

**THE CONTINUOUS PROFESSIONAL
DEVELOPMENT OF EDUCATORS WITH REGARD TO
THE IMPLEMENTATION OF OBE IN THE LIMPOPO
PROVINCE**

by

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DECLARATION

I Ndinanyi Brutus Malada declare that this work is mine, original and has not been previously submitted in any form by myself or anyone else to this University or any other educational institution for any degree or examination purposes.

All sources used in this study have been acknowledged.

Signature

Date



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DEDICATION

This work is dedicated to my late grandmother, Mrs Tshinakaho Makwarela. I wish she was still alive to reap the fruits of her tireless and ever lasting motivation that she always provided to me.



ABSTRACT

This study aimed to explore the development and experiences of teachers in the implementation of OBE in Mutale Educational District of Limpopo province. In order to achieve this goal, a thorough literature review was conducted and selected Teachers from schools located in the district, Education Specialists and Curriculum Advisors were also interviewed. Informed by the findings and literature, this study argues that school-based model of teacher development, where teachers are partners in their development, is the most suitable in the current curriculum transformation agenda in South Africa. It further alludes to the fact that teacher development would lead to effective curriculum implementation and by extension lead to effective learning in the schools.

Key words, Teacher development,
Curriculum,
Outcomes-Based Education



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GLOSSARY OF ACRONYMS

ANC	African National Congress
C2005	Curriculum 2005
CA	Curriculum Advisor
CASS	Continuous Assessment
CEPD	Centre for Educational Policy and Development
COSATU	Congress of South African Trade Unions
CRC	Curriculum Review Committee
CUMSA	Curriculum Model of South Africa
DoE	Department of Education
ES	Education Specialist
FDE	Further Diploma in Education
GDE	Gauteng Department of Education
GIED	Gauteng Institute for Educational Development
HOD	Head of Department
HSRC	Human Sciences Research Council
INSET	In-Service Training
JET	Joint Education Trust Services
KM	Khulisa Management Services
LSM	Learning Support Material
NDE	National Department of Education
NQF	National Qualifications Framework
OBE	Outcomes Based Education
OLP	Quality Learning Project
PRESET	Pre-Service Training
RAU	Rand Afrikaans University
RNCS	Revised National Curriculum Statement
SAT	School Assessment Team
SGB	School Governing Body
SMT	School Management Team
UNISA	University of South Africa

1. ORIENTATION AND BACKGROUND TO THE STUDY

1.1. INTRODUCTION

April 1994 marked the culmination of a new epoch in South Africa, let alone in the education sector. The final breakthrough of South Africa into a democratic country meant that a lot of things had to be transformed including the school curriculum. It is this vigorous transformation that led to the birth of Curriculum 2005 (C2005) in 1997.

In the traditional education system, curriculum was covert in nature and structure, teacher-centred, textbook-oriented and content-based. Learners were encouraged to memorise a collection of facts and concepts to be used during examinations and pile up their notes until they approach examinations. They were then passed or failed depending on their ability to master, remember and recall the learning content (Olivier, 1998: 21; DoE, 1997a). This shows how redundant the curriculum was and therefore justified the call for change.

Unlike the old curriculum, C2005 is characterised by the principle of Outcomes-Based Education (OBE), Continuous assessment (CAS), Learner centeredness and cherishes an ideal to prepare and produce critical thinkers who are able to play a significant role in the development of the country (DoE, 1997a).

The outcomes-based approach emphasises curriculum development and the empowerment of learners through the achievement of outcomes and the mastering of outcomes, knowledge and skills needed to achieve the outcomes. It focuses on learning outcomes rather than content acquisition, with greater emphasis placed on problem solving and the transfer of skills (DoE, 1997b, Olivier, 1998: 21).

However, the reality that the process of curriculum change has presented so far, is that it is a hard road to travel, confronted with a lot of challenges and obstacles. One of the challenges that this process has always experienced is the lack of both human and

material resources. This was a foreseeable challenge to determine the success and the failure of OBE (Jansen and Christie, 1999: 152).

1.2. PROBLEM STATEMENT

Whereas C2005 and OBE have gained an overwhelming and a remarkable momentum and support from various quarters (teachers and other role players), its implementation has been confounded by various challenges including, among others, teacher development (Chisholm, 2000: vi). The teaching force is still dominated by poorly prepared teachers and managers with regard to professional levels and subject or learning area competence, under qualified staff and people who joined the teaching fraternity long before the concept of OBE gained popularity in South Africa. This is a legacy of the apartheid system in the South African education sector and poses a great challenge to the success of OBE (Mahomed 2002: 05).

Over and above that, critics of C2005 have suggested that its complexity assumes a level of teacher competence that does not exist in the current South African education system (Jansen, 1998 in Foulds, 2000).

It is also encapsulated in the findings of the Curriculum Review Committee (CRC) that teacher development, orientation and training initiatives of the Department of Education (DoE) were inadequate to provide teachers with the desired skills in this new curriculum (Chisholm, 2000: 5). The Gauteng Institute for Educational Development (February 27-28, 2002) conference endorsed this perception when teachers raised genuine concerns that even the trainers were not well conversant with the new approach. It became more conspicuous in this conference that the cascade model was flawed and inadequate.

According to Mason (1999) and Kelly (1997) in Foulds (2000) whatever the quality of the curriculum itself, its success or failure depends largely on teacher quality. The problem of this study therefore was to solicit and explore the current experiences of teachers on the implementation of OBE given the realisation that initial departments' initiatives to training teachers proved to be futile.

Preparation for implementation must focus on enabling the teachers to implement change, because they are the ones who make or break curriculum change (Williams, 2002 in GIED Conference report, 2002: 16, Carl, 1995: 2). It is from this premise that this study departs to investigate grade nine teachers' experiences, development, successes and predicaments on the implementation of this change.

1.3. RATIONALE

The importance of this study cannot be over-emphasised, however, it is important to highlight some of the justifications why this study is important.

First, the 1999 CRC findings indicated that there were a number of areas in which teachers needed intensive training. This ranged from the assessment methods of OBE, group-teaching, large classes teaching methods and time management to mention just a few (Chisholm, 2000). This shows that enough is yet to be done in order to empower teachers to be as competent as the new curriculum requires of them. It is therefore of cardinal importance for this study to investigate if those challenges are (still) in existence or are fading and, if not, what are the problems and how best to address them.

It should be kept in the mind that we have so far spent about three years after the release of the review report and two years after the release of the newly Revised National Curriculum Statement (RNCS), which was largely guided by the findings of the review process. It therefore becomes imperative that this study provides information on where we are and where we are going in terms of implementing the new curriculum. It is hoped that this study will provide substantive and credible data to reflect the changes and pragmatic areas for the DoE to prioritise on in order to ensure effective implementation of OBE in schools.

Over and above that, the study could be of significant importance to the Mutale district to understand the experiences of their teachers on the training that is offered as well as the suggestions arising from this data. Surely, Mutale experiences may not be exceptional and other districts and provinces will learn from these results.

1.4. AIMS OF THE STUDY

The aim of this study is to investigate teachers' experiences as and when they implement outcomes based education in grade nine classes. It also aims to solicit information on the successes and the predicaments experienced in these processes as well as to highlight the importance of teacher empowerment on the process of curriculum development.

1.5. RESEARCH QUESTIONS

The following are the guiding questions to safeguard the focus of the study. These questions also form the basis from which the research instruments were developed. They are:

- What are teachers' experiences and perceptions of the training on the implementation of OBE?
- What model of teacher development could be most suitable to enable teachers to implement OBE effectively in the classrooms?
- What are the new challenges experienced by teachers when implementing OBE in their classrooms?

1.6. ETHICAL MEASURES

This study understands the ethical standards that it has to comply with. It acknowledges all the sources used starting from the literature materials and including participants. It also observes the respondents' right not to participate, right to confidentiality, anonymity and access to the report. Over and above that, the study was conducted only after a letter granting permission to access the schools was received from the district offices of the DoE. A copy of this letter and the preceding one are attached herein as appendices A and B.

On ensuring validity and reliability of the data and instruments, the study was piloted in the area that represented the characteristics of the chosen sample. Also that only the selected and willing respondents participated in the study. A detailed presentation on how piloting and sampling were conducted is available in chapter three of this report.

1.7. HYPOTHESES AND SYNTHESIS

This study was envisaged with a hypothesis that alleges that the difficulties experienced by teachers in the implementation of OBE are a result of ineffective training on the new approach. Their failure to implement OBE effectively and successfully can be attributed to their lack of skills, expertise, competence and knowledge of the curriculum development process as well as availability of resources. This study proclaims that there is a great link between teachers' level of empowerment and the success of curriculum implementation and by extension, increased learner performance.

1.8. CONCEPT CLARIFICATION

In order to give clarity on the concepts used in this study, the following concepts are defined in the way that they are used in the study.

1.8.1. Teacher

In South Africa, the concept teacher is used interchangeably with educator to refer to individuals who are involved and responsible for facilitating knowledge in the classrooms. However, the use of this concept is limited to only formal education, school level and not informal and tertiary level. In this study, the concept teacher is used in the context of school level, that is primary and secondary school level and is used interchangeably with educator to refer to facilitators of knowledge in the school setting.

1.8.2. Teacher development

Literature reviewed in this study reveals that the concept is difficult to define and many people have used it to refer to different things [see 2.3.1. in chapter two for more details]. In this study the concept teacher development is used to refer to one and the same thing as professional development and the two are used interchangeably.

1.8.3. Outcomes-Based Education (OBE)

Outcomes-based education refers to the education system that focuses on outcomes, goals of learning and is learner centred, and in South Africa this curriculum represents

the antithesis of apartheid schooling. The concept is however used in this study as a 'proxy' of new curriculum [see 2.1.1. further details on the concept].

1.9. CHAPTER DELINEATION

Chapter one gives a general orientation and background that informs the basis of this study. It presents the problem statement, justification and purpose of the study in a more precise and yet explicit and succinct way.

A thorough review of literature and other related materials is presented in the next chapter, i.e. chapter two.

A detailed presentation and justification of the research methods and data collection is outlined in chapter three.

With an understanding that these chapters link to one another, chapter four presents data collected and its analyses respectively.

Informed by the data presented in chapter four, chapter five presents a summary of the research findings and ultimately suggests possible recommendations or solutions for consideration and recommendations for further studies within the field of focus.

2. LITERATURE REVIEW

The previous chapter was a journey through the study. It presented an orientation to the study without necessarily giving enough details. Chapter 2 therefore is a genesis of the details on the theoretical grounds and literature basis from which this study was undertaken and thereby putting it in context of the existing literature. It is a presentation of a review of literature that is relevant to the study. This chapter puts the study in the discourse of what other researchers and academics have written in relation to the topic under study.

Since the aim of this study was to explore teachers' experiences in relation to OBE implementation and their development, it became imperative to review literature on teacher development as well as OBE. As a result, this chapter reviews literature on OBE practices and its discourse in South Africa as well as commendable models for teacher development. The idea here is to suggest an alternative for curriculum change in South Africa. Teacher development for OBE in South Africa was conducted mostly on what I call "distortion models"¹. Most of relevant literature considered in this study came from South Africa and abroad, with a considerable number of those coming from United States of America and partly United Kingdom.

In South Africa, the introduction of OBE was welcomed with different responses. Others perceived it as a progressive initiative by the ministry of education and others had a different perspective arguing that it was ambitious and it undermined the conditions and context of South African schools. The next discussion is about the conceptualisation of OBE in South Africa, its origins and the concomitant discourse that came with its introduction.

¹ In South Africa, the introduction and training of teachers on OBE was done through cascading models and once off training sessions, which other refer to as the Hit and run methods. For one, these kinds of training have a great potential for information to get distorted before reaching the agents of school change.

2.1. CONCEPTUALISATION OF OBE IN SOUTH AFRICA

2.1.1. What is OBE?

This question has been lingering not only in the minds of teachers as agents of curriculum change but popular academics and other practitioners within the education arena have also deemed it necessary to address. This suggests that people feel that without having a clear answer and good description of what OBE is, this may lead to some perplexities.

One of those who attempted to answer this question was Spady (1994: 1-24) who puts it in this way: “*What does Outcome-Based Education Really mean?*” His understanding and answer to this question is that at the core of OBE lies an idea to organise and focus instructional programmes according to what is essential for students to be successful at the end of their learning experience. As this may sound to be more abstract for one to understand, he goes further to identify two keys whose execution would lead towards achieving an outcomes based education,

They are:

- a) Developing learning outcomes around which all system’s components can be focused,
- b) Establishing the conditions and opportunities within the system that enable and encourage all students to achieve those essential outcomes

Spady’s definition and description of OBE does not only acknowledge the important role that teachers ought to play as decision makers about what students should learn and how they should learn, rather, it also acknowledges the fact that certain conditions should be established to determine its success. To this point, my gut feeling is that these conditions include among others the provision of both human and material resource. By human resource I am referring to the provision of a quality teaching force through quality training and retraining and other resources would mean the classroom materials, teaching aids, infrastructure and others.

According to Olivier (1998: 20) “outcomes based learning reflects the notion that the best way to get where you want to be, is to first determine what you want to achieve”. Apparently this has been understood by many including Kanpol (1995), Spady (1994), as the overriding principle of OBE which accentuates the achievement of specific learning outcomes.

As in the South African context OBE has been defined and understood differently. It has meant different things to different people both in theory and in practice (Hargreaves and Moore, 2000; Hartley et al, 2000 in Chisholm, 2003). For some and mostly its initiators and critics, it was perceived as a pedagogical route out of the apartheid education system. Thus it has been more of a political response and represented a shift from an apartheid kind of education, which purported racism and many other manifestations of inequality (Chisholm, 2003; DoE, 2002; Jansen, 1999). More significantly critics of this curriculum continued to view this as more of a political response to the apartheid education than the one based on rigorous curriculum development or reform principles (Jansen 1998 and Mason 1999). It is understood and seen largely as an intention of the new government to address the legacy of apartheid, which deprived the majority of the oppressed communities (Africans in general and blacks in particular) the right to a quality education and skills development.

According to the Association of Supervision and Curriculum Development 35 (10) (1993:7) as quoted by Mahomed (2002), OBE addresses why we should educate students, what they should learn, and how to specify and measure the transmission of cultural attitudes. Mahomed goes further by saying that it helps students to acquire knowledge, skills and competencies to become successful.

Mahomed (2001) describes OBE as a “workable philosophy within the South African context given more time and teacher development.” The argument here is that OBE can be successful if given more time to avail the necessary resources and if an emphasis and extensive training and development is given to teachers. However the important question to ask regarding this issue is where does OBE come from and whether it is successful in the countries of its origin? Thus the next discussion is about the origins of OBE and how it was adopted into the South African schooling system.

2.1.2. Origins of OBE

The concerns to change the curriculum from its demise, redundant and passive state did not only arise after the emancipation of South Africa. Although the principles of apartheid continued to prevail even after 1990, attempts to transforming the curriculum were already under way (Cross, Mungadi, and Rauhani, 2002). These initiatives were characterized by self-introspection within bureaucracy and policy dialogue with profound learning implications at national level. The Curriculum Model of South Africa (CUMSA) initiative of 1991 and the Educational Renewal Strategy (ERS) of 1994 bear evidence to this.

However, the genesis and evolution of OBE is traceable to the competency-based education in Australia, New Zealand, Scotland, Canada, and United States of America (Cross et al, 2002; Mahomed, 2001; Killen, 2000). The adoption of this philosophy in South Africa has been judged on its successful implementation in those countries. Although it continues to be a workable and favourable education system in those countries, it has remained an experiment at various levels of national policy (Cross et al, 2002). In Australia, OBE is implemented with regional adaptations, in Canada it is only a provincial experiment, in Scotland it has been restricted to vocational programs, and in USA it has only been accepted at district level; but received hostility at national level.

In South Africa the evolution of OBE can be traced and linked to the robust debates that unfolded within the ANC, the National Training Board and the labour movement, Congress of South African Trade Union (COSATU), about the need to overhaul the approaches to education and training (Christie, 1994; Jansen, 1999; Cross et al 2002). The National Training Strategy Initiative and the Competency Based Education in which competency was reformulated to mean outcomes are products of these robust debates.

The launch of C2005 in March 1997, by the Minister of Education did not only mark the departure from apartheid education but also represented a paradigm shift from content based teaching and learning to an outcomes oriented kind of education-OBE. Furthermore, it marked a milestone departure from fundamental pedagogies to

progressive pedagogies that promulgates learner centred approaches to teaching that seeks to develop the intellectual and critical abilities of the learners for their future roles in society.

In actual fact, implicitly or explicitly, C2005 and or OBE have been understood as a major progressive attempt (although others like Jansen (1999) see it as the most ambitious project ever undertaken by the DoE) with multiple strategic goals to achieve and the agenda to promote effective teaching. This agenda include but not limited to the need to align schools with workplace, social and political goals of the country, emphasise experimental and cooperative learning, and pursue values of diversity in race, culture and gender and to also develop imaginative critical problem solvers who will advance the course of a successful and a better South Africa.

Thus, the revision of curriculum in South Africa was undertaken in three main stages, namely, cleansing of the racist curriculum on the dawn of democracy, implementation of OBE through C2005; and the review and revision of curriculum 2005 in light of the recommendations made by the CRC (Chisholm, 2003: 1). However, the introduction of this curriculum was not to go without a discourse. As change maybe very difficult to accept and yet being inevitable, in South Africa, curriculum change heralded opportunities for a discourse and dialogue amongst those involved in knowledge production both at system level and in the academia. The next debate is about the critics and the dialogue that emanated as a result of this change.

2.2. CURRICULUM DISCOURSE AND DIALOGUE IN SOUTH AFRICA

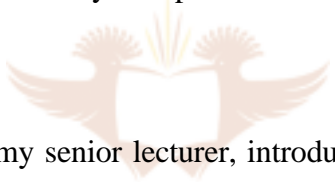
The debates on OBE in South Africa and elsewhere tend to focus more on the implementation process. How possible will this be and whether there are enough resources that would facilitate the implementation process were some of the prominent questions. The review of C2005 also underscored that curriculum change was not an issue rather its design and implementation processes were the cause for concern and debate in the education spectrum (Chisholm, 2003: 2). Thus the debate on OBE focused more on issues relating to the design and structure of the curriculum; teacher orientation and development; development and provision of learning support materials; monitoring and support and time frames for implementation. These are the issues that constituted the core of the debate. Debates on whether the reasons and need

for change are justifiable seem to fall short. Instead there is great consensus both in South Africa and internationally about school reform initiatives that seeks to change curriculum with time and changing it from being content based to becoming more of learner and outcomes oriented. It is conspicuous that the rationale for moving away from apartheid education was a central area of consensus.

Nonetheless, in the next section reflects whether current curriculum change initiatives in South Africa were necessary and whether they are justifiable.

2.2.1. The Need for Curriculum Change in South Africa

The aim here is to give an account of some of the reasons that led to curriculum change in South Africa and to reflect in greater detail as to why OBE is viewed as a political response. For starters I would like to make some reference from my lecture lessons and present some vignettes and anecdotes drawn from the introductory lecture into the module for curriculum theory and practices during the class of 2002-2003 at RAU.



Dr M.C. Van Loggerenberg, my senior lecturer, introduced the class to a story of the Sabre Tooth Curriculum. In this curriculum, the community living at that age and place taught their protégé how to catch fish with their bare hands and how to prevent tigers from killing their stock. These of course were basic skills for survival. However, I found this to be interesting, as it made me understand that curriculum was something not static. As evolution continues to take its course the curriculum also has to dance to the tune; it changes with time. There came a time when Sabre Tooth Curriculum became irrelevant as it could no longer prepare those novices to meet the challenges of the time and thus warranted change and adaptations.

The lessons learnt from this experience were invaluable. That curriculum is developed for a particular purpose and that it is not stagnant are some of the lessons. The discussion that follows confirms these views from a variety of literature reviewed and also putting the South African curriculum into context.

In fact, Donaldson and Seepe (1999) show how apartheid and racial segregation had manifested themselves in the curriculum by drawing on the experiences in South

Africa and United States of America. They showcase how education has and is being used to legitimise and maintain the political systems in place.

