A CURRICULUM INNOVATION IN SOUTH AFRICAN SCHOOLS: TEACHERS' PERSPECTIVES ON THE PROCESS OF IMPLEMENTING THE "FOUNDATIONS FOR LEARNING CAMPAIGN" IN THE FOUNDATION AND INTERMEDIATE PHASES IN THE UTHUNGULU DISTRICT

BY

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Submitted to the Faculty of Education in fulfilment of the requirements for the degree of

DOCTOR OF EDUCATION

in the Department of
CURRICULUM & INSTRUCTIONAL STUDIES
at the
UNIVERSITY OF ZULULAND

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Date Submitted: November 2013

DECLARATION

I, SAMANTHA GOVENDER hereby declare that "A **CURRICULUM INNOVATION IN SOUTH AFRICAN SCHOOLS: TEACHERS' PERSPECTIVES ON THE PROCESS OF IMPLEMENTING THE FOUNDATIONS FOR LEARNING CAMPAIGN IN THE FOUNDATION AND INTERMEDIATE PHASES IN THE UTHUNGULU DISTRICT"** is my own work both in conception and execution and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

Signed by ……………………..on the ………day of the …………………….2014.

ABSTRACT

This study aimed at understanding the efficacy of the implementation of the national curriculum innovations called "Foundations for Learning Campaign" in schools under uThungulu District, within the province of KwaZulu-Natal in South Africa. Furthermore, it included assessing the level of preparedness of educators in their teaching of basic skills in the classroom and identifying the gaps in the dissemination and implementation of curriculum innovations. The view upheld within this study was that 'the use of alternative strategies to implement national curriculum innovations in schools is of no use if the school practitioners are sidelined in the development, planning and organisation processes of the innovation." The study targeted foundation and intermediate phase teachers from grades one to six teaching numeracy/literacy and languages/mathematics, from whom a sample of 120 teachers was purposefully selected as they were the initial focus of the Foundations for Learning Campaign. Both qualitative and quantitative methods were employed in the collection of data.

The findings revealed that majority of the educators were not adequately equipped with skills and expertise to implement the Foundations for Learning Campaign effectively and efficiently in the classroom. Inadequate preparation was due to the following reasons: lack of sufficient time allocated for training, inappropriate and irrelevant training and inadequately trained facilitators. In addition, there is a lack of professional development programmes and school-based activities to enhance the teaching and learning of basic skills. Inadequate supervision, monitoring and support from both the staff management team and subject advisors/specialists predominantly prevailed during the implementation of the Foundations for Learning Campaign. Furthermore, the model used to cascade the national curriculum innovation to schools identified within the study was inadequate for the efficacious implementation of the Foundations for Learning Campaign.

The study recommends that: teacher orientation, training and support processes should be refined; a high teacher-pupil ratio needs to be phased out and discouraged; a variety of quality Learner Teacher Support Material should be readily available and easily accessible to educators in the classroom to enhance the teaching and learning of languages and mathematics; on-going supervision, monitoring and support from the staff management team and subject advisors/specialists are necessary with regards to curriculum implementation; and finally professional development programmes and school based activities currently in place need to be evaluated and reviewed.

ACKNOWLEDGEMENTS

DEDICATION

I dedicate this dissertation to my family, especially…

to my beloved and late grandparents for their immense love, encouragement and support;

to my late Dad and loving Mom for instilling the importance of hard work and education,

to my loving husband, Billy and wonderful son, Daniel, for their patience, sacrifice and understanding;

to my incredible sisters Bonita and Renita, may you also be motivated and encouraged to reach your dreams;

always remember that even the largest task can be accomplished if it is done one step at a time.

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CHAPTER ONE: INTRODUCTION AND ORIENTATION

1.1 INTRODUCTION

Curriculum is the core of education and it influences all educational activities. Given the importance that curriculum holds in education, curriculum development cannot be done arbitrarily. Over the past years, South Africa has had a number of contributing factors which have detrimentally influenced effective curriculum development and many of these problems still exist. According to Carl (2012:132) South Africa as a whole is often characterised by quick changes in the field of education, curriculum innovations seem to take place overnight and are ineffectively disseminated and poorly implemented. This situation from the very onset creates a climate for dissatisfaction and resistance, because all the relevant stakeholders have not been effectively prepared with regards to the envisaged changes.

For the purpose of this study, curriculum development is regarded as an umbrella and continuing process in which structure and systematic planning methods feature strongly from design to evaluation. In Carl (2012:38) curriculum development comprises a number of phases: curriculum design, curriculum dissemination, curriculum implementation and curriculum evaluation. Carl (2012:42) succinctly describes curriculum dissemination, which is often equated with implementation in most curriculum literature, as that phase in curriculum development during which the consumers, in this case, the educators are prepared for the intended implementation and information is disseminated. Various curriculum initiatives have already failed because curriculum dissemination is not seen as valuable and as a phase on its own (Carl, 2012:112).

In much of the literature, dissemination is generally regarded as synonymous with implementation, while they should in fact be regarded as two separate phases although still inextricably linked. Dissemination is a crucial phase for implementing any curriculum innovation or renewal and should be a prerequisite for meaningful and successful implementation. On the other hand, Carl (2012:135) views curriculum implementation as that phase during which the relevant design is applied in practice. He strongly points out that successful implementation, however, depends on the extent to which all consumers are informed and have been prepared for the envisaged change and whether they are also prepared to associate themselves with it. Furthermore, Fullan (1994: 2839) reaffirms that the

study of implementation processes is concerned "with the nature and extent of actual change, as well as the factors and processes that influence how and what changes are achieved."

Our past curriculum innovations or renewal have come under attack from academics as they claim they have often failed as a result of defective or injudicious dissemination (Jansen, 1997; Jansen and Christie, 1999). After the relevant stakeholders have been prepared for the envisaged change, the implementation phase follows. Schubert (1986:42) warns that this implementation must not be a mere carrying out of instructions but should consider that actual developments must take place within the classroom. Successful implementation, however, also depends on the extent to which all the relevant stakeholders are informed and have been prepared for the envisaged change and whether they are also prepared to associate themselves with it, or if it is simply going to be another detailed educational policy renewal without actual practice. In curriculum as in other areas of education, one would presumably believe sufficient research is carried out; nevertheless one always seems to be reminded of the many challenges experienced within this field, necessitating on-going research, interaction between policymakers, teachers and school organisations to avoid possible misunderstandings and misconceptions about curriculum intentions, although how this is still to be achieved always needs further thought, debate and much research. In South Africa, especially with regards to education, it is necessary to avoid the "do something, anything syndrome" (Fullan, 2007:25). Much research evidence (Schubert, 1986; Jansen & Christie, 1999; Chisholm *et al.,* 2000; Fullan, 2007; Kelly, 2009; Carl, 2012; Ornstein and Hunkins, 2013) confirms that a definite curriculum plan is necessary which requires strong foundations which are based on results of deep-thinking and research with realistic timeframes.

An in-depth study regarding curriculum innovations, (in this case, two phases: curriculum dissemination and implementation-of cardinal importance specifically taking into consideration the Foundations for Learning Campaign) will provide greater insight into the challenges we are faced with. Educationalists need to take into cognizance that neither at the stage of planning nor of designing can we really examine the efficacy of the curriculum. The real success can only be evaluated at grass-roots level which, in this case, is the actual classroom. In essence, the curriculum has to be first disseminated effectively, and then implemented in order that its relevance and relative merits can be assessed (Ornstein and Hunkins, 2013:218). Surely, in South Africa we should have learnt that from our vast magnitude of curriculum implementations. It is necessary that the researcher categorically

states here that successful implementation of a curriculum, regardless of its design, rests upon describing, at the outset, the developmental process and stages crucial for implementation. Unfortunately, if past experience is any indication, many of us still seem to believe that all curriculum activity comes to an end with implementation. The implementation process should, on the contrary, be used as a means to assess the effectiveness of the curriculum. In the past curriculum implementation was never really considered as a crucial stage. On the contrary, it has to be treated as important as the other stages in curriculum activity thereby ensuring success of the curriculum. Dynamic dissemination and implementation is often determined by the achievability of curriculum in practice, in this case, teachers in the classroom, thus the researcher is strongly motivated by the need to closely examine the preparation and implementation of those involved in applying it. The use of the "Foundations for Learning" Campaign as an alternative approach to curriculum innovation is the main motivating factor for this study.

In March 2008 the then Minister of Education, Naledi Pandor, officially launched the Foundations for Learning Campaign in an attempt to address the "alarming and unacceptably low levels of literacy and numeracy scores" (Parliamentary Monitoring Group, 2009). Ongoing implementation challenges resulted in another review in 2009, revising the Revised National Curriculum Statement (2002) to produce the Curriculum and Assessment Policy Statement, abbreviated as "CAPS." This document cited January 2011 as the date of official implementation, however, once again this document was revised due to implementation challenges and was only implemented in 2012 (Department of Basic Education, 2010a:2). In striving to improve the current state of education in South Africa, learning from the way in which previous curricula innovations and renewal were disseminated and implemented could surely assist to ensure that future changes in the curriculum are implemented and managed effectively. It is significant that the researcher provided a brief outline of the continuous renewal of the curriculum within the system of education in South Africa, and it is clearly evident from the very onset that curriculum dissemination and implementation has been highly problematic and riddled with many challenges and that the government has set rapid and maybe unrealistic time frames for curriculum transformation in our country.

Curriculum is a crucial component of an education system, for it serves as a vehicle of transferring societal goals from generation to generation (Kelly, 1989). Hence, it has become a bone of contention among scholars, academics and politicians in South Africa. The

argument raised by scholars and researchers in curriculum studies in South Africa refers to the issue of the paradigm adopted by the Department of Basic Education for curriculum policy formulation, curriculum design, curriculum development and curriculum innovations (Jansen, 1998; Jansen & Christie, 1999; Chisholm, 2000a; Hoadley & Jansen 2009). In responding to the promulgated criticism through research reports, media and other social networks, the Department of Basic Education at regular intervals has been continuously reviewing and revising the curriculum in schools. In spite of considerable effort and hard work on the part of the Department, and often against insurmountable odds, the combination of changes occurring at an extraordinary pace exerted severe pressure on the existing education system. Research evidence (Jansen & Christie, 1999; Jansen, 1999; Chisholm, 2000b) indicates that previous curriculum dissemination and implementation was not always carefully thought through, planned, properly piloted or resourced and huge stresses and strains were consequently placed on already over-burdened teachers in the classroom.

Over the years the review committees (Department of Education, 2001; Department of Education, 2009; Chisholm *et al.,* 2000; Chisholm, 2000a) have unveiled among many findings that the main obscurities for the implementation of curriculum changes is poor preparation of teachers for curriculum renewal. Teachers are in many ways the most crucial educational resource we have and they will ascertain whether the new curriculum succeeds or not. Jansen and Christie (1999:236) strongly emphasize that the success of a new curriculum depends on the training and support that teachers receive, and the ability to mobilise and manage the resources around them to implement the curriculum. The argument put forth is that any curriculum change should place teacher involvement and development as a top priority. Much evidence emanating from research (Fullan, 1986; Goodson, 1994; Willis, 2002; Kelly, 2009; Fullan, 2007; Carl, 2012) clearly point to the fact that curriculum innovations that seek to by-pass educators or those that are overly prescriptive are ineffective and unsuccessful. However amongst the many studies (Jansen, 1997; Jansen & Christie, 1999; Jansen, 1999; Chisholm, 2000a) carried out, both these aspects appear to have been afterthoughts in the process of curriculum renewal and innovations. The point is that unless teachers are adequately trained, effectively equipped, continuously supported and develop a sense of ownership of the process, the dissemination and implementation of any new curriculum will simply be ineffective.

1.2 CONCEPTUAL FRAMEWORK

While curriculum innovations and its implementation can be conceptualised in various ways, the notion of the 'Foundations for Learning Campaign' is viewed as one of the strategies used by curriculum developers to implement curriculum innovations. Within the notion of this innovation, the national Department of Education (Department of Education, 2008a: 4) stated that the campaign was an implementation strategy to introduce a curriculum innovation with an intent to improve literacy/languages and numeracy/mathematics in schools. The campaign was a national response to national, regional and international studies that have shown over the years that South African children are unable to read, write and count at expected levels and are unable to execute tasks that demonstrate key skills associated with literacy and numeracy. (Department of Education, 2008a: 4) It is in the light of this assertion that this study conceptualises the 'Foundations for Learning Campaign' as a curriculum innovation and implementation approach.

Apart from the literature that provided a panoramic view on curriculum innovations and approaches to implementation thereof, particularly, the conception of curriculum innovation and implementation pursued within this study has been influenced by the writings of the following researchers; (Schubert, 1986; Preedy, 1989; McNeil, 1990; Fullan and Stiegelbauer, 1991; Rudduck, 1991; Carl, 1995; Kelly, 2011; Carl, 2012). The critical synthesis of literature in chapters entailed the scrutiny of various connotations and conceptions of implementation of curriculum innovations as a process rather than an event. This is the conception of implementation of curriculum innovation upheld in this study. The notion of a 'campaign' and other models of implementing curriculum innovations are discussed in chapter two as part of the theoretical and conceptual framework for this study. These frameworks, developed from the synthesis of literature, provided the background against which the data and findings were synthesised and interpreted.

In a nutshell the conceptualisation relating to implementation of curriculum innovations held in this study upholds a progressive view. This view perceives implementation of curriculum innovation as capacity building for teachers thus they are the key role players in the curriculum implementation process. This conception of curriculum innovation and implementation encompasses interests of all stakeholders: parents, teachers and curriculum managers at district and school level. Furthermore, the sufficient representativeness of the

teachers' voice in the decision making processes is considered crucial for efficacious implementation of curriculum innovation. This study argued for thorough and adequate development of teachers as part of implementation planning. Fullan (2007) substantiates this argument when contending that curriculum innovations encompass introduction of new skills, concepts, attitudes, behaviour and values inherent in the practice. Moreover, these niche components pose a threat to the implementation of curriculum innovation if teachers have not been sufficiently trained and developed to master changes. In line with this philosophy it is therefore essential that effective professional development programmes be developed to empower teachers such that it encourages effective classroom practice. McNeil (1990) in agreeing with this notion added that teachers should understand the motives for curriculum change and demonstrate confidence in their understanding and competence so as to adapt new classroom practice. From empirical literature (Fullan and Hargreaves, 1992; Fullan, 2007; Carl; 2012) the researcher argues that the answer lies in building an ongoing capacity for teacher development during curriculum innovations within the context of the classroom; "a capacity that acknowledges the prominent role of the teacher in the curriculum implementation and the importance of the teacher's own professional development as an ongoing feature of teacher change."

1.3 RATIONALE AND BACKGROUND TO THE STUDY

This study acknowledges that much research has been undertaken by researchers (Jansen, 1999; Chisholm *et al.,* 2000; Chisholm, 2000b; Graven, 2001) in the field of curriculum implementation as well as the contributions made to highlight the shortcomings in this process. This study, therefore, was undertaken to use the lens of planning and preparation of teachers for the introduction of the Foundations for Learning Campaign as it was to be yet another strategy to remedy the shortcomings in curriculum implementation identified by researchers and critics of curriculum transformation in South Africa. The rationale behind the Foundations for Learning Campaign is based on 2007 results of the systemic evaluation which unleashed a further decline in learners' foundational skills of literacy/language and numeracy/mathematics. As a response to this predicament the Department of Education resorted to another curriculum innovation strategy known as the Foundations for Learning Campaign. The concept of a campaign as a curriculum innovation strategy in South Africa was to be used to strengthen the teaching and learning of literacy/languages and numeracy/mathematics in the foundation and intermediate phase classes. According to the

Department of Education the goal for the campaign was to improve learner performance in literacy and numeracy (languages and mathematics) to at least 50% by 2011 (Department of Education, 2008a: 4).

