IMPLEMENTATION OF THE CURRICULUM AND ASSESSMENT POLICY STATEMENTS IN SELECTED PRIMARY SCHOOLS IN LIMPOPO PROVINCE

by

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DECLARATION

Student number: 6870279

I declare that IMPLEMENTATION OF THE CURRICULUM AND ASSESSMENT POLICY STATEMENTS IN SELECTED PRIMARY SCHOOLS IN LIMPOPO PROVINCE is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Ms V.M. Molepo

DATE
DEDICATION

To my late parents, D.M. Tjale and D.R.T. Tjale for bringing me up with love, inspiration, encouragement, motivation to carry on with my studies and for constantly showing concern for my general well-being.
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SUMMARY

The purpose of the study was to explore the implementation of the curriculum and assessment policy statements in the selected primary schools in Limpopo Province. An empirical investigation following qualitative approach was carried out to investigate the views of teachers from two primary schools in Capricorn District. Two curriculum advisors were interviewed as well as five teachers to find out their views and experiences on the CAPS training and implementation issues and challenges. The study confirms that teachers are not well prepared to meet the challenges of the CAPS. The time set aside for training is limited, the resources needed to support teachers and the implementation are inadequate and some of the trainers are not well prepared. The study recommends that the Department of Basic Education continues engaging with trainers, school management teams, teachers and learners and determine specific strategies, based on the school contexts, to improve the provision of training, resources and support to enable effective and efficient curriculum implementation.

KEY TERMS

Teacher development, Curriculum development, Outcomes- Based- Education, Curriculum, National Curriculum Statement, Revised National Curriculum Statement and Assessment Policy Statements.
CHAPTER 1: INTRODUCTION AND BACKGROUND TO THE STUDY

1.1. INTRODUCTION

Teacher development is an important component of education, as it is teachers who are responsible for applying the set curriculum, making sure that what is to be taught to the learners does indeed happen in an effective way. In other words, teachers are the key individuals who implement and translate the decisions taken by educational policy makers. Whenever a new educational policy is introduced, teachers must be at the forefront as they are the implementers. However, the involvement of teachers needs to be a systematic one in that they have to be conversant with the new curriculum so that they are able to put it into practice in an effective manner to obtain the necessary results. This study investigated the implementation of the curriculum and assessment policy statements in selected primary schools in the Limpopo Province of South Africa. In particular, the study determined the experiences of teachers during and after the training offered at district level, the issues that emerged and the challenges teachers faced.

1.2. BACKGROUND TO THE STUDY

In South Africa, colleges and universities take responsibility for teacher education. The former national Department of Education was responsible for the provision of curriculum in schools. The provision of both initial teacher education and in-service training of teachers is a collaborative effort of the Department of Basic Education (DBE); the Department of Higher Education and Training (DHET); teacher unions; Training and Development Practices Sector Education and Training Authority and Higher Education South African Education Deans Forum. The Integrated Strategic Planning framework for the Teacher Education and Development in South Africa outlines a 15 year roll-out of improved and expanded teacher education and development opportunities with the aim of improving the quality of teaching and learning in schools between 2011 and 2025 (DBE and DHET, 2011).

Teacher development is essential for teachers to keep up-to-date with new trends in education. It is important to learn new methods, techniques and strategies so that
educators can be better equipped to face all challenges such as curriculum changes. To improve curriculum, acquisition of knowledge is important in the service of teacher development. According to McNeil (1990:217), teachers do not always have clear ideas about the requirements for enacting curriculum innovations. Therefore, it is the responsibility of national Departments of Education to ensure that teachers are well prepared for new developments or curriculum change. That can be achieved through proper teacher development. Implementation of new curriculum is directly related to immediate administrator support. In other words, teachers alone cannot innovate and implement curriculum. Continuous outside support is essential in this regard.

Curriculum 2005 (C2005) was the start of the change of the education system from the old to the new under the current democratic government. Curriculum 2005 was generally known as the Outcomes-Based Education (OBE). OBE, according to Spady (1994:1), means “clearly focusing on and organizing in an education system what is essential for all learners to be able to do. In OBE much emphasis was put in obtaining skills, knowledge and values, and it was learner-centred. This method contrasts with the traditional method of teaching, where the teacher will do a lot of talking and learners are listening. OBE requires the learners to demonstrate what they have learned, e.g. the knowledge learned and the skills acquired at the end of teaching and learning experience. The emphasis in OBE education system is on measured outcomes rather than inputs. C2005 was later revised and the Revised National Curriculum Statement (RNCS) came into place. The RNCS was considered to have streamlined, strengthened Curriculum 2005 and to be committed to Outcomes-Based Education (Department of Education: 2002). A committee was appointed by the Minister of Education in 2000 to review the structure and design of C2005, teacher orientation, training and development, learning support material, provincial support to education in schools and the implementation of time-frames (Hoadley and Jansen: 2010). The review committee recommended that the curriculum needed to be strengthened by streamlining its design features, simplifying its language, aligning curriculum and assessment and improving teacher orientation and training, learner support material and provincial support (DoE, 2002). RNCS was to deal with what the curriculum requirements are at various levels and phases and give a clear description of the kind of learner is expected at the end of the band, e.g.
General Education and Training (GET) band in terms of knowledge, skills and attitudes.

The RNCS was approved on 15 April 2002 and implemented in 2004 starting with Grade R, which is the starting point of the foundation phase. It specified the required outcomes and standards used to assess whether learners have achieved the outcomes. Coates et al. (2005) state that the RNCS upholds the principles of OBE and the principles of the South African Constitution that are relevant to the growth and development of the South African society. RNCS sets outcomes to be achieved at the end of the learning process. The outcomes encourage a learner-centred and activity–based approach to teaching, focusing on what the educator wants to achieve at the end of the teaching process. This kind of approach did not advocate teacher-centred method meaning that it was learner-centred.

The Department of Education (2002) states that RNCS adopts an inclusive approach by specifying the minimum requirements for all learners. Learners are encouraged to develop knowledge and understanding of the rich diversity of their country including the culture, religious and ethnic components of this melting pot. The RNCS had learning areas which identify the main Learning Outcomes (LOs) to be achieved by the end of the band. Each LO specified the Assessment Standards (ASs) that would enable the LOs to be achieved. ASs are defined to each and every grade and describe the depth and breadth of what learners should know and be able to do.

Educators develop their own learning programmes for each learning area to support the process. The DoE provided policy guidelines based on each learning area statement. The Learning Programmes specify the scope of learning and assessment activities for each phase. Learning programmes also contain work schedules that provide the pace and sequence of these each year, as well as exemplars of lesson plans to be implemented in any given period. The learning areas in the RNCS were eight in number in the intermediate phase, though in actual fact they were nine. In the foundation phase there were three learning programmes, namely, Home language, Maths and Life skills. Under language there is Home Language (HL) and First Additional Language (FAL). Other Learning Areas were Mathematics, Natural Sciences, Social Sciences, Arts and Culture, Life Orientation, Technology and Economic and Management Sciences (DoE, 2003).
The National Curriculum Statement was also amended and improved and Curriculum and Assessment Policy Statements (CAPS) was introduced in the Foundation phase in 2012 and Grade 10, and 2011 was set aside for planning and preparations. In 2013 it was introduced in the Intermediate Phase and Grade 11, whereas in 2014 it was to be in Senior Phase and Grade 12. The rationale behind the introduction of CAPS was to reduce the workload on learners and educators caused by many Learning Areas. Some of the main changes brought about by CAPS are: focussing on going back to basics; replacing group work by individual work; Learning Areas and Learning Programmes called subjects; learning outcomes and assessment standards replaced with topics. CAPS breaks down each subject into teaching weeks and outlines the topics that need to be covered per week and the reduction of subjects to six from eight in the Intermediate Phase (DBE, 2011).

According to the Departmental Circular S3, Provincial Departments of Education have a responsibility to inform and assist the schools to develop educators under their jurisdiction with planning for implementation of CAPS from 2012. These changes and improvements of curriculum affected educators because they are the agents of change. Teacher development for the introduction of CAPS in the Foundation phase and grade 10 started in 2011 for educators to implement in 2012. For Intermediate Phase it took place in 2012 for 2013 implementation. In the Senior Phase and Grade 12 CAPS will be introduced in 2014 (DBE 2010).

1.3. PROBLEM STATEMENT

Curriculum development is not something done to teachers, but through and with them. Teachers must be involved in curriculum development and that they should have the appropriate skills and knowledge to be able to make a contribution to curriculum development (Carl 2009). Moreover, teachers should be empowered in regard to the whole process of curriculum development. They should be participants in the process of relevant curriculum development as success depends on the involvement of teachers. Put another way, teachers must be at the centre or heart of the process and be fully continually professionally developed to be able to fulfil their role as empowered agents of curriculum implementation.
Teacher development or professional development aims to improve teacher achievement. It assists educators on how to improve teaching, expand their subject knowledge base and increasingly levels of expertise. Elmore (2001) maintains that professional development is the set of activities that raise the capacity of teachers and administrators to respond to external demands and to engage in the improvement of practice and performance. This author emphasizes that this kind of professional development is a collective good rather than a private or individual good and that the value of professional development is judged by what it contributes to the individual's capacity to improve the quality of the overall education.

West-Burnham (1993: 285) stresses that, teacher development is “seen as a process, spanning an individual’s career”, whereby the teacher continues to develop the knowledge and skills required for effective professional practice as circumstances change and as new responsibilities are accepted. West-Burnham is supported by Carl (2009: ix) when he states that “teacher development is a process of growth and development in order to optimise teachers’ teaching-learning situation”. Sales et al. (2011) espouses the idea that teacher development is a key factor for transforming professional and school culture. These authors suggest that the training process challenges teachers’ pre-existing deficit theory perspectives and empowers them as leaders for school change. According to Klieger and Bar-Yossef (2011), professional development of teachers comprises a major challenge in many countries and some of the challenges relate to teaching and learning processes and student achievement.

Chong et al. (2011) argue that the development of teachers change professional identity to be in a state of flux and that there is strong correlation between a sense of teacher professional identity and their propensity to stay in teaching. When OBE was introduced in South African schools, many teachers could not keep up with that specific curriculum change and some felt the pressure to leave the teaching profession. The change, according to the teachers, brought instability in the education system and was a big challenge to many. Shannon (2011) recommends that in teacher professional learning communities, teachers must meet regularly something which will increase their own learning and the learning of their learners. Thus, teacher professional communities offer a learning model in which new ideas
and strategies emerge, take root and develop. Mizell et al. (2011: 2) is of the view educators taking part in their continuous improvement places “emphasis on the continual learning”. By focusing on learning, those who are responsible for professional learning will concentrate their efforts on assuring that learning for educators leads to learning for students. Fullan (2006) states that professional learning communities are in fact about establishing lasting new collaborative cultures. To Fullan (2006) collaborative cultures focus on building the capacity for continuous improvement and are intended to be a new way of working and learning.

Professional development or teacher development can be done by teachers on teachers (peer support). It can also be carried out by Head of Department and also be by an expert from outside who can come and work at school on a daily basis. By developing teachers, more authority and power is given to them. If teachers have more authority over their own work, this can lead to improvement and teachers will be knowledgeable about their subject matter. Pratt (1994:334) argues that, “it is standard practice to blame teachers for the schools shortcomings”. This author further argues that “the inadequacies of in-service teacher education are frequently blamed for the failure of innovations implemented in schools. Thus, teachers’ development is best facilitated not by once off visits by experts or one time orientation sessions, but by a school climate that provides social support, shared experiences and collaborative staff development. Furthermore, teachers and administrators need to be given the opportunity to share and discuss their anxieties, reservations and doubts about curriculum innovations” (Ibid: 335).

Edey and Huston (2004) espouse the idea that staff development is based on certain activities related to the teacher as innovator, initiator, eternal learner of education and constant evaluator of his or her own educational competencies. McNeil (1990: 217) argues that curriculum change implementation should emphasise “matching innovation with realities of the school, teachers’ perspectives and abilities… and the prevailing school climate.”

Elmore (2001:18) states that professional development is not the property of any one individual, but a common set of practices shared across roles. This encapsulates the idea of “communities of practice”, i.e. informal social networks of people who share
concrete ideas, values and norms about their work. This is the kind of teacher development needed to contribute to the improvement of practice.

This notion is advocated by Hargreaves (1997: 17) who argues that many teachers turn to each other for professional learning for a sense of direction, and for mutual support. The role of educators should expand to embrace consultation, collaborative planning and other kinds of joint work with colleagues, as stressed in the National Curriculum Statement. Educators need to work together in their learning areas and phases and not alone so that there is a flow and progression from one grade to the other and from one phase to the next. This kind of professional development is the one that brings teachers’ satisfaction in seeing improved learner performance, thus bringing a sense of solidarity in achieving school-goals and public recognition of their success. Fullan and Hargreaves (2005) argue that teacher innovation should be innovation-related, continuous during the course of implementation, and involve a variety of components such as workshops and teachers working together.

Fleisch and Potenza (1998) support the idea of effective teacher development that requires classroom demonstrations, opportunities for teacher practice and refined pedagogical techniques and involved sustained follow-up, supported by classroom observations and feedback, hence the school-based expert. According to the South African Department of Education’s general directive, it is recommended that educators specialize in certain areas and work together with other teachers in that subject. That teacher might be an HOD or any subject head sharing the expertise in that particular field. The school-based expert can also be a curriculum advisor based in district offices. This school-based approach allows the teacher developer to make contacts with the entire staff. Through working in the school environment, the teacher developer establishes a clear sense of constraints within which teachers work, i.e. the physical infrastructure and available resources. The expert becomes a resource person for teachers, therefore improving practice.

There is widespread acceptance that staff learning takes place primarily as a set of workshops, a conference or a project with a long term consultant. However, teachers need a wide array of learning opportunities that engage them in experiencing, creating, and solving real problems using their own experience and working with
others (Lieberman, 2011). Werner (2011:1) encapsulates the idea that all teachers must be “supported and enabled to experience professional development in the building blocks of successful teaching and learning”.

Guskey and Kappan (2003) state that provision of sufficient time and other resources are essential to effective professional development. Educators need time to deepen their understanding, and develop new approaches. These authors maintain that another characteristic of professional development that works is the promotion of collegiality and collaborative exchange. Educators at all levels value opportunities to work together, reflect on their practices, exchange ideas and share strategies. It is through such practice that teacher understand their problems and challenges and are able to collectively find solutions to their problems.

1.4. RESEARCH PROBLEM

When the Outcomes-Based Education (OBE) was introduced in 1998 for the first time in South African schools in grade 1 classes and based on observations and educators’ views, educators attended a once-off one day workshop and there was no support offered thereafter. I was one of those who attended the workshop. There was a big number of educators in the hall. All grade one educators from five circuits were in that hall and some sat on the floor because there weren’t enough chairs for all the attendees. The speaker also spoke softly without the use of a sound system, making it hard for most people to hear her. Also, the facilitator could not move around due to lack of space. Such constraints make the implementation of the curriculum difficult.

Again, after attending the workshop teachers were left alone in classes with learners without a working support system. When they experienced problems there was no one to turn to because those who facilitated the workshops were not readily available to give support. They were always unavailable in their offices for consultation. When they were invited to come to schools when educators encountered problems, they mentioned that they had transport problems. It was difficult to reach them or to communicate with them. Most educators were frustrated with the new curriculum because they had no one to turn to when experiencing some difficulties in the
The problem repeated itself when OBE was revised and the Revised National Curriculum Statement (RNCS) was born. Foundation phase educators from five circuits were taken to a hotel for two nights. Again these many educators were put in a big hall to be developed on the new curriculum implementation and same problems were experienced. The workshop was not effective and no support was given afterwards. Educators were still frustrated.