Curriculum serves not only as a tool to promote the values, norms and beliefs of a society but also to maintain and legitimise social, economic and political relations
(Donaldson and Seepe, 1999: 330)

In addition to the above, in South Africa, curriculum also shaped the mindset of the population to sustain the apartheid system. This knowledge is not new at all. Richard Shaull in Freire's (1993) *Pedagogy of the oppressed* also argued that neutral education was something that did not exist at all. This is how he eloquently puts it:

There is no such thing as a neutral education process. Education either functions as an instrument to facilitate the integration of the younger generation into the logic of the present system or it becomes the practice of freedom, the means by which men and women participate in the transformation of their world (16)

Indeed, this has also been ubiquitous in the South African education system from the dark days of apartheid. In congruence with Shaull in Paul Freire (1993), Donaldson and Seepe (1999: 330) draw the attention by taking us back to the speeches of some of the proponents and champions of racial segregation and apartheid in South Africa. The sentiments by Mr Le Roux and Hendrick Verwoerd echo the same tune.

We should not give the natives an academic education, as some people are so prone to do. If we do this we shall later be burdened with number of academically trained Non-Europeans and who is going to do the manual

*labour in the country*²? (Donaldson and Seepe, 1999: 330)

*...when I have control of native education, I will reform it so that the natives will be taught from childhood to realise that equality with Europeans is not for them...*³ (Donaldson and Seepe, 1999: 330)

The quotations above explicitly shows that it was intentional for the apartheid regime to deny the black child quality education because the system was to be created to maintain the then status quo of inequalities, inequities and racial domination. It is from this bedrock that the new government had found educational transformation to be a necessary priority as the goals of the country became different from those of apartheid. Thus the current politically changed scenario suggests a need for reformulation of liberatory philosophy and goals of education. C2005 and OBE should be perceived in this context.

Curriculum transformation in South Africa has been a daily talk within the education spectrum since the culmination of democracy in South Africa. This is understandable given the role that schools and education have played in ushering the democracy into this country. It did not come as a surprise that curriculum transformation became one of the immediate targets for the new government given the prolonged and unjustifiable oppressive education system during the apartheid rule. Although there is a high prevalence of some consensus on the need for curriculum transformation, OBE was heavily criticised both in USA and South Africa, on other issues relating to its structure and design and implementation. The discussion that follows presents these critics in greater detail.

² This was a statement made by Mr Le Roux, then member of the Parliamentarian in the general assemblies-1945.

³ Hendrik Verwoerd, Minister of education in 1945 made this statement then.

2.2.2. A Critique of OBE in the USA and in RSA

To start with, a rationale for choosing the USA and RSA in this discourse is imperative because if not given, it opens a room for methodological flaws. The two countries have a common history of racial inequalities that existed over decades of colonialism and slavery. In the RSA white minority had control over the black majority and denied them the right to quality and equal education. In the USA the minority (blacks) were the ones who were fighting for equality. It is common knowledge that the forms of inequality manifested themselves even more intensely in the education system as Donaldson and Seepe (1999) illustrated. Thus it has become a norm to use the experiences of the two countries as they share some commonalities.

The critique and criticism of OBE in other parts of the world have been characterised by serious contention of epistemological perspectives. A lively debate has been in the USA where the debate focused on whether OBE can be seen as a constructivist, a post-modern, or behaviourist approach. As for the South African version of OBE, Moll (2002: 7) attempted to clarify constructivism in the context of curriculum and presented a table adapted from the DoE (2000: 12) to showcase the difference between the old traditional classroom and the new constructivist classroom. Moll refers to constructivism as a core of theses and propositions that suggest that new knowledge arises in children out of real developmental mechanisms and also perceives it as a set of psychological propositions about how children learn (Moll, 2000: 28). Guba and Lincoln (1989: 79-115) also presented constructivism as a new paradigm and clarify in greater detail the difference between it and the conventional beliefs. However they go deeper to clarify what constructivism is on the rational that if this paradigm did not have some virtues of its own, quite independent of its relationship to positivism it would probably not worth pursuing (Guba and Lincoln (1989: 79).

OBE may be a workable constructivist and or critical theory approach in the making, however, its success in meeting these objectives depends on the teacher. The teacher may make OBE a meaningful paradigm or a futile one. According to Kanpol (1995: 366) OBE can be critical depending on the political position of the teacher adopting its programme. It depends on how a single teacher approaches a specific outcome. This suggests that teachers whose political agenda is in line with revolutionising the

education system would find OBE to be an opportunity to advance their course. Similarly those who are laggards and resisting change may not make it a vibrant critical theory.

Capper and Jamison (1993) in Kanpol (1995: 360) argued that OBE should be viewed as an alternative epistemological perspective such as critical theory or postmodernism so that the existence of emancipatory structures could be possible. Otherwise they argue that OBE merely produces the dominant power structures, particularly if it is viewed through a structural functional paradigm.

Drawing on the work of McQuaide and Pliska (1993) and Capper and Jamison (1993), Kanpol (1995: 362) tells how OBE has been heavily criticised in the USA. Most of this criticism came from both the far Right and the far Left. The far Right (religious and non-religious) have criticised it for its vague outcomes. Some of these outcomes were about “appreciation and understanding of others”, “tolerance of differences and respect for diversity”. On the far Left (presumably the working class and/or socialist movements) criticism have been levelled against policy makers for failing to produce a document that proposes a mechanism of redressing the social inequalities. They claimed that the document was pseudoliberal and merely covered up who controls construction of outcomes. According to Kanpol (op cit), the afore arguments lacks the issue of democracy as it seem to have been lost in what he describes as the “sea of objectives, that is behaviouristically defined and sequentially substantiated with little room to explore alternative meanings”.

On the other hand Capper and Jamison (1993) in Kanpol (1995: 362) further argued “the interest of OBE is not to transform but merely stabilise, to cover up the really oppressive inequalities of school by the guise that all students can succeed”. Kanpol endorses this argument by stating “not all students could succeed to be Michael Jordan or Albert Einstein”. While one could be tempted to agree with these assertions, it is important to indicate that learners should be allowed to progress at their own pace to achieve the goals of education. What is important is that education and particularly schooling should understand and accommodate learners of different capabilities. It should do so by developing teachers’ pedagogical prowess to handle learners with differentiated abilities without depriving them of their right to education and without

discriminating them in one way or the other. It is my conviction that the above is embedded in the core of the South African OBE version.

Although there is consensus on curriculum change in South Africa and the adoption of OBE, criticism and critique of the new education approach have centred on the readiness of the system to cope with the new approach. The most contentious issues on this debate have been the teacher's capacity to implement the new approach, the skewed resources in schools and the support that this kind of system would require for it to succeed.

Other forms of criticism against OBE in South Africa also came from fundamentalist Christians whose objections were based on their will to preserve traditional Christians beliefs. They felt that OBE conveyed liberal humanistic education with an open-ended value system, which denied the importance of traditional belief and commitments (KM and CEPD, 2002: 290).

On the other hand, other criticisms were based on the philosophy and ideological principles underpinning OBE. To this point, Kraak's (1998) in KM and CEPD (2002: 290) evaluation report of OBE in Gauteng described it as a "conservative technology bathed in a popular education discourse".

Also that reference to Jansen's (1999) "*Why OBE will fail*" in the debate about OBE in South Africa becomes irresistible and unavoidable as he became the most vociferous academic criticising the new curriculum immediately after its adoption. According to Chisholm (2003), Jansen's criticism of OBE did not only cause a considerable stir within the education fraternity, rather it more importantly extended and enhanced the debate at various levels including workshops, conferences, academia and DoE at large. On the other side, it is shown in Pithouse (2001) that those who were critical about OBE were perceived with negative attitudes by the advocates of the curriculum even when their criticism was constructive. Pithouse indicates one of the facilitator of the training as lambasting the media and referring specifically to Jonathan Jansen criticisms as maverick and being accountable for he referred to as bad press on OBE.

Nonetheless the review of the C2005 also contends with many of the assertions and critics raised by academics like Jansen on OBE. According to the findings of the review, teacher training and development and provision of other resources continued to compromise the success of the implementation in schools.

Although the very emergence of the new curriculum to replace that of apartheid was an achievement, its structure and design was compromised by the availability of human and financial resources. Teacher orientation, training and development were limited by quantity and quality of training and trainers.... (Chisholm, 2000: 25).

To a certain extent the review acknowledges those constraining factors as those whose improvement would anchor the implementation of OBE (Chisholm, 2000: 25). This has actually prompted the review committee to recommend that those factors hampering the implementation be properly addressed. Taylor and Vijevoold's (1999), in *Getting Learning Right*, also underscored that OBE was not working in the classroom due to some of the factors highlighted in Jansen thesis. Thus it has become imperative for this study to also draw reference from Jansen's thesis and the responses thereof.

Some of the concerns raised by Jansen (1999: 145-154) can be summarised as follows:

- Language usage in the OBE is too complex, inaccessible, confusing, intimidating for most teachers and sometimes even contradictory
- OBE is based on baseless assumptions about the relationship between curriculum and society
- Based on flawed assumptions about what happens in the schools and how classrooms are organised as well as the quality of teaching force
- Highly ambitious implementation timeframes and no sustained intervention
- It is too prescriptive and non-democratic by specifying outcomes in advance
- Paucity of representation in the drive of OBE
- OBE focuses on instrumentalism and sidesteps issues of values in curriculum
- Multiply the administrative burden of teachers as it demands management

- Individual monitoring of learners would require more time and efforts from teachers
- OBE requires trained and retraining of teachers and managers

In terms of OBE terminology, Le Grange and Reddy (2000: 24) also underscored that teachers experienced difficulties in understanding and making meaning of the terminology related to OBE. They further alluded that expecting teachers who have been systematically deskilled for many years to cope with large classes, poor educational resources at their disposal, new school governance structures and sophisticated OBE system was a tall order (op cit).

According to Mason (1999) in his response to Jansen's article, C2005 offers a significant break from the South Africa's education's miserable past. However, he argues that in order to encourage teachers to employ the best features of an OBE, curriculum planners and those in position of authority should give serious attention and critical analysis to the problematic features of OBE. Although he doesn't mention those features, it is only logical to assume that these futures include *inter alia* some of those aspects argued by Jansen as the factors that would not see OBE succeeding as well as those identified by the C2005 Review Committee.

Although Mason (1999) contends largely with many of Jansen (1999) criticism of OBE, his view is that a less radical form of OBE in which teachers integrate all forms and kinds of knowledge will better address the legacy of apartheid education. In his argument, for the integration of all kinds of education, Mason quotes Ryle's (1971) conceptualization of the epistemological perspective in which an integration of the propositional, procedural and dispositional knowledge is pursued for better teaching practices. It is purported in this argument that the three forms of knowledge are inextricably linked, and talking of one without the other is absurd.

Mason (1999) suggests that because South African education under apartheid perpetuated the propositional knowledge (which is knowledge of "that"), the current curriculum reform initiatives should put more emphasis on the procedural knowledge (How) and the dispositional knowledge. Over and above that, he warns that this should not be done at the expense of content and theory.

This view does not only offer an alternative to the present OBE, rather it contends to the idea in which OBE was developed. It actually justifies and adds to the need to move away from apartheid education.

In his contrast of OBE and post-modern possibilities, Kanpol (1995) argued that the goal of OBE that included attitudes and behaviour, which was later obsolete from the American official documents, was not necessary. This is what he had to say to advance his argument:

*To deny that attitudes and behaviour should
be taught at school is to obfuscate the school's
function to filter values into curriculum (365)*

He further extrapolates how the school influences the attitudes and behaviours of students particularly through what has been called the hidden curriculum. From Kanpol views between curriculum (school) and society I find Jansen contention of this link to be obnoxious. It must be noted however that it may have been that as for the South African curriculum the assumptions that Jansen (1999) consider to be flawed were not clearly substantiated but they are nonetheless factual.

2.2.3. Representation in the Development of the Curriculum

Chisholm (2003) identifies this as one of the challenges experienced even in the process of review of C2005 when she headed the committee. Her paper reveals that representation of interest groups and stakeholders was not that satisfactory given that the process resembled pictures of experts and bureaucrats with the involvement of teachers being very minimal. Jansen (1999) also argued that lack of teacher representation in curriculum reform would most probably lead to less buy-in from teachers, and they may not develop enthusiastic interest and ownership to the curriculum adding to his account on why OBE would fail. If teachers view this as the work of experts imposing change on them, they may be hostile to those changes. It is thus important to have teachers actively involved for the success of this needed change.

Donaldson and Seepe (2003: 330) noted that under representation of Africans in policymaking and formulation environment is a disturbing factor and calls for

immediate attention. They suggest, “unless this is addressed, the marginalisation of African intellectual input will lead to perpetuation and legitimisation of inequality and racial domination”. Although one may not be too sure of the representation of African intellectuals in the development of OBE, it may not be too judgemental to assume that the elite expert, footsoldiers and bureaucrats that Chisholm (2003: 5) talks about were predominately White. This assumption is based on the premise that the area of knowledge production is still perceived as a white and male dominated terrain with the majority of Black intellectuals on the periphery (Buhlungu and Metcalfe, 2001: 68).

Greenstein (1997: 7) in Pithouse (2001: 155) argued that “the notion of consultation provided legitimacy to the adoption of the new curriculum” in South Africa but emphasised that political representation and meaningful involvement in policy were two completely different things. This suggest that teachers should have been involved not only as a consultative process but as effective role players in the process of developing this curriculum. Instead the majority of teachers who are supposed to carry out the policy at school level had been kept largely in the dark until it had been finalized (op cit).

2.2.4. Continuity in OBE Implementation

The issue of continuity in the implementation of C2005 and OBE also gained momentum in the public debate. Continuity of cohort of learners who had started with the new curriculum from grade 1 was at centre of the debates in the media lately. The critique was on the fact that on the implementation plans and teacher development plans for grade 10, 11 and 12, teachers would not have been readily prepared to implement the new curriculum when they receive learners from lower grades coming with the background of OBE. (Macfarlane, 2001, Macfarlane, 2002, Mail and Guardian, 2003). It is suggested that as a result of the failure of the system, learners would be turned back to the old curriculum. Noting the potential of media in sensationalising issues, this issue require thorough investigation and worth a follow-up study⁴. However, it clearly explains the difficulties and perplexities experienced by

⁴ Please see recommendations for future studies at the end of the report.

the department in the implementation of the new curriculum. The next section highlights some of the major challenges.

2.2.5. Challenges Facing Curriculum Reform in South Africa

Redressing the previous imbalances in terms equity and equality in the education system, provision of quality education through qualified and competent teaching staff, provision of quality LSMs, and creating an enabling learning environment are some of the key challenges facing the South African schooling system (Taylor and Vinjevold, 1999; Adler and Reed, 2002; Taylor, Muller and Vinjevold, 2003; Jansen and Taylor, 2003).

Donaldson and Seepe (1993) suggest that in order to come up with possible and productive solutions to combating the legacy of apartheid, we should prioritise to address the social, cultural, and spiritual devastations brought by this legacy. They proceeded by giving a proviso that failure to do so would only lead to the advancement of technicist approaches that would only see material provision without any intellectual and emotional recovery and development of the offended black masses. Given the above, it is in this context that one needs to understand the current initiative by the DoE to listen to the voices of the victims of the apartheid education to be in line with this perspective.

As for Johnson, Monk and Hodges (2000), the challenge ahead of education is not very easy and should not only be understood to referring to policy only but also the practice.

*The bricks and the mortar of the places
in which the curriculum is to be
delivered cannot be transformed as
easily as one can change the ink on a
draft of curriculum document (180).*

The quotation above tells that while the country may have advanced well in policy formulation for curriculum change, a lot of challenges still lie ahead, particularly on the implementation. These challenges are manifested in various forms including among others, availability of resources, teacher development and learning support materials. Le Grange and Reddy (2000) study concluded that policies that do not take

into consideration the realities of the classrooms practice have the potential to militate against the very intentions of those policies to bring changes.

Whereas the idea of OBE is also driven by the urge to foster equity and equality in and amongst schools, at present it would appear that this is still a dream for the DoE. Instead, there is perpetual difference between the poor and the former Model C⁵ schools even in the implementation. The availability of resources largely accounts to this. Given the philosophy and the political background from which OBE was adopted, logically, one would have expected successful implementation in black schools. On the contrary the black schools appear to be the ones that are struggling to implement this curriculum given the scarcity of resources at their disposal. Johnson et al (2000) argued that Model C schools will take C2005 in their stride while other schools will continue in a state of uncertainty and confusion due to the long lived differences that are the result of the inheritance of the apartheid system. These former Model C schools are better resourced than the other public schools, and, as a result, they are due to do well on the new curriculum as they are in a better position by virtue of available resources. Singh and Manser (2000: 109-114) study also confirms this phenomenon.

Another challenge is that there is a lot happening in the education system in terms of curriculum reform. This does not only have the potential to breed perplexities on the part of teachers, rather also add more burden to teachers and raises questions on whether they can or they are coping with these sporadic changes. Jansen and Taylor (2003, pp 39-40) demonstrate the fact that you can find in one school that there is a series of versions of the curriculum- e.g. NATED 550, C2005 and RNCS taking place at the same time and this adds perplexities on the part of teachers.

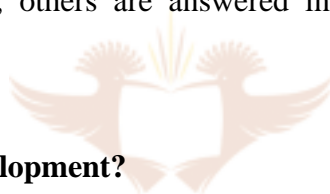
According to Joyce and Showers (1988) in Hall (1997: 342), where there is weak staff development, curriculum change implementation is likely to be low. A study by Robin Hall (1997: 342-61) found that there was an empirical connection between an

⁵ These were previously white schools and mostly private. They include the former House of Delegates and House of Representatives schools. In South Africa a distinction between public and private schools both in terms of structure (e.g. funding formula) and resources still exist. Public Schools rely mostly on government funding and the former model c schools rely on private funding and high school fees paid for by the parents. This makes these schools to afford as many resources as they need for the provision of quality education and therefore are at advantage to cope with educational changes.

enriched implementation process and the functions of knowledge use. It was also revealed in this study that the more multidimensional the functions of knowledge use serve, the more the enriched curriculum implementation. This issue is explored in greater detail in the next section where a link between teacher development and learner performance is discussed.

2.3. RATIONAL FOR TEACHER DEVELOPMENT AND ITS LINK TO EFFECTIVE CURRICULUM IMPLEMENTATION

This section presents a review of literature on the importance of teacher development as it relates to the curriculum and also by extension to school effectiveness. In the main, this discussion will focus and attempt to answer the following questions, that is, what is teacher development? Why develop teachers? In what ways can teachers be developed? How is teacher development linked to effective curriculum and school effectiveness? While some of the answers to these specific questions are presented individually and specifically, others are answered indirectly in the course of the discussion.



2.3.1. What is Teacher Development?

Evans (2002:124) describes the concept of teacher development as difficult to define. She demonstrates this by citing those who are considered as leading in the field to have failed to give a precise definition on what they mean by the term. This includes among others Michael Fullan, Andy Hargreaves, Darling Hammond, Leithwood and others. Some of these only give mechanisms, strategies and interpretation that could be used in the process of teacher development but subsequently failing to give a clear definition.

In this article Evans shows the limitation of literature in giving a precise definition. She shows that many authors have used the concept to mean different things and in several occasions scholars have used the concept interchangeably with concepts such as professional growth and development and in some instances the concept is given either an implicit or explicit interpretations through arguments and discussions presented. Some, according to Evans, only make assumptions, referring to Darling Hammond, but lacking explicit meanings thereof. However, Evans (2002: 131) defines teacher development as a process whereby teachers' professionalism and

professionalism may be considered enhanced. Here Evans refers to teachers as all who carry out professional recognized roles including those who work at pre-school level and in post compulsory education sectors. Nonetheless, this definition is also not very clear, as it does not unpack what professionalism and professionalism means. Without this explanations Evans definition is also like others, not explicit.

This study has found the definition by Day (1994) to be most appropriate to what is referred here as teacher development. According to Day (1994:4) teachers' professional development is a process by which, alone and with others, teachers' review, renew and expand their commitment as change agents to the moral purposes of teaching, and by which they acquire and develop critically the knowledge, skills planning and practice with children, young people and colleagues through each phase of their teaching. In the context of this study, teacher development is used to refer to the same meaning as provided for by Day above.

2.3.2. Why is Teacher Development Necessary?

Although teacher development has been understood as a key lever for the implementation of C2005 and OBE (DoE, 1997b; DoE, 2002; Fleisch and Potenza, 1999; Chisholm 2001 and 2003) it is surprising that research into teacher development is very limited here in South Africa. On the contrary there is visibly growing research in Western countries for example in the North America and Europe about teacher development. Fleisch and Potenza (1999) perceive the limitation of this kind of research in South Africa as symbolic of the dearth of research about the relationship between approaches to teacher development and improved teaching and learning.

Fullan (1991) projects the rationale for teacher development as linked to the school improvement and broader changes in the society.

...As long as there is a need for improvement, namely, forever, there will be the need for professional development...
(344).

