

**TOWARDS EDUCATIONAL TRANSFORMATION:  
PERCEPTIONS OF AND REFLECTIONS ON  
EDUCATIONAL PRACTICE  
IN  
FOUNDATION PHASE CLASSES**

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**MUMSY ETHEL KHUZWAYO (MASHAZI)**

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PERCEPTIONS OF AND REFLECTIONS ON EDUCATIONAL PRACTICE IN  
FOUNDATION PHASE CLASSES**

**BY**

**MUMSY ETHEL KHUZWAYO (Ka-MASHAZI)**

**A Thesis Submitted to the Faculty of Education in Fulfilment  
of the Requirements for the Doctoral Degree in the  
Department of Mathematics, Science and Technology  
Education at the University of Zululand**

**Promoter : Dr ET Dlamini**  
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Lastly, I wish to sincerely thank educators of the schools who participated in the research of this study.

## **DEDICATION**

This research is dedicated to my loving husband Dr. H.B Khuzwayo, my daughter Simphiwe , my son Njabulo Khuzwayo and my colleagues of Dr. B.W Vilakazi Junior Primary school

## DECLARATION

I, Mumsy Ethel Khuzwayo (Mashazi) hereby declare that the research involved in my thesis submitted in partial fulfillment of the Doctoral Degree in Education entitled *“Towards Educational Transformation: Perceptions of and Reflections on Educational Practice in Foundation Phase”* presents my own original work. The sources used and quoted have been indicated and acknowledged by means of complete references.

Signed by Ethel Khuzwayo on 25  
the ..... day of JUNE .....2007.

## ABSTRACT

This study examined the perceptions and reflections of educators on their educational practice in the foundation phase classes. The aim of the study was to investigate the challenges facing the implementation of OBE in foundation phase classrooms. The research targeted foundation phase educators because they were the first to be exposed to the knowledge and practice of OBE and Curriculum 2005 in 1998. Initial assumptions held by the researcher was that by now the foundation phase educators should have accumulated a lot of experience in OBE and Curriculum 2005 (C 2005) practical implementation. The first research instrument was a questionnaire that was administered by the researcher to foundation phase educators for the purpose of soliciting their perceptions of the training workshops conducted from 1998 to 2000 to facilitate their understanding of C2005.

The second research instruments were self-evaluation sheets that were disseminated to Foundation Phase (FP) educators so that they could rate themselves in terms of the competences they thought they developed during the training workshops and classroom-based support workshops. Thirdly, Interview schedules were used to solicit information about the support programmes available to educators in the foundation phase to facilitate the successful implementation of OBE and C 2005 in the classrooms. Lastly, the use of observation schedules provided the necessary confirmation of whether the educators' self rating was confirmed by their classroom practice.

The results showed that there are challenges facing the implementation of Outcomes-based education in classrooms such as. The challenges faced by the educators were as follows:

- Data collected from classroom observations showed that the FP educators had difficulty in applying skills and competencies required to implement a successful OBE delivery. Among difficulties was a lack of creativity to plan worthwhile learning activities to engage the learners in a variety of identified skills, and intellectual processes without resorting to rote learning.

- The subjects lacked skills to integrate knowledge across curricula and this was exacerbated by a general poor content knowledge of educators in general, even at this level.
- The OBE demand to have educators who can handle diverse needs of learners was lacking. The dominant teaching method was the “telling method” accompanied by recitation of unexplained poems. The role of the poems was not explained but seemed to be used to fill gaps when educators had nothing worthwhile to teach.
- Another missing pillar of OBE in the subjects’ classrooms was poor contextualization of content with learners’ real life experiences. The educators had difficulty in selecting support materials to facilitate learning.

On the role of School Management Teams to mentor and support FP educators the results of the study showed the following:

- Time constraints made it impossible for SMT member to mentor and assist colleagues. But the most crucial point was that the SMTs stated that they had been inadequately trained to implement OBE let alone train other people.
- SMTs are managing an RNCS curriculum that is in a trial and error mode as everybody grapples to understand what is authentic OBE implemented as RNCS in South Africa. The impact on the learners is a decline on literacy levels. Failure to implement OBE effectively in FP classrooms is rocking the foundation stones of future learning of the young *Black* learners.

The findings suggest a need for intensive and more prolonged in-service education and training for foundation phase educators, otherwise the country is heading toward disaster of another lost generations of learners who will come out of school illiterate. The heads of departments and other members of school management teams require proper training in instructional leadership skills and knowledge. This could enable the members of the school management teams to provide mentorship, coaching, support and proper guidance to educators about the practical implementation of OBE curriculum.

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## **GLOSSARY OF ACRONYMS**

ACE	Advance Certificate in Education
C2005	Curriculum 2005
CUMSA	A new model for South Africa
DoE	Department of Education
ELP	Expected level of Performance
ERS	Educational Research Strategy
FP	Foundation Phase
GET	General Education and Training
HOD	Head of Department
INSET	In-service Education and Training
LSEN	Learners with special Educational Needs
RNCS	Revised National Curriculum Statement
SAQA	South African Qualification Framework
SBIC	School – Based Intervention Committee
SBPC	School – Based Progress Committee
SPSS	Statistical Programming for Social Sciences
NECC	National Education Co-ordinating Committee
NEPI	National Education Policy Investigation
NQF	National Qualification Framework
OBE	Outcomes-Based Education

## **CHAPTER ONE**

### **RESEARCH PROPOSAL**

#### **1.2 INTRODUCTION**

The educational research and studies on curriculum (National Educational Policy Investigation 1992, Education Renewal Strategy 1993) conducted prior to the democratic elections in South Africa, unveiled an urgent need for educational reforms. In 1994 soon after the ushering in of the democratically elected government, the minister of the national education department announced over the media for public submissions regarding reforms and revision of school subjects and syllabi (Jansen & Shepherd (1996). After the submissions, the national minister of education appointed a task team known as the National Education and Training Forum (NETF) to carry out curriculum renewal processes within the National Education Policy framework.

Hindle (1996) and Khuzwayo (1998) indicate that there was conflict of interests among the members of the team revising curricula regarding curriculum changes, and the minister's terms of reference for change were not clear. Hindle (1996) remarked that the entire process of curriculum renewal resulted in mistrust about commitment to real changes in the curriculum. The changes introduced in subject syllabi did not make any impact on the apartheid type of education and its curriculum. The critics of the process (Jansen, 1998; Hindle, 1996; Badat, 1995) challenged the national minister, Professor Bhengu, for allowing the officials of the former educational department to direct the process of curriculum revision. In their view the whole syllabuses revision process was a failure because it did not address the inequalities inherent in the former apartheid curriculum. The national minister of education appointed another task team to conduct research and studies on various international approaches to education and curriculum so that they could come up with well informed recommendations for the new approach which could be suitable

for the new democratic socio-political dispensation in South Africa. The draft document was produced and it was called *A Lifelong Learning Development Framework for General and Further Education and Training in South Africa* in 1996 (Department of Education, 1997).

This draft document was therefore used as a springboard for further educational reforms and curriculum changes in South Africa. These reforms led to the new approach to education called outcomes based education and its Curriculum 2005 which were implemented in the foundation phase grades (1, 2 and 3) from 1998 to 2000. Training workshops and seminars were run for the trainers of OBE, these started at national level and then spread to all the provinces of the Republic of South Africa in 1997. Most (DoE, 1997, 1997; 1997) documents suggested a paradigm shift of moving from the old to the new curriculum. Universities and provinces were expected to debate and discuss topical issues relating to outcomes based approach to educational practice. This meant that for the whole of 1997 the national department of education was focusing on the orientation training to OBE at various levels of the department of education both nationally and provincially.

The departmental documents reviewed as mentioned in the foregoing discussion do throw light on the fact that OBE and curriculum changes were *implemented during advocacy* stage and serious challenges were anticipated. The most affected component of the educational change and curriculum, in this study's view, are the educators since they are the agents of educational change and implementers of curriculum changes in the classrooms. It is also the researcher's belief that educators were not trained in OBE and Curriculum 2005 but they were provided with the orientation course to OBE as a philosophy like all other stakeholders and this belief is confirmed in documents by the national department of education (DoE, 1997). There was no real hands-on and minds-on sustained training that would have given educators confidence to implement the innovative curriculum.

## **1.2 STATEMENT OF THE PROBLEM**

This study purports to explore the experiences of grades 1, 2 and 3 educators in their practice to implement curriculum changes in the foundation phase. Perceptions were that outcomes-based education had failed as a curriculum that would positively transform education in South Africa. It was time to take stock of how the curriculum was being implemented in the classroom and document systematically how the educators were coping with implementation.

## **1.3 AIM OF THE STUDY**

This study purported to record the experiences and perceptions of classroom practice during this era of educational transformation and to understand the nature of support that is presently in place to develop educators' competency at school level as they implement an outcomes based approach in their classrooms.

## **1.4 CRITICAL RESEARCH QUESTIONS**

This research addressed Four Critical Questions.

1. What were the educators' perceptions of the orientation and training workshops which were intended to prepare them to implement outcomes-based education and Curriculum 2005 in their classrooms?
2. What were the Foundation Phase Educators' views on their performance and level of competency in implementing OBE and curriculum 2005 in their classroom?
3. What kind of classroom support is available to educators to facilitate the implementation of OBE?

4. What are the effects of classroom-based support on the development of Foundation Phase Educators and on the improvement of their classroom?

## **1.5 SIGNIFICANCE OF THE STUDY**

This study could be of help in the currently ongoing debates, research, controversies and continuities regarding the success and effectiveness of the curriculum policies of the present educational dispensation. The findings of this study could to some extent evoke further concerns regarding the implementation of outcomes-based education, which can be further researched in the future. It could inform subject advisors who organize training workshops for The Foundation Phase Grades about the impact of their training sessions. The findings could lead to better planning of workshops and more effective support of both educators and school managers. The review of literature (DoE, 1999; 2002; 2000 and Jansen & Christie (ed.) 1999) may as well expose some challenges facing curriculum changes in schools. Reflections by Foundation Phase Grades educators could provide a picture of the rate in which curriculum changes are being implemented and the impact it has toward the entire educational transformation in the democratic South Africa. Educators' reflections on their classroom practice could help this study to establish how educators view themselves as agents of curriculum change. The review of literature will help the research to compare current curriculum changes in South Africa with the experiences of other countries which have undergone the same process of curriculum change.

The research may throw light on the reason for the decline of literacy among school learners. The Department of Education documents (2002) alluded to the poor performance in literacy, numerical and life skills among the foundation phase learners. This serious decline has been reported in the recent studies of the Quality Assurance Unit (2000). This was already a pointer of the problems faced by those who are implementing OBE, that is, learners not learning successfully.

KwaZulu-Natal Department issued a report in 2003 after the systemic evaluation of the democratic South Africa's system of education conducted by the Quality Assurance Unit of the National Department of Education in all foundation phase grade 3 learners in 9 provinces. This report exposes the serious decline in literacy skills such as writing and reading as well as numerical skills in the foundation phase education. The big question is why have educators stopped doing the good things which led to learners developing literacy? There is need to discover what misconceptions the educators have about OBE and start correcting them, lest we continue to produce illiterate graduates from the school system.

Vithal *et al.* (2005) highlighted the serious need for educator development with regards to OBE when she reiterated that group work was the central theme by means of which teachers understand Outcomes Based Education. The argument presented by Vithal (*ibid*) implied that the educators interpret the division of the class into groups as the main feature in the outcomes based approach to teaching and learning. This argument influenced this study to assume that educators had developed their own understanding of OBE which could be contrary to the OBE intentions of its proponents. The idea of implementation of group work is also one that is not understood uniformly by educators.

Current research from the Department of Education (2003) and Vithal, *et al.*, (2005) influenced the researcher to choose educators for this study because the educators are a catalyst, which means they are skilled educational practitioners with expertise to diagnose problems and provides a remedy to those problems in educational practice (Carl 1995). This study also views educators as central pillars in curriculum implementation and educational change, hence curriculum can be there but the crucial person is the educator who should understand and demonstrate competence in their teaching practices.



## **1.6 RATIONALE AND BACKGROUND**

The problem under scrutiny in this study is not unique and there have been studies and research conducted previously in this field of curriculum renewal and teacher education and training. The recommendations and findings of the Human Science Research Council (1981) and National Education Policy Investigation (NEPI) and Teacher Education Report (1992) inform this study with the debates and controversies that prevailed in South Africa with regard to the quality of teachers and challenges that could be faced by curriculum renewal processes of the post apartheid education system. The articles published by the University of Witwatersrand's Educational Policy Unit and National Education Co-ordinating Committee (1994) revealed that teacher development in South Africa needed serious consideration and review because of the imbalances and inequalities that prevailed in the teacher fraternity during the apartheid education system. Statistics provided in the (edusource data news June, 1994) pointed out that in non urban areas 21% of black educators were unqualified, 70% under qualified and only 9% were qualified and in urban areas 2% were unqualified, 91% under qualified and only 6% were qualified. The statistics has great implications for the quality of the teachers in the school system has and on the ability of these teachers to understand, come to terms with new innovative curriculum which was inordinately overloaded with jargon.

These were the existing circumstances in the teaching profession when the democratically elected government assumed power to govern the Republic of South Africa. It is for this reason that the National Education Policy Investigation (1992) emphasized that a curriculum policy for the new democratic South Africa needed to be grounded on the analysis of the prevailing circumstances. These studies provided this research with facts about the quality of educators entrusted with the task of delivering OBE and its curriculum. The issue of unqualified and under qualified educators raises concerns about what actually takes place in the classroom if the same educators who have not been properly trained previously were to deal with

issues of curriculum development and implementation in the new educational dispensation.

Research by NEPI (1992) recommended that educator development and training should supersede any curriculum changes in the democratic South Africa, it is apparent that their recommendation was informed by the research on teacher education and training. However, the rush to implement changes to the curriculum did not allow for adequate preparation of the educators before they were expected to implement the curriculum.

According to Carl (1995) the in-service training should contribute towards developing educators' critical curriculum development skills and equip them with knowledge on curriculum theories and strategies for effective implementation of innovations in the classrooms. According to the facts provided in recent research (Department of Education 1996, 1997) about the advocacy and implementation, time frameworks indicated to this study that the curriculum reforms to transform education in the democratic South Africa was not informed by the recommendations of the National Education Policy Investigation (NEPI) (1992), Educational Renewal Strategy (ERS) (1994) and the National Education Coordinating Committee (NECC) (1994). These structures recommended that any curriculum reforms to be introduced in the post-apartheid educational dispensation should be grounded on sound educator development.

This study found it controversial for the National Department to close down colleges of education because the numbers of teachers had been dwindling. The universities are not producing enough qualified teachers. It may be true that the colleges, particularly Black colleges were producing very poorly qualified candidates but they at least had some basic training in handling Foundation Phase learners. The bulk of these educators are used in the implementation of OBE. The bottom line is that a new and highly innovative curriculum was given to poorly qualified educators without adequate preparation. Recent studies (NECC 1994), ERS (1994) NEPI (1992) influenced this study to find out how educators of

*'unsatisfactory quality'* could implement educational reforms to improve the quality of education in the democratic South Africa. It is also highlighted in literature (Nkomo 1991) that black educators in particular were trained to impart syllabus knowledge and to pursue the inferior education that had been designed by the National Party for Blacks. This argument furnishes this study with the information that three years before the ushering in of the democratic educational dispensation, black educators were not involved in curriculum development initiatives yet OBE and curriculum 2005 expected them to be *creators, designers* and *creative implementers* of an innovative curriculum as curriculum developers.

This study will among other aspects be focusing on the support that is available to educators in the foundation phase to facilitate the implementation of OBE and curriculum 2005 in their classrooms.

Research by the Human Science Research Council (1981) explained that almost a decade before the democratically elected government, there were concerns about the lack of participation of educators, principals and district officials in curriculum policy formulation and curriculum development. The curriculum policy and curriculum changes were disseminated through the change of syllabi documents from national to respective departments of apartheid education. The strategies used to disseminate curriculum changes were influenced by the (Research Development Dissemination and Adaption). According to Sarason (1983) the (RDDA) is one of the techniques of the top down approaches used in the process of curriculum renewal. This approach is characterized by the planning and organization ranging from merely issuing the decree and requiring accountability reports from different levels of curriculum change implementation.

The provinces organised "train-the-trainer" workshops as a form of in-service teacher development to introduce education and curriculum changes. In contrast with this information is the explanation from the recent literature that during the advocacy of an OBE and Curriculum 2005 the same line of function was used in

cascading information about OBE and curriculum 2005. The national department of the democratically elected government used the top-down or bureaucratic structures to cascade information to the lower levels of the department. The dissemination of information from the national department to the provinces was through documents and literature. The provinces were expected in this regard to encourage intense engagement of all stakeholders in the provinces including provincial departments of education's officials, the regional subject advisors, districts superintendents' educational specialists and school educators (Department of Education 1997). Train-the-trainer model which was adopted by the designers and developers of Curriculum 2005 subscribed to the views of the top-down or prescriptive theory. According to Apples this model impose or prescribe to teachers the frameworks for curriculum implementation and in most cases the introduction of curriculum changes are sudden and without provision of teaching skills.

The contrast drawn between the OBE and apartheid cascading mechanisms provided this study with a clue on how information to train educators on OBE and its curriculum 2005 was disseminated and the manner in which it was cascaded from its source of origin down to the educators who are the implementers. It also informed the study that the national department of education used seminars, conferences and workshops to disseminate training documents and to cascade information on OBE to educators. This also throws some light into this study as to why recent research and studies on curriculum implementation revealed that *educators interpret OBE in their own different way. At the time some educators believed that the review of the curriculum leading to the revised National Curriculum Statement had done away with OBE.*

The Minister's Review Committee report (31 May 2000) provided this study with the evidence to view held in study that foundation phase educators are struggling to come to terms with the requirement of Curriculum 2005 in their day-to day classroom practice when it declared;

“The revised National Curriculum Statement is thus not a new curriculum but a streamlining and strengthening of the curriculum 2005. It keeps intact all the principles, purposes and thrust of Curriculum 2005 and affirms the commitment to Outcomes Based Education (OBE)”.

The above statement supports this study in the use of the term curriculum 2005 even though there had been curriculum review known as Revised National Curriculum Statement (RNCS). The Minister’s Review Committee’ statement states that educators have to implement revised curriculum changes in the context of the previous Curriculum 2005 Chisholm *et al.* (2001). This statement therefore influenced this study to find out the opinion of the educators regarding their competency in understanding OBE principles and purposes, and also how they viewed themselves in terms of efficiency in the implementation of the Curriculum 2005 from its advocacy in 1997 to date.

Another crucial factor stated in the HSRC (1981) reports which was viewed to be crucial in this study related to the cascading of OBE principles and purposes and the training of educators to implement curriculum changes introduced in Curriculum 2005. The report highlighted that during the apartheid educational dispensation in South Africa, the curriculum specialists were insufficient, and curriculum renewal rested on personal preferences and experiences and not sufficiently on research. The issue of the lack of curriculum specialists enlightened this study with the understanding that some of the department officials who were assigned to train educators were, themselves lacking expertise on dealing effectively with curriculum issues.

The challenge of the co-ordination between curriculum development and its practical implementation was lacking during the era of the apartheid department of education as highlighted in HSRC (1981) and Carl (1995). It was also revealed in these studies that the training of departmental officials on curriculum matters was inadequate and educators were not participating in curriculum development although this varied from department to department (HSRC 1981 cited in Carl *et*

*al.*, 1986). According to National Education Policy Investigation project on teacher education (1995) the apartheid government is held accountable for poorly qualified educators because it abdicated its responsibility for teacher development. These findings furnish this research of this study with important background and context within which its findings will be interpreted.

Research conducted during the apartheid era and recently makes it clear to this study that the national department of education for the democratic Republic of South Africa should have attended to all the educational needs and other needs which were critical to the implementation of the curriculum change, for example, educator development and training before curriculum reforms. This argument is also confirmed by studies on curriculum reforms from 1990 and 1994 (ERS) and A New Curriculum Model for South Africa (CUMSA) when stating that the background upon which new curriculum innovations should be laid, if the circumstances existing at that time could be attended to first other than that there are no good results expected.

Critics of Apartheid education (Carl 1995; Tanner and Tanner; (1975) argue that during apartheid, teachers' creativity was hindered by the tendency of forcing them to follow textbooks slavishly. This is considered in critical research as the strategy applied by the apartheid department of education officials to develop the culture of dependency so that educators would always rely on textbook as the sole source of knowledge. Many of the black teachers thought that what was in the book was always correct and there was no critical thinking and analytical critique of books. Most of the textbooks were poorly written and contained a lot of inaccurate information. This gullible and non-critical approach to learning crippled the educators' ability to search for knowledge and to develop critical thinking skills. The educators were trained to accept that they should base their teaching content on the textbook chapters which were indicated in a document called the syllabus. Although some training workshops have been conducted for the shift to OBE, however, some teaching strategies cannot be expected to have

been done away overnight because educators had been using them for years. According to Carl (1995) teaching is a profession, so the teachers need to participate in curriculum design and its development. Professionalism in teaching should be inextricably intertwined with curriculum development. The National Education Co-ordinating Committee confirmed in its Report (1994: 60-62) that curriculum should be developed with the participation of teachers because the top-down approach to curriculum development is not successful because it hinders ownership of innovative developments by stakeholders.

The Ministerial Review Committee appointed in 2000 to carry out an investigation on challenges facing Curriculum 2005, established that the educators were told about outcomes-based education and curriculum 2005 and not much about the implementation required in the classroom situation (DoE, 2000). It was also found that educators did not receive classroom support materials. The recommendations made by the Committee stressed among other things that the educators should be developed and trained through workshops in small group discussion in order to reach a shared understanding of OBE (DoE 2000). The training of the foundation phase educators, in this committee's view, should have been done by experts in outcomes- based education programming and classroom practice. The workshops as recommended in the Committee's report stated that the educators should have been equipped with skills which would enable them to manage classrooms, *apply integrated assessment strategies*, and make use of *learner-centered* methodologies. All these were new and sophisticated skills to master.

University scholars echoed their concerns about the loop holes and backlogs that would result from the poor implementation of OBE and Curriculum 2005. These concerns were informed by the critical circumstances and unfavourable conditions inherited from the apartheid system of education. The issues of insufficiently trained educators, overcrowded classroom's and a lack of suitable infrastructure were raised to substantiate their arguments (Jansen and Christie, 1998). When

Jansen (1997) was interviewed by the agent of the South African Broadcasting Council, he presented an argument about why he believed that OBE and Curriculum 2005 would fail. His argument sounded like an outrageous attack on the educational changes introduced by the National Department of Education but the Review Committee appointed by the Minister in 1999 proved these speculations to be true. The systemic evaluation of grade 3 learners' performance in 1999 confirmed the speculations made by Jansen (1998) on the reasons why OBE would fail and the claim made by Mulholland 'a columnist' of Sunday Times in the (June 1999) that the new system of education which is Outcomes-Based would produce confident illiterates.

## **1.7 DEFINITION OF OPERATIONAL TERMS**

*The terms are defined according to their operational use in order to provide clear understanding of what they mean in this study.*

### **1.7.1 Transformation**

The Oxford 3<sup>rd</sup> Dictionary (2000) defines transformation as "marked change in the nature, form and appearance". In this study the term 'transformation' refers to the changes, innovations, improvements and developments introduced by the National Department of Education in the nature and form of education in a democratic South Africa.

### **1.7.2 Foundation phase**

According to the National Qualifications Framework (NQF) (1996) the term 'foundation phase' refers to the lowest level of the General Education and Training band (GET). This term is used in this study to refer to grades R, 1, 2 and 3 previously known as Junior Primary schooling.



### **1.7.3 Educator**

The National Education Policy Act 27 of 1996 defines the term ‘educator as “any person who teaches, educates and trains other persons or assist in rendering education services and support services provided by or in an education department.”

In this study this term refers to those educators who were trained to implement OBE and Curriculum 2005 at the foundation phase from 1997 to date.

### **1.7.4 Perception**

According to the Oxford 3<sup>rd</sup> Dictionary (2000) perception is “the ability to become aware of something through the sense or ability to understand the true nature of something and to have insight.” In the context of this study this term refers to feelings about and understanding of the educational changes brought about by OBE.

### **1.7.5 Reflections**

According the Oxford Dictionary 3<sup>rd</sup> 2000 definition this term refers to “Throw back or show a realistic and appropriate way or to think about something.” This study uses this term to refer to thoughts and opinions the participants had about assumptions being researched.

### **1.7.6 Curriculum 2005**

The Department of Education (1996) defines the term ‘Curriculum 2005’ as: “South Africa’s brand name for the new OBE approach and it is the uniting vision for transforming apartheid education.”

## **1.8 LITERATURE REVIEW**

Literature to be reviewed will provide a theoretical framework within which the findings of the empirical research of this study will be located. Research publications and articles on curriculum development published in educational journals were reviewed to elicit information to understand the contesting perspectives, the philosophical foundations and policies which influenced teacher education and training prior to the democratic elections in 1994. These publications and articles are; (NEPI, 1992; van Schalwyk, 1993 and Christie, 1987, Makgoba, 1996; Educational Renewal Strategy, 1990; New Curriculum Model for South Africa, 1992; National Education Policy Investigation, 1991 & Carl, 1995). These articles were studied to solicit information on perspectives of and approaches to curriculum renewal process, educational theory and practice envisaged in the post apartheid South Africa. The International literature was reviewed to solicit information on the experiences of the United Kingdom, United States of America and Australia on educational change and curriculum transformation. History tends to repeat itself and therefore studying what had happened in other countries was informative. The information collected through literature review helped this study to make informed recommendations. The international literature provided the study with views of Outcomes Based Education which have influenced the educational theories and practice of other countries (Nicholls, 1997; Goodson, 1994; Dean, 1991, Killen, 1977; Killen & Fraser, 1996; Grundy, 1995, Ball, 1990; Carr, 1995 & Brew, 1995). The Department of Education: 1997, 1998, 2000, 2002 and 2003) and Lubisi (1998) provided this study with recent developments and continuities in curriculum 2005 and OBE implementations in foundation phase classes. Jansen (1997) provided this study with a critical perspective to the implementation of OBE and its curriculum 2005.

This study adopts the definition used in the National Education Policy Investigation NEPI (1994) which states:

“Curriculum exceeds the level of stated aims and content, it involves the consideration of actual classroom practices and experiences and of which an educator is the focal point”

## **1.9 DELIMITATION OF THE STUDY**

This study focused on the classroom based educators of the foundation phase. This meant that educators who taught Grade One, Grade Two and Grade Three classes were the research respondents. In the new education nomenclature these grades form the *foundation phase*. The researcher feels that the foundation phase classes or the grades are the springboard for further implementation of curriculum 2005 and outcomes-based education. The foundation for learning is laid at this stage. A poor foundation of *numeracy*, *literacy* and *communication* affects the child throughout life. If educators at the foundation phase level are enthusiastic about OBE and curriculum and proud about their products so it is expected that educators in senior grades may be equally enthused. The researcher chose the foundation phase educators because they should by now be regarded as experts in outcomes- based education since they were the first group to be introduced to this system of education and Curriculum 2005 in 1997. They were the first to implement this curriculum in 1998. They have had about *eight years of* implementing OBE in their classrooms. Under normal circumstances eight years is a long enough time to learn how to handle a curriculum effectively.

## **1.10 RESEARCH METHODOLOGY**

### **1.10.1 Ethical Issues**

#### *a) Access and Acceptance*

According to Bell (1993: 52) and directly quoted, he states that,

“The permission to carry out an investigation must always be sought at an early stage. As soon as you have an agreed project outline and have read enough to convince yourself that the topic is feasible, it is advisable to make a formal, written approach to the individuals and organization concerned, outline your plan. Be honest.”

This is the route the researcher opted for.

b) *Planning for the field work*

The researcher wrote letters to the senior officials of the department to request permission to use schools for the purpose of this research under a circuit for the research. After securing the permission from all the stakeholders in charge of schools, an appropriate sample was chosen. Initially, the sample consisted of one hundred and fifty foundation phase educators to whom the self-administered questionnaires and self evaluation sheets were sent. The researcher sent other fifty questionnaires to the *in-service foundation phase* student educators studying for an Advanced Certificate in Education course at the University and serving in public schools like those selected for the sample earlier. The researcher's aim for increasing the sample was to establish a wider ground for drawing conclusions about the findings of this research.

According to Van Dalen (1979) it is advisable for the researcher to give participants an assurance of confidentiality by not requiring them to provide the personal and schools' details in the questionnaire. The respondents if knowing that they will not be exposed feel at ease to provide information required. The researcher assured the respondents that their personal and school details were not required on the cover page of the questionnaire.

Appointments were arranged with the Heads of departments or (education specialists) who are in charge of the foundation phase grades. The researcher first contacted them telephonically in order to brief them about the interview schedule

prior to the date of appointment. The interviews were held at the respective schools of respondents.

The researcher piloted the questionnaire and self evaluation sheets before conducting the main study. For the pilot study educators around the town were used. This was an aim to test the validity of the instruments and to make sure that the questions made sense to the educators. For the main study, foundation phase educators were visited to verify the authenticity of responses to some self evaluation statements.

c) *The sample*

The questionnaires targeted 150 foundation phase educators who attended OBE and Curriculum 2005 training workshops from 1997 to 2000. In some schools there were educators who trained to facilitate OBE and Curriculum 2005 workshop for foundation phase educators for the circuit. The training workshops facilitators were trained by *subject advisors* from the Regional offices. They played a cascading role for curriculum 2005 and OBE in the circuit.

The heads of department in the Foundation Phase or education specialists and the educators who facilitated training workshops constituted the sample for interviews. The researcher targeted about (HODs) and educators who facilitated workshops.

#### 1.10.2 Data Collection Methodology

As stated previously, data collection instruments were questionnaires, interview schedules and self-evaluation sheets. All these data collection instruments will be further discussed in chapter four of the study.

a) Questionnaires

*The questionnaires* focused on obtaining information on:

- The general profile of the educators
- Their responses to the critical question:

What are the foundation phase educators' perspectives of the training workshops in implementing OBE and Curriculum 2005 in their classroom?

One hundred and fifty questionnaires were self-administered to foundation phase educators. The high response rate was expected because the researcher is familiar with the principals of schools in the chosen circuit and the researcher requested her colleagues and principals to collect questionnaires from educators in their own respective schools. The researcher collected the data on the dates of circuit meetings. The researcher also requested the lecturers she knows to administer questionnaires to the in-service student educators for the Advanced Certificate in Education (ACE).

b) Self – Evaluation Sheet

The *self-evaluation sheet* solicited data which answered the critical question:

- What are the foundation phase educators' views on their performance and level of competency in terms of the implantation of Outcomes-based Education and curriculum 2005 in their classrooms?

One hundred and fifty self-evaluation sheets were sent to all primary schools with foundation phase classes. Thirty self-evaluation sheets were sent to schools around a town for a pilot study.

#### c) Interview schedules

Interviews were given for the school heads of department responsible for supervising the foundation phase educators. The interview schedule with open-ended questions sought to solicit data to answer to the following two critical questions:

- What support is presently in place for foundation phase educators and the effectiveness of the curriculum delivery in the classrooms?
- What kind of classroom support is available to educators to facilitate the implementation of OBE?

The interviews were conducted at the respective schools after teaching time. Each interview took approximately 45 minutes. Before the interview started, permission from interviewees was sought for the researcher to take notes of the responses and to further ask probing questions for the purpose of clarity.

The interview schedule also collected data related to the support available to educators to facilitate the implementation of curriculum 2005 and OBE. The data solicited by means of the interview schedule was expected to expose the teacher development strategies that are in place and their effectiveness in equipping the educators for new developments in curriculum reforms.

The data collected by means of interview schedules was analysed and interpreted in terms of the two critical questions.

#### d) Observation schedules

The observation schedules were used to capture data on the practical implementation of OBE in the classrooms. The researcher selected schools in semi-rural areas in a chosen circuit to visit. The video-recorder was used to tape the lesson presentations. The records on curriculum planning and on learner assessment were collected. *Qualitative procedures of data analysis were applied.*

## **1.11 DATA ANALYSIS AND PRESENTATION**

### **1.11.1 Sorting and categorization**

The process of data analysis was commenced soon after all the instruments had been returned from the respondents. The questionnaires were sorted so that the categorization of data would be easier. Data was organised into manageable, coherent patterns and categories, so that valid interpretation and findings or conclusions could be generated based on the data which was grounded on authentic findings ( Hopkins 1989).

The first step in the analysis involved reading through all the responses to statements of each educator from the one hundred and thirty educators' questionnaires, self evaluation sheets and interview schedules. This was the beginning of organizing the data into accessible *classification packages*. The analysis involved the convergence of data from three data sources by triangulation, to construct detailed and solid descriptions which is often called "*thick description*" (Geertz, 1973; Denzin, 1989) of educators' reflections and perceptions so that the conclusions could be understandable to other researchers in the educational research. This was followed by the *pattern analysis*, a synthesis of data to contrast data across the questionnaire, interview schedules and self-evaluation sheets. The researcher described the analysis process in relation to each of the research instruments in the subsequent paragraphs.

### **1.11.2 Questionnaires**

The counting of questionnaires started soon after all submissions were made. After counting of questionnaires, codes were assigned to appropriate emerging categories.



The quantitative data was also analysed using the computer software programme called “statistical programming for the social science” (SPSS).

#### **1.11.3 Self-evaluation sheets**

The researcher counted the self-evaluation sheets and the responses of the educators were coded and categorized. The data was analysed using the computer software programme known as “Statistical programming for social science” (SPSS).

#### **1.11.4 Interviews schedules**

The responses of the HODs and training workshop facilitators were coded categorized and patterns or trends identified that matched the research questions. These responses were examined for congruence and divergence with the questionnaire and self-evaluation sheets.

Resulting from the analysis of the data from the three data collection instruments, corroborations and contradictions of the teachers’ responses were established in an attempt to explore the success and challenges educators faced with the implementation of OBE and Curriculum 2005 in their teaching practice.

#### **1.11.4 Observation schedules**

Data collected by observation schedules was analysed and the identified issues were interpreted. The summary of findings was discussed under each issue identified.

### **1.12 VALIDITY AND RELIABILITY**

The concern for validity is crucial in ensuring that the researcher and others are able to trust the results of findings of the research and feel confident that the

investigation is valid and reliable. All the data collection instruments, namely, the *questionnaires*, *interview schedules* and *self-evaluation sheets* were validated in various ways before they were used in the main study. For instance, a language specialist looked for clarity and use of appropriate language for the questionnaire. A registered psychologist and competent research questionnaire specialist peer reviewed the questionnaire together with the promoter.

#### **1.12.1 Questionnaires**

The pilot study was conducted for testing the validity of the instruments before use in the main study. The pilot study was expected to expose some errors that may have crept in, in some of the statements in the questionnaires and to test the clarity of the statements to foundation phase educators. The researcher sent the questionnaires to the supervisor for approval. After the necessary changes were made the researcher sent the instrument to 30 educators in schools around Stanger. The researcher used the Likert scale because it gives a technical layout. The researcher discussed the outcomes of the study in relation to the validity and reliability of the questionnaire before it was used in the main study.

#### **1.12.2 Self evaluation sheets**

The first trials of the self-evaluation sheets took place in the same way as the questionnaires. The researcher gave the self evaluation sheets to the supervisor seeking critique and comments. The necessary changes were made after the self-evaluation sheet was collected from the supervisor. After the supervisor's approval of the evaluation sheets, there were piloted with 30 foundation phase educators in a ward and schools in a circuit.

### **1.12.3 Interview schedules**

The interview schedules were given to the researchers' colleagues for advice and opinion. The researcher discussed the interview questions with the supervisor before the interview schedules were used in the main study.

After the validation of the three data collection instruments, they were ready for use in the main study, the result and analysis of which appear in the subsequent chapters of this report.

## **1.13 DATA PRESENTATION**

Frequency distribution tables and graphs were used to present data that was collected by means of questionnaires and self-evaluation sheets and analysed by SPSS. The tables and graphs presented quantitative data. The interpretation of statistics was necessary to unpack the meaning of numerical presentation in the context of this study.

### **1.13.1 Synthesis of data**

The data presented on tables and graphs was interpreted in order to contextualize and to make findings more understandable and meaningful to the problem researched in this study. The synthesis of data was to give clarity to the issues that emerged from the study and which will need to be addressed.

In Social Sciences quantitative and qualitative presentation of data is imperative (van Dalen 1979, 412). The researcher synthesised data in order to identify and to present uncertainties and continuities in the curriculum development and its implementation in schools. Interpretation and reflection of data presented the views, perspectives of OBE and Curriculum identified and experienced by the

educators and the heads of departments regarding OBE and Curriculum 2005 implementation in their classrooms.

#### **1.14 LIMITATIONS OF THE STUDY**

The financial constraints forced the researcher to focus on schools that are not very far from her workplace. The researcher took advantage of in-service students for the Advanced Certificate in Education enrolled with the University for the self-evaluation sheets and questionnaires because she could not reach all the schools. The researcher relied on the information provided by the educators on the questionnaires and self evaluation which may not be reliable. The other constraint was that during the time of this research, the educators in schools were appraised for salary progression, so it may happen that they exaggerated their assessment with the impression that the responses might contribute to salary progression. A lot of paper work in schools might have contributed to the failure of some educators to return self-evaluation sheets. The principals requested to collect questionnaires and self-evaluation sheets were sometimes not reliable because of the nature of administration and management tasks in the schools.

The Department's policy of *Rationalisation* and *Redeployment* could have disturbed appointments with heads of departments for interview purposes. It was difficult to get hold of them because some had been transferred to schools in other districts. In some school the heads of departments were newly appointed and were still orientating themselves in curriculum management in foundation phase which they had never done before.

#### **1.15 RECOMMENDATIONS AND CONCLUSION**

The research made recommendations in the last chapter of this study. The researcher presented some arguments informed by the analysis and presentation of

data. The recommendations reflected on problem stated, the purpose and the significance of this study.

#### **1.16 ACKNOWLEDGEMENT**

This study like all research could not control all variables during its empirical research. Some variables could be in the sample chosen or in the reliability of the instruments. The researcher is aware that curriculum is a vast field or discipline and the researcher has chosen educators or teachers as the curriculum component for this study. The researcher acknowledges that the findings of this study may not be transferred to other parts of the country because this research was confined to hundred and fifty foundation phase educators and 20 Heads of Department in only one circuit out of three Circuits in a District in a Province. However, the research can be used to inform local practice and to identify areas that can be improved.

#### **1.17 REFERENCES**

The researcher will provide the sources of information consulted for chapter two that is literature review, chapter three (methodology) and other subsequent chapters of this study.

#### **1.18 APPENDICES**

The researcher will attach the three data collection instruments used in the main study.

## **1.19 ORGANISATION OF THE STUDY**

**Chapter One** of this study presents the proposal, which is the brief orientation into the entire research study. The following are outlined in this chapter: the title, introduction, the statement of the problem, aim of the study, four critical research questions, significance of the study, rationale and background, literature review, delimitation, research methodology, limitation, validity and reliability, acknowledgment, recommendations, references and appendixes.

**Chapter Two** presents a critical review of literature about some assumptions regarding the paradigm for curriculum design and development in a democratic South Africa. The documentations generated during the advocacy of OBE and Curriculum 2005 will be scrutinised to inform the study about the theoretical framework behind the OBE approach introduced in South African schools in 1998.

**Chapter Three** presents methodology which is a detailed layout of how data was collected and selection of a sample. Data analysis procedures for all three research instruments are discussed in detail in this chapter. Validity and reliability of each research instrument is also discussed. Summarised data in tables and graphs will form part of this chapter.

**Chapter Four** will present a qualitative analysis of data summarised in tables and graphs as they appear in chapter three from the questionnaires. The statistical analysis of data will be unpacked by interpreting the findings in terms of critical research questions asked. The convergence and corroborations of ideas regarding success and challenges facing OBE and Curriculum 2005 will be identified and interpretations thereof will be presented.

**Chapter Five** will consist of the interpretation of data summarized in graphs and tables which answer the second critical research. The findings presented in

numerical symbols will be interpreted to establish the continuities and confirmation of issues in the implementation of OBE approach to teaching and learning in the foundation phase classes or grades.

**Chapter Six** will present the interpretation of data analysed from the Interview Schedule. The findings of the data analysis from interview schedules will be critically scrutinized to identify the support presently available to support educators to facilitate OBE and curriculum implementation in their classroom practice. The views of heads of department contained in the interview schedules will be analysed to establish the convergence and divergent perceptions and ideas about implementation of OBE and Curriculum in classrooms.

**Chapter Seven** will present the analysis of data collected through the observation schedule. The observation sheet sought to solicit the practical experiences of the foundation phase educators in implementing Outcomes-Based Education in their classrooms

**Chapter Eight** will present the recommendations of the study based on the four research questions. The delimitation, acknowledgement and conclusion will be discussed in this chapter.

## **1.20 CONCLUSION**

This chapter provided an orientation to the study. The operational terms had been defined and discussed in the context of the research problem. The brief review of literature was discussed for the purpose of furnishing this study with facts and theories about Curriculum development in OBE and educator in-service education and training. This chapter presented the outline of the study by discussing the focus of each chapter.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

This chapter presents a critical review of literature based on overseas countries' experiences, perceptions and perspectives on: curriculum designs, models of curriculum development, programming and strategies of implementation. The models of curriculum development and implementation identified through the review of international literature provided the parameters for interpreting the findings of the research conducted for this study. The literature reviewed for this study unveils the different view points from which the concept 'curriculum' is defined. We cannot deny that education has been globalised. It was gleaned from literature that there are different assumptions about what curriculum should achieve in the society, and as a result various curriculum theories have developed. The researcher also learned from the review of international literature that contesting views on how curriculum should be cascaded and disseminated has led to the development of models and designs for curriculum dissemination and implementation.

The review of studies and recent research based in South Africa show that curriculum innovations of the *apartheid* and *democratic* education dispensation reflect curriculum theories generated in the first world countries. Literature unveiled that the influences of these international theories in the process of curriculum renewal has led to various debates and discussions regarding the issue of contextualising the implications of the socio-economic conditions of the society in South Africa that of developed countries from which the curriculum has been adapted. The problem of poor understanding of OBE by teachers is placed on the lack of proper contextualization of the philosophy to fit the South African context.



Critical perspectives identified through the review of recent research and studies on curriculum development provided a balanced argument on the paradigms for curriculum innovations in South Africa and internationally. Debates and controversies that had taken place since the first democratically elected government in South Africa regarding the innovations for curriculum renewal are identified during the review of literature. The documentation of the Department of Education reviewed for this study, provides information used in this study demonstrated developments and continuities in curriculum change that had taken place since the democratically elected government assumed the political office in SA in 1994.

## **2.2 DEFINITIONS OF THE CONCEPT ‘curriculum’**

De Beer (2007) describes curriculum as an abstract idea which includes the philosophy behind an educational approach, and all the planned and unplanned activities that occur in educational settings. There are different ways of defining curriculum. Some definitions put the needs of the learners at the fore front (learner-centred) other curricula put the needs of the educator at the forefront, that is, they are teacher-centred. Below are a number of ways in which curriculum can be defined:

### **2.2.1 Soghe, (1977: 38) defines curriculum as;**

“Educational track on which pupils move under the leadership of their teachers on way to adulthood.”

### **2.2.2 Stenhouse (1975: 1-5) defines curriculum;**

“The way in which educational aims are realized in practice, these include content, methods and implementation thereof.”

2.2.3 Mark et al (1978 :81) views curriculum as;

“A sum total of means by which students are guided in attaining the intellectual and moral discipline requisite to the role of an intelligent citizen in a free society. It is not merely a course of study nor is it a listing of goals and objectives, rather it encompasses all of the learning experiences that students have under the direction of the school.