Further to this, an additional survey of 2007 from which a representative sample of more than 54 000 grade 3 learners from more than 2 400 primary schools in South Africa participated in a systemic evaluation. Learners were tested in the written foundational skills of literacy and numeracy (Pandor, 2008). Some of the key findings emerging from the survey which were outlined at the Address at the Foundations Phase Conference on the 30 September 2008 by the then National Minister of Education, Naledi Pandor are as follows : the average overall percentage score obtained by the learners in literacy was 36%, and the average percentage score in numeracy was 35%. Although the average score in the survey was a little higher than the baseline, (in 2001 the results were 30%), clearly the scores are still unacceptably low. Achievement of learners in numeracy and literacy varied in relation to the language in which they took the test, which coincided with the language of instruction. English and Afrikaans learners fared better, with average numeracy scores of 48% and 49% respectively, and average literacy scores of 43% and 48% respectively. African language mother tongue speakers had lower average scores. For example, for siSwati and xiTsonga learners, the average numeracy scores were 24% and 20% respectively. The average literacy scores for both siSwati and tshiVenda learners were 26% (Pandor, 2008).

This shows that language issues impact on learner performance in literacy and numeracy. The total number of learners who performed excellently in either literacy or numeracy or both (achieving a score of 70% or above) was 5 439, and they constituted about 10 % of the total sample. In a total of 148 schools (about six percent of the sample), performance was outstanding (learners achieved an average score of 70% or above) in either literacy or numeracy or both. Clearly, there are 'pockets of excellence' within the system (Pandor, 2008).

It is clearly evident that the Department of Education was gravely concerned about the findings of the above mentioned survey, and thus launched a flagship programme called the Foundations for Learning Campaign. The Foundations for Learning Campaign was gazetted on 14 March 2008 and launched by the then National Minister of Education, Naledi Pandor in Cape Town on 18 March 2008. However, the implementation timeframes have been increasingly questionable, taking into consideration that this campaign was promulgated in 2008 and was implemented in 2009. The goals of the Department of Basic Education with the

Foundations for Learning Campaign were to provide both foundation and intermediate phase teachers with guides and learners with learning material, to make sure that teachers focus on developing learners' competencies in literacy and numeracy. The envisaged average learner performance in Literacy/Language and Numeracy/Mathematics should be nothing less than 50% indicating an improvement of between 15% -20% in the four years of the campaign (Department of Education, 2008: 4). The Annual National Assessment of 2011 paints a rather different picture. According to the report on the Annual National Assessment of 2011 (Department of Basic Education, 2011a) the results indicated that nationally, Grade 3 learners performed at an average of 35% in Literacy and 28% in Numeracy, while grade 6 national average performance in Languages was 28% and Mathematics performance was 30%.

Research studies (Jansen, 1997; Jansen & Christie, 1999; Jansen, 1999; Chisholm *et al.,* 2000) to understand the issues militating against the accomplishment of the goals and intentions of Education Department's innovations and interventions had been conducted since the advocacy of the outcomes based curriculum policy. This study had been triggered by the continuous curriculum innovations and renewal in our country and also by the outcomes of the Annual National Assessment (ANA) released two years after the implementation of the Foundations of Learning Campaign. The results of ANA promulgated by the Department of Education in 2011 indicated that both learners in grade 3 and in grade 6 show no improvement in their competencies in literacy/languages and numeracy/mathematics skills. This is the reason this study was undertaken to investigate teachers' perceptions and views on the problem stated in the following section.

1.4 STATEMENT OF THE PROBLEM

Research on curriculum change and its implementation had been the main niche area since the introduction of the post-apartheid education system in South Africa. The adoption of the outcomes-based curriculum model and its controversies evoked concerns about the implementation process. Researchers (Jansen, 1998; Jansen, 1999; Harley and Parker, 1999; Chisholm *et al.,* 2000; Chisholm, 2000a; Christie, Butler & Potterton, 2007) highlighted that the Outcomes-Based Education curriculum model was too sophisticated for the current socio-economic situation in South Africa. These researchers amongst other findings pointed out that Outcomes-Based Education could not be efficaciously implemented to all schools because of the following; inequality in the provision of resources, level of teachers

qualifications and the quality of supervision and support services in the curriculum management of schools.

The Ministerial report (Chisholm *et al.*, 2000) on the implementation of curriculum change in the classroom also highlighted threats that faced the implementation process of the designers of Curriculum 2005. The report summarised those threats and challenges facing the implementation of curriculum changes as: lack of adequate training and development of teachers as frontline implementers, inadequate classroom support from school and district officers which resulted in different interpretation of terminology, lack of proper supervision led to misconceptions about what practice should to be and lastly lack of support material such as textbooks and explicit guidelines (Chisholm *et al.*, 2000). Indeed, much research evidence (Jansen & Christie, 1999; Chisholm *et al.*, 2000; Chisholm, 2000a; Department of Education, 2009; Department of Education, 2010b; Department of Education, 2012b) points to the fact that the challenges experienced through previous curriculum innovations have not been adequately addressed.

The rapid supplementary changes and innovations introduced by the national department since 2001 from Curriculum 2005 to the Revised National Curriculum Statement (RNCS) for General Education and Training Band (GET) and subsequently Foundations for Learning Campaign perceived in this study as problematic. Dyer (1999:45) contended to challenge the manner, in which the post-apartheid curriculum changes had been implemented in South Africa:

> Rather than seeing implementation as integral part of policy formulation, policy makers tend to view it as an add-on. Yet it is translation into practice that the adequacy and viability of the policy message are tested, and from here that the opportunity to adjust policy in the light of experience arises.

Furthermore, this study is concerned about the Campaign as the strategy of implementing curriculum innovations in schools. Review of literature highlighted that campaigns that had been purposed to ameliorate learners' performance in reading were not adequately planned hence the output was incongruent to the intentions of the initiators (Baatjes, 2003). The reported shortcomings of the previous campaigns were similar to those highlighted in (Jansen, 1998; Jansen, 1999; Chisholm *et al.*, 2000; Chisholm, 2000a). The National Department of Education gazetted its intentions for the Foundations for Learning Campaign in 2008 which

purported to streamline teaching and learning of numeracy/mathematics and literacy/languages skills within the General Education and Training Band. This study worked on the assumption that the National Department of Education has taken the shortcomings highlighted in the research reports into account in its further curriculum innovations hence the focus of the empirical research for this study is on the implementation of innovations to enhance reading and mathematics in schools.

The problem of poor performance in learners to demonstrate competent skills in reading and writing as well as in mathematics is the main concern in this study. Furthermore, the lack of competencies amongst teachers to implement curriculum innovations introduced by the national department had been the main bone of contention for over a decade. The main question is, what unique measures did the National Department of Education introduce in the 'Foundations for Learning Campaign towards alleviating the threats and challenges highlighted in (Chisholm *et al.*, 2000; Chisholm, 2000a) and by critics of Outcomes-Based Education (Jansen, 1998; Jansen, 1999; Jansen and Christie, 1999; Graven, 2001).

1.5 PURPOSE OF THE STUDY

Notwithstanding the niche aspects of the process of curriculum change and the implementation thereof as perceived by researchers internationally and in South Africa, this study intended to identify the unique elements introduced by the initiators of curriculum innovations in the implementation strategy called 'Foundations for Learning Campaign'. The critical perspective on curriculum change and its implementation in South Africa had indicated shortcomings in the planning and organisation for implementation of Curriculum 2005, Revised National Curriculum Statement and National Curriculum Statement. It was therefore against this background that this study was undertaken with the focus on issues namely; teacher involvement during the advocacy of the initiative, opportunities provided to teachers to master curriculum innovations and new approaches, accessibility of support for teachers in instances of challenges and the quality of guidelines and material supplied to support the new classroom practices.

The identified elements were presented as issues based on the interpretation of data which subsequently provided the base for the formulation of recommendations for further research. The theoretical framework presented in chapter two was used as a springboard for the

development of the model recommended for implementing curriculum innovation and this would be a contribution to the field of curriculum studies.

1.6 AIMS AND OBJECTIVES OF THE STUDY

This study aimed at understanding the efficacy of the implementation of the Foundations for Learning Campaign, assessing the level of preparedness of educators in their teaching of literacy/languages and numeracy/mathematics skills in the classroom, and identifying the gaps in the dissemination and implementation of curriculum innovations.

The following objectives were formulated for this study:

1.6.1   To ascertain how educators were prepared for the adaptation of the Foundations for Learning Campaign in foundation and intermediate phases in their teaching of literacy/languages and numeracy/mathematics skills.

1.6.2   To establish foundation and intermediate phase educators' views about the implementation of the Foundations for Learning Campaign in their classrooms.

1.6.3   To identify the kind of classroom support and guidance that was available to educators to facilitate the implementation of the Foundations for Learning Campaign.

1.7 RESEARCH QUESTIONS

The research questions were informed by the conceptualisation of the implementation of curriculum innovations elicited from the preliminary review of literature as well as the problem statement on the Foundations for Learning Campaign as a strategy adopted to implement curriculum reforms in South African schools. Therefore, the empirical study was undertaken to address the following questions:

1.7.1   How were educators prepared for adaptation of the Foundations for Learning Campaign in their teaching of literacy/languages and numeracy/mathematics skills?

1.7.2   What are foundation and intermediate phase educators' views about implementation of Foundations for Learning Campaign in classrooms?

1.7.3   What kind of classroom support and guidance was available to educators to facilitate the implementation of the Foundations for Learning Campaign?

1.8 DEFINITION OF OPERATIONAL TERMS

1.8.1 Curriculum innovation

Nisbet and Collins (1978:5) define *innovation* as "any new policy, syllabus, method or organisational change which is intended to improve teaching and learning." Furthermore, McNeil (1990) states "curriculum innovations are alterations, substitutions and reconstruction in the prevailing curriculum or redesigning of learning opportunities whereby new concepts and teaching strategies are developed to facilitate educational reforms."

These definitions of the concept of 'curriculum innovation' were adopted to provide an understanding of the operational use in this study.

1.8.2 Campaign

The conception of *'campaign'* in Mochal (2003) depicts the notion of a project, thus it is for limited timeframe. Karlsson (1996: 95) defines a campaign as: "An organised, purposeful effort to create change; it should be guided by thoughtful plan of action."

The understanding of this concept in this study and its operational use is within the notion of these two definitions.

1.8.3 Implementation

According to Fullan and Stiegelbauer (1991:9) *implementation* is the actual use of an innovation or what an innovation consists of in practice.

Furthermore, Schubert (1986) defines the concept "implementation" as a phase whereby ideas and theories about classroom practice are tested in the classroom by teachers as frontline implementers. This conceptualisation equates implementation to the adaptation stage of curriculum design and development (Research, Development, Dissemination and Adaptation or implementation-RDDA).

Grundy (1987:101) asserted:

   "The term implementation in a broader sense conceptualises the process through which a concept, model, topic and theory is taken up by some practice."

The operational use of the concept 'implementation' in this study is encapsulated by all of the above definitions.

1.8.4 General Education and Training Band

General Education and Training Band refers to the ten compulsory schooling years, made up of the Foundation, Intermediate and Senior phases. General Education and Training is structured according to three phases, the Foundation Phase, Intermediate Phase and Senior Phase, and constitutes the compulsory component of the education system. Grade R to 3 is referred to as the Foundation Phase, grade 4 to grade 6 as the Intermediate Phase while grade 7 to grade 9 is the Senior Phase. The study only focuses on the Foundation and Intermediate Phases (Department of Education, 2002:103).

1.9 RESEARCH METHODOLOGY AND DATA COLLECTION

1.9.1 Mixed-Methods (Quantitative and Qualitative)

Within this study the researcher selected a mixed method research design, which is a procedure for collecting, analysing and "mixing" both quantitative and qualitative methods in a single study so as to understand the research problem. This design was selected on the assumption that the use of both quantitative and qualitative methods in combination provides a better understanding of the research problem and question than either method by itself. (McMillan and Schumacher, 2006: 25). Furthermore, this design increases the accuracy of data and provides a more complete picture of the phenomenon under study than would be yielded by a single approach thereby overcoming the weaknesses and biasness of single approaches (Denscombe, 2008:272).

To elaborate further, the researcher specifically selected the triangulation mixed method design; this is a one-phase design in which the researcher used both quantitative and

qualitative methods during the same time frame and with equal weight to best understand the phenomenon of interest. Basically, it involved the concurrent, but separate collection and analysis of quantitative and qualitative data in order to compare and contrast findings (Vos, Strydom, Fouche & Delport, 2011: 442). The researcher specifically selected this design because the qualitative data helps explain or builds upon the quantitative results thus adding greater credibility to the findings. Moreover, it provided the researcher with an opportunity for a variety of divergent views and perspectives, making the researcher aware of the possibility that issues are more multifaceted than they may have initially been (Creswell and Clark, 2007:71).

The selection of this methodology for the empirical study was informed by the problem stated in paragraph 1.4 and the critical questions. The nature of the questions in this study determines the use of both quantitative and qualitative procedures to elicit data from the sampled population of foundation and intermediate teachers. Significantly, with this design quantitative and qualitative research is combined to triangulate the findings in order that they may be mutually corroborated (McMillan and Schumacher, 2006: 25). The questionnaire, the observation schedule and in-depth interview purported to provide required information to answer the research questions. These are discussed in details under research instruments in chapter 3.

1.9.2 Target Population and Sampling procedures

The target population for the empirical study was the Foundation and Intermediate phase teachers in the General Education and Training Band of the school system in South Africa. This study employed non-probability sampling strategy, specifically adopting purposive sampling approach. This type of sample is based entirely on the judgment of the researcher, in that a sample is composed of elements that contain the most characteristic, representative or typical attributes of the population that serve the purpose of the study best (Vos, Strydom, Fouche & Delport, 2011: 232). The researcher considered subjects who happened to be accessible and who represent the population targeted in the study. The sample comprised of 120 teachers, from which 60 were teaching in the intermediate phase and 60 from the foundation phase. Only educators from grades one to six teaching numeracy/literacy and languages/mathematics were selected as they are the initial focus of the Foundations for Learning Campaign.

1.9.3 Ethical Issues

Access and acceptance

According Bell (2010:52):

> "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 organisation concerned, outline your plan and to be honest."

With regard to the current study, prior to administering all three instruments namely: the questionnaire, interviews and observation to educators from selected schools, it was essential for the researcher to first seek permission from the Department of Basic Education. This study observed all the necessary protocol according to the Department of Education when seeking permission to access schools. The letter of request was written and sent to the management of the district as well as principals of school respectively. Letters of consent were written to teachers and they were attached to each instrument. The participants were requested to indicate in response to the letter whether they wished to take part in providing information to the researcher. No participant was coerced to participate in either providing information in the questionnaire, interview and class observation. This is discussed in more detail in chapter three.