In light of these experiences and the issues explored from the literature reviewed, the study will endeavour to explore the approach to teacher development during initial implementation of CAPS. The National Curriculum Statement is amended and CAPS is planned to be introduced in the Foundation phase and Grade 10 in 2012 and 2011 is set aside for planning and preparations. According to Departmental circular (S3 of 2010), during 2011 Provincial Department of Education must inform and assist the schools under their jurisdiction with planning for implementation of the CAPS from 2012. Workshops are already conducted. Teacher Unions, SADTU, in particular organised on Teacher development with the aim of orientating educators on the introduction of CAPS. During the September school holidays the Department of Education arranged a workshop on teacher development. This was later cancelled due to financial problems experienced by the department. To be specific curriculum advisors who were to conduct workshops raised a concern that they could not run a workshop without support material. The department insisted that even if support material were not available for educators to use, workshops could still be conducted. Because of these problems the workshop was cancelled. One facilitator who was part of the team responsible for running the workshop on 25 and 26 October 2011, stated that they were informed the day before the set date to get ready to train educators, yet no support materials were prepared for educators. Facilitators were to refer to the material provided during their workshops. Educators were given nothing for reference and were informed of the training a day before the commencement of the workshop. Matriculants were writing examinations during this time and some of the educators were included in the invigilation process. According to Jansen and Hoadley (2010:208) in many other countries in Africa, Asia, and South America, school curricula are important symbols of liberation. These authors continue to note...
that in many countries except South Africa, post-colonial governments significantly increased educational spending.

The foregoing discussion presented several issues and problems on teacher development in general. Against this background the main research question for this study was formulated as follows:

**What are the CAPS implementation issues and challenges in selected primary schools in Limpopo Province?**

This problem needs to be addressed because, as has been pointed out earlier, people who implement these programmes are teachers and they need to be well conversant with the policies and principles of the new educational strategy. Also, for the implementation to be successful, issues and challenges facing both policy makers and teachers need to be known so that solutions can be found.

The negative experiences of educators relating to OBE training content, venue for training, duration of training and lack of support after training has negatively affected the preparedness of educators for the implementation of CAPS.

These main research questions will be answered using the following sub-questions:

1. What are the teachers' views on curriculum change?
2. What are the experiences of teachers with OBE?
3. What are the improvements brought by RNCS on Teaching and Learning?
4. What are the experiences of teachers on teacher training with regard to venue, duration, knowledge of trainers, availability of resources, feedback and support of the DBE?
5. What is the impact of CAPS on teaching with regard to the availability of resources?

Using the qualitative approach, the present study will explore the issues and challenges facing the system as regards the implementation of the new curriculum.

1.5. THE PURPOSE OF THE STUDY

The study aims to explore the implementation of the CAPS in the Foundation Phase with specific reference to issues and challenges facing the teachers. In order to achieve this aim the following objectives are identified as:

- To determine the views that teachers hold in relation to curriculum change.
- To find out the experiences of the teachers as implementers of OBE.
- To find out the improvements and influence brought about by RNCS on teaching and learning.
- To find out the experiences of teachers on training as well as the impact of CAPS on teaching.

1.6. SIGNIFICANCE OF THE STUDY

The present study is significant in that it attempts to explore the workings of one of the most important areas in education, which is teacher training, preparing those who are going to implement the policies and decisions. Since CAPS is a new curriculum in South Africa, there are certainly gaps in its execution. Being a new curriculum, a number of areas will be unknown to teachers and even to some of the policy makers. It is important therefore that research be carried out in order to establish how the programme is working and if progress is being made in terms of its effectiveness. Knowledge from such studies can be used to improve the implementation of the programme. At a personal level, I am part of the group of teachers who are undergoing professional development in the form of training for the CAPS implementation. For this reason, I find it necessary to carry out research in
this area so that I can play a part in its improvement, by pointing out some of the practical issues and challenges.

1.7. OVERVIEW OF METHODOLOGY

The study adopted a qualitative research design. McMillan and Schumacher (2010:23) state that qualitative research design emphasizes gathering data on a naturally occurring phenomena. Data will be in the form of words rather than a formulation of numbers. With this approach data were collected by interacting with the participants in their natural settings. In this particular study it was primary schools in the Foundation Phase. Two primary schools were selected and two curriculum advisors as well as five teachers. The research employed data collection methods which involved individual and focus group interviews. Notes were taken during interviews and from observation.

Participants were selected purposively in order to obtain rich information according to the objective of the study. McMillan and Schumacher (2010:330) maintain that the validity of the qualitative research refers to the “degree of congruence between the explanations of the phenomena and the realities of the world”. The validity of the qualitative design is the degree to which the interpretations have mutual meanings between the participants and the researcher. In order to ensure validity and reliability in this study, the researcher used triangulation, which McMillan and Schumacher (2010:187) refer to as “multi-method strategies”. Glesne and Peshkin (1992) and Patton (1990) maintain that the use of multi-data collection methods contributes to the trustworthiness of data. In this study the researcher used interviews and observations. A strong chain of evidence among research questions, methodology, raw data and findings would strengthen the validity of the study.

Ethical measures were considered throughout the study as well as the principles guiding the study. These principles include voluntary participation, informed consent, confidentiality, anonymity, deception, privacy and caring. It is an ethical norm in social research that no one be forced to participate in any research attempt. Each participant in the present study was informed of the purpose of the study, time required for participation and about anonymity and confidentiality. In terms of
anonymity participants were assured that their views and opinions as given freely in the interviews and observations would not be identified by anyone else. Educators’ names would also not be mentioned as well as the names of the schools. Participants would be assured that their views, responses and opinions would be treated in the strictest confidence.

Data collected from interviews, and observations was transcribed. This involved what the researcher saw, heard and read. According to McMillan and Schumacher (2010:367) “qualitative data analysis is an inductive process of organizing data into categories and identifying patterns and relationships among the categories”. In a qualitative study there is a great amount of data to be analysed, summarized and interpreted. Analysis was done during data collection as well as after all the data had been gathered. Coding, categorizing and interpreting data formed part of the analysis.

1.8. DEFINITION OF CONCEPTS

The definitions below capture the essence of how the key terms are used in the context of the study:

**Teacher development**: As will become clear we use it both to refer to specific developments through in-service or staff development, as well as to more thorough advances in teachers’ sense of purpose, instructional skills and ability to work with colleagues. Refers to various programmes that are conceptualized and developed to enhance teachers’ skills and strengthen their subject knowledge base, pedagogical content knowledge and teaching skills. *Furthermore, the programmes need to develop specialist skills in areas such as ...teaching learners with disabilities, diversity management, classroom management and discipline, and so on.*” (National Policy Framework for Teacher Education and Development in South Africa 2007). Emphasises that Continuing Professional Teacher Development (CPTD) should ensure that (Evans 2002, Department of Education 2007).
**Curriculum:** The term refers to a specific course of study offered in a specific discipline. In general it encompasses educational practices and specifically instructional practices. It is broadly defined as knowledge and skills students are expected to learn and includes the subject content, learning outcomes, lesson plans and assessment approaches and strategies. Curriculum is the imparting of a core body of disciplinary knowledge and skills. Curriculum is a series of learning experiences generated by empowered students. In some cases the term is used to describe specific school documents and processes. Curriculum is generally referred to as a formal course of study based on specific subject matter or content. Curriculum is also considered to be about a plan of instruction, the experiences of each learner in relation to the subject matter and the process of teaching and learning outcomes. Other authors argue that a curriculum is “a product of culture and an agenda to reform society” (Marshall 2004, Parker 2003, Smith 2000).

**OBE:** OBE can be viewed as a theory or philosophy of education, or as a systemic structure for education. As a curriculum approach OBE expresses a certain set of beliefs and assumptions about learning, teaching and the systemic structures within which these activities take place. OBE required a focus and organizing the educational system in such a way that all students are able to be successful at the end of their learning experiences. The main idea is that OBE is an approach to planning, delivering and evaluating teaching and learning with the emphasis on subject-specific content cross-discipline outcomes (Killen 2000, Killen and Spady 1999).

**RNCS:** Curriculum 2005 (C2005) was regarded as the master plan to eradicate the inequalities of the apartheid education system. The revision of Curriculum 2005 which was based on OBE principles resulted in the Revised National Curriculum Statement (RNCS) for Grades R-9 (Schools). The RNCS was not a new curriculum. It was meant to streamline and strengthen Curriculum 2005. While it affirmed the commitment to OBE; the principles, purposes and thrust of Curriculum 2005 were not changed. The curriculum aimed to develop the full potential of each learner, espoused and embedded the principles of the Constitution of SA in education, sought to promote lifelong learning and ensure that education produced a learner who, among others; is confident, critical, independent, literate, numerate and multi-
skilled, compassionate and respects the environment. The RNCS attempts to provide more structure and support to teachers than C2005. While it is an improvement on its forerunner, it still has weaknesses. One of the central aims of the RNCS is to articulate clearly the assessment standards per grade against which learners are to be assessed. Apart from the formulation of ASs per grade, another improvement of the RNCS is that teachers are provided with guidelines with respect to the context and content (Beets and Le Grange 2005, Van Deventer 2001, Department of Education 2002).

**CAPS:** A National Curriculum and Assessment Policy Statement is a single, comprehensive, and concise policy document, which will replace the current Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects listed in the National Curriculum Statement Grades R - 12. CAPS represents an amendment to the National Curriculum Statement (NCS) Grades R-12, so that the curriculum is more accessible to teachers. The aim is that every subject in each grade will have a single, comprehensive and concise Curriculum and Assessment Policy Statement (CAPS) that will provide details on what content teachers ought to teach and assess on a grade-by-grade and subject–by-subject basis. There is clear delineation of topics for each subject and a recommendation on the number and type of assessments per term. Outcomes and assessment standards were changed to be called topics and themes and learning areas became known as subjects (Department of Basic Education 2010, Olivier 2013).

### 1.9. CHAPTER OUTLINE

This chapter gives the background to the study, explaining the importance of teacher development in the execution of CAPS in the Foundation Phase. It also highlights some of the issues and challenges that policy makers and teachers come across as the programme is implemented. Chapter two presents a literature review on curriculum development and implementation as part of teacher development. Chapter three deals with the methodology adopted in the study. In chapter four the research findings of the study are presented and analysed. The final chapter concludes the study and presents some recommendations.
1.10. CONCLUSION

This chapter started off with a discussion on the South African curricula reforms developed and implemented as OBE, NCS, RNCS and current CAPS. A brief background of the reforms, issues and problems was also presented. Thereafter the discussion focused on the problem statement, significance of the study and the methodology followed. The next chapter reviews the literature, looking at what other related studies have uncovered in this area.
CHAPTER 2: LITERATURE REVIEW

2.1. INTRODUCTION

In the previous chapter the problem statement, research questions, aims of the research, research design and methods and definition of concepts were stated. In this chapter, a literature review of teacher development is undertaken. This chapter provides a review of literature on curriculum change and development and mainly focusing on curriculum changes as brought about by Outcomes-Based Education (OBE), the Revised National Curriculum Statement (RNCS) and the Curriculum and Assessment Policy Statements (CAPS) in the context of South Africa. The issues and challenges impacting on implementation of the latter policy briefly presented in the previous chapter are explored in greater detail.

2.2. WHY IS CURRICULUM DEVELOPMENT AND IMPLEMENTATION IMPORTANT FOR TEACHER DEVELOPMENT

Curriculum development is not something done to teachers, but through and with them. Teachers must be involved in curriculum development and they should have the appropriate skills and knowledge to be able to make a contribution to curriculum development (Carl, 2009: xi). Educators should be empowered in regard to the whole process of curriculum development. They should be participants in the process of relevant curriculum development. Success depends on the involvement of teachers; therefore, they must be at the centre or heart of the process. Teachers should be fully developed to be able to fulfil their role as empowered agents of curriculum implementation (Carl, 2009).

According to Arbaugh et al. (2013:1) learning occurs throughout a teacher’s career and as a result of engagement with a multitude of experiences, both within and outside of formal teacher education venues. Milner (2010:118) is of the opinion that when new teachers enter the field of teaching their conceptions - their mind set, thinking, belief systems, attitudes, and overall understanding of the teaching and learning exchange - need to be addressed because these conceptions shape their
curricula and instructional practices. From the researcher’s experience as a teacher, many teachers have negative attitudes towards their job and professional development initiatives. They cite the problem of ineffectiveness of workshops and short periods of time allocated for development. They also state that they had two or three year training at colleges and universities and they are expected to learn the new curriculum in two or three days. If educators attend workshops with such negative conceptions, teaching and learning are impacted on negatively. Thus, educators should not stand on the side and be on-lookers but must be active participants in the process of curriculum development and implementation.

In Zepeda’s view (2008:1) “schools that succeed, are schools in which every participant is a learner”. This author continues to state that, effective teacher development is learning at the site from the work that teachers do (2008: 2) and that teacher development occurs “in the company of others who support, encourage and learn along in partnership”. In this context, professional development brings out the best in teachers because they grow, evolve and emerge as professionals. Hargreaves and Fullan (2010) emphasize the view that teachers can learn once they get outside their own classrooms and connect with other teachers; when they can see beyond their immediate worlds that surround them. Carl (2009:1) stresses the idea that each teacher must be systematically empowered in regard to curriculum development to optimize the teaching - learning events in the classroom. Fox-Turnbull (2006) believes that the effectiveness of teaching is how the improved teacher knowledge and practice improved learners’ achievement.

Elmore’s view (2006) is that professional development is the “set of activities that raise the capacity of teachers and administrators to respond to external demands and to engage in the improvement of practice and performance” (2001: 19). Zepeda (2008) and Hargreaves and Fullan (2010) maintain that educators should be in the company of others and connect with other teachers on teacher development in order to learn from each other and motivate one another. Elmore (2006) stresses that the value of professional development is judged by what it contributes to the individual’s capacity to improve the quality of the overall education. Teacher development is seen as a process spanning an individual’s career, whereby the teacher continues to develop the knowledge and skills required for effective professional practice as
circumstances change and as new responsibilities are accepted (West-Burnham 1993; Elmore 2001). Carl (2009: ix) supports this view when he states that teacher development is “a process of growth and development meant to optimize teachers’ teaching-learning situation”. Sales et al. (2011:1) espouse the idea that teacher development is a “key factor for transforming professional and school culture”. These authors suggest that the training process challenges teachers’ pre-existing deficit theory perspectives and empower them as leaders for school change and curriculum change. According to Klieger and Bar-Yossef (2011), professional development of teachers comprises a major challenge in many countries. The empirical relations between teaching-learning processes and student achievement occupy educators’ minds when they compile teachers’ in-service training programmes.