2.2.4 National Educational Co-ordinating Committee (NECC) (1992:1) says;

“Curriculum refers to the teaching and learning activities and experiences which are provided by the school. Curriculum exceeds the level of stated aims and syllabus documentation. It considers the actual classroom practice and experiences which is, the curriculum- in-use. Having the same curriculum on paper does not mean that all schools experience the same interpretation of curriculum. Curriculum-in-use is profoundly affected by the resources, texts which support teaching and learning. Some schools have no electricity and running water, which certainly means that there are practical activities they cannot carry out successfully. Such schools cannot use simple teaching technology such as an overhead projector. For instance, the argument that all schools in South Africa now go through the same curriculum is false because some schools are severely under resourced. This means they cannot carry out learner centered lessons which need resources.”

2.2.5 Tanner and Tanner (1975:31) describe curriculum as;

“The planned and guided experiences, formulated through the systemic reconstruction of knowledge and experiences under the auspices of the school, for the learner’s continuous and willful growth in personal-social competence”.

The definition highlights the importance of all the experiences in the school. Some of the experiences are deliberately planned while others are unintended (hidden curriculum) but all these experiences mould the child in a certain direction. The presentation above indicates the convergence and divergence of ideas regarding the conceptions of this concept, ‘curriculum’. The following paragraph provides the detailed discussion of the conceptions of curriculum.

## 2.3 CONCEPTIONS OF CURRICULUM

Conceptions of curriculum discussed in this study are classified as follows; *Humanistic, Social constructionist, Academic and Technological*. The advocates of these conceptions of curriculum have different views and ideas about what should be the content (Knowledge), the learner (who), methods (how) as well as assessment.

### 2.3.1 Humanistic Conception

The proponents of a humanistic orientation hold the view that curriculum should provide *satisfying experiences* for each person meet the needs of the individual. Humanists perceive curriculum as a *liberating process* that can meet the need for growth and personal integrity. They also believe that the function of the curriculum is to provide each learner with *intrinsically rewarding experiences* that contribute to personal liberation and development. The idea of *self-actualization* is at the heart of the humanists view on curriculum. Self-actualisation which is regarded as the basic principle underlying the curriculum, is explained to be a process whereby learners are permitted to express, act out, experiment, make mistakes, be seen, get feedback and discover who they are. The child has to recognize his/her place in society and his/her role in society in order to support the agenda of transformation. The process of teaching career education helps the learner identify his strengths and realistically estimate his/her ability to succeed in a particular career.

The curriculum content according to the humanists, are peak experiences on which learning should be based. The value of the experiences should be to allow the cognitive and personal growth to take place simultaneously in a teaching and learning environment. It is essential, in this view, for the learning activity to be

based on peak experiences to enable learners to discover their potentials and limitations. Self-assessment in OBE is encouraged for the purpose of helping learners to develop skills to evaluate themselves accurately. Neil, (1990) argues that the humanists see it as an imperative for learning experiences to allow for a flow which implies moving from less challenging to the most challenging experiences. This flow in other words means that learning should start from more *concrete* to the *abstract level* or from the *known* to the *unknown* experiences. Louw (1992) refers to this method of learning as inductive approach. A curriculum goal in this instance is to educate learners so that they will be able to experience flow and avoid boredom and anxiety regardless of social conditions. The outcome of this curriculum will result in learners being able to *recognize challenges* and turn them into *manageable problems* and *opportunities*.

Another feature of the humanist curriculum is the emphasis on the increase in self awareness. It allows learners to seek typical personal patterns in their own responses to the series of activities. The humanist expresses also that curriculum should develop *critical thinking skills* by teaching the learners to distinguish ends from means. Learning activities, in this view, should provoke reserved and silent learners to reveal that they also think (Neil, 1990). The educator's role, in this view, is to provide warmth and nurture emotions in the learning environment and to perform one's function as a *resource person*. The educator should present material imaginatively and create *challenging situations* to facilitate learning. Because many educators have a poor content base, they find it difficult to create challenging and thought provoking situations for learners. The educator is also expected to be a good listener, she or he must listen comprehensively to the learners' views of knowledge (reality), respect learners opinions and views. Through interaction with the learner misconceptions are thrashed out. According to Brown (1971) the theory of misconception explains how learners have personal interpretations of what they have learnt and that some of these interpretations are inaccurate.

The strength of the humanists' curriculum according to Higgs (1993) is the strength on *integration of emotions thoughts and actions*. This means that the humanist curriculum aims at the *holistic development of a learner*. With regards to assessment, these theorists stress growth regardless of how it is measured or defined. The humanists emphasize process rather than product (outcome). The good classroom, in this view, provides experiences to help the learners become more aware of themselves and others and to develop their own unique potentials into abilities they can use to cope in a challenging world. Assessment techniques recommended for this curriculum are observations of actions and provision of feedback after the activities are completed. The learner profile is emphasized as evidence to learning or improvement in learners' behaviour and attitudes.

Critics of this view (Adam 1987, Daniel 1988 and McCarty 1983) argue that the humanist is not concerned enough about the experiences of an individual, hence some programmes recommended appear to demand uniformity from learners. They also argued that humanists give undue emphasis to the individual learner's needs at the expense of the needs of the entire society . Critics challenge the humanists view on the grounds that it promotes individualism and uniqueness through the curriculum which as a consequence result inculcates division and discrimination instead of advancing unity and relatedness. McCarty (1983) believes that it is necessary to combat the perceptions of humanistic education because it is chaotic and lacking in purpose. He also expresses that humanistic conception of the curriculum should consider the welfare of others and that one should not seek personal pleasure while others are slaves.

### **2.3.2 The Social Constructivist Conception**

Social constructivist (Bennis 1996, Grundy 1991 and Habermas 1974) stress the society's needs over the individual interest. They place primary responsibility on the curriculum to effect social reforms and generate a better future for the society. They emphasise the development of social values and their use in developing

critical thinking in learners. The Constructivists are interested in the relationship between curriculum and the social, political and economic development of the society. They are optimistic that education can effect change and improvement in the people's lifestyle. The primary purpose of the social constructivist curriculum is to confront the learners with many severe problems that are extracted from the society in the form of the learning content. The problems facing human kind, in this view, should be presented across the curriculum which means all subjects have to adopt and use the approach of *focusing on societal needs and problems* in teaching and learning. The social constructivist theory on curriculum, however, has no universal objectives and content. Objectives of the content according to Higgs (1993) might be the identification of the problems, methods, needs and goals in the learning of subjects, the evaluation of the relationship between education and human relations and the identification of aggressive strategies for effecting change. This approach allows learning to be contextualized, allowing learners to deal with real problems experienced in their communities. Constructivist theory is a key rationale for outcomes based education.

The role of the educator, in this view, is to encourage participation of the community to develop programmes for learners through which special skills and interests could be developed. The teacher should stress cooperation with the community and its resources and to emphasise group experiences and projects. Projects should reflect interdependence, of all areas of the society's life and social consensus. The teacher is viewed as a resource person and a catalyst. The educator should seek opportunities for the learners to work as equals with adults in social projects and political activities. This is an ideal way of learning which includes sharing of the rich experiences of adults. It also means that learning takes place in authentic situations not artificial conditions. In this scenario there would also be plenty opportunities for both adults and learners to discuss and exercise sustainable ways of using resources in their communities.

According to Grundy (1991) and Giroux (1987) the social constructivist held the view that social values should underpin the curriculum. Learners should focus on an aspect of community which they (the learners) believe they can change. Simulation and role playing are the preferred modes of teaching and learning. Learners should have the opportunity to recognize the real importance of what they are to do. Learners should act on an issue or problem, not merely study it. A learning activity must offer learners an opportunity to make sense of what is right and wrong, desired and undesirable and to supply learners with a sense of purpose.

According to Friere (1970) curriculum content and aim is derived from the analysis of the society that the school is to serve. Constructivists look at the society with the intent of building a curriculum by which learners can improve the real world. Friere argues that conscientisation of learners should be the main goal of the curriculum, which is the means of helping the learners to comprehend the origins of facts and problems in their situations rather than attributing them to a super power or their own natural incapacity. Curriculum, however, contributes to the building of a social order by promoting political awareness and strengthening challenges to the existing society. The critics of this conception (Bowers, 1983 and Liston, 1988) argue that there is no direct implication for the curriculum. This view is also charged for its inability to change existing social structures but want curriculum to be a *vehicle for fostering social discontent*. It is also challenged for encouraging learners to understand how the curriculum is used to consolidate power and to define society.

### **2.3.3 Technological and Academic conception**

The technologists view curriculum as a technological process for achieving whatever ends policy makers demand. They consider themselves accountable by producing evidence which indicates that their curriculum attains intended objectives. Carl (1995) states that technological conceptions of the curriculum

coincide with the academic's one that they both make use of the means-end paradigm. These conceptions stress the specification of *learning outcomes* or *desired terminal behaviour*. The *technological curriculum* is based on the premise *that nothing is real and meaningful unless it is perceptible and subject to objective analysis based on verifiable data*. The technological curriculum declares that knowledge worth acquiring is that knowledge which prepares the learner for the functions of life. The learning process according to the technologists comprises a change in behaviour, and that, as *behaviour demonstrable learning outcome* or success are *perceptible* and *quantitatively measurable* (Gagne 1977, Briggs 1974, Walters 1985 and Cornbleth 1990). OBE subscribes to this views because it emphasizes the demonstration of outcomes.

The *academic curriculum* is a systematic process directed by the academic rationality and theoretical logic. It is academic as it is based on the application of studied logic in educational decision- making (Hirst, 1974 and Preedy 1989)

The academics emphasise that curriculum development should be a duty to be carried out by specialists or specialist team (Carl, 1995: 49). To academics, there is no necessity of teacher involvement in curriculum decision making and in its development. The point of departure for the academics is that curriculum is the *identification of objectives and goals* and then follows the further procedure of selection of content, the classification thereof, the design of methods and the eventual evaluation of the outcomes. This theory declares that curriculum planning is elevated above the unique nature and character of a particular school situation which means that curriculum planning cannot be carried out by educators. The academic's conception of the curriculum is opposed to the definition of the National Education Co-ordinating Committee (NECC) (1992) which declared that curriculum is affected by the availability of resources, so no curriculum-in use can be the same for all schools.



Taba (1962:50) states that; “No matter what its nature, the statement of desired outcomes sets the scope and the limits of what is to be taught and learned, the principle in academic curriculum planning is therefore the identification of goals with rational intellectual argument as a method of accomplishing this task. Cornbleth (1990) argues that both technocratic and academic conceptions of curriculum are opposed to the idea of involving teachers in curriculum decision making as well as in its planning. They state that the educators cannot be trusted in curriculum matters.

Preedy (1989) criticizes the technologist and academics view or conception of the curriculum, when she states that in essence good curriculum results from the process where all professional staff participated actively in negotiating agreed curriculum development frameworks. The joint contributions in curriculum planning, implementation and evaluation of its delivery, in the critic’s view, could eliminate challenges to be faced in classrooms. The belief of the critic is that pupils’ learning is influenced by the individual teachers’ classroom performance in delivering curriculum within the climate of the school.

The discussion of the four conceptions in the above paragraphs mostly highlights the experiences of the first world countries with regards to curriculum development process. It was important therefore to explore their influences on the curriculum development in South Africa. The interdependence of the third world countries in terms of economic, social, intellectual and political spheres make South Africa part of the global village. It is also true that the third world countries have modeled their curricular on first world countries, instead of reinventing the wheel. The contexts of the developed versus underdeveloped world are very different in terms of human and material resources. These had impacted very negatively on the implementation of the curriculum in poorer countries.

## **2.4 A CRITICAL SYNTHESIS OF THE INFLUENCES OF HUMANISTIC, SOCIAL, CONSTRUCTIVIST, ACADEMIC AND TECHNOLOGICAL CONCEPTIONS ON CURRICULUM PLANNING IN SOUTH AFRICA**

### **2.4.1 The mainstream trend during the apartheid system of government**

The critical review of literature based on South African experiences on curriculum planning (Griesel, 1986; Du Plooy *et al.*, 1982; Luthuli, 1983; Van Schalwyk, 1988; Viljoen & Pinaar 1971) reveal that the main trend in educational and curriculum changes in South Africa during the apartheid educational system was influenced by the humanist and academic conceptions. The adopted *humanist conceptions* were modified to be aligned with the political ideology of the apartheid government. This view in South African terms is referred to by Marrow (1989) as *traditionalist or fundamentalist*. The proponents of the fundamentalists adopted the idea of nation building in its curriculum planning and designing, proposed by the social constructivists to justify their perpetuating of the political policy of segregation and suppression of indigenous people.

The *fundamentalist curriculum stressed pluralism, and cultural distinctiveness* on the grounds of the humanist conception other than that an individual learner is unique. The pursuit of uniqueness through the curriculum was in the fundamentalist based on the *race, culture and language*. Individualism and uniqueness were justified on the basis of the humanism theory. The idea of self-awareness in the fundamentalist view could only be developed if the child was taught in his own language by the teacher who understood his or her culture. It was also claimed that in this view the learner developed self-awareness if he or she was taught in his/her own cultural environment and context. (Griesel and Louw (1986)). Luthuli (1983) declares that the curriculum content for black schools ought to transmit cultural values, norms and views of life of the ethnic black indigenous people. The notion of self-actualization was used by Vrey (1979) as the psychological term relevant to pursue the fundamentalist ideas in the

curriculum, as he argued that the child learned by imitating the adults in his or her cultural environment. This means that the child could develop his or her potentialities into abilities (self- actualization) only if the children of the same cultural background were taught in the same cultural environment. These ideas had various social, political and economic implications in the diverse society of South Africa which led to conflicts and discontents about the education system and educational practice. Collins and Christie (1984: 45) correctly stated that:

“The curriculum design by the structures of apartheid education is geared towards the reproduction of labour as required by capitalism. Inequalities in Black Education were geared to perpetuate the ideology of inferiority and social relation of domination and subordination”.

Class culture of the dominant social group was transmitted in schools through the curriculum to produce a society stratified into classes one of which the ‘Blacks’ would be subservient to the ruling class. Teacher training was therefore not geared towards preparing teachers who would be able to unleash the potential of a Black child. Black children were supposed to be educated just enough to be able to take orders in the language of their white masters.

While during apartheid days there was much that was seen as negative in the culture of Black people, there is now a movement toward recognising culture as very relevant to the education of a child. It provides the child with an identity and a sense of belonging which is crucial to *self confidence* and a sense of belonging which is crucial to self confidence.

According to Tylor et al (1992) apartheid education lied in the hands of the structures dominated by members of the National Party who held the view of the Christian National Education. The proponents of these view strived for the perpetuation of their intentions through curriculum. The views of the Nationalist Party permeated teacher education institution when Fundamental Pedagogics was introduced as the core discipline for the curriculum in institution for teacher

education and training. The proponents of Fundamental Pedagogics (Luthuli, 1982, Viljoen et al 1971) stress that novice educators had to know and understand the child could learn effectively if he/she was taught in their own cultural environment by an adult who belong to the same cultural group. These theorists also emphasized that the task of the teacher in an educational situation was to lead the child which is the not-yet-adult through the programmed instructions (content) to reach adulthood. Novice teacher were made to understand that their career was about the transmission of culture from one generation to the other. The view of knowledge in this approach was limited to the acquisition of culture and the life styles of the cultural group. According to Viljoen et al (1971) the ultimate aim of apartheid education was the attainment of adulthood by the child through the acquisition of culture and life style of his/ her cultural group.

Critics of the fundamentalist curriculum (Fouche , 1982; Glukman, 1977; Higgs, 1993; Kallaway, 1990; Morrow, 1989; Nkomo, 1991; NECC, 1992; NEPI, 1990; and Tylor, 1993) contend that the fundamentalist curriculum was used for promoting, reproducing and maintaining the ruling social and political ideology in South Africa. They also criticize it for instilling *passive acceptance* of authority and not providing learners and educators with conceptual tools necessary for creative and independent thought. Higgs (1993) stated that the curriculum of the fundamentalists had been seen to encourage *social manipulation* during apartheid South Africa. Althusser (1971) argues that any curriculum that promotes political ideology is referred to as the, 'Ideological State Apparatus' this means that during the apartheid system cultural-reproduction was the States intention propagated through the curriculum.

Morrow (1989) argue that Fundamental Pedagogics, together with the way in which it was taught, prevented teachers from developing an understanding of the relationship between education and the context in which knowledge and understanding are created. Fundamental pedagogics according to Morrow (ibid) deprived teachers of opportunities to develop critical and creative thinking skills

required by new curriculum renewal process of the democratic educational dispensation. Fundamental pedagogics educated and trained educators to use content-driven methodology when teaching and to consider prescribed textbooks as source of knowledge. Teaching was not only transmission of content but it was exams and test driven ( Higgs 1993).

#### **2.4.2 The emerging trend during the 1990's**

Research output by various stakeholders (National Educational Co-ordinating Committee 1992, National Policy Investigation 1992, Curriculum Model for South Africa 1990 and Educational Renewal Strategy (1990) revealed that political changes in South Africa resulting after the release of the liberation movement leaders and political prisoners impacted on education in South Africa. The recommendations made by the National Education Co-ordinating Committee, resulted in the issuing of the state policy which permitted the *desegregation* of schools. In 1991, the historically white schools were mandated by the state to enroll learners from other racial and cultural groups. This was a major overhaul of the school system and there were bound to be problems and *culture shock* for everybody. The terms given for the desegregated schools were Model B and Model C. The model B schools were autonomous and the state had no interference with their affairs, whereas model C schools are semi- autonomous. According to CUMSA (1990) and NEPI's Report (1992), there were no changes in the curriculum in place to accommodate learners from the other cultural groups. Curriculum changes highlighted in NEPI in desegregated schools tended to be an 'add on' nature rather than fundamental. The learners of the black race were expected to adjust to the existing curriculum practices in the desegregated schools and to some learners of this race it was difficult to adjust. There were language problems, culture shock and discrimination of the minority Black children joining these schools.

This emerging trend of the early 1990's was criticized by various political parties particularly the liberation movements and university scholars in curriculum studies (Jansen and Shepherd 1996, Baddat 1995, Moore 1994 and NEEC 1994). That emerging trend was regarded by Moore (1994) as an attempt by the liberals and progressive educationists to pursue racist attitudes and white supremacy. Baddat (1995) stated that this meant a move from segregationist to the *assimilationist* form of multiculturalism. The Black learners had to conform to the dominant white culture. The anomaly in this is that Blacks are a dominant race in terms of numbers in South Africa.

The assumptions underlying the curriculum of the desegregated schools rose concerns about the racial and cultural attitudes to be developed in the learners of diverse race and cultural background. The critics of the model C and Model B curriculum (Jansen and Christie, 1996) argued that these schools had failed to eradicate offensive and racist statements that might develop racist attitudes even though the learners are taught under the same roof. Nkomo (1991) argued that the concept of multiracial schools was condemned for encouraging those learners to undermine their own cultural heritage and aspire to western values as the only recognized values for good life. Anything not western could be labelled as barbaric and not useful scientific information and thus undermining other ways of thinking and doing things.

Opening of all schools for learners was viewed as a milestone of that time towards de-racialising schooling in South Africa, by allowing learners of black races in former white schools. However, the issue of *equity* and *equality* in terms of recognition of the value and interests of all cultures in the curriculum was not challenged. This was also condemned for its failure to challenge the Eurocentric view of life that was dominant in the curriculum and in the entire educational practices of model C and B schools in South Africa. The view advocated that anything not Eurocentric or Western was outdated, useless or taboo.

The democratic election in 1994 marked a turning point in the politics of South Africa. The government of the people came to power and there were expectations of changes in all the spheres of social life of which education was viewed a first priority. The government was under pressure to be seen to move away from a curriculum whose aim was to keep Black people perpetually ignorant and disempowered.

## **2.5 A BRIEF OVERVIEW OF THE CURRICULUM INNOVATIONS FROM 1995 TO 1996 IN SOUTH AFRICA**

In 1994, shortly after the first democratic elections, the minister of Education was approached by stakeholders from diverse political and educational backgrounds to organise a *National and Training Forum* for a national initiative to change the apartheid school syllabuses. In September of that year, this forum established a Curriculum Committee which was divided into thirty subject committees (Hindle: 1996). According to Khuzwayo (1998) perceptions of the members of the field committees unveil that the process of syllabuses renewal due to uncertain curriculum frameworks resulted in the process being hijacked by the former national education department to accomplish their own apartheid interests. The whole process according to the researchers ended up being nothing other than the reshuffling and re-arrangement of topics, substitution of terminology, omissions of certain topics, addition of new topics and duplication of themes. Jansen (1995) argues that the product of the entire process received overwhelming criticism from all the stakeholders. The committees of the National Education and Training Forum condemned the national minister's terms of reference for not providing a clear direction and frameworks for the curriculum renewal process. The process was also condemned for failing to come with the *philosophical foundations* of a new curriculum to replace those of the apartheid education.

The Department of Education embarked on the curriculum review in August 1995. The goal of the review process was to phase in, with effect from 1998, a

new curriculum, which was based on the idea of *lifelong learning* for all South Africans. The new curriculum was to effect a shift from content-based to one which was based on outcomes. The National Qualifications Framework (NQF) was a new structure that came into being in 1995, which aimed to improve the quality of education in South Africa. Another structure introduced in the national department was the South African Qualification Authority (SAQA) which came up with sixty six critical outcomes within which the curriculum was to be developed. Later, the number of critical outcomes was reduced to eight (Department of Education; 1997). There were outcomes stipulated in terms of specific subjects or learning areas contexts and called, *Specific Outcomes*.

According to the Department of Education documents (1997) the new curriculum approach called *Outcomes Based Education* in South Africa tried to emphasise the need to *connect theory and practice*. It was stated in these documents that the OBE approach would make South Africa experience a major shift from apartheid curriculum and introduce curriculum reform. The OBE approach was accompanied by the innovative curriculum called Curriculum 2005. The term Curriculum 2005 is referred to as a South African brand name for the new curriculum OBE approach. De Beer (2006) states that Curriculum 2005 was the official name originally given to the New South African Curriculum developed within an outcomes-based framework.

The first draft document for A Lifelong Learning Development Framework For General and Further Education and Training in South Africa (1996: 6) presents the different approaches which include; Traditional OBE, Transitional OBE, and Transformational OBE. This document discussed the reasons why transformational OBE was preferred for South Africa. The advocacy document of the Department of Education on OBE explained briefly what each OBE approach entailed in terms of curriculum reforms. It was stated that Traditional OBE was based on objectives. The proponents of the traditional OBE used outcomes to refer to what was traditionally called the content-dominated categories that did



not relate to real life demands and experiences of outcomes based education and were based on the objectives model.

The Transitional OBE, which was described as an approach that lay in the twilight zone between traditional and transformational OBE. This approach gave priority to *higher level competences*, such as *critical thinking*, *effective communication*, technological application and complex problems solving rather than to particular knowledge or information. Broad attitudinal, affective, emotional and rational qualities or orientations are also emphasized. This approach extends beyond the traditional approach, as subject matter becomes more of a vehicle to assist in the evaluation and integration of higher order competences.

According to Bhengu (1997) transformational OBE is described as collaborative flexible, transdisciplinary, outcomes-based, open-system, empowerment-oriented approach to learning. Its aim is to equip all learners with knowledge, competence and orientations they need for success after they left school or have completed training. Its guiding vision is that of a thinking, competent future citizen. The underlying principle to this approach is that success in the learning environment is of limited benefits unless the learners are equipped to transfer that success to the life in a complex, challenging and transforming society. The characteristics of transformational OBE are stated as follows in the Department of Education (1997: 9-10) and Marlow (1998: 10);

- It involves the *integration* of concepts in a *cross-curricula* approach which embraces not only the structure of the curriculum, but also the methods by which instruction is delivered and meaningful assessment is made.
- Curriculum development *puts learners first*, recognizing and building on their knowledge and experience and responding to their needs.
- It is *learner-centered* and this is the important principle underlying this approach and it gives considerable *emphasis on a constructivist* approach to learning.

- The *promotion of cooperative learning* is regarded as one of the key elements to successful learning.
- Progress is demonstrated through *integrated tasks* and the application of *skills to real world problems* and is monitored through multi-dimensional methods of assessment.
- It includes all learners.
- It remains the responsibility of educators to construct *meaningful learning experiences* that lead to the *mastery of outcomes*.
- Learners do not fail but progress towards the *mastery of outcomes at the learner's own rate* and therefore at different rates

The characteristics of Transformational OBE manifest the ideas of the Social Constructivist approach in that it promotes cooperative learning and learner centeredness. Social Constructivists are of the belief that in a learning situation each learner constructs his or her own meaning and learning about issues, problems and topics. The Transformational OBE approach focuses not only on what is learned but how the process of learning takes place. This means that the process of learning matters more than what is being learned.

The proponents of Transformational OBE view the curriculum as a social construct which means that the curriculum is something that is made by people. This statement is endorsed by the fact that there are 8 (eight) principles underpinning the curriculum and these are; social justice, a healthy environment, human rights and inclusivity, non racialism, equality and equity and lastly respect. These principles are the determinants of what should be a priority in the teaching and learning environment.

## 2.6 CURRICULUM PROGRAMMING MODELS

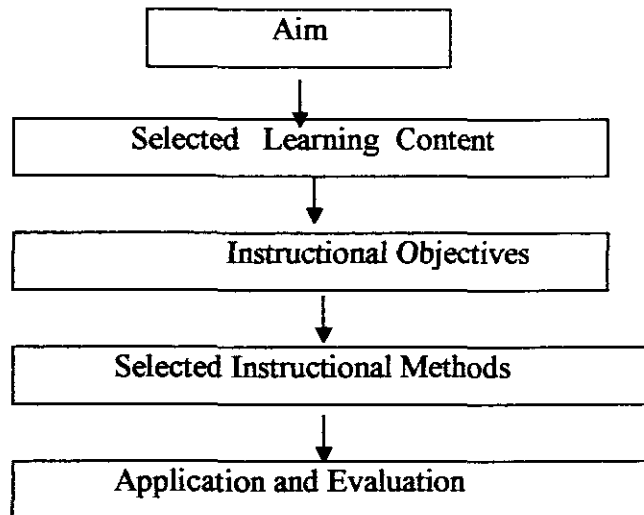
There are three models of curriculum programming discussed for the purpose of finding out the model to which the Curriculum 2005 subscribes. The term programming is used to imply the manner in which the educators (teachers) interact

with the curriculum. They are, first, content-based programming, experience-based programming and the outcomes-based programming. It appeared from the critical analysis of these theories or models that Curriculum 2005 does not subscribe to the first two models. It is implicit in the outcomes-based programming model.

### **2.6.1 Content-based programming**

Killen (1996) describes content-based curriculum programming as the sets of plans or syllabus that guide individual educators in the selection of objectives, content, teaching methods, resources and assessment procedures. Another feature of content-based curriculum programming is that it puts exclusive emphasis on covering the curriculum by suggesting that educators should *teach predetermined amount of content* in a given time period. This curriculum programming *stresses time factor* in covering the prescribed content. It gives little consideration to how much individuals will learn in that time and as a result leads educators to think that it is acceptable and *appropriate for individual learners to learn different amounts of knowledge*.

Grundy (1987) states that in content-based programming, the differences that exist in learners' ability, motivation, learning styles and variations in amounts that learners will learn in a fixed time period are not considered. General objectives, specific objectives and aims serve as the point of departure in this approach. Van Schalwyk (1993) declares that aims and objectives define the conceptual map on which a syllabus is based. Preedy (1989) states that top-down curriculum development strategy is characterized by the state bureaucrats or central authority formulated aims and objectives which are vague statements. She also contends that objectives are derived from the aim of education. Duminy (1973: 89-90) illustrates this curriculum programming in the following model:-



This conforms to the fundamentalist view on curriculum development and implementation in South Africa which prescribed content-based programming for translating curriculum guidelines into specific teaching programmes sufficient for daily activities.

Under apartheid education system, teachers in all departments of education and culture in South Africa received the syllabi from their respective departments of education. These syllabi set out in general terms what was expected of the teacher for the year concerning the content in various subjects. The syllabi formed the basis of the actual teaching that took place in the classrooms. The educators were to select topics to draw up a scheme of work. The work schemes constituted the guides for further planning of daily lessons (Piek 1991). This type of approach to curriculum programming forced educators to tackle their syllabi irrespective of learners' difficulties in grasping the content. The syllabus stipulated time frames within which they should be completed. Van Schalwyk (1993) states that the teachers in all school levels were expected to complete the syllabuses thirty five weeks before the examination. The purpose was to afford the learners sufficient time to revise the entire year content. The teachers were expected to indicate dates on their work schemes stating when the learning content would be completed and

when assessments were to be conducted. Tests and examinations formed part of assessment conducted monthly and quarterly and the memoranda for each test and examination conducted were required for moderation purposes.

Syllabi revision occurred after three years or five years. Hence educators were comfortable to use the same work programme and lesson plans year after year by transferring the old topics into a new scheme book (Van Schalwyk; 1993). In this approach to teaching/learning innovative ideas were stifled. There was very little experimentation to get ideas that worked well and facilitate learning. However the education system was stable unlike now where changes in education overwhelm the teachers to the extent that schooling hardly leads to desired effects.

Carl (1995) criticises this approach to curriculum programming for crippling teachers' creativity and critical thinking skills. The top-down approach is viewed by this researcher as of detrimental effect on the professional work of teachers, in that instead of participating in curriculum development and management teachers became passive recipients and transmitters of knowledge. The time constraints imposed by the stated bureaucrats on the curriculum programming resulted in memorization of factual knowledge from textbooks without much understanding by the learners. The system as a result produced educated people who were not critical thinkers. This approach promoted rote learning which is regurgitation of facts without any critical reflection.

According to McNeil (1990) top-down curriculum programming and management, which was monopolized by the state bureaucrats were criticised in first world countries such as United States and Britain for alienating teachers from curriculum decision-making and development. This tendency was viewed in these countries as the source for poor performance of the teachers in implementing curriculum in their classrooms as an alternative. The decentralized curriculum development and School Based Curriculum Development (SBCD) models were regarded as options in addressing challenges of curriculum implantation in

classrooms. These options allowed the participation of teachers in curriculum development and management. The advocates of these alternatives stress that there are various mechanisms to be used to ensure the participation of teachers in curriculum development, for instance; giving opportunities for the staff to share *their understanding of the new curriculum*, to stimulate diffusion of new ideas by giving information to teachers both within the school and outside the school, staff development focusing on successful curriculum implementation, intensive staff development rather than a two or three days workshop.

The critics of the alternative options, Lieberman and Loucks (1983) argue that the involvement of educators in curriculum development activities requires time and expertise because some teachers feel insecure about engaging in group problem solving activities. The teacher morale and attitudes are viewed by these critics to be the factors to be considered when involving teachers in curriculum development and management.

#### **2.6.2 The Experience-Based Curriculum programming**

This approach makes use of self-directed, unstructured and personalized instruction programmes at '*self pace*'. Personal feelings, inclinations, values and experiences are regarded as necessary curriculum content. In this view educational practice or learning and teaching are conceived as a continuing reconstruction of experiences. The function of teaching and learning is pursued through curriculum content and experiences. This approach prescribes fixed time frames for the completion of learning activities, regardless of how much there was to learn or what they knew before they started, how difficult the content is to understand and what they know. This approach according to Carl (1995) was the curriculum innovation preferred by the socialist activists in Britain and other Western countries.

The experience based approach was criticized for being time dominated. Grundy (1987) argued that this approach could be quite sensible if all the learners learn at the same rate, develop at the same rate and master content at the same rate. It is also criticized for encouraging learners to see each subject as totally unrelated to any other subjects rather than seeing each area of study as an integral part of their journey towards significant outcomes that will prepare them for life after they left school. The provision of learners with end-less activities was of no clear purpose according to Killen (1996).

### **2.6.3 The Outcomes-Based Curriculum Programming**

The first world countries' perceptions and conceptions of the outcomes based curriculum programming are discussed by Killen (1996) and Spady (1998). They argue that the concept of outcomes- based curriculum was conceived in countries such as Australia, United Kingdom and United States of America. Giving an account of the concept of outcomes and its philosophical foundations from an Australian point of view, Killen states that outcomes programming, unlike objectives based curriculum programmes, *starts with the clear specification of what learners are to know, what they are to be able to do and what attitudes and values are desirable by the end of the programme*. Spady (1998) contends that outcomes provides a guide to the development of the instructional programme or content, which is constructed to give learners an equal opportunity to achieve outcomes. All instructional effort in outcome-based programmes are directed towards helping the learners to achieve significant, learning outcomes. Time in this programming should be a flexible resource. It emphasizes that the desire of the educator to have all learners succeed, determines what content is presented to the learners, what learning experiences are made available to the learners, how they are assessed, and how long the learners are engaged in a particular programme.

Ames et al (1998) argue that outcomes-based curriculum programming requires a motivational strategy whereby all learners know that they *all can master the learning* and they *all can succeed*. This motivation strategy is called *mastery approach*, this assures the learner that regardless of the differentiated abilities or pace, but they all can achieve learning outcomes programmed. The motivational strategy in outcome-based curriculum programming is thought to be useful in encouraging learners to attempt challenging tasks. Another motivational strategy suggested by the exponents of this approach, is that of *communicating performance expectation* in advance to engagement in the programme. The reinforcing of learning efforts by learners is ensured by making known to the learners that errors and mistakes are part of learning. Making plans with learners for improvement is recommended as another method of encouraging learners to engage themselves in learning activities for the attainment of outcomes. It is stressed in this curriculum programming that *learners need to know why they are learning whatever they are learning* and they need to know the value in their learning (Brophy, 1986). The success and motivation in this curriculum programming are the basic issues towards the attainment of outcomes by all learners.

The proponents of the outcomes-based curriculum programming placed the preparation of the learners for learning at the heart of this approach. The practicalities of outcomes-based education to a greater extent depend on the following assertion about expectation from the educator; first, the educator should prepare learners adequately through various motivational strategies. This entails that the educator should understand exactly what he/she wants the learners to learn, and he/she should anticipate difficulties that the learner might have and plan ahead to minimize these difficulties. Each educator should often review essential pre-requisites at the start of each lesson and provide additional time and assistance to those learners who need it. Educators must create a positive learning environment in which learners know that they will be helped in their learning no matter how difficult they might find the learning process. Educators have to help



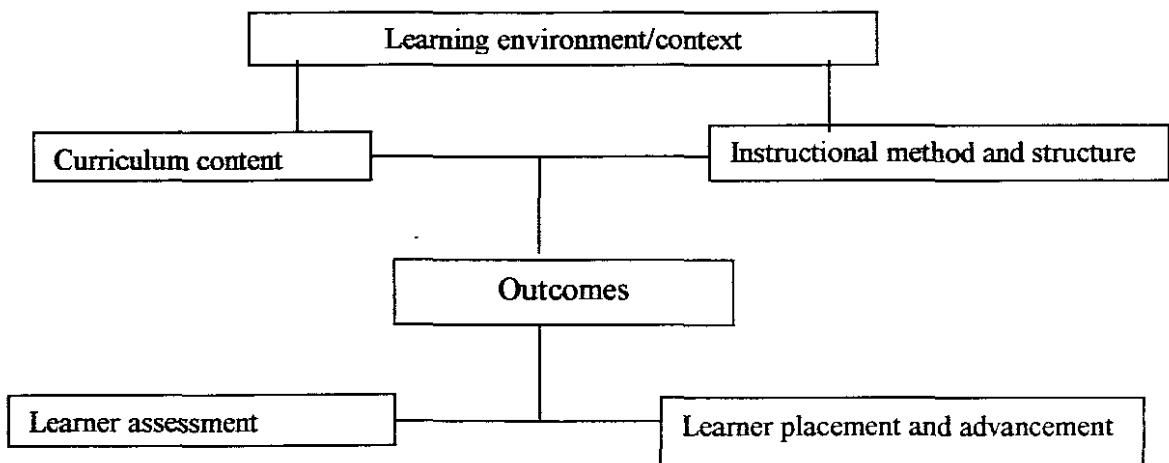
their learners to understand what they have learned; why they should learn it. This includes what use it will be to them in the future and they will know why they have learned it. Educators should use a variety of methods of instruction in order to help each learner to learn and in order to understand *learners' most effective learning styles*. In the outcomes-based programming, the most effective teaching strategy is that of learner-centredness. Educators must provide learners with sufficient opportunities to practice using newly acquired knowledge and skills under the educator's guidance.

The learners can explore and experiment with their new learning, correct errors and adjust their thinking. Educators must help each learner to bring each lesson to a personal encounter so that the learners are aware of what they learned and where it is leading them to (Spady, 1988 and Killen, 1996). The exponents of this school of thought emphasised that the success of outcome-based curriculum programming is in the way in which educators look at instructional programming. It is important for educators to look at their instructional programmes from the learners' perspective in order to make an accurate assessment of its success. This approach demands for a pedagogical approach that is different from that used in objective curriculum programming in that it places emphasis on active modeling, intensive engagement, expecting success diagnostic assessment and frequent feedback to learners about their performance (Spady, 1988). *Continuous assessment* is an essential component of outcomes based curriculum programming. The concept of continuous assessment pursued in this approach entails the application of various methods of assessment that will enhance the holistic development of the learners. The educator in this programming should not think about assessment at the end of a unit work but instead assessment methods should form an integral part of the instructional programme. Assessment in this type of programming must be made against the pre-determined standards and in addition it should be on an individual basis after each learner had adequate time to learn. It is however, important that the assessment procedure gives a clear

indication of what the learners are learning rather than being just a convenient means of getting marks into a schedule mark sheet.

Gardner (1960) argues that assessment procedures in outcomes-based curriculum programming should be realistic if educators are serious about knowing what learners have learned. *This will only happen if educators know in advance exactly what it is that they want learners to learn and why they want them to learn it.* It is also asserted by the exponents of this approach that if teaching is focused on learners' achievement of particular outcomes, it is necessary for educators to consider the following: firstly, knowledge, skills, attitudes and preconceptions that learners have prior to the knowledge instruction and secondly, the cognitive developmental level of learners. Educators must consider the relevance of their own knowledge, skills and attitudes to the outcome to be achieved by learners because these will impact on or influence how teaching is approached. Sources should as well be considered because they are important factors towards the attainment of outcomes.

Killen (1996) illustrates how the outcomes-based curriculum programming should happen:



In the next section a brief overview of the outcomes-based education and curriculum programming in the democratic South Africa is presented. It is significant for this study to establish the manner in which Curriculum 2005 was programmed by its designers so that comparison could be drawn between the new strategy and that which was used during apartheid education.

## **2.7 A BRIEF OVERVIEW OF OBE AND CURRICULUM PROGRAMMING IN SOUTH AFRICA**

Recent research by Makhanya, (1998); Muthambi and Mphaphuli (1998) and Lubisi, (1998) revealed that there are three approaches to outcomes-based education identified from which the National Department of Education had to choose from for introducing educational reforms and curriculum changes for a democratic South Africa. It appeared in the brief discussion presented earlier in this chapter that the characteristics of these approaches differ in terms of curriculum programming. *Traditional OBE approach* was described as *content-dominated* and its curriculum did not relate to real life demands, although it promoted experience of outcomes-based education. Traditional OBE is criticized by the proponents of outcomes-based approach for its failure to provide clear demarcations between content-based and outcomes-based curriculum programming. *The Transitional OBE*, was not considered suitable by the exponents of OBE in South Africa, because it *gives priority to higher level competences*, such as critical thinking, effective communication, technological application, and complex problem solving rather than to particular kinds of knowledge or information. It extends beyond the traditional OBE approach in that it emphasizes that subject matter is a vehicle to assist in the cultivation and integration of higher order competences.

The Department of Education (1997) states that the exponents of OBE in South Africa considered the Transformational OBE approach to be suitable in bringing

about educational and curriculum transformation in the democratic South Africa. The Transformational OBE approach has the following characteristics: it is collaborative, flexible, transdisciplinary, open-system and empowerment oriented to learning. The curriculum puts the learners first, recognizes and builds learners knowledge and experiences and responds to their needs. The premise of this approach is that learners do not fail but progress towards the mastery of outcomes at their different rates of learning.

The key principles underlying the curriculum in this approach are:

- All learners can succeed,
- Learner-centred teaching methods, and
- Success breeds success.

The responsibility of the educator, in this approach, is to construct meaningful experiences that lead to the mastery of outcomes. Progress in the learners' learning process is demonstrated through integrated tasks and application of skills to real world problem (Department of Education 1997). All these skills require a well qualified educator who can use knowledge and skills to facilitate the learning process of learners.

The conception of Curriculum 2005 as discussed by Makhanya (1998) and Muthambi and Mphaphuli (1998) manifests all the characteristics of Transformational OBE. These researchers in their analysis of Curriculum 2005 assert that there are eight principles that underpin it which are: Flexibility, Integration of theory and practice, learner-centredness, all learners can succeed, progression, a transdisciplinary approach to teaching and learning, continuous assessment and multilingualism. The introduction of the OBE curriculum was aligned with the democratic government's political policies to promote nation-building and a non-racial society and to make a clean break from apartheid policies and practices.

The curriculum guidelines for curriculum development and planning stress the consideration of the *eight values* stipulated in the constitution of the democratic South African Government. Those are; *non-racialism, democracy, social justice, human rights, respect, equity and equality and multilingualism*. These values or social goals together with the social, economic, cultural and environmental factors of the learners, the needs of the learner and the school profile should constitute the parameters for the development of learning experiences in a classroom.

Lubisi *et al.*, (1998) argue that educators should be well versed with the requirement of OBE and curriculum 2005 in terms of; their roles in classroom performance, construction of knowledge, principles underlying the new education system and its curriculum, teaching methods, curriculum structures and frameworks and type of assessment. These researchers state that educators need to understand how outcomes are used to structure learning programmes. Educators must be able to interpret curriculum plans and construct learning programmes.

*Lifelong learning through a National Curriculum Document* (1996) states that the first major curriculum statement of a democratic South Africa was unveiled by Minister Bhengu after a critical study of international experiences on educational and curriculum transformation. The curriculum for the democratic South Africa was informed by the White Paper on Education and Training issued by the National Qualification Framework (NQF). The White Paper provided the following principles for educational and curriculum transformation: *learner-centredness, human resource development, quality assurance, progression, integration, differentiation, redress and learner support, nation-building, flexibility, critical and creative thinking and relevance*. The South African Qualification Authority (SAQA) was enacted in October 1995 and charged with the responsibility to oversee the development and implementation of the National Qualification Framework. According to the Department of Education (2000) the NQF is the centre-piece of an integrated education system model. It links education and training together, that means theory and practice are now inseparable. The NQF

provides a ladder which depicts an inclusive system of education and training. The SAQA designed sixty six cross-field outcomes called *essential outcomes* which were later reduced to 12 *critical outcomes*. The essential outcomes were phrased by SAQA as follows in the Department of Education (1997: 3). The learner must be able to:-

- Communicate effectively using visual, mathematical or language skills in the modes of oral and written presentation.
- Identify and solve problems by using creative and critical thinking
- Organise and manage themselves and their activities responsibly and effectively.
- Work effectively with others in a team, group, organization and community.
- Collect, analyse, organise and critically evaluate information.
- Use science and technology effectively and critically, showing responsibility towards environment and the health of others.
- Understand that the world is a set of related systems. This means that problem solving contexts do not exist in isolation.
- Show awareness of the importance of the effective learning strategies, responsible citizenship, cultural sensitivity, education and career opportunities and entrepreneurship.
- Explore education and career.
- Reflect on and explore a variety of strategies to learn more effectively.
- Be culturally and aesthetically sensitive across a range of social contexts.

These outcomes provided the frameworks and contexts for the development of eight Learning Areas. The National Education Policy Act thereafter introduced five tools for the development of curriculum design to support Outcomes Based Education in South Africa.

These tools were to be part of educator orientation programmes in 1997. These are stated in orientation documents of the Department of Education as follows:-

***Specific outcomes:*** These were the learning outcomes which the learners should demonstrate as *abilities, skills, attitudes, values* and *knowledge* in respective Learning Areas. They were the point of departure in curriculum planning at school level.

***Range Statements:*** These served as a guide for the selection of learning contexts or themes for educators when planning curriculum in their respective schools.

***Assessment Criteria:*** These were the expected level of learner performance predetermined in each Learning Area specific outcomes. They served as measuring sticks in the attainment of specific outcomes.