Although Fullan's quote was mentioned in the context of American Education system, it is universally applicable and becomes more relevant in the context of South African. It captures very well the justification for teacher professional development in

South Africa. A country in the period of post-colonialism of a special type⁶, change is highly inevitable not only in governance, but also *inter alia* in the education arena; hence there is a high prevalence of school change and reform initiatives in South Africa. These educational change and reform processes implies that a new focus and way of teaching has to be adopted and for this to be achieved the teaching force has to be well equipped to cope with those changes. In this regard, it means training and retraining of teachers. Thus Michael Fullan's quote above is more relevant.

It is also argued in the literature that the rationale for teacher development should arise from the premise that teachers are the implementers of every school curriculum and its success and failure depends largely on them (Marzano, 2003 and Carl, 1995). In other words, the guarantee of curriculum implementation and success can be ascertained if the teaching force is highly empowered, developed and competent to "curriculate"⁷ at micro and macro level.

Although Carl talks about empowerment, his definition of teacher empowerment is not different from that of development. He just uses a different concept to mean one and the same thing that is referred to here as teacher development. This is more conspicuous in his definition of an empowered teacher where he outlines his or her characteristics. The overriding principle guiding his definition is that an "empowered teacher does not view the syllabus as a recipe from which one may not deviate, rather as an opportune to experiment and still make it relevant and meaningful" (Carl 1995: 2-18). Nonetheless, his description of an empowered teacher can be summarised as follows: An empowered teacher

- Is creative, innovative and critical in thinking,
- Contributes meaningfully in the dialectic situation,
- Is effective in teaching and learning,

⁶ Colonialism of a special type is used by most cadres within the ranks of the Mass Democratic Movements and in particular within the ANC and SACP to refer to the period of Apartheid in South Africa. This is because after gaining independence from the British colonial power, the then South African white Afrikaner government led by the NP, the current NNP, re-colonized in various forms (e.g. Bantu Stands, Restrictive Areas, and Dom Pass) the Black majority of South Africa.

⁷ This term is innovated to refer to both curriculum development and implementation at classroom level. It has also been used by Carl (1995) to mean teacher practices in terms of translating curriculum into practice.

- Has authority and freedom to participate in the decision making process and takes risks by exploring new ideas and practices,
- Is proficient in the subject and has a sense of professionalism in practicing his craft (op cit).

2.3.3. Effective Models for Teacher Development

Literature and research evidence suggests that short courses or workshops do little to assist teachers to learn new subject topics and to take up new pedagogical approaches to their subjects (Adler and Reed, 2003; Liberman, 1995, Stoll and Fink's, 1996). There is a strong view that emphasis should be given to a programme where there is high accentuation of sustainability overtime and where teacher development is undertaken across schools and institutions.

In her article about practices that support teacher development Liberman (1995) denounces the notion of once off teacher development initiatives indicating that they need to be revisited.

The conventional view of teacher development as a transferable package of knowledge to be distributed in bite-sized pieces needs radical rethinking. It implies a limited conception of teacher learning that is out of step with current research and practices (591)

It is argued that schools and entire staff should become collaborators in providing in-service education. Teachers who shared the work of their own professional improvement gained credibility in education circles.

2.3.3.1. Which is the Best Way for Teachers to Learn?

It appears that there are two conflicting ideas on this aspect. One suggestion is through direct instruction from outside, while the other suggestion proposes teachers own involvement in defining and shaping the problems of practices. The latter view suggests that teacher development should be done with the teachers and not to them. They should get involved in their own development. Even in the area of research, Phurutse, Malada and Kanjee (2004) reaffirms the notion that the participatory

approaches would maximise teachers' effective use and implementation of research findings. This of course has been argued by proponents of effective dissemination and effective application of research (Huberman, 1999; Hemsley-Brown and Sharp 2002, Wikely, 1998) as an issue with the potential for large buy-in in research and that it levels the ground for the encouragement of the application of research results. In terms of OBE, Le Grange and Reddy (2000: 22-23) used the participatory curriculum development model in their workshops to introduce teachers to OBE and they found this model to be very useful and successful, in that it provided teachers with opportunities to interact and reflect on their experiences. They (Le Grange and Reddy, 2000) concluded by citing De Clerq (1997: 140) who argued that curriculum change in the level of policy was unlikely to bring substantive changes in the schools unless it was broadened to include the importance of building the professional capacity and involving teachers centrally as key agents in both the design and implementation of the new curricula.

The limitation of the input model is that it downplays teachers' own experiences from the class. Liberman's (1995: 593) criticism of this model is that "outside experts have often viewed teaching as technical, learning as packaged and teachers as passive recipients of the findings of objective research. The contemporary school reform movement is concerned with such fundamental issues of schooling as conceptions of knowledge building and teacher learning, and today's approach to professional development should go far beyond the technical tinkering that often characterized in-service training (op cit).

Liberman (1995) alluded that the ways teachers learn may be more like the ways students learn than we have previously recognized. Learning theorists and organizational theories are teaching us that people learn best through active involvement and through thinking about and becoming articulate about what they have learned. According to Liberman (1995) teacher professional development is deemed to be successful when it is viewed as an integral part of the school. Le Grange and Reddy (2000) also observed that top-down curriculum and policy development process militate against change.

Interaction among educators in clusters or common planning periods presents teachers with a plethora of opportunities to learn from one another and also to make connections across subject areas (Munonde, 1998 and Liberman, 1995). This was also the case with the introduction of OBE in South African schools. Schools in the same area formed clusters to share their experiences on OBE, however due to lack of constant support and resources this was to be obsolete (Lumadi, 2000)

Liberman (1995, 591-96) suggests different kinds of programmes and practices that promote teacher development. Some of these are:

- Learning outside school

This refers to collaborations, networks, partnerships, coalitions and orientation. It is in this view that these networks and coalitions present educators with opportunities to grow and learn new strategies to handle particular problems. This turns out to be a learning curve for teachers as they work in collaboration with others.

- Learning in schools

Through this practice teachers are role players in the school system. They participate in school teams, such as School Assessment Teams and School Management Teams. They become part of the school and they develop a sense of ownership. Liberman also argues for the restructuring of a school system to extend the role of teachers to be more than just teaching. It is believed that these facilitate educator development (Carl, 1995)

Most of the in-service training or staff developments that teachers have been exposed to are of formal nature and often are not connected to classroom life. Liberman describes these practices as a *mélange* of abstract ideas that give little attention to ongoing support of continuous learning and changed practices. Stoll and Fink's (1996), draw a link between school effectiveness and school improvement. It is in this book where Stoll and Fink illustrate how teacher development influences school improvement. For instance, contrary to traditional approaches where teacher development implied external workshops, they emphasised the need to move towards school based teacher development strategy and indicated how it can aid classroom and school improvement. Fortunately, theirs are evidence-based arguments. Among others, their research also highlighted the need for instructional follow-up support,

emphasising regular support and monitoring of teachers in their application of new pedagogies.

Stoll and Fink (1996: 156-58) mirror the emergence of a new paradigm of teacher development. They show that the traditional approaches to teacher learning and development such as one-off in-service sessions are being replaced by sustained, coherent and enquiry based programmes, the school-based approach is one gaining international momentum. As for them (Stoll and Fink op cit), “One-shot strategies are of little assistance” to the development of teachers. Le Grange and Reddy (2000: 25) referred to this kind of training as the “Hit and run” strategies. They accentuate the point that these strategies hold little hope and promise to contribute towards meaningful transformation in classrooms. In light of the above, Stoll and Fink (1996) made several recommendations of which the following were found to be worth mentioning and relevant in this debate:

- The extension of the use of the appraisal system not to be limited to an accountability measure rather as a development strategy for teachers,
- The use of reflective classroom based research,
- Sustained mentoring and coaching relationships (Stoll and Fink 1996: 56-58)

It is worth noting that some of provincial studies have come very strongly to propose some of these as possible solutions for effective implementation of OBE. An exemplar of this is the Khulisa and CEPD (2002: 135) study conducted in and for GDE. This study underscored among others that, school based follow-up training sessions with demonstration lessons would sustain learning and consolidate knowledge and skills accumulated during open sessions. Fleisch and Potenza (1999: 15) argue that effective teacher development requires classroom demonstrations, opportunities for teacher to practice and refine pedagogies and also involve sustained follow-up, supported by classroom observations and feedback. The most important aspect to pick up from this argument is that teachers should be given freedom to practice and explore new teaching techniques. And they require a significant amount of support and feedback to allow them to see and learn from those endeavours. The important question to ask here is: are teachers getting enough support and feedback on their practices? Hopefully this question will be answered later on in the section where data analysis is presented in greater detail.

Nonetheless, taking it from the experiences of the previous workshops intended to develop educators on OBE, it is appalling that no concrete examples were given to demonstrate how OBE can be translated into classroom teaching practices (Pithouse 2001 and Johnson et al, 2000).

The study by Fleisch and Potenza (1999) also found that the short-term courses offered during OBE teacher training were without presentation of theory and demonstration of teaching practice and no feedback was given to educators. This study also concluded that these methods of teacher development were ineffective in their attempt to help teachers to change their classroom practice. This therefore, calls for the need to move away from short-term courses approach to the school-based model.

School based training should not only suggest the external training for teachers. It should also mean that teachers, principals and heads of departments (HoDs) should also be agents of professional development. They should collaborate and work together towards a common goal of development and subsequently and by extension, school improvement and improved learning effectiveness. Carl (1995: 11-15) shows the role of school leadership (more in particular principals) in fostering educator development in a school. Given the new structure of a school setting in South Africa, where there are now SGBs, SMTs and SATs, it is important that all these structures are empowered and understand their respective roles and responsibility to *inter alia* become agents of change and foster educators development in a school. To this point Stoll and Fink (1996: 157) also argued for the reaffirmation of schools to work towards the development of educators by providing the necessary support and conducive environment for educator learning.

2.3.4.2. Do Teachers have a Role in their Own Development?

The role of teachers in their development cannot be overemphasised or underestimated. There is an overwhelming consensus in the literature about the important role that teachers can and should play in their own development. Carl (1995: 16), Fullan and Hargreaves (1991) in Stoll and Fink (1996: 156), Johnson et al (2000: 184) emphasised the importance of a teacher's role in his or her own development. It is suggested that teachers should see themselves as key role players in

school improvement and therefore strive to improve their pedagogical practices and academic versatility for the realisation of the ultimate goal of school improvement. As indicated above, this can only be achieved if they are ready and interested.

For teacher development initiatives to materialise there is a need for a participatory approach to be a driving principle in this process. Apparently, many teacher development initiatives are external and suggest that changes should be done to and for the teachers (Johnson et al, 2000: 184). Instead teacher development should be done with teachers for teachers.

Teacher development initiatives that do not seek to invite and accommodate the participation of teachers in determining the means and needs of the teachers are bound to be confronted by passive interest from teachers and are doomed to be obsolete. For instance, Phurutse et al (2004: 36) study on the dissemination and application of research findings indicates that the paucity of participatory research approaches accounts for the ubiquitous minimum application of research findings. Teachers find initiatives that come through the use of top-down approaches to be tantamount to undermining their intellectual potential and therefore find them obnoxious (Huberman, 1999; Hemsley-Brown and Sharp 2002, Wikely, 1998).

There is a need for teachers to play an active role in determining the areas of development, and the means, how, methods to be used in meeting the objectives of the programme. Fleisch and Potenza (1999) also argue for the maximum involvement of teachers on the identification and development of course content and materials. Curriculum development initiatives have in the past ignored underestimated and undermined the role educators play in determining the success or the failure of the curriculum. Today's school reform movements should seek to epitomize their (teachers) involvement, as they are key to the success or failure of that curriculum. Their role should not be limited to implementers only but be extended to developers of the curriculum too (Carl, 1995). By involving educators, you do not only guarantee the success of curriculum implementation but also inspire their development in the process as they assume new roles and challenges.

Apart from that, teachers ought to be ready for the intended development and they should also know what their needs are. For the programme to succeed they must demonstrate enthusiastic interest in the programme. Therefore teachers should be aware of their needs and areas of improvement with a view to stimulate their interest and zeal to develop.

Teachers must be involved in learning about, developing and using new ideas with their students. This could be encouraged by the use of the learning in school approach. In their analysis of the social organization of schooling *vis-à-vis* the implemented curriculum, Taylor et al (2003: 74) talk about the integrated code of schooling as the one that facilitate better teaching practices. They argue that whenever the integrated code dominates in the school, the school is characterized by weaker subject boundaries providing teachers with greater discretion and possibilities of experimentation. This is where teachers have the liberty of making choices and decisions about pedagogy in the classroom. It is in these kind of schools where senior staff provides support rather than direction. Here supervision and monitoring is implicit and indirect and is organized through peer networks (Taylor et al, 2003).

On the other side, the experiences from the growing research in western countries show that most effective teacher development programmes are the most expensive (Fleisch and Potenza, 1999). With South Africa as a developing country, it might be difficult to afford such initiatives. This however should not suggest the use of unproductive teacher development strategies. On the contrary South Africa should strive to implement the most effective teacher development that maybe applicable to its environment, and affordable to its resources.

2.3.3.3. Changes in Schools and Teacher Development Practices

Movements for school reforms have for long argued that school development and change must be viewed in context, as some of the initiatives may not be applicable in other contexts. In light of the above, Hargreaves (1993), conceptualizes the changes in school as taking place within the discourse of the changes in the social-politic economic affairs of the specific environment. In fact, the latter, by far, informs the changes that take place in the school system. The South African education system is a perfect example in this regard. Since the inception of democracy, we have witnessed

rigorous policy transformation informed by the socio-politics of the country. Education policies and legislations such as National Education Policy Act of 1996, South African Schools Act of 1996, FET Act of 1998, are some of the examples. In fact, democratization of the state is by nature a *raison d'être* for the democratization of schools in South Africa.

The Benoni study on school based teacher development by Fleisch and Potenza (1999) discovered amongst others the following to be important in not only fostering effective teacher development strategies but also influencing effectiveness in schools:

- Building trust between teachers and teacher developers
- Beginning with an open agenda to encourage free interaction among the trainers and protégés
- Galvanizing support from principals
- Going school based and having direct contact with the teachers
- Observing and giving feedback
- Allowing teachers the freedom to produce classroom materials by themselves

According to Liberman (1995) the content of the curriculum, the context of each classroom within the school and the broader context of the school, all should consider teacher participation to be central to any changes in the functioning of the school.

Kanpol (1995: 362) reiterated his argument that calls for the revolutionisation and intellectualising of teacher education to integrate higher level of theory, practice and policy and how they can be combined between schools and universities. He argued that the three must be interrelated for educators in and out of public schools to gain emancipatory grounds. This suggests that teacher development institutes and programmes should strive to ensure that the three aspects are interrelated even when they prepare and provide in-service training. He warns that if this is not done teacher education will nurture the reproduction of technocratic, unknowing and naïve teachers. Undoubtedly, this calibre of teacher will not be effective to curriculate in the new pedagogical approaches enshrined in OBE and surely, this is not the kind of teacher that any education system would like to have.

2.3.3.4. Link between Teacher Development and Learner Performance

In a study of the roles of learning resources, social advantage and educational management in improving the quality of performance of South African schools, Crouch and Mabogoane (2001) found a high correlation between quality of results and teacher qualifications. They identified teacher qualifications as playing a significant role when correlated with matric results. However, on the contrary, Simikins in Taylor et al (2003) found that teacher qualifications had very little or no effect on Maths and Science subject although the larger proportion of highly qualified teachers in a school had a positive influence on the overall matric results. It is nevertheless important to give a methodological caveat to this ambiguity. Like Taylor et al (2003) put it, the explanation to this could have been that the data did not reflect specifically on whether the qualification or degree was relevant to the subject taught by the teacher. Indeed, this is a limitation arising from these studies.

Building on the work by Fullan and Hargreaves (1991), Louis and Colleagues (1994), Joyce (1993), Stoll and Fink (1996: 160-63) tacitly agree with the notion that the development of educators leads to effective learning and development of learners. Although they show bias to this notion they argue that further links between teacher and pupil learning should be explored.

Stoll and Fink (1996: 156-58) asserted that teacher development influences learning improvement in the classroom. To this point they stress that effective learning in the classroom and high motivation of learners to learn is more likely to prevail if teachers themselves are professionally developed. In actual fact, teacher's development should be viewed in the context of schooling improvement and also as both a process and outcome of school improvement.

In their analysis of the relationship between classroom practice and learner performance, Taylor et al (2003: 104) also look at the social relations between teacher and the learner. Their findings show persistence of top-down teaching approaches with prevalence of group-based methods coupled with very limited evidence of learner initiative and learner-to-learner interactions. The Taylor et al (2003: 104) model purports that for learning to take place effectively, there should be more personal style communication between teacher and learner and more interaction

between learners. It is therefore incumbent on the teacher to facilitate this process by creating a conducive environment that will encourage this interaction.

2.3.4. Models Used to Train Teachers on OBE

The new curriculum framework has been introduced to teachers in a combination of both the short-course and cascading model. It is surprising that despite evidence from both South African and International literature (Fleisch and Potenza,1999; Liberman, 1995, Kanpol,1995; Hargreaves,1993; Fullan and Hargreaves, 1991; Stoll and Fink, 1996; Johnson et al, 2000), the two methods are very limited in helping teachers to change or develop teaching practices, the DoE in South Africa still pursued their use in the introduction and development of teachers on OBE teaching. Of gross disturbance is the fact that they were used not as two separate attempts but rather as a combined strategy to develop teachers. Can two wrongs applications produce something right? Instead, my guess to this question is that the product would logically not contribute towards effective implementation of OBE.

In order to qualify and verify the methods used in the training of OBE the next section draws some practical experiences from teachers.

2.3.4.1. Experiences of Teachers in OBE Training Sessions

Pithouse (2001: 155-157) shares her experience on OBE training. She notes a few concerns about the training sessions she attended and among those were:

- Poor preparation, planning and facilitation of the training.
- Teachers' concerns and requests were not adequately addressed
- The timing of workshops was inappropriate (it was organized when most teachers were involved in the exam preparations for learners and their own exams)
- Trainers were not thoroughly prepared; they were also trained for five days and only had four day's leave to prepare for the workshop.
- The model for training was cascading
- Lack of support (ongoing monitoring and support) afterwards.
- There were no confidential evaluations of the workshops at the end of sessions
- The methods of training contrasted with OBE and Curriculum 2005 principles of participation.

- Lack of demonstrative practical examples.
- Lack of a sense of ownership from teachers as a result of limited participation on the planning of the workshops.
- Teachers seem quite unclear on how to implement assessment and reporting strategies and on integration of subject areas.
- There was also no concrete example of how to handle large classes.

Issues that Pithouse raises here informed largely the formulation of research instrument and it is disappointing at this stage to learn that data from this study reaffirms some of these concerns. An in-depth and detailed data on some of these issues is presented in the chapter four on data analysis. It is quite clear in the literature and from this study's data that teacher development for the new curriculum was understood as a brief period of brief technical training. It was not understood as a process but an overnight activity that would miraculously see teachers implementing OBE philosophy and principles in their own class.

2.3.5. Challenges Facing Teacher Development in South Africa

In their book on the challenges of teacher development, Adler and Reed (2003) underscore some of the critical challenges facing teacher education and development in South Africa. Although the emphasis was on in-service, it does not preclude pre-service education. These challenges are very diverse but they all centred on issues of reform, redress and repair; the scale of the programmes; as well as the need to strengthen development and democracy at the same time.

Issues of redress are very imperative in South Africa given the political history of the country and its education system that was also guided by the principles of apartheid. Thus teacher education is also faced with an enormous challenge to redress this legacy which has manifested itself in various forms; such as the scarcity of competent African teachers in Science and Maths, active pedagogic approaches, teachers from different backgrounds. Hence the emphasis of INSET that would change teachers' pedagogic practices and that also recognises and acknowledges teachers as agents of change.

Adler and Reed (2003) provide a brief summary of the challenges facing and to face teacher education as follows:

- The supply of qualified teachers unlikely to meet the demand
- Declining enrolment figures of youth in teacher education
- Policy changes in governance of teacher education
- Quality that is on offer (Adler and Reed, 2003: 18)

Following the incorporation and rationalisation of many colleges of education in South Africa, and the high looming speculation about the adverse effects of HIV/AIDS which is likely to impact negatively on education, it is only logical to think that the supply of qualified teachers is likely to be an enormous challenge for the country. Subjects like Maths and Science are likely to be the most affected, as there is already limited supply and training of teachers in this area.