1.9.4 Research Instruments

The following instruments were used to solicit information to address the research questions:
- (i) Questionnaire
- (ii) Interview schedule
- (iii) Observation sheet

Further details on each instrument follow in chapter three.

1.10 PROCEDURES FOR DATA ANALYSIS AND PRESENTATION

The process of data collection commenced immediately after all questionnaires were returned. Data collected by means of the questionnaire was analysed using the computer software programme called "statistical programming for the social science" (SPSS). After counting of questionnaires, codes were assigned to appropriate emerging categories. The analysis of quantitative data was generated into frequency distribution tables. The data obtained from the interview schedule were organised into categories and it was chronologically coded, identifying common patterns or themes that emerged from the responses and were reflected using short, eye-catching quotations so as to highlight certain perspectives (Cohen, Manion & Morrison, 2011). When conducting structured classroom observations, the researcher determined the focus of the observations beforehand; she decided in a quite precise and mutually exclusive way the observation categories in advance. The various categories were then presented using tables and the data were analysed according to the selected themes. Data generated from document analysis were organised into perspectives and issues using qualitative data analysis. The detailed discussion of the analysis of data collected through each of the mentioned tools is presented in chapter four, five and six of this study.

1.11 INTERPRETATION OF FINDINGS

The synthesis of data was interpreted within a theoretical framework presented in chapter two. The interpretation of findings was discussed in congruence with the research questions, objectives and aim of the study.

1.12 LIMITATIONS OF THE STUDY

The issues of limited funding compelled the researcher to identify respondents from schools within an accessible radius from the workplace. Time constraints was another factor, the researcher could not administer questionnaires to respondents because the process of data collection coincided with annual assessment in schools thus the researcher relied on the principals and heads of department of schools to assist teachers in completing the questionnaire. A challenge was that some respondents reported to have misplaced their questionnaires.

1.13 ORGANISATION OF THE STUDY

This study was organised as follows:

CHAPTER ONE: Introduction and Orientation

This chapter is an introduction and it consists of the motivation for the study, statement of the problem, aim and objectives of the study, a brief outline of data collection methodology, analysis, presentation and the plan of the whole study.

CHAPTER TWO: Literature Review

This chapter provides a theoretical background to the study.

CHAPTER THREE: Research design and Methodology

Chapter three describes and discusses in detail the use of the selected research design and data collection methods to address the three critical research questions. The essential areas of discussion in this chapter are: aims and objectives of the study, critical research questions, ethical issues, research design, data collection, instruments used, procedures and the process of data analysis.

CHAPTER FOUR: Analysis and Presentation of Quantitative data

Chapter four represents a summary of data collected by means of a questionnaire. The data collected by means of open-ended questions in the questionnaire for the purpose of substantiating quantitative responses were analysed using qualitative methods. The statements from the questionnaire were used as captions for the statistical data presented in each frequency distribution table. A brief interpretation is provided for numerical data presented in each frequency distribution table. Participants' narrative responses accompanying each closed-ended statement from the questionnaire were summarised in categories.

CHAPTER FIVE: Analysis and Presentation of qualitative data

Chapter five presents analysis of in-depth interviews conducted from both the Foundation and Intermediate phase implementing the campaign. The purpose of the interview schedule was to explore educators' views about implementation of Foundations for Learning Campaign in classrooms, the kind of classroom support, guidance and professional

development programmes that are available to them to facilitate the implementation of the Campaign, and to determine the challenges encountered during the implementation of the Foundations for Learning Campaign in the teaching of literacy/languages and numeracy/mathematical skills. The discussion is based on the data from the respondents and makes use of evidence from literature to support the arguments.

CHAPTER SIX: Synthesis of findings

Chapter six presents the analysis of data collected through the observation schedule. The observation sheet sought to solicit the practical experiences of both foundation and intermediate phase educators in implementing the Foundations for Learning Campaign in their classrooms.

CHAPTER SEVEN: Discussion of conclusions and recommendations from the study

This chapter presents the summary, major findings, conclusions and recommendations of the study based on the research questions. The limitation of the study and avenues for further research are also presented in this chapter.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents a critical review of related literature as well as a conceptual and theoretical framework around issues of implementation associated to curriculum innovations in schools. The preliminary literature review presented in chapter one provided definitions and brief descriptions of the concept 'implementation' in the context of curriculum reform or change. Furthermore, the review of a conceptual and theoretical framework unravelled various perspectives and perceptions held by theorists and researchers in the field of curriculum studies. The problem statement alluded to the challenges highlighted by South African researchers around the phase of curriculum implementation (Jansen, 1998; Jansen, 1999; Jansen and Christie, 1999; Chisholm, 2000; Carl, 2012). Notwithstanding the views of the local researchers, the review of literature also unravelled that curriculum implementation is an international phenomenon which is rather multi-dimensional.

 Researchers within the field of curriculum studies (Fullan and Pomfret, 1977; Schubert, 1986; McNeil, 1990; Fullan, 2007; Kelly, 2009; Slattery, 2013) provided an international perspective on multi-dimensionality of curriculum implementation. It is this perspective which informed this study with diverse and contesting views on implementation of curriculum innovations and change. Furthermore, the critical analysis and synthesis of literature in this study purported to unleash conceptions of a campaign and its role in the implementation of curriculum innovations. This conceptual and theoretical framework encompassed a critical perspective of the adoption of a campaign in implementing curriculum innovations. Notwithstanding the critical perspective of campaigns, the proponents' views were considered significant for the purpose of drawing a balanced judgment based on the findings of the empirical study.

2.2 A BRIEF OVERVIEW OF CONCEPTIONS AND THEORIES: IMPLEMENTATION OF CURRICULUM INNOVATIONS

The discussion of the conceptual framework in chapter one provided the synopsis of divergent views within the notion of curriculum innovations and its implementation.

2.2.1 Conceptions of Curriculum Innovations and Implementation

Researchers (Schubert, 1986; McNeil, 1990; Rudduck, 1991; Fullan, 2007; Kelly, 2009) within the field of curriculum studies provide various dimensions from different schools of thought on how to conceive curriculum innovations and their implementation strategies.

Firstly, there are those theorists (Dalton, 1988; Griffin, 1987) that perceive curriculum innovations as a *'substitution'*. The pioneers of this view or trend emphasise the removal of certain elements in the curriculum and replacement by new ones. The replacement does not attribute to the fundamental elements of the curriculum but it could be substituting old teaching material by new material (Dalton, 1988; Griffin, 1987). Other researchers (McNeil, 1990; Lieberman, 1988) propose that curriculum innovations should be viewed as an *'alteration'*. To the proponents of this view curriculum innovations are introduced into existing classroom practice for a purpose of modifying teaching approaches and materials in the interest of learners, particularly in a subject/s. Furthermore, it is highlighted that the modification should not impose major changes. The third conception considers curriculum innovations as a *"reconstruction"* or redesigning of learning opportunities whereby new concepts and teaching strategies are developed to facilitate educational reforms (Cornbleth, 1990; Carr, 1995; Kelly, 2009).

In the same vein, McNeil (1990) and Marsh and Willis (2007) posited that consideration of a wide range of conditions and realities of schools, teachers' perspectives, abilities and the prevailing social climate should precede the implementation of curriculum innovations. Likewise Preedy (1989: 146) emphasise the importance of planning for implementation of curriculum innovation by stating:

It is useful to recognise that implementation plans, when they are first introduced, are *innovations* as much as, if not more than curriculum innovations. Everything we know

about the dos and don'ts of implementing curriculum innovations must be applied to problem of developing an implementation plans.

Many planned and developed curricula do not get implemented because a plan to incorporate them into the school's educational system does not practically exist. Ornstein and Hunkins (2009:250) emphasise that successful curriculum implementation results from careful planning, thus if the processes of planning and implementation are to be effective and meaningful, the relationship between the two must be carefully considered. Planning processes address needs and resources required for carrying out intended actions. Planning takes place prior to curriculum innovation and/or delivery.

Fullan (2007) and Carl (2012) also propose that the efficacy of the process of implementation of curriculum innovations lies within the degree in which teachers are involved during the advocacy stage. They further state that teachers should occupy a prominent position as they will be the implementers of the relevant curriculum innovation. Null (2011) concurs with this view, reiterating that successful implementation of innovations in schools depend on the meaning and attitudes that teachers give towards the curriculum. In line with this philosophy, Loucks and Lieberman (1983:131) attribute the lack of success of a curriculum innovation to a lack of teacher participation: "Without adequate participation, the chance of successful implementation diminishes." Furthermore, Rudduck (1991: 86) cited in Stenhouse (1976) postulates that 'there is no curriculum development without teacher development.'

The notion of implementation of curriculum innovations is further described by Fullan (1986; 2007), who views the 'implementation process as multidimensional, involving change at a number of different levels, and places much emphasis on the five niche components of implementation: organisation, material, role and behaviour, knowledge and beliefs. Furthermore, Carl (2012) affirms that the involvement of teachers during the discussion and decision making process regarding curriculum change is of benefit to the initiators of curriculum change so as to understand the realities and contextual factors prevailing in schools. Fullan (2007) supports this, stating that anything pertaining to curriculum change, could it be policy, pedagogy, skills and knowledge require participation of teachers as front-line implementers. Thus the effectiveness of a curriculum change stands or falls within the extent to which teachers use new practices with a degree of mastery, commitment and understanding.

2.2.2 A Critical Analysis of Theories and Approaches on Implementation of Curriculum Innovations in Schools.

In Chapter one a brief discussion of models and approaches on the implementation of the curriculum was discussed as part of the theoretical framework. Moreover, the issues discussed earlier, during the literature review encapsulated the critical analysis of various models proposed by theorists for the successful implementation of curriculum change. This analysis was of benefit to this study as it provides the background to the discussion of findings. The approaches and theories about the implementation of curriculum innovations as portrayed in literature are inherent of philosophical and ideological influences. There are approaches that reflect modern trends of thought about curriculum development and implementation; on the other hand some are underpinned by postmodern ideas. According to Slattery (2013) and Apple (2004) any curriculum theory and praxis reflects socio-political inclinations hence critics of the curriculum emphasize the foundational underpinnings of curriculum design and policy.

The approaches to curriculum implementation that are imbued with modern ideology perceive implementation from a perspective of power and hegemony. These innovations are considered as a prerogative to the bureaucrats of the department and economists (Apple, 2004; Pinar, 2012; Slattery, 2013). In the same vein, McNeil (1990) contended that the theorists who are identified within this school of thought uphold the belief that only the bureaucrats have a mandate to disseminate curriculum innovations to be implemented by teachers. The implementation guidelines, material and resources are generated at national department level, which McNeil (1990) refers to as, 'top-down approach.' Agreeing with this view Preedy (1989:52) also expressed that:

> The top-down approach is perhaps most typically adopted within hierarchical, bureaucratic structures, in which orders are conveyed from central management to those concerned with day-to-day running of the enterprise.

However, critics of this approach (Carl, 2012; Apple, 2004; Slattery, 2013; Kelly, 2011; Pinar 2012) argued that it is coercive in that it deprives implementers the opportunities to present their own perspectives about the proposed changes. This approach is also condemned by these critics for alienating teachers from the process of devising the national curriculum.

Moreover, it is perceived to be the main contributory factor to the failure of the implementation of curriculum innovations in classrooms. According to the postmodern, as well as progressive theorists the 'top-down' approach is often criticised for being manipulative and coercive with regard to the implementers. Instead of this approach, both progressive and postmodernist theorists recommend curriculum development and its implementation opt for a pragmatic and existential approach such as the 'Havelock's model' as it is more interactive. Kelly (2009:128) states that within this model teacher involvement in curriculum development results in increased participation, relevance, ownership, and commitment, facilitating all the necessary stakeholders to work together towards finding solutions. Carl (2012:125) confirms this view by stating the classroom serves as a starting point and information which is collected is distributed from bottom upwards as opposed to "top-down", which surely encourages increased teacher participation and involvement. This is the model considered by researchers (Kelly, 2009; Slattery, 2013; Carl, 2012) who identify themselves with the notion of participation of teachers as front line implementers in the enterprise of implementation of curriculum innovations in schools.

Agreeing with the perspective of teacher involvement during the advocacy of implementation of curriculum innovation, Grundy (1987) asserted: 'the term implementation in a broader sense conceptualises the process through which a concept, model, topic and theory is taken up by some practice." In the same vein Kelly (2009) avers that the process of curriculum implementation follows after the curriculum developers have outlined the nominal use of the curriculum. The implementation phase focuses on the actual use of the curriculum innovation in practice. According to Altrichter and Salzgeber (2000) innovation is characterised through some materialised plan which describes the intended practices to be carried out by teachers and therefore its real test lies in it being put into practice. Furthermore, implementation of curriculum innovations in this view is concerned with the nature and extent of actual change and well as factors and processes that influence how and what changes are achieved (Fullan, 1994:2839).

Other approaches identified from literature that depicted features of postmodern and progressive ideas are:

a) Adaptive-Evolutionary Approach

The proponents of this approach hold the view that the implementation of curriculum innovations is an ongoing process which allows it to be modified in course of its implementation (Altrichter, 2005). In this view an innovation is not just a feature of mundane circumstances to be accepted by wise and realistic persons but instead it requires commitment and understanding of those who are charged with its implementation. Berman and McLaughlin (1977: 5) in support of this view affirm, "The primary feature of effective implementation could be called 'mutual adaptation' in which the project is adapted to its institutional context and organised patterns are adapted to meet the demands of the projects."

Furthermore, Stenhouse (1976) cited in Goodlad (1994: 1264) the notion of the adaptive evolutionary approach for implementation of innovations in schools emphasizes:

> Practitioners must bring curriculum ideas to life in their concrete interaction with specific students under local circumstances. Curricular are attempts to communicate specifications of educational ideas and practices to teachers in order to stimulate their discussion, experimentation and critiques. A curriculum is a hypothesis, a starting point for reflection and development done by responsible professionals. Also a curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that is open to critical scrutiny and capable of effective translation into practice.