***Performance Indicators:*** Those changes noticed in the learners' learning process showing positive signs of the accomplishment of desired learning outcome.

***Flexi-Time or Notional Time:*** This means that no time frames were fixed for the learners' learning process and attainment of specific outcomes. Time would be determined by the learners' learning rate or pace in the learning environment.

In the next section three curriculum cascading theories are discussed. It may however serve a useful purpose to discuss the theories underlying a number of strands of inquiring into how curriculum change may be effected. These theories helped this study to locate strategies adopted by the designers of Curriculum 2005 to implement the process of curriculum renewal in South Africa. The significance of these theories in this study was the provision of the frameworks within which educators perceptions and views in the subsequent chapters were located. The theory of change from by Fullan (1985) is discussed for it declares principles which serve as guidelines for the implementation of curriculum change.

## **2.7.1 Curriculum 2005 and approaches to curriculum development and dissemination.**

### **2.7.1.1 Train-the trainer**

Muthambi and Mphaphuli (1998) state that the OBE Curriculum Policy was formulated at national level and policy documents were then disseminated to all nine provinces. According to these researchers, the National Department of Education decided to use the *train-the-trainer* model in order to cascade OBE curriculum and its frameworks through all the management levels until it landed to schools. In 1997 the National Department of Education invited 20 educators from each province to attend the train-the-trainer workshop in Pretoria. The purpose of the workshop was to train educators who were to be used as pioneers of OBE curriculum in their provinces. The advantages of this curriculum cascading model are said to be; first, it consolidates and co-ordinate the curriculum capacity within the department, second; it develops cadre of OBE trainer-facilitators capable of preparing teachers to implement OBE and curriculum 2005. OBE curriculum was not a blue print document as it was the case with the fundamentalist apartheid syllabuses but it is an orientation to OBE curriculum to be developed and designed at school level. According to De Beer (2007) OBE is not the name of the new curriculum but one of several underlying principles upon which the curriculum is based.

The National Department through workshops, seminars, district seminars and OBE conferences for educators engaged everyone in OBE issues and to disseminate relevant literature supporting the implementation of curriculum 2005 (DoE 1997). The train-the trainer workshops organized and conducted for educators in the provinces' districts and regions covered details concerning the implementation of OBE relating to critical outcomes, specific outcomes, learning areas, phase organizers and programme organisers. The train-the-trainer workshops were basically an orientation course by the different learning area specialists at different



levels of curriculum management in the provinces. The strategy adopted by the national department to disseminate curriculum change appears to subscribe to the view of adaptive change theory. According to Hieftz (1994) this theory thrives to see participants being mobilized to change their attitudes and develop commitment to the process of change.

#### **7.2.1.2 Research Development Dissemination and Adaption (RDDA) approach**

According to De Lange (1984) the advocates of this model held views that curriculum renewal process has to be the initiative of the bureaucrats. Archer (1981) argues that this approach is characterized by the direct and indirect exercise of force, and curriculum innovations rest on the invocation of superior authority. There are five suppositions for this theory: the rational sequence in the development and application of change and renewal process. This sequence according to Archer must make provision for research, development and composition of packages before dissemination can take place, division and co-ordination of workforce must take place in a manner that all phases are complemented in the process, a more or less passive but nevertheless clearly rational user is assumed and the user should adapt to curriculum change or renewal and implement it. The views held by these researchers are congruent with the curriculum renewal strategy used during apartheid education system. The bureaucrats of the Nationalist Party educational structures unilaterally decided on the new syllabi, content, methods, assessment techniques and textbooks used in schools.

Goodson (1994) contends that top-down theory and Research Development Dissemination and Adaption (RDDA) are characterized by the issuing of the syllabi, textbooks and documents prescribing the methodology and learning outcomes or learning objectives. It is the view of the researcher that the train-the-trainer model adopted by the designers of Curriculum 2005 and the entire process of curriculum renewal in South Africa manifest some views of the Research

Development Dissemination and Adoption approach. For instance, the bureaucrats of the national department of education envisaged curriculum change which could be appropriate to address social, political and economic needs of the democratic South Africa.

The critics of these approaches (Rogers 1983, Carl 1995, Jansen 1997, Bennis, 1969 and Apples 1982) reiterate that the top-down and RDDA approaches alienate the implementers of the curriculum change from the process of curriculum development. Apples (1982) argues that it is essential for the developers to design a curriculum which down-plays the pedagogical skills of teachers. The introduction of curriculum without a provision for teaching skills to teachers could have detrimental effects on the implementation of curriculum change in classrooms. Hence, Apples (ibid) refer to the introduction of curriculum without teacher development as a de-skilling process.

Stenhouse (1975) advocates:

“No curriculum development without teacher development. This means that curricula are not simply instructions meant to improve teaching but they are expressions of ideas to improve teachers”

This assertion supports the view held in this study that educators are the key aspect in the process of curriculum change. Fullan (1985) declares that it is common in curriculum renewal process to ignore training needs of teachers. In his view implementation is an aspect of curriculum development which requires teacher-based-paradigm. He further argues that the teacher exercises control over the adoption of curriculum in his or her teaching situation.

### **7.2.1.3 The social interaction approach**

The advocates of the social interaction approach to curriculum change (Hattingh 1989 and Havelock 1979) emphasise that curriculum innovations and the dissemination thereof are primarily related to attitudes, tasks and responsibilities of individuals making up an organization. They regard curriculum development and dissemination as a social change through which the organisation's structures and functions should be adapted to the nature of renewal or change. Kelly (1980) states that the main characteristic of this theory or approach is the adaption of all structures involved in and responsible for the process of curriculum implementation in the renewal process and it is therefore called adaptive change theory. The proponents of this theory regard curriculum development and dissemination as part of systemic administration which ranges from meetings, consultation, plan of action, distribution of information circulars, organized training programmes, thus a structured and planned process. Bush (1986) declares that purposeful and meaningful curriculum change requires good planning. This theory emphasizes that training programmes should portray a set of sub-skills which can be learned and practiced by teachers and through which effective act of curriculum implementation is accomplished. The accomplishment of the required and relevant teaching skills ensures the value of the teachers' practice in classrooms.

The critics of this theory (Wildvasky, 1973 and Preedy 1982) contend that curriculum change and dissemination through organization and structures is problematic. The evidence of distortion by levels of bureaucrats had been revealed by educational research in Britain and USA. Their argument is supported by Preedy's (1989:54) invention of the phenomenon called "implementation Gap" whereby the initiators' intentions behind the curriculum change are distorted through the process of dissemination.

There are ideas of this theory reflected in the train-the-trainer model used by the national department of education to disseminate Curriculum 2005 from central management to provinces. According to Mathumbi and Mphaphuli the national department of education articulated the curriculum policy which provided frameworks for further curriculum developments in schools. The curriculum task teams from nine provinces were trained by national curriculum developers. The provincial task team trained the next levels of curriculum implementation which were then called regional and district task teams. The same structures were used in circuit, wards and schools.

#### 7.2.1.3 The empirical-rational approach

Bennis et al (1969) state that the empirical-rational theory is characterized by a collegial or professional form of approach to curriculum renewal process. Grundy (1987) declares that the essential aspect of this theory is that curriculum renewal project should be through in-service education. The classroom-based educational needs should be the point of departure if it is to meet professional needs of the educators in a real way. The project should begin with in-service courses during which the participants or teachers reflect upon learning and planned strategies for monitoring and improving the learning taking place in their classrooms. Teachers from all sectors of the schooling system are perceived in this view as relevant participants and their focus of the curriculum renewal project should be on the articulation and to build their own theoretical and practical learning about children, classroom and content. It is also an assertion of this theory that after the initial in-service courses, the groups of participants must continue to meet so that they reflect upon their classroom-based implementation of curriculum change. Grundy (ibid) state that teachers should create data which provide evidence of both the teachers' and the pupils' learning and that it should concur with a consequence of the teachers' actions and reflections. It is essential in this theory

for educators to keep checklists, portfolios and file of work, logos and diaries and used interview questionnaires, audio tapes and still documents and analyse the learning ( Harbermas 1974 and Havelock 1982). Networking and teacher-to-teacher network are the most important strategies of communicating ideas and to disseminate curriculum change.

### 2.7.2 Fullan's notions of Change Theory

Fullan and Pomfret (1977) argue that whatever the case, the need appeared for educational research to look into the problems of implementing educational innovations. According to Fullan (1985) there was a lot which he learned about what not to be done in the process of curriculum renewal and they are: tendency of ignoring of the local needs; introducing complex and vague innovations; tendency of ignoring training needs; tendency to ignore local leaders and opinion makers. Fullan (ibid) says that it is essential for change to be properly managed and strategies for making it happen should be developed. According to Fullan (ibid) there are six orientations which form the basics for the phenomenon of curriculum renewal and they need to be considered prior to launching into any curriculum change project. The first orientation is, the tendency to overlook the complexity and detailed process and procedures required in favour of more obvious matters of stressing goal. This tendency in Fullan's theory is called "*brute sanity*". Brute sanity over-promises, over-rationalises and consequently results in unfulfilled dreams and frustration which discourage the implementers of the curriculum change.

The second, is *overload* which refers to the conflicting priorities on the agenda. These agenda could be the following: implementation is attempted too early, too many projects are launched, overly ambitious project is adopted and simultaneous multiple projects are introduced in unco-ordinated way. Fullan (ibid) also emphasizes that the basic observation on implementation of change is that just because a change project is on the book does not mean that it should or could be

implemented. The third, *implementing the implementation plan*, this is about developing elaborate implementation plans design to take into account factors known to effect success. It is emphasised in this theory that everything about the dos and don'ts of implementing curriculum innovations have to be applied to the problem of developing implementation plan.

The fourth, *content versus process*, this orientation is about distinguishing between the content of change and the process of change. It is stated by Fullan that content of change and process of change need to be separated because each represents a distinct body of knowledge and expertise. The possibility is that one can have expertise and knowledge of one of these and not the other. For example it is possible to be highly knowledgeable about a particular curriculum development programme but have no expertise in implementing it in the classroom. Fullan (ibid) further stressed that those most committed to a particular innovation may be least effective in working with others to bring about change. Therefore both elements of expertise ought to be present and integrated in any given curriculum change process.

The fifth orientation, is *pressure and support* which is about monitoring and mentoring the implementers of the curriculum change in classrooms. Fullan (ibid) contends that pressure and support are two balancing mechanisms and success of curriculum change is accompanied by both. Support without pressure in this theory is considered to be waste of resources whereas pressure without support creates alienation of curriculum implementers. The sixth, is *change equals learning*, this orientation means that successful change or successful implementation, is none other than learning. For implementers of curriculum change in classroom this process entails new material, new behaviours and practices, and ultimately new beliefs and understandings. The process of curriculum change involves changes in what teachers know and assume. Teacher as front-line implementers are required to acquire the new skills and understandings. The absence of the provision of new skills and understandings only superficial change is achieved. The effectiveness of curriculum change project stands and falls with the extend to which front-line implementers use new practices with degree of mastery, commitment and understanding

The significance of this theory to this study is that it furnished it with basic things to be considered in the implementation of curriculum change in schools. Educators are the key aspect in this study therefore this theory provided the parameters to locate educators' perceptions and views about the classroom practice. This theory assisted the researcher to identify challenges faced implementation of Curriculum 2005 which were congruent with the orientations presented in this section.

## **2.7.2 Curriculum planning and implementation**

In 1997 the Department of Education Culture, Sports and Recreation in all provinces were supplied with curriculum documents. The educators who represented schools in the train-the-trainer workshop organised by districts and circuits were expected to run workshops for their own colleagues in their respective schools. The duration of the train-the-trainer workshops was *two weeks* and there after educators trained their colleagues in their own schools. The schools planned their own curricula approaches using the guidelines of the national curriculum policy prescribed in the foundation phase document. The details of curriculum planning levels are discussed in the following subsections..

### **2.7.2.1 Macro-Planning or Phase Planning**

This is the first level of OBE curriculum planning which involves all stakeholders in the school: the principal, heads of departments, deputy principal, school governing body members, and other interested members from the community. At this level stakeholders involved are expected to formulate a curriculum vision, mission statement and curriculum goals for their own schools. This level also required stakeholders to determine school policies and regulations such as language policy and regulations pertaining to the medium of instruction, whole staff development plans, curriculum needs, the issue of inclusive teaching and learning for learners with special needs, gender issues and community needs. This curriculum plan developed at this level is known as the 'school-wide plan'. *Phase organisers* had been decided upon as National Policy to ensure the covering of

critical aspects of life and the world. There were six Phase organisers designed for the foundation phase and those were; *communication, society and culture, entrepreneurship, transport, health and safety and personal development*. Phase organisers ensured integration of outcomes in the three levels of curriculum planning. The outcomes could be repeated under different phase organizers and stakeholders had to make sure that outcomes were spread across the school-wide plan. The repetition of outcomes was viewed by the exponents of the OBE approach as the expansion of opportunities for learners to show evidence of attainment of outcomes in different contexts.

The phase educators use the school's broad curriculum goals to determine programme organizers for the phase. Programme organizers or themes are localized to the school context and they needed to reflect the broader needs of the community. Programme organizers are not national policy but only serve as *organizing tools* based on the school's curriculum goals. They are identified by phase educators to ensure relevant learning for the local context in the foundation phase. Programme organizers were to manifest the notions of *nation building, utilisation of space, modern technology, abuse, substance abuse, waste management, pollution, combat of child abuse and patriotism* (DoE, 2000). This process involved linking the specific outcomes from eight learning areas to Phase Organisers. The exponents of the OBE approach stressed that the effectiveness of this process was possible only if those involved had a thorough understanding of the specific outcomes, assessment criteria range statements, and performance indicators for different learning area.

#### 2.7.2.2 *Meso- curriculum planning or Grade planning*

This is the second level of OBE curriculum planning carried out at school level. Grade educators within the phase form a team and focus on the learning programmes such as *Numeracy, Lifeskills and Literacy*. This level requires educators of the similar grade to integrate learning programmes under each phase organizer. The web model was recommended by the facilitators of workshop as



ideal for the integration of specific outcomes, assessment criteria and programme organizers. The meso-plans were used as work schedules for the grade in a particular academic year. At this level educators should prevent curriculum overload and identify gaps in the learning programmes and programme organizers. It is emphasised that educators should take the learners' level of cognitive development into account when designing these plans. Meso-planning is also viewed as a level where collaboration planning ensured the optimal use of human resource and physical resources. Educators were expected to make a selection of learner support material and also to design them. The Heads of Departments' roles in monitoring, managing procedures and decision making process and reporting to the school management team were the key factors to be shared with all stakeholders at this level of planning. Above all this level of curriculum planning demands teamwork and collaboration of educators and members of the school management.

#### *2.7.2.3 Micro-planning or Short Term Planning*

This level of curriculum planning involves everything that happens within each classroom. It involves the creation of a safe, empowering learning environment, the application of educators' skills as facilitators, mediators, managers of learning and classroom organisation. According to Dunne and Wragg (1994) educators should be able to plan specific activities to engage a variety of identified skills and intellectual processes including enquiring, theorising, imaging, connecting, hypothesizing etc. At this level educators focus on the selection of relevant teaching strategies applied to the design of effective learning experiences and the use of resources. Time management and class seating arrangements are vital for successful learning to take place. The classroom organization should allow for the following OBE learning strategies: whole class teaching and learning, groupwork, individual learning and co-operative learning. Educators should also be well versed with the types of assessment methods, techniques and tools that are suitable for assessment criteria selected for specific outcomes.

Lubisi *et al.*, (1998) argue that educators should know that outcomes and assessment criteria should be spelt out before engaging learners in the learning programmes. Learners need to understand clearly the value of the learning programme in their real life situations. Learners need to know what they need to achieve and why they are learning in the particular way before the educator begins to teach the lesson.

## **2.8 VIEW OF AN EDUCATOR FOR AN OUTCOMES-BASED CURRICULUM**

Lubisi *et al.*, (1998) state that the OBE curriculum requires competent and effective educators, in terms of curriculum management, design and facilitation of the learning process. Dunne and Wrag (1994) aptly describe an effective teacher as one who needs a wide range of subject knowledge and a large repertoire of professional skills. The authors say this is important because teaching young children to read and write, to understand the world around them, to grasp and be able to apply fundamental mathematical and scientific principles, all require an effective teacher to process knowledge and understanding of the content subject and topics being taught. Unfortunately Black schools in South Africa have a lot of under qualified teachers whose content base leaves much to be desired. An educator in this approach, should be able to fulfill the various roles outlined in the norms and standards for educators issued in 1998 (DoE 1998). The norms and standards for educators in South Africa stipulated that an educator is a mediator of learning, interpreter, designer of learning programmes and materials, researcher, assessor and a lifelong learner. These norms were introduced in 1998 which was the year of the implementation of the new curriculum.

The role of an educator as a mediator and a facilitator of learning informed the type of learning opportunities that were designed to develop the skills, knowledge, values and attitudes (SKVA) in the learners. An educator must understand the actual practice of facilitating learning opportunities that use different techniques to

develop multiple-intelligence which cater for inclusive education of learners with special educational needs. The educator was expected to have facilitating skills and clear understanding of co-operative learning strategies and techniques, hence those competencies that inform good programme design and selection of relevant learning support material (DoE; 2000). OBE curriculum requires creative, innovative educators and who can constantly respond to the needs of the learners. Lubisi *et al.*, (1998) argue that the OBE curriculum expects educators to be constructors of the learning environment and learning experience through which learners could achieve desired or planned learning outcomes. An educator is expected also to make relevant and sound interventions in terms of learner needs and create opportunities to ensure that all learners succeed in attaining specific outcomes planned for progression to the next grade. The expected competencies stated in the norms and standards for educators of 1998 are declared by DoE (2001) as the priorities to be considered in the planning of staff development programmes and by in-service-educator education and training commonly known as (INSET).

## **2.9 VIEW OF A LEARNER IN OBE APPROACH**

The exponents of this approach view a learner as a human being who has unique needs to be met in the learning environment. The learner is at the centre of curriculum development and planning. The learner is perceived as someone who starts schooling with educational experiences and learning styles. The educator is expected to capitalise or make use of the learners' experiences and learning styles when engaging a learner in a learning process at school. The learner is not perceived as a blank sheet where on educators have to print new knowledge. The key principle in this approach is learner-centredness hence the learners' needs form a generic component for development of a learning environment and support materials. The active participation of a learner in the learning activities is stressed, the more the learner participates in the learning process the more he or she accumulates meaningful knowledge, experiences, skills, attitudes and values to their real life world. Learners are expected to make contributions during the stages of

curriculum planning and they had representatives in the Macro-planning team. This means that the learners' responsibility in learning was highly considered in this approach. Individual learners were also expected to do self-assessment of their own learning and progress.

Learners were told up front what they should achieve in the learning process and they should also know the purpose for learning those activities. The learning style should as well be explained to learners so that by the time they engage in the learning process they have a clear understanding of the value in the learning environment.

## **2.10 VIEW OF OBE ASSESSMENT**

The Department of Education (2000) states that the assessment policy disseminated to schools provided broad indicators of Expected Level of Performance (ELPs) The Expected Level of Performance also gave clear indication as to whether the curriculum is attaining the learner performance it intended or not. Each school was expected to develop a school curriculum policy during macro-curriculum planning. The Assessment Policy should include the following; the definition of learner achievement at grade and phase level, progression and retention of learners within the phase and grades, continuous, formative and summative assessment, recording and reporting learner achievement, how to assess specific outcomes belonging to different learning areas which were integrated in the learning programmes, the role of the learner profile in assessment and lastly, support for learners needing intervention and retention.

The Department of Education (1999) emphasises that the educators should understand progression and retention within grades and phases. It also stresses the involvement of parents in any decision concerning retention of the learner in a grade or phase. It is also stated in the Assessment guidelines that a learner who needs more time in one or two of the three learning programmes (*numeracy*,

*literacy or life skills*) could not be retained in that grade for the whole year. Where the learner still has to demonstrate achievement of certain outcomes at a given level he or she will usually have to move with age cohort but during flexi-time special attention should be given to the outcome not attained. In a more practical sense the learner should be held not for more than two months in a specific grade in order to avoid a backlog of 2 months in the next grade's work.

Management of assessment in the OBE approach needs two structures to be in place in schools. The first one is called the *School Based Intervention Committee* (SBIC). This committee consists of parents and educators, and its role is to give support in the form of remedial work, referral of Learners with Special Educational Needs (LSEN) for professional help and to oversee all intervention activities of the learners involved. The second structure is called *School-Based Progress Committee* (SBPC) and it involves the principal, deputy principal, educators of the learners and the heads of the phase involved. The role of this committee is to make recommendations to parents and guardians of the learners who may need to be retained. Recommendations of this committee should be based on the reassessment chart, records as well as intervention records. The SBPC according to the Department of Education document (2002) has to inform the circuit manager of the results of their consultation with parents and guardians of those learners who are retained.

## **2.12 THE CRITICAL PERSPECTIVE ON THE OBE APPROACH AND CURRICULUM 2005**

The critics of the OBE approach in South Africa (Jansen, 1997; Van Schalwyk, 1998) based their criticism around *issues of quality of teaching staff* and backlog in the *resources* and *infrastructure* in schools who were disadvantaged by the apartheid education system. These critics contended that the Department of Education should have looked into the issue of *infrastructure first* before introducing OBE curriculum in schools. In the critics' view, most schools had

*insufficient floor space* and as a result classrooms were overcrowded. Some schools especially in rural areas had classes conducted under the trees with no furniture. Their observations of some schools informed them about harsh experiences learners and educators had of using one classroom for multi-grade teaching and learning. These researchers were convinced that the circumstances prevailing in some schools were not conducive for the implementation of the radical curriculum changes introduced in the OBE Curriculum 2005 and its OBE methodology.

The issue of the quality of teachers which was the main concern even during apartheid educational days, surfaced in the recent researchers' studies. The teacher audit conducted by the Quality Assurance Unit of the national department of education, revealed that there is a high rate in educator fraternity of members who are under-qualified and unqualified. Those who were qualified in terms of apartheid standards, *lacked sound content knowledge* and expertise in curriculum development and planning. The methods of teaching and the application of different modes of learning, assessment strategies and classroom organisation introduced in the OBE curriculum, in the view of the critics, were problematic to educators who were educated and trained in the content-based curriculum.

The audit also alluded to the low morale among educators emanating from the uncertainty they were experiencing about their day-to-day activities in their classrooms. They felt uncomfortable with the curriculum changes and not self-confident about what they were doing in their classrooms (Minister's Review Committee Report, 2001). The issue of insufficient training of educators in the new educational dispensation is exacerbated by the facts raised in the Quality Assurance Audit (March, 1999) which revealed that one year after the implementation of OBE and Curriculum 2005 in all nine provinces of the Republic of South Africa, the issue of in-service-education and training (INSET) for teachers was fragmented, diverse and lacked co-ordination. The confusion according to this audit, emanated from the provision for educator development provided by different Service Providers. The closure of colleges of education could have contributed to this

confusion and chaos on the issue of in-service teacher education and training which was crucial for preparing educators for OBE and Curriculum 2005. Joseph (1998) argues that the train-the-trainer workshops were *insufficient* in cascading as well as training educators on outcomes-based curriculum. The details involved in the school based curriculum planning expect the educators and all involved to have a clear understanding of the OBE system of education and the outcomes-based curriculum.

According to Joseph (1998) the process of training educators was reduced to a few hours a day due to lack of funding and the majority of educators at grass root level were awaiting the manna of knowledge from above. The styles of teaching and learning introduced in the OBE and Curriculum 2005 evoked concerns and debate about learners to be produced by this system. Mulholland (1997) declared that the new education system would produce confident illiterate citizens. He further contended that poor and ineffective teaching is rife. Although this statement evoked hot debates in 1997, it received credibility from the results of the systemic evaluation conducted by the Quality Assurance Unit in 2000. The national department of education wanted to check learner performance in all three learning programmes (*literacy, numeracy and life skills*) after three years of foundation phase education. In all provinces a selection of schools was made where different tools were administered for holistic assessment of learner performance.

The results published in the national department of education communication document (2003) unveiled that in all provinces there was a serious decline in learner performance in almost all Learning Programmes. This was echoed by the public in various media that learners at grade three levels could not read and write. The Minister Kada Asmal reacted to these concerns by appointing a Review Committee to look into the origins of this crisis. The recommendations of the Minister's Committee mentioned that *there were misconceptions* developed during training workshops around the issues of the teaching methods, role of the educator, learning content, notional time and curriculum management in schools. The Minister's

Committee after reviewing Curriculum 2005 recommended the streamlining of curriculum 2005 by simplifying terms and clarifying certain concepts. The Revised National Curriculum Statement (RNCS) in the Minister's Committee's view is not a new curriculum but it is still Curriculum 2005 which had been streamlined. The principles which underpin the RNCS are the same as those in Curriculum 2005. This implied that OBE principles are also intact and nothing had changed. The assessment policy is the same and school-based curriculum planning levels have not changed.

According to Chisholm (2001) Review Committee amounted to streamlining and strengthening of Curriculum 2005 and not phasing out. Therefore it meant the curriculum did not depart from the original underpinning principles. The assessment policy is the same and school-based curriculum planning had not changed. The changes which were effected were summed up as follows in the Committees Report (2001: 23)

<b>Revised National Curriculum Statement</b>	<b>Curriculum 2005</b>
<b>IN</b>	<b>OUT</b>
Six learning areas for grades 4 to 9: languages, mathematics, natural sciences, social science, arts and culture and life orientation	Eight learning areas
History and geography, previously neglected were re-instated as a key part of the social sciences	Technology and economic and management sciences were to be dropped for a while in view of the shortage of teachers and other resources
There is a strong focus on the teaching of maths and science with 70% of classroom time to be spent on maths and language teaching in grade 1 to 3 and	The myth that reading and maths should not be specifically taught



50% from grade 4 onwards.	
Learning area statements pin down what a learner should know and be able to do in each of the six learning areas	The 66 specific outcomes against which learners had to be assessed in each grade
Learning outcomes explain what concepts, content and skills learner should learn in each of the six learning areas in each grade.	Assessment criteria, range statements, performance indicators, expected levels of performance and phase organizers
Assessment standards describe in details what a learner should be able to do and know in each grade	Programme organizers or themes such as transport, communication, environment and entrepreneurship
Reasonable time frames	Rushed implementation
Flexibility and teacher discretion is allowed in the classroom	Group work as the only learning method
Grade-by grade benchmark or targets	Evaluation by phase for example testing a learner at the end of grade 3 rather than each year from grade 1 to 3
Implementation started in foundation and intermediate phase grade 1 to 3 and grade 4 to 6 in senior phase by each grade	A general education and Training Certificate in 2002
<b>Myths</b>	<b>Stays</b>
Curriculum 2005 has nothing to do with content	The basic principles of outcomes-based education
In curriculum 2005 anything goes	Learning is child-centred and is accomplished through activities
Curriculum 2005 does not involve the use of textbooks	The same three learning programmes for grades 1 to 3 literacy, numeracy and life

	skills
Group work is compulsory for the implementation of Curriculum 2005	Critical outcomes or learning goals that state what a learner should be able to learn in every grade, including maths and language skills problem solving and critical skills

### 2.13 CONCLUSION

This chapter presented various view points on the issues that lead to the conception and development of curriculum. The Humanists', Social constructivists', Technologists' and Academic view points were discussed, paying attention to what should constitute the curriculum content for a specific context, the aims of the curriculum and the types of assessment. The critique of each conception was done for the purpose of bringing about balance in the understanding that no one curriculum conception is perfect. The advocates or exponents of these conceptions expressed positive things about what they believe regarding curriculum, but there will be divergence and convergence in ideas concerning curriculum issues. The different definitions presented in this chapter also prove that the concept 'curriculum' means different things to different people.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter describes and discusses the use of the chosen research design and data collection methods to address the four critical research questions. The main focal areas of discussion in this chapter are; the purpose of the study, critical research questions, research design, data collection, instruments and procedures, ethical issues and the process of data analysis.

#### **3.2 PURPOSE OF THE STUDY**

The purpose of this study was three fold: firstly, to explore the views of educators on their level of competency in implementing outcomes-based education, secondly to identify types of classroom support available to them to facilitate the implementation of outcomes-based curriculum in their classrooms and thirdly, to establish foundation phase educators' perspectives of the training workshops provided by education officials

#### **3.3 CRITICAL RESEARCH QUESTIONS**

The researcher wished to explore and evaluate the educators' perceptions on their ability to implement OBE. Further, the researcher wanted to find out if the OBE training workshops had been effective in giving the educators the necessary knowledge and skills to implement outcomes-based education. The structured questions the research wished to address were:

- What are the foundation phase educators' perspective of the training workshops they attended, in terms of equipping them for the implementation of outcomes-based education and Curriculum 2005 in their classrooms?
- What are the foundation phase educators' views on their performance and level of competency in implementing outcomes-based education and Curriculum 2005 in their classroom?
- What kind of continuous classroom support is available to foundation phase educators to facilitate the implementation of outcomes-based education and Curriculum 2005?
- What are the effects of classroom-based support on the development of foundation phase educators and on the improvement of their classroom?

### **3.4 RESEARCH DESIGN AND DATA COLLECTION PROCEDURES**

The research design chosen for this study was informed by the critical review of literature on Educational Research as proposed by McMillan and Schumacher, (2006) who state:

“The term research design refers to a plan for selecting a sample or subjects, research sites and data collection procedures to answer the research questions.”

The researcher chose the explanatory research design for this study. According to McMillan and Schumacher (2006) explanatory research design combines quantitative and qualitative methods of data collection. They further argue that in this design quantitative data are collected first and depending on the results, qualitative data are gathered second to elucidate, elaborate on and explain the quantitative findings. The researcher used questionnaires and self-evaluation sheets to collect quantitative data from foundation phase educators. The administration of

questionnaires was followed by arranged interviews and interview schedules with the same sample of educators.

Van Dalen (1979) refers to this research design as descriptive methodology and he recommends it because it enables the researcher to obtain answers to questions about the *present status of the phenomena and the prevailing practices, attitudes, and conditions*. It is also of help to the researcher to seek accurate descriptions of activities, objects, processes and persons.

#### **3.4.1 Delimitation of the study**

This study focused on the classroom- based educators at *foundation phase*. This refers to educators who teach Grade one, Grade two and Grade three. In the new education nomenclature these grades form the foundation phase. The researcher chose foundation phase educators because in her view they should by now be regarded as experts in outcomes-based education since they were the first group to be introduced to this system of education and Curriculum 2005 in 1997. They have had about eight years experience in the implementation of outcomes-based education in their classrooms.

#### **3.4.2 Sampling**

Van Dalen (1979) states: "Sampling does not consist in collecting data casually from any conveniently local units. To obtain a representative sample the researcher systematically selects each unit in a specific way under controlled conditions. The following steps involved in the process are: precisely defining the population, procure an accurate list of units, drawing representative units and lastly obtain a sufficiently large sample to represent the characteristics of the population."

The researcher first selected a sample of thirty foundation phase educators for the pilot study. The researcher applied random sampling strategy by targeting any foundation phase educators in the primary schools at a ward in a chosen circuit.

The sample for the main study consisted of one hundred and fifty foundation phase educators in five wards in a circuit. All primary schools in the chosen circuit with foundation phase classes were targeted for this study. Fifty foundation phase educators enrolled for Advanced Certificate in Education with the University formed part of the sample.

The heads of department (HOD) or education specialists and educators who facilitated train-the-trainer workshops constituted the sample for interviews. Twenty HODs and ten educators were targeted in five wards of a chosen circuit. For the purpose of verification and validating the quantitative findings the researcher selected five primary schools with foundation phase classes for probing interviews. According to McMillan and Schumacher, (2006) it is advisable to conduct probing interviews to credit the findings of the quantitative findings. For validity purposes the researcher had to conduct interviews and scheduled observations in a sample of five schools. The researcher identified schools which were in the peri-urban area and the impression the researcher had was that such schools were better equipped with teaching and learning facilities than the schools in deeper rural areas.

### **3.4.3 Pilot study**

*McMillan and Schumacher, (2006) argue that the pilot study enhances credibility of the research instruments in that it assists the researcher to take into account potential sources of error that may undermine the quality of research and distort the findings and conclusion. The researcher conducted a pilot study for the purpose of testing the reliability and validity of the research tools in collecting data to answer the critical research questions. The findings of the pilot study conducted for this study unveiled a few shortfalls in the questionnaire and self-evaluation sheet. The*

researcher had to attend to the errors such as ambiguity and vagueness in the structured questions and language usage needed to be simplified before they were used for the main study.

#### 3.4.4 Ethical issues

According to McMillan and Schumacher, (2006) the researcher should understand and adhere to the ethics of research. They argue that the researcher should first secure permission from the highest authority in charge of the research site. The researcher should inform the respondents of all the aspects of the research that might influence their willingness to participate. The researcher is expected to achieve informed consent by providing participants about the purpose of the research. This researcher contends that information pertaining to the subjects must be held confidential.

##### a) *Access and Acceptance*

McMillan and Schumacher, (2006) state that for research conducted through an institution, such as a university or a school system, approval for conducting the research should be obtained from the institution before any data are collected.

Bell (1993: 52) states:

“The permission to carry out an investigation must be sought at an early stage. As soon as you have an agreed project outline and have read enough to convince yourself that the topic is feasible, it is advisable to make a formal, written approach to the individuals and organization concerned, outline your plan. Be honest.”

The researcher wrote letters to the senior officials of the department (Appendix A) to use schools in a circuit. Approval letter from the Regional Chief Director was received the researcher contacted principals of schools telephonically to make arrangements for administering questionnaires and self-evaluation sheets. The permission was secured from the project co-ordinator to use Advanced Certificate

in Education students for the study. These are full time educators studying part-time at the University.

### 3.4.5 Data collection procedures

The quantitative data collection procedure involved the administering of questionnaires (Appendix B) and self-evaluation sheets (Appendix C). Quantitative data was collected first and the analysis thereof was done before the qualitative procedure was applied. The interviews with foundation phase educators and observation schedules were used for the purpose of qualitative findings.

#### a) *Questionnaires*

The questionnaires (Appendix B) focused on obtaining information on:

- The general profile of the educators
- Their responses to the critical question:

What are foundation phase educators' perspectives of the training workshops they attended in terms of equipping them for implementing outcomes-based education and curriculum 2005 in the classroom?

One hundred and fifty questionnaires were sent to primary schools with foundation phase classes. Principals of schools were asked to distribute questionnaires to the foundation phase educators on behalf of the researcher. The advantage of the researcher was that she is also a principal and as a result she explained the purpose of research to her peer (principals). The principals' meetings at ward and circuit level were used by the researcher to remind and to persuade principals to return questionnaires to the researcher. The principals of selected schools were very co-operative in that they made sure that all questionnaires were completed and submitted to the researcher during the circuit meetings. Questionnaires given to the university part-time students for the ACE were supervised by the researchers' friends and they were also submitted to the researcher at the right time.



b) *Self-Evaluation Sheets*

The self- evaluation (Appendix C) sheet solicited data on:

- The educators' performance in terms of the implementation of outcomes-based education.
- Their level of competency in implementing OBE in their classrooms .
- Their responses to the critical question:

What are foundation phase educators' views on their performance and level of competency in implementing outcomes-based education and Curriculum 2005 in their classroom?

There were one hundred and fifty self-evaluation sheets sent to primary schools which have the foundation phase classes. The self-evaluation sheets were sent together with questionnaires because the educators were expected to complete both. The researcher explained to the respondents the significance of providing true and honest reflections as they responded to the evaluation sheets.

c) *Interview Schedules*

According to McMillan and Schumacher (2006) the researcher should prepare questions to be asked during interviews. The questions should be phrased in the manner that the flow of information is not hindered, in other words, language usage should be simple and not ambiguous. The researcher should begin with easy and interesting questions. The interviewee should be assured that the information will be kept confidential. The researcher should take down notes as the respondent gives answers to the questions.

Interviews as stated earlier were arranged with the heads of department of the foundation phase. The interview schedule (Appendix D) sought to solicit data on:

- The support available to foundation phase educators to facilitate the implementation of outcomes-based education and Curriculum 2005 in their classrooms.
- The effectiveness of classroom based support to curriculum delivery in classrooms.

The responses collected answered the critical questions:

1. What support is presently available the foundation phase educators and what is the effectiveness thereof to curriculum delivery in classroom?
2. What kind of classroom based support is available to educators to facilitate the implementation of outcomes-based education?

The interviews were conducted at the respective schools after teaching time. Each interview lasted for approximately forty five minutes. Before the interview started the permission was asked from the interviewees for the researcher to take notes as they responded to the questions. The researcher asked probing questions for the purpose of clarity during interviews. The interviewees were assured that their particulars and those of their institutions would be kept confidential. The interviewees were therefore more open, free and honest when providing information required from the interview.

#### *d) Observation Schedule*

McMillan and Schumacher (2006) argue that as a technique for gathering information, the observational method relies on a researcher's seeing and hearing things and recording these observations rather than relying on participants opinion. The role of the observer is to make high inference or judgments about the observations. The observer records the specific behaviours and context that led to the inference implied in the judgment.

The researcher used the structured observation sheet (Appendix E) to solicit data on the educators' practical implementation of OBE in their classrooms. The researcher selected three schools for classroom observation in the sample of the main study. The researcher identified schools in the semi-rural areas because they were used for the pilot study. The pilot study findings on educators' qualifications showed that the three schools had the majority of educators with high qualifications such as Bachelor of Education Hons. Those schools were better equipped with teaching and learning devices. The researcher used video tapes to record the foundation phase educators' lesson presentations. The purpose of the observations was to verify the credibility in the quantitative findings of the questionnaires and self evaluation sheets. The significance of the video-tapes was that they provided the researcher with ample time to analyse the lesson presentations, scrutinizing them over and over again as the analysis action demanded.

### **3.5 DATA ANALYSIS AND PRESENTATION**

#### **3.5.1 Sorting and categorization**

The process of data analysis commenced soon after all the instruments were returned from respondents. The questionnaires were counted and sorted so that the categorization of data could be easier. Voluminous data was organized into manageable, coherent patterns and categories, so that valid interpretations and findings or conclusions could be generated based on the data which is '*Grounding Theory*' (Hopkins, 1989).

The first step in the analysis involved counting the questionnaires and reading through all the responses to each of the twenty statements from one hundred and twenty questionnaires and self evaluation sheets. This was the beginning of organizing the data into accessible packages. This was followed by a pattern analysis, a synthesis of data to contrast across the questionnaire, interview schedules, self evaluation sheet and observation schedules. The researcher

describes the analysis process in relation to each of the research instrument in the subsequent sections.

*a) Questionnaires*

The counting of questionnaires started soon after all the submissions were made. After counting the questionnaires, codes were assigned to appropriate categories. Raw data was captured in the computer software programme called:

‘Statistical Programming for the Social Sciences (SPSS). From one hundred and fifty questionnaires only hundred and twenty were returned fully completed. Ten questionnaires were rejected because they were not completed fully. Twenty questionnaires were not returned. The data captured was from the hundred and twenty participants. The coding of data was numerical (0) was used to represent no response, (1) strongly agree, (2) agree, (3) neutral, (4) strongly disagree and (5) disagree.

The statements or questions on the questionnaires were captured as variables which made analysis of hundred and twenty responses to each statement of the twenty statements easier.

*b) Self- evaluation sheets*

The researcher counted the self-evaluation sheets and out of hundred and fifty self-evaluation sheets dispatched to schools and to a university’s ACE students only one hundred and twenty were returned. The data on the self-evaluation sheets was captured in the software computer programme called, ‘Statistical Programming for Social Science (SPSS). Numerical codes were used for computing raw data as follows; (0) no response, (1) very poor, (2) poor (3) average (4) good and (5) Very good. The computing of variables was used to represent statements and questions on the self-evaluation sheets. The computation of data made the analysis of responses easier.

c) *Interviews Schedules*

The data collected by means of interview schedules were categorized as *trends* and *patterns* which were identified. The responses were examined for congruence and divergence with the questionnaire and self-evaluation sheet. Data collected by means of interview schedules was analysed according to the procedures as stated in (Smit 2002: 46)

“Qualitative analysis takes place through the data collection process, as such the researcher reflects continuously on the impressions, relationships and connections. The researcher searches for similarities, differences, categories, themes, concepts and ideas.”

The analysis commenced with the reading of all the data and then dividing it into segments. Data segments were derived from the responses provided by the respondents to each interview question.

Alasuutari (1995:7) states; “Data analysis in qualitative research also refers to reasoning and argumentation that is not based on statistical relations between variables by which certain objects or observation units are described. The researcher identifies convergent and divergent perceptions based on data collected.”

The researcher classified and categorized and discussed the findings to answer the critical research question on the availability support programmes to assist foundation phase educators to implement OBE effectively in their classrooms.

d) *Observation Schedule*

The data collected by means of the observation schedule was analysed and corroborations and contradictions were identified. The analysis of data from observation schedules proved that there were contradictions in the data collected quantitatively. The analysis of data started by transcribing data on lesson

presentation from audio-visual tapes into texts and then reduction and analysis began. Schwardt (1997) argues that in qualitative data analysis before the researcher begins with an analysis, data is transcribed, which means that texts from audio - visual tapes are typed into word processing documents. To analyse literally means to take apart words, sentences and paragraphs, interpret and theorise that data. The analysis of the data collected by observation schedule was done by organising, reducing and describing data.

### **3.6 VALIDITY AND RELIABILITY**

McMillan and Schumacher (2006) argue that validity and reliability of the instruments are vital in ensuring the researcher and the readers are able to trust the results of the findings of the research. All the data collection instruments, namely, the questionnaires, interview schedules, self-evaluation sheets and observation schedules were validated in various ways before they were used in the main study.

#### **3.6.1 Questionnaires**

The purpose of the pilot study conducted prior to the main study was to test the effectiveness of the questionnaires. The findings of the pilot study revealed that some of the statements on the questionnaire were ambiguous and as a result respondents provided information that did not address the critical research question. The potential sources of error were addressed by rephrasing the statements. After the necessary changes were made the researcher submitted the questionnaire to the supervisor for comments and approval. The supervisor recommended the use of the Likert scale because it gives a technical lay out.

#### **3.6.2 Self- evaluation sheets**

The first trials of the self-evaluation sheets catered for obtaining opinions from the researcher's colleagues about the usability of the instruments. The researcher sought

the colleagues' opinions and comments regarding the language usage and layout. Their valuable comments highlighted some spelling mistakes and grammatical errors that they underlined on the sheets. Their critical questions assisted the researcher to rethink the language usage and phrasing of the statements. Dealing with using accessible English language for instruments to be used by people for whom English is a second language was important. After these comments the researcher used simple language and short statements to avoid ambiguity and contradictions. The necessary changes were made before the self-evaluation sheets were sent to the supervisor for advice and comments. After the supervisor's approval of the evaluations sheets they were then piloted among 30 foundation phase educators in a ward and other schools in a chosen circuit.

Some difficulties experienced during the pilot study resulted from the coincidence that there was an evaluation project in progress in schools for the purpose of pay progression conducted by Integrated Quality Management Services (IQMS). The researcher after reading through the educators' sheets discovered that all the respondents regarded themselves as excellent and having outstanding performance in understanding OBE and implementing of curriculum 2005.

The researcher discussed the responses of the self-evaluation sheets with the supervisor. The supervisor's advice was that the researcher should state on the instrument the purpose of the self-evaluation sheets to the participants in order to avoid other misconceptions about their purpose. The reason given by the supervisor was substantial because this study was conducted when the schools were experiencing the flow of policy documents from the national department of education. The supervisor's comments were an eye opener to the researcher not to take things for granted. Thereafter the researcher attached a letter to the schools principal stating the purpose of the evaluation conducted for the main study and explaining explicitly that the form was not for pay progression purposes.

### **3.6.3. Interview Schedules**

The interview schedules were first given to other doctoral students at the University for advice and comments. Their advice was that the formulated questions were not explicit enough to be understood by the educators. They suggested that the researcher should use simple English words in formulating interview questions. After changing it, the researcher discussed the interview questions with the supervisor. *The supervisor's comments included among others, the rephrasing of certain questions in the interview schedule so that they corresponded with the other four critical research questions.* The interview schedule was reconstructed and the supervisor approved it to be used in the main study.