Opportunities are now open in other fields than in the era of apartheid. During that era, many black children were channelled and brainstormed to think that their carriers are only limited to teaching and police services and so forth; and not science and engineering. This also explains the decline in enrolment and interest of many youths in the field of teacher education because the doors of learning in those previously restricted carriers are now open for everyone including blacks. Also the booming massification of private higher and teacher education accounts to the growing scepticism about the quality of education on offer.

2.3.6. Initiatives to Understand Teacher Development in South Africa

Immediately after the emancipation, the DoE undertook vigorous reform initiatives not only in the curricula but also in the teacher education arena. In 1995, the department commissioned the CEPD to undertake a national teachers audit. The main objectives of the study were to:

- Analyse teacher demand, supply and utilisation for development,
- Evaluate capacity of teacher education institutions, programmes to provide pre-service and in-service, quality offered by these programmes, staffing and governance structures (CEPD, 1995; Hofmeyer and Hall, 1996 in Adler and Reed, 2003).

This study and other initiatives were concomitant to the rationalisation and incorporation of colleges of education.

Although teacher development alone cannot be seen as a panacea for improving quality of education, the DoE has come to realise the cardinal role that teacher quality can play in the course of improving the quality of education. Quite recently, we have witnessed the growth in interest and investment in teacher development. The Implementation plan for Tirisano January 2000 December 2004 is just a relevant example. This is a plan that seeks to prioritise teacher quality development with an objective to develop a framework for teacher development that promotes and enhances teacher competency. The question to ask is: have these programmes materialised and are they achieving their objectives? An attempt to answer this question is made in chapter five of this study based on the evidence from the data.

2.3.7. The Role of Provincial Departments of Education in Teacher Development

Contrary to the apartheid era where provincial departments of education couldn't play significant roles in teacher development and support, the ushering of democracy has revived these departments and extended their role to include *inter alia* monitoring, support and developing educators (DoE, 1997a). However, the review (Chisholm, 2000) stated "provincial capacity to ensure provision, training and support for teachers in the classroom has suffered because of shortage of both human and financial resources..." The question remains whether Limpopo as one of the poor and rural province has outgrown that status? This is one of those questions that will be answered indirectly or directly in chapter 4 when data is presented and analysed.

DoE, (undated document: 3) shows the intentions of the DoE to give the provincial departments the role to create possibilities for an orientation of teachers to OBE. It is interesting to note that this role was not to be limited to only orientation, but would be extended to monitoring, evaluation of the success and predicaments at head office, district and school level. As a result we have, in the past three years, witnessed a longitudinal evaluation of the implementation of C2005 in the Gauteng province undertaken by Khulisa Management Services (KM) and the Centre for Educational Policy and Development (CEPD) in collaboration with the Gauteng Institute for Educational Development (GIED) and Gauteng Department of Education (GDE).

It is also important to note that in the past two years other provincial departments of education have been highly involved in the process of teacher development with the

enormous challenge of the OBE system. The GDE and Mpumalanga DoE have made progressive initiatives aimed at upgrading and developing the teaching force in their own respective provinces. Of great significance is the fact that there has also been growth in collaboration between teachers' training institutions and provincial departments. In Mpumalanga the 2020 project aims to upgrade all under-qualified teachers by the year 2020. Gauteng also put more investment in developing educator's capacity and competence on OBE by offering all educators free tuition on an OBE course certificate offered by teacher training institutions around Gauteng. It is striking to learn that at UNISA alone in the year 2003, more than 2000 teachers were catered for as result of this initiative at a cost of 1700 per person per year⁸.

While this chapter presented a summary of literature review on issues of teacher development and curriculum change, more than that, it underscored that there was a link between the two and adding to that is learner performance. The next chapter presents methodology adopted in conducting the study.



⁸ This information was solicited from an informal interaction with one of the faculty of Education administrators at UNISA.

3. RESEARCH METHODOLOGY

This chapter presents a broad account of the research methodology used, the sampling procedure, and the analytical approaches used in this study. It is always expected of every research study to give justifications on why this method was used and not the other. The research also has to be credible and should demonstrate methodological rigour by giving an outline such as this. It is for this reason that this chapter outlines in greater detail the methodological approaches adopted in this study.

3.1. RESEARCH DESIGN

This study adopted qualitative research paradigm with the use of quantitative techniques. It adopted descriptive study methods with the aim of portraying the present scenario (Verma and Mallick, 1999). It uses both random and purposive sampling, interviews and observations for data collection. A growing body of literature shows that both the qualitative and quantitative research designs can work effectively together in one research project (Patton, 1990; Strauss and Corbin, 1990; Russek and Weinberg, 1993; and Hoepfl, 1997). It is against this bedrock that this study used both open and closed-ended questions and subsequently statistical and qualitative data analysis approaches.

The main aim of the study was to explore the experiences of teachers without refuting certain claims or testing hypotheses. The emphasis of this study was on interpretation and discovery rather than on establishing whether a theory was valid or not. It valued the views of the respondents and also gave some considerable attention to statistics where it was necessary. Thus, there is a high prevalence of both qualitative and quantitative research techniques in this study.

3.2. TARGET POPULATION

A population is a collection of objects, events and individuals having some common characteristics that the researcher is interested in studying (Mouton 1996: 134). Grade 9 teachers in particular are the primary target population and primary source of data

for this study, supplemented by ES, Curriculum Advisor and observations of the training sessions.

3.3. SAMPLING PROCEDURE

Mouton (1996: 132-36) shows the key function of sampling as a way of ensuring representativity of our samples. Researchers select a specific sample out of the population to generalise their finding to the whole population. However, the generalisability of those findings depends largely on the sampling procedure that was used. According to Borg and Gall (1989: 216) sampling simply means selecting a given number of subjects from defined population, as representative of the population and its advantage is that it saves time and expense in comparison with studying the entire population.

In order to allow every school (sample unit) to have a chance of participating, this study adopted a random sampling procedure. Mouton (1996), Munn and Drever (1995) also suggest the use of random sampling as one of the effective ways through which the sample can be made representative of the population, and its proper application gives members of the population an equal probability of being included in the study and therefore limits bias. It is this background that informed the use of random sampling in this study.

3.3.1. Description of the sample

The selected sample this study was a rural community. Acknowledging the difficulty of categorising an area as rural, semi rural, urban, this study describes Mutale as a rural area using the following as a yardstick. That is, conditions of the roads, transport system, distance from CBD, sanitation, housing and water supply. First, the circuit/district office (Mutale) is located in rural outskirts of Thohoyandou, a capital city of the former Venda homeland. Seven out of thirteen schools are located in the areas where access to schools is difficult due to dusty and gravel roads. As a result of the conditions of roads and weak transport system, some teachers arrived late to schools. Situational analysis of the area revealed that eight schools did not have tap water and sanitation and clearly the same can be echoed about other households in the surrounding communities. This clearly describes this as a rural area.

3.3.1.1. Schools

As a result of random selection, participating schools came from three circuits in the Mutale district/area⁹. These circuits are Mudaswali, Sambadou and Tshilamba circuits. In total 13 schools participated in this study through the use of random sampling.

3.3.1.2. Teachers

Teachers were selected using purposive sampling procedure. The criterion for selection was based mainly on availability and willingness to participate in the study and targeted Mathematics and English teachers. The purpose, aims and objectives of the study as well as their right to confidentiality were explained before they could participate in the study.

Purposive selection of English and Mathematics teachers was informed by the fact that almost all schools were offering English and Mathematics as compulsory subjects in grade 9 and the researcher foresaw a high chance of large classes, as learners wouldn't be divided across subject streams. Also recent suggestions from research that OBE was more likely to be effective in smaller classes than in overcrowded classes (Hall, 1997; Munonde, 1998; Jansen and Christie, 1999; Lumadi, 2000) informed this selection and given the geographical location of the schools the researcher presumed that there environment could be more fertile for challenges in OBE implementation and training.

3.3.1.3. Selection of Education Specialists (ES)

With regard to ES, the selection was also purposive. The research used ES that were responsible for English and Mathematics learning areas and for the area under investigation and ES availability as criteria for selection.

⁹ Apart from above-mentioned circuits, Niani circuit also falls within the purview of Mutale jurisdiction. This circuit is located in plus minus 200km away from where the researcher was based during fieldwork and about 150km away from Mutale Area offices. As part of the planning, selected schools were to be contacted and interacted with prior the visit to confirm if they will be willing to participate. Attempts to contact these schools were made without any success and due to limited resources the researcher found it expensive and exhaustive to visit the schools just for introduction and then visit the school for data collection purpose later. This has led to the schools in this area alienated from the study.

According to the initial plans, the study intended to interview circuit managers. However, due to their engagement in the monitoring of matriculation examinations this could not succeed. Ultimately only 24 teachers, 3 Education Specialists, and at least 1 Curriculum Advisor were finally interviewed. In addition to that, two sessions of training workshops were observed in the Mudaswali and Tshilamba circuits respectively. It was a coincidence that during the period of data collection, the district was conducting training workshops to introduce and orientate foundation phase educators to the RNCS. Therefore the researcher took this as an opportune to

3.4. DATA COLLECTION TECHNIQUES

There are several techniques that a research study may adopt for data collection varying and depending on the research design or strategy adopted. The adoption of these instruments is aimed at ensuring that the research data becomes as valid and reliable as possible. Creswell (1998: 61) identified major sources of data collection in a case study as interviews, observations, audio-visual material and documents. In light of its background and the advantages of selecting and using certain techniques, the study used interviews and observation for collection of data. The discussion that follows explains how each was used in this study.

3.4.1. Interview Technique

According to Birley and Moreland (1998: 45) the interview is a tactical and strategic instrument that gives the researcher a prerogative to make follow-ups on crucial and incomplete information that the respondent may give as the respondents answer the questions in the presence of the researcher.

Therefore a structured interview schedule was developed for this purpose. This instrument was composed of both open-ended and closed-ended questions. Open-ended questions were used to get the opinions of respondents without necessarily channelling them to specific answers. This helped in questions where the idea was to solicit new suggestions and views from the respondents.

3.4.2. Observations

In the case of observations, the research coincided with the workshops hosted by the provincial department. This method worked wonders as it presented a firsthand

encounter with the phenomenon of training workshops like it has been suggested in Merriam and Associates (2002). It was during these workshops were observation technique was employed as a secondary source of data collection. Patton (1990) in Hoepfl (1997) elucidate that interviews alone may not give detailed and in-depth understanding of the researched phenomenon. There is always a need for a supplementary data for which observations served a good purpose. Patton (1990) in Hoepfl (1997) elicited that observations provide knowledge of the context in which events occur, and enable the researcher to see things that may be obscured from the participants.

The criteria for observation were based on the availability of the training workshops. These workshops are hosted by the DoE and only takes place once after a while. There was not even a clear timetable showing when the training will be conducted as such one had to use the opportunity available at the time and it was the RNCS training workshops for the.

Although the observed workshops were to introduce foundation phase educators to the RNCS, it was brought to the attention of the researcher that the same presenters and methods were used in Grade 9 OBE training and were to be used in the introduction of RNCS to Grade 9 educators as well. The strengths of this observation were that the chances of the respondents (presenters-ES) to “play to their audience” (researcher) were very minimal because they had a predetermined structure and their method of presentation was clearly stipulated during their preparatory training that came through the cascading model. A summary of this data is presented in chapter 4.

3.5. PILOT STUDY

Educator instruments were piloted before the actual data collection. Thohoyandou circuit area was used for this purpose, as it resembled the same characteristics of Mutale District. Piloting was used to inform the study to adopt and use the most relevant questions that would solicit the required information and avoid ambiguity and tautology of some of the questions. Literature advocates that, in a pilot study, the researcher tries the experimental treatment out on a small sample before the actual experiment is conducted in order to modify his / her instruments and to find out if the variables of the study are measurable or not (Verma and Mallick, 1999; Patton, 1990

in Hoepfl, 1997). The pilot study was effective in this regard as the results of the pilot suggested revision of some of the questions and some were obsolete.

3.6. GAINING ACCESS TO THE SITE AND SETTING APPOINTMENTS

As an ethical requirement, the study observed the necessary procedures and protocols to gain access to the area of study. A letter of application written by the research supervisor on behalf of the Rand Afrikaans University department of Curriculum Studies was written to the Area manager of the Vhembe District asking for the permission to conduct the study in the area of Mutale. A letter of permission was granted and then processing of appointments with respondents commenced using the permission as reference and introduction (See appendix A and B).

In the process of securing the permission and setting up appointments, it was noted that the province and subsequently the districts had just undergone enormous restructuring. For instance some of the districts were now relegated to circuits while some of those traditionally referred to as circuits were now promoted to districts as a result of this transformation. This nearly caused some perplexities on the side of the researcher as Mutale had now gained four circuits that were traditionally at the district level.



The fieldwork for the study was undertaken during the matric examinations. This was nearly a cause for concern for both the researcher and the respondents as some of the appointments had to be rescheduled due to the hectic programme of the matric examination. For example, some education officials could only be available after 16h00 as they were busy monitoring examinations. In other occasions grade 9 teachers were also backing up the invigilation of matric examinations.

In his guide on writing up a qualitative research, Wolcott (2001: 92) warns erudite researchers that:

... you should not try to convince the audience of the validity of the observations based on the power of the fieldwork approach. Instead provide them with sufficient details about how you obtained the data you used...

He went on to stress that:

...the potential of your contribution can be greatly extended if you provide adequate details about how you proceeded with the analysis...

It is from this bedrock that I find Wolcott's advice to be worth considering. Hence the previous account on how data was collected and a presentation on how analysis was undertaken following here under.

3.7. ANALYSIS PROCEDURE

Data capturing and analysis was predominately conducted through the use of SPSS computer software. SPSS is statistical computer software that can be used to analyse quantitative data. However, the availability of open-ended questions opened an opportunity for the adoption of quantitative analysis for those specific questions for which SPSS was found to be limiting. It therefore suggested that the two methods of analysis both were to be used to complement each other. Reichardt and Cook (1979) in Borg and Gall (1989: 381) rejection of the claim that the two are incompatible and their pursuance of an argument that numbers alone don't talk and that the two paradigms can be used in combination informed this adoption. Mouton (1996: 166) also indicated that most qualitative researchers would not deny the value of quantitative analysis even in the qualitative research dimension. According to him (Mouton op cit) researchers would find the wholesale use of one technique (quantitative) to exclude the other (qualitative) to be grossly obnoxious.

However, as for qualitative data, the research instruments were arranged according to specific categories that is, for example the educator instrument looked at competency in OBE, support and experience in OBE training as well as classroom experience. Those categories were then used as categories for analysis. In addition to that, some common sub-themes emerged from analysis of each of the categories and in other cases data was coded according to those sub-themes. These categories, themes and

sub-themes were then used as themes of analysis (see appendices C, D and E for more information on the major categories and questions used).

With regard to data collected through observation techniques, a guide instrument with predetermined themes was used in this process. These themes were to be in line with the research problem and they were also used as themes of analysis and data was reported on each of those themes. The same principle of coding common themes was adopted and applied in this regard.

It must be mentioned that the argument by Reichardt and Cook in Borg and Gall (op cit) on the use of the two approaches as complementary to each other and their further elaboration on the coding of data into various themes to make the data compatible with the software largely influenced the exercises undertaken in this study. With regard to closed-ended questions the software made it easy to navigate and manipulate through the data with an observable paucity of predicaments. These approaches of analysis as well as interpretations are presented in greater detail in the next chapter.

For this research purposes, the qualitative and quantitative data collection and analysis techniques were employed. In the next chapter a thorough presentation of data and analysis is made. As for the purpose of ensuring validity and reliability, quantitative data was captured through SPSS software (SPSS file is available on disk: Educator.sav) and was followed by cleaning process where some of the missing values were to be recoded to the middle value. The analysis was conducted by running a frequency of all variables and calculation of mean scores. As for the qualitative data, it was recorded, transcribed and then analysed according to the themes as mention earlier. (This data is also accessible upon request).

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

In the previous chapter, I explained the methodology used in carrying out the study. This included *inter alia* the research strategy, data collection methods and approaches to data analysis. The aim of this chapter therefore is to present the data, an in-depth analysis and interpretation.

As mentioned earlier in this report, the aim of this study was to investigate teachers' development and experiences on the implementation of OBE. Subsequently teachers became the primary sources of data analysed in this chapter. However, auxiliary data was also collected from Education Specialists and Curriculum Advisor. Thus, this data was analysed in relation to the status alluded above.

Teacher interview schedules were organised in four main categories, namely, teacher profile, teacher competency, monitoring and support and lastly, classroom experiences. The presentation of data also took this format and sequence. As mentioned earlier in the chapter, the auxiliary data is also presented concurrently to complement the main data. Given the nature of the work of education specialists, which is to support and monitor, data from these sources is generally on their area of work.

4.1. RESPONDENTS' PROFILES

4.1.1. Number of Respondents

As the aim of the study was to investigate teacher's experiences and development towards the implementation of OBE, information from teachers alone would not be enough. Thus, data had to be sought from a range of respondents. In total 28

respondents were interviewed. The table below shows a summary list¹⁰ of respondents per category.

Table 1: List of respondents

Respondents	Number of Respondents
Teachers	24
Education Specialists	3
Curriculum Advisor	1
Total	28

The study had aimed to interview two teachers per school and it succeeded in doing so albeit with some few exceptions of 4 schools, where, due to other commitments, for example, learners' examinations, only one teacher was available for an interview. It should be noted though that there was a general sense of enthusiasm on the part of teachers and school principals to participate in the study. This became clearer when some teachers and principals requested copies of the report once the study was completed. In this regard, the researcher made an undertaking to satisfy the needs of the teachers and principals as it was also conceptualised that individual schools that participated would be given a copy of the report as part of the dissemination strategy of this study.

It should not be oblivious, however, that apart from the interviews, two training workshops were observed as part of data collection. One session was presented for primary school teachers at Mudaswali circuit and the other was for primary school teachers at Tshilamba circuit. As mentioned elsewhere in this report, these were about the introduction of RNCS.

¹⁰ It only indicates how many teachers, education specialists and curriculum advisors were interviewed. A detailed table reflecting a list of respondents and linking it with the data and specific quotes in the chapter is attached as appendix C.

4.1.2. Teaching Experience

The table below presents teachers' years of teaching experience. This table, however, does not show number of years teaching experience in the grade. Information relating to that is presented shortly after the deliberation on the general teaching experience.

Table 2: Teacher experience

Years of Experiences	Percentages
Less than 1 year	4.2 %
1 to 5 years	12.5 %
5 to 10 years	12.5 %
10 to 15 years	16.7 %
15 and more	54.2 %
Total	100 %

The above table reveals that the majority of educators as represented by about 54.2 percent had more than 15 years teaching experience, followed by 16.7 percent of teachers with experience ranging between 10 and 15 years, those with 5 to 10 years and 1 to 5 years at 12.5 percent each and only 4.2 percent of teachers had less than 1 year teaching experience.

4.1.3. Grade 9 Teaching Experience

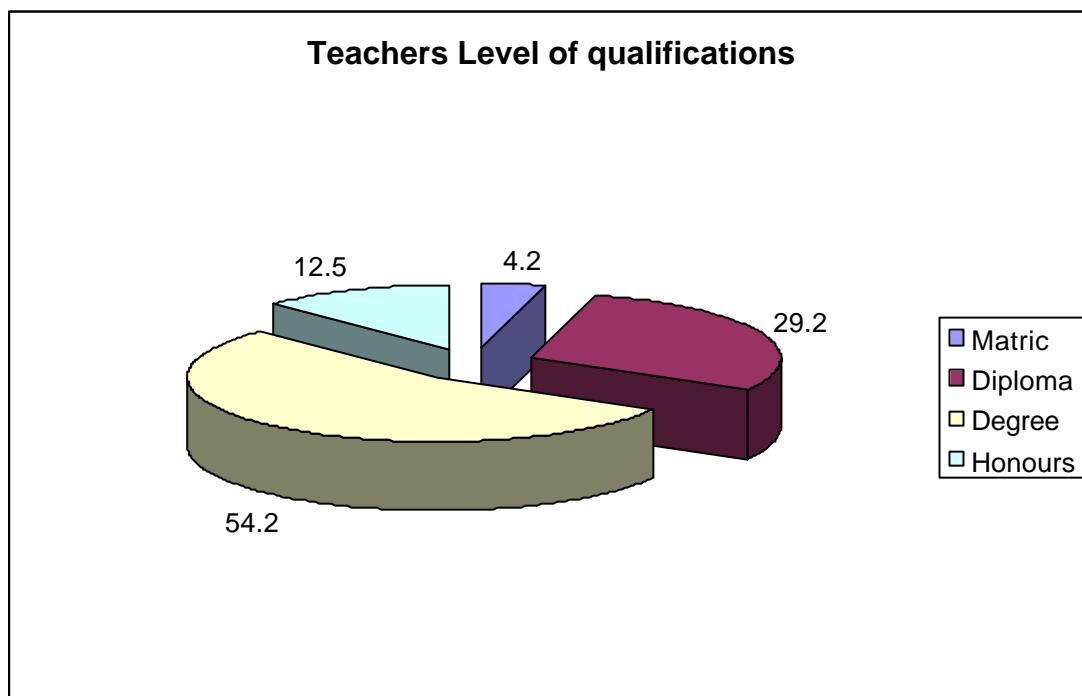
Of the teachers (54.2 percent) who indicated in the above table they had more than 15 years of general teaching experience, at least 21 percent of teachers had 5 years experience of teaching in grade 9, 16.7 percent had had 2 years grade 9 teaching experience, followed by 8.3 percent with 3 and 4 years grade 9 teaching experience respectively.

