collected the information particularly in this manner, a focus group interview (comprised of five teachers, one from each school, on post level one), and semi-structured individual interviews (with five HoDs and five principals, one from each school). Fifteen (15) participants participated in this research.

1.7.2.2 Data Collection

Various data collection methods used:

- Focus group interview (comprised five teachers, one from each school in post-level one): Delpont, et al. (2007:292) define “focus group interviews as organised conversations around areas of particular interest”. A focus group can give more information from the sampled schools and selected participants.
- Individual interviews comprised five HoDs and five principals, one from each school. Makeleni (2013:17) states that “the purpose of an interview is to allow a researcher to enter into the other’s perspective”. Individual interviews were guided by semi-structured questions in the form of an interview schedule.
- Structured observations: The researcher observed one participant (teacher) per school in five schools while offering lessons in their classes. McMillan and Schumacher (2010:347) define observation as the “researcher’s technique of directly observing and recording without interaction.” The researcher observed how the CAPS was implemented through teaching and learning in the classroom. A checklist was used as observation instrument during the process of teaching.
- Document analysis: The following documents were important in the document analysis, namely teacher portfolio files – having lesson plans, recording sheets, tasks, and memoranda, sample of learner portfolio files with class workbooks and homework, and mark schedules with learners’

marks. These documents were used to analyse the type of strategies in the CAPS implementation (Makeleni, 2013:40).

1.7.2.3 Data analysis

Data analysis is “a mechanism for reducing and organising data to produce findings that require interpretation by the researcher” (Burns & Grove 2003:479). Data analysis is “a challenging and a creative process characterized by an intimate relationship of the researcher with the participants and the data generated” (De Vos 2002:339). Data analysis is a crucial stage in making “sense” out of raw data.

Muneja (2015:9) endorses “the qualitative research produces the themes and categories out of data as a result of an inductive analysis”. McMillan and Schumacher, (2010:462) indicate that “qualitative data analysis is an ongoing process, and form integral into all phases of qualitative research”. It is a process of investigating, choosing, categorising, and comparing, synthesizing and interpreting data to address the initial propositions of the study (Yin, 2003:109; White, 2004:82; Leedy & Ormord, 2005:150). This implies that data analysis must be done continuously. When analysing data, the researcher needs to draw comparison and similarities in order to discover new contrasts and similar things.

According to Makeleni (2013:9) “themes are given to such groups of responses and the emerging themes categorised and coded by means of abbreviations of key words”. The data from the focus group interview, individual interviews and structured observations were coded in this study and more detail was expanded in chapter 3.

1.8 TRUSTWORTHINESS

The positivists question the trustworthiness of qualitative research, because their concepts of validity and reliability cannot be dealt in the same way in naturalistic work. The teachers’ challenges in implementing the curriculum were explored by employing the criteria of trustworthiness. The researcher used the following criteria, employed by positivists (Guba, 1981), namely credibility, transferability, dependability and confirmability.

Irrespective of any methods, approach, and technique used in collecting data, the research results must be reliable, valid, and trustworthy (McMillan & Schumacher, 2010:346). The researcher used notes from observations and audio recording from interviews in order to ensure the dependability of the research study. There will be other methods which the researcher used to enhance the credibility of the research results, namely inspecting transcripts for mistakes, making sure that the coding, cross checking of data by comparing results are implemented and finally, communicating with participants of the research through meetings is done (Creswell, 2009:190).

To meet these requirements, the researcher applied the above techniques to ensure trustworthiness. The research depended much on the validity of the data, that will be obtained from the participants i.e. dependability and at the end the researcher will confirm the data with participants to avoid contradictions.

1.9 ETHICAL CONSIDERATIONS

The first thing to do before conducting the research, the researcher was to apply and obtain Unisa's ethical clearance to do the research with participants (see appendix P). The researcher requested the respondents to give an informed consent to participate (McMillan & Schumacher, 2010:118). The researcher informed them fully about the upcoming research. It was indicated that no one would be persuaded to be involved in the research but it was voluntary participation (McMillan & Schumacher, 2010:118).

The researcher informed them their information would be processed after recording the data. Furthermore, the researcher indicated that research will never cause any harm or mental uneasy to the participants, the information was concealed to avoid embarrassment or danger to the school performance and the like as well as direct negative results (McMillan & Schumacher, 2010:119).

The researcher provided a letter of consent from the DBE. The researcher and the participants had to give consent to and any other ethics issue that might be relevant.

The letter was given out and accompanied by a letter in which organizations gave consent to the use of their sites and the protection of the school name. The letters from the District Department of Education, some of the schools and participants attached on the appendices (see appendices M and N).

1.10 CHAPTER DIVISION

This study is divided into five chapters.

Chapter 1 consists of the overview of the study. It entails an introduction, personal involvement, rationale for the study, background, brief review of literature that guides the study, statement of the problem, aim and objectives, research methodology, division of chapters and a summary.

Chapter 2 provides an outline of theoretical (constructivism learning theory) and contextual frameworks of the study reviewing collection of interested theories which will guide the research. It sets forth the literature regarding teachers 'challenges in implementing the CAPS in the Foundation Phase, curriculum change in South Africa, teacher's insight and experiences, curriculum management, assessment in the Foundation Phase and curriculum in international countries, national and local in Vhembe District.

Chapter 3 offers a detailed account of the research design which will deal with the research paradigm, research approach and research type. The research methods will include procedures, tools and techniques to gather and analyse data. Trustworthiness and ethical considerations regarding the participation of human beings in the study is discussed.

Chapter 4 outlines the analysis and interpretation of the empirical research data. This comprises detailed discussions on the findings of the data collected. It includes comparisons of findings with literature.

Chapter 5 gives a summary of the study that is synopsis of the literature and research findings or draws conclusions on the basis of the analysed and interpreted

data, and provides recommendations, avenues for further research and limitations of the study.

1.11 SUMMARY

This chapter provided a general orientation regarding the research under review. The following aspects indicated as the rationale, background, definition of terms, problem statement, aim, research design and methods. Lastly, definitions of terms were given in detail. This research is conducted to improve the quality of teaching, implementation of the CAPS and respond positively to the main question i.e. what challenges are teachers facing in implementing the CAPS at Foundation Phase. Chapter 2 will focus on the contextual, theoretical and conceptual frameworks regarding teachers' challenges in implementing the CAPS internationally and nationally and curriculum change.

CHAPTER 2: CURRICULUM CHANGE AND IMPLEMENTATION

2.1 INTRODUCTION

According to the DBE, the CAPS is designed to improve the NCS. There are differences between the NCS and the CAPS. Mdutshane (2006:6) argues that changing from what one is used to do or learning a new skill creates suspicions and feelings of ineffectiveness especially when one tries something for the first time. This leads to the teachers to experience difficulty in implementing the CAPS.

Additionally, Mdutshane (2006:6) argues that for teachers to be confident and competent they need to be empowered with skills and strategies to manage change in their schools, as well as in their classrooms. It is of paramount importance to investigate both international and national countries in order to make the contrasts and similarities in the understanding of the teachers' challenges and experiences in implementing the CAPS in the Foundation Phase or first entry level of education.

This chapter is about the theory and the contextualisation. Curriculum change, development and implementation in other international countries, curriculum change and development in South Africa, curriculum implementation in South Africa, curriculum management in Foundation Phase, time allocation in Foundation Phase and teachers' experiences of assessment practices in Foundation Phase, where different views will be presented by different writers on the implementation of the CAPS by Foundation Phase teachers will be discussed. The researcher based his theory on the main question, "What are teachers' experiences of the Curriculum and Assessment Policy Statement implementation in foundation phase primary schools?"

The following will be discussed to add more flesh in the conceptual framework, namely curriculum change, development and implementation in other countries, curriculum change and development in South Africa, curriculum implementation in South Africa, curriculum management in Foundation Phase, instructional time allocation in Foundation Phase and teachers' experiences of assessment practices in the Foundation Phase.

The researcher collates the views of writers into a common understanding of the implementation of the CAPS at the entry level of the school. Another aspect of great interest is that of defining, describing and discussing curriculum change internationally and in South Africa. Having paid attention to the curriculum change and implementation, the challenges that are being experienced by teachers are brought to the light.

2.2 CONSTRUCTIVISM LEARNING THEORY

A constructivism learning theory is an “explanation of a certain set of observed phenomena in terms of a system of constructs and laws that relate these constructs to each other” (Gall, Gall & Borg, 2007:8). Constructivism learning theories are crucial in the research as they stipulate the way the researcher can do relevant research by giving theoretical underpinnings which provide the researcher to “formulate the initial research problem ...” (LeCompte & Preissle, 1993:151). Moreover, Constructivism learning theories help the researcher to “ask appropriate research questions, select an appropriate population of study, guide their choice of research design, and assist in the interpretation of the data and conclusions reached” (LeCompte & Preissle, 1993:153).

In order to have insights in the experiences of teachers in the CAPS implementation in South Africa, the researcher employed constructivist learning theory, as it is well accepted by many scholars to bring changes to classroom practices (Pinar, 2010:159). Therefore, teachers are curriculum implementers and facilitators in that they have an opportunity to use the prescribed curriculum guidelines and their creativity to construct the activities to improve learner performance.

Constructivism learning theory improves learners' logical and conceptual growth. The underlying concept within the constructivism learning theory is the role which experiences; or connections with the adjoining atmosphere and play in student education (Bruner, 1996:15).

The constructivism learning theory argues that experiences come out of the knowledge that teachers have. Accommodation and assimilation create the

construction of an individual` new knowledge within the constructivism learning theory. Assimilation causes an individual to develop new experiences into the old experiences. This prompts the individual to have new outlooks, rethink what were once misconceptions, and evaluate what is important, ultimately altering their perceptions (Bruner, 1996:15). Accommodation, on the other hand, is reframing the world and new experiences into the mental capacity already present. Individuals conceive a particular fashion in which the world operates. When things do not operate within that context, they must accommodate and reframe the expectations with the outcomes (Bruner, 1996:15).

The constructivism learning theory confirms the role of the teachers as important in the school. The teachers serve as the facilitators in this theory in order to assist the learners to acquire the knowledge. This distracts the attention from the teacher and directs it to the learners and their learning activities. The resources and lesson plans that must be initiated for this learning theory take a very different approach toward traditional learning as well. Furthermore, the knowledge needs to be transferred to the learner by first asking good questions instead of answering them as it assists in the alignment of the curriculum. Therefore, the facilitator in this case must make sure that the learner concludes on their own instead of being told (Bruner, 1996:16). In addition, teachers are continually in conversation with the learners, creating the learning experience that is open to new directions depending upon the needs of the learner as the learning progresses. Bruner (1996:16) indicates that teachers following Piaget's theory of constructivism must challenge the learner by making them effective critical thinkers and not being merely a "teacher" but also a mentor, a consultant, and a coach. Essentially, constructivist teachers motivate pupils to constantly evaluate how the activity is assisting them to gain understanding. By asking themselves and their strategies, learners in the constructivist classroom ideally become "expert learners" (Bruner, 1996:16).

Curriculum implementation is related to the educational concept invented in the 21st century. Sang, et al. (2010:365) argue that knowledge application assists the teachers to develop the learners Sargent (2009:23), in a study of progressive classrooms, suggests that "teachers motivated learners to get involved in all the activities by expressing their own knowledge and ideas in order to be viewed as

inventors of knowledge". He also emphasizes positive changes in learner performance since the curriculum implementation. In his classroom observations, constructivist teachers motivated learners to use waste materials collected to make objects. Teachers need to organise their lesson plans with multi-directional and various interactions (Sargent, 2009:24).

Therefore, constructivism learning theory is particularly suitable within the area of education in curriculum implementation. The term refers to the idea that learners construct knowledge for themselves; each learner individually (and socially) constructs meaning as he or she learns. Constructing meaning is learning; there is no other kind. According to Meyer (2009), the dramatic consequences of this view are twofold:

- to focus on the learner`s thinking about learning (not on the subject / lesson to be taught).
- there is no knowledge independent of the meaning attributed to experience (constructed) by the learner.

The researcher believes that learning is part of curriculum implementation in the CAPS, and then teachers endeavour first and foremost to understand that curriculum implementation, organize it in the most rational way possible, and present it to the learner. This view may still engage teachers in providing the learner with activities in curriculum implementation.

2.2.1 Guiding principles of learning

- Learning is a process that a learner utilizes their sensory input and develops meaning out of it. The active learner develops terminology within traditional formulation of this idea (Dewey's term) stressing that "the learner needs to do something; that learning is not the passive acceptance of knowledge which exists out there but that learning involves the learner s engaging with the world" (Meyer, 2009:10).

- Teachers develop learning skills: learning consists of making meaning and constructing systems of meaning. For example, the learners can learn a chronological order of dates. Each meaning learners construct makes them better able to give meaning to other sensations which can fit a similar pattern.
- The mind develops the meaning. Physical actions, that is hands-on experience may be necessary for learning, especially for learners, but it is not sufficient; we need to provide activities which engage the mind as well as the hands (Dewey called this reflective activity) (Meyer,2009).
- Learning works hand in hand with language: On the empirical level, researcher has noted that teachers develop self-reliance in learning. On a more general level, there is a collection of arguments, presented most forcefully by Vygotsky, that language and learning are inextricably interrelated.
- Learning takes a long time: learning is not instantaneous. For significant learning teachers need to revisit ideas. This cannot happen in the 5-10 minutes; curriculum implementation needs much time.
- Motivation is important in learning. It assists learners in learning, it is crucial for learning. This ideas of motivation as described here is broadly conceived to encompass the knowledge that can be used in curriculum implementation.
- The purpose of learning depends on the individuality to develop his or her own meaning, not just memorize the “right” answers and regurgitate someone else’s meaning. Since education is inherently interdisciplinary, learning is measured by the assessment part of the learning process in the classrooms, ensuring it gives learners with information on the quality of their learning (George, 1991).

2.2.2 How constructivism impacts learning

Curriculum-Constructivism calls for the getting rid of a standardized curriculum. Instead, it promotes using curricular customized to the learners' prior knowledge. In addition, it emphasizes hands-on problem solving.

Instruction-Under the theory of constructivism, teachers focus on making connections between facts and fostering new understanding in learners. Teachers tailor their teaching strategies to learner responses and encourage learners to analyse, interpret, and predict information. Teachers also rely heavily on open-ended questions and promote extensive dialogue among learners.

Assessment-Constructivism calls for the elimination of grades and standardized testing. Instead, assessment becomes part of the learning process so that learners play a larger role in judging their own progress (Meyer, 2009).

2.2.3 The role of teachers

According to the constructivist approach, the teacher gives teaching method that covers the subject matter; teacher helps the learner to get to his or her own understanding of the content. The learner changes role as per scenario in the learning process. The emphasis turns away from the teacher and the content, and towards the learner (Gamoran, et al. 1998:6). This dramatic change of role implies that a teacher needs to display a totally different set of skills than that of a teacher. A teacher tells, a facilitator asks; a teacher lectures from the front, a facilitator supports from the back; a teacher gives answers according to a set curriculum, a facilitator provides guidelines and creates the environment for the learner to arrive at his or her own conclusions; a teacher mostly gives a monologue, a facilitator is in continuous dialogue with the learners. The learning environment should also be designed to support and challenge the learner's thinking (Gamoran, et al. 1998:6).

According to Du Plessis and Marais (2012:13), constructivism learning theory is focused on the following namely reality of curriculum implementation. Constructivism learning theory is a shift from looking at challenges and shortcomings, by focusing

on strengths and successes. It is a positive approach to curriculum implementation. It is the cooperative search for the best in schools, and involves the art and practice of asking questions to heighten positive potential. White (1996) argues that constructivism learning theory focuses on the positive aspects of a phenomenon in order to try to correct the negative, which is a set of principles and beliefs about how schools and education systems function, attempts to support schools to focus on their values, visions, achievements and best practices. Hammond (2002:23) identifies inter alia two basic assumptions of learning theory. The first assumption can be summarized as follows: societies, and groups (the schools) believe that focus must be on reality. This curriculum implementation is created in the moment, and there are multiple realities. Another assumption is that teachers have more confidence and comfort in their journey to the future when they carry forward curriculum change of the past. Both positive and negative teaching experiences in the past are likely to be carried into the future. According to Cooperrider, Whitney and Stravros (2003:29), constructivism learning theory is a collaborative effort to explore 'positive and negative aspects of reality' (curriculum implementation) by encouraging and supporting their positive experiences.

My motivation in explaining the constructivist theory is to emphasize that curriculum insights and comprehension is crucial in shaping experiences of teachers in the classroom. Therefore, the researcher needs to understand teachers, their motives, and their motivation for the sake of meeting the requirements of curriculum change and implementation. The researcher is helped by this theory in examining teachers' comprehension, challenges and experiences of the CAPS implementation in the Foundation Phase.

2.3 CONTEXTUAL FRAMEWORK

According to Du Plessis and Marais (2012), Foundation Phase teachers experience difficulties in implementing the CAPS in South Africa. Du Plessis and Marais (2012) have evaluated a comparative study by the Council for Quality Assurance in General and Further Education and Training (Umalusi). The word 'Umalusi' means 'to be shepherd' in Nguni culture, the 'shepherd' provides protection to the wealth of the family. Umalusi acts as vanguard in the curriculum implementation and its outcomes.

In addition, Umalusi was solemnly given the tasks to ensure the quality of education, and to develop and check the authenticity of qualifications according to the expected standard, moderate the fairness of assessment, validity and reliability, accredit providers of education and training, and verify the authenticity of certificates (Umalusi, 2007).

Umalusi also finds that teachers experience difficulties in implementing the CAPS. Curriculum has dimensions like organized principles, aims, the content and skills coverage and depth knowledge, integration of assessment, allocation of time, and approaches in teaching. The main findings are that the design of the curricular in SA undergoes many changes. To improve South Africa curriculum development processes Umalusi compared the South African Foundation Phase curriculum with international curricula in countries with education systems that appeared to be working well, namely Canada, Singapore and Kenya, to improve South Africa curriculum development processes (Umalusi, 2007).

Both Canada and South Africa emphasized integration and used an outcomes-based framework, but in different ways. The South Africa curriculum focused on the skills and generic learning skills, while the Canadian curriculum focused on the specified skills but provided detailed content specifications through concept overview maps, assessment indicators and performance standards. In short, the South Africa curriculum lacks a sufficient coherent and systematic theory of curriculum design related to a suggested pedagogical approach or set of pedagogical principles likely to be recognized and understood by teachers within their particular environment of teaching (Du Plessis & Marais, 2012). Teachers' experiences in curriculum implementation need to be noted and it will assist the educators to adjust to the new curriculum (CAPS). In South Africa, the curriculum advisors are solemnly responsible with the assistance in the implementation of the CAPS.

Curriculum can be envisaged from different perspectives. What societies envisage as important teaching and learning constitutes the "intended" curriculum. Curriculum refers to the teachings and subject content taught in a school or in a specific course. This curriculum is the lesson that is meant for implementation of curriculum in all

levels or phases at schools including the Foundation Phase (Ornstein & Hunkins, 2009:10).

The study draws on literature of curriculum change, development and implementation internationally and in South Africa. For these discussions, it is helpful to use the representations of the curriculum according to the classification of curriculum as proposed by scholars and adapted by Van den Akker (1998). These include: the ideal curriculum, which is the original assumptions and intentions of the designer; formal curriculum, which is also the concrete curriculum documents, such as student materials and teacher guides; perceived curriculum, which is the curriculum as interpreted by teachers; the operational curriculum is the actual instructional process as realized in the classroom. The curriculum implementation is conceived and actualized in reality; the teachers have to prepare their lessons. The challenges are minimal if the educators prepare before they enter the classroom.