Chong et al. (2011) argue that research shows the development of teachers change professional identity to be in a state of flux (continual change) and that there is a strong correlation between a sense of teacher professional identity and their propensity to stay or leave teaching. When OBE was introduced in South African schools many teachers could not keep up with this curriculum change and they felt the pressure to leave the teaching profession. The change according to teachers, brought instability in the education system and was a big challenge to many. Pella (2011) emphasizes the fact that in teacher professional learning communities, groups of teachers meet regularly to increase their own learning and the learning of their learners. Thus, teacher professional communities offer a learning model in which new ideas and strategies emerge, take root and develop. One of the goals of this study is to find out what support strategies are in place for teachers’ continuous development after CAPS training. Mizell et al. (2011:2) have the notion that the importance of educators taking part in their continuous improvement places emphasis on their continual learning. By focusing on learning, those who are responsible for professional learning will concentrate their efforts on assuring that learning for educators leads to learning for students. Hardman et al. (2012:827) highlight the fact that in Tanzania, the provision of in-service education and training (INSET) is judged to be of poor quality with little transferability to the classroom, and where it does exist it is often found to be ad hoc and mainly concentrated in urban areas. They further argue that the use of the school-based INSET supported by distance learning materials, school clusters and local support agents to work with
head teachers in the schools has been strongly advocated as a way of closing the
gap between theory and practice, and raising the quality of teaching and learning in
schools.

Fullan (2006) states that professional learning communities are in fact about
establishing lasting new collaborative cultures. Collaborative cultures focus on
building the capacity for continuous improvement and are intended to be a new way
of working and learning. Professional development or teacher development can be
done by teachers on teachers (peer support). This is received from teachers who
have developed strong expertise in particular domains to improve instructional
practices. It can also be carried out by Head of Department (HOD) on other teachers
and also an expert from outside who can come and work at school on daily basis, i.e.
internal teacher developer or school-based expert. An expert who is not based at
school can also assist in teacher development through In-service training of
teachers. Pratt (1994:334) argues that it is “standard practice” to blame teachers for
the schools’ shortcomings. He further argues that the inadequacies of in-service
teacher education are frequently blamed for the failure of innovations implemented in
schools, whether the innovation is open classrooms or instructional systems
development.

Teachers are human beings who need to grow professionally and personally. Growth
is best facilitated not by hit and run visits by charismatic experts or one time
orientation sessions, but by a school climate that provides social support, shared
experiences and collaborative staff development. Teachers and administrators need
to be given the opportunity to share and discuss their “anxieties, reservations and
doubts” about curriculum innovations (Ibid, p. 335). Engagement in and discussion of
curriculum planning is one of the key ways in which professional development of
teachers is fostered. Effective in-service education should be an interaction and not
a monologue and educators should be fully involved. In some cases educators’
options do not count and in that way educators are discouraged and programmes
cannot be implemented properly. By developing teachers on a continuous basis,
more authority and power is given to them. If teachers have more authority over their
own work, this can lead to education improvement and teachers will be
knowledgeable about their subject matter.
Edey and Huston (2004) espouse the idea that staff development is based on certain activities related to the tutor as innovator, initiator, eternal learner of education and constant evaluator of his or her own educational competencies. McNeil (1990:217) argues that curriculum change implementation should emphasize "matching innovation with realities of the school, teachers' perspectives and abilities . . . and the prevailing school climate". One might think that teachers would welcome the opportunity to formulate a curriculum for their classrooms, as was recommended in OBE. However, educators are reluctant to develop a curriculum and put it into practice for several reasons. They are constrained by lack of time and heavy teaching loads and they might be perceived as resistance from parents, peers and principals at times. When school administrators are aware of and sympathetic to a change, the innovation tends to prosper. When administrators are uninformed, apathetic, hostile, an innovation tends to remain outside the school (ibid: 220) and it is not easy to control the classroom from outside. Those involved in teacher development should have experience of the dynamics in the classroom. Great teachers help create great students and an inspiring and informed teacher is the most important school-related factor influencing student or learner achievement. Thus, it is critical to pay close attention to how both new and experienced educators are developed and supported for curriculum development, change and implementation.

2.3. BACKGROUND TO SCHOOL CURRICULUM CHANGES IN SOUTH AFRICA

Waks (2003:383) is of the view that globalization can cause fundamental rather than mere incremental educational change. Gruba et al. (2004), on the other hand, maintain that major curriculum changes are driven as much by academic fashion, financial concerns and student demands. Woolman (2008:2) notes also that it is political reasons that mainly influence curriculum or educational policy development and this is based on the author's research on curriculum development in Kenya, Mali, Mozambique and Nigeria.
Hoadley and Jansen (2010: 207) argue that curriculum change is often caused by “change in government, particularly in oppressive countries in which an existing curriculum is regarded as representing a small minority of the population and an illegitimate ideology”. When apartheid in South Africa was replaced by a democratic government system, the majority of South Africans expected the new government to change the curriculum to the one that reflected the values and beliefs of a non-racial democracy. Curriculum 2005 (C2005) was introduced and it was generally known as Outcomes-Based Education (OBE). OBE according to Spady (1994:1) means clearly focusing on and organizing in an education system what is essential for all learners to be able to do successfully at the end of the learning experiences. In OBE much emphasis was put in obtaining skills, knowledge, and values. OBE is the method of teaching which is learner-centred. In other words, OBE methods contrasts with traditional methods of teaching requiring, among others, that learners demonstrate what they have learned in terms of knowledge and skills. The emphasis is on measured outcomes rather than inputs. C2005 was later revised and the Revised National Curriculum Statement (RNCS) came into being. The RNCS streamlines and strengthens curriculum 2005 and continued to be committed to OBE principles (Department of Education, 2002:6). This policy statement was part of the process of transforming education and training to realize the aims of our democratic society and of the South African Constitution.

A committee was appointed by the Minister of Education in 2000 to review the structure and design of C2005, teacher orientation, training and development, learning support material, provincial support to education in schools and the implementation of time frames (Hoadley and Jansen, 2010). The review committee recommended that the curriculum needed to be strengthened by streamlining its design features, simplifying its language, aligning curriculum and assessment and improving teacher orientation and training, learner support material and provincial support (DoE 2002:5). RNCS was to deal with what the curriculum requirements are at various levels and phases and give a clear description of the kind of learner expected at the end of the band, e.g. General Education and Training (GET) band in terms of knowledge, skills and attitudes. The RNCS was approved on 15 April 2002 and implemented in 2004 starting with Grade R. It specified the required outcomes and standards used to assess whether learners have achieved the outcomes.
Coates et al. (2005, p. ix) state that “the RNCS upholds the principles of OBE and the principles of South African Constitution that are relevant to the growth and development of the South African society”. RNCS set outcomes to be achieved at the end of the learning process. The outcomes encourage a learner-centred and activity–based approach to teaching, focusing on what the educator wants to achieve at the end of the teaching process. This kind of approach did not advocate teacher-centred method. It was, instead, learner-centred.

The DoE (2002:2) states that “RNCS adopts an inclusive approach by specifying the minimum requirements for all learners”. Learners are encouraged to develop knowledge and understanding of the rich diversity of this country including the culture, religious and ethnic components of this diversity. The RNCS had learning areas which identify the main Learning Outcomes (LO’s) to be achieved by the end of the band. Each LO specified the Assessment Standards (AS’s) that will enable the LO’s to be achieved. AS’s are defined for each and every grade and describe the depth and breadth of what learners should know and be able to do.

Educators were to develop their own learning programmes for each learning area to support the process. The DoE provided policy guidelines based on each learning area statement. The Learning Programmes specify the scope of learning and assessment activities for each phase. Learning programmes should also contain work schedules that provide the pace and sequence of these each year, as well as exemplars of lesson plans to be implemented in any given period. The learning areas in the RNCS were eight in number in the intermediate phase, though in actual fact they were nine. In the foundation phase there were three learning programmes, namely, Home language, Maths and Life skills. Under language there is Home Language (HL) and First Additional Language (FAL). Other Learning Areas were Mathematics, Natural Sciences, Social Sciences, Arts and Culture, Life Orientation, Technology and Economic and Management Sciences (DoE, 2003)

The National Curriculum Statement was also amended and improved and Curriculum and Assessment Policy Statements (CAPS) was introduced in the Foundation Phase in 2012 and Grade 10, and 2011 was set aside for planning and preparations. In 2013 it was introduced in the Intermediate Phase and Grade 11, whereas in 2014 it was to be in the Senior Phase and Grade 12. The rationale
behind the introduction of CAPS was to reduce the learners and educators' workload caused by many Learning Areas. Changes brought about by CAPS are: focussing on going back to the basics; replacing group work by individual work; Learning Areas and Learning Programmes called subjects; learning outcomes, and assessment standards replaced with topics. CAPS breaks down each subject into teaching weeks and outlines the topics that need to be covered per week and the reduction of Subjects to six from eight in the Intermediate Phase. The Subjects to be offered in the intermediate phase are Home language (HL), First additional Language (FAL), Mathematics, Life Skills (Life orientation and Arts and Culture), Natural Sciences and Technology (NS Tech) and Social Studies (SS). In the foundation phase subjects are still three in number (DBE 2011). Economic and Management Sciences (EMS) was phased out in the Intermediate Phase. In RNCS when recording and reporting learner performance in the Intermediate Phase was done, four rating codes were used, i.e. 0%-34%=1, 35%-49%=2, 50%-69%=3 and 70%-100%=4. The rating codes are seven in number in CAPS, being, “0%-29%=1, 30%-39%=2, 40%-49%=3, 50%-59%=4, 60%-69%=5, 70%-79%=6, 80%-100%=7” (DBE 2011:73). According to the Departmental Circular S3 (DBE 2010), during 2011 Provincial Departments of Education have a responsibility to inform and assist the schools (to develop educators) under their jurisdiction with planning for implementation of CAPS from 2012. These changes and improvements of curriculum affected educators because they are the agents of change. Teacher development for the introduction of CAPS in the Foundation phase and grade 10 started in 2011 for educators to implement in 2012, for Intermediate Phase it took place in 2012 for 2013 implementation. In the Senior Phase and Grade 12 CAPS will be introduced in 2014, Circular S3 (DBE, 2010)

Teachers do not always have “clear ideas about the requirements for enacting the curriculum innovations” McNeil (1990:217). Teacher development is essential for teachers to keep up-to-date with new trends in education. It is important to learn new methods, techniques and strategies so that educators can better equipped to face all challenges such as curriculum changes. To improve curriculum, acquisition of knowledge is important in the service of teacher development. With the introduction of CAPS teachers were to be developed too in order to be able to implement the
improved curriculum with confidence. In South Africa it is the responsibility of the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET) to ensure that teachers are well prepared for the new curriculum developments or curriculum change. That can be achieved through proper teacher development. Teachers alone cannot innovate and implement curriculum. A continuous outside support is essential in this regard such as the support of the education department and other stakeholders. In South Africa, universities take responsibility for the initial teacher education. The Department of Basic Education is responsible for the provision of curriculum in schools through In-Service Training (INSET) or teacher development. According to Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (The Plan) by DBE and DHET (2011:1) the provision of both initial teacher education and in-service training of teachers is a collaborative effort of the Department of Basic Education; the Department of Higher Education and Training; teacher unions; Training and Development Practices; Sector Education and Training Authority and Higher Education, and South African Education Deans Forum. The Plan is a 15 year roll-out of improved and expanded teacher education and development opportunities with the aim of improving the quality of teaching and learning in schools between 2011 and 2025, DBE and DHET (2011).

The challenges facing Teacher Education and Development (TED) in South Africa are considerable according to the DBE and DHET (2011). The Teacher Education and Development Plan further refers to specific challenges like lack of access to quality TED opportunities for prospective and practising teachers; a mismatch between the provision of and demand for teachers of particular types; the failure of system to achieve dramatic improvement in the quality of teaching and learning in schools; a fragmented and uncoordinated approach to TED; the tenuous involvement of teachers; and the inefficient and poorly monitored funding mechanisms (DBE and DHET, 2011).

In order to meet these challenges, the Declaration of the Teacher Development Summit of 2009 called for the development of “the new, strengthened, Integrated Strategic Planning Framework for Teacher Education and Development in South Africa”, between 2011-2025, DBE and DHET (2011, p. 10). The planning outcome of
the Plan is to improve the quality of teacher education and development in order to improve the quality of teachers and teaching. The Plan adopted a 15 year time-frame and in so doing recognises the need for immediate, medium-term and long term deliveries to ensure quality teacher education and development (DBE and DHET 2011). It further ensures that immediate imperatives are addressed while putting in place processes to address medium term and long term imperatives. It recognizes that the ultimate responsibility for recruiting, preparing, inducting, developing and utilizing human resources in public education lies with the public authority and must be operationalised and coordinated through its structures, and in particular the two national educational departments (the DBE and DHET), and the nine Provincial Education Departments (PEDs). However, stakeholders in education and, most importantly, teachers themselves, are essential contributors to the structure of the Plan and to its implementation, DBE and DHET (ibid). The Plan places teachers firmly at the centre of all efforts to improve teacher education, enables teachers to take substantial responsibility for their own development with the support of DBE, DHET, PEDs, the teacher unions, the South African council of Educators (SACE) and the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA). The Plan thus includes Strategic Planning Map, which shows how the various activities will unfold over time.

2.4. WHAT KIND OF TEACHER DEVELOPMENT CAN CONTRIBUTE TO PRACTICE IMPROVEMENT

I think teacher development that can contribute to practice improvement is the one that is shared amongst various stakeholders, it is not done individually, but collaboratively. Teachers need to work more with their colleagues and access the expertise they need to improve in practice. Elmore (2001:18) states that teacher development “is not the property of any one individual or any incumbent of a specific role”, the author continues by stating that it is not the responsibility of teachers, administrators, or professional developers, but a common set of practices shared across roles. Elmore (2001:26) encapsulates the idea of communities of practice” i.e. informal social networks of people who share concrete ideas, values and norms about their work. This is the kind of teacher development needed to contribute to the improvement of practice, i.e. the involvement of all in education for quality education.
Elmore (2006) believes in the use of professional development as an instrument of instructional improvement, schools and school systems must reorganize themselves to make a substantial change in the conditions of work for teachers and students. This notion is advocated by Hargreaves (1997) when he states that many teachers are starting to turn to each other for professional learning for a sense of direction, and for mutual support. The role of educator should expand to embrace consultation, collaborative planning and other kinds of joint work with colleagues as stressed in the NCS. Educators were to work together in their learning areas and phases and not alone so that there could be a flow and progression from one grade to the other and from one phase to the other. This kind of professional development is the one that brings teachers’ satisfaction in seeing improved learner performance, and that brings a sense of solidarity in achieving school- goals and public recognition of their success.

Fullan and Hargreaves (2005) argue that teacher development should be innovation-related, continuous during the course of implementation and involve a variety of formal (e.g. workshops) and informal (e.g. teachers working together) components. They confirmed that most innovation attempts did not incorporate these characteristics. On the other hand Fleisch and Potenza (1998:2) support the idea of effective teacher development that requires classroom demonstrations, opportunities for teacher practice and refined pedagogical techniques and involved sustained follow-up, supported by classroom observations and feedback, hence the school-based expert. According to the Department of Education it is recommended that educators specialize in certain areas and work together with other teachers in that particular subject. That teacher might be the Head of Department (HOD) or any subject head sharing his/her expertise in that particular field. The school-based expert can also be curriculum advisors who currently are based in the circuit offices. It is stated that their rightful places are at schools not in the offices. The school-based approach allows the teacher developer to make contacts with the entire staff. Through working in the school environment, the teacher developer establishes a clear sense of constraints within which teachers work, i.e. the physical infrastructure and available resources. The expert becomes a resource person for teachers, thus improving practice.
Lieberman (2011) espouses the view that, there is widespread acceptance that staff learning takes place primarily as a set of workshops, a conference or a project with a long term consultant. What everyone appears to want for staff is a wide array of learning opportunities that engage them in experiencing, creating, and solving real problems using their own experiences. In traditional staff development, workshops count, but authentic opportunities to learn from and with colleagues do not exist. Educators are not given opportunities to make contributions towards teacher development and learn from each other. Traditional venues of large group instruction outside the school is taken as almost the only places where adult learning goes on, whereas learning inside of the school as an integral part of school life, or a part of a larger network of people struggling with teaching and learning problems, is neither supported nor taken seriously.