Of the 16 percent of educators who had 10 to 15 years teaching experience, about half of them (8.3 percent) had two years of teaching in grade 9 and only 4.2 percent had 1 and 2 years of grade 9 teaching experience.

The 12.5 percent that indicated to have experience between 5 and 10 years, only 4.2 percent had 3 years of teaching grade 9 and 8.3 percent had taught grade 9 for 2 years.

The other 12.5 percent that indicated 1 to 5 years teaching experience all had 2 years of grade 9 teaching experience. The remaining 4.2 percent that had less than 1 year teaching experience was then teaching grade 9.

Figure 1: Teachers' levels of qualification



The graph above shows teachers' levels of qualification. It is remarkable that a greater majority of teachers are qualified. Data from this graph shows that 54.2 percent of teachers had bachelors' degrees, followed by 29.2 percent with diplomas, and 12.5 percent have honours degrees. The graph also shows that only 4.2 percent of educators have a matric as their highest qualification.

It is, however, important to note that as a follow-up to this question, respondents were also asked to indicate if they were pursuing further studies. It emerged from the data that 50 percent of the educators were furthering their studies. What was regrettable though, was the fact that the educator who only had a matric (senior certificate as a higher qualification) was amongst the other 50 percent that was not pursuing any further studies.

What was also intriguing from the data was the fact that from those who were pursuing further studies, only 20 percent was pursuing teacher education related studies whereas the rest was pursuing other studies outside the scope of teacher education. This brings the issue raised in Taylor et al (2003) back into the discussion. The issue is about qualified teachers who are not qualified to teach the subject they are teaching at schools. It raises issues about whether teachers are pursuing those studies to enhance their pedagogical competencies, or are studying for the fun of it or they have intentions to venture into new careers. Although no follow-up questions were raised with the teachers about this, the latter cannot be underestimated and poses a great challenge to the school community and teacher demand and supply.

4.1.4. Teacher-Learner Ratio

The table below presents data for teacher-learner ratio in the classroom. As per education policy frameworks, the recommended teacher learner ratio at secondary level should be 1: 35. A plethora of research studies however, have found that this was policy on paper and not in practice. One of the reasons for the high prevalence of these enormous teacher-learner ratios, particularly in rural schools, has been the shortage of schools and classrooms. This has made classrooms to be overcrowded, hence the anomaly of teacher-learner ratios in these classes. It is not surprising that the data in this table shows that the majority of teachers (66.7 percent) are teaching classes averaging from 50 to more than 70 learners.

Table 3: Teacher-learner ratios

Class population	Response percentage
> 40 learners	4.2 %
40-49	29.2%
50-59	29.1%
60-69	25.1%
< 70	12.5 %
Total	100 %

It should also be noted that some of the respondents indicated that their classes were divided into two and as such the ratio they indicated applied for one class. This implies that for instance if the teacher indicated his ratio as 1: 50, it means that he is teaching about 100 learners as the class is divided into two. The point here is to showcase teacher workload in the context of overcrowded classrooms. Also that despite the declining national and provincial (Limpopo being one of those declining) teacher-learner ratio as highlighted by the South African Education Survey of 2002 to 2003 (Kane-Berman, Henderson and Morton, 2003: 253) and the 2001 survey by the DoE (DoE, 2003: 17-121) teacher-learner ratio at the school visited in Mutale was still high. They may have decreased, but the fact of the matter is they are still above the average teacher learner ratio of 1:33 in an ordinary school as portrayed in these studies findings.

4.2. TEACHERS' KNOWLEDGE AND COMPETENCY OF OBE

From their experiences of engaging and interacting with teachers in the further diploma in education (FDE) at the WITS University, Adler and Reed (2003) conclude that teachers' difficulties to embrace, exercise and implement learner centred approaches come as a result of their historical educational background. Their pre-service education largely accounts for these predicaments. This should be construed in the context that most of the teachers attending the In-service training comes from the Bantu Education background which was characterised by inequalities and inadequacy. It therefore ensues that the pedagogic approaches they have been exposed to are not congruent with the new approaches, and thus it becomes a nightmare for them to cope in this new order.

The Presidents' Education Initiative (PEI) findings unravelled that teachers had low levels of conceptual knowledge, poor grasp of their subjects and consistently made range of errors in the content and concepts they presented during their lessons (Taylor and Vinjevoid, 1999). It remains to be seen whether this could be generalised and inferred to competencies about OBE notwithstanding the fact that these are not the same teachers.

Nonetheless, in this section both open-ended and closed-ended questions were developed and used to generate a pool of responses. At first teachers were given

general open-ended questions about their understanding of OBE and the following is a presentation of their responses with some analysis and discussion thereof.

4.2.1. Knowledge of OBE and its Philosophy

The following questions were asked concurrently; *What do you know about OBE? What philosophy underpins OBE?* In response to these questions teachers gave more general answers. However, almost all (95.8 percent) teachers mentioned in their responses that OBE was learner centred and symbolized a shift from rote learning to creative and dynamic type of teaching and learning that included continuous assessment of learners' activities with the teacher playing the role of a facilitator. The following are a few examples of verbatim vignettes extracted from some of the responses.

“OBE aims to encourage creativity and critical thinking...learners should be able to do things on their own, develop responsibility and self reliance.... educator is a facilitator and ensures that objectives of the lesson are realised...(Teacher 19¹¹)

I know OBE is about outcomes based and is based on specific outcomes...it means we moving away from rote learning to creative type of learning. ...it needs a lot of research on the part of the educator and the learner too...it is also about the fusion of content gap to practical...linking theory to practice... (Teacher 17)

From the above quotations it is clear that teachers had the basic understanding of the principles and philosophy of OBE. However, there is no doubt that not all teachers had the same understanding of OBE. They understood it differently and said different responses to mean the same things and their levels of understanding differed.

¹¹ This was a grade 9 teacher who was also a principal of a school.

It was also noted that not all teachers knew what OBE was all about. In this case, only 4.2 percent did not know what OBE was. This was the teacher who indicated that he had not received any training or attended any workshop on OBE. What is worrying about this respondent is that without this basic knowledge, he is still expected to teach and adapt his teaching to be in line with the OBE he is totally unfamiliar with. The hanging question about this teacher is: can lack of interest in the new curriculum and resistance to change account for this “no knowledge response”? The study could not succeed to uncover the tangible answers to this question.

4.2.2. The Difference between OBE and Curriculum 2005

Curriculum 2005 (C2005) is a South African school curriculum project that was adopted in 1997. This curriculum marks a major shift from the previous school curriculum that was content based and characterised by inequities. C2005 is also a framework guiding the implementation of the new curriculum and was named so because it initially targeted year 2005 as its final year of implementation in all grades (DoE, 2002). Thus it was referred to as Curriculum 2005.

In the “undated document” (DoE, Undated: 6)¹² of the DoE, entitled “C2005 support material: C2005 towards a theoretical framework”, it is emphasised that it is not a blueprint for training. One of the learning outcomes of that document was to enable teachers to state and understand the relationship between C2005 and OBE. The revelation of the CRC findings that teachers had shallow understanding of these relationships (Chisholm, 2000: 78), is not only shocking but leaves much to be desired given that these are the same teachers who should determine the success of this new curriculum. It is this bedrock that gives credence and a basis from which the question on whether teachers now understand the difference and the relationship between C2005 and OBE arises.

As per the statistics a greater majority of teachers (66.7 percent) indicated that there was no difference between OBE and C2005, 29.2 percent indicated that there was a difference between the two and 4.2 percent of the responses were missing. It was

¹² The DoE issued this document without a publication date.

noted from the data that despite the figures indicated here, there were also divergent views among teachers who responded either way. Among the respondents who indicated that there was no difference, some confused C2005, RNCS and OBE. This was conspicuously shown in responses that indicated revision of LAS in OBE, making some LAS compulsory and others definitely extinct as a result of the revision. For example, see the following quotations:

...when C2005 was introduced, it had many learning fields and used many different concepts, but when OBE was introduced learning areas were now reduced into eight... (Teacher 12)

...they are the same, for example look at MLMMS, LLC2 are compulsory in both C2005 and OBE... (Teacher 4)

This did not happen in OBE as it is only a teaching and learning approach, but in actual fact C2005 was streamlined and as a result, some LA were chopped out and this happened through the streamlining process.

Nevertheless, there was a common view of C2005 as an umbrella of OBE. The next quotations put this more clearly:

C2005 emphasises the implementation of OBE... (Teacher 1)

...in fact C2005 is an umbrella that advocates OBE approach; it embraces the principles of OBE... (Teacher 15¹³)

...they are the same; OBE is part and parcel of C2005... (Teacher, 20)

As for those who indicated that there were differences between OBE and C2005 there was no case developed to illustrate these differences. According to the elaborations given by this set of respondents, it was not clear as to what the difference was. They

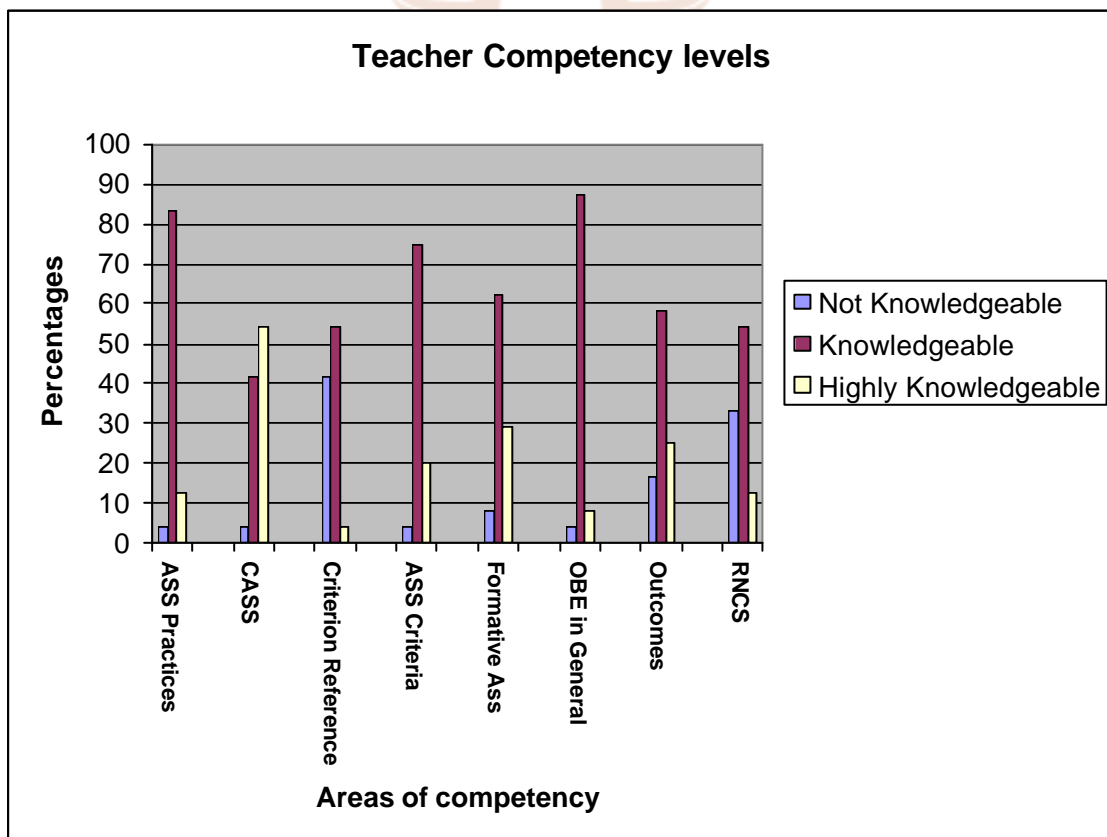
¹³ This was another grade 9 teacher who was also a principal of a school.

still mentioned the two as complementary to one another; something that was highly emphasised by those who argued otherwise.

Without being too judgemental and generalistic, it is clear from the above quotes and deliberations that teachers are still swimming in a pool of confusion about what OBE is and what C2005 is. Much work still needs to be done to improve teachers' understanding on these issues. What was also surprising from teachers responses on this issue was the fact that no mention or reference was made of C2005 as a “uniting vision for transforming apartheid education” (DoE, undated: 7) with it being a targeted goal or time frame for the implementation of this new approach. This is a point that was illustrated explicitly earlier in the literature review.

Still on teachers' knowledge and competency in OBE, the next discussion focuses more on specific aspects of OBE and presents quantitative data.

Figure 2: Teacher understanding and competency of OBE



The above graph presents an analysis of teachers' competency and understanding of OBE and its assessment components. Teachers were asked to respond per activity in a three-point category scale of 1 for not knowledgeable, 2 for knowledgeable and 3 for highly knowledgeable to rate their own competency level on OBE. The activities were general OBE understanding, assessment practices, criterion assessment, continuous assessment, assessment criteria, formative assessment, outcomes and RNCS. Analysis for each of the aspects as drawn from the above graph is presented here under.

4.2.3. OBE General Principles

An overwhelming majority of teachers, 87.5 percent, showed that they were knowledgeable of OBE and 8.3 percent indicated to be highly knowledgeable of OBE. Only 4.2 percent of the respondents showed that they were not knowledgeable of what OBE is all about. As a follow-up, the respondents who had shown no knowledge of OBE were amongst those who had not received or attended any OBE training workshop at all.

4.2.4. Assessment Practices

Although this chapter is solely about data presentation it is important to understand the context in which certain concepts are used and how literature defines them. As for assessment, literature defines it as a measurement of the extent to which learning has taken place and a process of collecting, synthesising and interpreting information to aid classroom decision-making. This process can be undertaken through tasks, examinations and exercises set and marked by teachers (Seiborger and Macintosh, 1998:5; Airasian, 1991: 4). Given that the research is derived from OBE background, therefore, the concept of assessment is used to refer to an OBE assessment, which implies an assessment that is based on observation of authentic tasks which can be carried out most successfully by the teacher and training practitioner in a learning site. This, however, includes teacher assessment, self-assessment and peer assessment all of which can be applied to manual tasks, oral presentations and written or sketched work (DoE, 1997b:4).

Responses to this question show that a great majority (83.3 percent) indicated that they were knowledgeable of assessment practice, 12.5 percent indicated highly knowledgeable, and only 4.2 percent were not knowledgeable of OBE assessment

practices. It should also be noted that although the majority of teachers indicated that they were highly and just knowledgeable of assessment practices, they raised complaints about the amount of administrative work that comes with this new system of assessment. This complaints were also raised in relation to CASS.

4.2.5. Continuous Assessment

Literature defines this term as an ongoing systematic way of finding out the overall gains that the learner has made in terms of knowledge, attitudes and skills after a given set of learning experiences. It involves keeping record of the learners' progress as observed and using the information to guide the teacher on how they learnt and how the next lesson could be improved upon (Le Grange and Reddy, 1998: 37; DoE, 1997b: 1 and Ogunniyi, 1990: 113).

Slightly more than half of the teachers (54.2 percent) indicated that they were highly knowledgeable of CASS, 41. At least 7 percent were knowledgeable and 4.2 percent not knowledgeable.



4.2.6. Criterion Referenced Assessment

Unlike the latter aspect, (54.2 percent) were just knowledgeable, 41.7 percent were not knowledgeable, and only 4.2 percent were highly knowledgeable.

4.2.7. Assessment Criteria

As for this component, three quarters of the teachers (75 percent) were in the middle, knowledgeable, 20 percent highly knowledgeable and 4.2 were not knowledgeable.

4.2.8. Formative Assessment

On this component, 62.5 percent indicated knowledgeable, 20.2 percent highly knowledgeable and 8.3 percent indicated that they were not knowledgeable.

4.2.9. Outcomes

On this component 58.3 percent were knowledgeable, 20 percent indicated highly knowledgeable and 16.7 percent indicated not knowledgeable.

4.2.10. Revised National Curriculum Statement (RNCS)

About 54.2 percent indicated that they were knowledgeable of RNCS and 33.2 percent did not know what it was whereas 13.6 percent indicated that they were highly knowledgeable. With regard to the 33.3 percent that indicated not knowledgeable, it is important to note that the introduction of the RNCS was still being undertaken in the foundation phase and was yet to be introduced to the grade 9 teachers. It is not surprising that such a large number of teachers did not know what RNCS was. Those who indicated knowledgeable also accentuated that it was not formally introduced to them but they know it from their personal efforts and interest in the dynamics of our education system.

To summarise of the above analysis, it would be important to accentuate that this question allowed teachers to reflect and do some self-introspection about their competency on OBE and its ingredients. Also to indicate that a majority of teachers' responses fell on the middle category of knowledgeable with the exception of continuous assessment in which the majority were highly knowledgeable. However, as mentioned earlier, the need for a more comprehensive teacher development programme on OBE is essential.



The next section is a presentation on teacher support and experiences on the training that they received. It is from this section where teacher's views about the training and support as well as suggestions about the kind of training they would prefer to have are explored.

4.3. TEACHER SUPPORT AND EXPERIENCE ON OBE TRAINING

This section looks at the nature of training and support that teachers are receiving or have received as well as their perceptions about the training. Presentation of this data follows the structure of the interview protocol and data is presented per question.

4.3.1. Training Received and the Provider of the Training

Teachers were asked if they received any training on OBE and the provider of such training and number of sessions attended. Only 8.3 percent of teachers had not received training and 91.7 had received some kind of training. Training providers

were district officials as it was mentioned by 87.5 percent. Missing values were 12.5 percent on the question about training providers.

On the other side, data from LAS and circuit managers shows that OBE training was undertaken in two layers. First there were training facilitators who came from the regional offices of the department; in this case they are attached to Vhembe Regional offices. These facilitators received their training from the national training committee. This is a committee responsible to train all provincial and district representatives to go back and cascade the training to teachers. They assert it has been done in order to align the training and avoid distortions and variations of training. Most of their training was on general OBE principles and they rarely conduct training for specific subjects.

Secondly, on the other layer there were LAS or ES whose responsibility is to provide support to teachers on specific learning area/subject content of their specialization. Part of this support is on OBE training. It is, however, notably worrying that no NGO seem to be taking initiative in providing the support and training of educators on OBE either at district or at provincial level.

4.3.2. Number of Training Sessions Attended in the Last Two Years

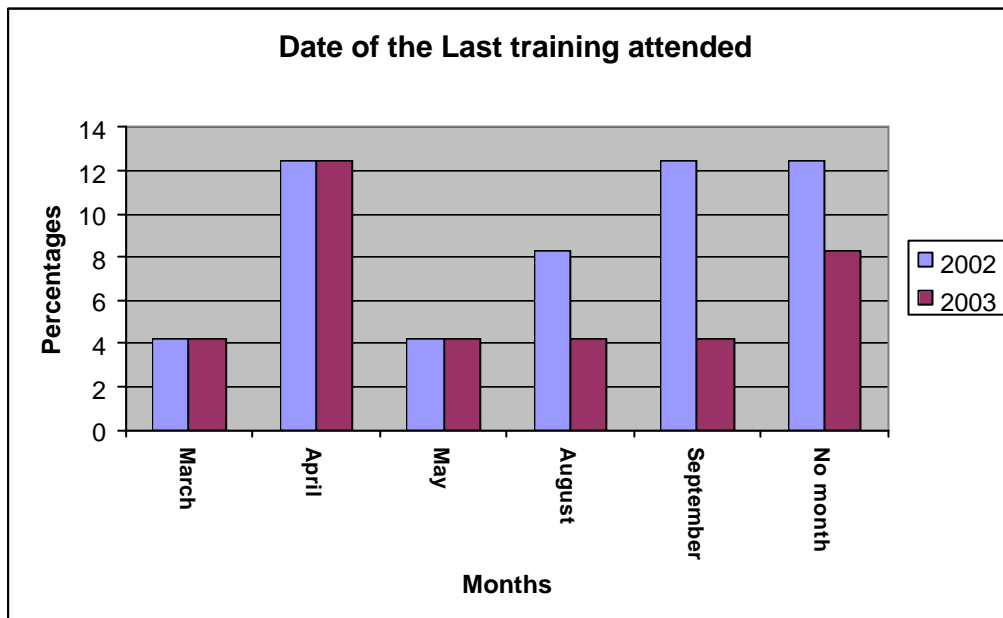
During the piloting of the research instruments, it prevailed that training “session” was giving birth to perplexities on the part of teachers and sometimes it appeared ambiguous. Thus it became important that during the process of refining the instrument, a clear definition or description of a session was given. Therefore as a result, a workshop that took a week or two days constituted one training session each. For example, this implied that if teachers indicated two training sessions they would have received two invitations or in their language, two circulars for those two sessions. This was the context in which training session was used.