In this research, the term intended curriculum refers “to a combination of the ideal and formal curriculum” while implemented curriculum refers “to a combination of the perceived and the operational curriculum”. This classification of curriculum has proven to be helpful in understanding the relationships and discrepancies between different representations of the curriculum in practice (Fullan, 2001).

2.3.1 Curriculum change, development and implementation in other international countries

Curriculum change means altering the curriculum in different way, to give it a new dimension or direction. This often means alteration needs to be based on aims and objective, to its philosophy, review the content, and revise its methods and re-thinking its procedures. This happens in curriculum change in SA (News24, 2015).

Reasons that contributed to curriculum change in South Africa are as follows:

- To restructure the curriculum according to the needs, interests or abilities of the learner.
- To get rid of unnecessary units or words, teaching methods and contents.

- To make latest and update methods of teaching.
- To increase or decrease number of instructional hours.
- To correlate between the student's theory courses and clinical learning practices.
- To choose clinical learning experiences.
- The learners themselves receive little or no experience in assuming responsibilities or in making choices; everything is decided for them by the teacher or the administrator.

The above stated factors contributed to the change of the curriculum in South Africa, the CAPS is the latest curriculum in South Africa.

According to David (2008), several of countries like United States of America (USA) and Turkey had transformed their curriculum in order to raise standards, particularly in literacy and numeracy. The outcomes of international assessments had contributed to the impetus for changes to raise standards in (USA). Curricular are drafted locally in USA, but the Districts are permitted to alter or amend certain aspects.

Bybee and McInerney (1995) note that the USA government prioritized curriculum reform particularly in science education. Firstly, Kirkgoz (2008) highlights, among other things, which teachers need to have a good comprehension about the curriculum, teacher training, shortage of resources and classrooms overcrowding. The USA spends more per student on education than any other country (Bybee & McInerney, 1995).

Deam (2016) reports that "the USA Republican National Committee passed a resolution condemning the course, decrying it as a radically revisionist view of American history that emphasizes negative aspects of our nation's history while omitting or minimizing positive aspects."

The decision compelled Congress to stop any federal funding to the College Board, a private company that designed the curriculum, until the course is rewritten. The decision called for a congressional investigation and at least a one-year delay in

implementing the course while a committee of lawmakers, educators and parents come up with a new version that tells "the true history" of the country.

USA changed the planning of the school curriculum by choosing the combination of subjects each year. USA schools operate in a wide range with different aims and objectives in delivering the curriculum expectations. What is included in the school curriculum will be determined by the school and/or national requirements, and should be driven by the vision and values of the organization. The curriculum is at the heart of schools' strategies to raise achievement and improve outcomes for all learners. USA government understands that other schools opt to offer curriculum from the colleges, combining these to form a programme of study. Other schools will select individual subject syllabuses and combine them with qualifications and educational programmes from other national or international providers (Bybee & McInerney, 1995).

Kirkgoz (2008) further highlights that teacher support from the DoE in Turkey and teacher training plays a vital role in the way in which they implement the new curriculum. One of the curricula started to be developed since 2004 is Primary School mathematic curriculum. The curriculum has been developed under the guidance of a committee that consisted of academicians, teachers, and educational specialist. Further, feedbacks and opinions were gathered from other teachers, parents, students, and non-governmental organizations (NGOs). The curricular developed for 1st to 5th grade students were firstly pilot tested in 120 pilot schools in 2004. One year after piloting, it was revised based on feedback obtained through the pilot administration, and implemented nation-wide.

During this process, textbooks and instructional materials for grades 1st – 5th have been designed for use. Similarly, the math curriculum for grades 6th to 8th have been still developed and implemented in pilot schools gradually (Bulut, 2007). It also plays a vital role in the way in which they understand the curriculum and classroom practices. The basic objectives of the curriculum reform in Turkey are as follows:

- To reduce the amount of content and number of concepts.

- To arrange the units thematically, to develop nine core competencies across the curriculum.
- To move from a teacher-centered didactic model to a student-centred constructivist model.
- To monitor student progress through formative assessment.
- To move away from traditional assessment of recall, and introduce authentic assessment.

According to Fullan (2007), the educational change also includes change in practice. Fullan (2007) elaborates on change in practice by stating that practice change may occur at different levels, that is, the classroom, the school and the school district. Furthermore, Fullan (2007) states that the difficult thing in implementing educational change is that there is a need to consider the three aspects of change, namely, the use of new materials, application of new pedagogy approaches or activities and the alteration of beliefs by considering all the aspects. The international communities in USA and Turkey are prioritizing education like the government of South Africa where the Budget of Education is higher than other departments. The researcher finds it more important for countries like South Africa and USA to prioritize education. In South Africa, the budget for education is higher than other departments. Expenditure on basic education has increased from R204 billion to R254 billion in 2018/19 (Gordhan, 2016). In USA and Turkey, the governments support the curriculum with the provision of learning materials Fullan (2007).

The researcher provides a brief overview of the trends in curriculum effecting in equity and quality in the South Africa education environment. The priority of education makes it possible for the South Africa government to provide with funding in education, using quintile system in money allocation. Learners in 1, 2 and 3 get much bigger subsidy (of R1010.00 in 2017) from the government compared with learners in quintile 4 schools who get an average of half (R505.00) and learners in quintile 5 get 10 %(R174.00) of the amount allocated to quintile 1 to 3. Quintile 4 and 5 schools are expected to supplement their state allocation through the charging of school fees and fund raising.

2.3.2 Curriculum change and development in South Africa

The researcher contends that we cannot simply expect people to accept change immediately, however good the reasons for the change, or the change itself might be. Since 1994, education policy has been through various development stages, including curriculum implementation (refer to 2.4.3), and revision of curriculum because of obstacles that faced the NCS. On the other hand, a 'transition', according to Jansen (2007:15) "is the movement from one kind of political regime to another kind of political order". In the South Africa context, it would mean moving away from apartheid (racially defined) system to a more democratic (racially inclusive) system.

Hence Chisholm (cited in News24, 2015) argues that, "in transition societies, education policy becomes a crucial arena for asserting political visions for a new society and signalling a clear break with the past. Part of the process of 'moving on' is to create a common national identity that reflects memories that acknowledge the trauma of the past in a way that prevents denial". However, ironically Christie (2006:375) believes that it is "important to recognize that the 'regimes of practice' and 'saviours' of governmentality are not foundational truths or rational laws; they are the products of 'petty circumstances' and chance happenings, illusions and mystifications, as well as calculations and strategies in the exercise of power".

However, for Jansen (1999) the political imperatives that influenced education policy and curriculum change in the transition period should be understood in the context of 'compensatory legitimation' or 'political symbolism'. This means that any decision that was taken by the State in relation to education policy or curriculum change was symbolic in that it was the way for the new government to prove to every citizen (the world included) that they can govern and it was also their way of legitimizing their power in governance.

The curriculum (syllabus) revision process of late 1994, according Jansen (2001:43), "was presented as an attempt to alter in the short-term the most glaring racist, sexist and outdated content inherited from the apartheid syllabi, which were still widely used in the aftermath of the first post-apartheid elections in April of the same year".

There were also dominating players who were involved in the process of curriculum and education policy change. They included, were university-based intellectuals, the African National Congress (inside and outside government) and teacher unions (including the South African Democratic Teachers Union, National Association of Professional Teachers Organization in SA and the Suid-Afrikaanse Onderwysers Unie) (Chisholm, 2003:2).

Post-1994 the DoE in South Africa introduced three national initiatives focused on schools. According Jansen (1998:12), “the first attempt was to purge the apartheid curriculum (school syllabuses) of ‘racially offensive and outdated content’, while the second introduced continuous assessments into schools. However, the most ambitious curriculum policy since the installation of the Government of National Unity has been referred to as outcomes-based education (OBE)”.

The first initiative was C2005 (the first post-apartheid curriculum), which was an outcomes-based approach to schooling which unified subjects into learning areas. Its aim was of a new SA which its citizenry was able to build social cohesion, advocate for democracy and at the same time devote to an economically booming country. Taruvinga and Cross (2012:128) aptly postulate as follows:

“OBE’s C2005 was therefore a compromise curriculum which reflected and captured elements of constructivism, progressivism and traditional essentialism and in its intent, C2005 was a dramatic departure from the authorization subject and teacher-centred apartheid curriculum and pedagogy, as it marked a paradigm shift from a subject-dominated to an integrated curriculum with an active learner and a facilitating teacher”.

With C2005 failing to produce the desired or envisioned results, a review committee of the system was established in 2000 in order to deal with multiple factors that affected the educational system and C2005 under the then Minister of Education in Professor Kader Asmal. According to Chisholm (2003:4) to address problems that affected the educational system and C2005 at that time, “the review committee proposed the introduction of a revised curriculum structure supported by changes in

teacher orientation and training, learning support materials and the organization, resourcing and staffing of curriculum structures and functions in national and provincial education departments”. This was yet another major shift that needed to be undertaken, which in the process cost the country too much money.

Within these recommendations made by the review committee history was to be instated within the formal education system. The development and establishment of a RNCS was to promote conceptual coherence, have a clear structure and be written in understandable and clear language, and design and promote ‘the values of a society striving towards social justice, equity and development through the development of creative, critical and problem-solving individuals’ (cited in Chisholm, 2003:4).

However, “the history curriculum that emerged in South Africa during the second phase of curriculum revision did not follow the predictable course evident in other post-conflict societies, such as eastern Europe, of denouncing the past and celebrating the present and new heroes. Rather, what was created was an official history which aimed “at permitting the unofficial, the hidden, to become visible” (Chisholm, 2003:188).

The review committee was appointed and proposing the curriculum change that complements transformation in teacher workshops, meetings and learning materials. The smaller numbers of learning areas were recommended, comprising the reintroduction of history, the development of a RNCS. The RNCS became policy in 2002. According to the RNCS policy document, RNCS was not a new curriculum but an improvement of C2005 which affirms its commitment to OBE and was referred to as the NCS (Chisholm, 2003:189).

According to Mrs. Angie Motshekga, the current Minister of DBE as reflected in the Foreword of the English Home Language Foundation Phase CAPS document, “the NCS (2002) was reviewed in 2009 and revised due to on-going implementation problems and the CAPS was introduced” (Department of Basic Education, 2009:50-52).

On 3 September 2010, South African government announced the CAPS. It was clearly said that the CAPS is not a new curriculum but a revision of the NCS according to the current Minister of DBE. Du Plessis and Marais (2012:1) view “the CAPS as an improvement to what we teach (curriculum) and not how we teach (teaching methods and strategies)”. Mbingo asked (2006:14), this question “what are factors that really lead to curriculum change?” The researcher can surely rephrase the question to ‘Why curriculum changes?’ If we know the reasons for curriculum change, we are likely to be able to better judge the extent to which the proposed changes actually address the concerns raised in the reasons for change. We can also look at the context in which such change is taking place, and judge for ourselves the extent to which the proposed curriculum changes are likely to succeed”. Reasons were afforded by the Minister for the re-inventing of the curriculum and have been documented in the media (Chisholm, 2003:188), namely large number of illiterate pupils and the concerns raised from pupils, teachers and parents.

The key role of the CAPS is to make teachers to believe the notion, “back to basics”. Individuality will substitute group work, learning Areas and Learning Programmes return back to the original term called Subjects. Learning Outcomes and Assessment Standards will be known as Topics. The CAPS will make each subject to be prepared in teaching weeks and outline the topics that need to be covered per week (Curriculum news, 2012).

This change of curriculum compromises the teachers’ experiences of curriculum as they experienced difficulties in many areas like lesson plans and teaching.

2.3.3 Curriculum implementation in South Africa

The curriculum implementation is focused on guiding principles as important for teachers to have knowledge and understanding to improve teaching and learning effectively and efficiency. Oliver (2009:22) defines principles as guidelines that promote aims and objectives of the official curriculum. According to Lombard, Meyer, Warnich and Wolhutter (2010:5) and Mbingo (2006:15), the following are some of the guiding principles adopted by the DBE:

- Teachers have to make planning before teaching and learning.
- Social cohesion in the classroom; a healthy environment in the school.
- Human rights and inclusivity.
- High level of skills and knowledge; clarity and accessibility.
- Progression and integration and assessment.

Lombard, et al. (2010:272) maintain that teachers have content gap in some of the subjects.

In 2010, Budget allocation was announced to aid in the procurement or buying of the workbooks to assist Foundation Phase teachers in preparing their learner activities. The aim was to address the challenges faced in the NCS, to resort to the recommendations made by the NCS review committee that the effective implementation of the CAPS considers the role of textbooks and plan for their provision for all learners of every subject (Department of Basic Education, 2009:50-52).

The implementation of the CAPS was re-established as follows,

- In 2012, there will be the CAPS implementation in Grades R - 3 and Grade 10;
- In 2013, implementation will start in Grades 4 - 9 and Grade 11;
- In 2014, the CAPS implementation to start in Grade 12.

The DBE (2009:58) elaborates that Ministerial Report includes a number of submissions and reports that have drawn attention to the conditions affecting the CAPS implementation. In addition, DBE (2009:59) and Jansen (2007) have also stressed the challenges of moving teachers in the Foundation Phase in some schools, and indicates that some teachers are transferred to teaching lower grades without having been trained in that specific grades. According to Badugela (2012:8), lack of resources is the serious challenge to educators in deep rural schools. This is evident particularly in historically disadvantaged schools both in the rural and urban areas. The inequalities caused by the past regime have been dragged into the present regime especially in rural South Africa, where books are stolen for personal

gain. The new curriculum failed as because of implementation by teachers. Badugela (2012:8) puts it as follows:

“Ministerial book declared that resources to be used (i.e. for training and information, instructional materials and departmental support), infrastructure (classroom space, desks, electricity, toilets, telephones, fax machines, photocopiers), conditions of teaching and learning (large classes, pupil: teacher ratios, diversity of classrooms); local and institutional capacity (staffing, leadership and management of schools, planning, administration); will to implement (readiness of teachers to engage with new ideas and put them into practice) and pressure in the form of policy (mandated implementation)”.

The fundamental cornerstone of recourses funding is derived from the central government. The valuable contribution of non-governmental organizations (NGOs) and private sector involvement in education cannot go un-applauded.

Lombard, et al. (2010:165), indicates that teachers expressed the feeling of dissatisfaction with the quality of the workshops and facilitators with little depth of knowledge and too basic to prepare them adequately for the classroom. The literature further reveals that workshops were not planned well and implementation plans supporting the CAPS were not widely communicated. Teachers highlighted that the workshops did not meet their expectations. Moreover, teachers did not receive proper orientation in the context of the curriculum. It is therefore evident that teachers face many challenges resulting from the quality of training they received.

Various researchers, (Fleisch, 2008; Maphalala, 2006; Nsamba, 2009) explored the CAPS implementation in rural primary schools and conceded that teachers were experiencing challenges in curriculum. Their findings indicated that poorly planned training or workshops left teachers confused as to where, what and how to start teaching the curriculum. It was revealed that trainers were not competent and some had no experience in Foundation Phase education. Sithole (2009) notes a slow development in implementing the curriculum in rural Foundation Phase classrooms.

Jansen (1999:100) found that Foundation Phase teachers lacked depth of the content knowledge in offering Mathematics and had little depth of knowledge about phonics in Literacy. The findings of Jansen's (1999) study revealed that teachers possess the curriculum document but failed to use them in the classroom situations. In light of the above discussions, teachers experienced a rational and redeployment of staff as a challenge that affected curriculum implementation in the Foundation Phase. This makes teachers to have problems in implementation of the CAPS as there is more paper work and time to prepare and read or assembly the resources is limited.

The DBE is assisting in the changes introduced in the revised curriculum. This is necessary because subject advisors need to be oriented in implementing the CAPS in the classroom. Most importantly, teachers need to be re-trained on theory and practical teaching methodologies. The orientation and teacher training took place during June and September 2015 for subject advisors and teachers respectively.

Curriculum News (2012) elaborates: "the CAPS is policy document from the DoE, which should be implemented by relevant stakeholders (e.g. schools and higher education institutions). In 2016, the CAPS is implemented in all grades R–12. In the CAPS policy development process, the inputs from University of South Africa (Unisa) and other stakeholders were considered. Currently the College of Education at Unisa is assisting students with the CAPS implementation. Modules taught in the Foundation and Further Education and Training Phases (FET) included the CAPS implementation in Unisa. In the practical modules teachers and prospective teachers are given the choice of lesson planning according to either the NCS (Grades 4-7 and 11, 12) or CAPS (Foundation Phase, Grade 10).

It is my intention therefore, to examine how Foundation Phase teachers' experiences in the CAPS implementation though the analysis of their experiences in the classroom situation.

2.3.4 Curriculum management in foundation phase

Van der Westhuizen (2009:51) states that a school-based management structure presupposes a school management team (SMT), which consists of the school principal (SP), deputy principal (DP), the head of department (HoD) and senior teachers. Such a SMT is put in place to ensure that the school culture is dynamic and supportive of an effective teaching and learning culture. It is the responsibility of the SMT to ensure that the school delivers its brief against its mission, vision, curriculum goals and action plans. The SMT must assist teachers in implementation of the CAPS. Teachers experience difficulty in curriculum implementation.

The SMT is expected to align itself to the CAPS implementation based on the current practices and plans, structures and systems of education which bring the school closer to the achievement of the outcomes of the new curriculum. In line with its responsibilities, the SMT is expected to select the best practices for the school to accommodate the diversity of needs which exists in the school. The SMT should bring practice as close as possible to the broader national intention of the curriculum system with the aim of informing good practice and quality delivery within the whole school development (Van der Westhuizen, 2009:51).

The role of the SMT includes the following among others:

- To decide the importance of class visit with teachers
- To confirm the set rules that will be used to monitor and support teachers in the classroom.
- To develop a profile of all educators, with the assistance of the teachers themselves
- To discuss in an ongoing process, the results from class visits and how to feed through recommendations into future practice
- To make SMT to have support strategies to the teachers.
- The value of immediate feedback
- To have time with teachers to discuss post-classroom visit action plans
- To determine the professional needs of each teacher,

- To ensure quality assurance in the classroom.

If the SMT members can adhere to their roles, teachers will have a place to get answers in connection with the implementation of curriculum. The purpose of curriculum management is to ensure that all learners obtain good knowledge and skills. The more global goal of curriculum management is for learners to use all the knowledge and skills they have learned to contribute to society in a meaningful and beneficial way. All stakeholders in any given school district contribute in ways that help to see to it that curriculum management is carried out, as best as possible (Van der Westhuizen, 2009:51).

Fullan (2007:54) defines management as the “process of working with teachers in the monitoring and support to the CAPS implementation and other resources to accomplish organized set goals”. He further explains that “the achievement of a school’s objectives through leadership is a result of the management in the school in which each staff member has a role to play”.

Bulut (2007:44) explains that “effective management is possible when managers have the cognitive capacity to make sense of problems or issues in their experiences”. Since curriculum management is about curriculum enhancement and effect the correct implementation, principals need to assist the teachers in implementing the curriculum. Principals typically regard curriculum management as their primary function and one on which they would like to spend a large amount of their time.

2.3.4.1 The Role of the Principal in Managing Curriculum implementation

The change in education poses some threat in the schools as they face a number of challenges and places huge demands on schools around the world. How schools react to these challenges and demands depends mainly on the role played by their school principals and heads of departments (Curriculum Newsletter Thuto, 2016). Vakalisa and Gawe (2011:21) argue that “principals themselves are the best or worst instruments in implementing change”. Developed countries such as Canada, Australia, the United Kingdom, and Turkey and in the USA also had new curriculum

that needed to be implemented (Vakalisa & Gawe, 2011:21). The schools need to be reorganized in order to apply this new approach effectively. This places the duty of the principal as curriculum manager, in the spotlight. Therefore, this section looks at the role of the principal in managing the curriculum implementation.