Werner (2011:1) encapsulates the idea that all teachers must be supported and enabled to experience professional development in the building blocks of successful teaching and learning. In light of the views presented in this chapter, this study will explore the approach to implementation of CAPS and how this contributes to teacher development.

Referring to the case of Tanzania, Hardman et al. (2012:822) emphasize the point that, officials responsible for visiting schools for the purposes of giving support reported that it was expensive and time-consuming for tutors to visit because of lack of transport, poor infrastructure and schools being widely scattered. Tutor visits tended to be badly timed, rushed, irregular, and mostly orientated to the assessment of teaching using summative numerical score. It is also stated that formative feedback geared to the student’s own development needs also appeared to be absent Hardman et al. (2012). Sparks and Loucks (1989) suggest five models useful for accomplishing the goals of staff development which are: Individually Guided Development; Observation and Assessment; Involvement in a Development or Improvement process; Training, and Inquiry.

Individually and Guided Development model is when the teacher designs his/her own learning activities. Self-directed development empowers teachers to address
their own problems, and by so doing they create a sense of professionalism (ibid). Observation and Assessment model is when instructional practices are improved if a colleague or other person observes a teacher’s classroom and provides feedback. This according to Sparks and Loucks (1989) is regarded as a powerful way to impact classroom behaviour. The person observing acts as another set of ‘eyes and ears’ for the teacher. Observers also learn as they view their colleague in action. Involvement in a Development or Improvement Process model is when systemic school improvement process typically involves assessing current practices and determining problem whose solution will improve student outcomes. The solution might include developing new curricula, designing programs, or changing classroom practice. Involvement in these processes may result in many new skills, attitudes and behaviour. Training model includes an expert presenter who selects the objectives, learning activities and outcomes (ibid). Usually the outcomes involve awareness, knowledge or skills development, but changes in attitudes, transfer of training and “executive control” need to be addressed as well.

Contrary to the above models, Poplin (2003) encapsulates the idea that models of professional development are coaching and mentoring; face to face training; and web-based training. According to Poplin (2003) coaching and mentoring is a research-based, highly effective professional development that has been used extensively. He continues by stating that the model has built great capacity and created a natural process, of sustainability by having a significant number of highly trained teachers who are becoming leaders in their schools. Face-to-face training (ibid) entails that teams of teachers are taken out of their classroom during the school year to attend an intensive immersion experience. During this four week period, teachers work in a residential setting where they often work collaboratively for long hours to perfect their units or solve their issues. Guskey and Kappan (2003) state that provision of sufficient time and other resources are essential to effective professional development. Educators need time to deepen their understanding, and develop new approaches. These authors maintain that another characteristic of professional development that works is the promotion of collegiality and collaborative exchange. Educators at all levels value opportunities to work together so that collectively they reflect on their practices, exchange ideas and share strategies.
2.5. CONCLUSION

This chapter focused on issues and challenges brought about by curriculum change and teacher development. The chapter dealt with issues and challenges relating to the introduction of OBE, RNCS and the CAPS as specific and context bound curricula policies. From the discussion, it is clear that the challenges facing teacher education and development in South Africa are considerable. The Plan by DBE and DHET (2011) recommends the placing teachers firmly at the centre of all efforts to improve teacher education, by so doing they will be enabled to take substantial responsibility for their own development with the inevitable support of the Department of Education. The following chapter explains the research design and methodology that will be employed in the study.
CHAPTER 3: RESEARCH DESIGN

3.1. INTRODUCTION

In chapter two literature review on teacher development was undertaken. This chapter will describe the research design, the sample, data gathering and data analysis methods adopted in the study.

3.2. RESEARCH DESIGN

Maxwell (2013:2) encapsulates the idea that a good design, one in which the components work harmoniously, promotes efficient and successful functioning, and a flawed design leads to poor operation or failures. The author continues by stating that, to design a qualitative study, one cannot simply develop or borrow a logical strategy in advance and then implement it faithfully, but rather than one needs to construct and reconstruct one’s research design.

Eriksson and Kovalainen (2011:25) maintain that research design includes the basic ideas and viewpoints for the theoretical framework of the project, an estimated time plan and data collection and analysis methods, based on the theoretical framework and research questions. Thus, the research design is the basic plan and includes four main ideas - the strategy; the conceptual framework; who or what should be studied and the tools and procedures for collecting and analysing data (Punch, 2011:112).

According to Yang and Miller (2008:75) the research design denotes both a process and a product aimed at facilitating the construction of sound arguments. These authors caution that “the purpose of a research design is to define the structure of an enquiry into a research problem that will produce a persuasive, valid and demonstrably useful argument in the eyes of the researcher’s audience” (Ibid). The nature of this research is exploratory, descriptive and explanatory and this justifies the use of a qualitative research design. Thus, the design is mainly exploratory because the subject, CAPS, is new and there is little existing research on
the subject matter. As already referred to in previous chapters, CAPS has recently been introduced and training for implementation has been taking place for the past two years. The study will contribute to new insights about issues, challenges and implications for teaching and learning.

According to Denscombe (2008:254) quantitative data takes the form of numbers and are associated primarily with strategies of research such as surveys and experiments and with research methods such as questionnaires and observation. Quantitative data are answers to close-ended questions obtained in the form of questionnaires, content analysis, measurements from experiments and official statistics. Punch (2011:117) is of the view that, quantitative research is not “naturalistic” and does not study people in their natural settings, without artificially controlling situations for research purposes. In the views of Weathington et al. (2008), quantitative research is designed to empirically identify the presence and magnitude of differences between individuals and groups of individuals. Meyers (2013:7) and Johnson and Larry (2012:36) argue that all quantitative researchers stress numbers more than anything else, and statistical tools and packages are used to analyse data. The research is generally reduced to measurement in numbers and attitudes are usually measured by using rating scales.

Burke and Larry (2010:35) define qualitative research as the method that uses a wide and deep angle lens, examining human choices and behaviour as it occurs naturally in all of its details. McMillan and Schumacher (2010:23) state that qualitative research design emphasizes gathering data on a naturally occurring situation. Data in qualitative research will be in the form of words rather than in numbers as compared with quantitative method. With qualitative research approach data are collected in interacting with the participants in their natural settings. Guest et al. (2009:2) define qualitative researchers as interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world. These authors furthermore state that, qualitative research is a form of research that uses methods such as participant observation or case studies which result in a narrative, descriptive account of a setting or practice. On qualitative research, Punch (2011:117) is of the notion that it is naturalistic, preferring to study people in their natural settings. Meyers (2013:5)
espouses the idea that qualitative research methods are designed to help researchers to understand people and what they say and do.

Meyers (2013) maintains that these methods are designed to help researchers understand the social and cultural context within which people live. This method allows the researcher to see and understand the context within which decisions and actions take place. Yan and Miller (2008:142) note that qualitative methods often serve as an umbrella term for a variety of methods and techniques that could not, for various reasons, be “quantified”. The authors also state that examples are the inability to formulate fuzzy concepts, small number of observations, study of unique events, and losing essence in coding the situation. Marshall and Rossman (2006:4) stress that in qualitative research the researcher learns from participants to understand the meaning of their lives, but should maintain a certain stance of neutrality. Qualitative research design involves a small sample for an in-depth investigation with the aim of understanding and gaining insight into the matter.

As has been already indicated earlier, this study adopted a qualitative research design. The rationale for the choice of this approach is that other than the study occurring in schools as natural settings, the researcher is also part of the group of teachers undergoing teacher development in the form of training for the CAPS. The researcher has also been in a position to observing the process of the CAPS implementation as it unfolded. Moreover, the present researcher collected data from teachers involved in the same school phase she teaches in, that is the Foundation Phase. According to Corbin and Strauss (2008:12) qualitative research allows researchers to get at the inner experience of participants.

Qualitative design has been considered appropriate for this study also because it enabled the researcher to gain a deeper understanding and insight into the subject matter through “the use of teachers” words rather than in “numbers”. The interviews also provided an opportunity for the researcher to explore descriptions, meaning, patterns, sense making and decisions. They also offered a better understanding of the context.
3.3. RESEARCH METHODS

Research methods are ways of collecting data in the study. Maxwell (2013:87) maintain that decisions about research methods depend on the issues one is studying and the specific context of one's research. The author cautions that in planning one's research methods, one should always include whatever informal data-gathering strategies are feasible, including hanging out, casual conversations and incidental conversations. By working in schools and as a teacher, the researcher was in a position to engage in such conversations. Data were collected by interviewing educators from the selected schools. Observations were also done and in the process the researcher observed educators’ attitudes and their level of participation in the implementation of the improved curriculum.

3.3.1. Interviews

a) Focus group

Focus groups were conducted in two different schools and in both schools individual interviews were also conducted. Guest et al. (2012) define a focus group as a carefully planned discussion with a small group of people on a focused topic. Olsen (2012) espouses the view that focus group can have from 5 to about 12 members and always includes a facilitator. The author continues by stating that the focus groups need a tape recording and transcription. Meyers (2013) concurs with Guest et al. (2012) and points out that a focus group interview is to get collective views on a certain defined topic of interest from a group of people who are known to have had certain experiences. Focus groups are a form of group interview that capitalizes on communication between research participants in order to generate data. This is used as a quick and convenient way to collect data from several people simultaneously. A focus group is a type of group interview in which a researcher leads the discussion with a small group of individuals to examine how the group members think and feel about a topic (Kitzinger, 1995:299).

Focus groups were conducted in this study to determine and understand the shared feelings of a homogeneous group of educators on how they experience teacher development in the form of workshop training in preparation for the implementation
of CAPS. The discussions lasted one hour and teachers were assured of anonymity and confidentiality. Permission was sought from the participants to have the interview recorded. The following main questions were asked during the discussion:

How was teacher in-service training programme for curriculum implementation conducted in the foundation phase as compared to the previous ones?

What kind of support is provided thereafter by the provincial education department or district offices or by teachers themselves to the foundation phase educators?

What recommendations can be made to improve teacher development practice when preparing for the change or the improvement of the curriculum in future?

Cohen, Manion & Morrison (2007:350) argue that an interview is a transaction which inevitably has bias that needs to be recognized and controlled. According to my understanding an interview is a formal meeting and discussion with someone, with the aim of getting information from that person. Guest et al. (2013) explain an in-depth interview as when a skilled interviewer engage in a probing conversation with a suitably knowledgeable interviewee. Whereas on the other hand Olsen (2012:33) state that an interview involves an interaction of at least two people. Denscombe (2008) stresses the fact that, even if there are a lot of similarities between an interview and a conversation, an interview is more than just a conversation. The author continues by stating that interviews involve a set of assumptions and understandings about the situations which are not normally associated with a casual conversation. I would say an interview is a meeting intended to produce material that will be used for research purposes and the interviewee understands this and agrees to it.

Denscombe (2008:174) also encapsulates the idea that when the researcher needs to gain the insights into the things like people’s opinions, feelings, emotions and experiences, then interviews will almost certainly, provide a more suitable method. Interview can be used for a collection of straightforward information. Weathington (2012:187) maintain that the advantage of an interview as a method of measurement is that the interviewer can ensure that the participant understands the questions to
clarify the participants’ responses. According to this author this method can yield a great deal of rich information. I am of the opinion that interviews can be expensive and time-consuming to conduct unless one has extra time of her own. Semi-structured, non-directive personal interviews will be conducted with individual educators and workshop facilitators to verify information gathered in the focus groups and also to probe and explore certain aspects in greater detail.

b) Individual interview
In this study six personal interviews were conducted with teachers. Each interview was meant to verify the data gathered from observation and focus group, to probe certain issues and to get more understanding and to actively seek discrepancies in views (Weathington; 2012). The interviews were recorded.

3.3.2. Observation

Cohen et al. (2007: 396) explain that observation offers an investigator the opportunity to gather “live” data from naturally occurring social situations. The researcher can look directly at what is taking place in situ rather than relying on second-hand accounts. Punch (2011:153) is of the view that observation as a data collection technique can, to a varying degrees, be structured or unstructured. Observation method was used as an instrument for collecting data in this study, although no observation schedule was used. It was not formally done but the following aspects were observed: venue, starting time, knowledge of the facilitators, availability of material, teachers’ attitude and involvement during the process of development. When attending the workshop, the researcher had opportunities to observe and determine whether the modus operandi of teacher development has improved as compared to when the previous ones were conducted, e.g. on the preparation for the introduction of OBE and NCS.

3.4. THE SAMPLE

Guest et al. (2013:41) define sampling as “the process of selecting a subset of items from a defined population for inclusion into a study”. Meyers (2013) emphasizes that in most situations, it is not possible to include all the population members in a
research study; instead a workable number of individuals is selected to represent the population and therefore referring that as the sample. Weathington et al. (2012) argue that if the sample is not a representative of the population then data will be of little value and inferences about the population will not be supported. Therefore, the primary feature of a good sample for research is that the sample actually represents that population from which it was selected.

Purposive sampling was used to selected teachers who are involved in the Foundation Phase teaching and in the training for CAPS implementation. In using purposeful sampling, the study sought to understand the research theme without needing or desiring to generalize to all schools and Foundation Phase teachers. Participants were chosen because they were likely to be knowledgeable and informative about the phenomenon being investigated. The logic of purposeful sampling is that a few cases are studied and yield insights.

The research was conducted in two primary schools in Limpopo Province. Both schools are involved in the CAPS workshop preparing for the implementation of the improved curriculum. The main focus was on the Foundation Phase educators since they are already implementing the improved curriculum and had attended teacher development meetings and workshops in 2011 for the preparation of implementation in 2012. Being involved in the meetings and workshop, the researcher was afforded the opportunity to experience and learn about different issues, challenges, experiences and levels of difficulty experienced by teachers in different schools.

3.5. ETHICAL CONSIDERATIONS

The study considered the main ethical measures and ethical principles guided the study throughout. These principles include voluntary participation, informed consent, confidentiality, anonymity, deception, privacy and caring (MacMillan and Schumacher, 2010).

According to Meyers (2013) informed consent means that potential informants should as far as possible be enabled freely to give their informed consent to participate and be advised that they can terminate their involvement for any reason,
at any time. It is an ethical norm in social research that no one be forced to participate in any research attempt. Weathington et al (2012) state that researchers cannot force people to participate and researchers must show that people who participate in the study do so on their own free will. Only volunteers (teachers) from the two primary schools were interviewed and a consent sought from the school principals first. Each participant in the study was informed of the purpose of the study, time required for participation and assured of anonymity and confidentiality. This manner of informing participants was done to encourage free choice of participation.

In terms of **anonymity** participants were assured that their views and opinions given freely in the interviews and observations as they would not be identified by anyone else (Erikson and Kovalainen, 2011). Educators’ names as well as the names of their schools would not be mentioned in the study, they were informed. Weathington et al. (2012) maintain that the researcher must be concerned about the confidentiality of all parties involved in the research project. Participants were assured that their views, responses and opinions would be treated in the strictest confidence, and that this would not be violated.