Data from teachers indicates that in the last two years 33.3 percent of teachers had only attended one session, 20.8 percent attended two sessions, another 20.8 percent attended three, 4.2 percent attended four sessions and 8.3 percent attended five sessions. A total of 12.5 percent of responses were missing.

4.3.3. Last Training Attended

A question to find out when was the last training attended was also asked to teachers. The graph below illustrates the responses of teachers in terms of the months and the year in which the last training was attended and in some instances teachers could not remember the exact months in which they attended the training and thus another category of “no month” was initiated on the graph. It should also be understood from the outset that the months that appear on the graph were the only once mentioned by the teachers. It therefore ensues naturally that the months that do not appear were never mentioned in teachers’ responses.

Figure 3: Last training attended



As for the data in the graph, most of the teachers had their last training in the year 2002. Interestingly the graph shows that in both 2002 and 2003 in the month of March, April and May, equal number of teachers had indicated these months as the period in which they received their last training. It was only in the months of August, September, and the No month category where the number of respondents were different. That is in 2002, 8.3 percent, 12.5 percent, and another 12 percent for each month/category in their sequence, and in 2003, 4.2 percent, 4.2 percent and 8.3 percent respectively. It should be noted that 8.3 percent of the responses were missing or did not respond to the question.

4.3.4. Nature of the Training

This was a follow-up to the latter issue on the last training. It relates to the nature of training in terms of whether the focus was subject based or general OBE training or both. Teachers' responses show that 41.7 percent of the teachers had attended subject-based workshops, 20.8 percent indicated general OBE training and 25.0 percent indicated both. It just goes without saying that 8.3 percent missing reported on the latter issue is still the case on this question since it was a follow-up.

4.4. QUALITY AND CAPACITY OF THE TRAINING

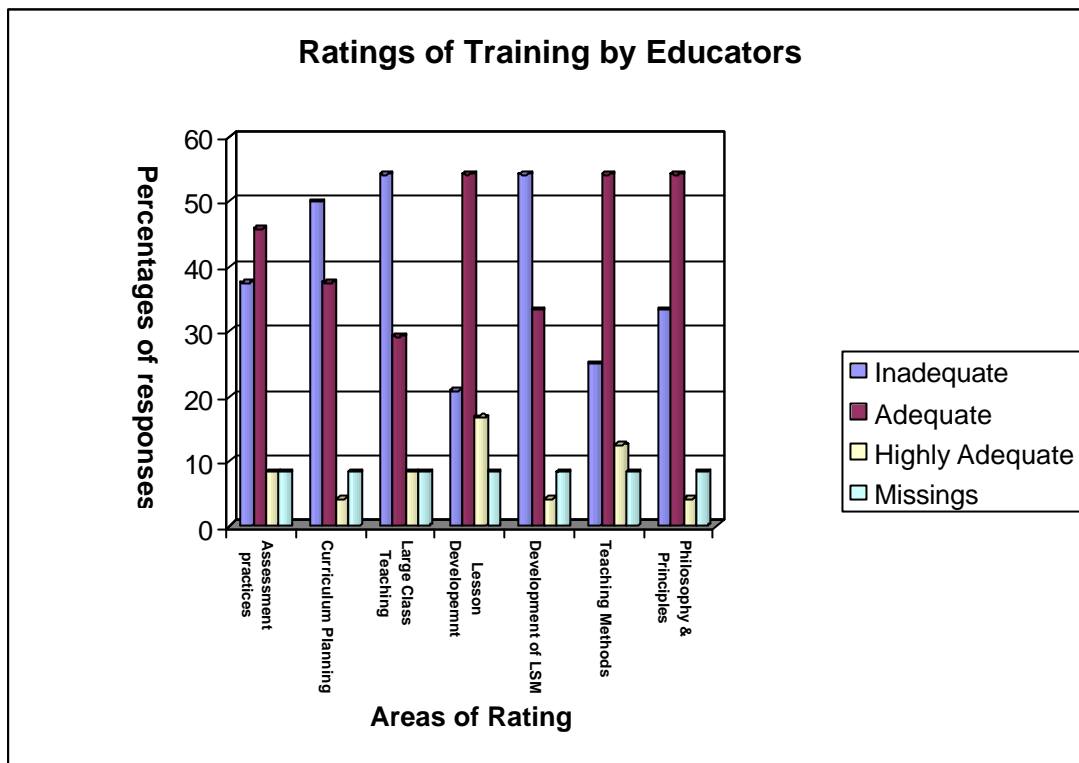
Questions about the quality of the training and the perceptions of teachers were asked in respect of a wide variety of issues relating to OBE. This included *inter alia* specific issues on OBE like, OBE principles and philosophy, OBE teaching methods, assessment practices, lesson development, large class teaching strategies, curriculum planning and development as well as the development and use of LSMs; and the quality of the workshops in terms of how they were organised and facilitated.

As a way of drawing some correlations, data was collected from Education Specialists (ES) and a Curriculum Adviser (CA) on their perceptions about the quality of the training in respect of those issues mentioned above. This data is presented concurrently here in this section. However, it should be noted from the outset that ES and CA data is more of a qualitative nature and is presented as such, although in few aspects some quantitative data may be presented when it is deemed fit.

4.4.1. Quality as Per Specific Aspects of OBE

As for the quality of training in terms of the specific issues on OBE, teachers were asked to rate the training on a three-point scale of highly adequate, adequate and inadequate to indicate its quality in terms of offering a better understanding to implement those aspects. The next graph presents a summary of their responses.

Figure 4: Quality of the training



Drawn from the above graph, an explanation of data per aspect is presented below. As a highlight, more than half of the respondents perceived the training as inadequate in terms of providing them with better understanding and knowledge about how to develop and use LSMs as well as the teaching of large classes.

4.4.1.1. Philosophy and Principles of OBE

A majority of teachers (54.2 percent) rated the training as providing them with adequate information on OBE principles and philosophy, 33.3 percent indicated that the training was inadequate and 4.2 indicated that it was highly inadequate.

As far as the data from ES and CA is concerned, the training was lagging on providing teachers with a clear understanding of what OBE was all about and its principles. Reasons for this effect were a resemblance of the lower levels of understanding of the facilitators themselves. They did not show a sharp and clear advocacy of OBE in their responses to questions.

4. 4.1.2. OBE teaching methods

Again 54.2 percent indicated that the training was adequate to provide them with better understanding of teaching methods, 25.0 percent indicated the training as inadequate and 12.5 percent indicated under

4. 4.1.3. Assessment practices

In this case the majority of teachers (45.8 percent) indicated the training as adequate, 35.7 percent indicated that training was inadequate and 8.3 percent indicated that it was highly adequate.

Assessment practices have also been a cause of concern in the OBE training sessions. Teachers are required to move away from the norm reference assessment to criterion reference assessment and emphasize formative and continuous assessment. These are new concepts for the educators, let alone facilitators themselves. ES show that it will take some time for teachers to understand how this can be translated in practical terms in the classroom during the lesson.



4. 4.1.4. Lesson Development

The majority of teachers (54.2 percent) indicated that the training was adequate, 20.8 percent indicated inadequate and 16.7 percent indicated that it was highly adequate.

However, on the contrary, ES indicated that they were not convinced that the training was doing enough to prepare teachers on this aspect. ES acknowledged that the training did not give enough focus on practical classroom experience, hence they did not believe the training was doing good in preparing teachers to develop good lessons in line with OBE principles.

4. 4.1.5. Large class teaching strategies

The majority of teachers (54.2 percent) showed that the training was inadequate to prepare them for the teaching of large classes. This could be attributed to the fact that the majority of teachers were still teaching large classes¹⁴. Only 8.3 percent indicated that the training was highly adequate and 29.2 percent indicated that it was adequate.

¹⁴ Please see the deliberations on the issue of teacher-pupil ratio in the earlier sections of this chapter

Contrary to teachers' views, ES data show that the training was adequate in this aspect. They indicate that teachers understand how to go about teaching in groups, project work and understanding their role as that of a facilitator during the lesson.

4. 4.1.6. Curriculum Planning

Half of the respondents (50 percent) indicated that the training was inadequate on this aspect, 37 percent and 4.2 percent indicated adequate and highly adequate respectively. This issue was also raised later in the data when teachers were asked about the kind of assistance they need to enable them to effectively implement the OBE curriculum in the classroom. Teachers suggested that future training sessions should integrate OBE aspects including curriculum planning. The following captures these views more explicitly:

“...training on curriculum planning and integration of Learning Outcomes should be intensive...” (Teacher 11)

If one could broaden the analytic horizons and interpret the above quotation a little further, it suggests that training sessions were not necessarily adequate also on issues relating to integration of the learning outcomes. This is of course an issue of curriculum planning. Most of the teachers were deeply concerned that the new terminology and rapid changes in the use of these terminologies brought perplexities, and continuous reference was made about Learning Outcomes and Specific Outcomes, Assessment Criteria and Assessment Standards. Teachers indicated that they would like intensive training on these issues so they can understand the difference as well as how they should be developed and used.

4. 4.1.7. Development and use of LSMs

As highlighted in the introduction of this analysis, the majority of teachers (54.2 percent) indicated that the training was inadequate and respectively 33.3 percent and 4.2 percent indicated that the training was adequate and highly adequate.

Although the majority of teachers' response fell in the middle category of adequate, it was interesting to learn that there were teachers who felt that the training required some improvements by indicating that it was inadequate in other aspects.

ES data points to this as the main area of concern in the whole issue of teacher development in OBE. They indicated that the training was inadequate in providing teachers with skills and insight on this aspect. Both the educators and the facilitators are blamed for this appalling situation. Teachers are blamed for their unwillingness to be creative and to move away from a notion of a prescriptive curriculum. On the other side, facilitators also acknowledge their own limitations in subject competencies as some of them are not specialists in the subjects they are offering support to as a result of the shortage of staff. They suggest that they would do better in the subjects of their specialization.

The next section presents data on the levels of teachers' satisfaction with regard to the quality of the organisation of the workshops.

4.4.2. Quality With Regard to Organisation of the Workshops

In order to measure the quality of the training in terms of the organisation of the workshops, teachers were asked to indicate their levels of satisfaction on a variety of issues, and data on these issues are presented in the table below. It is important, as an analysis caveat to note that there was a missing of 8.3 percent in all the issue thus the percentage does not add up to 100.

Table 4: Satisfaction with the organisation of workshops

	Highly Satisfied	Satisfied	Not satisfied
Convenience and accessibility of the venues	16.7%	54.2%	20.8%
General organisation of the workshops	16.7%	45.8%	29.2%
Content of the training	8.3%	41.7%	41.7%
Facilitators versatility with the content	4.2%	33.3%	54.2%
Facilitators training methods and	0%	50.0%	41.7%

facilitation skills			
Timing and duration of the workshops	8.3%	29.7%	54.2%

4.4.2.1. Convenience and accessibility of the venue

In this question teachers were asked to indicate their levels of satisfaction with regard to the venue. How accessible the venue was to them and how convenient was it for them to arrive at the venue on time. This also relates to the convenience of the venue in terms of its capacity to accommodate all teachers without others having to stand in the corridors for them to attend to the training as well as ventilation. The table above shows that 54.2 percent of teachers were satisfied, 20.8 percent were satisfied whereas 16.7 percent was highly satisfied. Teachers were also requested to substantiate their responses. Those who mentioned that they were not satisfied pointed out some of their reasons as the unavailability of public transport in the areas where the venue of training was located. Some also cited that the venues were not at a central point where every one could travel easily to attend the workshop. They argue this has resulted in some of the teachers failing to attend the workshops and others arriving late.

4.4.2.2. Organisation of the workshop

The organization of the workshops referred to the general organization in terms of how teachers were invited, the coordination of the workshops and any other things that teachers would like to comment about the workshops. As per the data, 45.8 percent indicated that they were satisfied, 16.7 percent were highly satisfied and 29.2 percent was not satisfied. Comments from those who were not satisfied were about the correspondents on invitation. They indicated that correspondents did not reach their schools in time and this inconvenienced their plans, both in terms of their work and personal issues.

4.4.2.3. Content of the training

This relates to the content rigorousness, relevance and coverage. How much was covered and how relevant was it to the purpose of the workshop. Equal percentages of teachers (41.7 percent) indicated that they were satisfied and not satisfied respectively and only 8.3 percent indicated that they were highly satisfied. Most of the comments from the unsatisfied group were about the robustness of the training that they argued it

relates more with the caliber and capacity of the facilitators themselves. They mostly said that no practical classroom examples and scenarios were given during the training.

4.4.2.4. Facilitators' versatility with the content

This relates to the facilitators' knowledge of OBE and the training content. This was to show how grounded, well informed and passionate were facilitators with regard to OBE and with the training they were to facilitate. The majority of teachers (54.2 percent) were not satisfied with facilitators' level of competency, versatility and passion of the training let alone OBE. They indicated that some facilitators were just doing it because it had to be done and this demoralized and de-motivated many teachers. They were dissatisfied because most of their questions could not be attended to due to the fact that facilitators did not have in-depth knowledge of OBE and what they were training about. The following comment taken from a teacher's response says more about the feelings of teachers with regard to this:

I think they were not prepared thoroughly to facilitate the training, they keep on saying no... no... lets just continue we will see in the classroom, we also do not know much about this... (Teacher 5)

Although this verbatim quote was an expression from one teacher, it captures very well the views of the majority of teachers as their comments also touched those issues highlighted in the quote. Without neglecting or suppressing the other voice, 33.3 percent of teachers indicated that they were satisfied and only 4.2 percent were highly satisfied.

For the purpose of verification of the views of teachers expressed above, a partially relative question was posed to ES. The question required ES' response to assertions made by teachers that some facilitators of OBE training were not well versed with OBE, what and how they should train it. Responses to this question reflected honest self-introspection on the part of ES. They acknowledged and vehemently agreed that they were not well versed in OBE as a result of their short training too. OBE was cascaded in short workshops to them and it was not easy for everyone to catch up easily and quickly. Some of them were even from colleges and were just pushed into

this position as a result of the rationalization of colleges with the view of curbing job losses.

Not all the facilitators are well equipped. Most of them are from the colleges and as result of rationalization of colleges they had to join the districts and be part of training OBE, of course they are not well versed with the system... (ES 1)

Also as a background to understand the peculiar nature of the province, it is important to note that ES or LAS were based at multipurpose centers. Those responsible for the Mutale area were based at a former college of education in Giyani, formerly known as the Shingwedzi College of Education.

It was also noted that most of the ES in the Multi-purpose centres were from the colleges that were rationalised. The DoE made a commitment to retain the staff from these colleges as a compromise to their rationalisation initiative. These previous college teaching staffs were to be retrained so that they could be used as resource persons on OBE. They were responsible for Malamulele, Thohoyandou, Vuwani, Soutpansberg and Mutale areas. These people's workload was very heavy as they were responsible for many schools in these areas. For example, in Mutale alone,

...four people responsible for 8 learning areas and about 35 secondary schools and plus minus 120 primary schools... (ES 3)

Work overload implied on the above quote has to a certain extent become a *raison d'être* for the minimal support provided to schools by ES.

4.4.2.5. Facilitators training methods and facilitation skills

This refers to the methodology of presentation during the training. Half of the teachers (50 percent) indicated that they were satisfied, 41.7 percent was not satisfied and none indicated highly satisfied in this issue. What was pointed out more regularly by the majority of teachers who were dissatisfied was that they were trained on OBE which to them encouraged interaction during the lesson, yet the methods of presentation

were lecturing or direct teaching and not interactive. They underscored the value of a demonstration from facilitators of an interactive classroom during the training itself. According to these views, if OBE promotes an interactive class, the presentation too should demonstrate that element and avoid facilitator dominating direct teaching styles.

4.4.2.6. Timing and duration of the training

This referred to the period in which the training sessions were organized and the duration that the training had taken. In this issue, majority of teachers were not satisfied (54.2 percent) and interestingly it was on this issue where a lesser number of teachers (29.7 percent) were satisfied and only 8.3 percent were highly satisfied. Issues raised here were that at many a time the training interfered with the school programme and sometimes training was conducted towards the end of the year. This implied that teachers had not enough time to practice, experiment and experience what they have been trained for in the classroom situation.

On duration, concerns were that training sessions were too short to allow teachers to gain thorough knowledge about OBE and practices. Sometimes training was for two days and teachers argued that these “*one short*” kinds of courses were not helpful to their development.

It was interesting to note that ES and CA data echoed the same tone as that of teachers. It was observed that while there is some observable progress in the training and understanding of OBE by teachers, there was also a significant need for the improvement of the training sessions. Some suggestions emphasized school based training while others emphasised a longer duration for the training. A curriculum advisor¹⁵ in the region had the following to say in response to the question on whether training was doing enough to prepare teachers.

No they are not doing enough, the duration is too little, It takes three years to prepare one to be a qualified Educator and the three days

¹⁵ Responsible for 27 circuits (in Mutale, Thohoyandou, Malamulele, Sekhusesa, Soutpansberg and Vuwani area).

workshops are not enough really... (Curriculum Advisor)

It is suggested here that educator training should be a longer and sustained effort. Literature on teacher development also denounce teacher development efforts that are based on the notion that teacher training can be a once off event that would prepare teachers to change their practices there and then (Hargreaves, 1993; Fullan, 1991; Carl, 1995; Johnson et al, 2000; Liberman, 1995; and Stall and Fink, 1996). In fact teacher development should be viewed as a process that requires to a larger extent the support of educators in changing their practices. This could be a successful recipe or a “road map” to effective implementation of OBE in South African schools.

Also arising from the above quotation is the whole issue of the arrangement of the training workshops. It is evident in the quotation that the workshops are at times not well timed. They are arranged at awkward times and venues that may not accommodate all teachers and are inaccessible to other teachers¹⁶.

4.4.3. Teacher Support

This relates to support in the context of ES visits to schools and support within the school. With regard to ES support, teachers were asked to indicate how often they receive support from ES to assist them on instructional programmes such as lesson plans, content and teaching. It was appalling and also regretful to note that an overwhelming majority (83.3percent) of teachers indicated that they had never received any kind of support from ES since the beginning of 2003. Only 16.7 percent indicated that the ES had assisted/visited them in the same year. Noting that data was collected in November 2003, it is utterly unthinkable that there could have been any visit before the schools closed in December. Interesting from this data is that it does not only tell how often were schools visited by ES, rather, it goes beyond to tell whether ES ever visited the schools in that same year. It is crystal clear that ES did not visit the schools and in those few occasions where teachers indicated that they were visited it was only once in a year. Therefore, this raises eyebrows as to why no

¹⁶ The majority of teachers interviewed come from deep rural areas where the means of transport is grossly unreliable.

significant support was given to schools. These reasons are alluded to in the section where the challenges for training and school visits are presented.

Teacher support within the school relates to the support that teachers receive from their colleagues such as school principals and other teaching staff. Carl (1995) argued that schools could play a pivotal role to empower its teaching force. He underscores the principals' role as very important in creating an enabling environment where teachers can teach effectively while they grow and enhance their capacities and potential. In this regard teachers were asked if there were any school-based workshops aimed at developing their knowledge in OBE and in the event where these kinds of school-based workshops were in existence, teachers were also asked to indicate the main facilitators of these workshops. Data shows that 91.7 percent of teachers did not have any form of school-based workshops and only 8.3 percent had. On who the facilitator was, only half (4.2 percent) of those who indicated school-based workshops to be in existence answered the question -the facilitator was a school's head of department.