In keeping with the ideas of adaptive-evolutionary approach, Altrichter (2005) asserted that this approach is strong in adapting an innovation to situational characteristics and it necessitates relearning and reflection on practice. Thus, invites participants to engage actively in the process of implementation. The model of the adaptive-evolutionary approach views the process of implementation of curriculum innovations as follows:

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┌─────────────────────────────┐        ┌──────────────┐
│        Initiation           │ ◄───── │              │
├─────────────────────────────┤        │  Shaping of  │
│      Implementation         │ ◄───── │              │
├─────────────────────────────┤        │     the      │
│                             │ ◄───── │              │
│      Continuation           │        │  innovation  │
├─────────────────────────────┤ ◄───── │              │
│        Outcome              │        │              │
└─────────────────────────────┘        └──────────────┘
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Figure 2.1 : Adaptive Evolutionary Approach (Adapted from Altrichter, 2005: 4)
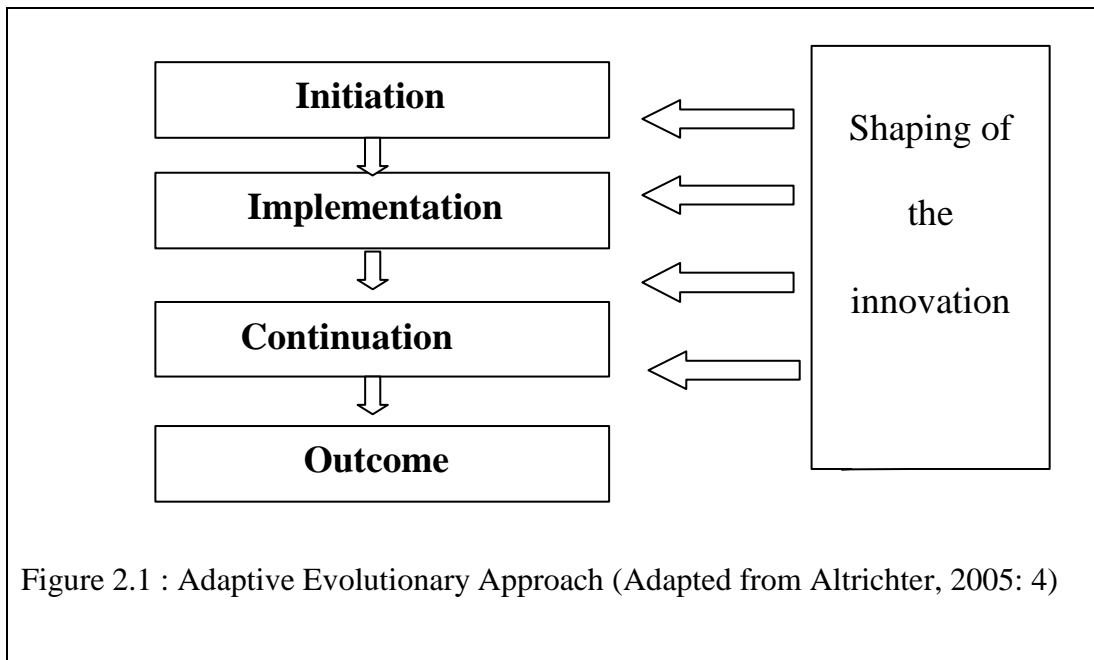
However critics of this approach Schon (1983) and Partlett and Hamilton (1977) condemned it for the following weaknesses: it allows for variation of ways of implementation, shifting of evaluation criteria, evaluation of success is difficult and it may vary between different persons and it does not provide common criteria from the onset. As an alternative the critics (Schon 1983; Parlett and Hamilton, 1977) of this approach propose and support the 'programmed approach.' In this approach conceptualisation of implementation of curriculum innovations or change aims to solve the adaptation problems by concentrating on flaws in the product, gaps in the existing specification of innovation practices, failure to articulate the innovation's implication for teachers' behaviour and theoretical inadequacies with respect to identified means of achieving the intended outcomes of an innovation (Leithwood and Montgomery, 1980: 23). To the pioneers of this conceptualisation of implementation this innovation should be modified in the course of its implementation. These scholars attributed effective implementation of curriculum innovations to the so called 'mutual adaptation.' (Altrichter, 2005: 3).

Furthermore, implementation of curriculum innovations is described by Fullan and Stiegelbauer (1991) as the actual use of an innovation or what an innovation consists of in practice. Goodlad (1994) stated that implementation became a major educational concern when scholars began to highlight that innovations had a fatal flaw - the idea was not finding its way into the classroom. Altrichter (2005) concurred with the factors surrounding the implementation of innovations when affirming that new curricula fails to be implemented

because those in charge of the efforts had little or a distorted understanding of the culture of schools.

Supporting the notion of collaboration and an interactive approach in implementing curriculum innovations, Fullan (2001) reiterated that practice of curriculum implementation has two dimensions namely: distinction between fidelity and mutual expectations. Fidelity refers to the faithful implementation of innovations as intended by the developers whereas mutual adaptation refers to the user's ability to adapt or alter the innovation to meet their own needs. This paradigm is perceived to depend on the following three factors; people, programmes and process. The issue of people in this paradigm encompasses addressing people's fears and doubts, taking their values and perspectives into account and lastly giving school administrators and teachers equal power to be involved in discussions and decisions.

Carr (1995) and McNeil (1990) associated this paradigm with postmodern ideas of implementation of educational reforms. The dominant features that are identified within this paradigm with post modernism ideas are: emphasis on teamwork for addressing issues, emphasis on group and intergroup processes, use of action research, collaboration within the organisation, consideration of organisational culture amongst those in charge that serve as consultants and facilitators. The proposed stages for enabling teachers to adopt the curriculum innovation proposed by Fullan (2007) include: awareness of innovation and informational level and concern for self, teaching and for learners. Fullan (2007) refers to the consideration of these essential aspects of implementation of curriculum innovations as the Concerns-Based Adoption model (CBA). In this instance, teachers are the key players and within this model the curriculum is not implemented until teachers' concerns have been adequately addressed. Thus, teachers are expected to be creative within it and modify where necessary, tailoring it to suit their learners.

A rather valuable point arising from a study by Long and Constable (1991:105) is that in order to recognize the potential benefit of the CBA model, those responsible for curriculum implementation cannot simply address teachers' concerns as an once off- event. Rather, it needs to be on-going; it is meaningless just to plot changes in the pattern of concerns without continuous follow-through. This model must be used to identify appropriate and supportive interventions in response to the emerging concerns of teachers, thereby contributing towards effective dissemination and finally successful implementation.

Fullan (2007) expresses the opinion that implementation of curriculum changes is much more than handing out new material for subject content to be taught over and above it requires an understanding of the programme's purpose, the roles people will play, and those who are affected. The process must be planned, but not rigidly. It requires continued fine-tuning and it requires a community of trust. In agreeing with Fullan's view Ornstein and Hunkins (2013:220) highlighted what curriculum implementation involves as they argue:

- Implementation involves educators *shifting* from the current curriculum innovation which they are used to the new or modified innovation.
- Implementation involves *changes* in the knowledge, actions and attitudes of people.
- Implementation is viewed as a process of *professional development,* continuous support and growth involving on-going interactions, feedback and assistance.
- Implementation is a process of *clarification* requiring educators, staff management teams and all the necessary stakeholders to come together to understand and practise a change in attitudes and behaviours, often involving using new resources.
- Implementation involves change, which requires *effort* and will produce a certain amount of *anxiety and stress*. In order to minimise these, it is useful to organise implementation into manageable parts and to set achievable and realistic goals.
- Implementation requires a *supportive atmosphere* where there is trust and open communication between circuit/district officials, staff management teams, and educators, especially where risk-taking is encouraged.

2.3 AN OVERVIEW: PERSPECTIVES ON THE IMPLEMENTATION OF CURRICULUM INNOVATIONS IN THE POST APARTHEID EDUCATIONAL DISPENSATION

Researchers in curriculum design, development and implementation in South Africa (Jansen, 1995; Jansen & Christie, 1999; Chisholm *et al.*, 2000; Kallaway, 2000; McKernan, 2008) were critical about the model used by the national government to implement curriculum changes introduced for the post-apartheid society in South Africa. Killen (1996) argued that contestations and debates were not about the Outcomes-Based curriculum model as such but the issue was the adoption and adaptations of changes. The proponents of the outcomes-based curriculum (Nkomo, 1991; Killen, 1996; Spady and Marshall, 1991) averred that outcomes-based is not a model of curriculum but instead it is the model of curriculum programming

which substituted content-based curriculum programming. Furthermore, Killen (1996) contended that outcomes-based is more of an approach to teaching and learning which intended to ameliorate socio-economic conditions in the society. In the latter view, Killen (ibid) charged that the principles underpinning outcomes-based teaching and learning which are: clarity of focus, expanded opportunity, design down-deliver up and high expectations provide a shift from teacher-centred teaching to a learner-centred approach to teaching, learning and assessment. Spady and Marshall (1991) the pioneer of Outcomes-Based Education also praised this approach for affording learners opportunities to learn at their own pace towards achieving the intended outcomes.

Killen (2006:56) recommends the outcomes-based approach to teaching on the following grounds:

- It places the learner at the centre of teaching and learning. Teachers are made to understand that all learners can master the learning and time is not a factor.

- Learners are informed beforehand the intended outcomes of the learning - knowledge, skills and values they are expected to demonstrate after the learning activities. Communication of performance expectations are communicated in advance to engagement in the learning programme.

- Learning starts with the clear specifications of what learners are to know, what they are to be able to do and what values and attitudes are desirable by the end of the learning activities in the programme.

- Learners can explore and experiment with their learning, correct errors and adjust their thinking, the teachers' role is to facilitate and motivate learners to achieve intended learning outcomes.

- Moreover, the exponents of Outcomes-Based approach to teaching and curriculum programming emphasised that its success is in the way in which teachers organise content and select teaching strategies adequate for the achievement of intended learning outcomes.

The perspective of an outcomes based curriculum model and its implementation established from the critical synthesis of contesting views in literature portrays optimism and pessimistic or scepticism about the achievement of curriculum goals. The optimistic perspective which supported the curriculum model alluded to:

- Curriculum 2005 emphasises the integration of knowledge in a across-curricular approach which embraces not only the structure of curriculum but also the methodology by which instruction is delivered and meaningful assessment is made.

- It promotes cooperative learning as a key element to successful learning.

- It also emphasises the application of skills to real world problem and is monitored through multi-dimensional methods of assessment.

- It charges teachers with a responsibility to construct meaningful learning experiences that leads to the mastery of outcomes.

- It promotes the view of developmental or formative assessment as an integral part of teaching and learning thus allows learners to master outcomes at their own learning pace.

Notwithstanding the optimistic perspective about what Outcomes Based Education intended to achieve in teaching and learning, nevertheless, some researchers disagree with such an optimistic view for education in South Africa soon after 1994 general elections. Besides the contestations by scholars (Jansen, 1997; Chisholm, 2000a; Christie *et al.*, 2007) on the Outcomes-Based Education curriculum and its implementation, there were concerns expressed by the National Education Crisis committee (NECC) in its National Education Policy Investigation (NEPI) (Department of National Education, 1992).

The following were profound issues which are considered in this study to have farfetched impact on the implementations of curriculum innovations highlighted within this study:
- Inequality in the distribution of physical and human resources
- Unqualified and under-qualified teachers
- Lack of adequately trained personnel to manage and supervise curriculum change
- The state and quality of curriculum content which was out dated in terms of global trends in knowledge production

The findings from Edusource Data News (June: 1994) informed this view held within this study that teachers are the key role players in the implementation of curriculum innovation, the statistics provided in this source reported that in rural areas 21% of the black teachers were unqualified, 70% under qualified and 9% were qualified. The condition on the same issue in the urban areas was that 2% of teachers were unqualified, 91% under qualified and only 6% were qualified. This scenario attested to the views discussed earlier in this chapter

about the importance of quality of teachers for effective implementation of curriculum innovations.

From this statistical presentation this study could claim that the realities within this arena of education were enormous and challenging to the new democratic political dispensation which was ushered in May 1994 more particularly with regards teacher education and training. The percentage representing qualified teachers were educated and trained in theoretical knowledge and classroom practices which underpinned the apartheid curriculum design and development as well as implementation. Teachers were also required to adjust their pedagogical knowledge to fit into the introduced curriculum change and innovations. This has been considered ironic in this study because since then, the National Department of Education (DoE) hastened the implementation of curriculum reforms (Curriculum 2005, Revised National Curriculum Statement, National Curriculum Statement, Foundations for Learning Campaign) before improving the conditions highlighted by the National Education Crisis committee (NECC) in its National Education Policy Investigation (NEPI) (Department of National Education, 1992).

Over the years the review committees (Department of Education, 2001; Department of Education, 2009; Chisholm *et al.*, 2000; Chisholm, 2000a) highlighted factors and challenges of previous curriculum implementation and changes which have been proven by the review of literature not to be unique only to South Africa but also to other countries through experiences and assertions expressed by international researchers (Altrichter, 2005; Fullan, 2007; McNeil, 1990; Fullan and Steigelbauer, 1991; Fullan and Pomfret, 1977; Stenhouse, 1976). In addition to this argument Sarason (1983) stressed that the Research, Development, Dissemination and Adaptation strategies for effective implementation of curriculum innovations should be characterised by the planning, organisation ranging from merely issuing the decree and requiring accountability reports from different levels of curriculum implementation. In the light of this argument it considered necessary to inform the empirical study discussed in continuing chapters of the models adopted by the Department of Education in disseminating curriculum innovations to schools for implementation. This information provided a springboard upon which conclusions in the subsequent chapters were drawn.

It is also crucial to state the outcry echoed through media reports (Mulholland, 1997:1) by a columnist from the *Sunday Times* on poor quality of the output of the curriculum reforms

introduced through Curriculum 2005 however similar concerns were also highlighted by researchers (Chisholm, 2000a; Jansen, 1997; 1999). The Department of Education after the promulgation of the findings by the Ministerial committee (Department of Education, 2001) introduced the reviewed version of curriculum innovation an endeavour to address the public and researchers concerns. The Revised National Curriculum Statement (RNCS) was described by Jansen and Christie (1999) as nothing more than streamlining of the structure of the content with regard to terminology and simplification of Learning Area guidelines used by teachers. Ironically, the review of the curriculum did not address the concerns related to the development of teachers as well as overcrowded classrooms which were claimed by researchers to be the key attributes of the challenges faced through implementation of curriculum innovations from 1997 until 2002.

Stenhouse (1976) contended that 'there is no effective implementation of curriculum change and innovations without teacher development.' In the same breath Fullan (2007) concurred with this view to add that implementation of curriculum innovations is a fatal exercise if teachers are excluded in the development process because they are the key role players in the implementation of curriculum innovations in the daily class practices hence they understand realities of the classroom better than the advocates of the curriculum change. According to Sergiovanni (1998) cited in Rogan and Grayson (2003), is that curriculum innovations implemented through a bureaucratically structured education systems often tend to be far removed from the realities of the classroom. As a result problems manifest themselves in the gaps between the *intended curriculum* (as expressed in policy document), the *implemented curriculum* (expressed by real life in schools and classroom practices), and the *attained curriculum* as expressed by learners' experiences (Fogleman and McNeil, 2005).

2.3.1 Controversies in the Implementation Model for Dissemination and Implementation of Curriculum Change in South Africa: 1998-2005

(a)Train-the trainer model

The advocates of the train-the trainer model (De Lange, 1984; Goodson, 1994, Department of Education, 2000) held the view that the curriculum process has to be the initiative of the bureaucrats. Archer (1984) avers that this model is characterised by the direct and indirect exercise of force, and the process of planning, organising and implementing curriculum

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changes rests on the invocation of superior authority. The division and coordination of the workforce in this model is essential and this is expected to take place in the manner that all phases in the process of implementation are complemented. It is assumed that teachers are users of the curriculum in their daily classroom practice adapt to change as they implement it.

Muthambi and Mphaphuli (1998) cited in Khuzwayo (2007:61) explain the levels in which curriculum innovations were cascaded from national level to schools as follows:

> The curriculum innovations were discussed and adopted by departmental bureaucrats at national level. The policy guidelines providing the national framework were generated by the subject and phase committees which were constituted by the national department. The provincial Department of Education selected a group of teachers and curriculum managers to attend the train-the trainer workshops in Pretoria. The purpose of the workshop was to consolidate and coordinate the capacity within each provincial department, to develop a cadre of OBE trainer-facilitators capable of preparing teachers to implement curriculum changes.