### 3.6. RELIABILITY AND VALIDITY

MacMillan and Schumacher (2010) define **reliability** in qualitative research as the extent to which independent researchers could discover the same phenomena and to which there is agreement on the description of the phenomena between the researcher and the participants. The authors further explain that reliability in qualitative research refers to the consistency of the researcher’s interactive style, data recording, data analysis, and interpretation of participants’ meaning from the data. To ensure and pursue reliability in the research work the research was aware of and considered all the factors that could affect the reliability in the design of the research as well as the factors that could affect the reliability of collecting data in my research.

The preferred researcher role is that of a person who is unknown at the site or to the participants. In this case of this study, the researcher is known to the participants as
a colleague in the teaching profession. Whilst this aspect could appear to limit the reliability of the study, the researcher understood research principles and her role, empathized with the participants, enabling her to recognize and understand participants’ meanings (MacMillan and Schumacher, 2010).

The study also promoted reliability by making explicit the theoretical framework which informs the study and from which findings from prior research can be integrated or contrasted and as presented in chapters one and two.

Verbatim accounts of conversations, transcript, and direct quotes from documents were also used to ensure reliability. Direct quotations from the data to the illustrative participant meanings were used and presented in chapter four. The original raw data will be available should any person request to see it. Data were recorded and notes taken and participants were asked to review the data obtained from them and offered to modify any misrepresentation of meanings (MacMillam and Schumacher, 2010).

**Validity** of qualitative research refers to the degree of congruence between the explanations of the phenomena and the realities of the world. It is the degree to which the interpretations have mutual meanings between the participants and the researcher (McMillan and Schumacher 2010:330). Ridenour (2008:36-37) states that validity has traditionally meant an estimate of the extent to which the data measure (or the design measures) what is intended to be measured. He further explains that trustworthiness is a recent term that is borrowed to relate to a broader notion of truth value. Marshall and Rossman (2006:201) also emphasizes the importance of credibility or believability of the study, i.e. how credible are the particular findings of the study and by what criteria can it be judged. In order to ensure validity, the researcher used triangulation as multi-method strategies. Glesne and Peshkin (1992:26) and Patton (1990:188) maintain that the use of multi-data collection methods contributes to the trustworthiness of data. In this study observations, focus and personal interviews were used to gather rich data and for contextualizing data.
3.7. DATA ANALYSIS

When comparing the two research approaches (quantitative and qualitative), Wimmer and Dominick (2011:119) state that unlike the quantitative approach which waits until all the numbers are collected before analysis begins, information and data analysis in qualitative studies is done early in the collection process and continues throughout the project. This will involve what I have seen and heard so that I can be able to make sense of what I have learned. According to McMillan and Schumacher (2010:367) qualitative data analysis is an inductive process of organizing data into categories and identifying patterns and relationships among the categories. In a qualitative studies there is a great amount of data to be analysed, summarised and interpreted. The study examined and synthesised notes taken during my observations and discussions with teachers and during interviews. Analysis was done during data collection as well as after all the data were gathered because analysing is an ongoing part of the study. Coding, categorizing and themes were used to interpret data. According to Wu et al. (2008:27) stages of data analysis are as follows:

- **Transcription of notes** - this is was done as the first action after the researcher had collected data from interviews and observations.

- **Initial processing** - this is usually done once the researcher had transcribed the notes, it usually involves reading and re-reading the notes looking for categories and themes.

- **Return to observe or ask more questions** - this was done during the study if and when required.

- **Summary sheets for each response** - it is done after the researcher has transcribed the notes and summaries.

- **Categories relating to patterns or themes** from the transcribed notes are identified.
Coding done after the researcher has identified categories relating to the patterns or themes identified.

Discussion - This takes place after the researcher had done some analysis of data, after finding out if any interesting patterns or themes have emerged.

3.8. CONCLUSION

This chapter looked at the research design and explained and presented reasons for the use of the specific research design, data collection methods, sampling, data analysis and how reliability and validity were considered in the study. The chapter also discussed the issue of ethical considerations.
CHAPTER 4: FINDINGS AND DISCUSSIONS

4.1. INTRODUCTION

In chapter three, the research design, which includes methods for data collection and data analysis were presented and discussed. In this chapter the findings of study are presented and discussed by using inductive analysis. Creswell (2007) describes inductive analysis as working from raw data to more general perspectives, which are called themes, dimensions, categories, or codes. The major research question of this study is: *What are the CAPS implementation issues and challenges in selected Foundation phase schools in Limpopo Province?*

According to the aim, the study, sought to explore, describe and interpret the experiences of the Foundation Phase by educators who were implementing CAPS as part of curriculum change and teacher development. The study was done at two primary schools and 2 curriculum advisors and 5 teachers were also interviewed. The findings were first categorized and then organized into themes and sub–themes. Data were compared and analysed, and as has been mentioned in previous chapters, the data were collected through the use of more than one method – (interviews focus groups and individual teachers and curriculum advisors) and observations using field notes from observations at teacher training centres and observations when interviewing the participants. This analysis method also enabled the researcher to find consistencies in the data, compare and be in a position to determine whether the same patterns keep recurring.

One of the objectives of this study is to describe the experiences of the educators during training as part of a teacher development programme. The transcription of the interview with the primary school teachers made it possible to describe their experiences in their own words. In a composite manner I could highlight significant statements, sentences, or quotes which provided me with an understanding of how they experienced the process of teacher training in preparation for curriculum change.
4.2. PROFILE OF THE PARTICIPANTS

4.2.1. Participants in the study

Codes were used in the following tables and here are the interpretations:

In table 1 SUT denotes Semi-urban Teacher.

Table 1: Semi-urban School - Focus Group

<table>
<thead>
<tr>
<th>Teacher</th>
<th>School</th>
<th>Grade</th>
<th>Urban/Rural</th>
<th>Qualifications</th>
<th>Teaching experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUT1</td>
<td>Primary</td>
<td>1</td>
<td>Semi-urban</td>
<td>PTD,ACE</td>
<td>17</td>
</tr>
<tr>
<td>SUT2</td>
<td>Primary</td>
<td>1</td>
<td>Semi-urban</td>
<td>PTD,ACE,HONS</td>
<td>19</td>
</tr>
<tr>
<td>SUT3</td>
<td>Primary</td>
<td>2</td>
<td>Semi-urban</td>
<td>PTC,NPDE</td>
<td>31</td>
</tr>
<tr>
<td>SUT4</td>
<td>Primary</td>
<td>2</td>
<td>Semi-urban</td>
<td>PTC,ACE</td>
<td>32</td>
</tr>
<tr>
<td>SUT5</td>
<td>Primary</td>
<td>3</td>
<td>Semi-urban</td>
<td>PTD,ACE</td>
<td>18</td>
</tr>
<tr>
<td>SUT6</td>
<td>Primary</td>
<td>3</td>
<td>Semi-urban</td>
<td>PTD,ACE</td>
<td>18</td>
</tr>
<tr>
<td>SUT7</td>
<td>Primary</td>
<td>3</td>
<td>Semi-urban</td>
<td>PTC,SED,HED</td>
<td>31</td>
</tr>
</tbody>
</table>

In the table below DRT denotes Deep Rural Teacher.

Table 2: Deep Rural Teacher - Focus Group

<table>
<thead>
<tr>
<th>Teacher</th>
<th>School</th>
<th>Grade</th>
<th>Urban/Rural</th>
<th>Qualifications</th>
<th>Teaching experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRT1</td>
<td>Primary</td>
<td>1</td>
<td>Rural</td>
<td>PTC,SED</td>
<td>30</td>
</tr>
<tr>
<td>DRT2</td>
<td>Primary</td>
<td>2</td>
<td>Rural</td>
<td>PTC,</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>HED,BA,HONS</td>
<td></td>
</tr>
<tr>
<td>DRT3</td>
<td>Primary</td>
<td>3</td>
<td>Rural</td>
<td>PTD,BA,</td>
<td>25</td>
</tr>
</tbody>
</table>

In table 3 CA denotes Curriculum Advisor.
Table 3: Curriculum advisors

<table>
<thead>
<tr>
<th>Curriculum Advisor</th>
<th>Urban/Rural</th>
<th>Qualifications</th>
<th>Work experience</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA 1</td>
<td>Deep Rural</td>
<td>PTD, BA, HONS</td>
<td>18</td>
<td>Sekhukhune</td>
</tr>
<tr>
<td>CA 2</td>
<td>Rural and urban</td>
<td>PTD, BA</td>
<td>15</td>
<td>Waterberg</td>
</tr>
</tbody>
</table>

In the table below T denotes Teacher.

Table 4: Individual study (One-on-one interview)

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Grade</th>
<th>Urban/Rural</th>
<th>Qualifications</th>
<th>Teaching experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>1</td>
<td>Urban</td>
<td>PTD, ACE</td>
<td>18</td>
</tr>
<tr>
<td>T2</td>
<td>1</td>
<td>Urban</td>
<td>PTD, ACE</td>
<td>19</td>
</tr>
<tr>
<td>T3</td>
<td>2</td>
<td>Urban</td>
<td>PTC, SED, HED, HONS</td>
<td>32</td>
</tr>
<tr>
<td>T4</td>
<td>3</td>
<td>Rural</td>
<td>PTD, ACE, Hons</td>
<td>15</td>
</tr>
<tr>
<td>T5</td>
<td>2</td>
<td>Rural</td>
<td>PTD, ACE, Hons</td>
<td>23</td>
</tr>
</tbody>
</table>

Table 1 and 2 represent profiles of the participants who participated in focus groups. Table 3 are the curriculum advisors from two different districts who were also interviewed about their experiences when running workshops for teachers in preparation for the introduction of CAPS in the primary schools. Table 4 represents profiles of educators who participated in individual study for teacher development programme for the preparation of the implementation of CAPS in the primary school.

The sample teachers are from different schools situated in different areas. Some are from semi-urban areas, whereas others are from remote rural areas. This indicates the different kinds of support they receive from the Department of Basic Education because of the area they work in. Some are visited more often whereas others are seen on the day of training only and are not visited for support afterwards. Their level of education is mentioned in order to prove that it is not because of their level of
education to not benefit from the training because most of them are on the same level with the facilitators and some are even above them. The problem is the low standard of training itself. In terms of the number of years in teaching, it is evident that most of the participants are veteran teachers and according to my observations most of them are older than the facilitators or the trainers. Their teaching experience indicates that they have been to a number of workshops before and could even tell if the training was a success or not.

The curriculum advisors are from different districts and the reason these are included in the study is because I wanted to find out if things are differently done from one district to another, and the various challenges they encounter in these different districts.

4.3. CONTEXT

I am a teacher in Limpopo Province and I collected data from teachers who are also from this province. Those who participated in the two focus groups are from different schools and different circuits, but under the same district. Some were from semi-urban schools and others from deep rural areas. Data were collected from these teachers at their place of work, but without the researcher interfering with their daily work. Lack of support after teacher development to those in deep rural areas was evident that those in rural areas suffer a lot as compared to those from semi-urban areas situated closer to the circuit office, even if it is not regarded as full positive support by the teachers. I also attended a number of teacher training where observations were made in this regard. Furthermore, interviews with curriculum advisors were done with the aim of gathering data from them on teacher training. One-on-one interview was also conducted with teachers from different schools and from different areas.

4.4. PRESENTATION OF FINDINGS AND ANALYSIS

Certain themes had been identified during data collection and analysis phase of this study on different groups. Below are themes with various participants.
4.4.1. ON FOCUS GROUP 1 AND 2

4.4.1.1. Venue for training
4.4.1.2. Availability of resources
4.4.1.3. Knowledge of trainers
4.4.1.4. Duration of training
4.4.1.5. Feedback after the presentations
4.4.1.6. Support by the Department of Basic Education

4.4.2. ON CURRICULUM ADVISORS

4.4.2.1. Venue and number of educators
4.4.2.2. Availability of resources
4.4.2.3. Duration of training
4.4.2.4. Support after teacher training

Discussions of interviews on focus groups and on curriculum advisors were dealt with under one section because themes are integrated.

4.4.3. ON ONE-ON-ONE INTERVIEW

4.4.3.1. Curriculum change
4.4.3.2. Teachers’ experiences with OBE
4.4.3.3. Improvements brought by RNCS on Teaching and Learning
4.4.3.4. Teacher training experiences
4.4.3.5. CAPS
4.4.3.6. Resources
4.4.3.7. Challenges experienced with CAPS
4.4.3.8. ANA
4.4.3.9. The involvement of school management in addressing problems.
4.5. THEMES AND SUBTHEMES

In the following sections I will discuss each major theme in the order in which they appear in the tables above. In the discussion of each finding, I will use quotes from various interviews to substantiate the discussion as well as to compare it with the relevant literature on teacher development experiences.

As the study contains information about the actions and attitudes of individual participants in teacher development programme, I include narrative information about one or more individuals to report on their experiences and quote from the participants to substantiate the findings of this study.

4.5.1. OBSERVATIONAL DATA

4.5.1.1. Researcher’s observation at teacher training centre

Observation method was used as an instrument for collecting data, although no observation sheet was used. It was informally done and here are the results:

Foundation Phase educators from five different circuits were invited to attend a workshop. A central venue was chosen which was within reach for all educators. The workshop was held in a very big hall. Educators were many in the hall and many did not have chairs to sit on. Names of circuits were pasted on the walls directing educators to their relevant places. Groups were formed according to circuits and the workshop started with a short prayer from the floor.

The official starting time was 08h30, but the workshop started around 10h00. Facilitators of the workshop handed out documents to the educators and thereafter groups were given different sections from the documents to discuss for presentation. There was a shortage of documents and the trainers requested those affected to enlist their names and promised to deliver them to their schools. Groups were taking turns to present their work to the rest of the educators. Notes on the overhead projector which was put right in front were not visible to those seated at the back,
and the person working on the overhead projector found it difficult to operate and adjust it for better visibility, which resulted in not being used.

No comments were given after presentations, either from the teachers or facilitators. Presentations were done and then next sections were prepared for the next presentation. In the next session of the training, teachers raised questions directed to the facilitators. The trainer asked the group to respond but no one did. She evaded the questions by continuing with the presentation, but the teacher who asked the question kept raising the hand for attention. The trainer responded but the teacher in question showed dissatisfaction by asking further questions. The trainer insisted that they continue with the work and would come to that later because she was running out of time. Her response was very shallow according to my judgement, and I suppose that was the reason the teacher showed dissatisfaction. The trainer repeated the same approach when she was faced with questions, she threw them back to the group without giving her inputs afterwards. That to me manifested lack of knowledge in her work. Training lasted three days and still many teachers were without CAPS documents and a promise was made to deliver them to their schools.

From the observational view, I noticed that, the big number of teachers in one place impacted negatively on training. Teachers were many and that made it difficult for anyone to move. Because they worked in groups formed according to their circuits, there was a lot of noise and no order. Judging from the work in the documents to be covered, three days was not enough for training. By ignoring some questions from the teachers, to me this indicated lack of knowledge on the part of the curriculum advisors. Shortage of material was one of the challenges and some of the teachers had to share documents. Finally, lack of feedback was one of the problems observed during training. Groups took turns in their presentation and no comments or inputs were given afterwards.

4.5.1.2. Observations in schools

Description of schools and their environment

The following observations were noted in the schools visited:
(i) School A

The school is in semi-urban area, about 4km away from the circuit office. It is situated alongside the main road and it is very easy to reach. The school is well-fenced and surrounding is very attractive and the environment is equally conducive to teaching and learning. There are 26 teachers in this school, 19 female teachers and 7 male teachers with 908 learners. SMT comprises nine members including the principal and his deputy. There are 9 Foundation Phase teachers who attended CAPS teacher development programme in 2011 to start with the implementation in 2012. Two Grade R educators were excluded from the programme. All Foundation Phase educators volunteered to participate in the study with the exception of the two Grade R teachers who were excluded in CAPS training. They attended CAPS workshop in 2013.