2.3.4.2 The Role of the Teacher in Managing Curriculum implementation

The teacher has a pivotal role in the CAPS implementation. The teacher has to prepare the lessons to deliver in the classroom. This management role is to develop the curriculum which is to be implemented. The teacher's commitment in the curriculum involvement varies from curriculum development at classroom level to school, circuit and district level (Curriculum Newsletter Thuto, 2016).

From the above, understanding of the curriculum can also be acquired that curriculum agents such as district officials, principals, HoDs and teachers must take into account. It is a field which is clearly difficult to capture in a single definition since there are so many variations of approaches, and views on the curriculum implementation of the CAPS. Van der Westhuizen (2009:5) mentions: "For South Africa to have any hope of competing in the same league as the global economic society. Education will have to be more relevant to employment and the quality of both education and the work force will have to improve". Focus must be placed on the development of relevant skills to meet the needs of the country (Curriculum Newsletter Thuto, 2016). The challenge for good implementation of the CAPS is the emphasis on effective curriculum management (Chisholm, 2000:23). The way the curriculum must be dealt with, it would be appropriate at this point to turn the focus to what is actually happening in the field regarding the implementation of the CAPS in SA education system.

2.3.5 Instructional time allocation in Foundation Phase

Instructional time for Grades R, 1 and 2 is only 23 hours per week and for Grade 3 is 25 hours per week, too. Languages are allocated 10 hours in Grades R-2 and 11 hours in Grade 3 per week. A maximum of eight hours and a minimum of seven hours are allocated for Home Language and a minimum of two hours and a

maximum of three hours for Additional Language in Grades 1-2. Home language is allocated eight hours in Grade 3 and a minimum of seven hours are allocated for Home Language and a minimum of three hours and a maximum of four hours for English First Additional Language. In Life Skills Beginning Knowledge is allocated one hour in Grades R – 2 and two hours in Grade 3 (Curriculum, 2012).

Instructional time allocation is important because teachers know exactly how to allocate time in different subjects. Time allocation assists much in the implementation of the CAPS as different subjects have specific time. In 2016, time allocation is still the same as the policy cannot be changed without consultation of different stakeholders in DBE.

2.3.6 Teachers' experiences of assessment practices in the Foundation Phase

Assessment (As) is a tool used to assess the learner's performance towards a programme-desired goal. According to Johnson and Christensen (2010:14), assessment entails "the variety of methods that are used to determine what the learners know and are able to do before and after the instructions". Learners will be assessed internally according to the requirements specified in the National Policy Pertaining to Programmed and Promotion Requirements of the National Curriculum Statement Protocol. School-Based Assessment (SBA) is a compulsory component of the promotion marks. Assessment is a human process, conducted by and with human beings, and subject inevitably to human judgment (Sutton, 1994:2). Assessment of learners' learning and progress is central to effective teaching and learning. In South Africa, many teachers were agitated and confused by the change from content based to outcomes-based assessment and subsequent increase of administrative tasks associated with this change.

Moodley (2013:42) indicates that "the National Protocol for Assessment Grades R-12, commenced on the day of its promulgation in the Government Gazette and became effective from January 2012 in Grades R – three and Grade 10, January 2013 in Grades four – six and Grade 11; and will be effective January 2014 in

Grades seven – nine and Grade 12 as the policy document for assessment” (DBE, 2011c).

Learners’ assessment can be based on the requirements specified in the Protocol. School-Based Assessment (SBA) is a tool used to assess the performance of learners through marks obtained at the school assessment. The difference between the assessment in NCS and the CAPS is the emphasis placed on continuous assessment. The notable change now is the weighting of School-Based Assessment (SBA) and the end-of-year examination. Pupils will be evaluated through school-based assessments and final examinations. Previously the foundation promotion was based on 100% SBA. The midyear examination forms a part of the SBA mark (75%) (DBE, 2011: 06). Learners’ performance in all school phases will be indicated as marks and descriptors on a seven-point rating scale which was previously used for grades seven to 12.

This assessment can be used as yard stick to determine whether the teachers are implementing curriculum correctly or not. The difference between the assessment in NCS and the CAPS is based on continuous assessment. The identified change now is the weighting of SBA and the end-of-year examination. Pupils will be evaluated through SBA and final examinations. Previously the foundation and Intermediate Phase promotion was based on 100% SBA. The midyear examination forms a part of the SBA mark (75%). This implies that the purpose of assessment is to evaluate learner performance and to indicate the support the learner may need for progression.

Teachers have faced challenges within their classroom in the assessment of tasks, since the adoption and implementation of the new curriculum in South Africa. Lombard et al. (2010:176) observe that the assessment policy was not developed during the introduction of the CAPS for the General Education and Training Band (GET) to support the implementation of curriculum. Teachers become progressively more confused when working with several aspects of assessment, such as progression requirements, performance descriptors and formal and informal tasks for determining learner performance (Curriculum News, 2012). Literature reveals that teachers did not follow the assessment guidelines for English First Additional

Language as an example and, therefore, the action affected learner performance in the Foundation Phase. Furthermore, the learners' tasks were not properly designed, learning objectives were not stated, and the assessment methods were not indicated. This contravenes the principle that assessment should be carefully designed in accordance with the content of the subject, indicating the skills and knowledge to be achieved. Van Deventer ((2009) found that, Foundation Phase teachers did not know how to develop the assessment tools and learner portfolios, while Lombard, et al. (2010:68) discovered difficulties encountered by teachers in scoring the performance activities using rubrics as feedback for learners and parents.

Lombard, et al. (2010) conducted a similar study based on the classroom observations and interviews in South African schools, exploratory in nature and involving the use of classroom observations and interviews. Teachers were interviewed about their assessment practices, beliefs about their potential in assessment, current assessment policies provided by the DBE, and teaching and learning, classroom management by SMTs, available resources and further training needs. They found that teachers' knowledge and awareness of assessment practices were limited. The scholars indicated that effective use of assessment by teachers had a significant impact on improving teaching and learning practices in the case of curriculum implementation.

The main purpose of assessing learners is to improve individual growth and development and to check the progress of learners. Good assessment aids teachers to know whether learners are performing according to their full potential and are making progress towards the level of achievement required for progression (Curriculum News, 2012).

The Minister of DBE, Angie Motsekga further stated that the implementation of the CAPS in the mainstream education was carried out swiftly with few challenges but for South African Sign Language (SASL) commenced in January 2015 in the Foundation Phase and Grade 9; and will be gradually phased into other grades (Curriculum Newsletter Thuto, 2016). The pivotal role of assessment leads this study

to examine teachers' understanding and experiences in the CAPS implementation in the classroom.

2.4 ADVANTAGES OF THE CAPS IN FOUNDATION PHASE

There are many benefits of the CAPS in Foundation Phase, namely

- CAPS Foundation Phase: instructional time increases
- Numeracy is called Mathematics, and Literacy is called Language
- First Additional Language is added to the Foundation Phase (one language must be the Language of Learning and Teaching (LoLT))
- All grades will use a 7-point scale
- Learning outcomes and assessment standards removed (general aims) and are now called topics (content/themes) and skills
- Learning areas and learning programmes are now called subjects
- The CAPS gives a week-by-week teaching plan
- Curriculum statements and learning programme guidelines are set out in one amended document

2.5 APPROACHES TO IMPLEMENT THE CAPS

The fundamental resources required to assist in teaching in accordance to the CAPS, namely Learner's book for each learner and Teachers' guide for the teacher. The CAPS document for Foundation Phase outlines any resources that the teacher needs to use. The activities or exercises are in the books for learners to practice what they have been taught.

2.6 SUMMARY

The aim of this chapter has been to outline literature that is relevant in answering the research main question, "What are the teachers' experiences of the Curriculum and Assessment Policy Statement implementation in foundation phase primary schools?"

This chapter dealt with the theoretical and contextual frameworks that inform the undertaking of this research project. Curriculum change, development and implementation were discussed. Different policies were implemented since 1994 including Curriculum 2005, RNCS, NCS, and the CAPS. It reviews the literature both in the international context, like the USA and Turkey and nationally in South Africa. The aim was to find out what is happening across the world with regards to curriculum changes and implementation. This will assist the researcher to know the challenges in the implementation of curriculum around the globe.

The principles of constructivism, role of teachers and guidelines of learning theory are increasingly becoming influential in the organization of classrooms and curriculum implementation in schools can be applied to learning in curriculum implementation and assessment strategies in Foundation Phase. The principles of constructivism assist to shape our modern views of learning and knowledge but conflict with apartheid curriculum.

The teachers' assessment in the curriculum and curriculum management has also been discussed together with instructional time allocation in the foundation phase. Furthermore the review ventured to discuss recent scholarship on curriculum implementation and curriculum management. All teachers faced challenges in economic backgrounds from various countries. This reality assisted in the rationale to conduct this study.

The next chapter will focus on research design and methods which will deal with research paradigm, approach and research type. The research methods will include procedures, tools and techniques to gather and analyse data. Trustworthiness and ethical considerations regarding the participation of human beings in the study will also be discussed.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

In Chapter 1, the researcher explained the rationale for this study to investigate teachers' experiences in the implementation of the CAPS in Nzhelele East Circuit. In Chapter 2, the researcher discussed the contextual, the constructivism learning theory and conceptual frameworks which underpin the study. It also established how curriculum change, development and implementation take place internationally and nationally. Curriculum management in Foundation Phase was also discussed.

The aim of this chapter is to outline the research methodology. It explains the techniques and qualitative procedures that are used for the empirical research. Methodology refers to the design and methods whereby the researcher chooses data collection and analysis procedures to investigate a specific research problem (McMillan & Schumacher, 2010:8).

The research design dealt with research paradigm, approach and type. The research methods included procedures, tools and techniques to gather and analyse data. Trustworthiness and ethical considerations regarding the participation of human beings in the study was discussed. This chapter concluded with a summary.

3.2 RATIONALE FOR EMPIRICAL RESEARCH

Chapter 1 revealed the challenges experienced by teachers in curriculum implementation. The discussion took a drastic action which began with world perspectives, then provided international perspectives and finally narrowed to the South African reality. The way the teachers failed to implement the curriculum correctly in South Africa prompted the researcher to do an empirical research, based on the following research questions:

- What do Foundation Phase teachers experience in the implementation of the CAPS?

- What are the resources teachers use to ensure effective implementation of the CAPS?
- What type of assistance do School Management Teams (SMTs) provide during the implementation of the CAPS?
- How do Foundation phase teachers` understanding and assessment of the CAPS influence their teaching practices of curriculum implementation?

The research finds it necessary to look into conditions that challenge the implementation of the CAPS in Nzhelele East Circuit. This research will make recommendations to assist in the improvement of curriculum implementation in South Africa.

3.3 RESEARCH DESIGN

Yin, (1991:21) states that “research design is a blueprint method on which one intends to use to conduct a research”. According to Trochim, (2006) a design is “used to structure the research and to show how all of the major parts of the research project (the samples or groups, measures, treatments or programs, and methods of assignment), combine in an attempt to address the central research questions”.

A research design describes the way the research can be conducted, including when, from whom, and under what conditions the data will be obtained (McMillan & Schumacher, 2010:20). A research design is the determination and statement of the general research approach or strategy adopted for the particular project. It is the heart of planning. If the design adhered to the research objective, it ensured that the teachers` needs addressed and made justification for the hypotheses or exploration of posed research questions and a detailed presentation of the research steps to be followed in collecting, choosing and analysing data. Interpretive qualitative research was used for this study as the researcher personally collected data in the field, sites where participants were experiencing the challenges of the CAPS implementation.

3.3.1 Research paradigm

According to Johnson and Christensen (2008:16), the research process has three major dimensions, namely ontology, epistemology and methodology. A research paradigm is composed of interrelated practice and thinking that define the nature of enquiry along these three major dimensions. The term paradigm came from the Greek word 'paradeigma' which means pattern and was first used by Thomas Kuhn cited at (Johnson & Christensen, 2008:16) to "denote a conceptual framework shared by a community of scientists which provided them with a convenient model for examining problems and finding solutions". Kuhn defines a paradigm as: "an integrated cluster of substantive concepts, variables and problems attached with corresponding methodological approaches and tools". According to Johnson and Christensen (2008:16), the term paradigm refers "to a research culture with a set of beliefs, values, and assumptions that a community of researchers has in common regarding the nature and conduct of research".

A paradigm implies "a pattern, structure and framework or system of scientific and academic ideas, values and assumptions" (Johnson & Christensen, 2008:16). Ontological and epistemological aspects concern what is commonly referred to as a person's worldview which has significant influence on the perceived relative importance of the aspects of reality. Two possible worldviews are: objectivistic and constructivist. These different ways of seeing the world have repercussions in most academic areas; yet, none of these views is considered to be superior to the other. Both may be appropriate for some purposes and insufficient or overly complex for other purposes. In addition, a person may change his/her view depending on the situation (Johnson & Christensen, 2008:16).

Johnson and Christensen (2008:20) state that "research paradigms are classified into three philosophically distinct categories as positivism, interpretivism and critical postmodernism". This three-fold classification is considered ideal but this study will use interpretivism.

Interpretive researchers believe that reality consists of people's subjective experiences of the external world. Therefore, they may adopt an inter-subjective

epistemology and the ontological belief that reality is socially constructed. According to Willis (2007), interpretivists are anti-foundationists, who believe there is no single correct route or particular method to knowledge. In the interpretive tradition there are no 'correct' or 'incorrect' theories. Instead, interpretivists should be judged according to how 'interesting' they are to the researcher as well as those involved in the same areas. Interpretivists attempt to derive their constructs from the field by an in-depth examination of the phenomenon of interest. Willis (2007:16) argues that interpretivists assume that knowledge and meaning are acts of interpretation. Hence there is no objective knowledge which is independent of thinking, reasoning humans.

Interpretive paradigm was underpinned by observation and interpretation. Therefore, to observe was to collect information about events, while to interpret was to make meaning of that information by drawing inferences or by judging the match between the information and some abstract pattern (Willis, 2007).

Johnson and Christensen (2008) note that the "interpretivist paradigm stresses the need to put analysis in context". The interpretive paradigm is concerned with understanding the world as it is from subjective experiences of individuals. In addition, the interpretive paradigm uses meaning (versus measurement) oriented methodologies, such as interviewing or participant observation, that rely on a subjective relationship between the researcher and subjects. However, interpretive research does not predefine dependent and independent variables, but focuses on the full complexity of human sense making as the situation emerges. Moreover, the interpretive approach aims to explain the subjective reasons and meanings that lie behind social action. Nevertheless, the interest of interpretivists is not the generation of a new theory, but to adjudicate or evaluate, and make interpretive theories.

As Willis (2007) indicates "in interpretive case studies, there are three different uses of theory namely theory guiding the design and collection of data in the research; theory as an iterative process of data collection and analysis in the research; and theory as the result of a case study". The use of theory as an iterative process between data collection and analysis has been applied in this case study.

3.3.2 Research approach

A qualitative research approach in the Nzhelele East Circuit was used in this study. According to Bless and Higson-Smith (2000:156), a qualitative research approach was conducted using a range of methods that used qualifying words and descriptions to record and investigate aspects of social reality. A qualitative research approach was used to ensure a rational and balanced objective judgment on the challenges faced by teachers in the implementation of the CAPS. Qualitative research refers “to those research strategies such as participant observations, in-depth interviewing, total participation in the activity being investigated and fieldwork which allow the researcher to obtain first-hand knowledge about the empirical social world in question”.

“Qualitative methodology allowed the researcher to know the data in detail, thereby developing the analytical conceptual, conceptual, and categorical components of explanation from the data itself – rather than from the preconceived, rigidly structured, and highly quantified techniques that pigeonhole the empirical social world into the operational definitions that the researcher has constructed” (Le Compte, 1992).

Le Compte (1992:54) defines qualitative research as “concerned with meanings as they appear to or are achieved by persons in lived social situations. Research of this kind cannot be carried out by people who see themselves as detached, neutral observers concerned with the kinds of observation measurement and prediction that are pressured to be unbiased, unaffected by the inquirer’s vantage point or location in the world.” Le Compte’s (1992) definition gives the characteristics of a qualitative researcher and explains his or her goal. Le Compte (1992) emphasizes that meaning is very important in qualitative research.

Corbin and Strauss (2008:5) define, “qualitative research as an attempt to understand not only the modes of cultural arrangements but the ways in which these arrangements are experienced by individuals, in order to look intelligibility and involve one personally and inter-subjectively in conscious pursuits of meaning”. Furthermore, Corbin and Strauss (2008:5) indicate that “the concept concerns itself

with the meaning and subjectivity of a phenomenon that the researcher is studying". The participants will have different beliefs and a view concerning implementation of curriculum in Foundation Phase, because of the nature of the study. A qualitative research approach was the most relevant for this study and the researcher personally collected data in the field at the site where participants experienced the problems.

In addition, it allowed the researcher to think independently as to whether the CAPS had been implemented correctly and the challenges experienced by teachers in Nzhelele East Circuit.

3.3.3 Research type

This research employed a case study which acted as a useful tool for investigating trends and specific situation in classrooms and that was a multiple case study of five primary schools in a circuit. The five schools were chosen on the basis of their varying socio-economic status and application of the CAPS in their respective environment. The research study examined the contexts and processes of the CAPS implementation. The case study of those sampled schools had intrinsic, instrumental and collective events. Moreover, a case study method enabled the researcher to closely examine the data within a specific context. In most cases, in a case study method, a small geographical area or a very limited number of individuals as the subjects of study are selected. In its true essence, explored and focused on limited number of events or conditions, and their relationships. Yin (1991:23) defines "the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used." In some case studies, an in-depth observational examination of a single case or event is used.

In other words, "a case study was a unique way of looking any natural phenomenon which exists in data collection" (Yin, 1991). Uniqueness implies that only a very small geographical area or numbers of subjects of interest were examined in detail. Unlike quantitative analysis which observed patterns in data at the macro level on the basis

of the frequency of occurrence of the phenomena being observed, case studies observed the data at the micro-level.

A case study method needs to prove that:

- It is a feasible method to show data clearly from the subjects
- It is direct to the research question
- It indicates the set standard of procedures
- Scientific conventions compelled the researcher to follow to the latter
- It gives more evidence either quantitatively or qualitatively,
- The case study is aligned to a theoretical framework.

A case study is a systemic inquiry into an event which assists to evaluate and explain the phenomenon of interest in the research. (Creswell, 2009:75). The researcher used a multiple case study (involving five schools) which determined that the research questions were best answered, and its boundaries had been determined. A case study focused on the individual, group, activity or event. This case study determined the challenges teachers were facing in the implementation of the CAPS in Nzhelele East Circuit in five schools, focusing only on the Foundation Phase.

3.4 RESEARCH METHODS

This section presents three aspects, namely the selection of participants, data collection and data analysis.

3.4.1 Selection of participants

Participants were selected through a non-probability sampling method. Polit and Hungler (1997:463) state that non-probability sampling is a “selection of participants or sampling units from a population using non-random procedures, examples include convenience, judgmental, and quota sampling.” In this study, the researcher used two sampling techniques namely purposive (judgmental) sampling and snowball sampling. Purposive sampling is defined “as a non-random sample in which the

researcher used a wide range of methods to locate all possible cases of a highly specific and difficult to reach population”. In contrast, snowball sampling can be described as “a type of non-random sampling in which the researcher begins with one case and then, based on the information about relationships from that case, identified other cases and repeats the process again and again” (Neuman, 2006:221). Their appropriateness in getting experienced participants, who were crucial to the study, was based on the non-probability method (Aina & Ajifureke, 2002:39).

