

EXPERIENCES OF FOUNDATION PHASE  
EDUCATORS IN IMPLEMENTING OUTCOMES-  
BASED EDUCATION AND THE CURRICULUM  
ASSESSMENT POLICY STATEMENT IN THE  
HLABISA CIRCUIT

By

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**A mini-dissertation submitted in partial fulfillment of  
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Education degree in the Department of  
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## DECLARATION

I, Balindile Rejoice Gumede, the undersigned, hereby declare that this thesis titled *Experiences of Foundation Phase educators in implementing Outcomes' Based Education and the Curriculum Assessment Policy Statement in the Hlabisa Circuit* comprises my own investigation, except for the information indicated in the acknowledgement and references, and comments included in the body of the dissertation.

Signed by \_\_\_\_\_



On this 23 day of April 2016

## **ACKNOWLEDGEMENTS**

Thanks to Prof. M.A.N. Duma for his guidance and great support for this mini-dissertation. I would like to express my gratitude to the Chief Superintendent, Mr. G .V. J. Mashaba, for allowing me to conduct this research in his circuit. My gratitude also extends to 58 school principals and the Foundation Phase HODs for their co-operation in this research.

Special thanks to my family, especially my husband, Long John, for the loyal support and motivation he gave me during this study.

My great gratitude also goes to the Almighty Lord for the health, strength, guidance and perseverance I needed to complete this study. Praise unto Him.

## **DEDICATION**

I dedicate this dissertation to my children, Sthoko, Mdu and Zamanguni, who patiently endured all the neglect that a project like this necessarily inflicted on them. Had they claimed their due of time, I would never have been able to write it.

## **ABSTRACT**

This study focuses on the experiences of Foundation Phase educators in implementing OBE and CAPS in the Hlabisa Circuit (KwaZulu-Natal). Foundation Phase educators in this circuit face many challenges in implementing effectively the relevant teaching methodologies required by OBE and CAPS, to the extent of being frustrated by the lack of resources which would help them in their implementation. Their problem, in short, is that they do not know how to implement the principles underpinning OBE and CAPS.

The researcher used quantitative research in this study. Data have been collected through questionnaires. Most challenges encountered by Foundation Phase educators are to do with compiling learner portfolios and work schedules, group teaching, and disciplinary measures.

Classroom organisation and teaching activities are not receiving the attention they need. Educators are frustrated by the large number of learners each of them is facing. They are frustrated by the instability of Departmental policies: changes in the education system take place regularly.

This study is divided as follows:

Chapter one provides the orientation of the study.

Chapter Two comprises the literature review.

Chapter Three covers the methodology used.

Chapter Four is given to the classification and analysis of data.

Chapter Five provides the summary, recommendations and conclusion.

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