After the validation of the three data collection instruments, they were ready for use in the main study, the result and analysis of which appear in the subsequent chapters of this report.

## **3.7 DATA PRESENTATION**

Frequency distribution tables and graphics were used to present data solicited by means of questionnaires and self-evaluation sheets and analysed by SPSS. The tables and graphs present quantitative data. The interpretation of statistics was necessary to unpack the meaning of numerical presentation in the context of this study.

### **3.7.1 Synthesis of data**

The data presented on tables and graphs was interpreted in order to make issues addressed more understandable and meaningful to the study. In Social Sciences, quantitative and qualitative presentation of data is imperative (Van Dalen, 1979: 412). The researcher analysed and synthesised of data in order to identify and to



present uncertainties and continuities in curriculum development and its implementation in schools. Interpretation and reflection of data presents the views and experiences of educators and the heads of department of the schools involved in the study.

### **3.8 CONCLUSION**

This chapter presented the research design chosen for this study and the reason why such design was preferred. The detailed data collection procedure was defined for each research instrument. The process of quantitative and qualitative data analysis was explained. The techniques of summarising data and its presentation were discussed. The analysis of data for the purpose of elucidating findings in relation to each research question is dealt with in the subsequent chapters.

## **CHAPTER FOUR**

### **THE EDUCATORS' PERSPECTIVES OF THE TRAINING WORKSHOPS**

#### **4.1 INTRODUCTION**

This chapter discusses the educators' responses to each question of the questionnaire. The frequency distribution tables present the statistical summaries of the data analysed quantitatively and the meaning and significance of the numerical symbols are discussed in the context of the critical research questions. The questionnaires consisted of questions articulated in statement form. The respondents ticked in the box provided for subjects, responses to each statement. The tables are numbered according to the sequence of the statements in the questionnaire.

#### **4.2 EDUCATORS' PERSPECTIVES OF THE OBE TRAINING WORKSHOPS ATTENDED**

The findings presented in numerical form were interpreted in the context of each statement on the questionnaire. These findings answered the question about foundation phase educators' perceptions of the training workshops they had attended in 1998, 1999 and 2000. These workshops were intended to prepare the educators to implement OBE. The foundation phase educators' reflections on the training workshop in terms of their usefulness and effectiveness in preparing them to implement OBE and curriculum 2005 in their classrooms are discussed. Reflections are good in helping an individual to take stock of the training in one's practice in the classroom. New learning according to Good and Brophy (1991) occurs and is successful when people understand and integrate the new information with the existing knowledge in a way that they can use in real life situations.

**4.2.1 Understanding of transformation from traditional curriculum to the OBE curriculum**

The following table presents the summary of the findings of the perceptions held by the foundation phase educators about the effectiveness of the training workshops. Educators had to evaluate the training workshops on how they benefited from acquiring knowledge about educational transformation and the implications of the changes in the classroom practice. Understanding OBE entailed the ability to compare the traditional curriculum which was content driven, teacher-centred, objectives-based and examination driven, with the new OBE curriculum which was outcomes-based, learner centered, skills-based and competence driven. The mastery of this knowledge was crucial in that educators had to use the new curriculum changes to measure the progress they were making in improving the quality of teaching and learning in their classrooms. It was envisaged that the new curriculum would bring quality teaching/learning. The educators' responses on whether they understood the transformation from traditional to the OBE curriculum were as follows:

**Table 4.1 Traditional versus OBE curriculum**

Categories	Frequency	Percent
strongly disagree	1	0.8
disagree	7	5.8
neutral	27	22.5
agree	72	60.0
strongly agree	13	10.8
Total	120	100

The figures in Table 4.1 indicate the majority, that is, 60.0 % of the sample and another 10.8% confirmed that the OBE training workshops helped them to understand the reason why there was a need to change from a content-based

curriculum to an outcomes-based curriculum in South Africa. The minority of 22.5% was not sure whether the workshops organised both outside and inside the school provided proper orientation from content-based to outcomes-based curriculum or not. The other minority of 5.8% rejected and another 0.8% strongly rejected the helpfulness of the training workshops.

The significant number of educators (70.8%) held the perception that the training workshops were of help to them in understanding the transformation from the traditional curriculum to the new curriculum. This implied that foundation phase educators know the reasons behind the introduction of outcomes-based education and the difference between the old and the new. This knowledge is of great importance because educators should be able to ensure that the aims and intentions of the OBE curriculum policy are implanted in their classroom practice. The number of educators (29.1%) who were not sure that they had really been helped was also significant because each educator teaches learners whose future is affected by educators who are not competent in terms of curriculum delivery. However, knowing something does not necessarily translate to skills or ability to do something. Knowing is only significant if one can demonstrate the knowledge in a practical way, for instance conducting learner-centered lessons and engaging learners in meaningful activities.

#### **4.2.2 Differentiating between an outcomes-based and an objectives-based approach to teaching and learning.**

The following table presents the summary of the findings based on the foundation phase educators' responses to the statement which sought to determine their perceptions of the effectiveness of workshops in enabling them to differentiate between an objectives-based and an outcomes-based approach to teaching and learning. The educators should know that objective-based approach to teaching and learning stressed the demonstration of content knowledge. The educators' role was to impart knowledge and evaluate the effectiveness of the lesson by engaging

learners in an activity for the application of knowledge acquired at the end of each lesson. The objectives-based approach had lessons which were educator-centred because only the educator knew what the learners should learn from the lesson. The educator should know that outcomes-based approach emphasises the *demonstration of knowledge* and skills and lessons are learner-centred. The role of the educator is to select learning contexts wherein learners should be engaged in order to develop knowledge and skills. The educators facilitate the learners' learning process. Assessment in an outcome-based approach is an ongoing process and achievement of outcomes unlike objectives is determined by the learners' learning pace not time. The educators' responses to their ability to differentiate OBE from objectives-based education were as follows:

**Table 4.2      OBE versus objectives-based curriculum**

Categories	Frequency	Percent
No response	2	1.7
Strongly disagree	3	2.5
Disagree	12	10.0
Neutral	20	16.7
Agree	74	61.7
Strongly agree	9	7.5
<b>Total</b>	<b>120</b>	<b>100.0</b>

According to Table 4.2 the majority, that is, 61.7% (agreed) and 7.5% (strongly agreed) in the sample confirmed that the training they received from OBE workshops made them able to differentiate between objectives-based and outcomes-based teaching and learning styles. The minority of 16.7% declared not being certain about the difference between these approaches to teaching and leaning. The other minority of 10.0% rejected and 2.5% strongly rejected that training workshops clarified the difference between objectives-based and outcomes-based teaching and learning styles.

A positive perception about the effectiveness of the training workshops was held by (78.2%) of the educators in the sample. This implies that educators knew the nature of curriculum changes they were expected to implement in their classrooms practice. If this significant number of educators was the true reflection of reality prevailing in the foundation phase it could mean that the majority of educators are implementing an OBE curriculum in their classrooms. The foundation phase educators (20.3%) who were not sure that they had benefited from the training workshops was important in that they are part of the teaching force which should deliver OBE curriculum in their classroom effectively. Their incapacity to understand the difference between these two approaches could impair the learners' competences of *mastering knowledge and skills*.

#### **4.2.3 Knowledge and expertise of Macro, Meso and Micro curriculum planning.**

The following table presents the summary of findings based on the foundation phase educators' responses to the statement which sought to elicit their perception of the effectiveness of workshops in empowering them with curriculum development skills. Before the implementation of OBE the educators should have been empowered with expertise or practical skills required in curriculum development such as the ability to select the content and to contextualise it within the broader aims (essential outcomes) of the OBE curriculum and the principles underlying it. The *ability to integrate knowledge across the learning areas* in the planning was another important practical skill which could indicate that training workshops were effective in empowering educators with curriculum development skills. The ability to integrate assessment procedures with their outcomes-based learning activities for the school, phase and grades could mean that workshops were effective. The members of the School Management Team, the principals, deputy principals and heads of department as well as School Governing Body members and educators should know what macro planning in OBE is and what their role are in the development of curriculum at that level, because they were expected to make inputs. The principals, deputy principals and heads of

department should as curriculum leaders also know what meso-planning is. They should understand the focal areas for each level of curriculum planning. The heads of departments and grade educators should be able to design learning support material and learning activities which would reflect the curriculum planning of micro, macro and meso planning. Coherence in all levels of curriculum development should enhance integration of the learning areas, linking critical outcomes to learning outcomes and integration of assessment to the learning process (Department of Education 2000).

**Table 4.3 Curriculum planning**

Categories	Frequency	Percent
No response	3	2.5
Strongly disagree	2	1.7
Disagree	7	5.8
Neutral	31	25.8
Agree	70	58.3
Strongly agree	9	7.5
<b>Total</b>	<b>120</b>	<b>100</b>

According to Table 4.3 the majority of 58.3% (agree) and 7.5% (strongly agreed) admitted that the training workshops had equipped them with skills and expertise to develop macro, meso and micro outcomes-based curriculum planning. The minority of 5.8% of the foundation phase educators denied that the training workshops were of any assistance in curriculum planning. About 2.5% of the educators did not respond to this statement and 25.8% declared not to be sure whether the workshops had helped them to develop the curriculum planning expertise or not.

A positive perspective of the workshop was held by (65.8%) of the foundation phase educators in the sample. They felt that the workshops were effective in equipping them with skills and knowledge of school based curriculum development at the macro, meso and micro level of curriculum planning. If this majority reflected the reality of the situation in schools with regard to curriculum planning it could mean that there was effective curriculum delivery in many classrooms and quality of teaching and learning had improved. There were educators (35.8%) who were not sure that the workshops had equipped them with curriculum development skills and expertise. This number is also significant because those educators are part of the teaching force and they were expected to ensure that OBE curriculum delivery take place in their own classrooms. The incapacity of those educators to programme the school curriculum could result in them developing ineffective lessons which do not help learners to master knowledge and skills. It is no secret that the education standards in South Africa seem to be dropping steadily. This is confirmed by the TIMMS report which showed South Africans among the poorest performing nations in the world (Department of Education 2003). With (35.8%) in a district not sure about curriculum development issues, this is significant and could impact negatively on learning.

#### **4.2.4 Understanding of OBE classroom organization and arrangement**

The following discussion is a summary of the findings based on the foundation phase educators' responses to the statement *eliciting their perception of the effectiveness of workshops in equipping them with strategies and techniques of organising and arranging learners for learning*. The educators should know that there are strategies they need to make use of when organising learners in groups such as learners' performance after the assessment. The educators *apply baseline assessment* to identify learners with *barriers to learning* for instance language, difficulties with the content, slow learners and gifted learners. The educators should demonstrate the understanding that the learners could be grouped



temporarily on the basis of their identified educational needs in the particular learning activities. This action facilitates the educators’ ability to engage in learner-centred activities because he/she knows the needs of each learner.

The educators need to understand that in OBE the seating arrangement in the classroom should be in a circle form so that the learners could interact during group discussions and no learners should hide behind others. This means that the learning and teaching methods determine the learners seating arrangement and classroom organization. The educators also need to understand that they could use learners’ performance and sometimes learning abilities to group them for learning. They should also understand that grouping of learners and sitting arrangement should be based on the method of learning/teaching for each activity planned that means grouping and sitting arrangement keep on changing (Department of Education, 2000) to suit contexts.

**Table 4.4      Classroom organization in OBE**

Categories	Frequency	Percent
No response	1	0.8
Strongly disagree	2	1.7
Disagree	14	11.7
Neutral	32	26.7
Agree	62	51.7
Strongly Agree	9	7.5
<b>Total</b>	<b>120</b>	<b>100</b>

Table 4.4 shows that the majority of 51.7% (agreed) confirmed and 7.5% of the sample strongly confirmed that they know the arrangement of class required in OBE teaching and its teaching methods. Minority of 26.7% showed uncertainty and not being sure of their stand point regarding class arrangement and methods of teaching in an OBE class. The other minority of 11.7% rejected and 1.7%

strongly rejected the usefulness of the workshops in equipping them with knowledge of class arrangement and methods of teaching.

A significant number of (59.2%) held the perception that the training workshops assisted them to understand and to be able to apply OBE strategies of grouping and arranging learners in their classrooms. This finding was important because it implied that there were educators who are able to seat learners in different forms for each learning method. If this finding could be true in practice it could be an indication of the successful implementation of OBE in classrooms. In addition to that the ability to apply strategies could mean that educators conduct assessment to identify learners' educational needs and thereafter organise them on the basis of the assessment results for the *purpose of attending to their needs*. This implies that, for example, slow learners are provided with more time to master skills and knowledge while other groups were engaged with further activities to match their diverse abilities. OBE does emphasize cooperative learning as opposed to the traditional whole-class instruction which was followed by independent work. Slavin (1983, 1990) contends that cooperative learning is dependent on task structures, but allows learners to work with some of the peers. Learners receive feedback from peers in addition to the educator. In group work learners recognize that they are interdependent with other members in achieving successful results.

The number of educators (40.9%) who were not sure that the workshops equipped them with OBE strategies of arranging and organising learners for learning is also important because the learners' educational needs in their classrooms should be addressed so that all learners are able to succeed. Their incapacity to apply these crucial OBE strategies could indicate that they were not implementing OBE principles in their classrooms. The failure to apply these strategies could have detrimental implications for the learners' acquisition of knowledge and skills especially slow learners and those learners with barriers to learning. Wragg (1993) states that there are numerous reasons for organizing classroom furniture

in different ways. In some cases there is an emphasis on enabling the teacher to be vigilant.

#### **4.2.5 Motivation of foundation phase educators to adopt an OBE approach.**

The following table presents the summary of the findings based on the responses of the foundation phase educators to the statement which sought to solicit their perception of the effectiveness of workshops in motivating them to adopt an OBE approach in their teaching. The educational and curriculum changes require a teaching force which is willing and interested to implement innovations. Educators as the implementers of curriculum changes should see the need and demonstrate determination to ensure that these changes were manifested in their practice. The curriculum could have wonderful intentions and aims but if educators in classrooms were not motivated or willing to implement them that could mean the failure of the curriculum. The educators' motivation in implementing OBE should be reflected in the following: in their teaching methods, organization of classrooms and display of learning resources, willingness of learners to learn and keeping learners' portfolios which show that the educators were concerned about learners' performance and achievement.

Fullan (1985) argues that the successful curriculum implementation depends on the meanings and attitudes that teachers have towards the curriculum. According to Fullan's curriculum change theory the effectiveness of implementation of change stands or fall with the extent to which front-line implementers use new practices with degree of mastery, commitment and understand Fullan (ibid)

**Table 4.5 The educators' motivation for OBE**

Categories	Frequency	Percent
No response	4	3.3
Disagree	11	9.2
Strongly disagree	1	0.8
Neutral	33	27.5
Agree	61	50.8
Strongly agree	10	8.4
<b>Total</b>	<b>120</b>	<b>100</b>

According to Table 4.5 the majority of 50.8% (agreed) confirmed and 8.3% strongly confirmed that training workshops had created interest to implement the outcomes-based approach to teaching. The minority of 27.5% were not sure about their stand point in this regard. A minority of 0.8% minority rejected that training the workshops had motivated them to teach in an OBE way and 3.3% of the sample did not respond. Educators always refer to the need of learners to be motivated to learn in order to be successful. The question on the educators' motivation sought to elicit if educators are aware of their own behavior in the classroom. Good and Brophy (1974) conducted a study to determine whether educators were aware of their behaviour in the classroom. They found that the educators were largely unaware, for instance, of their actions that discourage a student or actions which gives the impression that they are giving up because the learner has given a wrong response to a question. The learners can unfortunately tell if the educator is not enthusiastic about what he/she is doing. Enthusiasm and motivation shown by an educator is infectious and would make learners excited about the new way of learning which is learner-centred and activity-based.

A positive perception of the workshops was held by (59.2%) of foundation phase in the sample. They felt that the workshop inspired them to adopt an outcomes-based approach to teaching learners. If this finding could be true about educators' feelings and attitudes towards OBE it could imply that learners are being taught by educators who are positive about OBE. Learners read newspapers and are aware of some negative things said about OBE.

The educators (40.8%) who were not sure that the workshops had motivated them is also important because those educators are responsible for developing learners in different competences of mastering skills and knowledge. The lack of enthusiasm in educators in implementing curriculum changes could have negative effects on the learners' performance in literacy and numerical knowledge and skills. Enthusiasm about one's learning catches like fire. If the educator enjoys teaching the learners also do so.

#### **4.2.6 Expertise in planning learner-centred lessons**

The following discussion provides a summary of the findings based on the responses of the foundation phase educators to the statement which elicited their perception on the effectiveness of workshops in assisting them to design or plan learner-centred lessons. *Learner-centred teaching and learning is one of the essential principles underlying OBE curriculum.* The educators should be able to design lessons which engaged learners to develop skills and knowledge with a minimum involvement of an educator. The educators should select learning contexts, learning support material and organize learners for the learning process and also select learning methods appropriate to the learners' learning abilities. The educators should know how to prepare learners for the learning activities. For example, *learners should be told the significance of the learning content to their real life situations.* The learners should also know why the educator chose a particular method of learning for the activity. Lastly, the educator should also *explain the skills and knowledge learners were expected to demonstrate* at the end

of the learning process and assure them that they were capable of succeeding at their own learning pace.

The learner-centredness of lessons also means that each individual learner has to be assisted to achieve the outcomes at a reasonably high level. Not all students achieve outcomes at the same time, others need more time and more assistance. In a normal OBE class there may be learners who are on enrichment activities because they learn fast. Learners who have not mastered an outcome are given corrective instruction and additional practice opportunities and their mastery levels are reassessed. However, in real life situations, large classes make it impossible for educators to attend to the individual needs of learners. This is one of the reasons leading to high failure rates. Cox and Dunn, (1979); Green, (1978) and Resneck, (1977) contend that individual differences in student learning ability are too stable and powerful to be compensated for by relatively minor adjustments in time allocated for teaching and learning. In spite of all the difficulties of teaching, the educators should understand that their role in the learner-centred lessons is to facilitate the learning process by encouraging and guiding learners to do their best in achieving learning outcomes.

**Table 4.6      Designing learner-centred activities**

Categories	Frequency	Percent
Strongly disagree	2	1.7
Disagree	14	11.7
Neutral	29	24.2
Agree	58	48.3
Strongly agree	17	14.2
Total	120	100

Table 4.6 shows that the majority, that is 48.3% confirmed whilst 14.2% strongly confirmed that the training workshops had trained the foundation phase educators

in designing and developing learner-centred activities. The minority of 24.2% was not sure whether the training workshop had been effectively trained them to design learner-centred activities or not. About 11.7% minority rejected whilst 1.7% strongly rejected that the training workshop trained educators adequately to design learner-centred activities. Designing learning activities was a new area for educators because traditionally, the curriculum had been prepared by the bureaucrats of the national department of education and given to educators to implement without questioning it. Apples (1982) argues that the curriculum renewal process which does not down-play the pedagogical skills of teachers the subsequent results thereof could be the de-skilling to teachers. The majority of foundation phase educators' responses to this statement indicated that they have not mastered the new methods of curriculum planning and this have detrimental effects on learning in classrooms.

A positive perception of the workshop was held by 62.4% who felt that the workshops were helpful in equipping them with expertise to implement a learner-centred approach to teaching and learning in their classroom practice. The implication of this finding if what educators said is true could be that learning in the foundation phase had improved from the traditional approach to outcomes-based in some schools. The traditional perception of educators and learners should have changed for example, from perceiving educators as the fountains of knowledge and learners as recipients of content. That perception should be substituted by the new one where educators are viewed as facilitators of the development of competences in learners to learn knowledge and skills from learning contexts. Teaching learners meaningless concepts and content without contextualizing them should be something of the past in the foundation phase level. The educators (37.6%) were not sure that workshops really helped them. This is a significant fraction because each educator is expected to apply a learner-centred approach in their teaching. The incapacity of those educators to implement this approach could have serious effects on learning in the classrooms.

However a good honest reflection of what one cannot do is the first step toward recognizing a need for help.

#### **4.2.7 Classroom-based support from heads of departments**

The summary of findings based on the responses of the educators about the effectiveness of classroom-based support provided by heads of departments is presented in this section. The heads of departments were responsible for mentoring and guiding educators in the implementation of OBE and the curriculum in the classroom. They should therefore have expert knowledge about OBE and its curriculum as well as expertise of the practical implementation in the classroom. Heads of department should also have facilitation skills because they were expected to conduct school-based workshops for foundation phase educators. As school-based curriculum supervisors they should be able to assist educators with lesson delivery where they have identified that teaching and learning is ineffective, for example, demonstration to educators how teaching and learning ought take place in an OBE classroom. Educators should be able to rely and have trust in their heads of department on the grounds of the knowledge and expertise they receive from them to deliver the curriculum in their classroom.

**Table 4.7 Classroom-based support from heads of departments**

<b>Categories</b>	<b>Frequency</b>	<b>Percent</b>
No response	2	1.7
Strongly disagree	8	6.7
Disagree	21	17.5
Neutral	22	18.3
Agree	53	44.2
Strongly agree	14	11.7
<b>Total</b>	<b>120</b>	<b>100.0</b>



Table 4.7 indicates that just about half, that is, 44.2% agreed and 11.7% strongly agreed that the heads of department provided guidance to foundation phase educators on how to implement OBE in their classrooms. 17.5 % disagreed and 6.7% strongly agreed. 18.3 % responses were not sure. Only 1.7% did not respond to the statement.

A significant number of educators (55.9%) felt that the heads of department provided classroom based support. This implies that heads of department conduct workshops to empower or capacitate educators with knowledge and skills required in the OBE teaching and learning. If this finding could be true about these heads of department, the positive effects could be, effective OBE teaching and learning in classrooms, good learner performance and achievements in learning programmes such as *numeracy, literacy and life skills*. The proportion of educators (44.1%) who were not sure about heads of department classroom-based support was very important because they constitute a significant force in the teaching profession. The lack of classroom-based support to educators could be the source of ineffective OBE teaching and learning which could impact negatively on the learners' performance and achievements in mastering knowledge and skills. It could be one of the reasons why there is a decline in the literacy level of learners.

#### **4.2.8 Linking critical outcomes to Learning Programmes planning.**

The following table shows the summary of findings based on the responses of the educators to the statement which sought to find out their *perception of the effectiveness of workshops in helping to link critical outcomes* in their curriculum planning. The educators should know that critical outcomes are other key aspects of OBE and Curriculum 2005 and they have to implement them in the teaching of all three learning programmes in the foundation phase. The eight critical outcomes or essential outcomes provide the foundation upon which all levels of school-based curriculum planning ought to be based. The educators should also

demonstrate the understanding that critical outcomes ensure the integration of knowledge and skills across the different learning programmes. This integration involves at the foundation phase *numeracy, literacy and life skills*. It was crucial for educators to understand that critical outcomes are the core criteria to judge change and improvement in teaching and learning in various classrooms. The educators should be able to consider the critical outcomes when selecting learning contexts for all learning programmes for the purpose of integrating knowledge. For example in a literacy activity, learners should demonstrate the competence of communicating knowledge, using words, numerical symbols and using body movements (Department of Education 1997)

**Table 4.8      Critical outcomes in the learning programmes**

Categories	Frequency	Percent
No response	1	0.8
Strongly disagree	1	0.8
Disagree	21	17.5
Neutral	50	41.7
Agree	35	29.2
Strongly agree	12	10.0
<b>Total</b>	<b>120</b>	<b>100.0</b>

According to Table 4.8 the majority of 41.7% foundation phase educators in the sample were not sure whether the workshop conducted in their schools assisted them to link critical outcomes to the learning programmes work schedules for the grades they are teaching. The minority of 29.2% agreed and 10.0% strongly agreed that they received assistance in this regard. 17.5% disagreed and 0.8% strongly disagreed that foundation phase educators were assisted to link critical outcomes to their learning programme work schedules. Only 0.8% did not respond.

The perception held by most educators (60.8%) was that the training workshops did not help them to link critical outcomes in the three levels of school-based curriculum development. The lack of understanding of the importance of critical outcomes in curriculum planning by educators could have negative effects in the implementation of OBE and its curriculum. The effects of the incapacity of educators to implement critical outcomes could be that learners are taught fragmented knowledge not linked to the development of skills. Some educators (39.2%) felt that the training workshops were of help to them. This number was important because for OBE implementation to be successful, educators need to demonstrate the understanding of the importance of the critical outcomes and the ability to incorporate them in the learning activities. The effects of the mastering of this knowledge and expertise by these educators could be that learners are able to transfer the skills and knowledge across learning activities of the three learning programmes. Critical outcomes were a good example of how terminology used in OBE has confused educators. It was clear from the responses that some educators did not know critical outcomes.

#### **4.2.9 Support from phase advisors**

The following table shows the summary of findings based on the foundation phase responses to the statement referring to support they received from *phase advisors*. The phase advisors were the department of education officials responsible to supervise and monitor the implementation of OBE and its curriculum in the foundation phase. The phase advisors are expected to be informed about what heads of departments and educators' in foundation phase grades are doing. They should also attend to educators' problems regarding curriculum implementation and address those problems in their follow up workshops either for a cluster of schools in a circuit or in individual schools. If phase advisors provided support there would be uniformity in the manner in which foundation phase schools develop their learning programme planning (see

Appendixes H, G, I and J). All educators could feel confident to account for their classroom practice, for example, educators could discuss school-based challenges which impede the implementation of OBE with advisors. Educators and heads of department could be able to reflect on their practice in the school-based follow-up workshops so that the educators could be assisted to improve on those aspects of curriculum they were not sure about.

According to Fullan's change theory stresses among other things the importance of support and pressure in the implementation of curriculum change. He states that these are important balancing mechanisms through which successful curriculum change is accomplished in classrooms (Fullan 1985).

**Table 4.9 Support from phase advisors**

Categories	Frequency	Percent
No response	3	2.5
Strongly disagree	12	10.0
Disagree	24	20.0
Neutral	35	29.2
Agree	40	33.3
Strongly agree	6	5.0
<b>Total</b>	<b>120</b>	<b>100.0</b>

According to Table 4.9 not many, that is, 33.3% confirmed, whilst 5.0% strongly confirmed that the subject advisors ran follow-up workshops to assisting foundation phase educators to address problems they were experiencing in implementing OBE in their classroom practice. Some educators (20%) rejected and 10% strongly rejected that subject advisors provided any follow-up support to the foundation phase educators to facilitate the implementation of OBE. A significant group of 29.2% of the foundation phase educators was not certain about the usefulness of follow-up workshop conducted by subject advisors in their

schools. Only 2.5 % were reluctant to respond to this statement. The responses of the educators indicate a rather poor support structure for the implementation of OBE. It could also be that phase advisors themselves are also not completely conversant with OBE.

A significant number of educators (61.7%) were not sure that phase advisors provided them with support to facilitate the implementation of OBE in their classrooms. The implications of the lack of the provision or an ongoing support to educators could be poor quality of teaching and learning in the foundation phase. If the phase advisors failed to assist educators to deal with the practical implementation of OBE in classrooms the effects thereof could be delivery of ineffective lessons which would not develop competences to learners to master skills and knowledge because the educators did not account to any authority about their teaching and learners' learning. The educators (38.3%) who felt that the phase advisors assisted them to deal with the practical implementation of OBE in their classroom is essential because it provides the perception that in some schools the phase advisors did support foundation educators. If this happened in some schools, these pockets of excellence could be used to influence practice in other schools. Identifying schools where OBE is functional would be an important aspect of this research.

#### **4.2.10 Development of teaching and learning support material**

The summary of findings reported here was based on the educators' responses to the statement which sought to elicit their perceptions of the effectiveness of workshops in helping them to develop *learning support materials*. The educators, to implement OBE need to be creative and innovative in their classroom practice (Department of Education 2000). This implies that the educators had to acquire and develop abilities to develop learning support materials to assist learners to acquire knowledge and to facilitate the mastering of skills by all the learners. The educators should be able design and develop learning support materials in the

context of their learners' learning environment and to consider the learners' capabilities in the learning process.

According to Gibbons (1977) the curriculum change implementation process is multidimensional and it involves change at a number of different levels and these levels are: change in organization, materials, roles, behavior, knowledge and beliefs.

**Table: 4.10      Teaching and learning support materials**

<b>Categories</b>	<b>Frequency</b>	<b>Percent</b>
No response	2	1.7
Strongly disagree	4	3.3
Disagree	7	5.8
Neutral	19	15.8
Agree	69	57.5
Strongly agree	19	15.8
<b>Total</b>	<b>120</b>	<b>100.0</b>

The majority, that is, 57.5% of the educators in the sample confirmed and 15.8% strongly confirmed, that the workshops had taught them to use various resources, to develop their own learning and teaching materials for the foundation phase grades. The minority of 5.8% rejected and 3.3% strongly rejected that they were taught to develop learning and teaching material and 15.8% were neutral. Only 1.7% did not respond. Learning support materials are the backbone of facilitation because they assist learning. Any educator who cannot provide appropriate materials for specific learning outcomes cannot be effective as a teacher.

The perception held by 73.3% of the foundation phase educators in the sample was that the workshops had equipped them with expertise and knowledge of develop learning support materials. The implication could be that learners are

using learning material developed by their own educators. That could have positive effects on the learning process of learners in classroom because they used learning resources which are developed on the basis of their educational needs. The educators' ability to develop learning support material could contribute to the development of quality teaching and learning as well as good learner performance in all learning programmes. The development of learning material by educators could be useful in contextualising knowledge within the needs of learners' local community, values and attitudes. The localization of learning support material development could be of benefit to learners in that they could relate knowledge acquired to their real life world and that could make learning more meaningful to them. The number of educators (26.6%) who were not sure that the workshops helped them was significant because their incapacity to develop learning support materials could impact negatively on the learners' attitude to learning. The inability of educators to develop their own learning support material could imply that resources were not being use or that educators depended on insufficient or inappropriate support material provided by the school. This is evidence of successful curriculum development at grassroots level. According to Hattingh (1989) bottom-up model of curriculum development finds approval as an ongoing renewal process because it allows the greater teacher participation. Susan and Lieberman (1983) contend that the advocates of the bottom-up model see classroom as point of departure for curriculum development. The process of curriculum is seen as a succession of activities arising from the identified needs and it is of great benefit to teachers as implementers of curriculum in classrooms.

#### **4.2.11 Planning lessons for diverse learners' needs**

The summary in this section provides findings based on the educators' responses to the statement which sought to elicit their perception of the effectiveness of workshops in equipping them with practical expertise of planning lessons *for learners' diverse educational needs*. Educators should be able to cater for the educational needs of all the learners in the classroom. The educator should be able

to identify learners' educational needs such as slow learners, gifted learners, learners with barriers e.g. sight, language, hearing and physically challenged learners.

The educators should be able to apply OBE learning strategies whereby learners of the same educational needs are grouped for learning in a supportive environment. The learners could be in their groups specifically to be provided with assistance in developing those skills and knowledge planned in the lesson. Educators should be cautious not to use the learners' educational needs as *labels* because that could lower the learners' self-esteem and reinforce poor achievement.

Educators should be able to organise learning material in a manner that addressed each groups' needs. Educators would know that slow learners needed more support material and enough time to achieve the intended learning outcome. Educators would also understand that gifted learners needed activities that could challenge their learning abilities.

**Table 4.11    Lessons for diverse learners**

Categories	Frequency	Percent
No response	2	1.7
Strongly disagree	1	0.8
Disagree	17	14.2
Neutral	31	25.8
Agree	58	48.3
Strongly agree	11	9.2
<b>Total</b>	<b>120</b>	<b>100.0</b>

Almost half, that is, 48.3% of the educators agreed and 9.2% strongly agreed that the OBE training workshops equipped foundation phase educators with strategies



to accommodate diversity in learning pace and rate in their lesson plans. Some educators (25.8%) of the sample were not sure and another minority of 14.2% confirmed that the training workshops did not assist them with skills to accommodate diversity of learning needs among learners. Only 1.7% did not respond.

The perception held by 42.5% of the foundation phase educators was that of uncertainty or not being sure that the OBE workshops had equipped them with practical expertise to plan lessons for diverse learners' educational needs. The implication of the lack of the expertise could be the mainstream teaching and the disregard of learners' educational needs in foundation phase classes. Because the foundation phase lays the foundation for future learning, it is important for the educators to be sensitive to the learners' diverse needs.

The inability to address the diverse needs of the learners could contributed to the poor performance of foundation phase learners in all three learning programmes in a systemic evaluation conducted by the Department of Education in all provinces of South Africa in 2002. The evaluation results published indicated that some foundation phase learners, after three years in the phase could not read, write and perform simple mathematical calculations. The lack of the practical implementation of diversity in learning could have negative effects in teaching and learning in that only capable and fast learners could learn successfully whilst those who are students at risk could not demonstrate knowledge and skills and are treated as failures.

A significant number of educators 57.5% felt that the OBE workshops equipped them with expertise to plan lessons for diverse learners' educational needs. This could imply that educators plan lessons with the understanding that the learners learning abilities are not the same. The effect of the consideration of different learning abilities could that the quality of learning in classroom is being increased

because of the use of varied methods of teaching to cater for different learning styles.

**4.2.12 Understanding and application of different methods in learning**

The following discussion covers findings based on the data solicited from educators on their perception of the effectiveness of workshops in equipping them for different methods of learning. Educators should know that in OBE learning there are various methods educators could use to encourage learners to learn. Each educator should have a repertoire of teaching methods to draw from in order to promote teaching/learning of learners. Educators should also understand that in the OBE classroom emphasis is more on how the learners learn than on the result of what was learned. This implies that educators should engage learners in the learning process through using various methods of learning. The educator should ensure that the following OBE learning methods were applied by learners in the learning process namely; co-operative learning, group learning, whole class learning, mixed abilities learning and remediation learning (Department of Education, 2000).

**Table 4.12     Different method of learning**

Categories	Frequency	Percent
No response	3	2.5
Strongly disagree	12	10.0
Disagree	32	26.7
Neutral	15	12.5
Agree	28	23.3
Strongly agree	30	25.0
Total	120	100.0

The majority of respondents, that is, 23.3% confirmed and 25.0% strongly confirmed that the OBE training workshops equipped them with skills to apply various teaching and learning methods to facilitate the achievement of learning outcomes by all learners in the classes. The minority of 26.7% rejected and 10.0% strongly rejected that they were equipped with skills to apply different teaching and learning methods to facilitate achievement of learning outcomes. The minority of 2.5% was not sure and only 2.5% did not respond.

The perception held by 48.2% of the educators in the sample is positive because they felt that the workshops were of assistance in furnishing them with various methods they could use when engaging learners in learning activities. The understanding of various methods of learning by educators could bear fruitful learning if educators really applied them in their classrooms. The effects of the application of various learning methods could be the willingness of learners to participate in group discussions. Learners could also benefit from one another and the spirit of competition among learners could be discouraged because co-operative and group learning method promotes team work. OBE learning methods benefit learners in that they could assess one another's performance. For instance in mixed abilities groups learners are accountable for their own learning and that of other learners, for example, gifted learners assist those who are slow learners to master knowledge and skills in the learning activity. The number of educators 51.7% who were not sure that workshops helped them was important because their incapacity to understand and to apply the OBE learning methods could impact negatively on the learners' performance. The effects of the educators' inability to apply various methods of teaching could be the failure of implementation of OBE in classroom practice because the learners may not develop competence to master social skills, and life skills such as listening, teamwork and co-operation.

4. 2. 13 Strategies of remedial teaching and learning

The discussion below captures the summary of findings based on the data elicited from educators about the effectiveness of training workshops in assisting them to *understand remedial teaching and learning strategies*. The educators should be able to use assessment methods which could inform them about knowledge and skills that learners were not able to demonstrate, for example, formative assessment could inform the educators about the learners’ levels of performance. The educators could on the basis of the assessment identify skills and competences which needed to be developed in remediation classes. The educators could use flexi-time which means a period or periods planned by the school to attend to learners with learning difficulties. The educators should know that flexi-time was meant for remedial learning and they should assist those learners who could not succeed in mastering knowledge and skills in previous learning activities (Department of Education; 2000).

Table 4.13 Remedial education

Categories	Frequency	Percent
No response	2	1.7
Strongly disagree	1	0.8
Disagree	11	9.2
Disagree	18	15.0
Neutral	63	52.5
Agree	25	20.8
Strongly agree	0	0
Total	120	100.0

According to the Table 4.13 the majority of 52.5% of the foundation phase educators in the sample confirmed and 20.8% strongly confirmed that the OBE

*Training Workshops did not train the foundation phase educators on how to apply remedial strategies and techniques to teaching and learning.* The minority of 9.2% rejected and 0.8% strongly rejected that OBE training workshops did not equip foundation phase educators with the remedial techniques and strategies to teaching and learning. Some educators 15% were not sure and only 1.7 % did not respond.

The perception held by 73.3% of the foundation phase educators in the sample was that the training workshops were did not assistance to them in as far as understanding and application of remedial teaching and learning was concerned. If this could be the reflection of the reality prevailing in schools that could imply that learners did not receive assistance to develop those skills and to learn knowledge they could not achieve in their first attempt. This situation could have a detrimental effect on the learners such as dropping out early from schooling because they regard themselves as failures. The learners could as a result develop a negative attitude towards schooling and learning because of the experience of failure and lack of support from educators. The perception held by 26.7% of the educators was important because it indicated that there were educators who benefited from the workshops. This perception could imply that there were educators who implemented remedial teaching and learning in their classrooms.

#### **4.2.14 Use of content as a vehicle to develop skills, knowledge, attitude and values in learners**

The summary of findings presented was based on the data about the perceptions of educators regarding the helpfulness of workshops in furnishing them with knowledge and expertise of using content to develop attitudes, values, skills and knowledge in learners. The educators should know that in OBE the process of learning is not so much about knowing concepts and reciting them as it was during traditional or content-based approach to learning. Outcomes-based approach stresses that the learners should be exposed to the content for the

purpose of developing in them competences such as learning how to learn. The educators need to understand that engaging learners in the learning process requires content which would enable learners to develop values, attitudes and skills.

**Table 4.14 Use of content to develop skills**

Categories	Frequency	Percent
No response	2	1.7
Strongly disagree	4	3.3
Disagree	10	8.3
Neutral	35	29.2
Agree	55	45.8
Strongly agree	14	11.7
<b>Total</b>	<b>120</b>	<b>100.0</b>

According to Table 4.14 the majority of respondents 45.8% confirmed and 11.7% strongly confirmed that training provided during the workshops did not assist foundation phase educators with skills to use when selecting content to develop skills, values, attitudes and knowledge in learners through lesson activities. The minority of 8.3% rejected and 3.3% strongly rejected that the OBE training workshop had equipped foundation phase educators with critical analysis skills to use when selecting content to develop skills, values, attitude and knowledge in their learners. The other minority of 29.2% was not sure and 1.7 % did not response.

The perception held by 57.5% of the foundation phase educators in the sample *was that workshops did not furnish them with expertise of using content for the holistic development of the learner*. The implications of the inability of educators to develop skills, knowledge, attitudes and values through content could be that their lessons were ineffective in developing learners holistically. The effects of

this could be that learning in the classrooms of the educators in the sample promoted the regurgitation of facts and it was of no significance to the development of skills, values, attitudes and applied knowledge.

The number of educators 42.5% who were not sure that the workshop had helped them is also significant because all the educators were expected to implement a holistic approach to learning in their classrooms. The implication of their uncertainty could be that they did not know the importance of the holistic approach to teaching and learning and that learners were being hindered in their opportunity to develop and progress in life.

#### **4.2.15 Development of confidence in educators**

The following table presents the summary of the findings based on the data solicited from educators about their perceptions of the effectiveness of the workshops in equipping them with expert knowledge and practical implementation of OBE and its curriculum. The empowerment of educators with sufficient theoretical knowledge of the nature of an OBE classroom and the principles underlying its curriculum could have developed confidence in educators. It could be insufficient and meaningless for educators to know the theory or philosophy about OBE implementation without mastering expertise of practical classroom practice. Educators should have research skills in order to be able to identify within classroom practice any shortcomings which could have negative effects on the learning process of learners (Carl, 1995). Confidence about OBE and its implementation should be reflected in the educators' lesson planning and lesson delivery, organisation of learners for learning, display of learning support materials in their classrooms and in the management of assessment records. Educators should not have doubts and uncertainties about their practice in implementing OBE in the classroom. The success of the implementation of OBE could be determined by the amount of confidence educators have in themselves.

Fullan and Pomfret (1977) state that the initiators of curriculum development should not: ignore local needs, introduce complex, vague innovations, ignore training needs, ignore local curriculum leaders and opinion makers. Fullan (1985) contends that implementation means curriculum change. For teachers in classrooms, new materials are important but are ineffective by themselves. Change also involves new behavior and practices and ultimately new beliefs and understanding. The effectiveness of curriculum change stands and falls with the extent to which front-line implementers use new practices with degree of mastery, commitment and understanding.

**Table 4.15 Educators confidence about OBE**

<b>Categories</b>	<b>Frequency</b>	<b>Percent</b>
No response	1	0.8
Strongly disagree	8	6.7
Disagree	30	25.0
Neutral	24	20.0
Agree	38	31.7
Strongly agree	19	15.8
<b>Total</b>	<b>120</b>	<b>100.0</b>

According to Table 4.15 the *majority of 31.7% confirmed and 15.8% strongly confirmed that OBE training workshop shad not develop self- confidence* in the foundation phase educators to implement OBE and curriculum 2005 in their classroom practice. The minority of 25.0% rejected and 6.7% strongly rejected that OBE Training Workshops did not develop self-confidence in foundation phase educators to implement OBE. The other minority of 20.0% was neutral. Only 0.8% did not respond.



The perception held by 47.5% of the educators in the sample who felt that the workshop did not help them to develop confidence to implement OBE and its curriculum in classrooms is crucial. The implication could be that the educators were not equipped with the knowledge about the *practical implementation of OBE through hands-on demonstration*. Lack of confidence about OBE could have resulted from the fact that the educators were trained out of classroom contexts and therefore they did not develop the practical experience of how it was like to be in an OBE classroom. The length of time spent by the educators in the workshops which was only three days could have contributed to educators not being confident about *theoretical* and *practical* experiences on the implementation of OBE in classroom.

Some educators in the region of 52.5% were not sure that the workshops developed confidence in them about the practical implementation of OBE in classrooms. This number of educators was significant because they are in the teaching force which is expected to implement OBE and its curriculum in classrooms to ensure that learners' performance improved. The lack of confidence in educators about their practice could have a negative effect on the practical implementation of OBE. Learning and teaching could suffer by not accomplishing the aim of education which is the development of skillful and responsible citizens.

#### **4. 2.16 Managing Notional time**

The following table presents the summary of findings based on the data from educators' responses to their perception about the effectiveness of workshops in helping them to manage notional time. Educators should know that in an OBE approach to teaching and learning time does not determine the learning process as it was the case in the traditional approach. Educators should also understand that in OBE time is determined by the learners' learning pace. It should also be known to educators that the term notional time refers to flexibility of time or an ideal time. Educators would know that there are options about time tabling in OBE

which they could choose from namely; 5 day, seven day and nine day circle. Those time tables afford learners with enough time to learn at their own pace to achieve the intended outcomes. Educators should understand that days- cycle time table had to provide time for them to attend to learners with learning difficulties (Department of Education; 2000).

**Table 4.16 Managing Notional time**

<b>Categories</b>	<b>frequency</b>	<b>Percent</b>
No response	2	1.7
Strongly disagree	3	2.5
Disagree	27	22.5
Neutral	24	20.0
Agree	38	31.7
Strongly agree	26	21.7
<b>Total</b>	<b>120</b>	<b>100.0</b>

Table 4.16 shows that the majority of 31.7% educators confirmed and 21.7% strongly confirmed that the OBE training workshops had trained foundation phase educators on how they should manage OBE notional time. The minority of 22.5% rejected and 2.5% strongly rejected that OBE Training Workshops trained foundation phase educators to manage OBE notional time when planning and teaching. The other minority of 24% was not sure and only 1.7 % did not respond.