The researcher selected five teachers (one from each of the five schools), five HoDs (one from each school) and five principals of five schools (one from each school). Nzhelele East Circuit is found in the Vhembe District. Limited resources, time and financial constraints restricted the researcher to the 15 participants from five schools. Those schools received norms and standards in two trenches, namely on the 15 May and 15 November annually. Norms and standards are regulations that are passed by Ministers. Ministers are given the power to pass regulations by-laws, such as the South African Schools Act.

The South African Schools Act gives the Minister of DBE the power to create regulations (norms and standards) for school. The law says, for example, that “all learners have the right to a quality education and the government has to provide with money to run the schools”. In other words, without regulations, the law can be quite vague about how to actually deal with problems in South Africa (South African Schools Act, 1996).

The school levels were in quintiles two and three. Quintiles two and three schools catered for the next poorest 20% of schools. Poorer quintiles had higher targets than the less poor quintiles (South African Schools Act, 1996). Levels two and three implied that the school was in deep rural village. Selection was done because of age, gender, experience, qualifications, number of years teaching, and based on the schools having Foundation Phase as a representative sample for the study, to be able to generalize findings in Nzhelele East Circuit at Vhembe District. The participants and their schools were drawn from this circuit and their names were kept anonymous and reflected as Site A, Site B, Site C, Site D and Site E (schools); TA,

TB, TC, TD, and TE (teachers); HoDA, HoDB, HoDC, HoDD and HoDE (Heads of Departments); and PA, PB, PC, PD and PE (Principals) in order to abide by ethical considerations.

The researcher made sure that gender was a priority. The small sample gave the researcher a chance to gather in-depth knowledge in data collected, namely focus group interview (comprised of five teachers, one from each school, on post level one), semi-structured individual interviews (with five HoDs and five principals, one from each school), structured observation (of lesson presentations by the five teachers, one from each school) and document analysis (assessment records, transcripts, journals and training materials).

3.4.2 Data collection

Various data collection methods, namely a focus group interviews, individual interviews, structured observations and document analysis, were used:

3.4.2.1 Focus group interviews

Delport, et al. (2007:292) define focus group interviews as organized deliberations around areas of particular interest. Focus group interviews took place with a purposefully selected group. The method builds on a group processing of information, thereby strengthening the credibility of my study (McMillan & Schumacher, 2010:360). Through the use of a focus group the aim was to determine how the teachers understood, responded to and implement the CAPS in their school contexts. A range of responses from the submissions of the participants' views was elicited. In addition, the researcher was also able to solicit collective views from the participants. Some of the participants (five teachers comprise one focus group from five schools) took part in the focus group interviews. The focus group interviews produced valuable information that was likely to come from a personal interview or a survey. A focus group interviews schedule with explorative and descriptive questions guided the discussions (as indicated in Appendix H). The researcher employed by techniques such as probing, clarification, paraphrasing, minimal verbal and non-verbal. Responses were adopted to explore and uncover teachers' lived

experiences, knowledge and behaviour towards the CAPS. The focus group interviews were audio-recorded and transcribed verbatim to capture complete data for each focus group discussion session. Voice recording the interviews enabled the researcher to concentrate on the topic and the dynamics of the interviews. Subsequently, the transcribed data was explored for themes and categories to initiate interpretation and discussions in relation to the research questions (Makeleni, 2013). Makeleni (2013:17) states that the purpose of a focus group interviews is to allow a researcher to enter into the other's perspective.

3.4.2.2 Individual interviews

These were semi-structured and guided by set questions in the form of an interview schedule (see Appendix I). The help of an interviews schedule contained a list of related issues on HoDs' and principals' experiences of curriculum implementation and the questions that were to be asked. The questions (in Appendix I) were based on HoDs' and principals' application of the curriculum principles in their teaching practices, workshops and training programmes, experiences of planning, teaching and learning in the classroom, and assessment practices. Willis (2007) encourages the decision to apply open-ended items by stating their flexibility, allowed the researcher to ask in order to clear up any misconceptions, and to test the limit of a respondent's insights and experiences.

Interviews were scheduled for 45 minutes in each session, with 10 participants (five HoDs and five principals, one from each school) interviewed in their respective schools. The principals of those schools showed great co-operation by organising HoDs in Foundation Phase to assist the researcher with everything that was required. The researcher conducted interviews during the afternoons, after Foundation Phase teaching hours, from 12h00 to 14h00. The researcher used the teachers' classrooms, offices and staffrooms. The participants' responses were recorded by means of handwritten notes, and audio tapes method suggested by Creswell (2009:183), Leedy and Ormord (2010), and McMillan and Schumacher (2010:356). Interview questions were arranged on the interview schedule (see Appendix J). All the participants answered the same questions from site A to site E. General questions were catered for in Appendix J, allowing the teachers to have time

to express themselves in the implementation. They were intended to elicit answers to the research questions and to verify or refute the literature.

3.4.2.3 Structured observations

The researcher observed (one teacher from each of the five schools) (see Appendix K) on how the curriculum was implemented through teaching and learning in the classroom. The checklist was used as observation instrument during the process of teaching.

McMillan and Schumacher (2010:347) define observation as “the researcher’s technique of directly observing and recording without interaction”, in contrast Cohen, Manion and Morrison (2007:396) postulate that “the data obtained through observations was ‘live’”. In this study, the researcher observed how teaching and learning took place in classroom situations, with the intention of generating data on the extent of teachers’ knowledge and understanding acquired during the CAPS workshops based on lesson planning and delivery as part of curriculum implementation component.

At sites A to E, classroom observations were observed between 08h00 and 09h30 (see Appendix K). The researcher arranged with the HoDs in all five schools to start classroom observations between the stipulated times, with the understanding that by that time learners would be more relaxed and still active. Three teachers from each school observed on separate dates at their respective schools.

3.4.2.4 Document analysis

A research project required review of documents such as course syllabi, faculty journals, meeting minutes, strategic plans, etc. The documents were analysed; in this study, documents were the teachers’ portfolios. Documents revealed what teachers do or did and what they value. The behaviour occurred in a natural setting so the data from a document had high validity. Data from the documents were used to corroborate the data from the interviews.

According to Corbin & Strauss (2008), “Document analysis refers to as systematic procedure for reviewing or evaluating documents” like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to give meaning, gain understanding, and develop empirical knowledge. Document analysis is often used in combination with other qualitative research methods as a means of triangulation ('the combination of methodologies in the study of the same phenomenon').

Field documents that perused at the schools and analysed included the following:

- Work schedules or pace setters
- Lesson plans
- Class routine and personal time-tables
- Yearly assessment plans

3.4.3 Data analysis

In qualitative research, data analysis is based on the taken notes from interviews and/or transcribing tapes from voice recorded, and then ordering, describing, summarizing, and interpreting data that will be obtained for each study unit or for each group of study units. This required the researcher to ‘analyse the data while collecting it’. Therefore, questions that remained unanswered (or new questions that come up) are addressed before data collection is over (Hardon, Hodgkin & Fresle, 2004:67).

Data processing and analysis were done concurrently. The focus group interview and individual interviews were voice-recorded and transcribed as soon as possible by the researcher. Neuman (2006:467) states that “data analysis has the objective of examining, sorting, categorizing, evaluating, comparing, synthesizing, and contemplating the coded data as well as reviewing raw and coded data.” Data were ordered to make the analysis easy. Ordering was best done in relation to the research questions or discussion topics. Codes were used for ordering the data. Hancock (1998:17) calls this coding (labelling) and categorizing ‘content analysis’.

He further defines 'content analysis' as 'a summarization and tabulation' and continues by suggesting two levels of analysis which were utilized by the researcher in this study:

- Descriptive account of the data: this is what would be actually said with sub-meaning and no assumptions will be made about it
- Higher level of analysis was interpretative: it was concerned with the meaning of the response and what inferred or implied.

The series of questions in the individual interview schedule served as the first set of codes. The researcher read notes of the interviews and developed transcripts from the tape recorder. Where unexpected topics emerged, codes for these topics were included in the analysis. Data were reviewed several times before the researcher decided on the final coding system. Data transcription was followed. That was the transcriptions of audio files into MSWord files which were then ready for coding. The total length of the audio files was 10 hours and an average transcription time was two hours per file. The transcription was approximately 20 hours. The researcher did not hire a research assistant so that he could be able to discern emerging themes by himself.

The interpretation of the research findings was reported in a narrative form which substantiated by direct quotes from the participants. The adopted data analysis process was guided the researcher to draw empirical conclusions and recommendations.

3.5 MEASURES FOR TRUSTWORTHINESS

It had been noted above in Section 3.3, that this study was based under the umbrella of qualitative approach. A study was considered trustworthy if it was reliable and valid (Morse, Mayan & Spiers, 2002:2). Polit and Hungler (1997:470) define reliability to mean, "The degree of consistency or dependability with which the instrument measures the attribute of designed measure". The authors define validity as the instrument used to measure what it is intended to measure. In order to enhance the

reliability and validity of the study, the following aspects were taken into consideration: credibility, transferability, dependability and confirmability. These were discussed in detail below.

3.5.1 Credibility

Polit and Hungler (1997:455) define “credibility as a criterion for evaluating the quality of qualitative data, referring to confidence in the truth of the data”. In order for the data to be credible, the researcher needed to use different methods. The first technique used in this study was individual interview, followed by the focus group and these benefitted the study by providing singular expert opinions on curriculum implementation. This was supplemented by participant observation and document analysis (McMillan & Schumacher, 2010:313). Credibility in qualitative research was defined as the data analysis believed to be trustworthy. Credibility was analogous to internal validity that was how research findings match reality. However, according to the philosophy underlying qualitative research, reality is relative to meaning that people construct within social contexts. This study was further validated by the reviewed literature. Among other things the literature review related my research within existing literature and identified a niche for my study to contribute added knowledge and new insights into curriculum implementation and curriculum understanding. The researcher was able to understand the assumptions behind the research questions and improved his knowledge of research and intellectual traditions that inform and support his study. The literature study strengthened the research’s stance to be valued as part of cumulative knowledge building regarding the research inquiry in terms of the research topic.

Most rationalists would propose that there was not a single reality to be discovered, but that each individual constructs a personal reality (Polit & Hungler, 1997:455). Therefore, from an interpretive perspective, understanding is co-created and there was no objective truth or reality to which the results of a study could be compared. Therefore, the inclusion of member checking into the findings, that was, gaining feedback on the data, interpretations and conclusions from the participants themselves, was one method of increasing credibility (Polit & Hungler, 1997:456).

3.5.2 Transferability

Polit and Hungler (1997:470) define “transferability as a criterion for evaluating the quality of qualitative data to the extent to which the findings from the data can be transferred to other settings or groups”. In the context of this study, the analysis made use of thick descriptions as they emerged from prolonged focus group and individual interviews, participant observation and document analysis. Since the data were obtained from three different sources and from the same participants, it was possible to “transfer” the study implications in similar settings, particularly in Vhembe District and other parts of circuits.

3.5.3 Dependability

Polit and Hungler (1997:306) describe “dependability in terms of the stability of data over time and conditions”. In the context of this study, dependability ensured that the raw data was kept electronically and in hard copies for the maximum of five years from the time of data collection. The data were stored in the form of audio files and text in PDF software to avoid tampering of information. In addition, a transcription of the first research question was provided. In this way, any person could make an inquiry audit to confirm the established analysis (McMillan & Schumacher, 2010:326).

3.5.4 Confirmability

Polit and Hungler (1997:307) define “confirmability as: a criterion of evaluating qualitative data based on objectivity and neutrality of data”. Confirmability comprised six classes, namely raw data, data reduction, manuscript notes, personal notes, instrument development and drafts of final report.

In the context of this study, in order to improve neutrality, this allowed for an audit trail, and use of verbatim accounts. Moreover, the information could be accessed on request.

3.6 ETHICAL MEASURES

The researcher received permission from the Senior District Manager of Vhembe and Circuit Manager of Nzhelele East Circuit; (see Appendix A and B) and respective school principals with signatures of participants who were willing to participate in this study (see Appendix C, D and E). Ethical measures comprised informed consent from all participants. The participants were assured of anonymity and confidentiality, and their agreements to audiotape interviews were obtained.

To ensure anonymity, schools were named site A, site B, site C, site D, and site E. The aim of the study was explained to all participants. They were requested to participate voluntarily and be allowed to withdraw from the study anytime if they would feel like not continuing. The researcher got permission from all participants by providing them with permission letters (see Appendix B, C, D and E). Participants were informed that they would not be paid anything and even if they could withdraw, it would not affect them anyhow as reflected in Unisa's ethical clearance certificate.

The explanation of the research purpose was done, participants were also informed that their participation was voluntary and the collected information was strictly confidential. The researcher took into consideration that if the situation arose that some participants would not feel comfortable about being voice-taped, especially those schools that were failing to implement the CAPS. If that situation could happen the researcher would not voice-record them without their permission.

3.7 SUMMARY

This chapter outlined the rationale for collecting, storing and analysing data. This included the research design i.e. interpretive, the participant selection (which used a sample of teachers, heads of departments and principals with more than three years of teaching experience), the sampling methods (which are non-probability sampling and non-random sampling enables the researcher to get participants with rich information), and the data collection methods. The data analysis focused on the verbatim accounts, notes from participant observations and data gleaned from relevant documents. Furthermore, the reliability and validity section addressed the

aspects of credibility, transferability, dependability and confirmability. Finally, a section for ethical considerations was presented. The next chapter would deal with the data analysis and interpretation.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter discussed the findings on how Foundation Phase teachers, in Nzhelele East Circuit of the Vhembe District, experienced the implementation of the CAPS. This chapter answered the main question in Chapter 1 (section 1.5), “What are the teachers’ experiences of the Curriculum and Assessment Policy Statement implementation in foundation phase primary schools?” In depth knowledge of teachers’ experiences was obtained through the collection and interpretation of data retrieved from past policies and to determine the curriculum challenges in the transformation and teaching and learning implementation. In Chapter 2, constructivism learning theory was used as theoretical framework in order to examine the improvement of learners’ logical and conceptual growth in the CAPS.

The focus of Chapter 3 was on the description of research methodology and rationale for the choosing of the research design and the methods utilized to collect data in this study. In addition, Chapter 3 also described how the interpretivist design was carried out. The research outlined the findings of the research from the focus group interview (with five teachers – one from each of the five schools), individual interviews (with five HoDs and five principals – one from each school), structured observations (with teachers) and document analysis.

It presented the ideas and views of the participants regarding the implementation of the CAPS in Nzhelele East Circuit. Against the background of the literature review, the views and opinions of participants were analyzed, summarized, organized and presented.

4.2 RESEARCH PROCESS

Research is a process that requires patience and thought. One may say that research is more of an art rather than a science (McMillan & Schumacher, 2010). The researcher used various methods, approach, and technique in collecting data in

five schools selected. The researcher concluded that the research results were reliable, valid, and trustworthy in those five sites.

What actually happened in this research was clearly elaborated by a focus group (five teachers from each school) and individual interviews (five HoDs and five principals from each school). The researcher conducted his research face-to-face with those teachers, HoDs, and principals which lasted approximately 45 minutes. A focus group interview schedule was used by the researcher, (refer to appendix H). Questions and issues were selected before; the researcher allowed teachers the opportunity to deliberate issues that were relevant to the research question. The focus group interviews were centred on issues drawn from the literature review (curriculum change and implementation of the CAPS).

The researcher recorded all the conversation with the teachers (Chapter 3, Section 3.4.3). In order to interpret the data obtained from the interviews, the researcher used document analysis as the secondary data gathering instrument. The results were credible, namely inspecting transcripts for mistakes, making sure that the coding of data was consistent, cross checking codes by comparing results and finally, communicating with participants of the research through meetings. The researcher requested the records from the teachers' files in order to do document analysis. There were no challenges experienced in this data process as the participants were responding well to all questions posed to them.

The researcher identified data collection challenges related to this research. Challenges in the data collection comprised: participants who showed resistance; dressing code during interview, such as putting on formal or informal clothes; inexperience conducting qualitative interviews; and feelings of isolation from teachers during data collection. The researcher faced a challenge on how to choose participants in this research, identification of possible participants, how to convince them to participate, and then making them to feel free in the interview.

The researcher faced another challenge about the confidentiality of the participants' information. Other environmental issues background noises compromised the research. Challenges in qualitative data collection are the process of designing an

interview guide, how to formulate questions in an interview for the participants, and staying focused on the research topics during the interviews. Those challenges made the researcher to obtain an in-depth of knowledge on the research topic.

4.3 DATA ANALYSIS

The purpose of data analysis is “to change information or data into an answer to the original research question”. According to Ary, Jacobs and Razavieh, (2006:490) cited in Chapter 3, (section 3.6) qualitative data analysis “includes the trial to understand the research under study, synthesize information and explain relationships, theories about how and why the relationships appear as they do, and reconnect the new knowledge with what is already known”. The inductive method was used to interpret the participants’ responses in the interview questions.

Data analysis is “intended to aid in an understanding of meaning in complex data through the development of summary themes or categories from the raw data” (Thomas, 2003:3). Categories were developed from the raw data that captures key themes that the researcher considered to be important. The focus group and individual interviews data were transcribed and coded by grouping the responses of the participants into common themes or similar ideas that emerged. Hancock (1998:17) calls this coding (labelling) and categorizing ‘content analysis. The following subsections will be discussed, namely biographical data, data obtained through the focus the group and individual interviews, observation sheets and analysis of documents (records obtained from the schools).

4.3.1 Biographical data

Elaborating on chapter 3, the researcher was reflecting the biographical data as the rationale for providing the biography of participants. This study revealed their background in relation to the context of their work situation. The researcher at the same time had undertaken to guarantee these teachers with anonymity in the research (as indicated in Chapter 3, subsection 3.6).

In table 4.1 to 4.4, information on participants was presented as from the sample in terms of gender, teaching experience and formal qualifications.

Table 4.1: Biographical data of individual and focus group participants from five schools.

Participants	Site A	Site B	Site C	Site D	Site E
Teachers	1	1	1	1	1
H.O.D.'s	1	1	1	1	1
Principals	1	1	1	1	1
TOTAL NUMBER IN EACH SCHOOL	3	3	3	3	3

The school was represented as a site. Five schools were sampled, ranging from sites A to E in this research. Participants were teachers, HoDs and principals. The total participants from each school or site were three and amounting to the total of 15 participants.

Table 4.2: Biographical data of teachers

School	Site A	Site B	Site C	Site D	Site E
Teachers	TA	TB	TC	TD	TE
Teaching grade	1	3	R	2	3
Age	49	32	45	35	48
Gender	Female	Female	Male	Female	Male
Teaching experience	20	12	17	14	18
Post level	CS1	CS1	CS1	CS1	CS1
Professional qualification	JPTD	JPTD	JPTD	JPTD	JPTD
School setting	Rural	Rural	Rural	Rural	Rural
School level	Level 3	Level 3	Level 3	Level 2	Level 2

The data of teachers in this study came from site A to E. The teachers were coded as TA to TE. They taught from Grade R to 3. Their ages ranged from 35 to 49. The gender was composed of three females and two males. Their qualifications were on

the same level, i.e. Junior Primary teacher Diploma (JPTD). The sites were situated in rural areas. Their teaching experience ranged from 12 years to 20 years. The school post level or quintile was on level 2 and 3 category.

Table 4.3: Biographical data of the HoDs

HoDs	HoDA	HoDB	HoDC	HoDD	HoDE
Schools	Site A	Site B	Site C	Site D	Site E
Qualifications	Diploma	HED	Bed hons	Bed Hons	Diploma
Experience	7	3	5	4	15
Age	46	40	38	48	50
Gender	Female	Male	Female	Female	Female

The data for HoDs are reflected as HoDA to HoDE, comprising all sites. Their qualifications were from diploma to BEd Hons. Their teaching experiences in promotional posts ranged from three to 15 years. Their ages started from 38 years to 50 years. The issue of gender was not balanced as four were females and one male.