(ii) School B

The school is about 35km away from the circuit office and is in a deep rural area. It is not easy to reach this school due to poor road conditions which are not well-maintained. The buildings of the school are old and the surroundings are not taken care of. There are 11 educators, with the principal and one Head of Department in management position. There are 4 Foundation Phase teachers and only three attended teacher development, and 1 Grade R teacher was excluded from the programme according to the departmental policy, they were not included in the Foundation Phase workshop.

(a) The participants

I conducted one focus group in school A. The one focus group comprised seven foundation phase educators, all females. A focus group is a type of group interview in which a researcher leads a discussion with a small group of individuals to examine in detail, how the group members feel about the topic. Each of them had more than ten years teaching experience and they all have experiences of OBE, RNCS and NCS programmes. Each educator teaches three subjects in the foundation phase.
and first additional language and they are all level one educators. The focus group was conducted at about 14h00 during the week when the learners had already left. The focus group lasted about one and a half hours. My follow-up on this group involved member checking, which was done by means of an informal discussion with two participants.

In school B I conducted one focus group, which took place after school and lasted for just over an hour. In the focus groups all members had more than twenty years teaching experience. The group comprised three Foundation Phase educators because the school has 256 learners. I made a follow-up discussion with one educator by means of an informal discussion thereafter.

I conducted two personal interviews with the workshop facilitators. Each interview lasted about an hour. I followed-up on one facilitator asking her to review a synthesis of my interview with her to determine whether I had accurately represented her views and opinions.

4.5.2. INTERVIEW DATA

In the discussion of each finding, I will use quotes from the various interviews to substantiate the discussion as well as to compare it with the relevant literature on teacher development preparing for CAPS. As this study contains information about actions and attitudes of individual participants on teacher development, I include narrative information about the individuals to report on their perceptions descriptive reports and quotes from the participants to substantiate the findings of the study. Data from the interview were collected from the Foundation Phase educators, table 4.1 and table 4.2 and curriculum advisors from two different districts and were all females, table 4.3. The tables above depict the groups of participants.
4.5.2.1. ANALYSIS OF KEY THEMES FROM FOCUS GROUPS DISCUSSIONS and CURRICULUM ADVISORS

The data collection involved two focus group discussions from school A, in semi-urban school, and school B, in a deep rural area, one-on-one interviews, and he two curriculum advisors from two different districts. Codes used above will be used on their respective comments and responses. The following are teachers’ responses based on the specific themes presented below:

PROBLEMS ENCOUNTERED DURING TEACHER DEVELOPMENT

The aspect of teacher development for the preparation of CAPS was criticized heavily because of the venue used for training, rushed time-frames, lack of knowledge from the facilitators, unavailability of the resources, number of educators in one place, lack of feedback and non-provision of support by DBE after training. Here are some educators’ and curriculum advisors’ comments on different themes:

a) Venue for training-large number of teachers

One subject advisor was not happy with the number of educators in a hall. She said the number was too big to control and to do quality development and that is captured in the following comment:

“The department does not care about the quality of work to be done. It wants the work to be done and that’s it! Do you think having plus or minus two hundred educators in a hall for the workshop will yield positive results? The number is too big to manage and it is difficult to engage all of them” (CA1)

Teachers were also not impressed with the way they were packed in a big hall. Here is what DRT1, SUT2 and SUT4 said to express their dissatisfaction:

“The place was so full and we couldn’t even move” (DRT1).
“What kind of results do you expect if you just pack and cram people in a small space and expect them to learn effectively” (SUT2)

“Our department doesn’t want to improve or spend money on teacher development, it was just like this with Outcomes-Based Education (OBE)” (SUT4).

Following the teachers’ comments, it is clear that they were not satisfied with the arrangements made for the workshop. The participants’ responses on this aspect indicate that the place of training in future should be given high consideration. It should be a place where learning can take place, a comfortable venue.

b) Unavailability of resources at training sessions

The facilitators acknowledged that they have challenges when coming to the availability of resources. They mentioned having problems with overhead projectors and teachers’ support materials. These are some of their statements:

“We arrived late because we were still negotiating on the over-head projector. We have one overhead projector per circuit and many subjects to be catered for, hence the late arrival at the training centre as we were still negotiating” (CA1)

“Teachers should pardon us for the shortage of documents. We normally take names of schools that did not receive teacher support materials and we deliver them to their schools. They will just have to bear with us. Some of the things are beyond our control” (CA2).

It was not the facilitators only who experienced problems with the resources at training centre; teachers were frustrated too and some vented their frustrations like this:

“How can you learn effectively and be on the same level with your counterparts if you are not given documents to refer to” (DRT3).
“They said they are going to deliver those documents to our schools, even today after six months of attending the workshop we are still waiting. We don’t have anything to use for reference” (SUT4).

“We are used to this kind of things, promises, promises, promises but no delivery.” (DRT3).

“Up to now we don’t have learners’ workbooks which are CAPS related”(SUT6).

“Other learners have workbooks and others don’t; they share workbooks. How can you expect learners to share workbooks?”(SUT4).

The participants’ responses reveal that lack of resources impact negatively on training. This is an indication that this aspect needs more attention in the future.

**c) Lack of knowledge**

Most of the educators interviewed were unhappy with lack of knowledge and skills of the facilitators who trained them. Hardman et al. (2012) highlight the fact that in Tanzania, the provision of in-service education and training (INSET) is judged to be of poor quality with little transferability to the classroom, and where it does exist, it is often found to be ad hoc and mainly concentrated in urban areas. Below some of their comments:

“*Their communication skills are almost nil, they are very erratic*” (DRT2).  
*If you ask questions for clarity they become irritated, if they cannot help us then who is going to?”*(DRT1).

*“Those people are not properly trained and how can they educated us if they themselves are not clear”*(SUT7)

*“This is the blind leading the blind”*(SUT5).
“I must tell you, they become an embarrassment in the eyes of the educators because they are unable to answer simple questions” (SUT2).

“As compared to those people from the publishers who introduced us to the new curriculum, they are a bore. Publisher representatives are very clear with their content and I don’t know where are they trained” (DRT1).

“These people from the department don’t improve, they were like these with OBE, I think they are now worse” (SUT4).

Judging from the comments given above, department officials projected a very poor image. Based on this study it is obvious teachers were not impressed with the standard of performance of the curriculum advisors, and based on this they need to put more effort so that this experience benefits the teachers and naturally the learners.

d) The duration of the workshop

Time is regarded as one of the challenges in the training of teachers. Steyn (2005) describes time as essential to the success of professional development intervention and suggest that staff themselves should determine the appropriate time for professional development. One curriculum advisor was not happy with the duration of the development of educators that it was too short. Guskey and Kappan (2003) state that provision of sufficient time and other resources are essential for effective professional development. Educators need time to deepen their understanding, and develop new approaches

Referring to the case of Tanzania, Hardman et al. (2012,) emphasize that officials responsible for visiting schools for the purposes of giving support reported that it was expensive and time-consuming for tutors to visit because of lack of transport, poor infrastructure and schools being widely scattered. Tutor visits tended to be badly timed, rushed, irregular, and mostly orientated to the assessment of teaching using summative numerical score.
The following are curriculum advisors’ comments on the duration of the workshop:

“How can on a person expect one to complete a one week work in three days” (CA2).

“Sometimes we had to provide answers for the sake of time without discussing questions with the teachers first” (CA1).

“The work becomes tiresome because one tries to cover it in a very short space of time. One does not even have time to breathe” (CA2).

It was not only the subject advisors who expressed dissatisfaction with the duration of the teacher development programme. Teachers expressed their feelings like this:

“To complete that work in three days was highly impossible, considering that three subjects for three grades were to be covered” (DRT2).

“We spent three full years at colleges training, and now they want us to unlearn what we learnt in three days” (DRT1).

“I think the reason for allocating such a short period for training is that, they try not to waste teaching time. If that is the rationale behind the whole thing, then training should run during school holidays”(DRT3).

“History in teacher training repeats itself. When we were prepared for the introduction of OBE, we spent three days in training and I felt it was not enough, so here we are today, same thing happens, it means people don’t learn from history at all. More time is needed on teacher development”(SUT5).

“Time for training of educators is not given attention, maybe funds allocated for this programme are not enough, who knows? But the fact of the matter is, the duration is not enough” (SUT3).
“I don’t think there is monitoring and evaluation of the programmes of this nature. Why same things keep happening the same way? “The organizers are not interested in the success of the programme because they could have improved” (SUT2).

The findings of this study reveal that time is a challenge and impact negatively on teacher training and needs to be considered. All the participants mentioned that enough time should be allocated for teacher training for future improvement.

e) Lack of feedback

Fleisch and Potenza (1998) support the idea of effective teacher development that requires classroom demonstrations, opportunities for teacher practice and refined pedagogical techniques and involved sustained follow-up, supported by classroom observations and feedback.

Educators recounted some of their experiences on their training as follows:

“They don’t even bother to give feedback after presentations, how will one know if what was done was correct. They workshop teachers for the sake of doing it and not for their empowerment and development” (DRT1).

“They cannot comment on your presentation, they don’t rectify you so how will you know if you have done the right thing or not?” (SUT6).

“How are you developed if you are not given feedback on your work?” (SUT3).

The findings on this study provide evidence that giving feedback to the work done is important for developmental purposes.

f) Support provided by the department after workshops

There has been a strong call for the department to find ways to meet the needs for support of teachers after undergoing teacher development. Educators felt they needed support immediately after undergoing teacher development and continuously
afterwards until they get well-acquainted with the new way of teaching or the new curriculum. The following authors advocate the idea of providing support after the training of teachers: Fullan and Hargreaves (2005) argue that teacher development should be innovation-related, continuous during the course of implementation and involve a variety of formal (e.g. workshops) and informal (e.g. teachers working together) components. Shannon (2011) emphasizes the fact that in teacher professional learning communities, groups of teachers meet regularly to increase their own learning and the learning of their learners.

Fullan (2006) states that professional learning communities are in fact about establishing lasting new collaborative cultures. Collaborative cultures focus on building the capacity for continuous improvement and are intended to be a new way of working and learning. Werner (2011:1) points out that all teachers must be supported and enabled to experience professional development in the building blocks of successful teaching and learning.

Referring to the case of Tanzania, Hardman et al. (2012:822) emphasize the point that, officials responsible for visiting schools for the purposes of giving support reported that it was expensive and time-consuming for tutors to visit because of lack of transport, poor infrastructure and schools being widely scattered.

The following are comments from facilitators on the support provided by the department after training:

“It is difficult to give teachers support on a continuous basis after developing them because we experience some transport difficulties at our circuits” (CA1).

“Curriculum is not given first preference when coming to transport issues. If one needs a car to visit schools the response is that, transport is only available to run department logistics and not for curriculum advisors to visit schools” (CA2)

“It is really difficult to solve transport issues since the two transport schemes available are somehow not effective and inconvenient to those using them” (CA1).
"How can we give continuous support after teacher development programme if we don’t have transport to run the workshops?" (CA2.)

“We don’t visit schools for support and moderation as required because most of the schools are in remote places and due to the time factor and bad road conditions, we end up visiting few schools closer to our offices for report purposes” (CA1).

Educators were also not impressed by the support received from the DBE. They felt that they do not get enough support after they have been developed. They felt facilitators only visit their schools for their own report and not for support purposes. Here are some of their comments:

“At our school we don’t normally have visitors from circuits, we only see them during workshops at a designated venue, but after that we don’t see them at all” (DRT2.)

“Our school has many visitors from the department. They are not there to assist us with our work, it is either they are there to find faults or to write their own reports” (SUT1).

“They don’t come there to assist us with our work, but for their own benefit and not ours” (SUT4).

The significant concern educators had about the members of the DBE was how little practical knowledge they actually had of the classroom and school situation. Teachers feel that some of the facilitators have never held a piece of chalk in their hands and this made things difficult as they could not pass their messages in an effective manner, leaving teachers with many unanswered questions.

The DBE has been criticized for the way teacher development has been delivered to educators in schools. The findings of this study confirmed this. In many ways, the criticisms were similar to those found in studies by Shannon (2011) and Hardman et al. (2012).
4.5.2.2. ANALYSIS OF KEY THEMES FROM ONE-ON-ONE INTERVIEWS

Data gathered on one-to-one study is presented below and it is according to the themes from the questions asked:

a) Teachers’ views on curriculum change

Many teachers in this study appreciated the value of curriculum change and they expressed their views in the following comments:

“Changing curriculum is good but it should first be scrutinized by the experts before it is introduced” (T1).

“Curriculum change is a long road, it needs the involvement of all the stakeholders. Everyone involved should be on board” (T2).

“It is a good thing to keep on reviewing the curriculum and changing it if necessary; the only problem is if it is not properly and professionally done. We all need quality education” (T3).

“Changing the curriculum is acceptable for various reasons, but only if we change to quality unlike with OBE which was a failure” (T4).

“Educational experts should be involved before curriculum change is done. We don’t want a curriculum which will keep on changing year after year. We as teachers get confused and demotivated sometimes” (T5).

From the comments given above it is revealed that curriculum change is advocated by many, but then it has to be properly introduced and it has to be one which will bring positive changes.

b) Teachers’ experiences with OBE
Several teachers expressed their dissatisfaction with OBE. They felt that OBE was a mistake because it was continuously reviewed and amended. It is revealed in this study that, many teachers were not content with OBE. That feeling of discontentment is noticed through the following comments:

Oh! OBE! OBE my goodness! I've never heard such a noise on curriculum change like I had on OBE. It had so many names and it kept on changing names, Oh! What a curriculum! It was in a way good because it puts learners in the centre of learning but it lacked a foundation. It was not well designed especially in the South African context where classrooms are overflowing. Teachers were not properly trained on it. Too much work was done within a very short space of time and a lot was expected from educators and learners too. Subjects were so many and on top of that there were learners' portfolios. What a heck of a work for teachers and learners (T1).

OBE was good because it discouraged rote learning on learners. Learners had to get information on their own and be active in learning, whereas teachers on the other hand did not know how to facilitate the learning process. But honestly, what do you expect from a foundation phase if s/he has to be at the centre of learning. OBE says the educator should be at the back and facilitate whilst the foundation phase learner learn independently and collecting information on her or his own. Think of the number of learners in class, I have 63 in my classroom and imagine teaching the OBE way. You will have a crisis in class. Working in group in a big class causes havoc in class, it becomes so noisy. There will be no learning in such a class. That is the reason why it was phased out. OBE was adding a heavy load on teachers (T2).

"What kind of teaching is that? Starting from the end and moving backwards. Teachers were not properly trained during OBE, it was just a micro-wave training, a two-day workshop for so many changes? How on earth? It has only increased workload on educators and nothing else" (T3).

"Shame, the trainers did not know what they were talking about themselves. They got angry when we wanted clarity on some of the aspects. That indicated they were not clear themselves. They didn't even bother to visit us in schools for assistance. We were on our own and frustrated most of the time"(T4).
“I didn’t bother to teach the OBE way because it did not make sense to me as a teacher, so how do you expect me to do something I’m not sure about myself. OBE was just a waste of government funds. It is better it was replaced” (T5).