The perception held by 53.4% of educators was that the workshops helped had them to understand how notional time should be managed. This implies that educators believed they had the ability to adopt a time table which suited their

schools. The effects of proper time management could be that the time tables allow the learners to learn at their own pace and as a result learner performance could improve in all learning programmes. The educators 46.7% who were not sure that workshops helped them, was a significant number because each educator is in charge of a class and appropriate time tables for effective learning were important for class management. Teaching and learning is based on the time tables. The inability of the educators to understand OBE time management could have a negative impact on learners' learning such as chaos and uncertainty resulting from a lack of proper time allocation in the classroom.

#### **4.2.17 Implementation of OBE principle stating “all learners succeed”**

The following table presents a summary of the findings based on the data from the educators' responses on their perception of the effectiveness of the workshops in helping them to implement the *OBE principle which states that all learners should succeed*. It should be known to educators in OBE teaching and learning that all learners have the potential to learn and succeed. The educators would know that in OBE classrooms the term failure is not applicable because learners' learning abilities are considered to vary. Therefore all the learners regardless of their learning pace have the potential to succeed. The slow pace in which the learners learn to grasp knowledge or skills could not be related to failure. It should also be clear to the educators that the learners could not be retained in the previous grade simply because they could not demonstrate skills, competences and knowledge in some areas. The OBE assessment policy which educators should understand states: “Where a learner still has to demonstrate achievement of certain outcomes at a given level he or she will usually have to move with the age cohort. During flexi-time, special attention should be given to outcomes not yet attained” (Department of Education, 2000: 66). This is an idealistic principle which in real classrooms is difficult to attend to because of overcrowded classrooms. The reality is that when a learner moves with his age group without mastering certain outcomes, he/she tends to be lost forever. This is how South

Africa has learners who have gone through seven years of schooling but who remain illiterate.

**Table 4.17    OBE principle that all learners can learn successfully**

<b>Categories</b>	<b>Frequency</b>	<b>Percent</b>
No response	3	2.5
Strongly disagree	3	2.5
Disagree	25	20.8
Neutral	18	15.0
Agree	38	31.7
Strongly agree	33	27.5
<b>Total</b>	<b>120</b>	<b>100.0</b>

Table 4.17 indicates that the majority, that is, 31.7% confirmed and 27.5% strongly confirmed that the *OBE training workshop did not provide foundation phase educators with expertise to teach all the learners to succeed in their classes*. The minority of 20.8% rejected and 2.5% strongly rejected that the workshops did not provide foundation phase educators with expertise to teach all learners to succeed in their classes. 15% minority was neutral and only 2.5% decided not to respond.

The perception held by 40.8% educators was that of uncertainty. Those educators were not sure that the workshops had assisted them to understand what the OBE principle implied in practical terms. The lack of clarity with regards to what the

principle “all learners succeed” could have detrimental effects in the education system which could lead to the production of illiterate citizens. These unintended effects had been highlighted in the Quality Assurance Report on Systemic Evaluation (2003) that grade 3 learners could neither read nor write. If the educators did not have a clear understanding of this principle and its implications, the result could be interpreted in the same way as the political slogan of the apartheid which suggested “pass one pass all.” This confirms assertions made by Jansen (1997) and Mulholland (1997) that OBE would produce confident illiterate citizens.

The effects of the lack of clarity about this principle that all learners can succeed could be the same to those discussed above. Unfortunately terminology and slogans used in OBE have never been unpacked and explained clearly to educators. According Lipsky (1971) the phenomenon called “Implementation Gap” is common where the intentions behind curriculum renewal policy could be significantly distorted by those implementers who are charged with making the day –to-day decision on which the fulfillment of the legislators’ plans ultimately rested. McNeil (1990) refers to the discrepancies between what teachers say curriculum is and what they actually do in classroom as “operational curriculum.” This therefore means that each educator’s background of experience interacts with the prescribed curriculum and that could contribute to a different understanding contrary to that of the initiators.

#### **4.2.18 Selection of appropriate learning material**

In this section the summary of findings based on the data from educators’ responses on their perceptions about the effectiveness of the workshops in capacitating them with knowledge and expertise for selecting appropriate support material for their learners is discussed. Educators should understand that the section of *learning support materials* would be appropriate if they were: relevant to the activities planned for learning in the grade, user friendly to the learners,

adequate to the learners’ level of cognition, could facilitate acquisition of knowledge and skills and lastly address all the learners’ educational needs. Educators should know that learning support materials could assist in bridging the gap between what the learners should know and the knowledge they were learning in the activities. The educators should know that learning support materials should depict the learners’ real life world, thus helping learners to contextualize new information in the light of real-life experiences.

**Table 4.18      Selection of appropriate learning material**

Categories	Frequency	Percent
No response	2	1.7
Strongly disagree	6	5.0
Disagree	29	24.2
Neutral	20	16.7
Agree	33	27.5
Strongly disagree	30	25.0
<b>Total</b>	<b>120</b>	<b>100.0</b>

According to Table 4.18 the majority of 27.5% confirmed and 25.0% strongly confirmed that the training workshop *shad not train foundation phase educators to select appropriate learning support material*. The minority of 24.2% rejected and 5.0% strongly rejected that the workshops had not trained foundation phase educators to select the appropriate support material for their learners’ learning process. The minority of 16.7% was not sure. Only 1.7 % did not to respond.

The perception held by 52.5% of the educators in the sample was that workshops had not equipped them with knowledge and expertise to select learning support material. The implications for the educators’ incapacity to select appropriate

learning support materials could be that educators do not use them in their classrooms to facilitate learning. It could also imply that if there were support materials. They did not address the learners' educational needs. The impact of the failure to select appropriate support material in learning could be the promotion of rote learning. In such learning situations the learners cannot concretise knowledge and they might not relate knowledge to their life-world. The educators 47.6% who were not sure that the workshops had assisted them, are a significant important sector because they have classes to teach and their incapacity to use appropriate learning materials could also impact in a negative way on their learners' ability to benefit from the learning experience

#### **4.2.19 Skills to evaluate textbook contents in terms of the constitution of South Africa.**

The summary of findings in this section is based on the data from the educators' responses to the statement which elicited their perceptions regarding the effectiveness of workshops in *equipping them with skills to evaluate textbook content*. Educators need to know that the content used for learning should promote the values contained in the constitution of South Africa. It is stated in the constitution that values should be promoted in all spheres of the society in South Africa. Some of these values are non-racialism, non-sexism, mutual respect and cultural tolerance. The educators ought to know that OBE and Curriculum 2005 stressed the promotion of these constitutional values in its critical outcomes. In fact the critical outcomes were formulated from the values of the constitution which OBE intend to inculcate among learners (Department of Education, 1997).

**Table 4.19 Skills to evaluate textbook content**

Categories	Frequency	Percent
No response	3	2.5
Strongly disagree	19	15.8
Disagree	46	38.3
Neutral	22	18.3
Agree	22	18.3
Strongly agree	8	6.7
<b>Total</b>	<b>120</b>	<b>100.0</b>

According to Table 4.19 the *majority of respondents 38.3% confirmed and 15.8% strongly confirmed that OBE training workshops did not equip them with expertise to evaluate things like cultural bias and prejudice in the foundation phase textbook contents*. The minority of 20.8% rejected and 10.0% strongly rejected that OBE the training workshop did not equip foundation phase educators with evaluation skills to assess textbook content in terms of cultural bias and prejudice. Some respondents 18.3 % were not sure and 2.5% did not respond. The educators who did not respond and those who did not respond are a significant sector because they have classes to teach their incapacity to discern between cultural biased textbooks could promote cultural and racial prejudices in learners. It could be possible that those educators were not aware that they instill cultural intolerance in their daily teaching in classroom using outdated textbooks in terms of the constitution of the democratic South Africa.

#### **4.2.20 Understanding of continuous assessment**

The following section is a summary of the findings based on the data from the responses of the educators on their perceptions about *the effectiveness of the workshops in assisting them with practical skills to link assessment criteria (assessment standards) and specific outcomes or learning outcomes in their lesson*



activities. The educators know that assessment in an OBE approach forms an integral part of the learning process. It is known by the educators that before learners are engaged in the learning activities they should be told up front the type of skills, values, attitudes and knowledge they have to demonstrate in the learning process. Educators hopefully understand that OBE assessment is holistic which means it involves the assessment of values, skills, knowledge and attitudes the learners developed in the learning activities. Learning is no longer just about assessing content only. The educators would understand that their role is to guide, monitor, support individual learners' learning pace and assess learners' levels of performance during the process of learning. The educators also need to know that assessment standards are the yard stick to be used to measure the learners' level of performance in each learning outcome (Lubisi, 1998).

**Table 4.20      Understanding of continuous assessment**

<b>Categories</b>	<b>Frequency</b>	<b>Percent</b>
No response	3	2.5
Strongly disagree	19	15.8
Disagree	32	26.7
Neutral	29	24.2
Agree	25	20.8
Strongly agree	12	10.0
<b>Total</b>	<b>120</b>	<b>100.0</b>

Table 4.20 shows that the majority of the respondents, that is, 26.7% rejected and 15.8% strongly rejected that the OBE training workshops had developed their ability to link assessment criteria or assessment standards and learning outcomes in their lesson activities for the purpose of continuous assessment. The minority of 20.8% confirmed and 10.0% strongly confirmed that educators' ability to link assessment criteria or (standards) and specific outcomes or (learning Outcomes) in their lesson activities had been developed by the OBE Training Workshops. A

significant number of respondents, that is, 24.2% were not sure whether the workshops helped them or not. Only 2.5% decided not to respond.

The perception held by 30.8% of the educators was that the workshops were helpful. This could imply that some educators understood the implications of continuous assessment and how it was to be implemented in their classrooms. The effects of these implications could be the successful implementation of OBE assessment policy in foundation phase grades. The number of educators in total 69.2% who were not sure that workshops helped them was also important because their incapacity to implement OBE assessment holistically could affect the learning of many learners they are teaching in their classroom. The implication of their incapacity could be they had not been implementing continuous assessment in their classes. This could imply that assessment did not form an integral part of the learning process. The ineffectiveness of educators in implementing the OBE assessment procedures could impact negatively on the learners' attitudes to learning, because they may not be motivated to improve their performance without receiving regular feedback.

#### **4.3 SUMMARY OF THE FINDINGS**

The synthesis of the findings presented in the previous paragraphs is a summary of the foundation phase educators' perceptions of the effectiveness of OBE training workshops. This study sought to determine how the educators experienced the workshops given to them to help them understand OBE. The feedback provided by the educators shows *what a complex situation teaching and learning is*. Some educators felt they had; learnt others felt they had not. The notion that learning is an individual activity came out clearly in this study. Immersing people in one workshop has no guarantee that they will all learn successfully. Like learners, educators also have different pace of learning and different learning styles. There are two categories under which findings were summarized. These are first, *Negative Perceptions* which identified issues which

the foundation phase educators felt were not properly delivered to their satisfaction during the training workshops. Secondly, there were *Positive Perceptions* which consisted of those issues which the foundation phase educators thought had been dealt with successfully by the training workshops. The two different issues were briefly discussed respectively under appropriate headings. Those issues identified under the positive category were discussed in the contexts of the findings of the observation sheet for the purpose of presenting the authenticity of the educators' responses. One of the criticisms of this research could be that educators may not have been completely honest about what they thought they learned successfully. Direct observations in class were used to confirm or refute the respondents' assertions.

#### **4.3.1 The negative perceptions**

There were seven issues identified as being negatively experienced. These issues are critical to the success of the implementation of OBE in the classroom. They are also the determinants of the improvement of the quality of learning in the classrooms. The educators' inability to comprehend the importance of these issues and to implement them in their classroom could retard the transformation of teaching and learning from the traditional approach which promoted rote learning to the new approach which stresses accomplishment of learning outcomes and the acquisition of knowledge skills, attitudes and values.

#### **Synthesis of the findings about the educators' perceptions about OBE**

A number of issues emerged from the educators' perceptions of OBE. The discussion below discusses the issues to underscore their importance in the successful implementation of OBE.

### **Issue #1: Integration of knowledge**

According to the Department of Education (1997, 2000) curriculum development at all levels which are macro, meso and micro should ensure that knowledge and skills are developed *across the learning programmes* which are; *numeracy, literacy and life skills in the foundation phase*. OBE emphasises the acquisition of integrated knowledge and that implies that learners should develop competences to transfer the skills and knowledge across the learning programmes during their learning process. The inability to implement this critical OBE principle in the school curriculum planning could lead to a poor quality of teaching in the foundation phase. The result could be that the learners would not develop the competency to integrate knowledge and to transfer skills across the three learning programmes.

The frustration experience by foundation phase educators in implementing Curriculum 2005 in their classrooms is a subsequent result of the power- coercive approach to curriculum development and dissemination. This approach is considered in educational research to be manipulative because the curriculum innovations are imposed to educators to adopt and to implement them in classrooms (Harbemas 1987, Apple 1982, McNeil 1990). The designers of Curriculum 2005 had a rational implementers and this view is congruent with the claims of Research Development Dissemination and Adaption theory (Hattingh 1989 and Carl 1995)

### **Issue # 2: Application of different learning strategies**

There are various learning methods or strategies of learning proposed for the outcomes based learning process. The Department of Education (2000) provides educators with the following strategies which should be applied in the classroom.

Examples of these strategies are group learning, co-operative learning, mixed ability group learning, diversity learning and whole class learning. Each of these strategies was significant for effective learning because the learners develop various competences of mastering skills and knowledge. For example, co-operative learning promotes team work, communication skills e.g. listening, speaking and critical thinking. Co-operative and group learning discourages competition in learning and implements the OBE critical outcome which stresses the promotion of team and group work which imply unity among learners. The mixed-ability group learning is of great value in that learners learn from one another and it helps the implementation of an OBE *critical outcome which states that learners should organise and manage themselves and their activities responsibly and effectively*. In this learning strategy gifted learners are accountable for their own learning and to assist those who experience difficulties in learning. This practice could assist to minimise the burden on educators who teach large groups of learners. The quality of learner performance could as well improve because learners would be assisting one another even during their own free time.

### **Issue # 3: Selection of content**

The value of the content in terms of the integration of knowledge is of great importance in OBE teaching and learning. The value of the content can be judged by the relevance to the socio-economic and political needs of the society. This means the content should portray the reality of the situation about the learners' life world. The content could be, for example, an issue of crime or HIV/ AIDS as a reality. The learning outcome in this content could be to assist learners to demonstrate skills such as critical thinking, reasoning, the use of different forms of communication skills e.g. verbal, numerical symbols and body movements and creative thinking. Content should be of value to the holistic development of the learners. Content should also catch the interest and be appropriate to the cognitive level of the learner (Piaget 1968). In general, for instance, learners enjoy content

that refers directly to them. In life skills and in literacy learning areas there can be a lot of topics that involve materials or activities that are of interest to learners. Such topics serve that purpose of stimulating interest and curiosity and desire to learn. Lawson (1995) argues that content should be appropriate to the learner's developmental level. The author elaborates the issue by saying that content must be designed to challenge but not to overwhelm the learners' thinking skills.

#### **Issue # 4: Self-confidence in implementing OBE**

The term self confidence refers to a feeling of being sure about own ability to do things and be successful. Stenberg (1985 56-57) uses the term metacognition when discussing issues of self-confidence in learning. He argues that "higher order control processing is used in executing, planning and decision making. Metacognition encompasses all the thinking a person does to evaluate his own cognitive processes and to plan for the appropriate use of these processes to meet a demanding situation."

After the training workshops educators should be sure of their abilities to execute the process of curriculum change in the foundation phase. They should demonstrate abilities to make appropriate decisions about their classroom practice, for example, deciding on the alternative ways that could be used to ensure the implementation of OBE in the context of challenges in the different schools.

Flavell (1979) also stated that metacognition is the interaction between three components: the educators, the task and the strategy. The *educators as a variable encompasses* everything educators believe about themselves. The *task variable* is an educators' perception of a degree of difficulty of an educational situation. An example could be the environment wherein curriculum changes were to be implemented. The *strategy as a variable* is the educators' knowledge of various strategies that could be effectively used in achieving educational goals. The three variables need to act in harmony to enhance learning.

Carl (1995) states “All educators have a role in developing, and sharing accountability for the effective implementation of the educational goals to be developed. The result will enhance the educational process and lead to the ultimate goal of quality education for all children.” The implications of the lack of metacognition in educators’ practice could be the development of negative attitudes towards the implementation of OBE. Without confidence to tackle an innovation such as OBE educators would not bother themselves about the principles of outcomes-based-education. They could not be aware of their performance or to what extent their classroom practice had achieved the implementation of the OBE principles. They would be unaware of how best their teaching strategies were effectively used in improving the quality of learners’ performance. That the OBE approach has left some teachers disempowered was captured in article of The Mail and Guardian (2006) issue of November 17<sup>th</sup> where Tolsi tells of an interview with an educator who said that “with OBE I went for training for one week and was expected to come back and teach a new style and curriculum to kids when I was swimming in the dark myself”.

#### **Issue # 5: Teaching all learners to succeed**

The success of all learners is one of the important principles or premises in outcomes-based education. This principle implies that all learners have a potential to succeed or to achieve all learning outcomes if they are allowed to do so at their own learning pace. The practical implementation of this principle according to the Department of Education (2000) involves the planning for diverse learners’ needs and application of learning support material in the learning process. The educators should know various learning strategies such as the ones mentioned earlier to facilitate the success of the learners’ performance in mastering skills and knowledge. The principle of all learners having the ability to succeed is new, just as much as the principle of an educators being responsible for the poor

performance of learners. There is a need for educators to accept that if the learners are not learning, then there is something the teacher is not doing correctly.

#### **Issue # 6: Learners' support material**

The issue of learner support material as it was stated earlier is of great value in the learning process. The competency of the educators in terms of effective teaching is demonstrated by their ability to supply learners with learning support material appropriate to facilitate the acquisition of knowledge and skills. According to the Department of Education (2000) educators should have a thorough understanding of the role, use and selection of learning support material. Learning support material could be the resources such as models, apparatus, video cassettes, maps and picture charts etc. that could be applicable to facilitate the acquisition of knowledge and skills determined by learners' level of comprehension. *The incompetence in educators to select learning material and to use them could have negative implications for in the learner's learning process.* This could promote rote learning because learners would memorise words and concepts without understanding them. Educators without resources for teaching need a lot of creative to make their own teaching support material often from waste material.

Piaget (1968) argued that the sensory-vital level of learning is crucial because the learners learn through their five senses. This level of learning is also important because it enables the learners to differentiate between familiar and the unfamiliar knowledge and it lays the foundation upon which other levels of learning develop. The learning support materials therefore provide learners with their immediate environment from which they can learn knowledge and develop skills. The negligence in not providing learning support material could have negative effects on the quality of learners' performance because slow learners for instance would not grasp knowledge easily when learning abstractly. Lawson (1995) also suggests that visual aids such as chalkboard diagrams, film slide, videos and computers can be of a significant help to provide learners with hands-on



experiences and to assist in expanding the learners' sphere of comprehension and awareness.

#### **Issue # 7: Understanding of continuous assessment.**

According to the Department of Education (2000) there are eight principles of Outcomes-Based Assessment (OBA) that educators should know. These are to assist the learners to reach their full potential, to be participative, democratic and transparent, criterion referenced, place less emphasis on norm-referencing, make use of self-referencing, involve a shift from learning as memorizing, involve learners actively using relevant knowledge in real-life contexts and that it is integrated throughout the teaching and learning process. It is important for educators to understand the purpose of assessment, for example, for the purpose of finding out what learners already know and can demonstrate. Baseline assessment could be an appropriate tool. The information gathered from the baseline assessment could help the educators to decide what level of demand to build into the learning experience plan. Other purposes of assessment that could be built into the learning experience are; formative assessment which monitors and supports learning progress, diagnostic assessment which focuses on the nature and cause of a learning difficulty and providing appropriate remedial help and guidance and lastly, summative assessment which encompasses a series of assessment activities resulting in an overall report on the performance of the learner.

The incapacity of educators to understand and implement the above mentioned outcomes-based assessment strategies implies that assessment procedures used in the foundation phase are not outcomes driven. That could also imply that educators do not know the purposes of assessing and also that assessment does not form an integral part of their planned learning activities. The effects of these

implications could be that assessment is not purposed to gather valid and reliable information about the learners' performance or evidence of what the learner has learnt. The Scottish Office Education Department (1993) gave very interesting guidelines of what an educator should know about assessment. Some of these are:

- have an understanding of the principles of assessment and the kinds of assessment.
- be able to assess the quality of learners, learning against national standards defined for that particular group of learners
- be able to assess and record systematically the progress of individual learners.
- be able to provide regular feedback to learners on their progress.
- be able to provide positive, supportive and motivational feedback to learners.

#### **4.3.2 The positive perception**

There were also issues identified from the positive responses. Those issues are very crucial in the implementation of OBE in classroom practice. The mastery of those issues by educators could have a positive impact of the successful implementation of outcomes-based education and the improvement of the quality of learning in foundation phase learners. There had been a vigorous debate about OBE in the media and how it can fail. Any positive statements from the educators were good news that at least they had some positive views about certain areas of OBE and their competence to implement the curriculum

## **Issue# 1: Differentiation between a content-based approach and an outcomes-based approach**

Educators should know that the content-based approach was examination-driven, it promoted rote learning, the syllabus was content-based and textbooks bound, content was placed into rigid time frames and emphasis was on what the educator hoped to achieve. In a outcomes-based approach the learners are assessed on an on-going basis, it promotes development of skills such as critical thinking, reasoning, etc., values, and attitudes, it also stresses the integration of knowledge and the learner-centred lessons. The outcomes are achieved in flexible-time frames and learning programmes are viewed as guides that allow the educators to be innovative and creative in designing lessons (Department of Education; 2000). The ability of educators to comprehend these differences could imply that they are familiar with the nature of curriculum changes they have to implement in teaching and learning in the classroom. The educators would have the theoretical knowledge and understanding of the rationale for outcomes-based approach to education. This knowledge could help them to understand why change was necessary and it could orientate educators in their implementation of OBE in the classroom. The theoretical knowledge is important because without it practice is impossible.

The terminology used on learning programme plans (Appendices G &H) shows that educators are able to apply OBE concepts learned from the OBE training workshops, for example, *learning outcomes*, *assessment standards*, *integration of learning outcomes*. The terminology seemed to be used correctly and in a relevant way.

## **Issue # 2: Distinguish between objectives-based and outcomes-based teaching and learning.**

The objective driven lessons emphasised what the educator intended to accomplish at the end of the lesson. The educators' lesson objectives had fixed time frames because individual needs of learners were not a major priority. The outcomes based approach to teaching and learning emphasizes integration of knowledge and consideration of learners' educational needs in both planning of learning activities and in their implementation. The assessment should be an integral part of the learning activities to ensure continuous assessment. The other important feature of an OBE lesson is the explanation of how the learning method/s chosen would facilitate the acquisition of skills and knowledge. It is also essential for an educator to indicate the skills, values, attitudes and knowledge learners would demonstrate by the end of the learning activities (Department of Education; 2000).

The data collected from documents which are learning programme plans, work schedules, and daily lesson plans (appendices H, I, J & K) showed that the educators had difficulties in implementing Outcomes Based Education in the classroom. *Although they used the relevant terminology, their learning activity plans did not show that they understood them and their significance in learners learning.* For example, (Appendices G & H) that is learning programme for literacy, there is a column for integration but nothing is written in that column. The values, attitudes, outcomes and learning contexts are not included in this learning programmes. *The exclusion of values, attitudes and skills implies that educators do not understand the significance of the holistic development of the learner.* The inability of educators to include all aspects of OBE in their lesson plan could imply that educators do not have practical implementation skills of OBE in their classrooms. The incapacity to apply holistic development in learning could impact negatively on the learners' performance in all three learning programmes (*Numeracy, Literacy and Life skills*). Sander (2006) writing on the

implementation of OBE states that there were a number of innovations which were unfamiliar to many educators which also introduced a plethora of new terms the educator struggled to come to grips with.

### **Issue# 3: Curriculum planning; macro, meso and micro planning**

School-based curriculum development constitutes the three essential levels which are; macro planning that involves the entire school community, the school management team (principal, deputy principals and heads of department), educators, school governing body which represents the interests of the community. According to the Department of Education, (2000) this level of curriculum planning should focus on the following issues; curriculum needs which are resources and staffing, whole staff development plans, curriculum goals and time management or time tabling, for example the members involved should decide on either a 5,7 or 9 day cycle for the entire school.

The meso level involves curriculum planning across learning programmes for the phase. In this planning all grade educators within the phase should be involved. The foundation phase planning involves grade R, grade one, two and grade three educators. This planning focuses on the practical issues in the implementation which are; selection of learning contexts which are relevant in terms of the needs of the learners' community, values of the constitution and the learners' needs. Educators and their heads of departments should ensure at this point that they prevent curriculum overload and identify gaps. The selection of learning support material appropriate to the learners' level of cognitive development and educational needs should be done at this level.

Micro-planning is the last level which involves everything that happens within the classroom. These are creation of a safe, empowering environment, the application of educators' skills as facilitators, employing of teaching strategies applied to the design of effective learning, use of resources, time management, class

organization, for example, group work, whole class teaching, individual learning, cooperative learning, planning arrangement of furniture etc. (Department of Education 2000).

The educators felt that the OBE training workshops had equipped them with knowledge and expertise to develop those curriculum plans. According to the data collected from classroom observations, however, it was noticed that *there were omissions of crucial OBE aspects such as learning contexts, knowledge, skills, values and attitudes in the meso (phase) planning* (Appendices G and H , the Numeracy plans). The micro plans also observed did not reflect what the department educator manual stipulated about micro-planning such as *time management, teaching strategies, class organization and the application of the educators' skills as facilitator* (see Appendices J & K). *Numeracy and Life skills* lesson plans did not show time or duration for the learning process and they were very brief about the procedures involved in the learning activities. The implication could be that the educators did not read the Department of Education (2000) document which was a training manual on how school based curriculum programming should be done. This could also imply that the educators were not equipped with the skills required in curriculum development or they had received *inadequate training in curriculum development*. These implications could result in the failure of the implementation of OBE in classrooms practice.

#### **Issue # 4: Class organization and arrangement for learning activities**

The organization and arrangement of the OBE classroom is determined by two things; *firstly*, the assessment results, the educators would be informed by the outcome of the assessment about the diverse educational needs the learners have. The educator could arrange furniture to allow the learners to sit in groups and the educators should understand that the seating arrangement would not be permanent. After the educator had facilitated the activities to meet the needs of the learners highlighted by the assessment conducted, then the arrangement could

be dismantled. The educators should know that the seating arrangement is meant for the accomplishment of the *intended purpose* hence it has to change from time to time. *Secondly*, the learning strategies such as cooperative learning, group discussion, whole class learning, mixed ability group and individual learning also determines the type of classroom organization and seating arrangement. For example, the learners could arrange furniture to form a circle and the educator could sit at the centre of the circle. The circle would enable the educator to introduce the new learning context to the whole class and to ensure that the attention of the entire class is focused on him/her. The circle would encourage learners to partake in the group discussion. Thereafter the class group could be dissolved and smaller groups could be formed to discuss themes or topics based on the newly introduced learning context for the purpose of acquiring knowledge, skills, values and attitudes. The educators could make use of mixed-ability groups to facilitate the learning process or any other appropriate learning strategy (Department of Education 2000 and Lubisi 1998). However, effective use of these strategies can only be done by educators who have a sound content base and a repertoire of teaching strategies that can be used to promote different types of learning.

The data collected through the observation sheet (appendix F) showed that *the educators know that in OBE teaching and learning, the learners should be organised into groups and it was a common practice observed in the three schools*. The furniture was arranged so that the learners could sit in groups of five or eight. This implied that the educators understood the seating arrangement and organization of learners in the OBE classroom. The learners could sit and work together in groups with the educator supervising them. There were instances observed where due to the lack of floor space the learners had to sit in larger groups, for example, a group of fifteen and more. The learners were uncomfortable and they could not face one another. *The floor space was a challenge which educators had to cope with*. This should impact negatively in those learners' learning and on their performance in that it was difficult for the

educator to conduct summative assessment because the slow learner copied from other learners' work. It was difficult to group learners on the basis of their educational needs. This was an example of the problem faced by educators and learners in poverty-stricken schools.

The probing questions in the observation schedule (appendix F) sought to elicit the educators' knowledge and understanding of OBE *classroom organization and arrangement*. The data collected was analysed qualitatively by interpreting educators' gestures and their perceptions (Busken 2002). The interpretations of each of the fifteen educators' perception about what determined their classroom organization and arrangement. The first perspective constituted those perceptions which stressed that the facilitators of workshops said learners in OBE should sit in groups. They stated that the purpose was to encourage learners to work in groups and to assist one another. The pedagogical significance of rearranging learners to facilitate achievement of different outcomes was not stressed. The second perspective consisted of those educators who held the perception that the learners were grouped according to their abilities and performance rating. The learners with outstanding performance form a group and they sit together these form the *first group*.

The *second group* was formed by those learners whose performance fluctuated in all learning programmes. The *third group* was formed by learners who could demonstrate very few skills and knowledge. The implication of that practice showed that the educators knew that the learners could be grouped on the basis of their performance in order to be assisted in a focused way. The effects of the grouping of learners could be an indication that educators attend to learners' educational needs. However, whenever learners are grouped according to their ability, there is always a need to avoid *labeling* the slow learners. Labels tend to become self-fulfilling prophecies.



The educators did not demonstrate the understanding that the organization of learners into groups should not be permanent. The formation of permanent learner groups on the basis of their performance could have negative effects in that learners with difficulties in learning could be labelled as failures. It could encourage playful and negligent learners not to improve because they declared themselves as useless or troublesome learners. It could promote competition in the learners' learning because those who were outstanding performers could have disrespect for those who have a permanent label of having difficulties in learning.

#### **Issue # 5: Motivation of educators to implement OBE**

The educators felt that the workshops motivated them to implement OBE in their classroom practice. The concept 'motivation' is defined by Robbins (1995: 212) as the willingness to exert high levels of effort towards organizational goals, conditioned by effort and ability to satisfy some individual needs. The perception of motivation that educators should demonstrate in their implementation of OBE was basically what Robbins (1995) stated to be of great concern such as needs, efforts, ability, willingness and goals. The educators should be aware of the need, which is an internal state that makes certain outcomes appear attractive, for example, to be a competent educator in OBE implementation. The effort ability refers to a measure of intensity educators showed towards developing all competences of an envisaged OBE educator. According to Heller (1979) willingness is an intention or longing and what is called longing is nothing but involvement and commitment. Willingness is directed at achieving a specific goal.

The educators were positive that the training workshops created longing and willingness in them to implement OBE in their classroom and that could imply that educators were committed to ensuring that learning and teaching in their classrooms improved. The effect could be that the educators were upgrading their professionalism by reading the manuals disseminated to schools which aimed at

capacitating them with theoretical and practical knowledge of Outcomes-Based Education. Their effort could be focused at the improvement of their practice by implementing all OBE principles and applying OBE teaching and learning strategies. Their efforts could be directed at creating learning environments where learners could achieve performance of high quality.

#### **Issue # 6: Learner-centred learning activities**

*The learner-centred approach to teaching is one of the critical principles of Outcomes-Based Education* (Lubisi 1998). The learner-centred lesson is based on the learners' needs such as knowledge and skills. The learner in the learning situation is the one who has needs to learn knowledge and to acquire skills hence the learning activities have to be based on what learners need to learn and know. This implies that the learners could have their own input when selecting of the learning context and content is made. It also implies that the educators should consult learners about the content and skills they need to acquire. The positive effects of involving learners in the planning of the learning activities could be that learners are motivated to learn more effectively and with interest. The learner performance could improve because the content would have taken into consideration the learners' interest. One may also mention that telling learners precisely what they are going to learn could rob the lesson of its enquiry nature and the element of expectation. That is why an effective teacher would know whether to tell learners at the beginning of the lesson or at the end why they engaged in a certain activity.

A site inspection of some of the learning programmes revealed some of the problems the educators are experiencing in OBE. For instance, in the weekly preparation for Numeracy, Literacy and Life skills (Appendix K) the theme was about Road Safety for all the Learning Programmes. In the Numeracy lessons from Monday to Friday, the activities did not show skills, knowledge, attitudes and

values that the learners could achieve. The educators' response to the probing question regarding the reason for the separation of the activity and the *task* on the preparation sheet was that the task was what learners did at the end of the lesson. The activity was what learners were to learn. That implied that the activity is about what learners should learn. The task is about engaging learners in the practical activities, which was totally different from the activity in terms of theme or context for learning. The activity said nothing about Road Safety and the task also had nothing to do with the theme or context. Nothing from the lesson plan related to the learners' need to develop skills, knowledge, attitude and values. *The Literacy lesson did not indicate what the learners would do in order for them to develop skills, knowledge, values and attitudes.* The lessons were all educator centred in that it was she who wanted the learners to know what she had decided for them to know. She would tell them and they had to listen. Lesson plans of that nature showed that educators were experiencing difficulties in planning learner-centred activities. The effects of the failure to implement authentic learner-centred activities could lead to ineffective learning in classrooms because learners at that stage learn by doing. There is evidence that the educators are struggling to give correct interpretation to the requirement of used in OBE.

The Numeracy learning activity (appendix I) *implies good practice because the educator showed the steps to be followed in engaging learners in the activity.* The educator was asked probing questions which sought the significance of dividing the learning activity into steps. The educator responded to say that it was the format designed by their management and it was adopted by the staff. *The instance of management taking the lead to facilitate or streamline the implementation of OBE is an indication of good practice.* The educator explained that step one was about the introduction of an activity and step two about involving learners into the activity for them to acquire knowledge and skills. The skills, knowledge attitudes and values that the learners should develop during the learning process were written. The lesson plan explained the teaching strategies to be used in each of the lesson steps. This implied that the educators who received

support from management were creative and committed to implement OBE in their classrooms. *This creativity showed that there was effective teaching and learning in some classrooms is not lost.*

#### 4.4 CONCLUSION

This chapter presented data analysed through the SPSS. Statistical or quantitative data collected for each statement of the questionnaire were analysed in the frequency distribution tables. The interpretations of the statistical findings led to the identification of two perceptions of the OBE training workshop based on the educators' responses to each of the twenty statements of the questionnaire. *There were positive perceptions and negative perceptions and from each perception a number of issues were identified.* The brief discussions provided under each of the identified issues were purposed at contextualising their significance to the critical research question addressed in this chapter.

The issues identified from positive perceptions were discussed in corroboration with the findings from the data collected through classroom observation. The references had been made to appendices in order to substantiate the discussions of the educators' positive responses about the effectiveness of the OBE training workshops. The observation schedule purported to verify the authenticity of the educators' responses to the questionnaire. The contradictions in the findings of the data collected by means of the observation schedule and those of the questionnaires proved the unreliability of the data collected by questionnaire (Van Dalen; 1979). The findings of the observation schedule provided credibility to the issues discussed under positive perceptions in this chapter. The implications, effects and impact of the issues identified from negative perception on the learners' performance and success of OBE implementation were discussed in this chapter. By their own admission educators have experienced great challenges with the implementation of OBE principles in their classrooms. Even where the educators think they are comfortable with OBE, classroom observation by the

researcher found poor implementation or misconceptions about what constitutes proper and effective implementation of the RNCS.

## CHAPTER FIVE

### VIEWS OF THE FOUNDATION PHASE EDUCATORS

#### 5.1 INTRODUCTION

This chapter discusses the quantitative findings resulting from the analysis of responses to the criteria provided in the self-evaluation sheet (appendix E) which sought to solicit the foundation phase educators' views about their levels of competency in implementing OBE. The categories used on the self-evaluation sheet were as follows; *very good, good, average, poor, very poor*. OBE as the system of education introduced in 1997 in South Africa came in with new curriculum changes which foundation phase educators had to implement in their classrooms. Workshops were conducted to train educators in OBE classroom practices and therefore the data collected provided a clue to how educators viewed their level of competency in implementing OBE and the curriculum in classrooms. The data was analysed through the computer programme called SPSS. The data analysis was first presented in frequency distribution tables and thereafter summarised in pie graphs. The results are presented in numerical form and discussed in the context of the research questions. The interpretation of the findings based on the statistical results was presented.

The interpretation of data led to the identification of convergent and divergent views. These views were grouped into four categories based on outstanding performance and competency, good performance and competency, average, and poor.

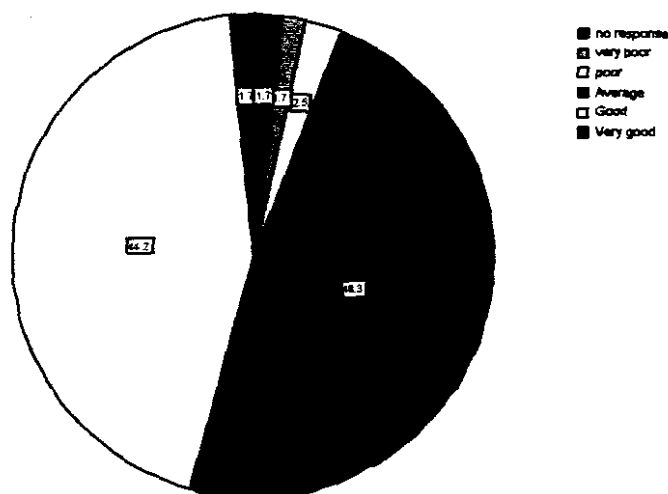
## **5.2 EDUCATORS' VIEWS ABOUT THEIR PERFORMANCE AND COMPETENCY IN IMPLEMENTING OBE**

The self-evaluating sheet purported to collect data about educators' views based on their own rating with regard to their competency and performance in OBE knowledge and the implementation thereof. The findings based on the educators' views were summarized and presented in the following pie graphs.

### **5.2.1 Competency in implementing the philosophical foundations of OBE**

The following figure shows the summary of statistical findings in percentages of the phase educators' ratings of the criteria which sort to elicit their competency in implementing the philosophical foundations of OBE. Educators should know that OBE is the system of education which was adopted to redress the segregationist and racist philosophy of education in old South Africa. Educators would be aware that the exponents of OBE in South Africa declared that outcomes-based education encompasses a culture of human rights, multi-lingualism and multi-culturalism and sensitivity to the values of reconciliation and nation building. These philosophical foundations are inherent in all levels of school based curriculum development (Department of Education; 1997).

**Figure 5.2.1 Competency in implanting the philosophical foundations of OBE**



According to Figure 5.2.1 the majority, that is, 48% of the respondents in the sample declared to have an average competency. 44.2% said they have good competency whilst 1.7% claimed an outstanding competency. 2.5% declared to be of poor and 1.7% very poor competency. Only 1.7 % did not respond.

A significant number of educators 48% felt that their competency in understanding the philosophical foundation of OBE was average. The implication of average competency implies inadequate understanding of the educational goal which is the production of South African society which is prosperous, democratic, non-discriminatory (in terms of race, gender colour, religion, ability or language). The lack of competency in mastering the philosophical foundation or the goals of the outcomes-based education system could have negative effects in the intended transformation of society in South Africa.

The proportion of educators 44.2% who claimed to have good competency was also significant because all educators are expected to know the goals of the education system. The educators' competency in implementing the goals of OBE could imply that the themes or learning contexts would focus on the promotion of



equality in terms of race, gender, ability. The learning activities would focus on non-racialism, human rights and respect of all cultures, religion, languages and humanity. Learning activities could also include issues of economic empowerment by promoting creative thinking about job creation in learners' environments.

The number of educators (4.2%) who rated themselves poor 17% and very poor 17%) is a significant number because they form part of the teaching force and their incompetence in implementing the goals of the education system could impede transformation of the society where they teach. Every teacher teaches a number of learners who are influenced by the way that teacher implements the curriculum.

The findings of the data collected by means of direct observation by the researcher, revealed that the educators over-rated themselves in that criteria. The curriculum planning (Appendix H, I & J) did not explicitly show inclusion of the philosophical foundations of OBE which are human rights (equity, equality and mutual respect), non-discrimination, mutual respect and democracy. The inability of educators to reflect these critical goals of the education system in their curriculum planning could imply that they did not use manuals or they might have failed to understand the significance of these educational goals in learning. One should also state that the manuals are written in English and teachers in rural and urban areas struggle with communication in English language.

### **5.2.2: Linking critical outcomes and learning outcomes.**

The following pie graph presents the statistical findings based on the educators' self-ratings on the *competency to link critical outcomes and learning outcomes* in the learning activities. Critical outcomes are the point of departure in OBE curriculum planning. They indicate the reason for engaging learners in the learning process. Learning should be geared towards helping learners to: communicate effectively using visual, mathematical or language skills, identify and solve problems, organise and manage themselves, work co-operatively with

others, collect analyse and evaluate, use science and technology effectively and critically showing responsibility, understand that the world is a set of related systems and lastly show awareness of the importance of effective learning strategies, responsible citizenship, cultural sensitivity, education and career opportunities and entrepreneurial abilities. Educators ought to know that critical outcomes lay the foundation upon which learning outcomes were developed. Educators should be competent in selecting learning contexts whereby learners could develop skills, abilities and values stated by critical outcomes. Learning outcomes refer to the specific knowledge, attitudes and understanding which should be displayed in a particular learning context or topic. These outcomes are intertwined and they should reflect coherence in the development of the curriculum planning. The learning activities should show clearly how they would be implemented as well as how they would be assessed.

**Figure 5.2.2 Link critical outcomes and learning outcomes**

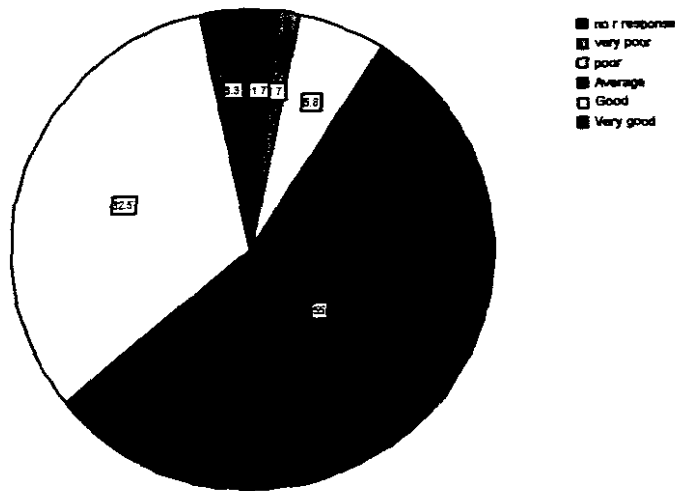


Figure 5.2.2 indicates that the majority of 55% thought that they were of good standard of competency, 32.5% were of average level competency, 3.3% were outstanding competency whilst 5.8% claimed to be of poor level competency.

1.7% declared to have a very poor level of competency and only 1.7 % did not respond.

The majority, that is, 55% of the educators in the sample claimed to be highly competent in linking critical outcomes and learning outcomes. This majority implied that the foundation phase educators understand the importance of these outcomes in learning. These educators implied that they would be able to incorporate these outcomes in all three levels of curriculum planning which means that the skills, knowledge, attitudes and values were indicated for each and every lesson plan designed for learning. The effect of the mastery of this competency in curriculum designing could be in the improvement in the learners' performance and in the quality of learning in the classroom.

A number of educators (32.5%) who viewed themselves to be of average competency is important because they are also expected to implement the critical and learning outcomes in their teaching. The doubts and negligence in implementing them could have detrimental effects in the learners' learning as well as in the effective implementation of OBE in schools. Educators of 7.5% of the foundation phase in the sample declared that they were poor in mastering this competency. Recognition of one's inadequacy is always a starting point toward seeing the need to improve one's skills in doing something.