The exponents of this model (Department of Education, 1997) preferred the use of workshops, seminars at regional, district and circuit level as the mode of preparing and developing teachers for the implementation of curriculum innovations. To critics (Jansen, 1999; Carl, 2012; Muthambi and Mphaphuli, 1998) the train-the trainer model and the strategies used to develop teachers were viewed to be basically an orientation course meant to inform teachers about new changes in the curriculum. Moreover Fullan and Stiegelbauer, (1991) contended that this model subscribed to the principles of the Adaptive theory, which thrives to mobilise participants to change their attitudes and develop commitment to the process of change.

Furthermore, Carl (1995; 2012) disputed the notion of viewing teachers as recipients of curriculum changes. In the same vein, Carr (1995) and Fullan (2007) argued that the model of implementing curriculum innovations which down-play the pedagogical skills and introduce new approaches to teaching practices without a provision for development of such teachers is bound to yield detrimental effects in the classroom. Fullan (2007) declared in support of the critic's view that it is common within the curriculum renewal process to ignore training needs

of teachers. This is an argument that underpins the teacher-based paradigm to which views and conceptual understanding this study ascribes to.

(b) School-Based Teacher Development and Training

In contrast, Killen (2006) stated that a decentralised curriculum development is the alternative strategy for engaging teachers to acquire expertise and competencies required for the implementation of curriculum innovations in the classrooms. The proponents of this approach emphasise that this option allows participation of teachers in curriculum development and management. The collegial engagement of teachers in discussion and debates stimulate diffusion of new ideas and sharing of competencies that are relevant to implementation of new practices introduced by innovations. This approach is also considered to have farfetched implications for positive results as compared to the two or three days workshop conducted away from the contextual realities in schools.

However, critics (Chisholm, 2000a; Jansen, 1998; Jansen, 1999; Jansen and Christie, 1999) charged this approach for not being adequate if curriculum managers at school level are not competent in curriculum development and lack facilitation skills. In their opinion teacher development programmes in schools should be planned and organised by experts in curriculum studies and research. The school managers are expected to out sources teacher training programmes to consultants who have facilitation skills and expertise in curriculum development. Although this argument sounds good however it cannot be afforded by all schools because of socio-economic conditions in many schools in South Africa.

2.3.2 Divergent views on 'Campaigns' and their value in Implementation of Curriculum innovations.

The conception of a 'campaign' in Mochal (2003) depicts the notion of a project thus it is for a limited time frame. The idea of campaigns was introduced by Kader Asmal in 1999 during his tenure in office of the ministry of education in South Africa. The adoption of campaigns as a strategy to implement innovations was piloted through a departmental initiative. Previous campaigns such as Masifunde Sonke and Read to Learn focused on instilling values and cultivating a culture of reading in schools. These initiatives were a response to the concerns highlighted in reports about learners' performance in literacy skills.

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Karlsson (1996: 95) defines a campaign as:

An organized, purposeful effort to create change; it should be guided by a thoughtful plan of action. Before taking action successful campaigners need to think about the existing situation, which will be affected by the campaign, what changes could improve the situation, what resources, tools and tactics are available to implement a campaign that will address the issue.

Furthermore, Paisley (1991) avers that a campaign should be given a specific context and Wang (2004) in the same vein charged that campaigns are planned, purposeful events organised to solicit attitudinal and behavioural changes in a community of people. The issue of environment and campaign are intertwined (Wang, 2004). This perspective stresses that the failure and success of a campaign lies with the manner in which the environment or context is planned and organised and the preparation of the participants.

Buehring (2007:2) emphasised that planning and organisation are the fundamental aspects for the successful use of campaign to implement innovations. The following are the proposed steps suggested in Buehring (ibid):

- Defining the scope and objectives of the campaign. This entails involving all stakeholders in the advocacy of the initiative so that they understand clearly what the campaign aims to achieve.
- Define the deliverables: to achieve desired outcomes of the project the things or products to be delivered by the end of the process should be defines.
- Planning: it is important to work out a realistic schedule for the campaign.
- Communication: it is important to effectively communicate with the team steering the campaign so that everyone in the programme knows exactly what role to play.
- Tracking of the campaign. Like any project the campaign should be constantly monitored and reviewed against the targeted goals.
- Risk Management: risks are any events or conditions that affect the project which could inter alia be; lack of technical skills, expertise and competences required from the staff to implement innovations or initiatives should be taken into consideration to avoid crisis.

This discussion provided this study with the key issues that were considered critical and vital in the data collection and interpretation of data. The interviews questions and questionnaire statements were formulated around the key aspects of the implementation of a campaign. The critical perspective on the implementation of innovations through campaign strategies informed this study of the experiences and gaps that were highlighted by researchers on this subject. According to Department of Education (2000) the following attributed towards failure of the previous campaigns which meant to improve literacy skills in schools: poor organisation and unclear national plan, lack of expertise, competencies and commitment among staff members targeted to implement innovations in provinces, provincial department officials and personnel had limited capacity to run campaigns, the lack of a well-developed advocacy and mobilisation plan and newly appointed members in the management positions lacked knowledge of procedures to deliver innovations to schools. Baatjes (2003) also affirmed that campaigns failed to implement the intended innovation on the following grounds: lack of planning, poor coordination and management, lack of consultations, monitoring, evaluation and poor resourcing.

Mochal (2003) argues that one cannot start planning for implementation while implementation is already taking place. A common proverb that is rather applicable here is "failing to prepare is preparing to fail." Previous research highlights that the biggest challenge, however, remains that of putting policy into practice. Baatjes (2003) has strongly emphasized that the previous campaigns have clearly failed. Future implementation of policy through campaigns needs to consider proper planning, coordination, management, consultation, monitoring, evaluation, involvement of all necessary stakeholders, proper resourcing, funding, well designed mobilization and reasonable time frames (Baatjes, *et al.* 2000; Baatjes 2003; Castle, 1999; Sayed and Jansen, 2001).

2.3.3 A Critical Analysis of Changes in the Curriculum with regards to the Foundations for Learning Campaign

The critical analysis of the sources and documents (Department of Education, 2008a; Department of Education, 2008b; Department of Education, 2008c; Department of Education, 2008d) furnished this study with a synoptic version of the rationale of this initiative as well as the expected output of the process of implementation. The preamble of the gazette (Department of Education, 2008a) highlighted that the Foundations for Learning Campaign

purported to introduce new approaches to the teaching and learning of literacy skills and mathematical competencies in both the foundation and intermediate phases within the General Education and Training Band. The analysis of the content of the gazette (Department of Education, 2008a) established that the innovations introduced the following changes to the content structure and methodology of the prevailing curriculum.

Between 2003 and 2006 the Department of Education (DoE) phased in a revised National Curriculum Statement (NCS) for grades R-9 for schools in the General Education and Training Band. The National Curriculum Statement contained learning outcomes and assessment standards for each of the learning areas, setting out the minimum or essential knowledge, values and skills to be covered in each grade (Department of Basic Education, 2008b:1). However, a wide range of both local and international research argued that outcomes inhibit the clear specification of what content, concepts and skills need to be taught and learnt (Muller, 2000; Jansen, 1999; Allais and Taylor, 2007; Donnelly, 2005; Young, 2002). Their main criticisms were that outcomes fail to give adequate specification of essential learning. Furthermore, by focusing on outcomes, inputs, content, or the means for achieving these outcomes are left open and unspecified.

On the other hand, assessment standards, the other central curriculum organizing device for the curriculum, are intended to indicate progression and demonstrate the ways in which the learning outcomes may be achieved. According to the Final Report of the Task Team for the Review of the Implementation of the National Curriculum Statement (Department of Education, 2009: 45) assessment standards were argued to be too numerous, at times vague, and limited in the extent to which they show progression. They also failed to specify the level at which learners should be performing. Basically, the hearings and submissions (Department of Education, 2009: 45) concluded specification of both learning outcomes and the assessment standards in the National Curriculum Statement was uneven, they provide a very broad general sense of what a subject or learning area is about, they are ineffective in providing educators with a means for 'designing down' what to teach. Thus in this way, the central design features of the National Curriculum Statement has continued to constrain the specification of the curriculum.

In response to the gap in the central design feature of the National Curriculum Statement (learning outcomes and assessments) the Department of Basic Education provided

Assessment Frameworks for the Foundation and Intermediate Phases in 2008 as part of the Foundations for Learning Campaign**.** These documents were developed to help teachers to put the NCS into practice in the classroom. The Assessment Framework (Department of Basic Education, 2008b:1) serves as a tool to assist teachers in their planning, teaching and assessment in the following ways:

• The document breaks down the content (knowledge, values and skills) embedded in the assessment standards and divides it across the four terms. These '*milestones*' thus ensure that there is conceptual progression both within a term and throughout the year.

• The milestones are intended to provide guidance on the content to be planned, taught and assessed per term. It also gives guidance on the expected level of achievement that learners in a particular grade should achieve at the end of each term.

• The milestones applicable for each Assessment Task are identified, in line with the National Policy on Assessment and Qualifications. The Assessment Framework is an enabling document that gives the teacher guidance and support on planning and assessment for the year and grade (work schedule) and the development of lesson plans (daily/weekly).

• Exemplar rubrics and rating scales based on the milestones for the last assessment task for each term are given so that schools and districts can develop common assessment tasks.

The Department of Basic Education encouraged educators to infuse the Assessment Frameworks into the Work Schedule (year/grade plan) thereby assisting educators in developing their programme of assessment. However, educators still needed to consult multiple documents in planning, including: the National Curriculum Statement :Teachers Guide for the Development of Learning Programmes; Assessment Guidelines; National Protocol on Recording and Reporting; National Curriculum Statement Overview Documents (Department of Education, 2009: 19). Interestingly, the National Curriculum Statement for Grades R-9 for both mathematics and languages were still in place with the learning outcomes and assessment standards over and above the Assessment Framework (milestones) that was developed during the Foundations for Learning Campaign.

The launching of the Foundations for Learning Campaign furthermore introduced educators to other documents to consult, which were the Assessment Framework; Teaching Reading in

Early Grades and the Government Gazette 30880 of 14 March 2008, outlining the Foundations for Learning Campaign, which details the minimum expectations for the teaching of Literacy and Numeracy (Languages and Mathematics). It is easy to ascertain that educators were now overloaded with numerous documents for consultation, nevertheless, the intent of this curriculum innovation was to assist educators improving learner performance, but is it able to do so effectively? Exemplar lesson plans were also developed and supplied to all schools offering Grades 1 – 6. By using the Assessment Frameworks, together with the NCS and the Assessment Policy documents, the intent of this was to reduce the workload of the educator in developing and designing his or her own lesson plans for both Languages and Mathematics (Department of Basic Education, 2008b:1).

A key dimension related to the successful implementation of curriculum relates to the detail and clarity provided by policy in relation to what to teach (Umalusi, 2009:38). Even after the National Curriculum Statement was revised the learning areas still lacked clarity and needed further content specification. Submissions to the review did reveal, however, that teachers found it difficult to sift through content, especially where content is found in different forms and in different documents and at different levels of specificity (Department of Education, 2009: 47). According to the Final Report of the Task Team for the Review of the Implementation of the National Curriculum Statement (Department of Education, 2009: 48) considerations around the format of presentation of content in the National Curriculum Statement needed to be considered, the report recommends it follow logical development with emphasis on conceptual progression.

Furthermore, it recommends a reformatting of the curriculum in terms of clear content standards, dealing with content gaps where they exist, making sure that progression is clear, and aligning assessment to curriculum statements. Pleasingly, teachers in the hearings expressed enthusiasm for greater content specification within the Foundations for Learning in relation to mathematics and languages (Department of Education, 2009: 45). However, teachers expressed the opinion that the Foundations for Learning Campaign does not address the issue of English as a First Additional Language. Although clear outlines for the teaching of phonics is provided for English, it is not provided for all languages. There is a lack of clear steps and texts to be used in teaching reading and writing in mother tongue and English in parallel (Department of Education, 2009: 47).

Both national and international research has repeatedly emphasized the purpose of the textbook as one of the most effective tools through which to deliver the curriculum and support assessment (Taylor, 2008; Stronkhorst and van den Akker, 2006; Collopy, 2003; Farrel and Heyneman, 1989). Not only can it ensure curriculum content and assessment coverage, but it can also offer appropriate pacing and weighting of content and assist teachers with lesson and year planning. However, within the National Curriculum Statement adequate Learner Teacher Support Material (LTSM) was lacking and thus it was regarded as a critical issue that needed to be urgently addressed (Department of Education, 2009: 6). Research reveals that in the formative years of learning mathematics and language, particularly in the foundation phase, children need to work with reading books, manipulatives and visual stimuli when introduced to new concepts. Providing a print rich environment, especially for children who come from homes that lack books and reading material, is critical to the development of the ability to read well (Collopy, 2003). Thus, the Foundations for Learning Campaign strongly emphasized that every teacher must have sufficient resources to ensure effective teaching and learning of Literacy and Numeracy occurs (Department of Education, 2008a:6), but whether this is achievable remains questionable.

Teachers, when planning, should consider the learning outcomes within mathematics not as isolated areas. They should be seen and taught as interrelated units in which understanding in one area is dependent on, and supportive of, ideas and concepts in other outcomes. However, the introduction of the curriculum innovation, Foundations for Learning Campaign did not change or replace any of the learning outcomes, although it introduced the Assessment Framework for mathematics which simply broke down the content (knowledge, skills, values) embedded in the assessment standards and divided it across the four terms (Department of Education, 2008b:1). Nevertheless, Curriculum and Assessment Policy Statement (CAPS) for mathematics adopts a shift from learning outcomes to content areas, thus attempting to strengthen the implementation of the curriculum, and provides much more specific guidelines about what to do in the classroom and how to improve teaching, learning and assessment, as compared to the National Curriculum Statement and the Foundations for Learning Campaign (Department of Basic Education, 2011d: 9).

The intention of the Foundations for Learning Campaign was to attempt to fill in the gaps identified within languages in the National Curriculum Statement. In order to strengthen the National Curriculum Statement of languages the Foundations for Learning introduced the Assessment Framework, which comprises milestones based on key language skills. According to the Department of Education, (2008b:49) in the foundation phase milestones are designed for listening and speaking (oral), phonics, handwriting, reading and writing. Interestingly, the milestones for phonics and handwriting being specific skills are separated from those of reading and writing, although, in practice, phonics is a component of reading, and handwriting, which is a specific skill required for communicative writing. Another notable change is that learning outcome 6, (language structure and use), has been infused with listening and speaking, reading, phonics and writing whilst learning outcome 5, (thinking and reasoning), has been infused with listening and speaking, reading and writing (Department of Education, 2008b:49). The question is would these changes make a difference to educators during classroom practice.

Unlike the National Curriculum Statement which was not able to provide much content specifications on reading, the milestones (Department of Education, 2010:49c) on the other hand, for reading have been grouped under four headings:

- Emergent reading: the early skills learners need to develop before they start formal
- reading
- Shared reading: reading as a class, with every learner having access to the text
- Group, guided reading: reading in groups with the teacher
- Independent reading: reading in pairs or alone, without the support of the teacher

With regards to languages in the intermediate phase there are milestones for listening and speaking (oral), reading, writing, spelling and grammar, and investigation. The milestones for spelling and grammar being specific skills are separated from those of reading and writing, and learning outcome 6, (language structure and use) and learning outcome 5, (thinking and reasoning), have been infused with listening and speaking, reading and writing (Department of Education, 2010c:65).