4.4. 4. Education Specialists' Views on Workshops¹⁷

Interviews with ES show that OBE training in Limpopo and in particular in the Mutale area is still dependent on the workshops. These workshops are organised at what used to be districts and are now circuit level. There is no specific interval between workshops. Workshops are organised through the unit heads at FET and GET bands. These are the officials at the circuit whose responsibility is to coordinate all the schools and educators who should participate when the workshop is held. OBE training workshops were at times arranged along learning areas, however, there were instances where training were about general OBE principles and later teachers were divided per learning area. LAS/ES indicated that training workshops were many a time arranged per circuit and at times there were also inter-circuits workshops. The main trainers were facilitators trained from national office.

¹⁷ Education Specialists (ES) are equivalent to Learning Area Specialists (LAS). Therefore the name ES is used to refer to the same persons as LAS. Whenever LAS appear it will be referring to the same as LAS.

When asked if the workshops were doing enough to prepare teachers to implement OBE in the classroom, LAS indicated that the general arrangements and organisation of the training workshops were not properly done. They indicated the timing of the workshop was not properly thought of and the venues were not accessible to some teachers¹⁸. The quotation below captures these views more eloquently.

They are not because the timing of the workshops is not strategic, workshops start at 12 and at 14h00 teachers want to go and sometimes there is not even catering at all. Also the convenience of the venue/ accessibility has an effect on this... (ES 1)

However, from the views of the ES there arose a feeling of hope in the responses. One ES mentioned that the workshops were trying and if the aspects that are seen to be hindering the organisation of the workshops could be improved, the workshops would do wonders. ES explained that workshops were making a big difference in changing the practices in the classroom although there is enormous room for improvement. They are indeed “trying but much still needs to be done” (ES 2).

4.4.4.1. Challenges Experienced In Organizing These Workshops

According to ES one of the greatest challenges facing OBE implementation in schools is that of support at school and classroom level. Training of OBE has left out principals who practically play a significant role in influencing the successful implementation of school policies let alone the implementation of curricula. This is an issue of buy-in. School principals should be trained in order for them to understand what OBE is all about, what their role is and what is expected of them. This however, was not only a challenge for the implementation of OBE; rather it also had an effect on the organisation of the training workshops. ES found this to be posing a challenge to the organisation of workshops in the sense that some principals and educators had a negative attitude as a result of their lack of knowledge about OBE.

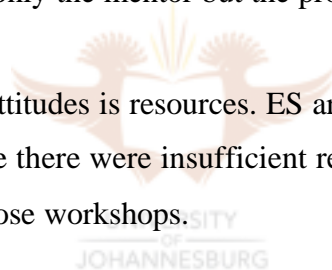
¹⁸ Teachers also expressed dissatisfaction about this aspect. Please see item number 4.4.2.6.

Also at the district or circuit level, there was not enough support given to schools and training workshops. ES accentuated that circuit managers were not giving them enough support during and in the process of organising these workshops.

There is no support from Circuit managers, they hardly show interest in these workshops and do not even bother to have time to enquire or observe the progress that these workshops are making... (ES 3)

The kind of support that is referred to here is in professional, moral and material form. It is highly unquestionable that facilitators require the support of the circuit and or district office in organising and facilitating these workshops. Otherwise, if this kind of support is not provided, it suggests that ES would be seen by teachers as isolated entities pushing an agenda that is not blessed by the circuit or district office. This has a potential to demoralise not only the mentor but the protégé as well.

Concomitant to the issue of attitudes is resources. ES argued that workshops were still organised in conditions where there were insufficient resources and this often posed a challenge to the success of those workshops.



4.4.4.2. Evaluation of the Workshops

ES indicated that at the end of every training workshop, they issue evaluation forms to afford the trainees an opportunity to suggest areas of improvement, and to guide them on how future workshops should be arranged. This however, remains a futile exercise as it is only a matter of formality and nothing is done about those forms as one ES points out:

We usually prepare a questionnaire and distribute at the end of the workshops to evaluate the success of the workshops, however this becomes futile because no one has the time to assess, to look, or analyze those questionnaires.... (ES 2)

It is clear from the ES' sentiments that the views of trainees were ignored and this suggest that it will always be a dream that the workshops will be organized to the satisfaction of the teachers. This suggests that teachers' views on how the workshops should be organized is an unachievable dream if the people in position of authority still do nothing about those views as expressed by educators after the workshops. Thus the importance of this study becomes eminent to those in position of authority as it captures very well and in detail the views of educators on the training and their development levels.

4.5. DATA FROM WORKSHOP OBSERVATIONS

Initial planning for this research had considered observations of the training workshops on condition that they were being conducted for the relevant grade studied during the life span of the study. However, the researcher learnt that there was no plan on the part of the provincial DoE to conduct any training for grade 9; rather, only foundation phase educators were to receive training on RNCS. Coincidentally, during the period of data collection, the department through its district offices was conducting training at circuit levels on RNCS. Thus, it was an opportunity not to be missed as this happens once after some time.

As a matter of procedure and to give guidelines for the observation, a schematic instrument was developed for these observations and was based on the themes presented and discussed hereunder.

4.5.1. Organization of the Workshop

Here the main points to look at were about the convenience of the venue, its accessibility, timing and duration of the workshop.

The first workshop attended was held at Lunangwe Primary School and the second was at Mutale Circuit Offices in Tshilamba. These were circuit-based workshops as they were meant for teachers in the vicinity of Mudaswali circuit and Tshilamba circuit respectively. Observation found that venue for the first workshop at Lunangwe was not that convenient given that it is not in the center of the region where all teachers could access it without difficulties. Some of the teachers arrived late because of transport problems and the distance that they had to travel to the venue was too

long. Also for teachers who were using public transport, the walking distance from the main road where they alight and to the venue was too long.

As for those at Tshilamba, the same cannot be echoed given that this was the center and it was at the circuit offices. Nonetheless the venue was not very convenient with regard to enough furniture (chairs and tables) and capacity to accommodate all teachers. Some teachers were standing while others were sitting on the tables and floor due to insufficient furniture. Few teachers were also standing by the doors so they could be part of the training.

These workshops were scheduled to take place over two days for each circuit. They were organized during the period towards the end of the school calendar. The question about the timing became: Will these teachers still remember all what they are taught the following year when they will be expected to implement the RNCS in their classrooms?

It was also observed that the two days that these workshops were scheduled for, was not to take place consecutively. One day was scheduled on a certain week and the final training day during the following week. It was planned that the introductory session will be delivered to all the circuits and then later they will be called to attend the second and final session. This may have been good to keep all teachers on par and at the same pace, but as for one, it had more disadvantages with regard to continuity and sequencing of the understanding of teachers. It would have been better if this was organized in two consecutive days while teachers were still fresh from the first session, otherwise a great value of points could have been lost during these breaks.

4.5.2. Attendance

It was observed and noted that the introduction of RNCS took a different stance from that of C2005. Unlike C2005, all teachers were invited to attend the training. It was interesting to note that the DoE had done away with the cascading model for teachers, where in the past only a group of school representatives would be trained and expected to go back and train other teachers. In this regard all the educators of the Foundation phase in Mudawali and Tshilamba circuits were invited to the workshop respectively.

4.5.3. Availability of the Materials

The DoE delivered all RNCS documents to all primary and secondary school in the middle of the year before planning of training workshops began. All educators had received the material from their schools and were asked to bring along the documents during the workshops.

4.5.4. Methods of Presentation

Here the focus was on whether the facilitators demonstrated with practical examples to facilitate their training and whether the facilitation was interactive. It was observed that facilitators were using lecture methods of presentation and throughout the training no practical examples were demonstrated. The training was much too theoretical without any relation or scenarios drawn from the classroom situation. However, few tasks were given to educators to work them out in groups and they also made presentations on their tasks.

4.5.5. Participants' Enthusiasm

It was observed that teachers were willing to participate and showed high enthusiasm by asking progressive questions and volunteering to make presentations. The only exception was that facilitators did not engage teachers thoroughly enough on issues relating to instructional programmes. Their programme was too rigid and prescriptive to allow teachers to have substantial deliberations and raise issues about classroom experiences.

4.5.6. Workshop Evaluation

There was no issuing of forms for the evaluation of the workshops neither any opportunity given to teachers to make suggestions about how the next session could be improved. However, from talking with facilitators (ES) shortly after the workshops, they indicated that an opportunity of this nature was still to be tabled at the end of the whole two-day training workshop. Be that as it may, interviews with facilitators (ES) showed that even if evaluation forms are given to teachers at the end of the workshop, this remains a formality and a futile exercise as no one within the district or even ES themselves has the time to analyse this data.

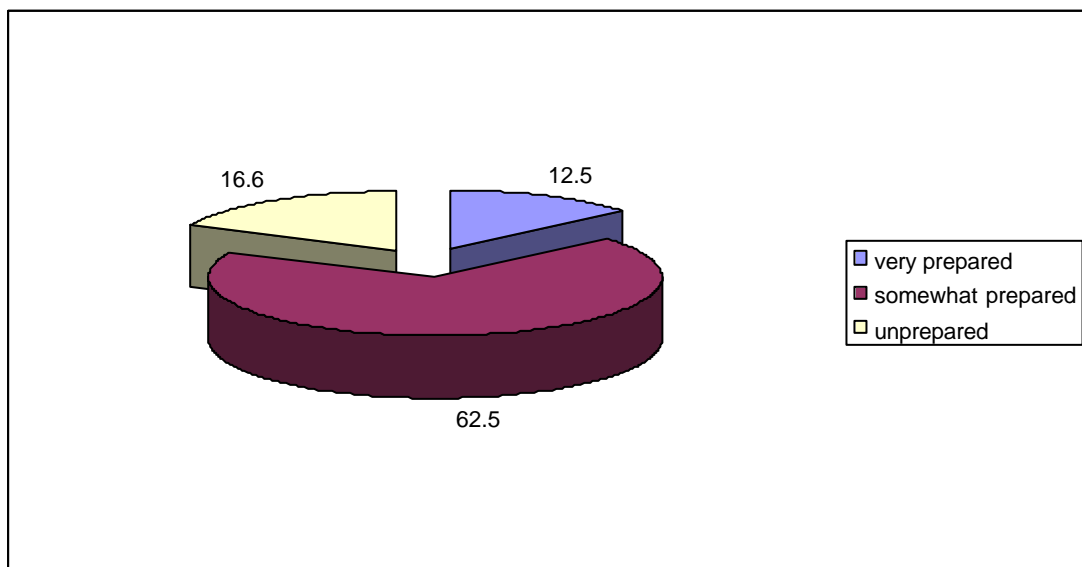
4.6. CLASSROOM EXPERIENCES

Unlike in the previous sections where the focus was on teachers' knowledge, support and perceptions on OBE and the training, this section zooms closely in on classroom experiences. It presents data on the predicaments and challenges experienced by teachers in the classroom as they attempt to put the theory of OBE into practice. Though this section is about classroom it is not in isolation from the other sections as the challenges could possibly be aligned or related to the kind of training and support that teachers received in preparation for OBE implementation. Thus, the subtopics for this section are teachers' level of preparedness, areas and levels of difficulty in the classroom, challenges in the classroom and suggestions of kinds of assistance teachers need.

4.6.1. Teachers Level of Preparedness

Teachers were asked to indicate, in view of the training received, the extent to which they were prepared to implement OBE in their classrooms. The graph below presents their responses. It shows that the majority of teachers were not confident of their own level of preparedness. This is shown by 62.5 percent that indicated somewhat prepared, 16.6 percent indicated that they were totally unprepared to implement OBE in their classrooms. Only a mere 12.5 percent indicated that they were very much prepared. There was also a missing value of 8.3 percent to this response.

Figure 5: Teachers level of preparedness

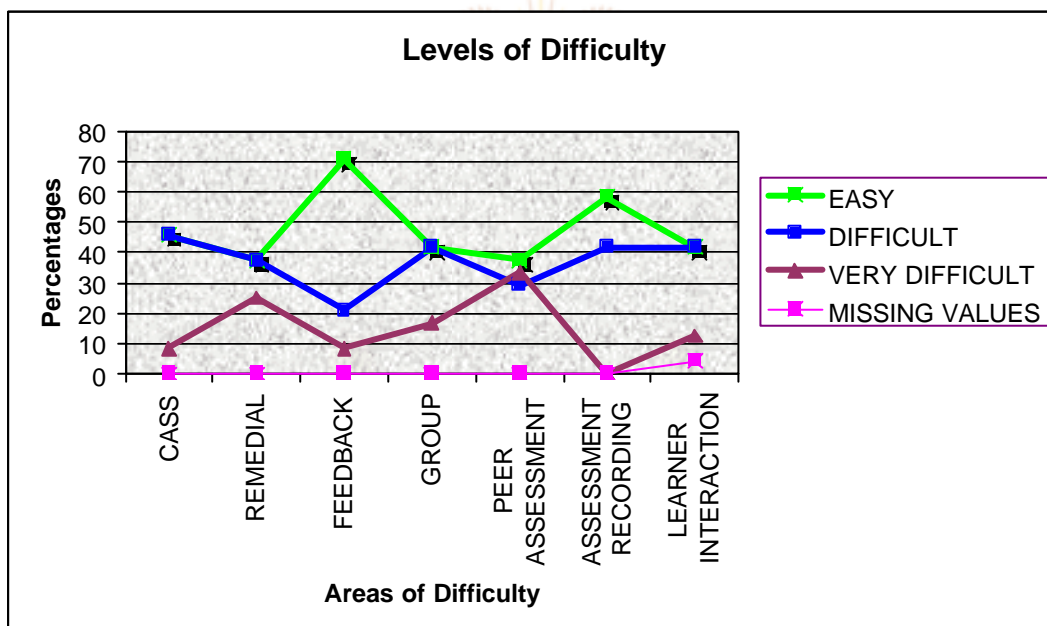


The extent and nature of the responses to this issue tell more about the quality of the training. It is not surprising that the majority of teachers were somewhat prepared and in the second place were those who were unprepared at all. This is because this data is congruent to the previous presentations on levels of satisfaction and the quality of the training where, in generalistic terms, the majority of teachers indicated that the training was of low quality and they were not so much satisfied with the training that was provided to them.

4.6.2. Areas and Levels of Difficulty in the Classroom

The graph below is a presentation of teachers' responses to the identified areas of difficulty. The researcher predetermined these areas and they were drawn and adapted from previous research on teachers' experiences such as, for example, the CEPD and KM studies.

Figure 6: Teachers' level of difficulty



As shown from the data in this graph, the majority of teachers indicated in most of the areas that it was easy for them to implement in the class.

4.6.2.1. Feedback to learners

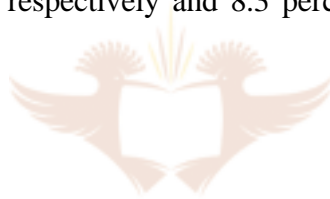
The majority (70.8 percent) of teachers indicated that giving feedback to learners was easy, only 20.8 percent indicated that it was difficult and 8.3 percent indicated that it was very difficult. Compared to all other areas still to be presented hereunder, feedback was leading in terms of numbers of teacher who indicated that it was easy for them.

4.6.2.2. Recording of Assessment

This was also mentioned by most of the teachers as easy, coming next to feedback. About 58.3 percent indicated that it was easy and 41.7 indicated that it was difficult. None of the respondents indicated that it was very difficult.

4.6.2.3. Continuous Assessment

As for continuous assessment, an equal number of teachers i.e. 45.8 percent indicated that it was easy and difficult respectively and 8.3 percent indicated that it was very difficult.



4.6.2.4. Group work/teaching

Equal numbers of teacher (41.7 percent) also indicated both easy and difficult respectively in fostering group work and teaching in the classroom and only 16.7 percent indicated that it was very difficult for them.

4.6.2.5. Learner Interaction

Again in this aspect, an equal number of teachers (41.7 percent) indicated both easy and difficult respectively and 12.5 percent indicated that it was very difficult. I was only in this aspect where a missing value of 4.2 percent was reported.

4.6.2.6. Remedial and diagnostic teaching

Also in remedial and diagnostic teaching an equal percentage (37.5 percent) of teachers indicated both easy and difficult respectively; and 25.7 percent indicated that it was very difficult.

4.6.2.7. Peer assessment

This was the only area that had more respondents who indicated that it was difficult. However, majority (37.5 percent) indicated that it was easy, followed by 33.3 percent that indicated it was very difficult and 29.7 percent indicated that it was difficult.

4.7. CHALLENGES EXPERIENCED BY TEACHERS WHEN IMPLEMENTING OBE IN THE CLASSROOM

This was an open-ended question that allowed teachers to raise their views without leading or predetermined responses. Emerging out of this data was that their experiences varied from one teacher to the other. Also that, although they varied, they all centred on the following issues: learners' incompetence and inability to cope with curriculum change, teachers' inability to cope with the new methods of teaching as a result of inadequate training, shortage of resources and lack of a consolidated and sustained support. These were also perceived to be possible factors that would hinder teachers from implementing OBE effectively in the classrooms.

4.7.1. Learners' Inabilities

On the issue of learner's inability and incompetence, teachers argued that language of teaching and learning was much of a problem for most of the learners. They indicated that learners' language competency was poor and this made it difficult for learners to cope with the demands of the new curriculum, which requires active participation in the classroom, and as a result there was no vibrant discussion in the classroom.

4.7.2. Resources

Teachers' responses show that resources were still a great challenge for OBE. They argue that due to the remoteness of the areas and schools in which they teach, there is no exposure to resources. Most of the resources cited in this regard were libraries and newspapers. One of the teachers indicated that his learners were never exposed to library environment.

They have never been to a library, they don't know what it looks like, how it operates, and they are not exposed to those facilities (Teacher 6).

It is sadly appalling that grade 9 learners are still in the dark in relation to resource centres that are germane in facilitating learning. It just goes without saying that if they do not have exposure to a library, what about computers or Internet.

4.7.3. Teacher Inabilities

In addition to the lack of resources as a great challenge, teachers also confessed that their inabilities in relation to the implementation of OBE were also a great challenge. They see this as one of the major challenges facing the implementation of this new approach. Their responses show that the inadequate training that they received made it difficult for them to succeed in implementing this new approach. What was exciting about some of the responses was that they tend to relate the availability of resources for teacher abilities. Some teachers accentuated that teacher capacity development was at the core of OBE success. They asserted that resources alone would not make it easy for them to implement OBE effectively in the classroom. What is important is for them to be equipped with the skills and knowledge of OBE while resources are also availed on the other side.



4.7.4. Support and Monitoring

This is one of the key challenges in the implementation of OBE. In view of the predicaments they experience when attempting to make the new curriculum meaningful in the classroom, teachers indicated lack of support as one of the leading challenges they experience in this endeavour. According to their views there was a great paucity of support coming from different stakeholders in the school system. The support they refer to here relates to parental, schools and district or provincial departmental support.

4.7.4.1. Parental support

As with the parents, teachers were referring to support in terms of assisting learners with their schoolwork e.g. homework and projects. OBE requires teachers to give learners assignments in the form of projects and this requires learners to get more assistance from their guardians and/ or parents at home.

4.7.4.2. Support at school level

As pointed out earlier, teachers were also not satisfied with the kind of support they were receiving from the schools. According to them, school principals should also be work-shopped not only for them to understand their roles in this new paradigm but also for sustainability and regular support and monitoring in the schools and classrooms level.

Principals should also be work-shopped for sustained support and supervision in the school and classroom level ... (Teacher 11)

4.7.4.3. District level support

Most of the training that teachers received or attended were “once off” and follow-ups to assist them to cope with the new approach to teaching, where in other occasions training was not at all conducted and in cases where they were held, they were never sustained. This became clear through teachers’ responses as captured below.

“We need more and continuous support from those who know much about OBE...we need adequate and regular training and support...we need demonstration in schools trainers should come to our schools”
(Teachers 19)

Here teachers were referring mainly to facilitators of OBE and other district officials who by their incumbent are required to give the necessary support to schools and in particular, to teachers. It is conspicuous that teachers needed a more sustained teacher development approach in which there is continuous support provided to them. What was quite thrilling from this quote is the fact that teachers needed demonstrations to be made practical in their schools. This is the area that most teachers had identified as one of the weaknesses of the training sessions they attended, in that they were more theoretical and no practical examples were demonstrated during these training workshops.

Other issues mentioned by teachers were about the provision of both the material and human resources. Some teachers mentioned the provision of LSMs and the teaching

staff as the needy areas for consideration should we need C2005 to be a reality and not just a dream.

...we should be given LSMs, and the department should provide infrastructure and reduce our workloads by hiring enough teachers...(Teacher 12)

It is implied in the above quotation that teachers are overloaded with work as required by the new curriculum. The workload teachers refer to here is about the administration baggage that comes as a concomitant of the new assessment strategies, which require among others, a new style of recording of marks, portfolios, and so forth. Teachers argued that given the magnitudes of students and classes they teach, the DoE should hire more teachers to relieve them of these pressures, which they most likely refer to as purely administrative and mundane activities.