The findings of the data collected by means of observation schedules revealed that the educators had over-rated themselves. The curriculum plans (Appendices H, I & J) collected and analysed to verify the authenticity of the ratings done by the subjects, showed that the educators could not implement critical outcomes, but *they concentrated on learning outcomes*. For example, the life-skills lesson in school A (Appendix K) which was about the voting process, the educator provided learners with an opportunity to discuss the qualities of a good leader and the learners were to choose the learners with those qualities from their classmates. The process of voting was conducted by the learners themselves. The lesson

planning and the presentation implied a thorough planning for the lesson activity. Grade three learners acquired knowledge about the process of voting and qualities of a good leader. The effect of the lesson was that the learners in their lifelong learning process would demonstrate the qualities of a good leader and they would be responsible citizens of South Africa because they would know the value of voting. This was considered as an indication of good practice (learner-centred lesson) and progress in teaching and learning in the foundation phase

In the Numeracy lesson in School **B** (Appendix L), the grade three lesson plan *showed learning outcomes* but did not encompass the critical outcomes. The learning context was about food and the learning outcome was measurement. The lesson should have exposed the learners to the significance of measurement such as mass, capacity, temperature and weight in the real life situation, for example, for economic reasons and health purposes. The critical outcomes would have provided the educator with the significance and focus of the learning context in the learners' lifelong learning process. The acquisition of the knowledge about measurement was good but it became futile when learners could not contextualize that knowledge in the real life world. That was an example of the poor practice which was observed. The lesson exemplars in this section show that the teaching of critical outcomes is marginalized out of educator's inability to incorporate them with the learning outcomes.

### **5.2.3 Integrating learning outcomes and assessment**

The summary of finding presented in the pie graph was based on the educators' rating of their competency in *integrating learning outcomes and assessment standards*. The educators should be able to *integrate learning* activities with the *learning assessment activities*. The educators would state skills, knowledge, attitude and values the learners would demonstrate as they engage in the learning activities. They should have stated also the methods to be used to check the learners' progress towards the attainment of the outcomes. *The assessment*

*criteria or standards indicate the intended level of performance for each learning outcomes.*

**Figure 5.2.3 Integrated learning outcome and assessment**

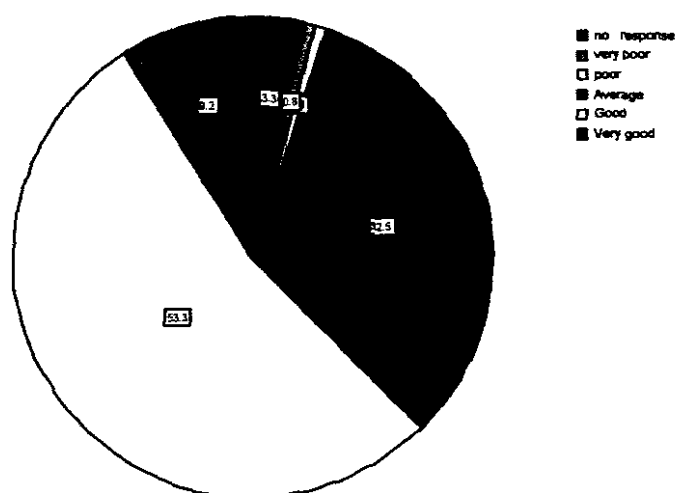


Figure 5.2.3 shows that the majority, that is, 53.3% of the subjects declared themselves to be of a good level of competency in integrating learning outcomes and assessment. About 32.5% claimed to have average level competency and 9.2% claimed to be of very good level competency. The minority of 0.8% claimed to be of poor level and 0.8% claimed to be of very poor. Only 3.3% decided not to respond.

A significant number of educators (62.5%) believed themselves to be highly competent (good and very good) in integrating learning outcomes and assessment criteria. This majority of educators could imply that foundation phase educators could apply various OBE assessment techniques such as projects, written assignments, completion of questionnaires, role play, surveys and practical demonstrations, posters etc. (Department of Education, 2000). The educators would also have the evidence of the assessment tools used for assessment such as observation sheets, profile, assessment grids and journals. Each assessment

activity would show the type of assessment to be conducted e.g. self-assessment, peer assessment, group-assessment or educators' assessment (Department of Education 2000). These are all elements of assessment in OBE.

The findings based on the data collected through the observation schedule, indicates through (appendix F) that the meso plan did not show the integration of the learning activities and assessment methods. The work schedule (Appendix L) showed the column for assessment but the techniques of assessing were not those suggested in the OBE manual. The plan shows that for the activity of reading a story the assessment technique would be recall: ability to communicate, oral, individual and group work. This was an example of poor practice. The OBE manuals are explicit on how this activity should be assessed and this was not followed.

#### **5.2.4 Competency in planning outcomes based learning activities.**

The summary of findings presented in the following pie graph is based on the educators' self-ratings on the competency to plan outcomes-based activities. The educators should demonstrate the competence to select *the learning context* which could assist the learners to learn skills, values, attitudes and knowledge. The educators would know that the *learning support material* to be used by learners were *relevant to the learning context*. They should identify skills, knowledge, attitudes and values from the learning context and *then search for appropriate assessment techniques* to apply when assessing. The educators would *think about the critical outcome to be achieved by the learner in a long term* from the learning outcome e.g. to be a responsible person, a critical thinker etc. The integration of knowledge is very crucial when planning outcomes-based activities for example, a numeracy lesson could involve knowledge learned from life-skills and literacy. The learners should be able to transfer skills from one learning area or programme

to the other. It is integrating all these learning aspects that the educators find difficult.

**Figure 5.2.4 Competency in planning outcomes based learning activities**

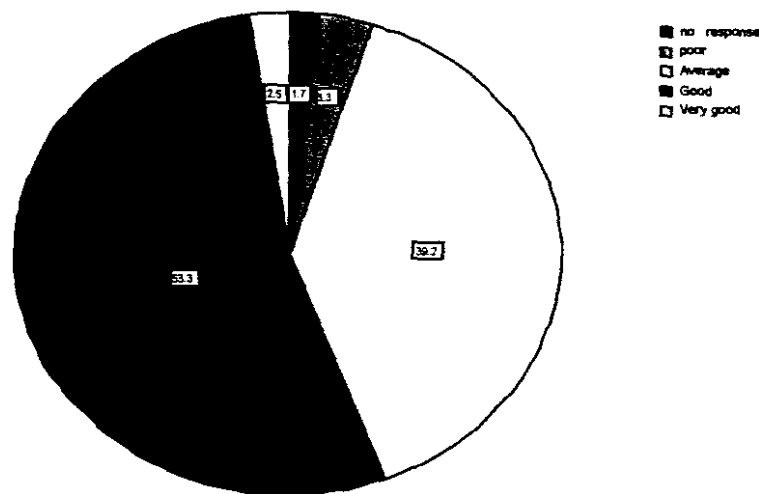


Figure 5.4 indicates that the majority of 53.3% claimed to have a good level of competency, 39.2% declared to have average level of competency, 2.5% claimed to be of poor level of competency, 1.7% with very good level of competency and only 1.7% did not respond.

A significant number of educators (55.0%) believed that they were competent in planning outcomes-based activities. *The competency in planning outcome- based activities could indicate that teaching and learning had shifted from teacher-centred to learner-centred methods.* That could also imply that learning and teaching would improve the quality of learners’ performance in mastering skills such as numeracy and literacy.

The findings based on the observation schedule and documents of lesson planning records contradicted the ratings of the educators. In lesson plans from school A (Appendix K) for instance, one found that the context of learning was road safety,

but the knowledge, skills, attitudes and values to be developed were not stated. In School **B** the format of the learning activity preparation (Appendix M), did not show the *knowledge* to be acquired by learners, *skills to be developed*, *attitudes and values to be inculcated in the learners*. These scenarios were the examples of poor practice which could imply that the implementation of OBE was facing a challenge of incomplete lesson planning by educators. The effects of that incompetency in planning outcomes-based activities could contribute to the failure of the implementation of OBE in the foundation phase. Educators are also prone to think that they do not need thorough planning because they teach lower levels. However, planning well at this level is crucial because one needs to lay a solid foundation for future learning.

#### **5.2.5 Applying learner-centred approach to teaching.**

The summary of findings presented in the pie graph, were based on the self rating of the educators on their competency to apply a learner-centred approach in teaching. Educators should be capable do organising learners for learning. In the learner-centred approach to teaching, the educators select the learning context which would be informed by the learners' needs e.g. knowledge, level of learners' cognition or their ability to comprehend, skills which learners need to master, diversity in learners' learning pace and the environment of the learners. The educators should be able to select and organise the learning support materials in order to facilitate the learning process and lastly, the educator should be competent in facilitating skills.



**Figure 5.2.5 Applying learner-centred approach to teaching**

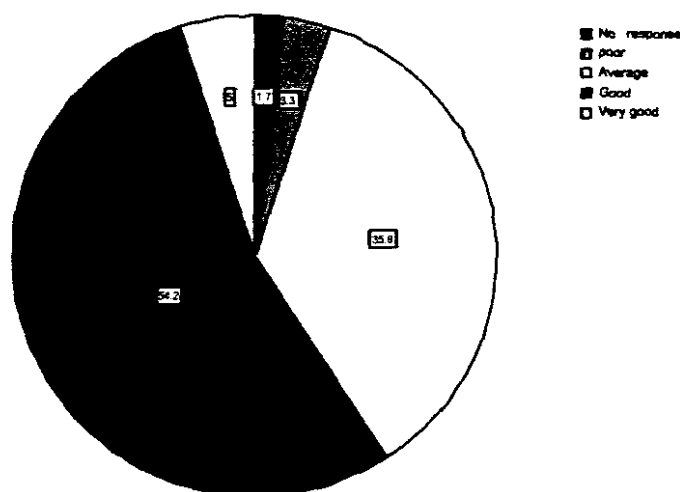


Figure 5.5 indicates that the majority, that is, 54.2% of the respondents participants claimed to have a good level of competency, 35.8% claimed to have an average level of competency, 5% declared to have a very good level of competency and 3.3% claimed to be poor and 1.7% did not respond. The majority of respondents (59.2%) that is, those of good and very good self-rating competency, felt that they are competent in applying a learner-centred approach. This implied that they could design activities which afford learners opportunities to work on their own with minimal educator intervention.

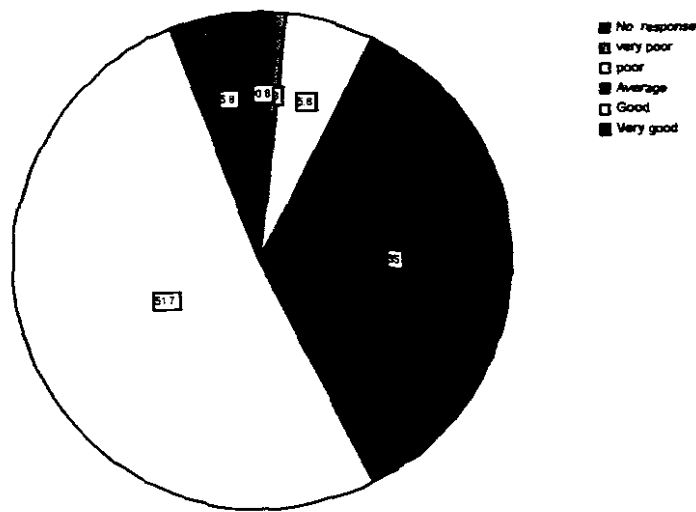
*The findings of the data collected from educators' classroom practice through the observation schedules contradicted what educators believed about themselves in as far as competency in applying a learner-centred approaches was concerned. The reality in the scenarios observed was that in all three schools visited, the educators' role was that of telling learners about the lesson of the day. Learner involvement was noticed towards the end of the lesson. The educators responded to justify their telling method that learners failed to work independently they rely*

on the educators for content before they could carry out their tasks. *The curriculum plans (Appendices H, I & J) did not show any provision for learner-centred learning in the planned activities. The reality is that there has been very little shift from the telling method to learner-participatory strategies of teaching.*

**5.2.6 Managing learners’ different learning paces or learning rates.**

The following pie graph presents the summary of findings based on the self-ratings of their educators on the *competency to manage different learning pace* or rates of their learners. One of the key principles of Outcomes-Based Education is that *all learners will succeed and time does not control the learning process*. This means that not all learners will succeed at the same time. Instead learners will be able to develop at their own pace (Department of Education; 1997). The educators sought to know that this principle is the factor to be considered when designing learning activities, selecting learning content and preparing the learning environment.

**Figure 5.2.6 Managing learners’ different learning paces or learning rates**



According to figure 5.6 the majority of participants (51.7%) claimed to have a good level of competency, 35% declared themselves to be of average level, 5.8% claimed a very good level of competency and 5.8% claimed a poor level of competency and 0.8 % stated that they had very poor levels of competency. Only 0.8% did not respond.

A significant number of educators (51.7%) felt that they were competent in managing the different learning paces in the classes. The mastery of this competency could imply that educators' lessons were effective in ensuring that all learners succeed. That could also mean that the quality of learning was improving and that could have positive effects in the learner performance in all foundation phase learning programmes.

*The findings from the data collected through classroom observation differed from what educators believed about themselves.* The lesson plans (Appendices K,L&M) analysed did not show any consideration for slow learners and learners with special learning needs such as physical challenges. *Lesson plans observed were basically for mainstream teaching and learning.* The probing questions asked which sought to establish how educators managed diversity in learning in their classrooms, elicited a response to the effect that they were arranging learners into *learning ability groups*. The slow learners were assisted by the educators during break time and after school to catch up with the knowledge and skills planned in the previous lessons. That showed the signs of good practice and the effect could be the improvement in learners' performance in numerical and literacy skills. School A did have records (Appendix N) where the learners' names and their performance on each learning outcome activities were kept. And there were charts with class work planned for slow learners. This informed the researcher about the educators' commitment to improve learners' performance and to implement the OBE principle which states that all learners shall succeed. However, the decision to use break time to assist slow learners is not implemented

because these breaks are essential for all learners. All learners need to refresh and to refuel during break. No child should feel punished for being different.

In School B, there were records of learners' assessment and performance, but the condition under which the learners learned was not conducive to effective learning. The educators in that school taught one hundred and twenty five learners under one roof. There were four educators and each taught her own group. The situation like that could not allow the educators to assist slow learners because the room was congested with unused furniture and boxes of material. There was no space to provide learners with learning material such as charts. That scenario could impair effective learning especially the implementation of the OBE principle to help all learners to succeed. *A lack of resources seemed to have a negative impact on OBE classrooms* Jansen (1997). There is also a lack of classroom space, material and human resources. In such large classes under normal circumstances there would be a need for teaching assistants to assist learners who experience learning problems.

#### **5.2.7 Competency in facilitating group learning and group projects**

The following pie graph presents the summary of findings based on the educators' self-ratings on their competency to *facilitate group learning*. Outcomes-Based Education emphasizes group learning which means that educators should understand how and why learners could be grouped for each learning activity. Group learning in OBE is meant to discourage competing in learning and it strives for the promotion of unity and cooperative learning. Learners are expected to assist one another to learn and achieve the outcome for learning. This is what the learners will do as adults, working on tasks to reach a defined goal. The educators would know that the learners can be grouped on the basis of their performance, needs or abilities. The educators also know that their role in the learners' learning

process is to facilitate learning which means to guide, motivate and to monitor the learners' progress in acquiring knowledge and skills. Assessing of learners' performance should be formative in that the educator should provide feedback and motivate the learners to improve their performance in the mastery of the required skills.

**Figure 5.2.7 Competency in facilitating group learning and group projects**

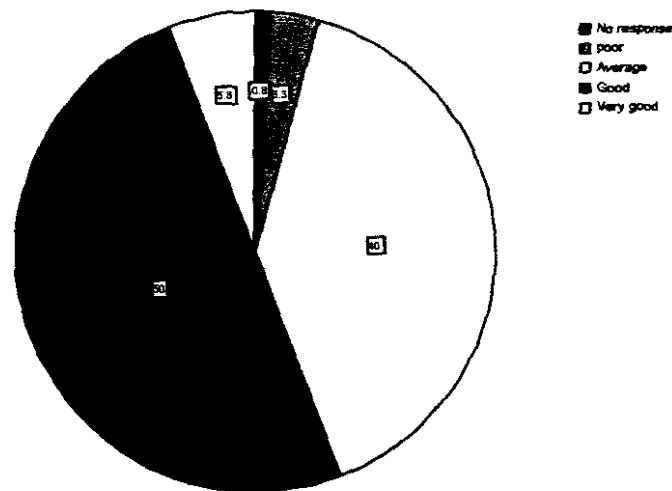


Figure 5.7 indicates that the majority of respondents, that is,50% claimed to have a good competency level, 40% claimed to be of average level,5.8% considered themselves to be of a very good level, 3.3 % claimed to be of a poor level and only 0.8% did not respond. A significant number of educators (55.8%) felt that they were competent in facilitating group learning, that is, considered themselves of a good or very good level.

The findings of the data collected by means of the observation schedule unveiled that educators had *misconceptions* about grouping learners. The question was asked to solicit criteria used to divide learners into groups and answers obtained were *common* from all educators. They said the learners groups were formed on the basis of learners' abilities to read and write which implied that grouping was perceived to be the technique to divide learners in the classroom. Classification

was used as the strategy to separate slow learners, troublesome and gifted learners so that each group could receive the attention they deserved. Grouping of learners on the basis of their abilities and the use thereof as the seating arrangement could create division. Learners who were slow learners could be labeled as failures. The learners who were hyper-active could be declared as trouble makers. The misconception about group learning that prevailed in schools could result in learning being ineffective because slow learners might be discouraged to improve their performance.

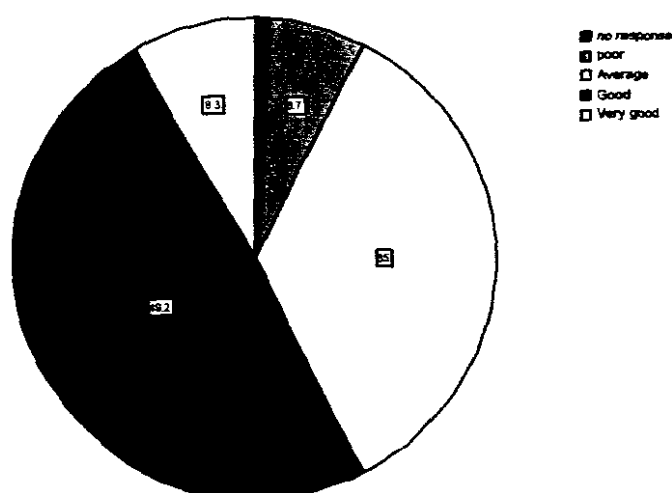
#### **5.2.8 Implementing Continuous Assessment in the classroom.**

The following pie graph presents the summary of findings based on the educators' self-ratings on their competency to implement *continuous assessment*. The educators should know that OBE assessment needs to be holistic which means that the learners' performance cannot be judged by what the learner knows only but it should include an evaluation of what he can do with his/her hands, the change in attitudes, mastery of competences e.g. use of learning strategies and creativity and recognition of values (Lubisi, et al 1998). The educator should be competent in implementing the modes of OBE assessment which are; self-assessment, group assessment, peer assessment and educator assessment. Competent educators need to know that in group assessment, learners can complete a questionnaire based on their performance for the purpose of identifying their strengths and weakness and to think about how they can improve those weaknesses and build strength. The learners in the learning group could also reflect on their performance by giving an oral report about how they performed as a group on the learning activity (Department of Education, 2000).

The concept of continuous assessment in OBE implies the integration of assessment in the teaching and learning process. Competent educators should be able to make the integration of assessment possible when designing meso and micro curriculum planning. Competent educators should know that assessment

should be transparent as learners should be aware of the criteria against which they will be assessed (Department of Education, 2000).

**Figure 5.2.8 Implementing Continuous Assessment in the classrooms**



According to figure 5.8 the majority of respondents 49.2 % felt they had a good level of performance, 35% declared themselves to be of an average level of performance, 6.7 % claimed to be of a poor level of performance and 0.8% did not respond and 8.3 % claimed to be of very good level of performance.

A significant number of educators (57.5%) felt that they were competent in implementing continuous assessment. Their competency in implementing continuous assessment could imply that they were able to integrate activities for each learning outcome with the assessment standards. They were able to match assessment modes with relevant assessment methods and tools.

They had the ability to select criteria for assessment and state clearly how knowledge, skills, values and attitudes were to be assessed. They also understood that continuous assessment is an ongoing everyday process that finds out what a learner knows, understands, values and can do. They could provide information

that would be used to support the learners' development and enable improvements to be made in the learning and teaching process.

The findings from the data collected through the observation schedule when compared with that obtained from educators self-rating indicated that the findings of the self-evaluation sheet were based *on exaggerated ratings* by educators. The analysis of all records on curriculum planning (Appendices H, I, J & K) showed that assessment did not form an integral part of the everyday teaching and learning process. Some educators did enlist the modes of assessment (Appendices H & J) but the *purposes for selecting them were not clearly explained*. The skills, values, knowledge and attitudes to be assessed were not stated. *The implication is likely to be that the educators knew in theory that continuous assessment should be conducted but the ability to state assessment issues explicitly seemed to be lacking*. The incompetency of educators to implement continuous assessment in practice in the teaching and learning process could result in ineffective learning.

The questions asked in an attempt to elicit the reasons for the educators' failure to implement continuous assessment adequately, showed that the issue of continuous assessment is interpreted by all educators in terms of continuing assessing mainly by means of paper and pencil (the traditional method). The learners were given short tasks as they appear in Appendix K at the end of each lesson. The tasks basically were short tests to evaluate what learners had grasped from the *content the educators imparted*. The educators know that it is in OBE terms necessary to test learners every week or monthly and keep records of their performance on each test written. These scenarios were examples of poor competency in implementing Continuous Assessment. The inefficiency of educators to implement assessment holistically and continuously in practice could affect the learners' performance because educators focus on reproduction of knowledge by learners in the test and disregard other evidence of learning the learners could demonstrate. There was evidence of lack of skills to test learners in a variety of ways.



5.2.9 Recording each learner’s performance continuously

The following pie graph presents the summary of findings based on the educators’ self-rating on their competency to record each learner’s performance in their continuous assessment procedures. The competent educator knows that each educator should have a profile which is the record of each learner’s performance based on daily learning activities in which the learners were engaged throughout the year. The competent educator would also understand the importance of learners’ portfolio as an evidence for assessment activities carried out in the classroom.

Figure 5.2.9 recording each learner’s performance continuously

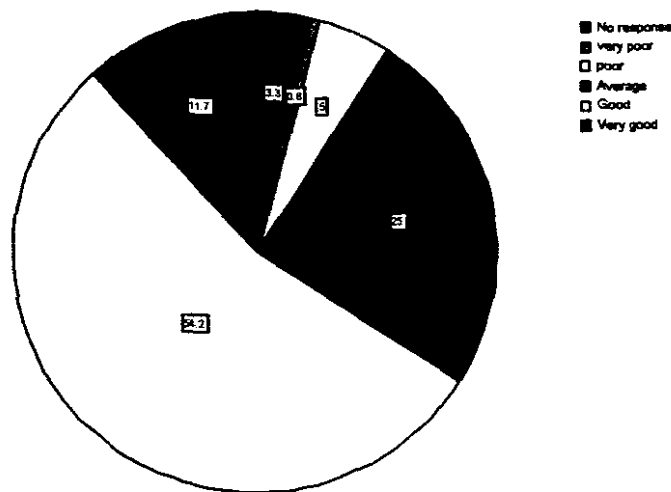


Figure 5.2.9 shows that the majority of participants (54.2%) claimed exhibit good performance, 25% considered themselves to be of an average level of performance, 5.0% claimed to be of a poor level of performance, 11.7% claimed to be of a very good performance and 3.3 % did not respond.

A significant number of educators (65.9%) felt that they were competent in recording learners' performance on a daily basis. The educators' competency in recording learner performance implied that each learner had her/his portfolio and profile. The educators would at least have progress books where the learners' performance could be recorded for reporting. The schedules and reports could be based on the learners' profiles which had been developed from everyday learning activities.

The findings from observations schedules showed that some educators were recording the learners' performance. The evidence of learners' profile (Appendixes K, L & M) indicated that although assessment is not continuous but the educators knew that they should keep records of learners' assessment. In school A the educators kept assessment books and the learner performance reflected in the records was based on activities conducted for each assessment criteria (standard) of the learning outcome. *Educators contended that for the large groups of learners it was impossible to assess learners on a daily basis.* They opted to do it for each assessment criterion and that meant the learners were assessed after two or three days. It should be commended that the educators are looking at their contexts and adapting their operations to suit their contextual factors. That scenario indicated that educators did know the theory about OBE assessment recording procedures but the challenges such as overcrowded classrooms impaired the practical implementation. The challenge educators mentioned was that they were not provided with the format to use when recording the results of the holistic learner performance in an ongoing learning process.

The effects of the lack of competency in educators to record learner assessment could lead to guessing and thumb sucking when educators have to report on learners' performance to the department and parents. The systemic evaluation conducted by the Quality Assurance Unit in 2003 on grade three learners, provided evidence of the fact that educators in the foundation phase have problems with the implementation of continuous assessment and recording. The

findings of the Departmental evaluation were shocking; to see grade learners perform so poorly in all basic learning skills which are *numeracy, literacy and life skills*.

#### 5.2.10 Implementation of assessment purposes

The following pie graph presents the summary of the findings based on educators' self-rating on their competency to plan and organise assessment tools for various OBE assessment purposes. Competent educators understand that OBE assessment is purpose-driven. The competent educators also know the three critical purposes for assessment recommended in OBE which are: *first*, learners' growth, development and support. *Secondly* to monitor learners' progress through an area of learning so that decisions could be made about the best way to facilitate further learning in terms of expected knowledge, skills, attitude and values. *Thirdly* to provide information about learning difficulties and remedial actions necessary to support the learners who might be experiencing learning difficulties (Lubisi et al, 1998 and Department of Education, 2000).

Educators ought to know that ***baseline assessment*** could be used at the beginning of a new learning activity. The purpose would be to find out what the learners already know and can demonstrate. The information gathered from baseline assessment assists the educators to decide on the level of demand to build into the learning activities in their plans (Department of Education, 2000).

Educators ought to know that ***formative assessment*** is built into the learning activities on a continuous basis. The purpose of this assessment is to monitor and support the learning process, guiding learners and educators *through constructive feed back*. They know that in order to obtain information about the nature and cause of learning a difficulty, and to provide appropriate remedial help and guidance they should apply ***diagnostic assessment***. Lastly, about ***summative assessment*** the educators should understand that it encompasses a series of

assessment activities resulting from the overall report on the performance of the learners (Department of Education, 2000).

**Figure 5.2.10 Implementation of assessment purposes**

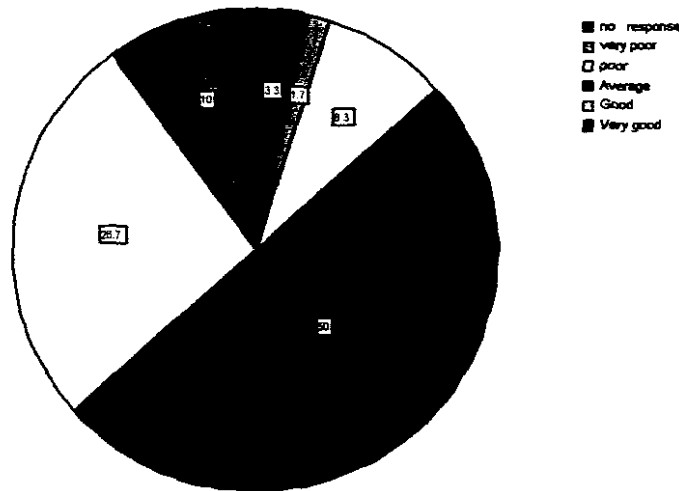


Figure 5.10 indicates that the majority of respondents (50%) declared themselves to be of an average competency level, 26.7% claimed to be of a good level of competency, 10% claimed to be of a very good level of competency, 8.3% claimed to be of a poor level of competency, 1.7 % very poor and 3.3 did not respond.

A significant number of educators (60%) claimed that they were competent (good or very good) in implementing assessment purposes in their planning of learning activities. The implementation of purpose-driven assessment could imply that the assessment is no more regarded as a process of promoting learners but rather it could be viewed as part of the learning process. Assessment would not be used to pass or to fail learners on the basis of their abilities and performance, but it would be meant for learners' growth and development. Competency of educators to implement purposes of assessment could be of benefit to the learners because the educators through formative assessment, would for example, educators monitor

and support learners in the learning process. Formative assessment will indicate which situation helped or hindered the learners' strengths. Formative assessment would indicate the type of assessment tools, methods and techniques appropriate for the learners. The learners' performance could improve because the learners' progress would be monitored throughout the learning process. Diagnostic assessment could also assist learners who are physically or mentally challenged and who have learning difficulties because *their learning needs would be identified and educators could provide appropriate remedial help*. In that case all learners could learn effectively and as a subsequent result they could all succeed in achieving the learning outcomes.

The reality of the situation according to the findings from the observation schedule contradicted the findings of the self-rating by educators concerning their competency to implement the purposes of assessment. In curriculum plans for numeracy and literacy (Appendices I& J) for school A and C there was no mention of the purposes of assessment. The exclusion of these critical aspects of OBE assessment could imply that educators did not assign any significance to them or they did not know about their significance in OBE teaching and learning. It could be possible that they lack expertise of how to implement them in their assessment activities. The effects of the exclusion of these critical purposes of assessment could be that assessments conducted were not purpose driven.

The educators may assess when they feel like doing so without knowing the significance of the assessment results in terms of learner growth and learning. If that is the case, then it would mean that the learners were not provided with feedback. The questions asked which sought to elicit the educators' responses about the implementation of the purposes of assessment revealed that the educators had misconceptions about OBE and the *Revised National Curriculum Statement*. Their argument was that during OBE they were told about these assessments but since OBE was no more, there was no need to implement them. The implication for this misconception could be that educators were not

considering any materials such as Department of Education's Manuals on OBE to be of relevance to the Revised National Curriculum Statement (RNCS). Actually the RNCS was introduced to reinforce the OBE system. The misconceptions such as the one explained could be misleading to educators, because they could destroy useful material under the impression that OBE was something of the past.

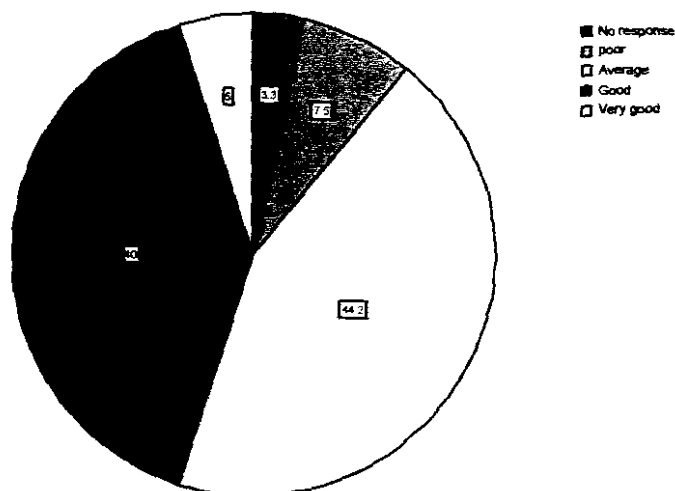
The meso curriculum for Life skills from school **B** (Appendix H) showed that educators knew that the purposes of assessment were still operational in OBE assessment. Although they did not include all of them but that was an example of good practice in terms of implementation of assessment purposes. It could imply that the learners in that school receive an on going support because formative assessment appeared dominant in the curriculum plan. *Their argument as to why they preferred formative assessment was that at foundation phase level, the learners required more monitoring and support.* Formative assessment informed them about what learners could do and what they could not do. Dent (1978) reinforces the idea of assessment being an ongoing process and not a static time bound event. Discussing assessment of Black children for mainstreaming, Dent (ibid), noted that assessment must be able to identify what is needed to help the student progress to the next level of skill mastery.

#### **5.2.11: Implementation of assessment criteria or assessment standards**

The following pie graph shows the findings based on the educators self-rating on their competency *to implement assessment criteria or assessment standards* in the teaching and learning. Competent OBE educators ought to know that all learning activities are determined by what learners would be able to demonstrate during the learning process and that refers to *assessment standards*. The assessment standards encompass the skills, knowledge, attitudes and values the learners should demonstrate when they achieve the learning outcome. The assessment criteria make assessment to be part of learning because learning activities should indicate how learners and educators would know that the intended learning

outcome had been achieved. This emphasizes the importance of assessment criteria in curriculum planning (Department of Education, 2000).

**Figure 5.2.11 Implementation of assessment criteria or assessment standards**



According to figure 5.2.11 the majority of respondents (44.2% declared themselves to have an average level of competency, 40% declared that they have a good level, 7.5% declared poor performance, 5.0% claimed to be of very a good level of competency and 3.3% did not respond. A significant number of educators (45%) felt that they were competent in implementing assessment criteria in the curriculum delivery in their classroom practice. The educators ought to know that the learners should be informed about the assessment criteria at the beginning of the learning activities. Educators also know the importance of telling learners about the expectations of the learning activities before they are engaged in them. The assessment criteria provide direction to learners learning towards the accomplishment of the outcomes. Lubisi *et al.*, (1998) state that assessment criteria are a means of improving the student's ability to learn during the learning process and their performance is measured against the set of criteria.

The findings of the data collected by means of the observation schedule showed that the educators stated the assessment standards in their meso curriculum plans. *Appendixes H, I & J show that there was an indication that educators did have theoretical knowledge about assessment criteria. The problem was with the practical implementation;* all lessons presented did not all begin by discussing assessment criteria with the learners. According to the Department of Education (2000) the assessment criteria or standards should be shared with the learners for the purpose of directing the learners' attention to important things they need to master. For example, in the lesson on voting the assessment standards were not shared with the learners as to what they were expected to learn as knowledge, demonstrate as acquired skills, values and attitudes developed. The implication of the failure to discuss assessment criteria with the learners could be that the educators fail to send effective messages of what learners have to master by learners. The effects for not discussing the criteria could be the lack of interest in learners to involve themselves in the learning process because they did not know why they have to engage in the learning activity.

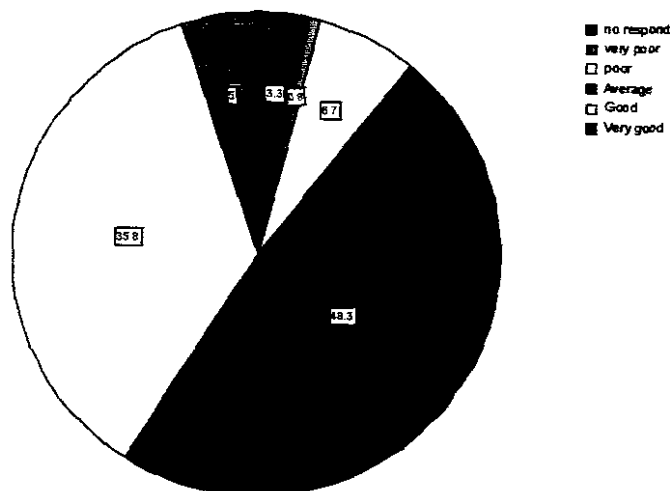
#### **5. 2.12 Linking Assessment criteria, assessment tools and methods.**

The following pie graph shows the summary of findings based on the educators' self-rating on their *competency to link assessment criteria and assessment techniques*. Competent educators would know that OBE assessment should be part of the learning activities and therefore they should select techniques appropriate to inform them about the learners' holistic development and progress. Competent educators would also know the OBE assessment methods which are: self assessment, peer assessment, group assessment and educator assessment. They should also know the various tools recommended in OBE assessment such as observation sheets, journals, assessment grids, class checklists and profiles. The competent educators would be able to decide on the methods of assessment and tools appropriate for each learning outcome's assessment standards (criteria) during meso and micro curriculum planning. Educators should know that they



could integrate and cluster assessment standard in one learning activity for the purpose of integrated learning (Department of Education, 2000).

**Figure 5.2.12 Linking assessment criteria, assessment tools and methods**



According to Figure 5.2.12 the majority of respondents (48.3%) declared themselves to have an average level of competency, 35% claimed to have good level of competency, 6.7% claimed to have poor level of competency, while 0.8% claimed to be of a very poor level of performance, 5.0% claimed to be of a very good level of performance and 3.3% did not respond.

A significant number of educators (35.8%) felt that they were competent in linking assessment criteria, methods and assessment tools. This could imply that educators were *capable of designing learning activities for effective learning*. The competency to decide on the appropriate assessment method and relevant tools could also imply that educators were committed in ensuring that the quality of learning in their classrooms improved. That could have a positive impact in the implementation of OBE, because the educators' teaching would be *promoting integration of learning and assessment*. Assessing could be purpose driven since educators would have prepared and planned learning activities and assessment

upfront in order to avoid random assessment. Educators could also be able to consider *remedial activities* for the learners who might experience learning difficulties. The time allocation and organization of learning support material could be planned in time.

The findings from the observation schedule indicated a contradiction between what educators believe about themselves and the reality in their practice. The meso and micro curriculum plans (Appendices H, I, J&K) designed by educators did not reflect the competency they claimed to have in linking assessment criteria, assessment tools and method. The educators' responses to the question which sought to find out why they could not include those critical aspects in their curriculum plans, revealed that *they were not clear about how it should be done*. This could imply that the educators know the OBE concepts but *they lack the expertise of implementing them in practice*. The lack of the expertise to link assessment criteria, assessment tools and methods in the planning of learning activities could result in teaching and learning being ineffective. The ineffectiveness of teaching and learning could mean that learning and learner assessment were treated differently and that could cripple learners' learning progress because of the lack of consistency in the monitoring of their learning. If educators were competent the curriculum plans would show the brief description of the assessment activities that learners would be engaged in, mention the tools and explain how they would provide the assessment information required.

#### **5.2.13 Implementation of learners' progression and promotion in foundation phase**

The following pie graph shows the summary of findings based on the educators' self-rating on the competency to implement OBE learner progression and promotion in the foundation phase. According to the Department of Education (2000) the issues of progression and promotion should be dealt with at meso curriculum planning level. At micro level the school policy is set regarding the

definition of learner achievement at the grade and phase level, progression and retention of learners within the phase and grades and summative assessment. Educators should know the Expected Levels of Performance (ELPs) which, had been pegged as benchmarks of attainment in each of the Learning Programmes in each of the phases. The ELPs are broad indications of what learner performance is expected of all learners in the foundation phase.

The Expected Level of Performance (ELP) at macro-level should be informed by assessment criteria (assessment standards) and performance indicators focused at critical outcomes and specific outcomes. The ELP at micro level of curriculum planning should be informed by assessment criteria and performance indicators focused at learning activities and learning outcomes. Competent educators would understand that the learners could be promoted from one phase to the next phase if his/her level of performance is in accordance with the ELPs stipulated for the phase. The educators should be able to record learner performance in the assessment grid and to use the rubrics design by the Department of Education for continuous assessment. Educators should know the difference between progression and promotion. They would know that learners could not be retained within the phase but the learner progresses to next grade even though he/she could not demonstrate some of the learning outcomes planned for the grade. This implies that learners should move on to the next grade with their cohort age group and they should be assisted in achieving the outcomes they did not achieve in the previous grade during flexi-time. The learners who progressed to the next grade should move with their profile and portfolio's so that the educators in the next grade could know each learners' needs. The learners' profiles and portfolio's would inform the planning of the activities in the next grade so as to meet the needs of the learners. It is in this sense that learner progression differs from the slogan of 'pass one pass all.'

**Figure 5.2.13 Implementation of learners' progress and promotion in foundation phase**

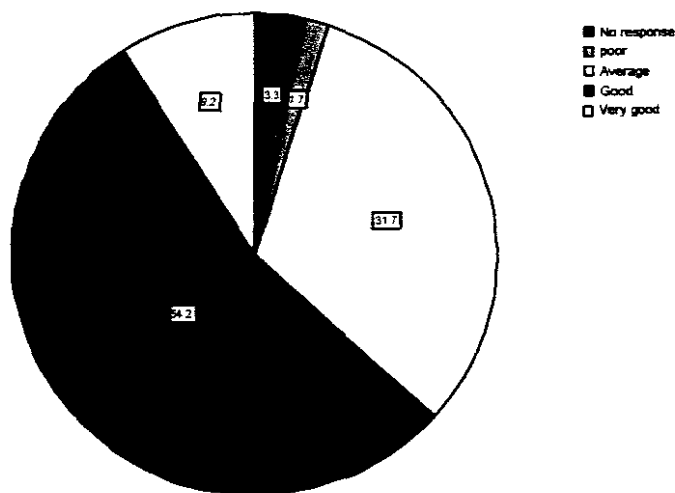


Figure 5.2.13 shows that the majority of 54.2% of the subjects declared to have a good level of competency, 31.7% claimed to be at Average level, 9.2% claimed to have an outstanding level, 3.3% did not respond and 1.7 % responded that they had a poor level of company.

The majority (63.4%) of the foundation phase educators in the sample felt that they were competent in implementing learner progression and promotion roles. The assessment grids collected and analysed during observation of classroom practice (Appendix M,N& O) showed that educators understand the rubrics designed by the Department of Education and they are implementing them. This implied a good practice because educators did record learners' performance for progression and promotion purposes. It was good to note that there are positive aspects in the implementation of OBE.

The findings of the collected data obtained through observation schedules indicated that educators did not implement all the requirements of learners' progression for example educators in school A could not provide *an evidence of*

*learner profile and portfolio's*. This implied that the issue of assessment techniques (evidence of learners' performance) could not be verified. *There were no tools such as journals, observation sheets and progress grids* produced as proof that learners were being assessed continuously. The responses of the educators after probing questions referred to quarterly reports as learners' profiles and the written work on workbooks and worksheets as learners' portfolios. This could imply the lack of supervision of learners' assessment and support to educators to assess and record learners' performance in the manner that is required in Outcomes-Based Assessment policy.

### **5.3 SUMMARY OF FINDINGS**

This section presents a synthesis of findings based on the data collected by means of a self-evaluation sheet where-in educators had to rate themselves against the implementation of OBE in the learning activities and assessment process they planned in their schools. The findings of the data from evaluation were verified by an observation schedule which sought to inform this study with the real scenarios in the classroom, about OBE implementation. There were contradictions identified and discussed in the context of each criterion.

The aspects which appeared contradictory are summarized as follows:

#### **Aspect # 1: philosophical foundation of OBE.**

The educators in the sample did not demonstrate competency in understanding of the philosophical foundation of OBE (see Appendices G, H & F) the curriculum plans. The curriculum planning process should reflect the critical outcomes their learning activities purported to accomplish. The plans should also explain how the principles underlying OBE teaching and learning would be implemented in their classroom practice. Misconceptions about OBE as the system of education and continuities in curriculum development indicated that educators had some

difficulties in understanding the system of education introduced in South Africa and the goals it intended to accomplish. Educators should know that Outcomes-Based Education is a new paradigm for introducing educational changes in South Africa and it is a shift away from the education system of the apartheid political dispensation which was dominated by teacher-centred methods of teaching.

### **Aspect # 2: Integration of assessment criteria and learning outcomes**

It was identified that educators in the sample lacked competency in designing learning activities which incorporate assessment activities. The educators' lesson plans (Appendixes H,I & J) did not indicate the skills, knowledge, attitudes and values that learners should demonstrate in the learning process. The exclusion of these critical aspects of learning implied that they did not decide on the assessment criteria or assessment standards when planning learning activities. This could also imply that continuous assessment was not being implemented effectively and learners' progression and promotion was being based on guess work. If educators included assessment criteria they would have had mentioned assessment tools and techniques to be used and would be able to produce evidence of integration of assessment and learning in the activities planned.