The above statements confirm that OBE was not a success in schools. The majority of teachers did not follow the design principles of OBE. From the above remarks it is evident that some teachers ignored the outcomes altogether. Comments like these indicate that in practice teachers are more focused on content rather than on outcomes.

c) Improvement brought by RNCS on Teaching and Learning

The following are teachers’ responses on whether they think there were any improvements brought by RNCS on teaching and learning or not:

“RNCS was just another name for OBE, it brought no improvement in teaching and classroom practice (T1).

On paper it looked good, but practically, there was no improvement” (T2).

‘Even if they state that it is the improved version of OBE, I saw no difference between the two. It didn’t improve classroom practice” (T3).

“Learners could not read and write because a lot of talking was emphasized” (T4).

“No, not at all, no improvement. There was no improvement on teaching. How can we even talk about that when there was such a failure rate? Learners cannot read, write and add remember” (T5).

It is evident from the statements above that most teachers do not see improvements brought by RNCS in their teaching.
d) Teacher Training with regard to the venue, duration of the workshop, knowledge of trainers, the availability of resources, feedback and support by the Department of Basic Education after training.

Johnson et al. (2012) suggest that dedicating both time and resources to professional development that is viewed as meaningful proved to be important in education. The statement is supported by teachers when they expressed their views on teacher training referring to various aspects of development. These are some of their comments:

“Our department does not want to spend money on education of its country. Mind you education is the key to all other professions. How can all foundation phase educators from six circuit be packed in one area, I mean a hall and expect them to effectively learn from the workshop? We were about 300 educators from different schools all thirsty for knowledge and eager to learn the new curriculum” (T1) (venue).

I wanted the workshop to come to an end because I was not benefitting anything from the whole training. Their seating arrangement was not comfortable and we could not move because we were so many in that hall. The place was so noisy due to the discussion groups taking place before presentations (T3) (venue).

“One could see that the trainers were not organized because they did not have anything to write on. There was no sound system and those seated at the back could not hear a thing from trainers even if they tried to operate from the side because one could not move an inch from the middle” (T2) (resources).

When policy documents were handed out there was chaos because there was a shortage of material (venue) due to the big number of teachers. Those who did not receive the documents were promised they would be delivered to their schools. I am one of those affected by the shortage and even today I did not receive anything. When my manager visited the area office for collection of the documents, he was told they are still waiting for them and will be delivered as soon as they available. We are still waiting and you can imagine when were we trained? (T4) (resources).
“For plus or minus three hundred people to hear what a person says, definitely a sound system was needed, and unfortunately there was none” (T5) (resources).

“We were told to take one document per school because they were not enough” (T3) (resources).

“There are no workbooks related to CAPS at the moment. We are using the old books. We are not yet provided with the CAPS related workbooks” (T1) (resources).

“There is no coherence in our work. We are using CAPS approach but books are NCS designed” (T2) (resources).

“Unfortunately our trainers were not well-capacitated (knowledge). They were irritable during question session and indicated that there is no enough time for questions. They even gone as far as stating that if we dwell much on questions, work will not be completed as time is very limited and there is a lot of work be covered” (T5) (time).

“If other educators wanted to give inputs on the presentation, they will be immediately stopped or merely ignored. Maybe time was not on their side because we did not complete the work in those days.” (T4) (time)

“Those trainers were learning with us. They had nothing better to say to us. At one stage there was a question from the floor needing their clarification. She just evaded the question openly so. I don’t wish to be in their shoes. They seem not sure of what they want to tell us except that we should discuss and present.” (T1) (knowledge)

“I don’t blame them. Maybe if I was in their shoes I would do the same because I will not have anything to say to the people” (T3) (knowledge).

“I suspect they were not thoroughly trained themselves. They lack information. Most of the time we repeated what we already done whereas there was still a lot to be done” (T5) (knowledge).
“What surprised me was that after presentations, no feedback was done. They will just turn to the next group to present without giving feedback to the other group” (T2) (feedback).

“If there is no feedback for the work rendered, how will one improve on his/ her shortcomings. That is highly unprofessional” (T4) (feedback).

“We need support from the department. They should visit us and see if we are on the right track or not” (T4) (support).

“We need their support, they are the experts in this regard but they don’t show up at schools to assist us” (T5) (support).

“One of the trainers visited our school some months after training. She wanted time table. When we show it to her she indicated that it was not according to CAPS policy. We pleaded with her to guide us but she insisted that we should check with other schools. What kind of a support is that? Fault finding? We don’t need that.” (T3) (support).

The teachers’ remarks clearly indicate that they need improvement in many areas of training and it is the responsibility of the Department of Education to provide that. Data collected from these participants strongly suggest that in future a better venue should be provided for teacher training; only a manageable number of teachers should be present in one workshop training; appropriate resources should be made available to all the participants and after the training has taken place, feedback must happen.

e) CAPS

Most teachers were appreciative of the introduction of CAPS in schools. Their appreciation was expressed in the following words:

“What a relief! Where was this type of curriculum all the time? We needed this! Surely the failure rate is going to be reduced. No learner will experience problems
under CAPS. CAPS is impacting positively on teaching because every aspect is clearly defined” (T1) (teaching).

“All areas of teaching are covered. Language, reading, writing and speech are clearly dealt with unlike with OBE where too much emphasis was put on speaking and learners ended up not being able to read and write” (T2) (teaching).

“Where was CAPS all along? This is what we needed, and not the other curricula. CAPS simplifies the work for teachers and learners. CAPS books are more informative and simple to use” (T3) (teaching).

These positive responses from teachers is an indication that CAPS is more welcomed and impact positively in schools than the previous curricula. Judging by the number of positive remarks it is clear that the impact was great on teaching and learning.

f) Resources

When checking if teachers have enough resources for the implementation of CAPS they remarked this way:

“Unfortunately there is a shortage of learners’ books. This is our second year of implementation but we still experiencing a shortage” (T1).

“We have workbooks but no reading books. We use the old reading books otherwise learners will experience reading problems” (T2).

“There are workbooks but not enough” (T3).

“We rely much on photocopying. What if we did not have reliable photocopiers. This is because of the shortage we have of CAPS-related workbooks” (T4).

“We use copies for those who do not have workbooks so that they can be on the same level with the others. There is a serious shortage of workbooks” (T5).
On the availability of resources, the interviewees revealed that learners' workbooks need a serious attention in terms of their acquisition.

**g) Challenges experienced with CAPS**

Teachers confirmed that there are some challenges when implementing CAPS in their classrooms. They said:

“We have to cover a lot of work in a very short time” (T1).

“Some workbooks are not CAPS-related” (T2).

“There is a shortage of learners’ books. We talk about workbooks and reading books” (T3).

“As teachers we don’t have all policy documents to refer to. There was a shortage of documents at the training centre and I was one of those affected by this shortage” (T4).

“It is sometimes difficult to work because we keep on referring to these policy documents since this is a new curriculum” (T5).

Like other curricula, CAPS also has some problems. Remarks given by teachers reveal that, there are challenges regarding learners’ books which need to be attended to immediately as shortage of books affect learners’ performance and ultimately their academic progress.

“CAPS reduced workload from our side as teachers. Everything is clear in the guides and learners workbooks” (T4) (workload).

*I don’t think there is any reduction of work. We are still faced with many learners in class. What kind of quality can one expect you if have 72 learners in class? Mind you these kids need your full attention. How possible can that be that you attend to each
and every learner's need if they are more than 70. CAPS should be strict on number of learners in one class, otherwise it will not yield positive results. We are still overloaded” (T5) (workload).

h) Annual National Assessment (ANA)

Most participants were concerned about the level of difficulty of ANA questions. The following remarks regarding the national assessment clearly support that:

“Annual National Assessment (ANA) is good because it guides teachers on assessment. ANA shows the right standard of setting to teachers” (T1).

“The standard is a bit high for learners since teachers are not expected to explain questions to the learners but if learners can get used to this type of questions, then ANA will not be difficult ” (T2).

“ANA should be in line with learners' workbooks, if not so learners will continue failing, failure rate on ANA will always be high” (T3).

“ANA is good, but a bit tricky and difficult to the learners. Their way of setting is a bit different from ours” (T4).

“I feel the standard of ANA is very high and the way of setting the ANA questions is different from the way we do at schools. Very different and difficult!” (T5).

However, not all the remarks were negative as some felt that ANA set good standards of assessment and through it, quality education can be achieved.

The involvement of school management in addressing problems

Educators express different views on how their school management address problems they encounter in their schools as follows:
“At our school we don’t get much assistance on the problems we encounter, especially with CAPS. Sometimes they promise to come to our rescue but end up doing nothing” (T4).

“Oh! We are receiving a lot of support from the school management. We do follow a line of authority when we need any kind of help and we are immediately being attended to” (T1).

“Our management care very less about teachers’ problems. You end up not knowing who to turn to for help” (T5).

“There is a team at school in particular dealing with teachers’ problems and if the problem is big for them to handle they refer it to the Principal in particular and in most cases we are satisfied with how our problems are addressed at school” (T2).

That is a big problem in our school. Our school management seems to forget that it is their responsibility to attend to teachers’ problems. You tell them your problem but they will not assist you. What they normally do is to promise that they will look into the problem and will attend to the problem and will come back to you, but as far as I can remember they never did (T3).

Judging from the responses given above, it is clear that in most schools, management teams play a supportive role in addressing teachers’ problems when educators are faced with some challenges. Participants who are not happy with the support they get from the school managed are those who are from rural areas as compared with the urban area participants.

4.6. SUMMARY

This chapter presented data analysis and representation procedures of the findings of interviews. I started with the description of the case and its settings in the study-the experiences of primary school educators in teacher development. The chapter then proceeded with the presentation of the qualitative results collected from the interviews including personal observational notes. Dominant themes emerged from
the data analysis process that revealed the experiences of the Foundation Phase teachers during teacher development in preparation for the introduction of CAPS. This chapter, furthermore, dealt with the discussions of the data with the focus on the context of the schools researched, data gathered and analysed. The findings discussed emerged from the analysis of observational and interview data.

In summary, the positive aspects of implementing teacher development centred more on the fact that, for some educators, change of curriculum which led to teacher development, signified a kind of career rejuvenation, which challenged them to broaden their repertoire of skills and increase their knowledge. The negative aspects of implementing teacher development for the majority of educators were the fact that they were not effectively developed, they felt that time for development was not sufficient and lack of support by the Department of Basic Education was another aspect mentioned.

Through chapter four the researcher presented data as they were gathered in face-to-face interviews and observations. The themes discussed in chapter four are presented as offered through the perceptions, concerns and needs of the participants. In this chapter the findings of the study were presented and discussed, and teacher development practices were analysed in terms of theory and practice. The effect and impact of teacher development on curriculum change on teachers were highlighted and was related to the role played by the Department of Basic Education in bringing teacher development down to the schools. Chapter five presents conclusions, recommendations and limitations of my study.
CHAPTER 5
SUMMARY OF THE FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

5.1. INTRODUCTION
This chapter presents a summary of the findings, conclusions, limitations and recommendations based on the results of the research. The objectives of this study were to explore and describe teacher development in preparation for the introduction of CAPS in the foundation phase, with regard to teacher experiences during training and after training. The findings and conclusions presented in this chapter serve to answer the main research question, namely: What are the CAPS implementation issues and challenges in selected Foundation schools in the Limpopo Province? The recommendations are based on the issues that emerged from the literature review, the observations and interviews. Furthermore, this final chapter focuses on the summary of the research findings and conclusions, recommendations derived from this study, limitations that reflect the shortcomings of this study and a brief conclusion that summarises the study as a whole.

5.2. SUMMARY OF THE STUDY
This research focused on educators' experiences about curriculum changes in general and the implementation of the CAPS in the Foundation phase in particular and as part of teacher development. As already indicated in chapter three, two primary schools were chosen as a setting within which qualitative research was conducted. Focus groups and one-on-one interviews were conducted to gather data.

In chapter one, an exposition of the nature of the problem which the researcher identified was given. The aim of the study, the research design and programme of the study were also outlined in that chapter. The main research question was broken down into specific questions which focused on the following themes:
- General understanding of the curriculum change
- Training
- Support for effective implementation
• Impact of the CAPS on teaching and learning
• Strategies for improvement

Chapter two dealt with literature study focusing on teacher development, curriculum policy changes and the CAPS in the foundation phase. Chapter three presented an exposition of the design of the study. The design involved qualitative research methods such as focus groups, face-to-face interviews and personal observations. In chapter four analysis of discussion of research data were given, data from the observations and interviews were utilized. All these formed the basis of the research findings highlighted in this chapter. In order to provide a logical sequence to this section, themes relevant to the research questions and findings from fieldwork were used as framework.

5.2.1. What are your views on curriculum change

Most participants in this study appreciated the value of curriculum change. They feel they have the desire to innovate and improve their practices, but the experiences brought about by the implementation of new processes can hamper them, because either they have inadequate training or shortage of resources. From the responses of the participants it is revealed that curriculum change is advocated by many, but only when it is properly conducted.

a) Experiences with OBE

Most participants expressed their dissatisfaction with OBE. They felt that OBE was a mistake because it was continuously reviewed and amended. It is revealed in this study that, many teachers were not content with OBE. The participants confirm that OBE was not a success in schools. The findings of the study reveal that the majority of teachers did not follow the design principles of OBE. From the participants’ remarks, it is evident that some teachers ignored the outcomes altogether.
b) Improvements brought by RNCS on Teaching and Learning

The findings of the study provide evidence that most teachers do not see improvements brought by RNCS in teaching. From the interviews, most of the teachers criticized DBE for its delivery of teacher training. The participants felt that the training provided by the Department was rushed and inadequate, with little or no follow-up support given. The trainers were described as ill-equipped and projecting a rather poor image. Drawn from the remarks made by the participants, the DBE should in future check if the new policies will go some way towards improving teaching and learning before they are introduced.

5.2.2 Training

The first critical research question aimed to explore and describe how teachers experienced teacher development programme in preparation for the introduction of CAPS in the foundation phase. The literature review and the empirical study provided the researcher with the relevant information necessary in understanding of the way in which certain factors hinder the success of teacher development which initially aims to develop teachers.

a) Venue for training

The findings of the study indicate that the participants were not satisfied with the way they were packed in a big hall. Discussion with subject advisors confirmed this. It was emphasized that the number of participants was too big to control and quality was compromised. The participants’ responses on this aspect suggest that the venues for training must be well considered and aligned to the number, needs of teachers and profiles of schools, where teachers come from and the number of teachers to be served.
b) Availability or unavailability of resources

Participants acknowledged that they have challenges as far as resources are concerned. They mentioned having problems with overhead projectors and teachers’ support materials. Several participants also reported the lack of subject specific learners’ workbooks and reading books. Participants’ responses revealed that the lack of resources impact negatively on training and that in future this point needs more attention and coordination.

The DBE was criticized for its delivery of teacher training to educators. The study reveals that most of the participants feel that training provided by the Department was rushed and inadequate, with little or no follow-up support given. The trainers were described as ill-equipped and projecting a very poor image of the National Department of Basic Education. Most of the participants interviewed were unhappy with lack of knowledge and skills of the facilitators who trained them. This is in line with what Hardman et al. (2012) highlight; the fact that in Tanzania, the provision of in-service education and training (INSET) is judged to be of a poor quality with little transferability to the classroom, and where it does exist, often found to be ad hoc and mainly concentrated in urban areas. Judging from the comments given above, department officials projected a very poor image. Based on this study it is obvious that teachers were not impressed with the standard of performance of the curriculum advisors, and based on this they need to put more effort and improve in future.

c) Duration of training

Findings in this study provide evidence that time is perceived as a general challenge in the implementation of any professional development programme. Steyn (2005) described time as essential to the success of teacher development intervention and suggests that teachers themselves should determine the appropriate time for professional development. The finding is supported by Johnson et al. (2012) who suggest that dedicating both time and resources to professional development that is viewed as meaningful proved to be important in education.
This viewpoint is in accordance with the finding of this study in the sense that many of the participants felt the duration of the training was very short, and as a result led to the failure of teacher development process. The findings of this study reveal that time is a challenge and impacts negatively on teacher training and other needs. All participants mentioned that adequate time should be allocated for teacher training for future improvement.