Table 4.4: Biographical data of the principals

Principal	P A	P B	P C	P D	P E
Schools	Site A	Site B	Site C	Site D	Site E
Qualifications	B.ED hons	Masters	BA degree	Diploma	Diploma
Experience	4	6	4	6	6
Age	46	40	38	48	50
Gender	Male	Female	Female	Male	Male

The biographical data for principals was summarized as follows, the PA to PE were used to differentiate the schools or sites. Their qualifications in their managerial posts were from diploma to Masters. Their experiences in promotional post ranged from four to six. Their ages started from 38 years to 50 years. The gender issue was primarily summarized as three males and two females.

The biographical data of participants comprised the gender, qualifications, teaching experiences, ages and post-level of all participants that made it possible for individual interviews from site A to E.

4.3.2 Focus group interview data

Focus group interviews were done at the participants' sites (schools). Those sites were familiar to them. All focus group interviews were done face-to-face and took approximately 45 minutes. The researcher used an interview schedule questions were used by the researcher which served as a useful tool or guide during the focus group interviews (check appendix H). Although questions were predetermined, the researcher gave participants the privilege to share issues that were in line with the research question. The focus group interviews were centred on curriculum implementation and issues related to the CAPS drawn from the literature review.

All interviews were voice-recorded in a tape recorder and transcribed. In order to gather data on the research problem, the following interview schedule questions were part of this research. In the focus group interviews, the researcher asked teachers the questions about the CAPS. The researcher understood what teachers know about the concept "curriculum", challenges and support.

Question 1: "What do you understand by the concept curriculum?"

The responses were as follow: TA from site A responded, "A programme of study for a school". TB from site B defined curriculum as "A guideline of teaching learners in education system". TC from site C responded that "Curriculum was the document used to outline what was expected in the education system". TD from site D responded that "Curriculum was a set of principles that used to govern the schools to follow a uniform syllabus". Teacher E from site E defined curriculum as "a subject specialization".

The researcher found out that teachers were knowledgeable about the term curriculum. However, in line with the quality of curriculum implementation, the

responses revealed that teachers had little understanding of the term “curriculum” which is regarded as the core of curriculum implementation.

Question 2: “What challenges did your school encounter to introduce the CAPS?”

The teacher (TA) from site A responded like this, “Sometimes classes were overcrowded and we did not have enough resources”. TB from site B responded the same but TC from site C responded in this manner, “the CAPS was a new word for us but it was not difficult to cope with. It was the same with old method of teaching”. TD from site D, “school was not having enough resources of teachers and learners. There was no adequate training conducted by the Department of Basic Education”. Site E by TE, responded in this question by “It took time, it needed well gifted learners”.

The above responses postulate that teachers encountered problems in the process of the CAPS implementation. The classes were overcrowded with the learners as the DBE still experiences a backlog of infrastructure. The training of the teachers seemed to be inadequate as there was lack of resources in all sites. The findings of the research showed that teachers had various curriculum training experiences. Moreover, the teachers seemed to be having limited knowledge in the CAPS.

Question 3: “Can you briefly explain how you group your learners in your classrooms?”

The teacher (TA) from site A responded that “I grouped them according to their ability”. Similarly, TB from site B responded that “ability was a priority to grouping, I did consider that”. On the contrary, site C from TC responded, “I group my learners into four groups and not according to their abilities”. TD from site D indicated that “There was no need to group them as there were few”. TE from site E responded that “I grouped them according to their abilities and potential”. The responses showed and revealed different backgrounds in the application of knowledge in curriculum implementation.

The teachers were asked about the planning of their lessons. TA from site A responded positively that “I follow the instruction from the CAPS manual”. Site B from TB answered that “Department of Basic Education is trying to provide CDs with lesson plans”. TC from site C responded that “I plan weekly and I use policy documents”. TD from site D responded, “Lesson plans are good and I plan them using the CAPS documents”. TE from site E responded that “I plan my lessons daily. I use any textbook for the subject”.

The findings revealed that teachers were committed to their work even though they did receive quality knowledge from scheduled training and workshops. The two responses from the interview indicated that the DBE was trying to assist them with prepared lesson plans. They encountered problems in the application of knowledge as the CDs provided need to be opened in computers and printed. Resources like printers or duplicating machines seem to be expensive.

Question 4: “Which teaching methods do you employ in your classrooms?”

The responses were in the following manner, TA from site A indicated that, “drill, storytelling and grouping”. In addition, TB from site B responded that, “I use chalk and talk method”. TC from site C responded that, “Question and answer, and Oral method”. TD from site D responded that, “Methods differ from one topic to another”. TE from site E responded that, “Question and answer method, and Combined discussion method”.

The findings revealed that teachers are still preoccupied with the old methods of teaching, acquired at their teachers training colleges. Moreover, the methods were not in line with the CAPS implementation. The respondents shared the same style of curriculum implementation.

Question 5: “Which learning materials or resources do you use?”

The researcher wanted to know the materials and resources used in all those sites by posing this question. TA from site A responded in this question, “I use counters, modelling clay, and grouping.” TB from site B responded that, “I rely on the materials

or resources provided by Circuit office”. TC from site C responded that, “Policy documents and teaching aids”. TD from site D responded that, “Resources are the problems as we don’t have enough funds to purchase”. TE from site E responded that, “I use textbooks and curriculum guides”. The findings revealed that teachers were so innovative. They improvised the resources that were in line with the CAPS implementation.

Question 6: “Can you please explain how you assess learners in your classrooms?”

The responses from teachers were, TA from site A responded in this question politely, “I use formal and informal assessment to see how learners are progressing in a particular subject and I use informal for projects”. TB from site B responded, “Projects and formal tasks are used”. TC from site C responded to this question, “I assess my learners in different ways e.g. using checklist, group and formal assessment”. TE from site E responded that, “I assess those using questions during the lesson, class works and tests”. The mentioned answers indicate that teachers understood that the assessment was focused on learners` potential and progression or promotion. The teachers were aware that assessment should be learner-centred. This questioned revealed that learners` performance need to be checked and monitored timeously. Teachers knew and understood that assessment in the CAPS implementation should lead to quality teaching and learning.

Question 7: “What challenges did you face in the CAPS?”

In this question, TA from site A responded in this manner, “Slow learners cannot cope in this curriculum”. On the contrary, TB from site B responded that, “Lack of skills to employ the CAPS”. TC from site C responded that, “In planning, I am still experiencing some challenges”. Similar to TB, TD from site D responded in this question that, “Lack of training to teachers in implementing this CAPS, it was compromising education to learners”. Site E from TE answered that, “It needed ample time to work on the CAPS. It was also not easy as it was a new thing to us”. The findings revealed that although teachers seemed dissatisfied with the challenges in curriculum implementation, the teachers had responsibility and opportunity to choose the correct materials in the CAPS implementation.

Question 8: "Did you attend workshops for the CAPS?"

In this question, TA from site A responded that, "I attend all workshops convened by curriculum advisors but they are not equal to the tasks. On the contrary, TB from site B responded that, "I am lazy to attend the workshops as the facilitators are not good in the CAPS". TC from site C responded that, "Yes". The TD from site D indicated the response mentioned by TC. TE from site E responded that, "Yes, but they were not adequate as we were still having old methods in our minds". The findings revealed that the facilitators were also lack of depth in the CAPS knowledge. The teachers were preoccupied by old syllabus in their minds. Therefore, this needed some refresher workshops almost every time.

Question 9: "How often are you supported by curriculum advisors in Foundation Phase?"

In this question, teachers from sites A to E agreed that they are called often to attend Foundation Phase meetings as they are also having committees to assist in setting examination in the CAPS, monitored by curriculum advisors. The findings revealed that the DBE needs teachers to be capacitated and have more knowledge in the CAPS implementation.

Question 10: "Is the CAPS effective in teaching learners?"

The researcher asked the teachers regarding the extent to which the CAPS is effective in teaching learners? In this question, TA from site A responded that, "It is effective if you comply with document policy. TB from site B responded that, "It is effective but it needs average number of learners". TC from site C responded that, "It was difficult for teachers more especially when it came to assessment. The policy statement was easy to understand". TD from site D answered that, "the CAPS was good for Foundation Phase but it needed thorough preparation before teaching". TE from site E responded in this question that, "It was doing a good job. It was helping teachers and learners". With regard to the above responses, the teachers were willing to learn and acquire new skills to implement the CAPS.

Question 11: “What is your general feeling towards the CAPS?”

The responses were articulated in this manner, TA from site A responded in this question that, “We learn a lot from it as it is so demanding to get other information from internet”. TB from site B responded positively in this question that, “I am going there”. TC from site C responded that, “I will be happy after receiving all relevant resources to be used in Foundation Phase”. TD from site D answered that, “Learning materials were not enough, it demanded a lot of money and our school was in quintile three”. Site E from TE responded that, “It was fine but it needed more time”. The findings revealed that the teachers were willing to implement the CAPS on condition that resources were available in their respective sites.

Question 12: “What do you think should be done to ensure the effectiveness of teaching and learning in Foundation Phase?”

The responses from different sites indicated that the teachers need training or workshops more often. TA from site A responded that, “Teachers should be trained regularly”. TB from site B responded that, “Adequate training and resources should be provided by the DBE”. TC from site C responded that, “By having school based support team and workshops”. TD from site D responded that, “More workshops can assist us in the Foundation Phase”. TE from site E responded that, “group work and support from other teachers that is outsourcing a knowledgeable teacher to assist in other subjects”. The findings revealed that more workshops and training were needed to address the challenges encountered in the CAPS implementation.

The next section looks on the reporting of individual interview data.

4.3.3 Individual Interview data

In this research, the five participants (Five HoDs from five schools) were interviewed under the five preselected categories generated from the research question (McMillan & Schumacher, 2010:367). The interview questions for HoDs on the

challenges experienced in implementation of the CAPS in the Foundation Phase were formulated in the following manner (see appendix I).

The transcripts from the tape recorder were given code for the reasons of anonymity and confidentiality. The interview schedule reflected codes that are used by the researcher. The participants' responses were used to illustrate and enrich the narrative. The collected data was utilized to show the researcher on how to decide to give names to certain categories.

In this individual interview, the HoDs were asked the questions (as stated in Appendix J) one by-one, starting with "How did you support the introduction of the CAPS as the Head of Department?" The responses from different sites were captured as follows: HoD from site A responded that 'I convene the meeting to tell teachers in my school'. At site B by HoD, indicated that 'The resources to use in the school are limited, you need to improvise to implement this new curriculum'. The HoDs from sites C and D responded positively that they needed the workshop to familiarize themselves with new curriculum. The HoD from site E said "I support the teachers by requesting funds to attend the meeting from the SMT".

The responses postulated that HoDs were willing to assist their teachers by knowledge in the implementation of the CAPS was limited. The HoDs supported their teachers to attend workshops convened by the DBE in their respective Nzhelele East Circuit.

The HoDs from sites A to E responded similarly to the following question, 'How does the school management team support curriculum training? They all indicated that their schools fund the teachers' transport to attend the workshops or training. The SMTs further approved the time of report back to the other teachers who did not attend the workshop for the sake of impartation and sharing of knowledge.

The next question was straight to the point, 'Do you have senior teachers in the school to help with the curriculum management? All HoDs from site A to E responded "no" because their senior teachers were old and did not have capacity to assist others. They were not trained to assist in the CAPS implementation. In this

individual interview, the HoDs from all sites responded to this question, 'What type of support do you provide to teachers in Foundation Phase? The HoD from site A indicated that 'I convene curriculum meetings twice a month' but HoD from site B and C were unwilling to answer as they did not give support to their teachers than of signing the lesson plans submitted to them. The HoD from site E showed excitement in response to the question posed, 'I request the funds to do mini-workshops monthly, outsourcing the curriculum advisors who knew about the CAPS implementation.

The analysis revealed that three sites support their Foundation Phase teachers, whereas the two sites HoDs were doubtful in answering. As a result, the researcher concluded that support was not provided to the respective teachers. The HoDs in the supervision of the curriculum showed consistency.

The researcher posed a question to the HoDs at different sites, 'What do you do to ensure that the curriculum is done fully in Foundation Phase?' All sites concurred in one thing, they convened the meetings with their teachers, checked their lesson plans, outsource the knowledgeable people to conduct mini workshops. The researcher found that the HoDs assisted the teachers in their respective sites.

In the following question, 'How well do learners in foundation phase perform in your school?' Responses from all sites indicated that learners with potential managed to cope with the CAPS but with those below average struggled with the CAPS. Resources were expensive and difficult to be acquired by their sites (schools). The researcher concluded that learners with difficulties were progressed through adjusted marks.

The researcher further asked the HoDs, 'What challenges do you experience as a HoD in a school with Foundation Phase? The HoD from site A responded honestly that she struggles with 'implementation of the CAPS'. The HoD from site B answered 'Resources are not available'. The HoD from site C to E indicated that facilitators were not knowledgeable; workshops were not meeting the expected results as facilitators were devoid of knowledge.

The researcher deduced that knowledge is power. Without knowledge, it is difficult to implement the CAPS. The HoDs seemed to be denied the opportunity to attend workshops. All workshops or meetings convened were meant for teachers. The HoDs needed their own workshops to learn how to assist teachers, manage curriculum and monitoring and support to be given to the Foundation Phase teachers.

The collected data revealed that the HoDs did not help the teachers in curriculum implementation. The researcher questioned the HoDs, 'What do you think should be done to ensure the effectiveness of teaching and learning in Foundation Phase? The HoDs from all sites did not hesitate to respond to the question. They unanimously responded that they need longer training workshops that can last for a week instead of few hours. They further said the resources are prerequisite in the implementation of the CAPS. The HoDs appreciated that the CAPS documents were supplied with the DBE. The documents teachers received were meant for four subjects, namely Tshivenda Home Language, Mathematics, English First Additional Language and Life Skills, Protocol and Promotion Requirements, and National Protocol for Assessment. The DBE presently provided the lesson plans for all subjects in Foundation Phase.

4.3.4 Observation data

The researcher had taken notes during observation process. The memos written on classroom observation were analysed using line-by-line coding as suggested by McMillan & Schumacher (2010:369). The researcher provided the time to ask questions after the interview as some of the areas were not clear during the process itself. The following participants were observed their involvement in the CAPS implementation were observed, namely teachers (five from each school), the HoDs (Each from five schools) and principals (each from five schools) who had the teachers were struggling in implementing the CAPS in the classroom. The teachers in sites A to E indicated that the CAPS was still so administrative. Much time was consumed by writing, capturing, writing lesson plans and familiarizing with pacesetters. The schedule was developed as a tool for monitoring areas to be observed. Since observations dealt with various components of curriculum

implementation, conceptual and discourse analysis were used to analyse classroom observation. Conceptual analysis was used to describe various tools like books, discussions, teaching and language used in the classrooms.

In this research, the code-switching words and statements were coded to analyse teaching and learning and assessment practices at Sites A to E during classroom observation. Discourse analysis focused on text and talk as social practices. The researcher observed that text was any written documents such as policy documents. In this study, discourse analysis reviewed the influence of medium of instruction on the teaching and learning situation at Foundation Phase in sites A to E. These three forms of analysis were discussed on the theme categories.

4.3.5 Document analysis

Lastly, documents were analysed and a developed checklist used as a tool. Documents that were analysed included record of marks, teacher and learner files, workbooks, textbooks, big books, mark sheets or schedules and report cards. The teachers had many documents in their files, particularly all sites (from school A to E). The teacher file had various documents like personal timetable, teaching plans, formal assessment tasks and memorandum, record sheets, intervention programmes, and mark schedules, and results analysis (summary of quarterly assessment results). The aim was to verify the challenges that experienced in the CAPS implementation. In the checking of the teachers file, some teachers' lesson plans from site D to E, were not controlled by either Head of departments or principals. Those responsible in controlling teachers work were not giving sufficient support to their teachers. In document analysis, the researcher explored whether Foundation Phase teachers used those documents accordingly to achieve the requirements of the current curriculum implementation. The literature review outlined and revealed the documents that were necessary for analysis. The documents analysis contained the information that corroborated some of the data gathered from the interviews and structured observations, which with that from document analysis was closely analysed and described in words.

4.3.6 Themes and categories

The interview data was converted into scripts and coded by combining the answers of the participants into common themes or similar ideas that emerged. It was also proper for the researcher to interpret and analyse the themes. The interpretation of themes in relation to the CAPS implementation in Foundation Phase primary schools: Nzhelele East Circuit, were tabulated as follows: curriculum change, assessment, previous policies, and workload, knowledge on the CAPS documents, and training and resources.

Table 4.5 Themes and categories examined

THEMES	CATEGORIES
Curriculum change	Administration work Curriculum gap
Assessment	Resources Tasks
Previous policies	Policies
Workload	Reduction of subjects Work schedules and lesson plans
Knowledge on CAPS documents	Requirements of what is taught to the learners
Training and resources	Duration of Training of foundation phase teachers Different resources in the CAPS implementation

4.3.6.1 Curriculum change

Some teachers welcomed the curriculum changes but others were angry with the changes as they give them more administration work and they must always visit libraries and internet for more knowledge (Section 1.2). There were two categories identified, namely administration and content gap. Other participants (teachers) were not good in technology in order to access the information. The researcher prompted to do an empirical research based on the following research question, "What do

Foundation Phase teachers experience in the implementation of the CAPS? (Section 2.4.3) The participants were disillusioned and frustrated but those who were technologically inclined were accepting the CAPS with good spirit. The participants accepted the CAPS as the previous curriculum was so administrative (Section 2.4.1). The theoretical and conceptual frameworks indicated that teachers were still not sure about the end of curriculum changes as the education system kept on changing since 1994 (section 2.2 and 2.3). The last category in curriculum was content gap. As a result, the teachers could not teach all the topics. The teachers advised to outsource the teachers, and knowledgeable about the topics that they did not have depth knowledge. Though the amendments in curriculum were proper for effective teaching and learning, the teachers experienced curriculum gap as they received little knowledge from the CAPS workshops conducted.

4.3.6.2 Assessment

The two participants regarding assessment in the CAPS in Nzhelele East Circuit indicated certain concerns. The teachers elaborated that learners are failing particularly in Grade 1 to 3. This was as a result of schools lacking enough resources to implement the CAPS in assessment (Section 2.4.6). The content was too big for the Foundation Phase learners. The curriculum was too demanding as the learners could not work at their respective homes because their parents were not well conversant with the CAPS documents or content. The resources like internet were not available to the sites selected. The sites established in deep rural villages. The formal tasks were used in order to get school based assessment (Section 2.4.6). The comments made by the participants were genuine but the researcher found out that the assessment adjustments from the NCS to the CAPS heightened the positive potential of the curriculum changes and assessment.

4.3.6.3 Previous policies

Rapid curriculum changes existed in South Africa since inception of democracy. Literature review indicates that all the curriculum changes resulted to the new policies (Section 2.4.3). All the previous policies had affected negatively in the CAPS implementation as the teachers were unable to differentiate between the new and

old policies. The policies are good in the application of new curriculum but the problem arises when the participants or teachers failed to distinguish the new ones from the old developed policies. The successful curriculum change was driven and correctly implemented by the set policies. Foundation Phase teachers had a problem in understanding the CAPS implementation and the policies. The researcher supported the issue of using the policies which were not confusing in the implementation of curriculum (Section 2.4.4).

4.3.6.4 Workload

The researcher had deduced that the teachers were complaining workload. Yet the CAPS was supposed to reduce the workload. The workload had been reduced but only the subjects were reduced in numbers (Section 2.4.5). The teachers still needed to make work schedules and lesson plans, but the DBE had come to their rescue by making provision of the CDs with work schedules or pacesetters and lesson plans to all schools. The positive experience of the CAPS was to lessen the teachers' work at the classroom situation, to those (teachers) who knew how to implement the curriculum policies.