The purpose of the separation of the milestones under these headings in the Assessment Framework is to assist the educator in planning, teaching and assessment. However, the

educator needs to be aware that in practice, a single activity will develop a range of skills. Listening and speaking skills, grammar, spelling and writing skills develop from well-structured and effectively designed reading lessons. Educators need to ensure that the language lessons they deliver in the classroom must be structured in order to develop these fundamental skills and they should adopt a more integrated, text-based approach, meaning that, in this approach shared reading of a text becomes the basis for the development of the various oral and literacy skills (grammar, comprehension, word building, spelling and writing) (Department of Education, 2010c:65). Unlike previously, the Assessment Framework introduced during the introduction of the Foundations for learning Campaign is in line with this change.

It is crucial that educators take note that the Foundations for Learning Gazette (Department of Education, 2008a) provides guidance on those components that form the basis of a well-structured language lesson, unlike the previous curriculum. This curriculum innovation attempts to provide for time to be set aside for:

- Listening and Speaking (Oral)
- Shared reading and writing (as a class)
- Spelling, sight words, vocabulary, language (word and sentence level work) (as a
- class followed by written/practical activities to consolidate)
- Guided reading with the teacher (in groups)
- Independent reading
- Independent writing: e.g. descriptions, stories, journals, reports, graphic texts
- The teaching of a First Additional Language

This breakdown helps educators to plan their lessons so that the learners spend time listening and speaking, reading and writing every day. However, the educator must possess appropriate and adequate knowledge to put this into practice in the classroom. The ultimate goal of the Foundations for Learning Campaign was to improve the performance of South African children in literacy/languages and numeracy/mathematics. Teaching Reading in the Early Grades: A Teacher's Handbook was therefore developed with intent to assist educators in grades R-6.

This handbook (Department of Education, 2008d: 1) highlights the importance of the core elements of teaching reading and writing which includes:

- Shared reading and writing
- Guided reading and writing
- Independent reading and writing activities
- Word-level and sentence-level Work

These core elements are emphasised in order to remind educators that adequate attention and time must be dedicated to the teaching of these elements which are the basis for acquisition of basic reading and writing. On the contrary, these crucial aspects were not clearly defined and expressed in the National Curriculum Statement. Apart from this, the five critical areas which are necessary for reading instruction are outlined in the handbook: phonemic awareness; word recognition (sight words and phonics); comprehension; vocabulary and fluency which are also strongly recommended by the National Reading Panel Report (National Institute of Child Health and Human Development [NICHD], 2000). However, the responsibility lies with the educator in teaching and enhancing these five essential components. In order for learners to become skilled readers each of these components needs to be taught explicitly, and practised in context on a daily basis in the classroom.

2.3.3.1 An Analysis of Teaching and Learning time with respect to the Foundations for Learning Campaign

In terms of *Section* 4 *of the Employment of Educators Act,* (1998), the formal school day for teachers is seven hours, plus an additional one and a half hours for preparation and marking time per day. As stipulated in the Government Gazette (Department of Education, 2008a: 8) the minimum contact teaching time for the Foundation Phase is set out in table 2.1:

Table 2.1: Minimum contact teaching time for the foundation phase with respect to the foundations for learning campaign

PHASE	GRADE	TIME
FOUNDATION PHASE	R,1 AND 2 3	22HRS 30MINS 25HRS
INTERMEDIATE PHASE	4,5,6	26HRS 30MINS

The Government Gazette (Department of Education, 2008a: 8) specifies formal teaching allocations for Literacy (Languages) and Numeracy (Mathematics) in the Foundation and Intermediate Phases are presented in table 2.2 as actual hours per grade:

Table 2.2: Formal teaching allocations for literacy (languages) and numeracy (mathematics) in the foundation and intermediate phases with respect to the foundations for learning campaign

LEARNING PROGRAMME	GRADE	TIME ALLOCATION PER DAY	TOTAL PER WEEK
LITERACY	R,1,AND 2 3	1HOUR 50 MINUTES 2 HOURS	9 HOURS 10 MINUTES 10 HOURS
NUMERACY	R,1,2 3	1 HOUR 30 MINUTES 1 HOUR 45 MINUTES	7 HOURS 30 MINUTES 8 HOURS 45 MINUTES
LANGUAGES	4,5 AND 6	1 HOUR 30 MINUTES	7 HOURS 30 MINUTES
MATHEMATICS	4,5,AND 6	1 HOUR	5 HOURS

However, it is necessary that the researcher briefly highlight the changes that have been put in place with the formal time allocations with regards to Curriculum and Assessment Policy Statement (CAPS) since the introduction of the Foundations for Learning Campaign as this is the policy currently in use. The Department of Basic Education realised that sufficient time allocation was not made available for these rather crucial subjects, thus their notional hours were increased. Ten hours are now allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades R - 2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language. With regards to mathematics 7 hours are allocated across grades 1-3. The instructional time in the Intermediate Phase is as follows: home language (6 hours), first additional language (5 hours) and mathematics (6 hours) per week (Department of Basic Education, 2011d: 6). Figures from The Progress in International Reading Literacy Study (PIRLS) of 2006 indicate that South African schools spend significantly less time on the basic foundations for learning than the majority of the other countries who participated

(Howie, et.al. 2007); maybe with these changes educators will be provided with an opportunity to make a difference.

The Curriculum and Assessment Policy Statement (CAPS) provides clear time allocations for specific content coverage through weighting of content areas as compared to the National Curriculum Statement and the Foundations for Learning Campaign. The weighting of content areas serves two primary purposes: firstly the weighting gives guidance on the amount of time needed to address the content within each content area adequately; secondly the weighting gives guidance on the spread of content in assessment (Department of Basic Education, 2011d: 34). However, educators need to realise that the weighting of the content areas is not the same for each grade in the foundation and intermediate phase, thus they need to ensure clear and concise pacing.

The teaching and learning time (Department of Basic Education, 2011d: 6) is clearly stated and leaves no room for own interpretations leading to confusion about what constitutes official policy. Under no circumstances should teaching and learning time be sacrificed or reduced. Time management is of uttermost importance in a school. Many teaching hours are lost through absenteeism, lack of punctuality, scheduling of activities such as choir, sports competitions etc. Existing international studies (Allington, 2002) concur that sufficient teaching time needs to be spent on the critical foundation skills in order to enhance them.

2.3.3.2 Recommended lesson plans for the Foundations for Learning Campaign

The Foundations for Learning Assessment Framework (Department of Education, 2008b) which was distributed to all schools during 2008 contained 'milestones' for each grade. These milestones explain the content embedded in the Learning Outcomes and Assessment Standards, indicating the expected level of achievement of learners at the end of each quarter. To supplement the Foundations for Learning Assessment Framework the Department of Education has provided lesson plans to enhance teaching, learning and assessment thereby equipping educators with the necessary tools needed for effective implementation of the campaign.

These lesson plans have been developed using:

- The National Curriculum Statement (NCS) Learning Outcomes and Assessment Standards as the starting point
- The Milestones and
- Government Gazette 30880 of 14 March 2008, outlining the Foundations for Learning Campaign, which details the minimum expectations for the teaching of Literacy and Numeracy (Languages and Mathematics)

According to the Lesson Plans (Department of Education, 2010d: 6) they provide:

- *An overview of the term which is* broken into weekly units, recommending educators to compare these with their work schedules. The overview provides a useful term checklist.
- *An overview for each week* broken down into daily units; assisting educators to identify the content included in the week's lesson plans, to see how it is paced and to make use of specific lesson plans. The Milestones, Learning Outcomes and Assessment Standards for the week have also been included.
- *Individual lesson plans for each week* for the different components in Languages and Mathematics. The lessons for the week are broken down into daily steps, providing teachers with a breakdown of content and suggestions for implementation. However the plans are not prescriptive and allow you to use your own way of presenting the lesson. They are rich in practical ideas drawn from best practice and as such can enrich implementation in the classroom.
- *Suggestions for the Assessment Tasks* for each term for each of the components.

These lesson plans are intended to assist teachers to pace their teaching, give them guidance when planning their assessment tasks and provide suggestions to enrich teaching practice. However, educators need to take into cognizance that they are not intended to be prescriptive and teachers are not expected to abandon good practice in order to blindly follow the plans. It is really crucial that educators keep in mind that every class and learner is unique. There is no 'one size fits all'. Learners progress at different speeds and in different ways and you as the class teacher is best able to pace your teaching to the needs of your learners. It is suggested that educators introduce new material in an order that suits their learners. However, poor and

adequate support provided to educators by district officials in implementing the lesson plans was reported (Minutes Parliamentary Monitoring Group, 2009).

In spite of the initiatives by the national department to improve literacy and numerical skills, critics continued to critique the implementation plan and the model adopted for cascading curriculum innovations from national, provincial and district as well as to the school. Much discontent and scepticism about the efficacy of the Foundations for Learning Campaign to ameliorate the conditions and performance of learners in literacy and numeracy (Department of Basic Education, 2011a) enticed the researcher to conduct this study. The purpose of this study as stated in chapter one, to ascertain teachers' perceptions on their competency to implement the introduced curriculum innovation, their ability to master the conceptual paradigm underpinning the innovation and considering their experiences and perceptions in their daily practice in classrooms. As part of the purpose of this synthesis in this study, to determine the extent to which the 'campaign' accomplished the intents of the initiators to increase learners' competence in literacy and mathematics was of crucial importance for interpreting of the findings of the empirical study.

2.3.4 A Synthesis of expert knowledge and theories on Teaching and Learning of Mathematical Knowledge and Literacy Skills

Results from both national and international surveys that were conducted in the past decade paint a bleak picture of South Africa's low levels of literacy and reading proficiency among learners in both the foundation and intermediate phase across schools (Le Cordeur, 2010; Kruizinga & Nathanson, 2010). These alarming results have sparked much concern amongst many researchers and the Department of Basic Education (Bloch, 2009; LeCordeur, 2010; De Witt, Lessing & Lenayi, 2008). Firstly, the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ II, 2000) revealed that the overall reading level of Grade 6 learners was at Level 3 (basic reading). Secondly, the Progress in International Reading Literacy Study (PIRLS, 2006) showed an average reading score of 302 points for Grades 4 and 5 learners, well below the international mean of 500. Thirdly, the results of the systemic evaluation survey that was conducted on a representative sample of more than 54 000 grade 3 learners in 2007, from more than 2 400 primary schools in South Africa reported that the average overall percentage score obtained by the learners in literacy was 36%

(Pandor, 2008). Both international and national tests results pointed to serious issues of under achievement among South African learners, resulting in the adoption of the National Reading Strategy (Department of Education, 2008c) and the introduction of the Foundations for Learning Campaign (Department of Education, 2008a: 4).

The initial focus of the Foundations for Learning Campaign was to ensure that learners across the two phases acquire and sustain a solid foundation for learning with regards to literacy and mathematics. The ultimate goal of the campaign was that all primary schools will be expected to increase average learner performance in Literacy/Language and Numeracy/Mathematics to no less than 50%, indicating an improvement of between 15% -20% in the four years of the campaign. Unfortunately, this was not attained. In light of the above, the researcher sees a need to examine perspectives and approaches regarding the acquisition of literacy skills in foundation and intermediate phase, since it is the initial focus of the campaign. It is significant for this study to establish the ideal practice of teaching of literacy so that comparisons can be drawn between this practice and actual classroom practice during scheduled classroom observations.

The critical synthesis of the experts and their contribution in the pedagogical knowledge for effective teaching and learning of literacy skills was considered crucial in this study as it provided a platform to interpret findings in the subsequent chapters of this document. Firstly, the experts and researchers in teaching and learning of languages and literacy skills (Scarborough, 2001; Share *et al.,* 1984; Block and Pressley, 2002; McDonald, 2002; Wixson, 1986; Nagy and Scott, 2000; Baker *et al.,* 1995) in one accord emphasised that there are five essential components in teaching and learning language and literacy skills, which are as follows:

- *Phonemic awareness:* the ability to notice, think about and work with individual sounds in spoken words.
- *Word Recognition*: is referred to as the skills that readers need in order to read unknown words, furthermore, the two main elements involved in word recognition are phonics and sight words.
- *Comprehension:* the ability to assign meanings to the words and to use them in appropriate contexts. The development of the cognitive learning of language requires expansion of learners' *vocabulary*. The least aspects in the hierarchic order in the process

of acquisition of literacy skills, is called *fluency*, which is a key indicator for comprehension.

Furthermore, the experts (National Institute of Child Health and Human Development [NICHD], 2000) recommended the following pedagogical approaches for effective teaching and learning of language competencies and literacy skills in early childhood education:

- *Activation of reader's prior knowledge:* in this approach teachers should demonstrate competency to link text to the learners' general or previous knowledge.
- *Reading aloud to learners:* this requires the teacher to read the text aloud to learners and then discuss the meaning and learners' impression and having them guess ahead the suitable meanings.
- *Illustrations and clues:* this method entails use of the paragraph, chapter headings and sub-heading and words in bold or contents of index page to develop learners' comprehension skills. This method is relevant for developing learners decoding skills and it is appropriate in encouraging learners to sound out words and increase their vocabulary.
- *Word learning strategies:* are suitable for teaching new words, unfamiliar words and correct pronunciation of words.

In contrast the initiators of the Foundation for Learning Campaign introduced new teaching strategies to be used by teachers in improving reading and writing: shared reading, group guided reading, paired reading, independent reading and phonics. For ameliorating writing competency the initiators introduced teachers to: shared writing, spelling and individual writing and handwriting. Similar trends in teaching approaches had also been encapsulated in within the most recent curriculum change 'Curriculum and Assessment Policy Statement' introduced three years after the Foundations of Learning Campaign.

Notwithstanding the expert knowledge approaches to teaching of language competencies and skill, dimensions and approaches of teaching mathematics were also crucial. This information assisted this study to determine approaches used by teachers as part of innovations in improving learners' competency in mathematical literacy. Furthermore, this theoretical knowledge was used as parameters for discussion of the findings in the subsequent chapters of this document.

According to McGraner, Van Der Heyden and Holdiede (2011:4) the necessary key components of effective mathematical concepts and skills are the following:

- Linking teaching and learning of mathematics concepts to reality.
- Mastery of mathematics algorithms and logical steps of problem solving.
- Active participation of learners in learning and learning by doing.
- Use mathematics as language to communicate and summarise data.
- Subject-matter knowledge in mathematics (or the teacher's knowledge of the content being taught)
- Mathematics topics for student mastery
- Knowledge about how to most effectively teach mathematics (or the teacher's knowledge and use of effective instructional strategies in teaching mathematics)

The experts in mathematics pedagogical knowledge (Doyle, 1983; Hiebert and Wearne, 1993; Ball and Bass, 2000; Ball, 2000) asserted that teachers should be competent in selecting mathematical learning activities that equate the learners' cognitive structural development. In addition the teachers' ability and competencies in linking mathematical concept to learners real life experiences enhances acquisition of conceptual and procedural necessary to life- long learning of the subject matter. Mhlolo (2012: 180) cautioned, "If reasoning ability is not developed in the teaching and learning of Mathematics from early age the subject becomes the matter of knowing a set of rules, procedures and mimicking examples."