Other expectations coming from teachers with regard to district support were about the revival of the cluster meetings, which have just become obsolete in the area of Mutale. They need the district office to bring highly knowledgeable people with the experience and prowess of the new curriculum.

Revive the cluster meetings and make them useful by bringing knowledgeable people into those meetings (Teacher 5).

It is argued that by doing so, these workshops stands to be useful and most definitely achieve the intended goals and objectives which among others is to epitomize teachers' knowledge of the new curriculum and how it could be conceptualised in the classrooms.

The aim of this chapter was to present the data, its analysis and interpretation. The next chapter moves beyond this stage and presents some conclusions and recommendations arising from the findings of this study as presented in chapter 4.

5. CONCLUSIONS AND RECOMMENDATIONS

The previous chapter presented detailed data and an in-depth analysis. Now, chapter five presents conclusions and recommendations. These conclusions and recommendations were reached and informed by the data as presented in the previous chapter. Some of these recommendations come directly from the respondents themselves whereas others are made on the basis of the analysis of the data.

As the data was presented in four main categories, that is, teacher profiles, competency in OBE, teacher support and experience in training workshops, and classroom experience, chapter five assumes the same format of presentation. It does so by making a concurrent presentation of both conclusions and recommendations for each of the four categories.

5.1. TEACHER PROFILES

Based on the analysis of the data, the study has found that there has been a concerted effort on the part of teachers to ensure that they were highly qualified for their jobs. This is understood as concerted efforts because currently the system does not encourage teachers to upgrade their educational qualifications. There are no incentives for teachers, who upgrade their qualifications, and yet many of the teachers interviewed were pursuing further studies and others added degrees and postgraduate degrees on top of their teacher diplomas (see section 4.1.2 and 4.1.3 in chapter four). There were also few new entries into the teaching fraternity and most of the teachers had extensive teaching experience.

While there is a need for teachers to be intrinsically motivated, this study recommends that in order to boost the morale for teachers and interest into upgrading their teaching qualifications the DoE should look seriously at the issue of motivating teachers. There needs to be some incentives to motivate teachers. A formula in which teachers will be appraised needs to be explored and should not only be one off bonus payments that are currently on offer. It has to be sustained and should be conducted in a way that would be desirable to the teachers. It should be done in consultation with the teachers.

5.2. COMPETENCY IN OBE

Both the literature and the data indicated that teacher competency was not on par with the expectations of the new curriculum (see 4.2, 4.4, 4.5, and 4.7 in chapter four). Teachers still had some confusion about what OBE was and what C2005 was. This of course is a result of the kind of training that they received, in that even facilitators were not versatile in their work. Thus this study recommends that OBE training should be very much focused on the principles and philosophy that underpin OBE. At the end, this should guide the conceptualisation of the tasks and activities that teachers should adopt and adapt to in order to achieve the objectives of this curriculum. This issue is also linked to the next item discussed below.

5.3. TEACHER SUPPORT AND EXPERIENCE IN OBE TRAINING

The study found that there was no tangible and sustainable support given to teachers as shown in section 4.3 of chapter four. School visits were hardly conducted to give support to teachers and availability of resources such as transport and manpower is cited as *raison d'être* in this regard. It is against this bedrock and in light of some of the challenges experienced and expressed by teacher in section 4.7 that the following recommendations are made:

- The DoE should employ enough ES in the area to service the schools
- The ES should be based in the district offices
- ES should be encouraged to acquire related qualifications to broaden their knowledge of OBE
- ES should be accessible to teachers for support in schools and at offices
- There must be a clear programme to indicate number of visits per term and visits should be objective driven
- Clusters should be revived to allow continuous sharing of information and experiences among schools and teachers
- School principals should also be trained and should be resource persons for teachers and should monitor and assist teachers
- School based discussions should be launched to allow teachers within the school to interact and share their experiences
- There must be partnerships between Institutions of Higher learning and DoE at provincial and District level. The University of Venda is just short distance

from Vhembe District offices where Mutale area reports to, and the two institutions (District and University) should establish working relations on this aspect

- Future OBE training should be extensive on Classroom practices. There must be a mutual connection between teacher development initiatives and what happens in the classroom
- Training workshops should become more vibrant by ensuring that there are materials for facilitators to use in interactive models of presentation
- There must also be a change of attitude on the part of facilitators and educators to be pro OBE to revitalise the morale of teachers and enthusiasm about OBE
- Give enough time for training of both teachers and facilitators to ensure sustainability
- Training sessions should be organised at strategic times to allow teachers to practice what they are taught before it evaporates
- Venues must be accessible to all teachers
- Arrange the number of attendants per session to be manageable. In other words, invite fewer schools to one session so that the group is manageable and teacher concerns can be addressed and this will also allow active participation during the training

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As for a successful teacher development model, I find Jansen's (2004, May 24) conception of a successful teacher development model of *being smarter, be closer and stay longer* to be commendable for the Mutale district too. He suggests that for teacher development to succeed and be meaningful to the teachers there must be closer links and interaction between the schools and teacher development offices at the district or provincial level. The officers should not see themselves as experts who are bringing development to the teachers; rather, as partners for change. These officials should also take initiatives to empower themselves to be highly knowledgeable and competent of what their role is and how to execute these roles more effectively. By saying stay longer, Jansen proposes a model that emphasises sustainability, support and monitoring of teacher development. Teacher developers should not only have that link and contact but should also in addition to that, avail themselves longer at schools to foster a more sustainable teacher development programme.

5.4. CLASSROOM EXPERIENCE

This study has found that in view of the training they received teachers were not sure about their level of preparedness to implement the new curriculum. This suggested that the training was not adequate enough to give them confidence to optimally implement the curriculum. As argued in the presentation of the data (section 4.6) on this aspect, this issue should be understood in line with other issues of school support (section 4.3 and 5.3). Thus, it is still maintained that the recommendations made above about teacher support are relevant in this regard and are not repeated in this section.

Other issues arising from this aspect were about learner inabilities and parent support (see section 4.7) and the following recommendations are made in respect of these:

- Schools should raise awareness to parents about their roles and expectations from the schools so that there can be enough support to learners
- Schools should explore the possibilities of providing fast tracking /afternoon classes for learners who are unable to cope with the language of learning and inculcate the culture of learning and reading among learners
- Teachers should also seek to improve their knowledge through reading

5.5. RECOMMENDATIONS FOR FURTHER STUDIES

In view of the fact that the study was limited on issues of classroom practice, it is recommended that a further study where teachers' classroom experiences are observed be carried out as a follow-up to this.

A study of school-based model should be sought and evaluated against its relation to effective teacher professional development and improved learner performance.

This study also recommends that a thorough investigation be conducted on the continuity in OBE implementation and its impact and effects on the learners. In addition to that it would also be important to study a cohort of learners' development in relation to OBE and its impact on their cognitive development.

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Appendix A: Application Letters For Permission



UNIVERSITY

RANDSE AFRIKAANSE UNIVERSITEIT
Posbus 524, Auckland Park 2006
Republiek van Suid-Afrika
Tel: (011) 489 2101
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RAND AFRIKAANS UNIVERSITY
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RAU

Dept. of Curriculum Studies
Telephone: (011) 489-2644

3 October 2003

TO WHOM IT MAY CONCERN

REQUEST TO CONDUCT RESEARCH IN INSTITUTIONS/OFFICES OF THE EDUCATION DEPARTMENT

I declare that:

- The applicant/student mentioned here-under is enrolled at the RAND AFRIKAANS UNIVERSITY, the institution to which the undersigned is attached for the degree M ED-Teacher Education/Curriculum Studies; and if necessary he/she might engage in some research activities at your institution;
- The questionnaires/structured interviews/tests meet the criteria of:
 - * educational accountability
 - * proper research design
 - * sensitivity towards participants
 - * correct content and terminology
 - * acceptable grammar
- absence of non-essential/superfluous items
- ethical norms and standards

Please be so kind as to accommodate our student in the M ED-Teacher Education/Curriculum Studies Programme to conduct research in your school/institution/offices:

Name: MALADA N.B

Student number: 2002 13 249

Research topic: Development of Educators on the
...Implementation of OBE Experiences from Mutual Contact

Thanking you in anticipation

Yours faithfully



Dr MC van Loggerenberg

Dept. Kurrikulumstudies
Dept. of Curriculum Studies
RAU
Posbus 524 / P.O. Box 524
Auckland Park 2006
Johannesburg

Appendix B: Permission Letter From The Department of Education in Limpopo





Limpopo
 PROVINCIAL GOVERNMENT
 DEPARTMENT OF EDUCATION
 VHEMBE DISTRICT

Private Bag X2250
 SIBASA
 0970
 Tel.: (015) 962 1313
 (015) 962 1331
 Fax.: (015) 962 6039
 (015) 962 3674

Ref: 8\3\1
 Enq: Makuya M.E.

Malada N.B.
 P.O. Box 524



CONDUCTING AN EDUCATIONAL RESEARCH STUDY YOURSELF.

1. Your letter dated 03\10\2003 regarding the above mentioned exercise was received by our office.
2. The region takes this opportunity to grant you permission to conduct your research on the implementation of OBE experiences under Mutale Circuit.
3. It is the official procedure that you consult circuit Managers for arrangement before you commence.
4. Your attention will be highly appreciated.

VHEMBE DISTRICT SENIOR MANAGER FOR EDUCATION

Appendix C: Research Instrument for Teachers

BACKGROUND INFORMATION

Name of the school	
--------------------	--

Gender	
Age	

Highest qualification completed						
Did not complete Matric	Completed Matric	Post-Matric Certificate	Diploma	First Degree	Honours Degree	Masters and higher
Name Qualification, e.g. BA						
Current Studies						

How many years of teaching experience do you have so far?				
Less than a year	1 to 5 years	5 to 10 years	10 to 15 years	15 and More

How many years of Grade 9 English teaching experience do you have?				
Less than a year	1 to 5 years	5 to 10 years	10 to 15 years	15 and More

Teacher Learner Ratio in your English Class	
---	--

EDUCATORS KNOWLEDGE AND COMPETENCY IN OBE

What do you know about OBE?

What philosophy underpins OBE?

In your view is there any difference between OBE and Curriculum 2005?	YES	NO
If, yes what is the difference?		

Indicate your level of competency and understanding of the following:			
	Highly Knowledgeable	Knowledgeable	Not knowledgeable
Assessment	3	2	1
Assessment criteria	3	2	1
Assessment standards	3	2	1
Criterion reference assessment	3	2	1
Continuous assessment	3	2	1
Formative assessment	3	2	1
Outcomes	3	2	1
OBE	3	2	1
RNCS for English First Additional language	3	2	1

EDUCATORS SUPPORT AND EXPERIENCE ON OBE TRAINING

Have you received any training on how to implement OBE?	YES	NO
---	-----	----

If yes, indicate the training provider and number of sessions attended over a period of two years.			
	YES	NO	Sessions
Provincial department	1	2	
District Officials	1	2	
Teacher Training Institutions (Universities, Colleges)	1	2	
NGOs	1	2	
Other, Specify			

Who is currently responsible for OBE training in your region or district?	
Provincial department	1
District officials	2
Teacher training Institutions (Universities and Colleges)	3
NGOs	4
Other, please specify	

When last did you attend OBE training?		
How are the training workshops organised?	Subject based	General OBE training

How do you rate the training being offered to you by this service provider in terms of offering you a better understanding of the following?			
	Highly Adequate	Adequate	Inadequate
OBE philosophy and principles	3	2	1
OBE teaching methods	3	2	1
Assessment practices	3	2	1
Lesson development	3	2	1
Large class teaching strategies	3	2	1
Curriculum planning	3	2	1

Development and use of LSMs	3	2	1
-----------------------------	---	---	---

How satisfied are you with the training in terms of the following?			
	Highly Satisfied	Satisfied	Not satisfied
a) Convenience and accessibility of training venues	3	2	1
b) The organisation of the workshop	3	2	1
c) The content of the training workshops	3	2	1
d) Facilitators' versatility with the content	3	2	1
e) Facilitators training methodologies	3	2	1
f) The timing and duration of the training	3	2	1

Since the beginning of this year how often did the Learning Area Specialist assist you to implement instructional programmes such as lesson plans, content and teaching approaches/methods?					
Weekly	Monthly	Every term	Every 6 months	Annually	Never
6	5	4	3	2	1

Apart from external training, does your school conduct school based workshops on OBE?			YES	NO
If yes, who is the main trainer?	Other educators	HOD	Principal	

CLASSROOM EXPERIENCES

25. In light of the training offered to you how prepared are you to implement OBE in your classroom?	Very prepared	Somewhat prepared	Unprepared
--	---------------	-------------------	------------

26. Indicate your degree of difficulty in implementing the following in your classroom.	Very difficult	Difficult	Easy
a) Group teaching	3	2	1
b) Continuous assessment	3	2	1
c) Giving feedback to learners	3	2	1
d) Recording of assessment	3	2	1

e) Diagnostic/remedial teaching	3	2	1
f) Peer assessment	3	2	1
g) Ensure learner active interaction during the class	3	2	1

What challenges do you experience in implementing OBE in your class?

What form of assistance do you need to help you implement OBE effectively in your classroom?

What do you think should be done to improve the OBE training workshops (School based and external) you are attending?

Thank you for participating in this study



Appendix D: Instrument For Education Specialist

BACKGROUND INFORMATION

Name	
------	--

Position held (Occupation)	
Highest Qualification	
Current Studies	
Are you attached to a district or the province?	
Name of the District and Province	
Name the Circuit/s that are under your jurisdiction	

OBE TRAINING

Who is responsible for organizing the workshops?	District
--	----------

How are the workshops organized?	LA BASED	GENERAL
	Circuit Based	District Based

Apart from the DOE (District) who else is responsible for OBE training in your area?	
Teacher training Institutions (Universities, Colleges)	
NGOs	
Other, Please Specify	
None	

Rate the training that you provide in terms of preparing Educators on the following aspects.			
	Highly adequate	Adequate	Inadequate
OBE philosophy and principles	3	2	1
OBE teaching methods	3	2	1

Assessment practices	3	2	1
Lesson development	3	2	1
Large class teaching strategies	3	2	1
Curriculum planning	3	2	1
Development and use of LSMs	3	2	1

Since the beginning of this year, how many grade 9/senior phase workshops have been held so far?

Apart from the introduction of RNCS how many workshops have been held to capacitate senior phase educators on the implementation of OBE?

When was the last training workshop organized/held?

<i>Month</i>	<i>Year</i>
--------------	-------------

According to you, are the workshops doing enough to prepare the Educators to implement OBE effectively in the classroom?

In your view, is there any thing that you think can bar educators from implementing OBE effectively in their classrooms.

--

It is mentioned by some of the Educators that facilitators are not well versed with what they are training. What is your response to this?

--

Who is responsible for training the facilitators of the workshops?

--	--

SCHOOL SUPPORT

After the workshops, do you conduct follow-ups/school support visits?

YES	NO
-----	----

If yes, how are the School support visits conducted?

--

How often do the LAS assist Educators to implement instructional programmes in the classroom? (Lesson development, Content, teaching methods)

Weekly	Monthly	Every Quarter	Every Semester (Term)	Annually	Never

What challenges do you encounter when conducting/organizing or offering OBE training?

--

How do you intend to address these challenges in the future?

Most of the educators cited the duration of the workshops as being too minimal/limited to capacitate them fully to implement OBE. What is your view on that?

What mechanism do you use to evaluate the success/ the failure of the workshops on achieving its objectives?

When do you plan to conduct another training on OBE? How long will the training last?

--

Thank you very much



Appendix E: Instrument For Curriculum Adviser

BACKGROUND INFORMATION

Name

--

Position held (Occupation)	
Name of the District	
Name the Circuit/s that are under your jurisdiction	

OBE TRAINING

Does your office conduct OBE workshops for your area?	YES	NO
If NO, who is responsible for organizing the workshops?		
Who are the facilitators or main trainers in these workshops?		

How are the workshops organized?	LA BASED	GENERA L
	Circuit Based	District Based

Apart from the DOE (District) who else is responsible for OBE training in your area?	
Teacher training Institutions (Universities, Colleges)	
NGOs	
Other, Please Specify	

Since the beginning of this year, how many workshops have been held so far?

From this workshops how many were organized by/ through your department (office)?

When was the last training workshop organized/held?	
<i>Month</i>	<i>Year</i>

According to you, are the workshops doing enough to prepare the Educators to implement OBE effectively in the classroom?

It is mentioned by some of the Educators that facilitators are not well versed with what they are training. What is your response to this?



Who is responsible for training the trainers?	
---	--

SCHOOL SUPPORT

After the workshops, do you conduct follow-ups/school support visits?	YES	NO
If yes, how are the School support visits conducted?		

How often do the LAS assist Educators to implement instructional programmes in the classroom? (Lesson development, Content, teaching methods)					
Weekly	Monthly	Every Quarter	Every Semester (Term)	Annually	Never

What challenges do you encounter when conducting/organizing or offering OBE training?

How do you intend to address these challenges in the future?

When do you plan to conduct another training on OBE? How long will the training last?

--	--

Thank you

Appendix F: Observation Schedule

OBSERVATION SCHEDULE: OBE TRAINING

ORGANIZATION OF THE WORKSHOP. Convenience and accessibility of the

venue.

CRITERIA FOR INVITATION. Who is invited/who is not and why?

AVAILABILITY OF THE MATERIALS.

RELEVANCY OF THE MATERIALS

METHODS OF PRESENTATION. Do they demonstrate with practical examples?

FACILITATOR'S VERSATILITY WITH THE CONTENT. Does the facilitator answer all the Questions with great passion and clear understanding of the content?

CONTENT OF THE TRAINING

PARTICIPATION. Do the participants show enthusiasm to implement RNCS? PARTICIPANT'S ATTITUDES

WORKSHOP EVALUATION. Do they evaluate their workshops?

Appendix G: Profiles of Respondents

Position	Gender	Highest Qualification	Teaching Experience	OBE Training	Date and Time of the interview ¹⁹
CA	M	BED	15		03/11/2003, 09h00pm

¹⁹ All Interviews were scheduled for 30 minutes. Some took less than the scheduled time and some took a little more than the expected time. Those that took a longer time were mostly from those respondents who showed enthusiasm and greater interest on the research.

ES ²⁰ 1	M	BED	07		06/11/2003, 11h00am
E S 2	M	BA HONS	10		04/11/2003, 11h00am
E S 3	F	BED	08		05/11/2003, 14h20pm
Teacher 1	M	STD	> 1year	YES	03/11/2003, 14h00pm
Teacher 2	M	BA	15 years and more	YES	03/11/2003, 12h25pm
Teacher 3	F	BA	10-15 years	YES	04/11/2003, 10h00am
Teacher 4	M	BA	15 years and more	YES	29/10/2003, 11h30am
Teacher 5	M	BA	15 years and more	YES	06/11/2003, 14h30pm
Teacher 6	M	STD	1 to 5 years	NO	06/11/2003, 15h30pm
Teacher 7	M	STD	1 to 5 years	YES	07/11/2003, 08h30am
Teacher 8	M	BTECH	15 years and more	YES	30/10/2003, 09h30pm
Teacher 9	M	BA	10 to 15 years	YES	30/10/2003, 11h00pm
Teacher 10	M	BA	10 to 15 years	YES	30/10/2003, 13h30pm
Teacher 11	M	BAHONS	15 years and more	YES	07/11/2003, 14h00pm
Teacher 12	F	BA	5 to 10 years	YES	31/10/2003, 09h00am
Teacher 13	M	STD	1 to 5 years	YES	31/10/2003, 12h30am
Teacher 14	M	BA	15 years and more	YES	30/10/2003, 09h00am
Teacher 15	M	BA	15 years and more	YES	30/10/2003, 11h00am
Teacher 16	M	NPDE	15 years and more	YES	30/10/2003, 12h20pm
Teacher 17	M	BAED	10 to 15 years	YES	28/10/2003, 14h00pm
Teacher 18	M	BA	15 years and more	YES	05/11/2003, 08h30am
Teacher 19	M	BED	15 years and more	YES	29/10/2003, 15h00pm
Teacher 20	M	STD	5 to 10 years	YES	28/10/2003, 08h00
Teacher 21	M	BAED	5 to 10 years	YES	05/11/2003, 12h30
Teacher 22	M	BAHONS	15 years and more	YES	05/11/2003, 12h30
Teacher 23	M	STD	More than 15 years	YES	28/10/2003, 11h50pm
Teacher 24	M	SC	15 years and more	NO	28 /10/2003 11h00

²⁰ ES 1= Education Specialist