4.3.6.5 Knowledge on the CAPS documents

The researcher found out that the DBE in consultation with National Education Collaboration Trust (NECT) provided the teachers with policy workshop booklet, lesson plans for the CAPS (Section 2.4.3). The contextual framework in the implementation of the CAPS confused many teachers. According to the DBE (2011), the aim of the CAPS was to provide clarity of the requirements of what was to be taught and learnt on a term by term basis. The policy formulation in South Africa had come to be conceived as a rational and firm process in which policy making was seen as different from policy implementation. The researcher had noted that the teachers had solemn responsibility of implementing policies as they (teachers) were implementers of the curriculum (Section 2.3.3). The principle of the CAPS, "encourage an active and critical approach to learning, rather than rote and uncritical learning of given truths". The researcher supported the principle as it could give fruits to the implementation of the CAPS in Nzhelele East Circuit.

4.3.6.6 Training and resources

The training of the teachers was not sufficient. The facilitators received a training of two to three weeks but the teachers are expected to be trained in one to two days, for a few hours starting from 12h00. The research was contradicted by the fact that training for the facilitators was done for two to three weeks but to the implementers of the CAPS, it was conducted in one to two days. The serious contradiction was found on the failure to impart good knowledge to the teachers at the training or workshops (Section 2.4.4.2). The serious concern was related to the facilitators, who were unable to impart the CAPS knowledge to the teachers. The researcher thought that the training lies much in the hands of the DBE.

Inadequate resources affected the implementation of the CAPS in some of the sites in the Nzhelele East Circuit. The resources that were relevant to the implementation of the CAPS were teachers and learners, equipment (Section 2.4.1). The schools took two to three months without relevant teachers as the DBE had a slow pace in the appointment of the teachers and transferring of Norms and Standards allocations. Some of the institutions were overcrowded in such a way that it was difficult for learning and teaching to take place. The researcher had found out that the several resources could alleviate and lessen the challenges in the correct implementation of the CAPS, namely workbooks, textbooks, classrooms and good conditions of the schools (Section 2.4.2). The researcher had noted that resources needed to be given to all schools in Nzhelele East Circuit in the promotion of the correct curriculum implementation.

4.4 DATA INTERPRETATION

The data were consolidated and interpreted into six themes and categories, identified from the participants' perspectives, evaluations and experiences, the research findings were limited to the South African situation or education system. Other countries involved in the curriculum transformation may also find these findings important (as in table 4.5).

4.4.1 Curriculum Change

Some of the participants (three teachers from five schools) shared the same sentiments that curriculum change was necessary but two teachers felt that many changes gave rise to many problems in teaching and learning of the CAPS (Section 1.7.2.1). As Van Der Horst (2008:10) emphasises, “knowledge for change is static and given but it is shaped, constructed, and reconstructed in different social contexts” In the view of the focus groups, different curricula were changed but participants reacted differently on the issue of curriculum policies. In the focus group interviews, the researcher asked the teachers about the NCS policies in South Africa compared to the CAPS policies (section 3.4.2). It was done in order to get a good understanding about their knowledge in policies. The CAPS was being implemented because of the recommendations made by Chisolm Commission that was set up by former Minister Kader Asmal in 2000. The minister of DBE, Angie Motshekga, did the second commission in 2009. Minister Angie Motshekga presented four main concerns with regard to curriculum change in Parliament, saying “all signs point to a readiness for the new curriculum change” TA and TC from Site A and C were also asked if they were comfortable with NCS policies before the CAPS (Section 4.3.2). Makeleni (2013:2) implies that adoption of changes by teachers is crucial. In the individual interview, the HoDs were not knowledgeable about the changes as they were not workshopped or trained (Section 4.3.3). They needed their training to be convened to adapt to monitoring and support in the CAPS implementation.

4.4.2 Assessment

Teachers had yearly plan of the assessment plan, but it was not in aligned with the CAPS documents. All participants agreed that the CAPS had good aspects regarding assessment. These needed to be adjusted according to the number of assessments particularly formal and informal tasks (Section 2.4.6). They were made available to the SMT. The SMT role was emphasized in the CAPS implementation (Section 2.4.4.1). The findings of Jansen`s (2009) study revealed that “teachers only had curriculum documents as their teaching material, but without ample knowledge to apply them”. The findings revealed that teachers were not applying all forms of assessment as per policy document. An analysis of these plans revealed that

teachers planned to do the stipulated number of assessment tasks according to the CAPS for the different subjects. Teachers' assessment tasks were being moderated by their HoDs to ensure compliance to policy and quality assurance. The mark schedules for the assessment tasks for the term were in keeping with the CAPS documents as it was also closely monitored by the SMT, the forms of assessment included: class work, homework, assignments and formal tasks (Section 2.4.4.2). According to Moodley (2013:42), the policy documents started on the day of its publication in the government gazette.

Records of learner performance were required by DBE to be captured either electronically in South Africa Schools Administration Management and Service (SASAMS) or manually on mark sheets supplied by the HoD.

Negative experiences by teachers to assessment in the CAPS gave rise to higher failure rate in Grades 1 to 3 at the foundation phase primary schools. The researcher found it interesting and motivating that learners were just empty vessels (*tabula rasa*). This indicates a great paradigm shift from the old belief that learners are empty vessels. The teachers tried their level best to make sure that the vessel is filled with something on it. Furthermore, the teachers clearly said that they were pleased as the CAPS reduced administrative works. Interviews revealed that teachers knew and comprehended that learners should be evaluated throughout the lesson using all forms of assessment.

4.4.3 The previous policies

Participants had positive thinking about the transformation that the implementation of the CAPS would imply for teaching and learning. It was clearly reflected on the Curriculum News (2012) that "the CAPS is policy document for the DoE, which should be implemented by all relevant stakeholders". They viewed the CAPS as a tool that gave the teacher more direction and guidance when it came to teaching which was lacking in NCS (Section 2.4.2). They viewed the CAPS as a tool that gave the teacher more knowledge and guidance when it came to teaching documents which was lacking in the NCS. Teachers thought that curriculum change in general increases their administration duties in documents. However, they did agree that

their workload would be lessened with the CAPS because the policy document contained work schedules and prescribes the content of subject matter. It was also one of the concerns that were identified by the Task Team, “teachers were overburdened with administration” implying that the CAPS was established to reduce the burden. In all these changes, some elements of the past curriculum were retained. The researcher asked the participants about knowledge of past curriculum policies in order to have a sense of understanding their knowledge of the CAPS.

These were some comments from documents in relation to previous policy provided. “The CAPS are much easier. Work schedules have been done; time planned and content is clearly stated”. The sites from A to E were implementing the CAPS since 2012. The Foundation Phase was provided with the necessary resources but the Intermediate Phase was introduced unofficially in 2012 without resources commencing officially in 2013 (Section 2.4.3). All participants now had more years in experience with the CAPS and they were happy with the changes that have been implemented. According to Ornstein and Hunkins (2009:269) “curriculum is much more than handing out new materials”. These views corroborate the information from the literature on the changes brought about by the CAPS.

4.4.4 Workload

The participants' views on the negative aspects of the CAPS were clearly elaborated. TD from site D indicated that teachers had to draw work schedules and lesson plans which gave them the idea that the CAPS had too much work. It had not reduced administrative responsibilities but instead of reduced time consuming activities (Section 2.4.5).

There were positive experiences by the teachers, HoDs and principals that the DBE made work schedules available to all teachers in the Foundation Phase. However, teachers did maintain a contents page with topics taken from the work schedules and the dates they were completed in their files. The DBE provided the work schedules of Foundation Phase subjects. Minister Angie Motshekga reflected that “teachers were overburdened with administration”, it was one of the four concerns of curriculum changes. Minister Angie Motshekga emphasized that the CAPS started

with positive results in Foundation Phase. Analysis indicated that teachers could not experience overload in their teaching situation.

The CAPS implementation was checked and monitored by the HoDs at the school level. This was done to ensure policy compliance (Section 4.3.3). The work schedules contained the time frames for the content to be covered, the topics to be taught and the content for the topics. In addition, it also provided activities and possible assessments of the whole year and allocation of percentages in marks.

The teachers from Site A to E were not preparing their lesson plans from the work schedules or pace setters. They focused on the textbooks. Serious monitoring and checking should be instituted by SMTs in all sites. The researcher commended the DBE for providing the work schedules or pace-setters to all subjects in Foundation Phase to lessen the burden of the implementation of the CAPS in Nzhelele East Circuit. Interview data revealed that excited HoDs with the provision of lesson plans as their monitoring and support had been simplified.

4.4.5 Knowledge on the CAPS documents

The researcher had requested the teachers (participants) to show him the documents that were used to implement the CAPS in their respective schools (as reflected on the document analysis checklist, section 4.3.5). The teachers ought to know the principles of implementing the CAPS documents. This should be in line with Mbingo (2006) who stated the guiding principles adopted by the DBE that “teachers have to consider when planning teaching and learning”. The researcher had noted the following documents, namely Policy documents of English First Additional Language in Grade 1 and 2, Life Skills in Grade R to 3, Mathematics policy document in Grade R to 3. However, Lombard (2010) differed with Mbingo (2006) in the application of knowledge using policy document where teachers showed much commitment. Lombard et al. (2010:272) maintained that “teachers lack clarity on how to apply policies that are manifested in teaching and learning”. Documents have divergent views on the CAPS for teaching (Section 2.4.5). Some policy documents reflected that the CAPS has many themes to be taught in the Tshivenda home language. The participants were struggling to have insight so that

they could implement the CAPS correctly. TA and TB from site A and B defined curriculum better than other teachers from site C, D and E.

4.4.6 Training and resources

All participants reflected that they attended the workshops initiated by the DBE in the implementation of the CAPS in schools (section 2.4.3). The teachers were trained without documents to refer to. As Lombard, et al. (2010:165) emphasizes, “Workshops did not provide teachers with clear, widely communicated plans for implementing and supporting the CAPS”. Curriculum Advisors trained them within a short space of time (Section 4.4). The participants said that Curriculum advisor used their own materials as the DBE had not provided the documents, indicating that documents would be sent to all respective schools. Other teachers in the circuit had to travel 45 kilometres at their own expenses to attend the workshops at Makhado (Section 1.4.5). Two workshops were held before implementation of the CAPS in the year. The findings of Jansen`s (2009) study revealed that “teachers only had curriculum documents as their material, but lack depth of knowledge to apply though teachers attended workshops”. One workshop is held in 2012 and 2013. The District keeps on having training at least once per quarter but held at 12h00. This led to the battle with SADTU as they want workshops to be held at early hours. Although all of the participants chosen had received training for the implementation of the CAPS, the majority felt that trainings were not sufficient.

Participants received another training that was organized by SADTU to train its members, not all teachers in the circuit. Those affiliated in other unions were so unfortunate. It was like used as a recruitment strategy by SADTU. Resources required for the implementation of the CAPS. On the other hand, teachers used the knowledge attained at the NCS previous workshops.

Teachers needed to use the following resources, namely policy documents, textbooks and workbooks that were necessary for the successful implementation of the CAPS (Section 2.4.3). It was evident from the interviews that all teachers at all schools had the CAPS documents for their subjects. Regarding the quality of training

or workshops of teachers, the teachers from site A to E responses revealed that they received inadequate knowledge to implement the curriculum effectively.

4.5 SUMMARY

This chapter discussed findings and the analysis of the data, based on the problem statement, research questions reflected in Chapter 1 and the literature review as presented in Chapter 2. Data collected from the focus groups interview, individual interviews, observations and document analysis confirmed that the CAPS is being implemented by teachers at the sites from A to E (grades R to three) with some challenges in Nzhelele East Circuit. The interpretation of themes in relation to the CAPS based on the research question were identified as curriculum change, assessment, previous policies, and workload, knowledge on the CAPS documents, and training and resources. Furthermore, and in spite of teachers facing challenges in implementing the CAPS related to inadequate training and lack of sufficient resources, teachers agreed that the CAPS was necessary as an improvement of NCS. The main purpose of introduction of the CAPS was to reduce workload or administration and make the clear guidelines on what to teach and assess in the CAPS in Nzhelele East Circuit.

4.6 CONCLUDING REMARKS

The data gathered by the interviews were written up, described and interpreted. It seemed that the most of the teachers were hesitant to accept the CAPS. Moreover, they complained that they were not amply trained to implement the CAPS approach successfully. Concern was also expressed by the teachers over the high teacher/learner ratio (overcrowding) in conducting lessons, the lack of knowledge, lack of resources and skills on the new assessment strategies, the stacks of administrative and preparation work involved and lastly, uncertainty about the exact meaning of the new approach per se. The analysis progressed to present the themes that came out of this study. The themes were formulated from the four research questions.

In Chapter 5 the findings would be summarized, conclusions would be made and some useful recommendations would be offered in order to assist the relevant stakeholders in accepting, understanding and implementing the CAPS with more vigour and new strategies in Nzhelele East Circuit at Vhembe District.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The Republic of South Africa has again changed from the NCS to the CAPS in 2012 after the recommendations of the established review committee by the Minister of DBE, Angie Motshekga. The curriculum had been gradually phased into Foundation Phase with many challenges in the implementation. This study was crucial as it was addressing the implications and challenges the Foundation Phase teachers faced in the CAPS implementation. This study managed to give understanding into experiences of teachers in the CAPS implementation in the Foundation Phase primary schools. By noting the challenges experienced by teachers, the researcher had developed recommendations to improve the correct the CAPS implementation in Foundation Phase (Grade R to 3).

In this study, Chapter 1 addressed the following objectives: to explore the way in which Foundation Phase teachers experience the execution of their tasks in the implementation of the CAPS, to establish how the resources are used through in the implementation of the CAPS, to determine the type of assistance by SMTs in the CAPS implementation, to investigate how Foundation Phase teachers` understanding and assessment of the CAPS influence their teaching practices of curriculum implementation (section 1.6). Chapter 2 emphasized the curriculum change as result of recommendations cited by review committee. Chapter 3 cited that interpretive paradigm stressed the need of learners to put them in analysis context and the commitment of the teachers in the CAPS implementation. Chapter 4 revealed the analysis and interpretation of research findings. The data was assembled or collected from a focus group comprised five teachers (one from each of five schools), individual interviews for HoDs and principals (one from each of five schools) selected respectively in the Nzhelele East Circuit (acceptance / permission letter to conduct research was provided by District Director, see attached Appendix N). This was done to achieve the following pivotal aim of the study, namely to investigate what challenges Foundation Phase teachers faced in the CAPS implementation in primary schools in Nzhelele East Circuit at Vhembe District.

The focus therefore was on curriculum improvement or enhancement at Nzhelele East Circuit. Teachers' views on curriculum change were used in answering the research question. In order to respond to the main research question, the following sub-questions were examined and responded through the literature study, interviews, observation and document analysis checklist.

- What do Foundation Phase teachers experience in their execution in their task of the CAPS implementation?
- What are the resources teachers use to ensure effective implementation of the CAPS?
- What type of assistance do School Management Teams (SMTs) provide during the implementation of the CAPS?
- How do Foundation Phase teachers' understanding and assessment of the CAPS influence their teaching practices of curriculum implementation?

This chapter provides an overview of the study by way of summarising the research findings, research conclusions, recommendations, and avenues for further research, the limitations, and concluding remarks.

5.2 SUMMARY OF RESEARCH FINDINGS

This section dealt with a synopsis of the literature and research findings.

5.2.1 Synopsis of the literature

Curriculum was contemplated from different perspectives. Changing of the curriculum was a priority after the review committee, undertaken by Chisolm (2003), has released its findings and recommendations. It was established that the following alterations must be employed in the curriculum, namely to reshape the curriculum as per needs and interests of the learners and teachers, to use relevant methods in teaching, and to introduce the recent methods of teaching and to reduce administration work. It was after the following main four concerns were identified by DoE in 2009, namely, concerns about the NCS implementation, teachers who were

overburden with administration, various interpretations of the curriculum requirements, and poor performance of learners. The researcher found out that the priority of education made it possible for the South African government to give funding in education based on quintile system in the form of Norms and Standards allocation. The constructivism learning theory underpinned this study. This was a shift from looking at problems and shortages, by focusing on strengths and successes. It is a positive approach to the CAPS implementation (section 2.3).

The literature on South Africa indicates that teachers expressed dissatisfactions with the conducted workshops for being inadequate and facilitators or curriculum advisors with little depth of knowledge and too basic to prepare them adequately for the classroom (Lombard, et al. 2010:165). The literature further revealed that workshops did not provide teachers with clear, widely communicated plans for implementing and supporting the CAPS. The DBE's intervention was successful as NECT (National Education Collaboration Trust) provided CDs and books with lesson plans and work schedules (section 2.4.3).

Jansen (2009:100) postulates that "Foundation Phase teachers lacked content knowledge to teach subjects in their respective classes and knew very little about lesson plans for phonics or sounds in language". The findings of Jansen's (2009) study revealed that "Foundation Phase teachers only had been provided with curriculum documents as their material, but did not know how to use them in the classroom environment". It was like teachers were still stereotyped with previous curriculum, which is the NCS (section 2.4.3).

If the SMT members particularly HoDs could adhere to their roles as reflected in Chapter 2, section 2.4.4. The teachers had a place to get answers in connection with the CAPS implementation. The purpose of curriculum management was to ensure that all learners would attain good knowledge and skills in the CAPS.

The literature revealed that teachers were not giving the learners enough assessment tasks as reflected in policy. Assessment tasks or informal and formal tasks could have assisted the teachers to evaluate themselves if they were

implementing it incorrectly. Nevertheless, teachers had been experiencing challenges with classroom assessment.

The teaching resources were not adequately utilized by teachers as they were not well conversant with and not provided by the DBE. The CAPS needed more money as most of the teaching aids or materials needed to be purchased by the school as in the South African School Act (SASA). It was indicated that the budget of curriculum must be 60% from the money allocated to each and every school. Therefore, the teachers could have been well resourced if the principals and SMTs could have followed the budgets drawn by SGBs and endorsed by parents as per SASA (section 2.4.3).

5.2.2 Synopsis of empirical research findings

This section deals with the research findings according to the themes and categories (Chapter 4).

5.2.2.1 Participants biographical information

The findings revealed that most Foundation Phase teachers at five sites or schools was predominantly and exclusively females in great number and two males in two schools. The majority of teachers had more than 12 years teaching experience. The qualifications of those teachers were mainly JPTD. Most of them were not furthering their studies owing to lack of sufficient study time.

Those teachers were mainly falling in the age category between 32 and 49. The two teachers were still in their 30s at an age range of 38 to 50. The principals' ages ranged from 46 to 50. Their qualifications were Masters, BEd Hons, and Diploma. The researcher found out that they acquired their qualifications while they were in those promotional posts.

5.2.2.2 Curriculum change

As far as the curriculum change was concerned, the schools that the researcher visited were implementing the CAPS but not having enough resources. The teachers were disillusioned about the change as they were not technology-inclined. The change was implemented to assist the teachers in solving the problem of more administration. The review committee had recommended the change of the NCS after the directive given by Minister of DBE, Angie Motshekga.

5.2.2.3 Assessment

At the level of Foundation Phase, the instruction language was the mother tongue (primary language) of learners (Tshivenda). The problem was that not all learners write the common language in one class. The teacher might not be able to dictate to learners in class or even if the teacher could, time was not on her side. The assessment and teaching to all subjects was performed in mother tongue, Tshivenda. The researcher noted with concern that not all learners in the researched schools could write Tshivenda. The worst finding the researcher made was to meet learners whose primary language was Tshivenda to see their tasks particular in formal tasks. The HoDs in all researched schools first moderated the assessment tasks but the finding was that the moderators did not remark negatively in avoidance of questions from the teachers. The HoDs were worsening the situation as they did not assist teachers in following low order questions, medium order questions and high order questions in the CAPS implementation as stipulated in policy document.