### **Aspect # 3: learner centred-approach to teaching and learning**

The findings showed that educators were experiencing difficulties with regards to the planning and implementation of a learner-centred approach in their teaching. The lesson plans (see Appendixes H,I & J) show that the educators could not explain the role of the learners in the learning activities. The lesson plans did not state the learning method to be used to facilitate learning by learners in order to acquire the required knowledge, skills, values and attitudes. Learner-centred activities should indicate the role of the learners and the educator in the learning process. The educators should explain the types of learning materials to be used for learning and their significance in the acquisition of skills, knowledge, attitudes

and values. The educators could apply cooperative learning whereby the learners could engage in the activity to learn and the educators could supervise learners as they help one another to learn. There are other methods that educators could use to implement learner-centred teaching and learning such as mixed-ability groups, diversity learning and individual learning. The educators should design the tools for learning such that they are diverse enough to cater for different learning styles (Department of Education 1997, 2000, 2002).

## **5.4 CONCLUSION**

This chapter presented and discussed the findings of the data collected by means of self-evaluation sheets and observation schedules. The findings were discussed in the context of each aspect against which educators rated themselves. The findings from both research instruments were discussed in corroboration with literature. The summary of finding presented the analysis of the critical aspects to the success of Outcomes-Based Education. These critical aspects could, if neglected lead to the failure of the implementation of OBE in classrooms.

## **CHAPTER 6**

### **CLASSROOM-BASED SUPPORT AVAILABLE TO EDUCATORS**

#### **6.1 INTRODUCTION**

This chapter presents the process of data analysis of interviews conducted with the Heads of Department. The Heads of Department (HoDs) had a responsibility to provide support, guidance and mentoring to educators. The departmental heads in the foundation phase, in particular, besides being classroom-based educators they are expected to supervise educators' classroom practice. Heads of Department form the component of the school management which should work closely with educators to ensure that effective teaching and learning takes place. They are expected assist educators with challenges they were facing in implementing curriculum changes in classrooms. The Heads of Department in OBE terms were called education specialists, which implies that they should have expert knowledge of OBE and its curriculum implementation.

The interview schedules consisted of six structured and open ended questions (Appendix C). These questions sought to solicit data about HoDs' role in providing guidance and support to foundation phase educators. The researcher was taking notes while the respondents were responding. The body language and other reactions were interpreted in the context of the respondents' views or arguments. The respondents were given the notes to read after the interviews to ensure that notes comprised of what they had said. Interpretation of the findings are discussed and presented in this chapter.

#### **6.2 THE PROCESS OF DATA ANALYSIS**

The data analysis started with the reading of all responses, notes and interpretation of the contexts and body language of the respondents as they



answered questions. The data was classified according to the questions asked during the interviews in order to organise data into categories. The categorization of data resulted in the identification of findings which this study purported to establish through interview schedules.

The data was classified and categorised according to the issues that were teased out from the responses of the interviewees. These issues will be discussed below:

#### **6.2.1 Challenges and threats facing the implementation of OBE and the curriculum**

There were divergent and convergent views and arguments identified during the process of data analysis from the responses of the heads of department in the sample. The Heads of Departments had common perceptions of the challenges they faced with the implantation of OBE in the classroom when they stated that the first challenge is *overcrowded classrooms*. They held the view that the foundation phase is a very critical stage of learning and it was impossible for educators to attend to individual learner's learning needs. The responses of the Heads of Department pointed to the problem of educator- learner ratio as a big threat to the successful implementation of OBE, because some of the learners, especially those in grade one had not attended the reception classes and as a result the learners needed more attention.

The second challenge or threat in the Heads of Departments' views was the gap in the learners' *general knowledge* due to lack of exposure to environmental and societal activities that would add value to their mental growth. They argued that educators spent a lot of time trying to fill gaps in the learners' *prior knowledge*, which in their view was essential foundation to what learners had to learn at school. The respondents are of the view that it was difficult for educators to give learners activities to carry out on their own with little educator intervention.

The third challenge was that not all foundation phase educators were trained in teaching OBE. They argued that due to retirements, increase in learner enrollment and *redistribution and redeployment* new educators had joined the education system. These educators needed training and more specifically demonstration lessons so that they could understand what they should do in their classrooms.

The Heads of Departments with regards to the fourth challenge differed in their views on issues that concerned *shortage of floor space and resources*. There were Heads of Department in the sample who did not mention the problem of floor space and resources, whereas some said that in their schools there were cases where a classroom is shared by two classes of 90 learners. The example of the case where four grade one classes shared the same venue was observed in one of the schools visited. The educators in the hall had four groups of learners sitting back to back. The Heads of Department in that school stated that due to the shortage of space, grade one classes were grouped in the hall. The educators were forced to take turns to teach. The teaching and learning in that scenario was constrained by chaos and noise because educators had to shout to make themselves heard. The organization and seating arrangement was not conducive to learning.

#### **6.2.2 School-based activities and programmes in place to support educators**

Fullan and Promfet (1977) state that when they were conducting research their main focus was on classroom practice and they learned more about what not to do than any thing else in implementing curriculum changes. They stress that training needs should not be ignored. Fullan (1985) claims that without support the process of implementing curriculum changes in classroom could be a failure. He further states that ongoing in-service education and training is essential to maintain commitment as behaviours often change before beliefs.

The respondents in the sample stated that they used 'foundation phase meetings' to assist educators with long, medium and short-term planning. The responses differed on the issue of the frequency of these meetings and purpose. There were respondents who stated that these meetings were held once term for the purpose of reviewing the previous term's work and to plan for the next one. There were those who said these meetings were held during the fourth term and the purpose was to do the planning for the three learning programmes namely; **numeracy, literacy and life skills** for the following 2007. There was also a group of respondents who did not say anything about the phase planning but they said workshops were conducted for foundation educators when the need arose.

The foundation phase meetings could not address the needs of individual educators. It is the researcher's view that the school management teams should have had staff-development programmes run by the staff-development team. The team should be democratically elected among the educators according to expertise. The staff development programmes should be informed by the heads of department findings of the class observations and educators' self-appraisal. The curriculum planning could be an item for staff development if heads of department had identified that educators need to be equipped with curriculum development skills and knowledge. The heads of department together with the staff-development team could organise people with expert knowledge to train educators, if such capacity could not be found in the school. Fullan (1985) asserts that implementation require the clear direction of many players; a group is needed to oversee the implementation plan and carry it through. The support from heads of department or school management team could in Fullan's view balance up the two mechanisms of *pressure and support* which are the cornerstones for successful implementation of curriculum change in classrooms.

There were responses which indicated that besides phase meetings, respondents use grade meetings as platforms where educators aired their views and problems related to classroom teaching and learning. There was a group of respondents who stated that grade meetings were held once quarterly to discuss the successes and

challenges in the implementation of the learning programmes and plans designed during the fourth term of the previous year. There was also another group of responses which indicated that grade meetings are held when the need arose to discuss new changes introduced particularly in assessment and when certain educators had attended workshops. The last group of responses indicated that grade meetings are held weekly and the purpose for the meetings were to discuss weekly activities each group of grade educators planned to teach the following week.

The weekly meetings were significant for preparing and planning learning activities but they could not serve the purpose of support programmes. According to Dean (1991) educators need to learn more about the background knowledge such as school policies, child development, theoretical knowledge of teaching and learning. Educators need also to learn about classroom practice such as, the motivation of learners, ability to assess learners, ability to organise learners for learning, management of discipline, management of resources and many more skills and abilities. It could be impossible for weekly meetings to cover the spectrum of developmental needs of educators.

The respondents in the sample argued that foundation phase educators are encouraged to seek information from other school educators. This is termed *networking*. The heads of department in the sample stated that it helped to learn from other educators because the facilitators of training workshops told them that there was no expert in OBE, every educator should be creative. This assertion is identified with the social constructionist theory which promotes a view of a curriculum as a product of social interaction between the implementers (Carr 1994, and Goodson 1994). The heads of department stated that the networks they were referring to were informal because those were discussions held anywhere educators happened to meet. Networks were perceived by the respondents as being of significance in copying and adopting what other schools were doing and that, in their view, formed part of learning and improvement of educators'

knowledge of OBE and curriculum implementation. The responses of the interviews regarding networks or networking among educators subscribes to the view of teacher-to-teacher model of curriculum development and adaption encapsulated in empirical-rational approach. The empirical-rational approach to curriculum promotes the views of the operational curriculum (Goodson 1994). The operational curriculum according to Carl (1995) is a product which results from educators reflections on their classroom practice. The networks which heads of department referred to are congruent with the views of the proponents of teacher-to teacher models and empirical-rational approach.

Lastly, the respondents mentioned that learning programme committees were used to support educators with the skills and knowledge to implement OBE effectively in their classrooms. There were other responses which did not mention the existence of these committees. The group of responses which indicated the existence of learning programme committees stated that those committees were formed for the purpose of improving the implementation of OBE and curriculum changes in the foundation phase. Their argument regarding the effectiveness of those committees was that the committees focused on individual learning programme planning and that alleviated the burden educators were experiencing of planning all three learning programmes. The learning programme committee responsible for numeracy according to the responses was expected to do long term, medium and short term planning for all grades in the foundation phase that means from grade R to grade three. They argued the same happened in other learning programmes. The concept of learning committees was not mentioned in other responses and some heads of department seemed unfamiliar with the term itself.

The learning programme committee ought to be formed for the purpose of curriculum planning but they are not meant to focus on other issues of practical classroom practice. Educators need time where they could reflect on their practice, review their teaching strategies in terms of effectiveness and reliability.

They need to share experiences so that the new educators in the system could benefit and improve their practice (Dean 1991). It would be impossible for learning programme committees to address these issues because they should focus on the planning required at meso level of curriculum development.

The responses of the heads of departments to the question unveiled the views which subscribed to the social constructionist theory. Goodson (1994) asserts that social constructionists view the curriculum as having three levels of development and planning which are: prescription (macro level), process and practice (meso level) and discourse (micro level). The prescription level is the first level where curriculum policy or frameworks are articulated. The curriculum policy disseminated to schools provides frameworks or parameters for further curriculum planning and development at school level. The learning committees in schools according to the participants are responsible for school-based curriculum development. The committees are expected to develop curriculum which is relevant to the learners' socio-economic environment. The learning committees in the researcher's view should demonstrate competences in theories of curriculum development, clear understanding of the social constructionist's curriculum theory and principles underlying OBE and curriculum 2005 which are inherent in the critical outcomes. According to Department of education (2000) learning outcomes and assessment standards were formulated from the critical outcomes.

### **6.2.3 Supervision and monitoring of the implementation of OBE and curriculum changes in classrooms**

Goodson (1994) argues that implementation of curriculum change require a high degree of mastery of the content and process of change by those who are responsible for managing it in schools. Principals and heads of departments according to Grundy (1991) are obliged to have a good mastery of curriculum innovations and to be well versed with the principles underling the curriculum change. Principal and heads of department in this view are managers of

curriculum implementation in schools and they are held accountable of what and how educators teach as well as learners' assessment and performance (Carr 1994). There were convergent and divergent views and arguments identified from responses with regard to supervision and monitoring of the implementation of OBE and curriculum in classrooms. The group of heads of department in the sample raised concerns and fears about the issue of supervision and monitoring. These concerns were the following; *firstly they indicated that they lack expertise and knowledge of OBE which implied that the respondents could not challenge educators' classroom practice. Secondly the respondents stated that they were not adequately trained in the theory and practice of OBE* and this could imply that they could not provide guidance and support to educators. The lack of the provision of mentorship, supervision and support to educators could promote chaos and a lack of direction and as a result educators could do as they pleased. The quality of learning and improvement of learners' performance could be hindered. They argued that they did not have anything to tell educators about how they should teach because *they themselves were trying to implement OBE in their own classrooms in which they were not sure whether what they were doing was right or wrong* but they did make sure that learners learn something.

The incompetency of heads of department to perform their roles effectively could threaten the implementation of OBE and the RNCS in schools. There is no system that could successfully yield positive result or production if the supervision and support is doubtful. The uncertainty of heads of departments indicated that curriculum management in school needs serious consideration for OBE to yield effective educational change in schools.

Fullan (1985) contends "The effectiveness of a curriculum change implementation stands or falls with the extent to which front-line implementers use new practices with degree of mastery, commitment and understanding." This assertion could in the context of this question mean that heads of department and all those in the supervisory level should demonstrate a high degree of mastery and understanding of OBE and Curriculum 2005.

The other responses indicated that the *time constraint* the heads of departments were experiencing impaired the monitoring of OBE implementation in classrooms, because they were full-time class educators. They were teaching a full teaching load and there was no time for them to conduct class visits and to assist educators.

According to Campbell (1985) the school-based curriculum development demands more of educators' time. He suggests that pupil-teacher ratio ought to be reduced in order to allow primary teachers to be free from normal class contact time so that they engage in curriculum development, curriculum co-ordination and working with parents. This statement is viewed by the researcher to be congruent with the participants concerns and views about the challenges they are faced with regarding their role of providing effective support and supervision of implementation of Curriculum 2005 and OBE in classrooms.

It was deduced from the responses that respondents did not view OBE as a paradigm for educational change in a democratic South Africa. The perception which was teased out from their responses was that the streamlining of the curriculum which resulted in the Revised National Curriculum Statement had replaced OBE. This could imply that the respondents thought that manuals and other support materials generated by the department about the implementation of OBE were no longer relevant. This could result in the respondents influencing educators to believe that OBE is something of the past. The head of department in one of the schools argued that OBE was more difficult if compared to the Revised Curriculum Statement. Heads of department as supervisors should know that Curriculum 2005 with underlying principles is still intact. The RNCS is the streamline or simplified Curriculum 2005 to facilitate the implementation of the principles and goals of the outcomes-based education. The heads of department should assist educators to understand and to implement all the guidelines contained in manuals generated for OBE and Curriculum 2005. The



misunderstanding of the recent curriculum developments which led to the development of RCNS could be a serious threat to the successful implementation of OBE (Chisholm 2001).

The views deduced from the responses of the respondents about the manuals which were disseminated to schools to support the implementation of OBE in terms of curriculum planning, teaching and learning strategies and assessment procedures were that they were not useful. The series of manuals published in 2000 were explicit about how school based curriculum planning should be conducted and aspects which should be considered at the three different levels of planning. Some heads of departments looked puzzled and their facial expressions showed that they were not familiar with those manuals. The implication could be that the manuals were dumped somewhere in their cupboards untouched. It could be possible that they did not take those manuals seriously because no one knew their significance. It was also gathered from responses of the respondents that curriculum planning was based on each school's discretion. The implication is that there is lack of uniformity in curriculum planning. The omissions of critical aspects in curriculum planning and implementation were evident since guidelines were not used. The effect of the negligence could be the ineffective teaching and learning in classrooms. The evidence to the respondents views are captured in the learning programme plans, work schedules and lesson plans (Appendices H, I, J, K & L). There were omissions of essential aspects in all those records of curriculum planning e.g. critical outcomes, adequate integration of learning outcomes and assessment standards, selection of appropriate learning contexts, selection of assessment tools, methods and techniques, teaching and learning strategies and integration of knowledge across the learning programmes. These omissions could have detrimental effects on the successful implementation of OBE in classroom practice.

Carr (1994) claims "practice is everything that theory is not. Theory is concerned with universal, context free generalization; practice with particular context

dependent instances. Theory deals with abstract ideas whereas practice deals with concrete realities.” This statement reveals that in educational research it is common for educators to espouse a certain theory whilst their actual practice portrays something different. Argyris (1996) declares that individuals hold two theories of action which are: *their espoused theory* which explains the way they say they behave and their *theory-in-use* which explains the behavior they actually display. What foundation phase educators claimed to be the Learning programme, work schedules, lesson plans did not comply with the Curriculum 2005 and OBE documents which provide guidelines for school-based curriculum planning and development. According to the department’s manuals on Curriculum planning foundation phase educators were expected to adopt a collegial approach which means inviting all those who have interest in education in the community and develop a range of themes this is known as macro-level of planning. It is the observation of the researcher that educators’ espoused theory is not congruent with what they believe learning programmes plans ought to reflect. Their theory-in-use subscribes to the objectives-based approach in that their methodology, strategies used for selecting the range of content are contrary to those prescribed in Curriculum 2005 planning guidelines.

## **SUMMARY OF FINDINGS**

This study established on the basis of the qualitative data analysis that the implementation of Outcomes-Based Education in foundation phase classroom after nine years of its implementation showed very little evidence of its success in the classrooms. The issues identified by this study with regards to OBE implementation in foundation phase classrooms are discussed as follows:

### **6.3.1 Lack of monitoring and supervision**

The issue of time constraints hindered Heads of Departments in conducting class visits and this implies that supervision and monitoring of the implementation of

OBE is not effective in schools. The inadequacy of the training provided to heads of department in furnishing them with appropriate knowledge about OBE and its implementation contributed to their inefficiency to execute their supervisory and monitoring roles. Lack of supervision and monitoring could impede effective teaching and learning because educators could do the minimum amount of work and convince the management that much work had been covered with the learners. This is their theory in action, i.e. what they espouse is not congruent with what they do (Argyris 1996)

### **6.3.2 Non- existence of educator-support programmes**

Stenhouse (1975:67) asserts "No curriculum development without teacher development." In support of this assertion Carr (1995) contends that curriculum innovations are not simply instructional guideline purposed to improve teaching but are the expression of ideas to improve teachers. Goodson (1994) argues that in-service training for teachers should be an ongoing programme for effective implementation of curriculum innovations. He further states that in-service training helps to reduce the communication gap between the theorists and practitioners. The responses of the participants demonstrated explicitly that foundation phase educators were not engaged in any in-service training programmes to equip them with theory and practice of Curriculum 2005 and OBE.

The findings showed that there were no support programmes in place in schools to support educators with knowledge and expertise of implementing OBE in classrooms. It is the view of the researcher that heads of department should know that staff-development programmes such as seminars and workshops are important in providing educators with opportunities to reflect and review their practice. Staff-development programmes could be helpful for educators to discuss the *manuals* on curriculum development and assessment process. This could also be done in a language the educators understand. The staff-development

programme could encourage educators to be creative and innovative in thinking about better ways of implementing OBE which could also address the challenges in their local environment.

### **6.3.3 Lack of accountability**

Lack of supervision and monitoring could have resulted in a lack of accountability. The uncertainty prevailing among heads of departments and insufficient training in OBE theory and practice could promote incapacities and poor performance among educators. This means that heads of departments could not blame educators for their incapacity and poor performance because they could not provide educators with guidance to assist them to improve their performance. This implied that educators were not accountable for their mediocrity in implementing the outcomes-based curriculum which was evident in the curriculum planning (appendices G & H) and also in the recording of learners' performance in the educators' journals (Appendices N, O & P). The curriculum planning reflects omissions of critical aspects of OBE. Such as principles and critical outcomes that are not encompassed in the learning contexts. If heads of department were competent in OBE theory and practice such omissions could have been avoided. The assessment records (Appendices O, P & Q) were approved by the heads of department although the comments did not clearly indicated the knowledge, skills, values and attitudes the learner had successfully demonstrated. The tick sign confirmed that heads of department accepted that learners should know concepts only and the focus was not as required on the acquisition of knowledge, skills, values and attitudes. The heads of departments did not comment about the discrepancy, and the implication could be that they did not see anything wrong with the learning activities and the assessment process.

#### 6.3.4 Trial and error or uncertainty about OBE classroom practice

The lack of competency evidenced by the heads of department to understand the theory and practice of the outcomes-based curriculum resulted in them being unable to coach and mentor educators towards the good practice of implementing the outcomes-based curriculum and the principles that are underlying it. The perceptions of educators were that they rely on the trial and error methods in search of a suitable means of implementing an OBE in their schools. The networking which heads of department mentioned as a form of support programme could imply that educators adopt what their colleagues in other schools had designed to make OBE implementation effective in their local environment.

Carr (1995) argues that teachers expose and articulate the theoretical understanding they have of the activities when they describe and explain such things as; their choice of teaching methods and selection of curriculum content. In formulating responses to questions, educators were in fact revealing the cornerstone of the total conceptual structure within which their educational policies and practices were designed and executed. Although their philosophies are not some kind of academic theory to which practicing educators may remain indifferent. The educators' theory-in-use and educational philosophies did not reflect any subscriptions to academic theory but only to what Carr (ibid) refers to as "*common-sense assumption*". According to Carr (ibid) the *common-sense assumption* constitutes the basic patterns of thought in terms of which teachers make sense of what they are doing. *Common-sense assumption* is an inherited way of thinking and it always contain beliefs and assumptions that are the product of the customs, myths and prejudices of the past or traditional practice.

The uncertainty of foundation phase educators about their day-to day practice demonstrated their lack of mastery of the new approach to teaching. The researcher aligned their theoretical understanding of their practice with *common-sense assumption theory*. What educators think is OBE teaching is actual not

what they are doing in their daily classroom practice. The methods of teaching used and selection of content reflect the beliefs, customs and assumptions of the content-driven and objectives-based theory of the apartheid educational philosophy,

### **6.3.5 Lack of empowerment of Heads of Department**

Miller 1994 argues: “As an empowered person, the teacher will rather act as a facilitator. The teacher would be the dominant authority figure who controls how and what is taught. It is therefore critical that the teacher be empowered in order to be a fully fledged and effective curriculum agent.”

The heads of department according to the above argument would be dominant figures to control the outcomes-based curriculum theory and practice if they could be empowered. According to Lagana (1998) empowerment is the process of providing teachers with the opportunity and necessary resources to enable them to *believe and feel that they understand their work and have the power to improve it*. Carl (1995) stated that without empowerment change in classroom practice could not occur.

The concept of empowerment which could help in the implementation of Outcomes-Based curriculum in schools should be in the context of the arguments presented by the researchers above of why OBE implementation has failed. Heads of Departments need to be provided with the opportunities such as intensive workshops to equip them with expert knowledge of outcomes-based education and principles underlying the OBE curriculum. They could also be equipped with expertise of practical implementation of outcomes-based teaching and learning. Heads of department could also be trained on how to implement Continuous assessment process. They could also be provided with knowledge and skills of facilitating school based workshops for educators. Browder (1993) says that

empowerment includes any activity which enhances the professional status of the teacher. This implies that Heads of Department's self-image should be promoted as well as the prestige they could enjoy from educators and they could be able to work within a team context. This in fact could empower the Heads of Departments to exercise authority over their school and that could lead to improvement and effectiveness in the implementation of OBE in educators' classroom practice.

#### **6.4 CONCLUSION**

This chapter presented the process of qualitative data analysis used to deduce the views from the responses provided by the heads of departments on the questions which sought to find out the support-programmes available to educators to facilitate the implementation of OBE. The identified issues were presented and discussed under the summary of findings. Those issues were; lack of accountability of heads of department and educators, non existence of support programmes, lack of supervision and monitoring of OBE implementation in classrooms and a lack of empowerment of heads of department and educators for the effective implementation of OBE. The issues were discussed in corroboration with literature. Those issues were critical to the successful implementation of outcomes-based education and the RNCS in the classrooms. The failure to address the issues adequately impaired the implementation of OBE. Supervision, monitoring, coaching, mentoring, supporting and guidance are the required processes for the effective implementation of educational change. Educators as the work force in the education system need to experience these processes for the purpose of professional growth and effective teaching practice (Carl 1995).

## **CHAPTER SEVEN**

### **EFFECTS OF CLASSROOM-BASED SUPPORT**

#### **7.1 INTRODUCTION**

This chapter presents the findings resulting from the analysis of data collected through classroom observations. The observation sheet used for data collection consisted of *seven focal areas* to be observed in foundation phase educators' classroom practice. The observation sheet sought to collect data to verify the findings established from the foundation phase educators' responses to the questionnaires and self-evaluation sheets. The findings established from the data collected through observation were analysed and interpreted in the context of the findings established in chapter four and five where the educators rated themselves on their competency in OBE. This chapter sought to establish contradictions and congruence in the data collected by the three instruments namely; questionnaire, self-evaluation sheets and observation schedules.

The data as alluded to in the above paragraph was triangulated in order to establish the realities about the implementation of OBE and its continuities in curriculum changes in the foundation phase after the period of nine years of its introduction in schools. The findings collected from the classrooms threw some light on whether there is success in the implementation of OBE in foundation phase levels or not.

#### **7.2 THE PROCESS OF DATA ANALYSIS**

Data analysis process started with the transcribing of data from the video tapes into texts and that was followed by the organising of data into manageable units. The data was then classified according to the facts and trends identified from the analysis. Documentation related to lesson planning and assessment records were



analysed in order to confirm the findings of the self-evaluation sheets done by educators.

The following paragraphs present the trends and facts identified from the data collected during classroom observation. The trends and facts presented were contextualised within the realities which prevailed in classrooms where observations were conducted.

The observation of classroom practice was conducted in three schools with foundation phase classes. The schools which were visited are located in semi-rural areas. The first school is 6 kilometers away from town. It is electrified and well resourced in terms of equipment such as a duplicating machine, photo copiers and faxes. The learner enrolment is 800 and 12 there are foundation phase educators. The second school is also well equipped with such machines and it is electrified. The learner enrollment is 1057, it offered foundation phase education only and the number of educators was 27. It is 15 kilometers away from town. The third school is 25 kilometers away from town. It is electrified and also well equipped with facilities such as photocopiers, duplicating machines and learners' computers. These schools have everything required for effective teaching and learning.

#### **7.2.1 Trends and facts about curriculum planning and lesson presentations**

According to the data collected through the observation of foundation phase educators' lessons and record files, it was established that there were omissions of OBE principles and other essential aspects of the curriculum. These omissions were observed in their long term planning (Learning Programme or phase plans), medium term planning (work schedules) and short term planning (Lesson plans). The aspects of curriculum which were omitted at all levels of OBE curriculum planning (Appendices G, H, I, J &K) are discussed below.

### 7.2. 1.1 Omissions

***Integration of knowledge from various fields or disciplines:*** The Life skills lesson observed in grade three in school A which was on voting (Appendix H) could have included the numerical knowledge of counting of votes. The mathematics operations such as subtraction and addition should have been incorporated. Learners could have calculated the number of female and males who appear on the voters roll and have added to find the total number of voters. Literacy skills such communication of the voting result verbally, in writing and using graphs could have portrayed integration of knowledge and skills to be acquired by learners. Learners could have developed the competency to transfer skills and knowledge in the learning process. It was indicated in the earlier chapters that integrated knowledge is one of the critical principles of outcomes-based teaching and learning. The omission of this principle in learning could imply that teaching and learning in classrooms is not integrated (Lubisi et al 1998)

**7.2.1.1.1 Holistic development and assessment of learners:** The lesson plan and its presentation observed in school **B** (Appendix J) was about weather and the context was the environment. The format of the lesson plan did not provide enough space for the educator to write down the knowledge, skills, values and attitudes the learning activity purported to develop in learners. The educator used the same topic and context for **Numeracy, Literacy and Life skills** activities. The educator when asked about the reason for that practice, responded by saying it was for the purpose of *integrating knowledge*. The educator presented a literacy lesson by asking learners the questions based on the seasons of the year. Learners were asked the names of the months and the educator wrote the names of the month on the board and asked learners to read the names. The educator showed learners the chart with drawings of the sun, rain and clouds. The lesson was concluded with the questions based on what the educators had discussed with the learners.

The topic of the lesson was about the weather but the presentation focused on the seasons and months of the year. The educator was supposed to tell learners about the knowledge, skills, values and attitudes they would learn as they engaged in the learning activity. Holistic development according to Lubisi *et al.*, (1998) refers to the development of the learner in totality. This implies the development of the head, heart and hands. The learners in the learning activity should be able to comprehend, feel and do. The educator's lesson focus was on the intellectual knowledge only. Holistic development and holistic assessment of the learner is one of the key principles of outcomes-based education in South Africa. The omission of such critical aspects of OBE teaching and learning could imply that educators do not understand this critical principle of OBE. The tendency of educators to ignore holistic approach when designing and presenting their lessons subscribes to what Fullan (1985) refers to as *brute sanity* which the researcher alluded to in chapter two. According to Fullan (ibid) brute sanity is a tendency of curriculum designers to overlook the complexity and detailed process and procedures required for the implementation of the innovations. Grundy (1987) argue that this tendency is identified with views of the advocates of RDDA theory which has been cut down to D and A (Goodson 1994). The proponents of this theory have a rational implementer of curriculum change. Curriculum 2005 as well as RNCS policy documents describe the kind of educator envisaged to implement the OBE curriculum in classrooms. According to the Department of Education (2003) OBE envisions educators who are qualified, competent, dedicated, interpreters, mediators of learning, designers of learning programmes and learning material, researchers and assessors.

**7.2.1.1.2 Integration of assessment in the learning activities:** The observation of the **numeracy** lesson plan (Appendix K) did not show the skills, attitude, knowledge and values that would be assessed during the learning process. The educator when introducing the lesson did not tell learners about the skills,

knowledge, attitudes and values they would be expected to demonstrate during the learning process. The educator asked learners to recite a poem about greetings; “Good morning, good morning. How are you?” The educator asked questions based on the content only and learners answered questions and that was the conclusion of the lesson. In OBE teaching and learning, assessment forms an integral part of the learning basis. Continuous assessment means that the learner should be assessed on an ongoing process. The integration of assessment and learning process is another critical principle underlying the OBE curriculum (Lubisi et al 1998 and Vithal 2005). The omission of this principle could mean that the implementation of OBE in the classroom is facing a threat of failure.

**7.2.1.1.3 Learner-centredness:** The life skills lesson plan (Appendix H) should explain how learners were prepared for the learning activities. The lesson should have been introduced by telling learners the learning method chosen for the lesson e.g. group learning, individual learning etc. so that learners could know why they have to learn according to that method (Department of Education, 2000 and Killen, 1996) . The role of the educator is to provide learners with the learning support material relevant to the learning method and to the context of learning. Learners should be told upfront the skills, knowledge, attitude and values they would learn from the activity. For example in the learning context voting, learners should have been provided with secret ballot sheets, the voters’ roll, voting boxes, some papers to be used as identity documents. The procedure followed in voting should have been the activity carried out by the learners using all the learning support material. The skills learners could develop in that lesson were listening, speaking, classifying, categorizing and critical thinking. The knowledge learned could be concepts such as democracy, secret ballots, voting officers and voting results. The values inculcated in learners could be patriotism, sense of belonging and the principles of democracy. The attitudes developed could be awareness of co-existence by tolerating others, responsibility and respect of other people’s views. The role of the educator could have been to guide the learners as they engage in the procedures and process of voting. The educator should ensure that

learners demonstrate the skills, knowledge, values and attitudes stated during the introduction of the lesson. The educator could apply group assessment by designing the questionnaire so that learner could evaluate the performance in the activity (Department of Education 2000).

## **2.2 Trends and facts about classroom organisation and teaching in the foundation Phase**

This research revealed that in some of the schools the conditions under which teaching and learning was taking place were not conducive to learning in terms of floor space. It was observed that it was a reality that in some schools two classes shared one classroom. There were other instances of overcrowding observed where four grade one classes were taught by different educators in the same space. These are the realities which foundation phase educators in those schools experienced in their classroom practice on a daily basis. The challenges of teaching learners under such conditions could be that educators could not manage learners' behaviour and learners could not hear instructions because of the noise. The learners' hygiene was also at stake because learners had to stay so close to one another. The other challenge was that the desk which was meant for three learners had to be used by five learners. As a result the space the learners had to write was a problem. There was a need for more desks and more floor space.

The responses of the educators to the question which sought to find out the criteria or methods used for the formation of groups indicated that the learner groups were randomly formed. The educators considered the gender issue by mixing learners and girls in groups for the purpose of creating a sense of acceptance and non-discrimination among learners. The educators did not mention anything about learners' performance and learning methods. In OBE teaching and learning grouping is for the learning purpose and it is determined by the learning method chosen by an educator for learning not a seating arrangement (Department of Education 2000 and Vithal 2005). It was observed that the

learners' grouping was conceived by educators as the form of classroom arrangement not based on the learning processes. Educators argued that OBE required learners to sit in groups not in the formal arrangement as was used during apartheid. The research established that there are huge gaps in educators' knowledge of outcomes-based education and in the manner in which educators implement it in their classroom practice. The tendency of organizing class group on permanent basis or considering learner grouping as a seating arrangement indicated that educators did not know the purpose of group teaching and learning. It also showed that educators did not apply all teaching strategies recommended for the implementation of OBE and its curriculum in classrooms. The observations indicated that educators did not know that OBE requires different seating arrangements as determined by the kind of activities learners had to perform and also how assessment strategies chosen for those learning activities contribute towards the grouping of learners. The grouping of learners could have been based on the learners' performance in the learning process e.g. slow learners could have formed a group for the purpose of providing them with remedial activities, the educator could have mixed learners of different abilities in one group so that they could assist one another in the learning process. The other aspect to be considered by educators could have been the learners' educational needs such as language, knowledge and skills. For example, learners who experience difficulties with the language of learning could form a group so that the educators could assist them to address it.

### **7.2.3 Trends and facts about educators' sensitivity to learners' learning diversity in their classroom practice**

The observation of educators' classroom practice also focused on the manner in which educators organised their learning activities or lesson to address diversity of learners' educational needs. The lesson plans observed did not indicate the consideration of different learners' educational needs or learning diversity. The educators in their lessons presentations were general to all learners with no room

for specifications. This trend revealed that foundation phase educators over look some of OBE principles in their classroom practice. The recitations of facts and concepts observed were performed by the whole class even those who could not pronounce the words such as triangle, rectangle, circle, rectangular prisms and triangular prisms were repeating that what others were saying. The recited prose and poems at the beginning of the lesson was observed to be a common trend in foundation phase grades. Some of the poems recited bore no relationship to the lesson presented. The reason provided by educators to the researchers' question which aimed to determine the significant of the recitation of the poem before the lesson was that they serve as introduction to the learning activity. The observation of educators' classroom practice in all classes of the schools visited established that there was a common trend in the manner in which foundation phase educators introduced their lessons with that of recitation of poems. That was interpreted as uncertainty prevailing among educators about how OBE lessons could be introduced. It was stated earlier in this study that an OBE lesson should be introduced by preparing learners for learning which encompasses the discussion of skills, knowledge, attitudes and values the learners would acquire from the learning activity. The recitation of irrelevant could promote rote learning and memorization of sentences which were meaningless to learners.

#### **7.2.4. Trends and facts with regard to assessment techniques and purposes of assessment**

The issue of assessment in the foundation phase in the sampled for this research is not in line with OBE assessment strategies. It was alluded to in the above arguments that the foundation phase educators' lessons observed did not manifest integration of assessment in the learning activities. The view of assessment reflected in the lesson plans was that of lesson evaluation which aimed at checking how much learners grasped from the content imparted by an educator. It was observed that the main trend in assessing methods and tools were: question and answer method, worksheets, graphs, demonstration and observations. The

observations indicated that the issue of holistic assessment was not considered by foundation phase educators in their curriculum planning or in their lesson presentation. There was no indication of how the development of values, attitudes and skills were assessed. The overlooking of holistic assessment proved to be a common trend in classroom practice of all educators observed for this study. This trend confirmed that OBE continuous assessment was not implemented although educators argued that they assess learners on weekly and on a monthly basis. It became apparent from the educators' arguments that they have difficulty in differentiating continuous assessment which means the integration of learning activities and assessment criteria and assessing continuously which refers to frequent testing of learners' acquisition of knowledge. This could imply that learners' profiles did not reflect the holistic development of the learners' because assessment of learners did not form part of the learning process. The effects of continuing assessing could be that learners' did not receive quick feedback about their performance in the daily activities because educators waited for a specific time when learners' knowledge would be tested. The tests would not be effective in helping the learners to improve their performance. This practice could impact negatively on the quality of learning in the foundation phase. Learners in order to succeed need prompt feedback after the learning activity and assessment assist in monitoring learners' intellectual growth as well as learning progress.

#### **7.4 INTERPRETATION OF THE FINDINGS**

It was established on the basis of the observations and foundation phase educators' arguments sampled for this study, that the implementation of OBE in the foundation phase after nine years of introduction faced threats and challenges. The incapacity of foundation phase educators to reflect the principles underpinning the OBE curriculum in their school curriculum planning echoed a critical threat to educational change in South African schools.

The other findings generated from the data collected from observation sheets



could be summarized as follows:

***7.4.1 Lack of interdisciplinary teaching and learning in the foundation phase:***

Theme and topic based teaching and learning form part of foundation phase teaching which reflected fragmented and disjointed knowledge learned by learners. Knowledge of this nature did not relate to learners' real life experience and this contradicts OBE intentions of integrated learning for meaningful knowledge acquisition which is relevant to learners' real life experiences. The formulation of knowledge to be learned according to outcomes based education should be based on the learners' needs, communities' needs and societies' values and needs not and random selection of knowledge from texts designed without the consideration of these contexts.

***7.4.2 No purpose driven assessment:*** This study established that the assessment procedures applied by foundation phase educators were not purpose driven. Educators assess for the purpose of reporting to supervisors that assessment had been conducted. OBE stresses the need for a purpose-oriented assessment. OBE assessment emphasizes that each assessment conducted should be evidenced in the learners' portfolio's and profiles hence assessment should be integral part of the learning process for the learners.

## **7.5 CONCLUSION**

This chapter presented the summary of how data collected through observation schedule of classroom practice was analysed. The findings based on the observation of foundation phase educators' classroom teaching were discussed. The trends and facts about classroom practice were discussed in the context of the focal areas of the observation sheet. The findings were also presented and interpreted in the context of what the research question sought to find out about the effect of classroom-based support on educators' development and the improvement of the implementation of OBE in their classrooms.

The incapacity of foundation phase educators to apply OBE teaching and learning methods has been identified in this chapter as being of serious concern. The foundation phase educators in the sample had difficulties in introducing the OBE learning activity according to the OBE implementation guidelines (Department of Education 2000). The recitation of poems was the evidence of the inability of educators to apply procedures for preparing learners for the activity. There was also a problem noticed with regards to the organization of learners to learn, in OBE teaching and learning organization of learners is determined by the learners learning method chosen for learning and learners' educational needs such as language. The grouping of learners on the basis of their abilities as a permanent seating arrangement could create discrimination and division among learners. The group of under-achievers could be labeled as being failures and that could discourage their efforts to improve their performance. The negative effects of such grouping could impair the implementation of the OBE principles which states that all learners can succeed in learning.

## **CHAPTER 8**

### **ISSUES AND SYNTHESIS OF FINDINGS**

#### **8.1 INTRODUCTION**

This chapter presents a summary of the findings obtained from the empirical research outlined in the earlier chapters. A synthesis of the findings linked the four research questions of this study and drew implications from OBE and curriculum 2005 implementation in the foundation phase. The validity of the findings were assessed by providing a framework within which a conclusion and findings could be interpreted and understood. A brief discussion about limitations highlighted difficulties and constraints experienced during the research process. Recommendations or suggestions are made so as to inform future studies in this field. The

recommendations made could also to a certain extent, provide curriculum researchers with important information on the realities about the implementation of outcomes based education and the RNCS. In the South African context the foundation phase not much research has been done. A lot of research targets higher classes but the crucial phase which lays the foundation to all kinds of literacies. The importance of this research is its qualitative analysis of data and which has led to establishing how OBE is implemented in the initial stages of learning. The results may throw light on why illiteracy among learners is growing

## **8.2 SUMMARY AND SYNTHESIS OF FINDINGS**

The findings presented in this chapter were obtained from empirical research procedures. The process of data collection and data analysis identified critical issues in OBE and generated the following findings using four research instruments. The conclusions drawn by this study resulted from the interpretation of findings from both qualitative and quantitative data. The following conclusions present the contradictions and congruences identified from the findings generated from the data collected by four research instruments, questionnaire, self-evaluation sheet, interview schedule and observation schedule.

## **8.3 CONCLUSIONS DRAWN FROM CONTRADICTIONS IN THE FINDINGS FROM DATA COLLECTED BY THE VARIOUS INSTRUMENTS**

### **8.3.1 Gaps in the educators' knowledge about the school-based OBE curriculum planning in the classrooms**

Contradictions surfaced in the findings of the data from the questionnaire filled in by the respondents when compared to the findings of the data from the observation sheets used by the researcher, with regards to the school-based curriculum planning. The observations of the records of the plans resembling macro, meso and micro

curriculum planning for the foundation phase in the schools chosen in the sample, indicated that there were omissions in the curriculum plans such as: integration of knowledge from different fields to ensure integrated learning or intradisciplinary teaching and learning, integration of assessment with learning activities to ensure that assessment formed an integral part of the learning process. Integration is a natural way of learning for foundation phase learners because their thinking does not occur in different compartments.

The curriculum plans observed could have reflected the various teaching methods selected for each learning context to substantiate that foundation phase educators understand the diversity in learning. According to Lubisi (1998) integrated learning and integration of assessment with learning process are the main features of outcomes-based education. Therefore the omission of these in the school-based curriculum planning informs this study that the educators might know the concepts but the main issue is their failure to apply the concepts and terminology in practice. Sanders (2006) confirms that OBE introduced a large number of innovative ideas that were unfamiliar to many educators. The educators have struggled with understanding the implementation of OBE and have also struggled understanding the terminology used.

### **8.3.2 Outcomes-based approach to teaching and learning in Foundation Phase classroom practice**

The findings of the data from the questionnaire showed that the majority of foundation phase educators in the sample felt that the OBE training workshops were effective in helping them to understand how the traditional teaching approach (content-based) differed from the new teaching approach (outcomes based) which entailed being able to compare the old teaching and learning strategies and the new approach to teaching and learning. The problem with this section was that it could be learned through memorization and surface learning.

This type of knowing did not translate into demonstration of mastery of concepts in practice.

The areas of comparison are stated in Department of Education (1997: 6-7) as follows:

In the traditional approach learners were *passive* whilst in the new approach learners are *active*. The old approach was examination driven whilst in the new approach the learners are assessed on an on going basis. The traditional approach promoted *rote learning* whilst the new approach promoted *thinking, reasoning, reflections* and *actions*. The syllabus in the traditional approach was broken into subjects and very content-based whilst the new approach emphasized an integration of knowledge and learning is relevant and connected to real life situations through Learning Areas. The traditional approach was textbook bound and teacher centred whilst the new approach is learner-centred, the teacher is a *facilitator*. Terminology in the OBE curriculum has caused a great problem. Even the idea of facilitation was not clear to all the teachers. None of the teachers were clear about the implications of facilitating learners. This would include strategies to assist the learners to learn better and more efficiently.

The understanding of the differences outlined would enable educators to know what was expected of them when they implemented curriculum changes in their classrooms. The claim of the foundation phase educators that they understood the difference between the old approach to teaching and learning which was content based, examination and test-driven, teacher-centred and textbook bound and the new approach to teaching and learning which was outcomes based, learners-centred, continuous assessment driven and based on integration of knowledge was not supported by data. Although the respondents could almost sing the differences between the traditional and new approach to teaching /learning they had no skills of how to implement the curriculum. This practice of the foundation

phase educators is congruent with what Carr (1995) termed common-sense assumption theory. The educators' methods of teaching subscribed to the theory in action (Argyris 1996) .

The contradiction was established based on the findings of the questionnaire and that of the observation sheet. According to data in the observation sheet the foundation phase classroom practice could not be identified with the new approach but in all its manifestations the classroom practice observed resembled the features of the old approach. The responses to questions asked to seek for clarity regarding the contradictions, indicated that the conditions under which the respondents teach did not allow for the implementation of the new approach. The classes were overcrowded and there was lack of resources to implant activity-based lessons. Other respondents explained that sometimes they found it difficult to implement some of curriculum changes because they do not know how they should do it. For instance the respondents indicated their lack of skills in such planning for diverse learners, use of content to *develop attitudes, values skills and knowledge in learners* and *integration of assessment* in learning activities. If the training workshops assisted foundation phase educators to utilize content for the development of the attitudes, values skills and knowledge, the respondents would be able to select content that could provide the learning contexts wherein learners learned and developed values for those things valued by their communities and society. Such values are respect, life, environment, beliefs, hygiene, safety etc. The attitudes that should be reflected in learning contexts are for example; love, patience, commitment, willingness, non-racialism, tolerance, compassion and sympathy.

The findings of the observation on the teaching and learning methods in the lesson plan and in the presentation of lessons indicated that the promotion of rote learning in that learners are required to reproduce and to *recite* meaningless concepts and words taught to learners without context was rife. The question and answer method was commonly used by all educators to check how much the

learner grasps from the lesson recited by the educator. It seemed the respondents still believed that the question and answer method is what catered for learner-centered teaching. Even the idea of questioning mechanics was not effective, the respondents did not give “wait time” for learners to think and formulate rich answers before they responded.