Furthermore researchers in mathematics pedagogical content knowledge concurred with the importance of teachers' abilities and competencies to facilitate knowledge sharing, problem-solving and cooperative learning strategies in mathematics classes (Franke and Kazemi *et al.,* 2007; Lampert, 2001; Strom and Kemeny *et al.,* 2001). Maintaining the same view point Wood (1998) and Ball (1997) argued that structuring of learner-centred problem solving activities and organising learners into group discussion for solving problems require competent teachers. The actual planning and facilitation of high quality, content-rich classroom according to this view is not a simple task. Therefore preparation of mathematics teachers in adequate pedagogical content of the subject is the key to effective teaching and learning of mathematics.

Providing the dimension of the learners in this discussion of pedagogical content knowledge in mathematics learning, Yackel, Cobb and Wood (1991) contended that not all learners possess mathematical logical intelligence and therefore teachers have to provide learners sufficient time to: explore, engage and work on the problem and develop their own ideas. Killen (2011) in the same strand recommended that competent and knowledgeable teachers apply Vygotsky's theory of the zone of proximal development in their teaching by presenting mathematical conceptual and procedural knowledge. The application of scaffolding strategy outlined in Kiong and Yong (2001) necessitates knowledgeable teachers in lesson planning, organisation of content knowledge and stages of introducing learners to new concepts in the subject. In this view, the misconceptions and mistakes should not be considered as failure, contrary, they are viewed as opportunities for learning. Learners' ability to recognise their mistakes forms part of the learning process. This view is aligned with the progressive paradigm because progressive researchers on curriculum development contest conventional trends which emphasise content based learning and learning as an event rather than a process.

2.4. SUMMARY

The discussion presented in this chapter provided the synopsis of the crucial aspects on which this study focused on. Briefly, preparation of teachers for implementing curriculum innovations referred to as the Foundations for Learning Campaign. A conceptual framework generated through the synthesis of literature provided this study with contesting conceptions of 'implementation' as a phase in curriculum change. Furthermore, versions of what curriculum innovations entail added value in the pursuit of establishing both conceptual and theoretical framework for allocating findings of the empirical study.

Withstanding the theories and conceptions the synthesis drawn during the review of literature, there were model analyses for the purpose of soliciting characteristics and features that could be identified with that of the espoused model for implementing curriculum innovations, Foundations for Learning Campaign. The critical analysis of innovations of the Foundations for Learning Campaign was part of the review of literature, and the purpose thereof was to identify in more specific terms of reference benchmarked by the initiators of the innovations for the campaign. Furthermore, literature enabled this study to understand the historical background on the adoption of campaign in implementing innovations and initiatives of the Department of Education in South Africa from 1998 to 2008. Literature

review encapsulated the search for a suitable paradigm for the procedures and process of data collection as well as data analysis. The detailed discussion and highlights of theorists' views on the adopted paradigm for empirical research was outlined in chapter three of this study, which is the next chapter.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter describes and discusses in detail the use of the selected research design and data collection methods to address the research questions. The synoptic discussion in chapter one highlighted the processes of data collection and analysis thereof which was underpinned by the interpretive paradigm. This paradigm is underpinned by observation and interpretation, thus to observe is to collect information about events, while to interpret is to make meaning of that information by drawing inferences or by judging the match between the information and some abstract pattern (Carr and Kemmis, 1986:135). It attempts to understand phenomena through the meanings that people assign to them (Quin, 1999:47).

The data that the empirical study sought to solicit from respondents were to address the three research questions that were considered critical in this study; firstly, how were educators prepared for adaptation of the Foundations for Learning Campaign in their teaching of literacy/languages and numeracy/mathematics skills? Secondly, what are foundation and intermediate phase educators' views about implementation of Foundations for Learning Campaign in classrooms? Thirdly, what kind of classroom support and guidance was available to educators to facilitate the implementation of the Foundations for Learning Campaign? These three questions emanated from the problem statement also discussed in chapter one which focused on the issue of challenges that faced the implementation of curriculum changes in schools. The main aspects that synthesised from the literature review in chapter two affirms both curriculum dissemination and implementation are highly complex and sophisticated processes which need be carried out carefully and purposefully so as to ensure success in the classroom. Emanating from different streams of research on curriculum development (Fullan and Steigelbauer, 1991; Jansen, 1998; Jansen, 1999; Jansen and Christie, 1999; Chisholm *et al.*, 2000; Graven, 2001; Fullan, 2007) it is necessary for curriculum developers to plan effectively for both these phases with a view of identifying facilitating and inhibiting factors and to follow an effective strategy which will ultimately ensure success.

Further discussion of the planning and organization of the empirical study is presented in this chapter.

3.2 AIMS AND OBJECTIVES OF THE STUDY

This study aimed at understanding the efficacy of the implementation of the Foundations for Learning Campaign, assessing the level of preparedness of educators in their teaching of literacy/languages and numeracy/mathematics skills in the classroom and identifying the gaps in the dissemination and implementation of curriculum innovations.

The following objectives were formulated for this study:

3.2.1   To ascertain how educators were prepared for the adaptation of the Foundations for Learning Campaign in foundation and intermediate phases in their teaching of literacy/languages and numeracy/mathematics skills.

3.2.2   To establish foundation and intermediate phase educators' views about the implementation of the Foundations for Learning Campaign in the classrooms.

3.2.3   To identify the kind of classroom support and guidance that was available to educators to facilitate the implementation of the Foundations for Learning Campaign.

3.3 CRITICAL QUESTIONS

The researcher aspired to explore educators' perspectives or views on their level of competency in implementing the Foundations for Learning Campaign. Furthermore, the researcher intended to ascertain if the preparation and implementation of the Foundations for Learning Campaign had been effective in developing the educators' pedagogical content knowledge and equipping them to implement the goals of this initiative effectively. The structured questions this study intended to address are listed below.

The adoption of the campaign for learning as a curriculum innovation strategy intrigued the researcher to undertake this study and to find answers to the following critical questions:

3.3.1 How were educators prepared for adaptation of the Foundations for Learning Campaign in their teaching of literacy/languages and numeracy/mathematics skills?

3.3.2 What are foundation and intermediate phase educators' views about implementation of Foundations for Learning Campaign in classrooms?

3.3.3 What kind of classroom support and guidance was available to educators to facilitate the implementation of the Foundations for Learning Campaign?

3.4 ETHICAL ISSUES

Ethical consideration generally refers to the ethical principles that are used when tackling issues in research. Research that involves human subjects or participants raises unique and complex ethical, legal, social and political issues. According to Cohen, Manion and Morrison (2011:76) research ethics is specifically interested in the analysis of ethical issues that are raised when people are involved as participants in research. These researchers simply state that there are three basic objectives in research ethics: firstly, the broadest objective is to protect human participants; secondly, the next objective is to ensure that research is conducted in a way that serves the interests of individuals, groups and society as a whole and thirdly the objective is to examine specific research activities for their ethical soundness, looking at issues such as the management of risks, protection of confidentiality and the process of informed consent.

With regard to the current study, it was essential for the researcher to first seek permission from the Circuit Manager of the Lower Umfolozi Circuit from the Department of Basic Education. Permission was sought prior to administering the questionnaire and conducting both the interviews and classroom observation to educators from selected schools within the uThungulu District. A letter to obtain the necessary permission was drafted (Appendix A) and was personally handed to the Circuit Manager of the Lower Umfolozi Circuit together with a copy of the questionnaire, interview and observation schedule. Permission was granted by the Circuit Manager (Appendix B). Copies of the letter of approval were made and they accompanied the questionnaires that were given to teachers. The letter of approval was also presented during the interviews and classroom observations for the attention of the principals concerned. This process was possible and strictly adhered throughout as the researcher

personally distributed and collected questionnaires from schools and was exclusively responsible for conducting both interviews and classroom observations.

The principle of informed consent was attained by requesting each participant to sign a consent form which was included on the first page of the above three instruments. However, before obtaining each of the participant's informed consent, the general theme of the questionnaire, interview and observation was made explicit in a covering letter. The covering letter included who the researcher is; why the data is required; an assurance of confidentiality and/or anonymity and the address of the researcher. This ensured that the respondents knew what they are committing themselves to, and also that they understood the context of their replies. Clear and unambiguous instructions for completion on how to answer the questions were highlighted in each questionnaire.

The interviewer, in this case, the researcher also reviewed the procedures to be adopted during the interview. The actual conduct of the interview was explained (what happens and how, the structure and organisation of the interview), how responses would be recorded taking into consideration that these procedures would be observed throughout all the interviews. Furthermore, the onus is on the interviewer to establish and maintain a good rapport with the interviewee. This concerns being clear, polite, non-threatening, friendly and personable to a point without being too assertive. Data collection is a crucial stage in the planning and implementation of a study. If the data collection has been superficial, biased or incomplete, data analysis becomes difficult, and the research report will be of poor quality, thus the researcher clearly understood and adhered to the necessary ethics involved in research throughout the process.

3.5 RESEARCH METHODOLOGY AND DATA COLLECTION

3.5.1 Mixed-Methods (Quantitative and Qualitative)

According to McMillan and Schumacher (2010:20) a research design describes the procedures for conducting the study, including when, from whom and under what conditions the data will be obtained. Basically, these researchers imply that the research design provides a general plan of how the research is set up, what happens to the subject and what methods of data collection are used. Thus the purpose of a research design is to specify a plan for

generating empirical evidence that will be used to answer the research questions. The intent is to use a design that will result in drawing the most valid, credible conclusions from the answers to the research questions.

For this study the researcher has selected the mixed methods design, as this design increases the accuracy of data and provides a more complete picture of the phenomenon under study than would be yielded by a single approach thereby overcoming the weaknesses and biasness of single approaches (Denscombe, 2008:272). To elaborate further, the researcher specifically selected the triangulation mixed method design; this is a one-phase design in which the researcher used both quantitative and qualitative methods during the same time frame and with equal weight to best understand the phenomenon of interest. Basically, it involved the concurrent, but separate collection and analysis of quantitative and qualitative data in order to compare and contrast findings (Vos, Strydom, Fouche & Delport, 2011: 442). The researcher specifically selected this design because the qualitative data helps explain or builds upon the quantitative results thus adding greater credibility to the findings. Furthermore, it provided the researcher with an opportunity for a variety of divergent views and perspectives, making the researcher aware of the possibility that issues are more multifaceted than they may have initially been (Creswell and Clark, 2007:71).

3.5.2 Target Population and Sampling Procedures

The quality of any research not only stands or falls by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted. Vos *et al.* (2011:223) define a sample as comprising elements or subsets of the population considered for actual inclusion in the study, or it can be viewed as a subset of measurements drawn from a population in which the researcher is interested in.

This study employed a non-probability sampling strategy. The researcher considered subjects who happened to be accessible and represents the population targeted in the study. McMillan and Schumacher (2010:137) outlines three types of nonprobability sampling approaches commonly used: convenience sampling, purposive sampling and quota sampling. This study preferred to employ the purposive sampling strategy on the grounds stated in Welman *et al.* (2005: 69) as it allows the researcher to choose participants he/she considers to have relevant information to achieve the necessary objectives of the study. According to Kumar (2011:207)

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purposive sampling is extremely useful when the researcher wants to construct a historical reality, describe a phenomenon or develop something about which only a little is known.

This study was conducted in the uThungulu District, one of the eleven district municipalities within KwaZulu-Natal which is one of the nine provinces in South Africa. uThungulu District has four circuits; this study was carried out within the Lower Umfolozi Circuit. The researcher selected a sample of ten primary schools from Richards Bay and another ten primary schools from Empangeni within the Lower Umfolozi Circuit. Educators from grade one to grade six, an approximate number of six respondents from each school were selected, making one hundred and twenty respondents altogether which formed part of the sample for the questionnaire.

With regard to the interviews, five schools were selected from each ward, thus ten schools in all, two educators one from the foundation and intermediate phase, meaning that twenty interviews were conducted. With respect to the classroom observation, four educators from each of the ten schools who were interviewed were selected, that is, one educator for each of the following subjects; numeracy and literacy from the foundation phase and language and mathematics from the intermediate phase, making forty educators in total. Only educators from grades one to six teaching numeracy/literacy and languages/mathematics were selected as they were the initial focus of the Foundations for Learning Campaign. This sample was used to elicit information to answer the three research questions of this study through the use of the three instruments for triangulation purposes in the analysis and synthesis of findings in the subsequent chapters.

3.5.3 Discussion of Research Instruments

The following instruments were used to solicit information to address the three research questions within the study:

3.5.3.1 Questionnaire

The researcher has selected a questionnaire as one of the instruments for collecting data, taking into consideration that a questionnaire is widely used, is a rather useful instrument for collecting survey information, providing structured, often numerical data being able to be administered without the presence of the researcher and often being comparatively straightforward to analyse (Cohen, Manion and Morrison, 2011:377). Van Rensburg, Landman and Bodenstein (1994: 504) define a questionnaire as a set of questions dealing with the same topic or related group of topics, given to a selected group of individuals for the purpose of gathering data on a problem under consideration. Dane (1990: 80) concurs with them when he describes the questionnaire as a highly structured data collection instrument where each respondent is asked the same set of questions.

The collection of data in this field of study will be achieved through the circulation of a written questionnaire, which will be answered by Foundation and Intermediate Phase educators in the sampled primary schools in the uThungulu District. A written questionnaire can be administered in different ways; the researcher has selected to hand-deliver the questionnaires to respondents at schools and collects them once respondents have completed them within a stipulated time frame.

Within this study the questionnaire consisted of closed-ended questions, using a four point Likert Scale namely, strongly agree, agree, disagree and strongly disagree. A Likert Scale is a psychometric scale commonly used in questionnaires and is the most widely used scale in survey research. The Likert Scale is an ordered, one-dimensional scale from which respondents choose one option that best aligns with their view (Vos *et al.*, 2011: 211). The close-ended questions were used to limit the response of the participants to stated alternatives. Close-ended questions are, however, also not without disadvantages, as they do not enable the respondents to add any remarks or explanations to the choice of selected categories and they may force a statement of opinion on an issue about which the respondents do not have any opinion.

However, within this study, where closed ended questions are used for soliciting information or opinions about how educators were prepared for the adaptation of the Foundations for Learning Campaign in their teaching of literacy/languages and numeracy/mathematics skills,

the researcher also decided to include open-ended questions which will enable the respondents to write a free account in their own terms, to explain and qualify their responses; this will surely provide greater insight into the choice of their answer which will be of great benefit to the study.

The questionnaire with both closed and open ended questions was used in this study to elicit quantitative data to answer this research question asked in chapter one:

"How were educators prepared for adaptation of the Foundations for Learning Campaign in their teaching of literacy/languages and numeracy/mathematics skills?"

Furthermore the data collected by means of the questionnaire provided a substantive base for the synthesis of findings in chapter four, to address the objective of the study which is:

"To ascertain how educators were prepared for the adaptation of the Foundations for Learning Campaign in foundation and intermediate phases in their teaching of literacy/languages and numeracy/mathematics skills."

3.5.3.2 In-depth Interviews

Interviewing is a cardinal mode of data or information collection in qualitative research. DePoy and Gilson cited in Vos, Strydom, Fouche & Delport (2011: 342) mention that researchers obtain information through direct interchange with an individual or a group that is known or expected to possess the knowledge they seek. The researcher has selected the unstructured one-to-one interview, also sometimes referred to as the in-depth interview, as the second instrument to be used. The researcher selected this specific instrument because it is focused and discursive and allows the researcher and the participant to explore the issue at hand. It is used to determine individuals' perceptions, opinions, facts and forecasts and their reactions to initial findings and potential solutions (Vos *et al.*, 2011: 342) which will be relevant to this specific study.