5.4.4.1 Previous policies

Teachers complained about overcrowded classes, administration work, assessment, previous policies and inadequate resources to implement the CAPS meaningfully. The frequently asked question was, "Why was the change to the CAPS from the NCS necessary?" It was a fact that nobody was happy about the limited and definitely not effective time allocation of training or workshops. Teachers complained of these workshops as being skeletal. Teachers had a problem about the CAPS saying that teacher's success would be measured by

the learner performance and response to assessment or tasks in classroom environment or situation. Some teachers postulated that the CAPS was simply a way of getting rid of excess teachers who were on the additional to staff establishment that could lead to their dismissal from the system. Those teachers were talking the CAPS but they were still utilizing the old style of teaching curriculum in the classroom.

During a number of workshops, teachers were not really sure about the ideas being conveyed, but were too nervous to ask questions from curriculum advisors (or facilitators). Another aspect of teachers' complaints was about the new vocabulary in the CAPS which caused them to spend more time getting acquainted with it after they were used to the NCS terms. Another area of concern was that they were being bombarded with different work material from all the publishers you could think of. The learning materials were ordered from the national centralized unit, without consulting the teachers. The DBE did what we called 'top up'. The teachers could not order new books. They further said that they were being sent to ignorant consultants (trainers) who themselves had no idea on how things happened in the real world.

5.4.4.2 Workload

The researcher found out that the workload was not reduced in Foundation Phase primary schools. The subjects were not changed. The teachers still need to do lesson preparations. The DBE tried to improve on the format of lesson preparation as they are supplying schools with electronic preparations, developed by the NGOs like NECT.

5.4.4.3 Knowledge of the CAPS documents

The teaching strategies and principles used in the researched schools revealed that any method that was put in practice successfully was seen as a good method to these teachers. In site E, TE was using an oral communication approach, telling learners how to keep the school clean. In another class close to the administration office, the teacher had provided learners with an activity to sort things out according to order. Learners were also expected to identify pictures of a clean and a dirty

environment. The TE from site E, who was using the oral communication approach, explained that it was good to tell learners what was expected of them in order to practice good hygiene in the school environment in Nzhelele East Circuit. Those teachers were trying to implement the CAPS, using their own approaches.

In site D, learners in other classes were sitting in a circle which, according to my view, was too big to manage and control. The teacher was in a circle without any meaningful interaction with the learners surrounding her. In another instance a teacher was delivering a lesson in the class, and teaching numbers to the learners. These learners were passively sitting in rows and the arrangement reminded the researcher of old school days. It struck the researcher's mind that the paradigm shift would take time to find room in teachers. The question and answer approach was largely used in the researched schools or sites at the level of Foundation Phase. Participation of learners was limited and compromised where the question and answer method was used (my understanding in that scenario).

5.4.4.4 Training and resources

Workshops attended by the Foundation Phase teachers, HoDs and principals revealed that teachers were struggling with the CAPS implementation in the respective classrooms. Very few teachers but in former model C schools benefited and found those workshops helpful. The duration of those workshops were two hours per each day at most to impart knowledge to teachers with all necessary skills to implement the new curriculum (CAPS) successfully. The curriculum advisors in those workshops were themselves not well prepared in advance in order to be of assistance to the teachers that they were trained. Moreover, the curriculum advisors received their training or workshops of the CAPS in three weeks training but the DBE expected them to do it in four hours in two days. The teacher from site A told the researcher that "when one teacher asked question, she was doubtful referred to the policy document with no definite page number or heading in the said document. Teachers were quiet throughout the workshop and those teachers were very keen and active when it came to collecting the handouts without questioning the content". It was said that the training workshops were mainly the theoretical training of teachers with no direct link to what happened in the classrooms. The curriculum

advisors could not advise teachers on how to deal with overcrowded classrooms, assessment of tasks, previous policies when teaching learners in the CAPS implementation. The other problem was that these trainings were conducted after school hours when teachers were tired and thinking of their bus transport. The teachers complained of time as others use public transport to go to their respective homes. On the one hand the teachers understand the CAPS differently and what they do in their classrooms is totally different too.

5.3 RESEARCH CONCLUSIONS

The researcher states his research conclusions as answers to the main research question, “What are the teachers’ experiences of the Curriculum and Assessment Policy Statement implementation in foundation phase primary schools?” (Section 1.4)? The main research question gave rise to the four sub-questions for which the researcher provided answers. This study sought to answer the underpinned sub-questions.

5.3.1 What do foundation phase teachers experience in the CAPS implementation?

The Foundation Phase teachers experienced many challenges in implementing the CAPS because of limited funding capacity. This resulted to the underfunding that gave rise to other implications on the part of curriculum. Teachers also experience the challenge of unavailability of school facilities and equipment like classrooms, libraries, laboratories, playing facilities in Foundation Phase, tables designed for Foundation Phase learners and ablution blocks. There was also limited procurement of books, which the government has termed it “top up”. The DBE might allow teachers to order books of their choice. Instructional materials or resources like big books in Foundation Phase were a challenge as this deprived the teachers an opportunity to implement the CAPS correctly. Poor time management was another factor that contributed the experience of curriculum implementation because teachers mismanaged time if they were not monitored by SMTs. The principals might monitor the arrival and departure of the teachers in all schools. In most researched schools, more time was taken up by activities such as unplanned staff meetings,

prolonged assemblies, and unforeseen circumstances that took place at the expense of learners.

5.3.2 What are the resources teachers use to ensure effective implementation of the CAPS?

The success of curriculum implementation also depended upon the effective and efficient utilization of resources in the school and in the community, particularly teachers and learners. Parents were also valuable resources of the school in the curriculum implementation. The teachers use the CAPS documents like Policy documents of English First Additional Language in Grade 1 and 2, Life Skills and Tshivenda HL in Grade R to 3, and Mathematics policy document in Grade R to 3.

5.3.3 What type of assistance do School Management Teams (SMTs) provide during the implementation of the CAPS?

The school management teams provided the following assistance in the curriculum implementation, namely provision of resources needed to facilitate teaching and learning, motivation to teachers by giving those incentives, and controlling and checking the assessment of tasks and class visits where necessary.

5.3.4 How do foundation phase teachers' understanding and assessment of the CAPS influence their teaching practices of curriculum implementation?

The teachers focused much on the principles of assessment in the CAPS. These include the following: assessment should be authentic, continuous, multi-dimensional, varied and balance; be accurate, objective, valid, fair, manageable and time efficient; be based on information from several contexts and be transparent so that learners and teachers had a clear understanding of what the expectations were for any assessment task.

5.4 RECOMMENDATIONS

The research results of this study were important for the DBE, school management teams, heads of departments, and teachers. Therefore, the following recommendations came from this study; they might have contributed to the increase of teachers' effectiveness in implementation of the CAPS.

5.4.1 Recommendation 1: Directed to the Department Of Basic Education (DBE)

The researcher recommends that the DBE should manage and monitor the styles of teaching and assessment of the CAPS in all schools. In addition, the DBE should ensure that curriculum advisors who facilitate workshops or training for teachers are conversant with their topics in curriculum implementation. It is also recommended that the DBE should provide necessary learning and teaching resources and infrastructure such as textbooks, classrooms, mini-libraries for Foundation Phase primary schools. It is also recommended that education specialists from the provincial government be appointed to timeously visit schools in order to assist and evaluate the curriculum implementation. It is also recommended that the DBE must make a re-training to all Foundation Phase primary teachers for a week during school vacation in consultation with their affiliated unions to avoid a passive resistance.

5.4.2 Recommendation 2: Directed to the School Management Team (SMT)

The SMTs should make sure that their teachers are adequately qualified to teach Foundation Phase primary schools. In addition, the SMT should provide compulsory workshops for the Foundation Phase in the school level, coordinated by SMT. Furthermore, the SMT should ensure that teachers are able to identify learners and have the names of those that are underperforming, learners who obtained qualified progression (QP) or unable to read and write, monitor the utilization of play time from 12h00 to 13h30. This will help the teachers to identify capabilities and potentials of different learners and assist them where help is mostly needed. In addition, the SMT

members should be more supportive and give constructive inputs to their teachers and moderate the work of their teachers more often with helpful feedback. The schools should give incentives to the most improved teachers in implementing curriculum in the Foundation Phase in the form of certificates or trophies and presents if sponsors have been acquired.

5.4.3 Recommendation 3: Directed to the Heads of Departments

The researcher recommends that the heads of departments should make it a point that they convene mini-workshops or meetings as well as to have interest in observing their teachers teaching Foundation Phase. The monitoring and support tool must be developed to check the curriculum implementation. The HoDs should also be interested in motivating their teachers to further their studies. Moreover, the HoDs should have the capability and potential to identify the teachers with difficulties in teaching Foundation Phase and be able to assist them with simple teaching methodologies.

5.4.4 Recommendation 4: Directed to teachers

The researcher recommends that the teachers should attend all workshops and in-service training initiated by the DBE. The teachers should also be encouraged to make clubbing or networking of neighbouring Foundation Phase primary schools to share experiences, potential and skills in the CAPS implementation. Moreover, the teachers should also have the capability to identify the learners with difficulties in Foundation Phase and invite their parents to come and check the learners' tasks through the office of the principal to advise them on how to assist learners after school hours. Teachers must be encouraged to take course or further their studies related to Foundation Phase to increase their knowledge and skills.

5.5 AVENUES FOR FURTHER RESEARCH

With regard to the findings of this mini-dissertation, the researcher proposed further research in order to give more detail study of the CAPS implementation in Foundation Phase primary schools in Nzhelele East Circuit. It would be of great

assistance or help to extend the study to include the teachers' experiences in other 26 circuits of the Vhembe District and even to other four districts of the Limpopo Province' DBE, namely Waterberg, Capricorn, Sekhukhune and Mopani. The study would then give rise to the level of curriculum implementation (CAPS) in the district and even at Limpopo Province at large.

This interesting study that can further be undertaken in a follow-up of this research might be to explore how the Foundation Phase teachers are coping or adapting with the CAPS. Focus on specific issues such as the following may bring to light interesting facts on the empowerment of the teachers and the development of the CAPS in the practical everyday life in the classrooms:

- Teachers' spirit or conscious of competence and empowerment as they are working with the CAPS.
- The effectiveness and efficiency of circuit workshops or trainings in empowering the teachers for the CAPS implementation.
- The pivotal role of the SMT to monitor and evaluate the implementation and monitoring of the CAPS implementation.
- Raising commitment of teachers in the CAPS implementation.

The researcher believes that this contribution may prove to be helpful in adding to the depth of knowledge in the field of education in Limpopo Province, and most specifically teachers in the Foundation Phase in Nzhelele East Circuit at Vhembe District.

5.6 LIMITATIONS OF THE STUDY

The study has several limitations. Firstly, data were collected from Foundation Phase teachers in Nzhelele East Circuit schools, which were public schools in deep rural villages, in the category of quintile 2 and 3. The sample was selected from Nzhelele East Circuit at Vhembe District. The results could not be generalized to all the Foundation Phase teachers over the Vhembe district and Limpopo Province. Secondly, this research was limited to the teachers' reported data obtained through

focus group interviews (section 4.2.2), individual interviews (4.2.3), observation (4.2.4) and document analysis checklist (4.2.5) in Nzhelele East Circuit at Vhembe District.

5.7 CONCLUDING REMARKS

This study revealed that the CAPS has made great efforts to alter or change the attitude of some Foundation Phase primary teachers to have the minimum requirements of implementing the CAPS. Focus group interviews, individual interviews, lesson observation and document analysis affirmed that participants used different teaching and learning approaches or methods in the CAPS implementation. During the investigation of teachers' experiences while facing challenges in the CAPS implementation, factors emerged that hold back curriculum implementation as themes and categories (in section 4.3).

This research emphasized the basic training teachers received in a matter of two hours in two days was insufficient. The study findings also revealed inadequate monitoring and checking assessment of learners' tasks, lack of learning materials, and the infrastructure where the CAPS curriculum is implemented. The recommendations include provision of relevant learning resources, suitable infrastructure, and teachers' incentives. According to the research findings, the basic training affected teachers' knowledge and understanding of curriculum principles, instructional planning time, teaching and learning, and assessment practices in that some teachers were unable to meet the minimum requirements of the CAPS implementation. The study confirmed that teachers' knowledge and understanding of the basic requirements of curriculum implementation were not on the same par because of teaching experiences, qualifications, age and gender in the biographical data (section 4.2.1).

The challenges unearthed above seemed likely to give rise to curriculum implementation to an ultimate low level of success in some Foundation Phase sites sampled. The researcher concluded that some participants saw the CAPS implementation for meaningful educational change as it provided learners with meaningful knowledge, potential and skills for life. The researcher recommends that

curriculum reviewers consider the context in which the curriculum is to be implemented before the initial stage of curriculum implementation begins. Secondly, the implementers (teachers) of curriculum need to be evaluated by exploring their views and ideas through gatherings or public meetings organized by relevant stakeholders in education to ensure that they are ready to implement the curriculum changes. This will help to close the gap that may prevent the stagnant implementation process as teachers will present their curriculum needs or preferences. Therefore, teachers need to be supported in their pivotal roles with the provision of substantive training or workshops and teaching and learning resources to improve the CAPS implementation in the Foundation Phase.

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APPENDIX A: PERMISSION LETTER TO THE DISTRICT SENIOR MANAGER

Contact No. : 082 691 5051
Email: phaiphait@gmail.com

P.O. Box 177
Nzhelele
0993

.....
The District Senior Manager
Vhembe District Department of Education
P/Bag x 2270
Sibasa
0970
Dear Sir

REQUEST FOR PERMISSION TO CONDUCT MEd RESEARCH IN NZHELELE
EAST CIRCUIT SCHOOLS

TITLE: TEACHERS` EXPERIENCES OF THE CURRICULUM AND ASSESSMENT
POLICY STATEMENT IMPLEMENTATION IN FOUNDATION PHASE PRIMARY
SCHOOLS: NZHELELE EAST CIRCUIT

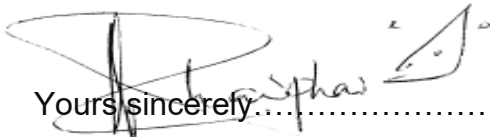
The above matter bears reference.

I, Thanyani Phaiphai, am doing research with Professor E.C. Du Plessis, a professor in the Department of Curriculum Studies towards a MEd degree at University of South Africa. I hereby request your permission to conduct a study entitled, "Teachers` Experiences of the Curriculum and Assessment Policy Statement implementation in foundation phase primary Schools: Nzhelele East Circuit".

The study will entail interviewing the principals, heads of departments and teachers of the selected primary schools with foundation phase. Interviews will be in a form of focus group and individual face to face interview. A focus group interview will be used at schools to interview teachers from all five schools in one group. The expected duration of interview is approximately 45 minutes in length. Lesson observation will also be done in these classes. Data will be collected over a period of two weeks.

I also undertake to ensure that confidentiality and anonymity during the study will be maintained and that data obtained will be kept in a safe place upon completion of the study. Participants 'participation will remain voluntary at all times and they are allowed to withdraw from the study at any time without penalty.

Hoping for your positive response.


Yours sincerely.....
(Signature) Principal (Mandala Primary School)

APPENDIX B: PERMISSION LETTER TO THE CIRCUIT MANAGER

Contact No. : 082 691 5051
Email: phaiphait@gmail.com

P.O. Box 177
Nzhelele
0993

.....
The Circuit Manager
Nzhelele East Circuit
P/Bag x 717
Nzhelele
0993

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT MEd RESEARCH IN NZHELELE
EAST CIRCUIT SCHOOLS

TITLE: TEACHERS` EXPERIENCES OF THE CURRICULUM AND ASSESSMENT
POLICY STATEMENT IMPLEMENTATION IN FOUNDATION PHASE PRIMARY
SCHOOLS: NZHELELE EAST CIRCUIT

The above matter bears reference.

I, Thanyani Phaiphai, am doing research with Professor E.C. Du Plessis, a professor in the Department of Curriculum Studies towards a MEd degree at University of South Africa. I hereby request your permission to conduct a study entitled, "Teachers` Experiences of the Curriculum and Assessment Policy Statement implementation in foundation phase primary Schools: Nzhelele East Circuit".

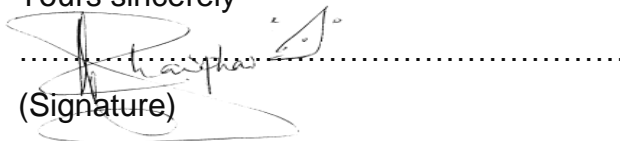
The study will entail interviewing the principals, heads of departments and teachers of the selected primary schools with foundation phase. Interviews will be in a form of focus group and individual face to face interview. A focus group interview will be used at schools to interview teachers from all five schools in one group. The expected duration of interview is approximately 45 minutes in length. Lesson

observation will also be done in these classes. Data will be collected over a period of two weeks.

I also undertake to ensure that Confidentiality and anonymity during the study will be maintained and that data obtained will be kept in a safe place upon completion of the study. Participants 'participation will remain voluntary at all times and they are allowed to withdraw from the study at any time without penalty.

Hoping for your positive response.

Yours sincerely

A handwritten signature in black ink, written over a horizontal dotted line. The signature is stylized and appears to be 'K. Singh'.

(Signature)

Principal (Mandala Primary School)

APPENDIX C: PERMISSION LETTER TO THE PRINCIPAL

Contact No. : 082 691 5051
Email: phaiphait@gmail.com

P.O. Box 177
Nzhelele
0993

.....
The School Principal
.....

Dear Sir / Madam

REQUEST FOR PERMISSION TO CONDUCT MEd RESEARCH AT YOUR SCHOOL

TITLE: TEACHERS` EXPERIENCES OF THE CURRICULUM AND ASSESSMENT POLICY STATEMENT IMPLEMENTATION IN FOUNDATION PHASE PRIMARY SCHOOLS: NZHELELE EAST CIRCUIT

The above matter bears reference.

I, Thanyani Phaiphai, am doing research with Professor E.C. Du Plessis, a professor in the Department of Curriculum Studies towards a MEd degree at University of South Africa. I hereby request your permission to conduct a study entitled, "Teachers` Experiences of the Curriculum and Assessment Policy Statement implementation in foundation phase primary Schools: Nzhelele East Circuit".

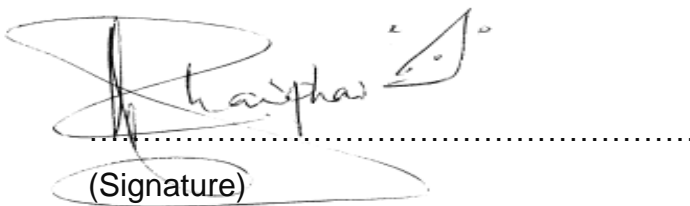
The study will entail interviewing the principals, heads of departments and teachers of the selected primary schools with foundation phase. Interviews will be in a form of a focus group and individual face to face interview. A focus group interview will be used at schools to interview teachers from all five schools in one group. The expected duration of interview is approximately 45 minutes in length. Lesson observation will also be done in these classes. Data will be collected over a period of two weeks.

Your school has been selected because it is one of the schools with Foundation Phase and therefore your experience in this area will be of great value.

I also undertake to ensure that Confidentiality and anonymity during the study will be maintained and that data obtained will be kept in a safe place upon completion of the study. Participants 'participation will remain voluntary at all times and they are allowed to withdraw from the study at any time without penalty.