### **8.3.3 LESSON PLANS AND PRESENTATIONS**

The findings of the questionnaire indicated that the majority of educators felt that the workshops they had attended had been helpful in assisting them to differentiate between outcomes-based and objectives-based teaching styles. The objective-based teaching is time based while outcomes-based teaching does not use time factor for the accomplishment of learning outcomes. Objectives-based teaching is test and examination driven whilst in outcomes-based teaching assessment of learners is an ongoing process (Killen; 1996). Assessment plays a central role in learning. It was therefore important for respondents to understand both the meaning and strategies to implement continuous assessment.

The understanding of the difference between objective-based teaching style and outcomes-based teaching should have benefited educators to develop lessons showing the learning process in which learners would be engaged in with a clearly stated purpose, assessment techniques and significance of the methods chosen for learning and teaching. The findings of the observation indicated that the lessons taught were based on *fragmented pieces of knowledge* and the topics and themes observed on the records of lesson plans did not reflect *coherence of knowledge* and activities. Each lesson had its own assessment method to evaluate the outcomes of the educator’s lesson.

### **8.3.4 EDUCATOR-CENTRED LESSONS**

The findings of the data from the questionnaire indicated that the majority of the

foundation phase educators in the sample felt that workshops were effective in equipping them with knowledge and skills to prepare learner-centred activities. In the Department of Education (1997) document the concept of learner-centred lessons is unpacked to mean that teachers serve as facilitators, a role whereby they constantly use group work and teamwork in teaching. Learners need to actively participate in the learning process under the guidance of the educators. Sanders (2006) elaborates that learner-centredness does not mean activity-based but that the lesson takes care of differences that occurs among learners and try to accommodate these differences.

If educators acquired knowledge and skills of learner-centred approaches and the preparation of activities to implement it, this would have enabled educators to prepare lesson for learning process and conduct learner-centered activities effectively taking learners' need in consideration in their own classrooms. The findings of the data from classroom observations informed this study that the teaching and learning in the foundation phase is educator-centered in that the educator impart knowledge to learners and asked the learners questions. There was no room for learners to ask questions or air their views about the knowledge imparted. The learners continued to be viewed as tabula rasa and sponges of learning content (Marrow and Beard 1981, Fouche 1982)

It was observed that learner involvement was about asking questions after the educator had delivered the lesson and when the learners were asked to write some work. *The learners' involvement during the learning activity was very minimal.* In an OBE classroom, an educator prepares learner-centred activities. The educator should select a learning context which will be suitable for the development of the skills, attitudes, values and knowledge. Learning has to be purposeful with a desired skill developed by learning experiences. The educator should look for the resources relevant to the development appropriate of the skills, knowledge, attitudes and knowledge. The resources serve the aim of facilitating learning. The educator should then evaluate the learning activities in terms of the mixed abilities



in learning in the classroom. The educator provides learning resources that will cater for all learning ability groups which are slow learners, physically challenged, highly gifted and those with learning barriers such as incompetency in the language of learning. Regarding the presentation of activities according to Killen (1996), the educator should inform the learners about the significance of the teaching and learning context chosen to their real life situations, value of the learning method chosen for the learning activity and more importantly the assessment criteria (standard) or the expected performance. The prior preparation of the learners is of significance in motivating learners to see the value in learning and to know why they have to engage in learning the activity. It is also stressed in an outcomes-based approach that educators should tell learners that they will all succeed and that they must take their own time because learning the process is more important than the learning product. The findings of the observation sheet did not indicate the manifestations or reflection of understanding of all these essential features of the OBE in the foundation phase classroom practice. These were no records of individual progress in different learning areas, showing a serious tracking of the learners' progress, for instance, in reading, spelling, counting etc.

#### **8.3.5 Lack of supervision, mentoring, guidance of educators the implementation of OBE and its curriculum in the foundation phase**

The findings of the data from the questionnaire indicated that the majority of the foundation phase educators in the sample felt that the heads of departments are performing their roles in facilitating the implementation of OBE in classrooms. The roles of the heads of department were to supervise, mentor, guide and support foundation phase educators' practice to ensure that the new curriculum changes are implemented in classrooms. The findings of the data from the observation sheets and interview schedule informed this study that the implementation of OBE and its curriculum changes were not supervised. The implication was that even those who had to supervise the intermediate phase teachers did not have

enough knowledge and skills to support their colleagues.

The responses of the heads of department to the interview schedules conducted in the research for this study indicated that heads of department as supervisors of classroom practice in foundation phase failed to provide support, guidance and monitoring to ensure the implementation of OBE. This was due to a lack of expert knowledge in OBE, time constraints because they had their own classes to teach on a full time basis and inadequate training from centralized workshops because of the length of time given for those workshops. If Heads of Department were supervising and monitoring the implementation of OBE in the foundation phase, the curriculum planning records would have reflected all the aspects of OBE. It was discovered from the heads of departments' responses to questions that sought to find out whether they had coaching documents from DoE in their disposal, that some of the documents were there but they did not have time to discuss them. The lack of supervision was viewed by the research of this study as the main threat facing the implementation of OBE and its curriculum in the foundation phase. Before starting a new programme like this, it would have been very good if all the educators and supervisors were properly trained.

#### **8.3.6 Misconceptions about learner-centred support materials.**

The findings of the data from the questionnaire reflected that the majority of the foundation phase educators felt that the training workshops enabled them to *develop their own teaching and learning materials* which were learner-centred. These findings showed that the foundation phase educators in the sample gained knowledge on materials development which considered diverse learners' needs which are; learning barriers (e.g. language), learning pace, intelligence, attitudes and values as well as skills. The contradiction identified from the finding of the observation sheet was that foundation phase educators' conceptions of learning material was in *terms of charts with pictures hanging on the classroom walls and worksheets copied from textbooks*. This was a limited view of learner-centredness.

To cater for learner-centred lessons for a specific class one needs to be more creative in order to cater for diverse needs. This includes providing for various learning styles. Charts indicate catering for visual learners. It would seem that learners who have a preference for a Kinesthetic and auditory learning style may have not been catered for (Lubisi et al 1998).

#### **8.3.7 The implementation of notional time in the foundation phase was problematic**

The findings of the data from the questionnaire showed that the majority of the foundation phase educators held the perception that the OBE training workshops were of help to them as far as the management of OBE notional time was concerned. This finding indicated that the foundation phase educators understood that in outcomes-based methodology there were no fixed *time frames* stipulated for the process of learning (because learners learn at different rates). The understanding of time management benefited educators when drawing up their time tables. This entailed flexibility when choosing from days cycles time table or an hourly based time table when allocating time ideal from their foundation phase learning and assessment.

The findings of the data from the observation sheet contradicted the educators' claim in that actual learning in their classes is still period based. The foundation phase educators based their lessons on the time table periods and as a result learners are given activities to be finished at the end of the periods. It was also observed that the learners were reprimanded for not completing the work within a specified time. That tendency informed the research of this study that time is still considered by foundation phase educators as a factor in the learners' learning process regardless of learners' learning diversity. The flexibility allowed by the OBE philosophy that learners will learn at their own pace has not been adopted by the educators (Spady and Marshall 1991).

Notional time and its management in terms of OBE teaching and learning refers to the ideal time provided to learning activities for the accomplishment of the learning outcomes by the learners taken seriously. The management of notional time is crucial because it determines the number of learning activities to be covered in the learners' learning process with the consideration of diversity in learning. The recommended time table for OBE is the five-day cycle. The schools according to the Department of Education (2000) could choose to use a five, seven and nine day cycle. In OBE teaching and learning time is determined by the learners' learning pace and learning rate.

### **8.3.8 Misconception about the OBE principle: All learners can succeed**

The findings of the data from the questionnaire indicated that the majority of the foundation phase educators in the sample felt that the training workshops helped them to understand the implementation of the OBE principle which emphasized that all learners can succeed. This finding showed that the foundation phase educators have an understanding of the fact that all learners possess the potential to learn and to succeed in learning at their own pace (Spady and Marshall (1991). It was hoped that the acquisition of that knowledge would assist educators to implement diverse method of teaching. Such methods would enable the educators to know the learners with different learning needs such as language barrier from the rest of the class, those with specific learning difficulties or physical difficulties mainstream those with very superior achievement. The understanding of this OBE principle in question would enable the educators to find out exactly where each of the learners is with regards to *skills, knowledge, attitudes* and *values* and the educators would know the kinds of special learning experience that needed to be provided for the learners to catch up (Department of Education 2000).

The findings of the data from observation sheets and interview schedules which sought to solicit data from heads of department indicated that there were

misconceptions about the OBE principle that all learners can succeed. The foundation phase conception of this OBE principle was that of 'pass one pass all'. In fact in OBE terms this principle as it was alluded to earlier, means that learners' success or failure cannot be judged on the basis of time especially because not all the learners have the same learning pace (Killen 1996). The learner could proceed to another year of learning in the grade having not accomplished the outcomes or met the requirements of the assessment standards in the previous grade. This is the reason why within a phase proceeding of learners to the next grade in OBE terms is referred to as progression and not promotion (Department of Education 1997)

If the educators knew the meaning of the principle it should have been observed during the research of this study in their assessment procedures such as the learners' portfolio's and profiles *showing what learners could do and could not do*. There were no records which clearly showed what the learners had mastered and what they had not mastered. The heads of departments could have provided the evidence of the assessment procedures applied in the foundation phase which indicated that this principle was implemented efficiently and effectively.

### **8.3.9 Difficulties in the application of different OBE learning and teaching methods**

Findings of the data from the questionnaire and self-evaluation sheet indicated that the majority of the foundation phase educators in the sample felt that after training workshops they were competent in applying different learning and teaching methods required in outcomes-based teaching. The findings of the data from the observation sheets contradicted the educators' claim that they have capacity to apply OBE learning/teaching methods. The records of all three levels of planning did not portray their knowledge and expertise in the learning method such as whole class teaching, learning for diversity, individual work learning and

mixed group learning, remediation learning. It should have been observed how educators engaged learners in the activities in ensuring that these learning methods were operational. It was therefore concluded on the basis of the observation findings that the foundation phase educators were lacking the capacity to apply the OBE learning methods to ensure the accomplishment of learning outcomes by all the learners in their classrooms (Department of Education 2000 and 2003).

#### **8.3.10 Lack of motivation by foundation phase educators to implement OBE in their classroom practice**

The findings from the questionnaires and self-evaluation sheets indicated that the majority of foundation phase educators in the sample held the perception that after the training workshops they felt motivated to implement OBE in their classroom practice. The findings of the data from the observation sheets contradicted the perception of the educators regarding their motivation or interest in implementing OBE in their classroom practice. The questions asked during observation which sought to solicit the information related to attitudes from the educators in the sample, showed that they were initially excited about OBE, but challenges such as *overcrowded classrooms* and *high learner-educator ratio* the latest curriculum development changes, *lack of support from the school management teams* (principal, deputy principal and heads of department) had resulted in their lack of motivation. Another factor mentioned by the respondents' responses which contributed largely to the lack of motivation was the *issue of paper work involved and monitoring of learners' learning*. In their view OBE had introduced too much work for educators. The findings of the observation sheet informed this study that foundation phase educators do not have interest in implementing OBE in their classroom practice. This lack of motivation was viewed in this study as a critical threat to the implementation of OBE which impaired the improvement of the quality of learning by the foundation phase learners.

#### **8.3.11 Lack of support from subject or phase advisors to foundation phase educators regarding challenges facing implementation of OBE in their classroom practice**

The findings from the questionnaire indicated that the majority of the foundation phase educators in the sample held the perception that the phase or subject advisors provide them with classroom based support. The finding of the data from the observation sheet contradicted the perception of the educators. According to the interviews during observations which sought to solicit information with regard to the availability of subject advisors the responses indicated that some of the respondents did not know about subject or phase foundation advisors let alone spending time with them to discuss the challenges they were experiencing in their classroom which militated against the implementation of OBE.

#### **8.3.12 Misconception about OBE classroom arrangement and organization of learners for learning processes**

The findings of the data from questionnaires and self-evaluation sheets indicated that the foundation phase educators in the sample felt that they were competent in terms of OBE classroom organization and learner arrangement. The findings of data from observation sheets contradicted the claim of the foundation phase educators about their competency in classroom organization. The data collected by means of observation sheets informed this study that the organization and arrangement of learners were not in accordance with OBE learning processes. The educators' conception of OBE classroom and arrangement means the arrangement of furniture in circles to allow learners to sit in groups permanently. In the OBE classroom grouping of learners and seating arrangement is determined by the learning method chosen for a particular learning process and activities (Department of Education 2000).

#### **8.4 Conclusions based on congruent findings of the data from four research instruments**

The conclusions drawn on the basis of findings of the data collected by means of questionnaires, interview schedules, observation sheets and self evaluation sheets which reflected congruent interpretations were identified as follows:

##### **8.4.1 Difficulties in the planning and implementation of learning activities for diverse learners' needs in the foundation phase**

The majority of the foundation phase educators in the sample held the perception that they were not adequately equipped with skills and expertise to plan and implement learning activities which could cater for learners who are physically challenged, had language problems, gifted learners, individual learner's learning styles, slow learners, steady plodders, etc. The findings of the data from the observation sheet indicated that educators experienced difficulties in planning and in accommodating diversity in learning. In OBE teaching and learning the educator needs to cater for diverse learners' educational needs by varying the learning process, products, resources and learning support material with which the learners engage in the classroom and in this way every learner gets a chance to work in his or her preferred way from time to time (Department of Education 2000)

##### **8.4.2 Lack of competency among the foundation phase educators to use content as a vehicle to develop skills, attitudes, values and knowledge in learners through learning activities**

The findings indicated that the majority of educators in the sample acknowledged that they were *not competent in using content to develop skills, attitude, values and knowledge*. The findings of the data from the observation sheets concurred with the educators' perception. Outcomes-based education, unlike content and



objective-based teaching emphasizes the development of skills, attitudes, values and knowledge. This happens when an educator re-organises the learning environment or content in a manner in which learners could develop *skills such as critical thinking* when he or she reflects on what they have acquired from the content. Activities need to be purposeful and with a definite intention to develop specific skills (Coetzer 2001). For instance, the learners should be able to count up to ten and display ten items. The learning environment should develop values such as respect, willingness, commitment, justice, peace and diligence in the learners. The selected learning environment should also develop attitudes in learners such as passion, compassion, dedication, sympathy, non-racialism and tolerance (Department of Education 1997). With regards to knowledge it is crucial for learners to acquire knowledge of concepts, appropriate for their cognitive level. Activities done in class should therefore stimulate thinking and get the child to be mentally involved. It is easy in the foundation phase to get learners to do *things in chorus without thinking*, this need to be discouraged. Learning must be meaningful (Coetzer (ibid)). The educator can be a role model of these values and reinforce them positively whenever the learners display them.

#### **8.4.3 Incapacity of foundation phase educators to link assessment criteria (assessment standards) and specific outcomes (learning outcomes) in their lesson activities for the purpose of continuous assessment**

The finding from three research instruments used to collect data for this study indicated that the foundation phase educators in the sample are *not* able to link assessment criteria (standards) and specific outcomes (learning outcomes) in their learning activities. In OBE teaching and learning the learning outcome is a point of departure in the selection of the learning environment or content. This means that the educators should know the needs of the learners in terms of knowledge, skills, attitudes and values because they are the determinants of learning outcome/s to be achieved by the planned series of learning activities. In fact learning outcomes are constituted by the knowledge, skills, attitudes and values

that the learners are expected to demonstrate as they engage in a learning process. The assessment criteria or standards are attached to each learning outcome to be used as a yard stick to measure the learners' progress towards the achievement of the desired learning outcome chosen for the learning activities. This is to say in OBE terms, assessment is a twin sister of the learning outcome in the activities or that they form an integral part of learning (Lubis et al 1998).

The findings of data from the observation sheet informed this study that the foundation phase educators did know about the learning outcomes and assessment standards but in their classroom practice there was no correlation between learning outcomes and assessment standards in their learning activities. Educators did not inform learners about the significance of the learning activities to their real life situation and they did not discuss the learning outcome and the assessment standard with the learners prior to engagement in the activities. Instead it was observed to be a common trend for all educators in foundation phase teaching to introduce their lessons by asking learners *to recite a poem and prose* which did not have anything to do with the class learning activities. There seemed to be a great pressure to have the learners do something even if it was not relevant to the lesson. This is another area where the educators misinterpreted activity-based lessons. This trend informed the research of this study that educators in the sample are unable to implement OBE teaching and learning in the classroom practice.

#### **8.4.4 Incapacity of the foundation phase educators to implement OBE teaching strategies and techniques of remedial teaching and learning**

The findings of data from the research instruments used for the research in this study indicated that remedial teaching and learning did not exist in the foundation phase. The findings of the data from observation informed this study that foundation phase educators did not understand the purposes for their assessment techniques. There were no strategies indicating ability to plan lessons that are

suitable for their learners' diverse learning abilities. For example, if the purpose of assessing was to know the learners' knowledge in the activities to be introduced, the baseline assessment was suitable to inform the educator about the diversity that prevailed in his class in that regard. The educator could then organise learners in groups based on the results of the baseline assessment. The group teaching and learning could be used and this is recommended in OBE classrooms. The educator could also use mixed ability group teaching and learning by mixing those learners who are show to be knowledgeable in the learning environment with those who were not familiar with that content. These strategies could also be of significance for foundation phase educators who had large classes.

The remedial teaching strategy could have been possible if the educators in the sample understood the purpose of diagnostic and formative assessment. The assessment techniques could be used to identify learners with learning difficulties as well as to inform the educator about the area in the learning activities which are problematic to learners. The educators could work on the remedial strategies or alternative means they could make use of to ensure that all learners accomplished the outcome. Educators should know that this is the reason why assessment had to be continuous and be an integral part of the learning process (Department of Education 2000).

#### **8.4.5 Incapacity of foundation phase educators to link critical outcomes to the learning programme planning and work schedule**

The findings of data from the instruments used by the researcher for this study indicated that the foundation phase educators were unable to demonstrate the link between *critical outcomes* which are the basic foundations for learning in OBE learning. These are cross-field outcomes which mean they should be enshrined in all subjects or learning programme of teaching and learning. There are eight

critical outcomes which provide the framework for curriculum development in schools. Two examples of critical outcomes are discussed which stipulate that learners should be able to successfully demonstrate their ability to:

- Communicate effectively using visual, mathematical and/ or language skills in the modes of oral or written presentation. This critical outcome implies that the learning programme or foundation phase planning should reflect the strategies to be used to ensure that the learners by the end of the learning in the phase would demonstrate this critical outcome.
- Identify and solve problems by using creative and critical thinking. This critical outcome should be enshrined in the curriculum plans for foundation phase teaching and learning. The learning programmes which are numeracy, literacy and life skills learning activities should manifest these essential or critical outcomes.

The findings of the data from observation indicated that foundation phase educators teach topics and themes which did not reflect any consideration of these critical outcomes. Critical outcomes tend to be marginalized with educators in most cases completely forgetting about them.

#### **8.4.6 Lack of confidence in the foundation phase educators about their classroom practice in the implementation OBE and it curriculum development**

The findings indicated that the majority of the respondents in the sample felt that the training workshops did not empower them sufficiently with OBE expert knowledge and expertise which could make them confident that they could deal with challenges of implementation of OBE in their classrooms. This finding indicated that educators felt that they were not equipped to deal with the practical implementation of OBE in their classroom situations. The findings from the

observation sheet informed this study that the incapacity of foundation phase educators to deal with the challenges of OBE in their classroom practice and the lack of support from the members of school management and phase advisors had resulted in the lack of confidence in them and in their supervisors. The uncertainty prevailing among foundation phase educators in the sample about what ought to be done contributed to the lack of confidence in educators about their classroom practice. There seems to be no doubt that Curriculum 2005 was introduced hastily without prior preparation of educators. The damage done by educators who try to implement a system they do not understand cannot be under estimated. The lack confidence and incapacity of educators to implement curriculum innovations effectively in classrooms confirmed the claims made by Fullan (1985) about what he called *curriculum overload*. Curriculum overload refers to: the process of implementing curriculum change which is attempted too early, overly ambitious curriculum change without thorough preparation of resources, unco-ordinated process of the curriculum change implementation. Stenhouse (1976) declares that no curriculum development occur successfully without teacher development.

## **8.5 LIMITATIONS OF THE STUDY**

The research conducted for this study was affected by limitations which arose from the data collection process. The limitations included the lack of supervision of the completion of questionnaires and self-evaluation sheets, limited funding available for travelling during interviews and time constraints.

### **8.5.1 Limitations related to the administration of questionnaires and self-evaluation sheets**

Initially the research sample for this study was to include all schools with foundation phase grades in all wards of the Lower Tugela Circuit. The researcher decided to reduce the sample since administration of questionnaires and self evaluation sheets was anticipated to be a problem. One hundred and fifty

foundation phase educators were selected for the sample. The researcher relied on the principals to collect the self-administered questionnaires from the educators. The result was that some questionnaires were returned not fully completed because no one checked and monitored their completion by educators in schools fully. The incomplete questionnaires and self-evaluation sheets contributed to some difficulties during the process of data analysis and the interpretations. From one hundred and fifty questionnaires and self-evaluation sheets only one hundred and twenty were returned.

#### **8.5.2 Limitations related to arrangement of interviews and observation of classroom practice**

The researcher aimed to interview all the foundation phase Heads of Department supervising the implementation of OBE in the foundation phase. The problem was that the researcher is an employee of the department and she could not visit all the schools during working hours. The interviews and observations were arranged to take place within thirty minutes after teaching time. Special arrangements were made to video tape the lessons conducted and follow up questions which were supposed to be asked during teaching were asked after the lesson was over. The problem of time spent with educators impaired the collection of more data the researcher sought to solicit regarding the foundation phase educators' classroom experiences in implementing OBE.

With regards to interviews, the researcher aimed to spend time with Heads of Departments, but owing to the limited time the researcher had to limit the number of questions seeking information related to their supervision roles of the implementation of OBE in the foundation phase. Another constraint was that some of the Heads of Departments were newly appointed and were not yet sure about their job descriptions. This resulted in brief responses with a lot of hesitation and sometimes they failed to respond at all. This experience resulted in gaps in the information the researcher intended to collect in order to inform the

study. This is one of the problems which indicate that the implementation of OBE is facing some challenges. It is a problem if the senior members in the schools are not clear about the demands of OBE who in the schools will give the necessary direction. The situation is likely to get worse and national surveys on literacy levels will not continue to indicate a decline.

### **8.5.3 Funding Constraints**

The research demanded travelling and many telephonic discussions. The researcher could not get a sponsor for the research which impaired its planning and implementation. The researcher wished to meet the foundation phase educators before the dissemination of questionnaires and self-evaluation sheets for the purpose of explaining the aim of the research. The research was conducted concurrently with the evaluation process conducted by the department for the purpose of Integrated Quality Management Systems (IQMS). The intention would have been to help the educators see that the two evaluations were different.

## **8.6 RECOMMENDATIONS**

This study makes the following recommendations based on the conclusions from the research findings.

- Intensive in-service training for foundation phase educators is required in order to equip educators with knowledge of Outcomes-Based Education system and its approach to curriculum planning and implementation in the classroom. The in-service training should be an ongoing process not one day, rushed or three days crash workshops as the respondents contended. The nature of the workshops is also important, effective workshops are hands-on and minds-on. These workshops should demonstrate with practical examples how the educator teaches knowledge skills and values.

- Circuit based foundation phase advisors are recommended. The advisors could facilitate the co-ordination of ward structures wherein Heads of Department will be involved. The phase advisors could equip Heads of Departments with the knowledge of educational changes that have taken place in South Africa to improve the quality of teaching and learning called OBE. The Heads of Departments need proper training if they are to take the lead in implementation of OBE in classrooms.
- The formation of school clusters in wards. The educators of the clustered schools could meet on a regular basis to develop their plans and to evaluate their plans in terms of challenges that could have been experienced in their implementation in their classroom. The process of collaboration and sharing of knowledge needs to be encouraged. The clustering of schools could benefit newly appointed educators and those who have not been in the school system for some reasons to up date them about changes and continuities in curriculum development.
- The reduction of educator-learner ratio in the foundation phase particularly in pre-dominantly African schools in rural areas to at least 1: 20. The foundation phase is a very critical stage of learning and most of the foundation phase learners do not attend reception classes. As a result there are gaps in their knowledge. This gap requires educators to spend a lot of time to bridge those learning gaps. With large classes of up to 50, the educator cannot give individual attention to learners who need help.
- Phase advisors and facilitators of centralized training workshops should be experienced in the realities of the foundation phase classrooms both in rural and in urban schools. There is a great need to use people who are familiar with the foundation phase and who know what they are talking about. Experience is a great teacher and an in-service provider needs that insight that comes with a rich experience in the field. Workshops where manuals are just read and hand-on practical done, are not effective.



- Training of the members of the School Management Teams is essential. It was a very disappointing situation to find that the principal and deputy principals did not receive sufficient training in OBE and curriculum development. In some cases they relied on educators for guidance and this impeded proper monitoring and supervision of OBE implementation. It was therefore ironic that the managers could not manage the curriculum implementation effectively due to their own lack of knowledge and skills.

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## **APPENDIX A**

### **A LETTER OF PERMISSION TO CONDUCT A RESEARCH**

## **APPENDIX B**

### **QUESTIONNAIRE TO FOUNDATION PHASE EDUCATORS**

17 Dahlia Road  
Stanger Manor  
Stanger 4450  
23 March 2004

The Circuit Chief Manager

P.O BOX 1068

Stanger

4450

Dear Madam

**Re: request for a permission to conduct research in schools in the Lower Tugela Circuit.**

I am hereby requesting a permission to conduct research in schools under Lower Tugela Circuit office. This research is part of the study pursued towards a Doctoral Degree with the University of Zululand.

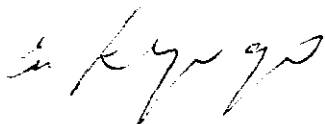
Twenty (20) primary schools with foundation phase classes are targeted for this research. I will be administering questionnaire and self evaluation sheets to foundation phase educators. I will interview foundation phase HODs about their experiences in curriculum management and curriculum implementation in foundation phase classes. Some schools will be visited for the purpose of lesson observations.

I will be very much pleased if this request could receive your favourable consideration. I consider the outcomes of this study to be benefit to Lower Tugela primary schools.

Thank You

Yours Faithfully

M.E Kuzwayo



## **APPENDIX C**

### **SELF-EVALUATION SHEET TO FOUNDATION PHASE EDUCATORS**

## EVALUATION SHEET

Use the rating scale to indicate your response . Put a cross (X) where you think it is appropriate . Read the statement before you put a cross .

### 1. Your understanding of outcomes based education

Very poor	poor	Average	Good ✕	Very good
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### 2. Understanding link between critical outcomes and specific outcomes

Very poor	poor	Average	good ✕	Very good
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### 3. Understanding of link between learning outcomes and learning area

Very poor	poor	Average	good	Very good
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### 4. Your competency in planning and outcome based learning activities

Very poor	poor	Average	good ✕	Very good
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### 5. Your competency in applying learner centered approach in teaching

Very poor	poor	Average	good ✕	Very good
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### 6. Your competency in managing different learners' learning pace .

Very poor	poor	Average	good	Very good ✕
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### 7. Your competency in facilitating group work and group projects for learners

Very poor	poor	Average	good	Very good ✕
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### 8. Your understanding of continuous assessment

Very poor	poor	Average	good ✕	Very good
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## **APPENDIX D**

### **INTERVIEW SCHEDULES TO HEADS OF DEPARTMENTS**

## INTERVIEW SCHEDULE

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### **THE FOLLOWING QUESTION ARE TO BE ANSWERED BY HEADS OF DEPARTMENTS.**

1. Are foundation phase educators under your supervision well equipped about Curriculum Planning required in Outcomes Based Education?

Yes/ No

2. If Yes. What are the indicators which prove that they have expertise in curriculum planning?

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3. If No. What are the challenges facing educators in your school with regards to OBE curriculum planning and curriculum implementation in classrooms?

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4. What professional development programmes are in place in your school to assist educators to overcome challenges of curriculum planning and implementation thereof in classrooms?

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5. Do educators' teaching strategies enshrine the OBE teaching premises namely; (i) telling learners the purpose of the learning strategy chosen for the activity, (ii) motivating by telling them that they will all succeed and (iii) making them aware of the desired behavioural change to be demonstrated after the activity?

i. 

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ii. 

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iii. 

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6. Do educators in you view, encounter any problem/s in selecting learning outcomes and assessment standards for the learning activities?

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7. In your view, are educators familiar with the concept of (i) Holistic assessment? and (ii)do you think they are implementing holistic assessment?

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## **APPENDIX E**

### **OBSERVATION SCHEDULE**

**Lesson preparation**

**Lesson presentation**

**Learner-centredness**

<b>Class Organization</b>	
<b>Sensitivity to learning diversity</b>	

**Interdisciplinary teaching and learning.**

**Assessment activities**

<b>Linking assessment standards and learning outcome in the activity</b>	
<b>Integration of the teaching and learning strategies</b>	

## **APPENDIX F**

### **LEARNING PROGRAMME PLANNING GRADES 1-3**



## LEARNING PROGRAMME: NUMERACY

TERM: TWOCONTEXT: ENVIRONMENTWEEKS: 11

WEEKS	LO LEARNING OUTCOMES	AS ASSESSMENT STANDARDS	CONTENT CONCEPTS	ACTIVITIES	ASSESSMENT STRATEGIES	RESOURCES
2	LO:1 NUMBER, OPERATION AND RELATIONSHIPS	AS:5-SOLVE AND EXPLAINS SOLUTION TO PRACTICAL PROBLEMS	SEASONS a) WEATHER	• WEATHER SIGNS - CALENDAR - GRAPH. • DAYS AND MONTHS	OBSERVATION	T.V & CHARTS BOOK
2		AS:7-USES THE FF. TECHNIQUES X1- BUILDING UP AND BREAKING DOWN.	b. CLOTHING	• NAMING - SORTING - COUNTING TYPES OF CLOTHES AND COLOURS ADDITION - SUBTRACTION	QUESTIONS AND ANSWER	PICTURES MAGAZINES
1	LO:2 PATTERNS, FUNCTIONS AND ALGEBRA	AS:1-COPIES AND EXTENDS SIMPLE PATTERNS.	c. WATER	• MEASURING • SHAPES		REAL OBJECTS
2			d. PLANTS	• PROBLEM SOLVING • STORY SUMS • NAMING HEALTHY & UNHEALTHY FOOD.	QUESTION AND ANSWER WRITING	BOOKS CHALKBOARD
2	LO:3 SPACE AND SHAPE	AS:1-RECOGNISES IDENTIFIES AND NAMES 3-D SHAPES AND OBJECTS	e. ANIMALS	• JOINING DOTS TO MAKE AN ANIMAL • NAMING ANIMALS FOUND AT HOME - SORTING USEFUL ANIMALS.	OBSERVATION QUESTION ANSWER WRITING	BOOKS, CHARTS WORKSHEETS
2	LO:4 MEASUREMENT	AS:1-DESCRIBES THE A TIME OF THE DAY IN TERMS OF DAY OR NIGHT.	f. FOOD HYGIEN	• COLOURING FRUITS & VEGETABLES	QUESTION AND ANSWER	DRAWINGS PICTURES CRAYONS

# LEARNING PROGRAMME NUMERACY

TERM: 1<sup>st</sup> TERM

CONTEXT: ENTREPRENEURSHIP

WEEKS: 3

WEEKS	LO LEARNING OUTCOMES	AS ASSESSMENT STANDARDS	CONTENT CONCEPTS	ACTIVITIES	ASSESSMENT STRATEGIES	RESOURCES
	L.O.1.					
1	NO. OPERATION AND RELATIONSHIP	AS: 5 SOLVE MONEY PROBLEMS, TOTALS AND CHANGE IN RANDS AND CENTS	SHOPPING	• MONEY INTRODUCTION eg COINS & NOTES • ADDITION • SUBTRACTION	• OBSERVATION • QUESTIONS AND • ANSWERS	• COINS • NOTES
2	L.O.:- 4 MEASUREMENT	AS:- 5 ESTIMATE MEASURES COMPARES AND ORDERS THREE DECIMAL OBJECTS USING NON STANDARD MEASURES eg MASS CAPACITY & LENGTH	BUYING & SELLING	• ROLE PLAY eg SHOPKEEPER AND A BUYER • DIVISION • MULTIPLICATION IN • MASS • LENGTH • CAPACITY	• OBSERVATION • QUESTIONS • ANSWERS	REAL OBJECTS eg BOTTLES BOXES BAGS
1	L.O. 5 DATA HANDLING	AS:- 2, AS: 5, AS: 6 SORTS PHYSICAL OBJECTS ACCORDING AS: 5 SOLVE MONEY PROBLEMS AS: 6 DESCRIBES OWN COLLECTION OF OBJECTS	SORTING		• GROUPING • PRICE LABELLING • BUDGET	• REAL OBJECTS • GLASS CARDS • CRAYONS

## **APPENDIX G**

### **WORK SCHEDULES GRADES 1-3**

### LIFE SKILLS GRADE 3

	Context	Teaching & learning	Intergration	Forms of assessment	Resources	Duration
1	Health promotion	AS 1 &3 AS 2  AS 4	SS LO3 AS 1 ,2,3&5 EMS LO1 AS 1 TECH LO1 AS 4 SS LO1 AS 1	Baseline	My cleaver book p3 Paints , brushes, paper	19/01/06 - 10/02/06 10/02/06
2	Social development	As1  AS2  AS 3 AS 4	SS LO1 AS3 , A&C LO1 AS9, HL LO1 AS 2 A&C LO1 AS 7 SS LO1, AS 4, A&C LO2 AS 3 HL LO2 , AS 5&2 AS 5 A&C LO2 AS 3,SSLO1 AS 1	Formative	My clever book p11-13  My clever book p 16,18-20  Learners, posters, my clever book p32	13/02/06 – 03/03/06  06/03/06 – 31/03/06  10/04/06 – 28/04/06
3	Personal development	AS 1 AS 2 AS 3  AS 4 AS 5	A&C LO1 AS9 A&C LO3 AS 2 A&C LO3 AS 7, A&C LO1 AS 9 SSLO1 AS3 A&C LO1 AS 9	Formative	Cardboard, paints, brushes  Radio & cassettes , learners My clever book p 39	01/08/06 – 23/05/06  24/05/06 – 22/06/06
4	Physical development & movement	AS 1 &3 AS 2 AS 4	NS LO1 AS 2.1 A&C LO3 AS 5 NS LO1 AS 2	Formative	Learners themselves, hula- hoop Ball (tennis ) Worksheet with good and bad games	17/07/06 – 11/08/06  14/08/06 – 31/08/06

### NUMERACY GRADE 3

LO'S	CONTEXT	CLUSTERING OF AS FROM LEARNING OUTCOMES	INTERGRATION FROM OTHER LEARNING AREAS	TEACHING/ LEARNING	FORMS OF ASSESMENT AND AS's	RESOURCE MATERIAL
1	My family & friends	AS ,2, 9, 10, 11, 7	LO 2 AS 1 EMS 1 AS 1, 2, 3 EMS AS 3, 4	AS 2, 9, 10, 11	Baseline AS 1, 3	Counters, number charts, worksheets table of 2, 5, 10 number cards
1	My family & friends	AS 5, 8	EMS 1 AS 1, 2 LO 2 (SOC.) AS 3	AS 3, 4, 6, 5, 8	Summative AS 4, 5	Charts , worksheets, assessment sheet, clock
2	My school & home	AS 1, 3 LO 1 AS 1,2	A&C 2 AS 4 LO 4 AS 3 NS 1 AS 3	AS 1, 2 LO 1 AS 1, 2	Baseline as 1, 3 Formative AS 4	Number charts, shapes, pictures, calculators, real objects, worksheets
3	My school & home	AS 3, 4, 5, 6	EMS 1 AS 1, 3 SS 1 (Geo) as 2, 4 LO 1 AS 2 LO2 AS 5 A&C 1 AS 4 A& C 4 AS 4	AS 3, 4, , 5, 6, 1, 22	Baseline AS 1, Summative AS 3, 5	Real objects in different shapes, charts with picture worksheets
4	My school & home	AS 1, 2 LO 1 AS 5	LO 1 AS 1 LO2 AS 1 SS 2 (hist.) AS 1, 2	AS 5 & 6	Baseline AS 1,2,3	Digital clock , calendar, scale, wall watch, calculators, worksheets,
5	My school & home	AS 1, 2, 3	SS 3 AS 1, 2 NS1 AS 1, 3 EMS 2 AS 2, 4 HL 3 AS 1	AS 3	Summative AS 4, 5 Baseline AS 1, 2	Worksheets, chart with pictures, Real objects

## **APPENDIX I**

### **LESSON PLANS- NUMERACY**

NUMERACY

CONTEXT: My home & School	DURATION : 2 Weeks
ACTIVITY ONE: Structures & Building	DATE STARTED: 18.04.06 COMPLETED: 15.05.06
<p><u>STEP ONE:</u> Lo3 AS1, 2, &amp; 3</p> <p>Different shapes of material at School e.g. building materials, teaching material, equipment and at home e.g. utensil, furniture</p>	<p>TEACHING STRATEGIES</p> <p>The learners will identify the different types of shapes e.g. circle, triangle. They will count the faces of a drawn object</p>
<p><u>STEP TWO:</u></p> <p>Structures that show 3 dimensional shapes are dusters, cupboard, fridge, cone, buildings etc.</p>	<p>TEACHING STRATEGIES</p> <p>Learners will be introduced to 3 Dimensional Shapes through 2 Dimensional shapes. They will be shown the faces of 2D to that of 3D 2 Dimensional shapes = length X height and 3 Dimensional shapes = <math>L \times B \times H</math></p>
<p><u>STEP THREE:</u></p> <p>Talk about things that they can improvise to keep their belongings e.g. pencil case, invitation card etc.</p>	<p>TEACHING STRATEGIES</p> <p>The learners will design 3 dimensional objects e.g. cone, pyramid, cube, cuboid etc. using papers.</p>
CLUSTERING	
INTEGRATION	
RESOURCES papers, crayons, Scissors glue.	
SKILLS designing.	
KNOWLEDGE counting	
ATTITUDE Love, enjoyment	
VALUES appreciation	

## **APPENDIX J**

### **LESSON PLANS – LIFE SKILLS**



## LIFE SKILLS

CONTEXT: Mj School/ And Home	DURATION : 740 Weeks
ACTIVITY ONE: VOTING PROCESS	DATE STARTED: 18-01 COMPLETED: 27-01
<p><u>STEP ONE :</u></p> <p>The educator will assist learners to draft their classroom rules.</p> <p>The educator will write the rules on the board and the learners will read them.</p>	<p>TEACHING STRATEGIES</p> <p>The educator will guide and facilitate</p>
<p><u>STEP TWO:</u></p> <p>Learners will be asked to mention leaders they knew.</p> <p>The educator and the learners will discuss about the qualities of a good leader.</p>	<p>TEACHING STRATEGIES</p> <p>The educator will guide and facilitate</p>
<p><u>STEP THREE:</u></p> <p>The educator will assist learners to choose people <del>will</del> to be voted as their class leaders.</p> <p>The educator will also help them to vote for the class leader.</p>	<p>TEACHING STRATEGIES</p> <p>The educator will guide and facilitate.</p>
CLUSTERING	AS 1 & 3
INTEGRATION	
RESOURCES	Books and learners themselves
SKILLS	Obey class rules.
KNOWLEDGE	Identify class rules
ATTITUDE	Respect
VALUES	TOLERANCE.

## **APPENDIX K**

### **ASSESSMENT RECORDS /SCHOOL A**



# Rating

# Activities

- 1 No skill, attitude and knowledge are demonstrated
- 2 Few skills, knowledge, attitude are demonstrated
- 3 Progress is demonstrated
- 4 Outstanding Performance

	18.01.06	30.01.06	30.01.06	03.02.06	06.02.06	10.02.06	13.02.06	17.02.06
Choosing a friend								
Listening to a story								
listens enjoys and responds appropriately to riddles and jokes								
Personal experience								
AS 1+6	AS 4	AS 5+6	AS 2+3					

# OVERALL

- L01
1. Bengu Samukelisiwe
  2. Buthelezi Nkululeko
  3. Cele Lindokuhle
  4. Dlamini Andile
  5. Dlamini Sindisiwe
  6. Dube Siyabonga
  7. Gcabashe Sthabile
  8. Gcwabaza Zipho
  9. Gumede Brian
  10. Gumede Celumusa
  11. Gumede Ngobile
  12. Hlophe Michael
  13. Khoza Pinky
  14. Khumalo Nora
  15. Khweshube Sphamandla
  16. Magagula Sdongile
  17. Makhaye Snethemba
  18. Makhoba Nokuthula
  19. Maluleka Nobuhle

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2	2	2	2	2	der
1	2	1	1	1	Sh
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## **APPENDIX L**

### **ASSESSMENT RECORDS/ SCHOOL B**

CONTEXT : ALL ABOUT ME & ENVIRONMENT	LEARNER'S NAME	DATA HANDLING ATTENDANCE REGISTER	NUMERACY					LITERACY					LIFE - SKILLS					COMMENTS	RESULTS				
			ADDITION - RECAPITULATION	MULTIPLIES 2, 3, 4, 6	MULTIPLICATION	NUMBER SEQUENCES	NUMBER LINE (ADD)	NUMBER LINE (MINUS)	COUNTING	PREPOSITIONS	PLURALS	WORD BUILDING	PUNCTUATIONS	READING + WRITING	SEASONS	WEATHER	PLANTS			FLAG + ANTHEM	HEALTHY DIET	DESIGNING MENU	COVERAGE (FOOD)
	1. BUTHELEZI HAPPY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	GOOD	C	
	2. BHODOZA CERO	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	GOOD	C	
	3. BHODOZA THOKOZ	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	GOOD	C	
	4. CELE MKOWBI	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	GOOD	C	
	5. DLADLA LETUME	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	GOOD	C	
	6. DLAMINI KHEHIN	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	GOOD	C	
	7. DUBE KHANTISIL	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	GOOD	C	
	8. DUBE NOTIANDO	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	GOOD	C	
	9. DUBE SINDAO	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	GOOD	C	
	10. DUBE THABISO	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	GOOD	C	
	11. GUMEDE MENZI	→	→	→	→	✓	✓	✓	→	✓	→	→	→	✓	✓	✓	✓	✓	✓	✓	WEAK	NC	
	12. GUMEDE NOXOLO	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	GOOD	C	
	13. KHANTILE NOME	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	GOOD	C	
	14. KHUZWATO ANDIL	→	→	→	→	✓	✓	✓	→	✓	→	→	→	✓	✓	✓	✓	✓	✓	✓	WEAK	NC	
	16. MAGNADA NSABU	→	→	→	→	✓	✓	✓	→	✓	→	→	→	✓	✓	✓	✓	✓	✓	✓	WEAK	NC	
	17. MACHABA MBALI	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	GOOD	C	
	18. MAPHUMULO SIBISI	→	→	→	✓	✓	✓	✓	→	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	GOOD	NC	
	19. MAPHUMULO THAB	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	GOOD	C	
	20. MCAWULI SPHEKE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	GOOD	C	
✓ Understanding the Concepts																							
• Needs improvements																							
→ Remediate																							
→ Re-teach Concept																							
DEPT OF EDUCATION																						Class Teacher	
ZILUNGISELE PRIMARY SCHOOL																						O.M. NOLU	
PG BOX 2366, KWADUKUZA, 4450																						No of Learners 42	
																						No of C 30	
																						No of NC 12	

DEPT OF EDUCATION

ZILUNGISELE PRIMARY SCHOOL

P O BOX 2368, KWADUKUZA, 4450

TEL (032) 559 9983

DATE 29-06-06

*[Signature]*

Class Teacher  
O.M. NDOU

No of Learners 42

No of C 30

No of NC 12