5.2.3 Support

The majority of the participants feel that there should be a strong call for the Department of Basic Education to find ways to meet the needs for support of teachers after undergoing teacher development. The participants felt they needed support immediately after undergoing teacher development and continuously afterwards until they get well-acquainted with the new way of teaching or the new curriculum. Referring to the case of Tanzania, Hardman et al. (2012:822) emphasize the point that officials responsible to visit school for the purposes of giving support reported that it was expensive and time-consuming for tutors to visit because of lack of transport, poor infrastructure and schools being widely scattered. Tutor visits tended to be badly timed, rushed, irregular, and mostly orientated to the assessment of teaching using summative numerical score.

The findings of this study also confirm that participants were not impressed with the support received from the DBE. They felt that they did not get enough support after they had been developed. They felt facilitators only visited their schools for their own report and not for support purposes. They criticized the DBE for the way teacher development had been delivered to educators in the schools. The findings of this study confirmed this. This study also reveals that administrators at the district level, could either help or hinder teacher’s ability to change instructional practices.

In short, the findings as they relate to school context, led the present researcher to conclude that the conditions of teachers’ work matter a great deal. The literature review described the important role of the contextual environment on the personal and professional development of teachers. The empirical investigation identified factors and indicated in which way the context of a school plays a defining role in the
experiences of teachers in teacher development, particularly as regards to support from department officials. Participants from rural schools in this study related inadequate support from the department and the problem was exacerbated by the fact that schools are in rural areas. Participants felt that assistance through support and encouragement allows teachers to build confidence while helping to empower them in the process of improving their personal and professional knowledge. Without the active support from the DBE officials, participants feel that positive teacher development is less likely to take place. It can be concluded, therefore, that teacher improvement and professional growth does not unilaterally unfold, but is reciprocally influenced by a supportive environment.

The participants’ remarks clearly indicate that they need improvement in many areas of training and it is the responsibility of the DBE to provide that. Data collected from these participants strongly suggest that in future a better venue should be provided for teacher training to avoid a big number of trainees working in a packed hall and that the required resources be provided on time. Also, must trainers give feedback and provide after-workshop-support to educators. The study also reveals different views on how participants’ school management bodies address problems they encounter in their schools. The participants are of the view that school management bodies are central to the success of teacher development and provision of support to teachers at school. Therefore, there has to be good cooperation between the school and the officials from the Department of Education. In other words, the teachers acknowledge the importance of support from the school management bodies for the implementation of the curriculum.

This research intended to show that providing teachers with development programmes relevant and answering to the needs of the participants can contribute largely to their personal and professional growth. For example, needs such as the continued support from the district officials, delivery of necessary resources, such as subject-related workbooks and reading books are key to professional development.

Judging from the responses given by the participants, it is clear that in most schools, management teams play a supportive role in addressing teachers’ problems when educators are faced with some challenges. Participants who are not happy with the
support they get from the school management are those who are from rural areas as compared with participants from urban areas. The study strongly suggests that equal support for rural and urban schools be provided.

5.2.4 Impact of CAPS on teaching and learning

Most teachers were appreciative of the introduction of CAPS in schools. They felt CAPS reduced the workload from teachers as compared with the previous curricula. These positive responses from teachers are an indication that CAPS is more welcomed and impact positively in schools than the previous curricula. Judging by the number of positive remarks, it is clear that the impact was felt more on teaching and learning. On the availability of resources, the interviewees revealed that learners’ workbooks needed a serious attention because of shortages experienced in schools. It was confirmed that there were some challenges when implementing CAPS in schools. Like other curricula, CAPS also has its peculiar problems. Remarks given by teachers reveal that, there are challenges regarding learners’ books which need to be attended to immediately as shortage of books affects learners’ performance and ultimately their academic progress.

Regarding assessment and in particular the Annual National Assessment (ANA), most participants were concerned about the level of difficulty of ANA questions. However, not all remarks were negative as some felt that ANA set good standards of assessment and through it, quality education can be achieved.

5.3. KEY FINDINGS

Literature reports several factors that impact negatively on curriculum implementation. These include issues of time, lack of teaching and learning materials, inadequate information and clarity about curriculum reform, teachers’ inadequate skills and knowledge, training and support. These factors relate to the teacher as a key role player and the school and policy contexts. In general, the findings of this study confirmed teachers’ experiences of these factors. While there has been positive support for the CAPS, there has also been considerable criticism of various aspects that impacts negatively on its implementation. Despite the
interventions designed by the DBE over time to address some of the challenges of implementing the various curricula, teachers in this study argue that the measures had not had the desired effect on strengthening the implementation of the CAPS. Teachers have been critical on how some aspects of the process of implementation of the CAPS and they cited the quality and inadequacy of training, insufficient support and resources as the main challenges which hindered the successful implementation. The teachers maintained that the problems and challenges are not based on lack of interest in implementing the revised curriculum cited.

In many ways, the concerns and challenges raised were similar to those reported in research by authors such as Pratt (1994), Hargreaves (1997), Fullan (2006), Mizell et al. (2011), Shannon (2011) and Hardman et al. (2012). These researchers argue that professional development of teachers must be continuous and not be once off visits by experts or one day orientation sessions. In this study, it is notable that it was not teachers who expressed dissatisfaction with the duration of the teacher development programme. Discussions between the researcher in this study and subject advisors expressed the same concern.

In a study by Taylor and Vinjevold (1999) a similar recommendation was made that capacity building process in terms of curriculum implementation should be systematic and continuous and can take various forms such as workshops, seminars and orientation courses. Furthermore, the same study recommended that curriculum materials such as teacher guides, handbooks, manuals and workbooks should be designed in a way that aims to improve the quality of teaching and general support to teachers.

5.4. RECOMMENDATIONS

The study supports the notion that successful implementation of a new or revised curriculum requires the commitment of all role-players. In the context of this study; this includes the Departments of Higher Education and Training and Basic Education, SMTs, School Governing Bodies, and staff members to collectively work together in a continuous exploration, designing and evaluation curricula. Based on literature reviewed and data gathered, the following are some of the main recommendations:
5.4.1 Training

The quality and duration of training should be addressed as a matter of urgency. The rushed and inadequate training that teachers have been subjected to should be reviewed and replaced with well continuous training offered by well-trained trainers. Evasion of questions, superficial responses and insufficient contents are some of the areas that the DBE needs to consider during the training of trainers.

The DBE should determine more strategies for strengthening the training of district trainers and building their knowledge and confidence. Some studies recommend district cluster meetings for information sharing and discussions on problems, progress and successes.

Teachers also need to be provided with adequate time to deepen their understanding, and develop new school-based approaches to implementation.

5.4.2 Resources

Schools and teachers need teaching and learning resource support materials, in addition to training, for successful implementation of new or revised curricula and to address some of the negative comments reported in this study about many teachers who have no CAPS documents and were promised the documents would be delivered to their schools and learners having no or sharing workbooks. Guskey and Kappan (2003) are among the researchers who argue that the provision of sufficient time and other resources are essential to effective professional development. Furthermore, measures should be put in place to ensure continuous supervision on the proper use of the approved textbooks and workbooks.
5.4.3 Support

The DBE must undertake a need analysis related to training and support required in by specific schools based on considerations about of the areas and communities they are situated in and whether they are rural or urban schools. Researchers such as McNeil (1990) argue that curriculum implementation programmes should match school realities and climate and teachers’ perspectives and abilities. Furthermore, School Management Teams have a responsibility to provide a school climate that provides ground for collaboration, shared experiences and mutual support. Although teacher learning and development programmes can include workshops, seminars and conferences; teachers should be exposed to other learning opportunities that engage them in projects where they solve real problems using their own experiences (Lieberman 2011). According to the Department of Basic Education another useful strategy is for schools to have school-based curriculum experts who should have regular contacts with individual teachers, the entire staff and district based subject advisors.

5.5. FUTURE RESEARCH

Having explored the implementation of the curriculum and assessment policy statement in selected primary schools in Limpopo Province, further investigation is needed on implementation in other districts in the Province. This should assist determine other lessons and challenges and strengthen continuous development programmes specific to the Province.

The research also confirmed that principals and other school management team members also find it difficult to manage the implementation of the CAPS. As a result, it is recommended that future research investigate experiences and problems and recommend specific strategies for improvement of SMTs management of the CAPS.
5.6. LIMITATIONS

The obvious limitation of the study is the small size of the sample. Thus, the study cannot support a general theory on the implementation of the CAPS. The study was designed to be exploratory and descriptive in nature. Additionally, there is limited amount of literature related to the introduction of CAPS in general and specifically in the foundation phase. Regarding data collection, the number of schools visited for interviews and of teachers who participated in the study were low. The research was conducted where the present researcher is known by the participants and this may be a limiting factor too.

The methodology used to collect data was also limited. The present study employed qualitative research method only, whereas a mixed-method approach could have provided an opportunity for emergence of rich data. In spite of these limitations, data collected from this study identified important areas that can contribute to a better understanding of the experiences, issues and implications of implementing the CAPS.

5.7. CONCLUSION

Teacher development carries with it the potential to improve curriculum implementation and the quality of teaching and learning if it is properly conceptualised, coordinated and facilitated. The study confirms that the implementation is beset with a number of challenges, mostly emanating from training, inadequate resources and lack of follow-up support programmes. The DBE must be visible and actively involved in every stage of the implementation of the CAPS for positive results to be achieved.
References


Sales, A., Trevor, J & Garcia, R. 2011. Action Research as a School-Based in Intercultural Professional Development for Teachers. Teaching and Teacher Education. Elsevier Abstract Teacher Professional Development is a Key Factor for Transforming Professional and School Culture.


ANNEXURE 1

Permission Letter to Circuit Manager 1 to conduct research in schools

Circuit Manager
Kgakotlou Circuit
Polokwane
0727

Circuit Manager

Request for Permission to Conduct Research in Schools

My name is Vera Mmotong Molepo and I am a Curriculum Studies student at University of South Africa. The research I wish to conduct for my Master's dissertation involves the "Exploring the Implementation of Curriculum and Assessment Policy Statement in Selected Primary Schools in Limpopo Province". This project will be conducted under the supervision of Professor Mabunda.

I am hereby seeking your consent to conduct my research in one of your schools in Kgakotlou circuit to provide participants for this project.

Upon completion of my study, I undertake to provide the Department of Education with a bound copy of the full research report. If you require any further information, please do not hesitate to contact me on 083 585 6136, or through fax on 0866 159 319 or on the following email address: mmotongv@yahoo.com.

Thank you for your time and I count on your support in this matter.

Vera Mmotong Molepo
ANNEXURE 2

Permission letter to Circuit Manager 2 to conduct research in schools

Circuit Manager
Lebopo Circuit
Polokwane
0727

Circuit Manager

Request for Permission to Conduct Research in Schools

My name is Vera Mmotong Molepo and I am a Curriculum Studies student at University of South Africa. The research I wish to conduct for my Master's dissertation involves the "Exploring the Implementation of Curriculum and Assessment Policy Statement in Selected Primary Schools in Limpopo Province". This project will be conducted under the supervision of Professor Mabunda.

I am hereby seeking your consent to conduct my research in one of your schools in Lebopo Circuit to provide participants for this project.

Upon completion of my study, I undertake to provide the Department of Education with a bound copy of the full research report. If you require any further information, please do not hesitate to contact me on 083 585 6136, or through fax on 0866 159 319 or on the following email address:mmotongv@yahoo.com.

Thank you for your time and I count on your support in this matter.

Vera Mmotong Molepo
ANNEXURE 3 PERMISSION LETTER TO SCHOOLS TO CONDUCT STUDY

Principal
Thomo Primary School
P.O. Box 245
Ga-Mothiba
0726

Dear Mr Tjale

Permission to Conduct Research Study

I am writing to request permission to conduct a research study at your institution. I am currently enrolled with University of South Africa and in the process of writing Master’s on Curriculum Studies. The study is entitled “Exploring the Implementation of the Curriculum and Assessment Policy Statement in Selected Primary Schools in Limpopo Province”. I hope that the School Governing Body will allow me to recruit Foundation Phase educators to anonymously answer interview questions concerning the implementation of CAPS in schools.

Interested educators, who volunteer to participate, will be given a consent form to sign and returned to the primary researcher.

If approval is granted, educator participants will be interviewed after working hours. The interview results will remain absolutely confidential and anonymous. Should this study be published, only pooled results will be documented. No costs will be incurred by either your school or the individual participants. I will be happy to answer any question or concerns that you may have. You may contact me at my email address: mmotongv@yahoo.com or on the following number: 083 585 6136. If you agree, kindly sign below or alternatively, kindly submit a signed letter of permission on your institution’s letterhead acknowledging your consent and permission for me to conduct the study at your school.

Regards.
V M Molepo
ANNEXURE 4

Consent letter for teachers and curriculum advisors

Title: Exploring the Implementation of the Curriculum and Assessment Policy Statements in Selected Primary Schools in Limpopo Province

Name of the researcher: V. M. Molepo (Ms)
Department: Limpopo Department of Education
Address Box 49 Thornhill Plaza 0882
Phone: 083 585 6136
E-mail : mmotongv@yahoo.com

Background

I am a Masters student at the University of South Africa. My topic of study is: Exploring the Implementation of the Curriculum and Assessment Policy Statements in Selected Primary Schools in Limpopo Province. You are hereby invited to participate in the present research project and share your experiences on the issues and challenges being investigated.

Study Procedure

Your expected time commitment for this study is one hour or less.

Benefits

There will be no direct benefit to you for your participation in this study. However, we hope that the information obtained from this study may have positive impact on future teacher development.
Confidentiality

For the purposes of this study all your responses will be kept anonymous at any time and every effort will be made by the researcher to preserve your confidentiality.

Voluntary Participation

Your participation in this study is voluntary. It is up to you to decide whether you want to take part in this study. Upon agreeing to take part in this study you will be asked to sign a consent form. You may decline to answer any or all the questions and you may terminate your involvement at any time should you choose to do so. This will not affect the relationship you have with the researcher.

Risks

The following study interview was developed to ask you a few questions regarding the topic of the study. There are no identified risks from participating in this study.

Consent

By signing this form you agree that you have read and understood the information and have had the opportunity to ask questions. I understood that your participation is voluntary and that you are free to withdraw at any time without giving a reason.

I voluntarily agree to take part in this study.

Signature------------------------------------------------------   Date-------------------------------------
ANNEXURE 5

INTERVIEW QUESTIONS

1. What are the teachers’ views on curriculum change?

2. What are the experiences of teachers with OBE?

3. What are the improvements brought by RNCS on Teaching and Learning?

4. What are the experiences of teachers on Teacher Training with regard to venue, duration, knowledge of trainers, availability of resources, feedback and support of the DBE?

5. What is the impact of CAPS on teaching with regard to the availability of resources?

6. What are the challenges experienced with CAPS?

7. What are your views on ANA?

8. How are your problems being addressed by school management?

9. What recommendations can you offer for the improvement of all or any aspect of the CAPS training?