Hoping for your positive response.

Yours sincerely

A handwritten signature in black ink, appearing to read 'K. Singh', is written over a horizontal dotted line. The signature is stylized and includes a flourish at the end. Below the dotted line, the word '(Signature)' is printed in a simple font.

Principal (Mandala Primary School)

APPENDIX D: PERMISSION LETTER TO THE HEAD OF DEPARTMENT

Contact No. : 082 691 5051
Email: phaiphait@gmail.com

P.O. Box 177
Nzhelele
0993

.....
The School Head of Department
.....

Dear Sir / Madam

REQUEST FOR PERMISSION TO CONDUCT MEd RESEARCH AT YOUR SCHOOL

TITLE: TEACHERS` EXPERIENCES OF THE CURRICULUM AND ASSESSMENT POLICY STATEMENT IMPLEMENTATION IN FOUNDATION PHASE PRIMARY SCHOOLS: NZHELELE EAST CIRCUIT

The above matter bears reference.

I, Thanyani Phaiphai, am doing research with Professor E.C. Du Plessis, a professor in the Department of Curriculum Studies towards a MEd degree at University of South Africa. I hereby request your permission to conduct a study entitled, "Teachers` Experiences of the Curriculum and Assessment Policy Statement implementation in foundation phase primary Schools: Nzhelele East Circuit".

The study will entail interviewing you as teacher, the Head of Department, and principal of your foundation phase classes. A focus group interview will be used at schools to interview teachers from all five schools in one group. The expected duration of interview is approximately 45 minutes in length.

Your school has been selected because it is one of the schools with foundation phase and therefore your experience in this area will be of great value.

**APPENDIX E: LETTER REQUESTING TEACHER`S PARTICIPATION IN A
FOCUS GROUP INTERVIEW FOR ONE GROUP OF FIVE TEACHERS**

Contact No. : 082 691 5051
Email: phaiphait@gmail.com

P.O. Box 177
Nzhelele
0993

.....

Dear Teacher

REQUEST FOR TEACHERS TO PARTICIPATE IN A FOCUS GROUP INTERVIEW
FOR ONE GROUP OF FIVE TEACHERS

TITLE: TEACHERS` EXPERIENCES OF THE CURRICULUM AND ASSESSMENT
POLICY STATEMENT IMPLEMENTATION IN FOUNDATION PHASE PRIMARY
SCHOOLS: NZHELELE EAST CIRCUIT

The above matter bears reference.

This letter is an invitation to consider participating in a study. I, Thanyani Phaiphai, am conducting as part of my research as a master`s student at the University of South Africa. I have purposefully identified you as a possible participant because of your valuable experience and expertise to my research topic.

I would like to provide you with more information about this project and what your involvement would entail if you should agree to take part. A focus group interview will be conducted with teachers in your school. In this focus group interview, I would like to have your views and opinions on this topic. The study also entails observing your lesson presentation.

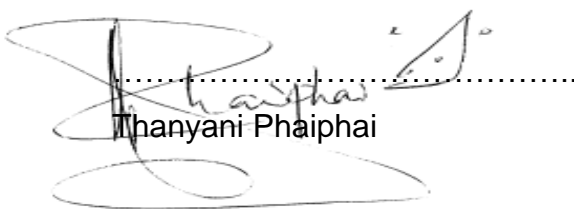
Your participation in this study is voluntary. It will involve a group interview of participants, approximately 45 minutes in length. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from the study at any time without any negative consequences.

With your kind permission, the interview will be audio recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly, after the transcription has been completed. I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points. All information provided is considered completely confidential. Neither your name nor the name of your school will appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be retained safely on a password protected computer for 5 years. There are no known anticipated risks to you as a participant in this study.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at 082 691 5051 or by email at phaiphait@gmail.com

I look forward to speaking with you very much and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form which follows on the next page.

Yours Sincerely



Thanyani Phaiphai

FOCUS GROUP INTERVIEW ASSENT AND CONFIDENTIALITY AGREEMENT

I.....grant consent to participate in a focus group interview and that the information I share during the group interview may be used by the researcher , Phaiphai T, for research purposes. I am aware that the group discussions will be digitally recorded and grant consent for these recordings. I also undertake not to share information shared in the group interview to any person outside of the group in order to maintain confidentiality.

Participant`s Name (Please Print):.....

Participant`s Signature:.....

Researcher`s Name: **Phaiphai Thanyani**

Researcher`s Signature:

Date:.....

**APPENDIX F: LETTER REQUESTING PRINCIPAL`S PARTICIPATION IN AN
INDIVIDUAL INTERVIEW.**

Contact No. : 082 691 5051
Email: phaiphait@gmail.com

P.O. Box 177
Nzhelele
0993

Dear Teacher

REQUEST FOR PRINCIPALS TO PARTICIPATE IN AN INTERVIEW.

TITLE: TEACHERS` EXPERIENCES OF THE CURRICULUM AND ASSESSMENT
POLICY STATEMENT IMPLEMENTATION IN FOUNDATION PHASE PRIMARY
SCHOOLS: NZHELELE EAST CIRCUIT

The above matter bears reference.

This letter is an invitation to consider participating in a study. I, Thanyani Phaiphai, am conducting as part of my research as a master`s student at the University of South Africa. I have purposefully identified you as a possible participant because of your valuable experience and expertise to my research topic.

I would like to provide you with more information about this project and what your involvement would entail if you should agree to take part. The interview will be conducted to teachers in your school. In this interview I would like to have your views and opinions on this topic. The study also entails observing your lesson presentation Your participation in this study is voluntary. It will involve an interview of approximately 45 minutes in length. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from the study at any time without any negative consequences.

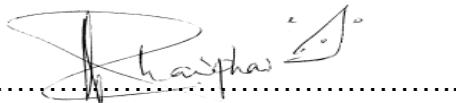
With your kind permission, the interview will be audio recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly, after the transcription has been completed. I will send you a copy of the transcript to give you

an opportunity to confirm the accuracy of our conversation and to add or to clarify any points. All information provided is considered completely confidential. Neither your name nor the name of your school will appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be retained safely on a password protected computer for 5 years. There are no known anticipated risks to you as a participant in this study.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at 082 691 5051 or by email at phaiphait@gmail.com

I will have a conversation with you about the topic and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to respond to the consent form.

Yours Sincerely

A handwritten signature in black ink, appearing to read 'Thanyani Phaiphai', written over a horizontal dotted line. The signature is stylized and includes a small flourish at the end.

Thanyani Phaiphai

**APPENDIX G: A LETTER REQUESTING PRINCIPALS TO PARTICIPATE IN
THE STUDY**

Contact No. : 082 691 5051
Email: phaiphait@gmail.com

P.O. Box 177
Nzhelele
0993

To: The Principal
.....

Dear Sir / Madam

REQUEST TO PARTICIPATE IN THE STUDY

I am a Master's Degree student at the University of South Africa under the supervision of Prof E.C. Du Plessis. I hereby request your Consent to participate in the research. My research title is "teachers` experiences of the Curriculum and Assessment Policy Statement implementation in foundation phase primary schools: Nzhelele east circuit"

Your participation involves answering questioning the form of an interview regarding your experiences as a principal in a school with foundation phase classes. The interview will take 45 minutes to complete. I also request your permission to use a tape recorder during the interview to facilitate collection of accurate information and later transcribed for analysis.

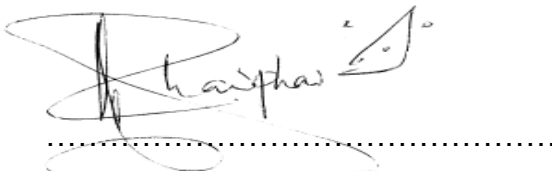
I will ensure that anonymity and confidentiality are upheld at all times. Your names and your school`s name will remain confidential to the researcher. Participation in this research is completely voluntary and you may withdraw from the research without consequence. However, with your permission, anonymous quotations may be used. Data collected during this study will be retained on a password computer for 5 years. There are no known or anticipated risks in this study.

It is my hope that your participation can provide a long term benefit to you as a school principal and also teachers in foundation phase.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at 082 691 5051 or by email at phaiphait@gmail.com

Your cooperation will be greatly appreciated.

Yours Sincerely



Thanyani Phaiphai

PRINCIPAL`S CONSENT FORM TO PARTICIPATE IN THE STUDY

I ,....., have read and fully understand the request letter to participate in the research on teachers` experiences of the Curriculum and Assessment Policy Statement implementation in foundation phase primary schools: Nzhelele east circuit.

I also understand that confidentiality and anonymity during the study will be maintained and that participation is voluntary.

I accept and give my consent to participate.

.....
Signature

.....
Date

**APPENDIX H: A FOCUS GROUP INTERVIEW SCHEDULE (FIVE TEACHERS
COMPRISE ONE FOCUS GROUP)**

SECTION A: BIOGRAPHICAL INFORMATION OF PARTICIPANTS (TEACHERS)

1. GENDER (indicate with an "X")

	Male	Female
Participant A		
Participant B		
Participant C		
Participant D		
Participant E		

2. AGE (in years)

	20 – 29	30 - 39	40 – 49	50 and above
Participant A				
Participant B				
Participant C				
Participant D				
Participant E				

3. POSITION HELD IN SCHOOL

	GRADE A	GRADE B	GRADE C	GRADE D	GRADE E
Participant A					
Participant B					
Participant C					
Participant D					
Participant E					

4. QUALIFICATIONS

	PROFESSIONAL	ACADEMIC
Participant A		
Participant B		
Participant C		

Participant D		
Participant E		

5. TEACHING EXPERIENCE

	Total years in teaching	Experience in Foundation Phase
Participant A		
Participant B		
Participant C		
Participant D		
Participant E		

6. GRADES COMBINED

Participant A	
Participant B	
Participant C	
Participant D	
Participant E	

SECTION B: (TEACHERS) FOCUS GROUP INTERVIEW QUESTIONS ON THE CHALLENGES EXPERIENCED BY TEACHERS IN IMPLEMENTATION OF CURRICULUM AND ASSESSMENT POLICY STATEMENT IN THE FOUNDATION PHASE.

1. What is your understanding of the concept curriculum?
2. What challenges did your school encounter to introduce the CAPS?
3. Can you briefly explain how you group your learners in your classrooms?
4. How do you plan your lessons?
5. Which teaching methods do you use in your classrooms?
6. Which learning materials or resources do you use?
7. What are the resources teachers uses to ensure effective implementation of the CAPS?
8. Can you please explain how you assess learner in your classrooms?

9. What challenges do you experience in the Curriculum and Assessment Policy Statement?
10. Did you attend workshops for the Curriculum and Assessment Policy Statement?
11. How often are you supported by curriculum advisors in Foundation Phase?
12. How effective is the Curriculum and Assessment Policy Statement in teaching learners?
13. What is your general feeling towards the Curriculum and Assessment Policy Statement?
14. What do you think should be done to ensure the effectiveness of teaching and learning in Foundation Phase?

**APPENDIX I: INDIVIDUAL SEMI-STRUCTURED INTERVIEW SCHEDULE FOR
HEAD OF DEPARTMENTS (HoDs)**

SECTION A: BIOGRAPHICAL INFORMATION OF THE HoDs

1. GENDER (indicate with an "X")

Male	
Female	

2. AGE (in years) indicate with "X"

20 – 29	
30 – 39	
40 – 49	
50 +	

3. QUALIFICATIONS

Professional		
Academic		

4. TEACHING EXPERIENCE

Total years of teaching	
Years as Head of Department	

SECTION B: BIOGRAPHICAL INFORMATION OF THE SCHOOL

5. SCHOOL ENROLNMENT

--

6. NUMBER OF TEACHERS IN FOUNDATION PHASE :

--

7. GRADES OFFERED

--

SECTION C: INTERVIEW QUESTIONS FOR HEAD OF DEPARTMENT (HoDs) ON THE CHALLENGES EXPERIENCED IN IMPLEMENTATION OF CURRICULUM AND ASSESSMENT POLICY STATEMENT IN THE FOUNDATION PHASE.

1. How did you support the introduction of the Curriculum and Assessment Policy Statement as the Head of Department?
2. How does the school management team support the curriculum?
3. Do you have senior teachers in the school to help with the curriculum management?
4. What kind of support do you provide to teachers in Foundation Phase?
5. What do you do to ensure that the curriculum is being fully implemented in Foundation Phase?
6. How well do learners in Foundation Phase perform in your school?
7. What challenges do you experience as a head of department in a school with Foundation Phase?
8. What do you think should be done to ensure the effectiveness of teaching and learning in Foundation Phase?

APPENDIX J: Principal’s semi-structured interview schedule

SECTION A: BIOGRAPHICAL INFORMATION OF THE PRINCIPAL

1) GENDER (indicate with an “X”)

Male	
Female	

8. AGE (in years) indicate with “X”

20 – 29	
30 – 39	
40 – 49	
50 +	

9. QUALIFICATIONS

Professional		
Academic		

10. TEACHING EXPERIENCE

Total years of teaching	
Years as Principal	

SECTION B: BIOGRAPHICAL INFORMATION OF THE SCHOOL

11. SCHOOL ENROLNMENT

--

12. NUMBER OF TEACHERS

--

13. GRADES OFFERED

--

SECTION C: INTERVIEW QUESTIONS FOR SCHOOL PRINCIPALS ON THE CHALLENGES EXPERIENCED IN IMPLEMENTATION OF THE CURRICULUM AND ASSESSMENT POLICY STATEMENT IN THE FOUNDATION PHASE.

1. How did you support the introduction of the Curriculum and Assessment Policy Statement?
2. How does the school management team support the curriculum?
3. Do you have heads of department in the school to help with the curriculum management?
4. What kind of support do you provide to teachers in Foundation Phase?
5. What do you do to ensure that the curriculum is being fully implemented in Foundation Phase?
6. How well do learners in Foundation Phase perform in your school?
7. What challenges do you experience as a principal in a school with Foundation Phase?
8. What do you think should be done to ensure the effectiveness of teaching and learning in Foundation Phase?

APPENDIX K: STRUCTURED LESSON OBSERVATION SHEET

1. GENERAL INFORMATION

- 1.1. School:.....
- 1.2. Grade/s:.....
- 1.3. Subject :.....
- 1.4. Date:.....
- 1.5. Duration of lesson:.....

2. CLASSROOM ENVIRONMENT

- 2.1. Number of learners per grade:.....
- 2.2. Sitting arrangement:.....
- 2.3. Availability of resources:
- 2.4. Grade - text books available:

3. CLASSROOM INTERACTION

- 3.1 How is the teacher / learner interaction?
.....
.....
- 3.2 Is the teacher able to involve learners in both grades in the lesson?
.....
.....
- 3.3 Which teaching strategies does the teacher use?.....
.....
- 3.4 How are learners assessed?.....
.....
- 3.5 Does the teacher teach according to the lesson plan?.....
.....

APPENDIX L: DOCUMENT ANALYSIS CHECKLIST

Name of The School:..... Grade:.....

Responsible Teacher:.....

Subject:.....

Date:..... Circuit:.....

DOCUMENTS	ITEMS	COMMENTS
Port folio (Teacher)	How the lesson plan, assessment plan and teaching done	
Learner Portfolio	To check the tasks given to the learners and feedback. To check whether tasks are controlled.	
Time table	Compliant of the timetable in relation to the CAPS.	
Big Books and workbooks	How the books are utilized	
Mark Sheet / Record Sheet	To check the capturing of marks. Is aligned to the Department of Education SASAMS program	
Circulars	To check the CAPS workshops attended	
Informal and formal tasks	To check the number of tasks written as reflected on the assessment plan.	
Schedule	Quarterly schedule to check their performance	

**APPENDIX M: APPROVAL LETTER FROM THE DISTRICT DIRECTOR TO
CONDUCT A RESEARCH IN NZHELELE EAST CIRCUIT**



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

CONFIDENTIALITY
DEPARTMENT OF
EDUCATION
VHEMBE DISTRICT

REF: 14/7/R
ENG: MATIBE M.S
TEL: 015 962 1029

Phaiphai T
P.O Box 177
Nzhelele
0993



**REQUEST FOR PERMISSION TO CONDUCT Med RESEARCH IN NZHELELE EAST
CIRCUIT SCHOOLS**

1. The above matter refers.
2. You are hereby informed that your request for permission to conduct research titled, ***"Teachers' experiences in implementing the Curriculum and Assessment Policy Statement (CAPS) at foundation phase in primary schools: Nzhelele East Circuit"*** has been granted.
3. We appreciate your commitment to ensure confidentiality, anonymity and voluntary participation by research subjects.
4. Kindly inform circuit managers and principals of selected schools prior to commencing your data collection.
5. Wishing you the best in your study.



DISTRICT DIRECTOR

12/09/2016
DATE

REQUEST FOR PERMISSION TO CONDUCT Med RESEARCH IN NZHELELE EAST CIRCUIT
SCHOOLS[Type text]

Page 1

APPENDIX N: TWO APPROVAL LETTERS FROM THE SAMPLED SCHOOLS

MANDIWANA PRIMARY SCHOOL



CONTACT NO:- 082 456 6353
072 530 7608
0955



Box 323
Dzanani ,

EMIS:92833002

2

PERMISSION TO CONDUCT RESEARCH

The management of the above mentioned school confirm that permission have been granted to Phaiphai Thanyani to conduct a research at our institution. The research title is "Teachers' experiences in implementing the curriculum and assessment policy statement at foundation phase in primary schools: Nzhelele East Circuit.

Yours sincerely

Tshisikhawe T





Enq: Radzilani A.E (Principal)

Cell :082 4231 156

Shavhani Primary School

P.O Box 330

Nzhelele East

06 September 2016

Dear Sir/ Madam

ACCEPTENCE FOR PERMISSION TO CONDUCT MED RESEARCH AT SHAVHANI PRIMARY SCHOOL.

1. The above matter has reference.
2. I the principal of Shavhani Primary School hereby accept the request of Mr Thanyani Phaiphai to conduct a study research challenges that teachers are facing in Implementing the curriculum assessment and assessment policy at foundation phase in our school.
3. We hope that our acceptance will meet your immediate respond .
4. Hoping that you will find this in order.

Yours Faithfully

A.E Radzilani



APPENDIX P: UNISA CLEARANCE CERTIFICATE



COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE

17 August 2016

Ref : 2016/08/17/35205679/12/MC
Student : Mr T Phaiphai
Student Number : 35205679

Dear Mr Phaiphai

Decision: Ethics Approval

Researcher: Mr T Phaiphai
Tel: +27 82 691 5051
Email: phaiphait@gmail.com

Supervisor: Prof EC du Plessis
College of Education
Department of Curriculum and Instructional Studies
Tel: +2782 809 3903
Email: Dplesec@unisa.ac.za

Proposal: Teachers' experiences in implementing the curriculum and assessment policy statements at foundation phase in primary schools: Nzhelele East circuit

Qualification: M Ed Curriculum Studies

Thank you for the application for research ethics clearance by the College of Education Research Ethics Review Committee for the above mentioned research. Final approval is granted for the duration of the research.

The application was reviewed in compliance with the Unisa Policy on Research Ethics by the College of Education Research Ethics Review Committee on 17 August 2016.

The proposed research may now commence with the proviso that:

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee. An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for*



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 facsimile: +27 12 429 4150
www.unisa.ac.za

the research participants.

- 3) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

Note:

The reference number **2016/08/17/35205679/12/MC** should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the College of Education RERC.

Kind regards,



Dr M Claassens
CHAIRPERSON: CEDU RERC
mcdtc@netactive.co.za



Prof VI McKay
EXECUTIVE DEAN

Approval template 2014

University of South Africa
Pretter Street, Muckleneuk Ridge, City of Tshwane
PO Box 392, UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za