The researcher constructed an interview schedule that lists all the questions that will be asked. Questions were arranged from simple to complex, from broad to more specific, so as to allow the respondents to gradually adjust to the pattern of the interview schedule. By

virtue of research conducted by Vos *et al.* (2011: 342) the researcher opted to include open-ended questions in the interview schedule, on the grounds that they are: rather flexible; allows the interviewer to probe so that she may go into more depth if she chooses; enables the interviewer to test the limits of the respondents' knowledge; encourages cooperation and help establish rapport; allows the interviewer to make a true assessment of what the respondent really believes and places minimum restraint on the answers and their expressions of the respondent.

The interview schedule was the second instrument used to collect information within this study. The purpose of this instrument was to elicit qualitative data that answered both the second and the third question which was asked in chapter one:

"What are foundation and intermediate phase educators' views about implementation of Foundations for Learning Campaign in classrooms?"

"What kind of classroom support and guidance was available to educators to facilitate the implementation of the Foundations for Learning Campaign?"

The data collected was meant to address the both the second and third objective of the study which focused on:

"To establish foundation and intermediate phase educators' views about the implementation of the Foundations for Learning Campaign in the classrooms"

"To identify the kind of classroom support and guidance that was available to educators to facilitate the implementation of the Foundations for learning Campaign."

Within this study the researcher ensured that all the questions within the interview scheduled adequately addressed the above critical questions. Cohen, Manion and Morrison (2011: 201) have succinctly reviewed the procedures to be adopted at an interview. The interviewer should inform the participant of the nature of the interview, be honest without risking biasing responses, and should strive to put the participant at ease. It is crucial that from the very onset, the conduct of the interview should be explained, simply (what happens, and how, and the structure and organisation of the interview) and how responses may be recorded, thus

following these procedures throughout. Careful consideration was given to these procedures during conducting of the interviews within this study.

The interviews within the current study were scheduled to last for forty-five minutes enabling respondents to answer ten structured questions in a convenient and peaceful atmosphere in the respective schools. The responses were recorded on an audio-tape because of time constraints which was later transcribed into manuscripts for the purpose of analysis in chapter 5. Two weeks prior to the interviews, the researcher visited the respective schools, through consultation with the deputy principal and the teacher involved, a suitable date and time of the interview was scheduled.

3.5.3.3 Classroom Observations

Observation is a widely used means of data collection and it takes many different forms. The researcher has selected observation as the third instrument to collect data. The unique strength of this method, clearly articulated in Cohen, Manion & Morrison (2011: 456), is that it offers the researcher the opportunity to gather "live" data from naturally occurring social situations. In this way, the researchers can look directly at what is taking place in the actual situation rather than relying on second-hand accounts, thereby gaining insight into the actual situation.

The researcher used the structured observation sheet to solicit data on the educators' practical implementation of their teaching of literacy/languages and numeracy/mathematics skills in the foundation and intermediate phases with regard to the Foundations for Learning Campaign. With regard to the structured observation, the researcher will know in advance what she is looking for and will have the specific observation categories worked out in advance, thereby making use of a prepared observation schedule, which will be more efficient in terms of time.

The criteria on the observation sheet used were benchmarked from the synthesis of experts' knowledge on teaching and learning of Mathematics/Numeracy and language/literacy skills which evidently forms the basis of the Foundations for Learning Campaign. Furthermore, the aspects highlighted from the government gazette (Department of Education, 2008a) were also included within the observation sheet. The structured observation schedule focused on

obtaining information in relation to six specified categories which are as follows: overall planning and preparation of lessons, teacher and learner activities, teaching and learning strategies, learner teacher support material, assessment, and teacher reflection. The purpose of the observations was to verify the credibility of the quantitative findings of the questionnaires and the in-depth interviews.

The recording of the classroom observation was both narrative and categorical hence the focus of this instrument was on collecting qualitative and quantitative data. Kumar (2011: 122) explains in narrative recording the researcher records a description of interaction in his or her own words, usually making brief notes while observing; soon after the observation makes detailed notes in a narrative form. Within this study the researcher followed this trend and attempted to interpret the interactions and draw conclusions. However, the researcher also made use of categorical recording which required the use of categories such as: compliant and non-compliant.

Similarly, to that of the questionnaires and in-depth interviews, the researcher used the same sub-sample of schools, with respect to the classroom observation, four educators from each of the ten schools that were interviewed were randomly selected, that is, one educator for each of the following subjects: numeracy and literacy from the foundation phase and language and mathematics from the intermediate phase, making forty educators in total. Educators from grades one to six teaching numeracy/literacy and languages/mathematics were selected as they are the initial focus of the Foundations for Learning Campaign. These observations took place during classroom instruction which generally lasted sixty minutes. Prior to the observation the researcher discussed the aspect of classroom practices that were benchmarked for the visit.

Data collected through observations addressed the objective presented in chapter one as follows:

> "To identify the kind of classroom support and guidance that was available to educators to facilitate the implementation of the Foundations for Learning Campaign."

The analysis of data and findings thereof is discussed in detail in chapter six of the study.

3.6 DATA ANALYSIS AND PRESENTATION

3.6.1 Questionnaire

According to Newman (2000: 240), data analysis refers to systematic organisation and synthesis of research data. Upon completion of the survey, data will be collected by the researcher through a closed ended questionnaire. A closed-ended questionnaire involves offering respondents a number of defined response choices. Closed-ended questions are usually quite easy to convert to the numerical format required for SPSS therefore the researcher has selected to use the SPSS (originally, Statistical Package for the Social Sciences) to analyse data for this study. SPSS is among the most widely used programmes for statistical analysis in social science.

Prior to entering the information from the questionnaire, it was necessary for the researcher to prepare a "codebook." This is simply the summary of instructions that you will use to convert the information obtained from each respondent into a format that SPSS will understand and be able to analyse. Preparing a "codebook," involves deciding and documenting how you will go about defining and labeling each of the variables and assigning numbers to each of the possible responses. All of the above information was recorded on a computer. In the "codebook," the variables were listed from the questionnaire, the abbreviated variable names that were used in the SPSS and the way in which each response was coded (Pallant, 2007: 11).

In this study, the analysis of data involves descriptive statistics. Descriptive statistics serves as a tool for the organisation, tabulation, depicting and describing, summarization and reduction to a comprehensible form of an otherwise unwieldy mass of data (Sibaya, 1993b: 165). In this study descriptive statistics is used for summarization and reduction of the data which have been collected in a research sample.

Analysis of respondents in the sample according to their personal particulars (Section A of the questionnaire) is carried out first. Descriptive analysis of the sample data for the 17 items (Section B) is then done, using respondent-counting and percentages for the responses to each item. This will then be followed by the process of analysing data for each of the open-ended questions. The data will be organised categorically and chronologically, reviewed repeatedly and continually coded for each item. A list of major themes will be chronicled. In order to

avoid bias and giving misleading information, the number of respondents who marked a particular category is always given with the reported percentages in brackets (parenthesis) which was maintained within this study. Data from the questionnaire will be analysed, presented and discussed with the aid of frequency distribution tables.

3.6.2   In-depth Interviews

Kumar (2011: 278) asserted "for analysing qualitative data, a researcher needs to go through a process called content analysis." Furthermore, he explains that content analysis entails analysing the contents of interviews in order to identify the main themes that emerged from the responses given by the respondents. This study adopted the paradigm described by Kumar (ibid) to analyse data collected by means of in-depth interviews. The following steps were followed in the process of analysis of the current study:

- Step one: the researcher developed transcripts from the audio tapes of the responses to each of the ten questions and thereafter main themes were identified.
- Step two: the researcher classified responses under different themes and categories.
- Step three: findings were communicated under issues emerged during the classification of themes.

3.6.3   Structured Observations

The data collected by means of the observation schedule was analysed through coding and categorising, constant comparison, theoretical saturation, thematic analysis and patterning. (Cohen, Manion & Morrison, 2011:468). The researcher attempted to review, analyse and code early rather than wait to accumulate too much data before actual analysis. Categories were first densely coded trying to avoid summarising too quickly, key codes and what they embrace was considered in relation to the research questions. Finally, the data obtained from the specified categories observed were presented in frequency distribution tables.

3.6.4 Document Analysis

According to Vos *et al.* (2011:376) document analysis denotes any written material that contains information about the phenomenon that is being researched. The following government documents below related to the Foundations to Learning Campaign will be analysed during observation. Data solicited from document analysis will assist with all three of the above critical questions.

- Government Gazette, 14 March 2008, No 30880: Foundations for Learning Campaign 2008 – 2011,
- Foundations for Learning, Assessment Framework: Intermediate Phase /Foundation Phase,
- National Reading Strategy Document
- Foundations for Learning- Lessons Plans (Intermediate/Foundation Phase-Mathematics and Languages (Numeracy and Literacy)

Cohen, Manion and Morrison (2011:468) claim that educational documentary sources have often been criticized for failing to engage with the classroom, the learning context and the interface between teachers and learners. With regard to document analysis the researcher considers the proposal cited in Cohen, Manion and Morrison (2011:253) that documents should be analysed in relation to "the semiotics of text production, how meaning is made in the text, how readers take meaning from the text, language and the form in determining a deeper meaning, the status of authorial intention versus the reader's interpretation, the role of the community of discourse in reception of the text and so forth."

Ascertaining the meaning of the government documents is an important issue, and in doing so will assist the researcher in understanding the information relayed and the underlying values and assumptions within these documents, thereby comprehending both the text and its wider context. Interviews and questionnaires carried out about the preparation and implementation of the Foundations for Learning Campaign together with the observed pedagogic practices may be compared with and corroborated by documentary evidence provided.

3.7 INTERPRETATION OF FINDINGS

The synthesis of data was interpreted within a theoretical framework presented in chapter one and chapter two. Furthermore, the critical discussion of the findings focused and considered the objectives of the study as well as the research questions. Congruence of the findings together with the research questions, aims, objectives and the problem statement will be discussed in chapters four, five and six of this study.

3.8 SECTION A: BIOGRAPHICAL INFORMATION

3.8.1 Years of Teaching Experience.

According to Fullan and Hargreaves (1992:47) experienced teachers who have been teaching for some years would have developed ways of doing specific things which they have found to work for them over the years. Consequently, they may be reluctant to abandon tried and tested methods for new ones which they may be afraid will fail. In the same vein, Fullan and Hargreaves (1992:47) suggest that younger staff on the other hand may be keen, enthusiastic and committed to change but they often lack the skill and expertise which is necessary. Table 3.1 provides the summary of responses as follows:

Table 3.1: Respondents' years of teaching experience (n=120)

YEARS	N	%
1-5	7	5
6-10	24	20
11-15	25	21
16-20	27	23
20+	37	31
Total	120	100

Table 3.1 indicates that *(5%)* of the participants in the sample are educators who have been teaching Mathematics and Languages in the foundation and intermediate phases for a period of 1 to 5 years; *(20%)* was constituted by educators whose period of teaching those subjects were from 6-10 years; *(21%)* are those who have been teaching for a period between 11-15

years; *(23%)* are those whose duration is between 16-20 years in teaching the foundation and intermediate Mathematics and Languages. The largest portion of the sample *(31%)* was educators who had taught Mathematics and Languages in both these phases for 20 years and above. This summary revealed that the majority of the respondents in the sample have sufficient experience in teaching Mathematics and Languages to grades within the foundation and intermediate phases.

This implies that the Foundations for Learning Campaign was not introduced to novice educators. Fullan (1989) argued that the length of period in the service is not always compatible with good practice. Huberman (1988) endorses this view when saying that experienced educators are more resistance to change and they are also less likely to believe that it would work, hence the process of curriculum change requires adequate time and preparation. Goodson (1994) averred that curriculum change and innovation bring about new behaviour, attitudes and beliefs to teachers about classroom practice and this is a process that requires constant support, monitoring and supervision. Thus one can deduce that the data presented above with regards to the respondents' years of teaching experience in relation to mathematics and languages in foundation and intermediate phases could not determine the success for the implementation of curriculum changes and innovations in the classroom. The assertion provided by researchers (Fullan, 1989; Huberman, 1988; Goodson, 1994) alerts one to the fact that for any curriculum change and innovation educators have to be thoroughly capacitated and trained on the new values, attitudes, theories and practices to avoid resistance and maintenance of the status quo. Furthermore, Carl (2012:112) recommends "During the dissemination phase the climate for the envisaged change should be created and educators are adequately and appropriately prepared for implementation."

3.8.2 Educators' Qualifications

Ololub (2006:165) claims "Teachers with higher academic qualifications are more effective than teachers with lower academic qualifications." This trend in belief about teacher development had equated attainment of higher academic qualifications with improvement in teachers' performance in their practice of teaching in the classroom. According to McNeil (1990) professional training or teacher development should improve teachers' level of competency of implementing the intents of the espoused national curriculum policy and moreover to develop abilities to understand its theory and practice. In the same vein, Dunkin

(1997) averred that the concept of qualifications and competences form a complementary pair describing both the knowledge of and ability to perform professional tasks. Table 3.2 indicates the qualification of the respondents in the sample.

Table 3.2: Respondents' qualification (n=120)

QUALIFICATION	N	%
REQV 10 (MATRIC AND BELOW)	**0**	**0**
REQV 11 (M+1)	**0**	**0**
REQV 12 (M+2)	**5**	**4**
REQV 13 (M+3)	34	28
REQV 14 (M+4)	63	53
REQV 15 (M+5) AND ABOVE	18	15
Total	**120**	**100**

Table 3.2 indicates *(53%)* which is the majority of the educators in the sample who hold academic qualifications ranked at level 14 of Relevant Education Qualification Value (REQV). This rank entails that an educator has a matric qualification and has completed a 4 year qualification from an Institution of Higher Learning. Educators participating in the sample whose qualifications were at REQV 15 and above constituted *(15%)* and this was regarded as the highest rank for teachers teaching in the foundation and intermediate phase within this sample. This is the rank for Honours or Masters Degrees, hence it is considered as highest qualification for these phases. On the other hand, *(28%)* of educators who participated in the sample were at rank 13 and *(4%)* were educators with qualifications ranked at REQV 12 which is the lowest in the scale.

The levels of qualifications projected by the statistical data in this table were an indication that both the foundation and intermediate phase educators were in a position to understand the intentions of the curriculum innovation. According to researchers (Olulob, 2006; McNeil, 1990) the improvement in teacher qualifications has far-reaching implications for curriculum implementation and improvement of performance of learners in the classroom. However, Carl (2012) challenges this view by saying that the only means of improving curriculum

implementation in classroom is through engaging teachers in the process of curriculum development rather than relying on upgrading of their qualification.

According to the latter view the paradox is that though the majority of educators according to the statistical data have acceptable levels of Relevant Educational Qualification Value (REQV 13-15) this does not complement teachers' abilities to implement curriculum innovation advocated in the Foundations for Learning Campaign. This view therefore implies that teachers do not need high qualifications only to be able to implement curriculum change but it is their involvement and competencies in curriculum development that matters most. However in light of curriculum renewal, the Foundations for Learning Campaign, although teacher qualifications are a necessary prerequisite for a reliable education system, this is not enough.

3.9 VALIDITY AND RELIABILTY OF THE INSTRUMENTS USED

The principles of validity and reliability are fundamental elements within any scientific research. McMillan and Schumacher (2006:183) define validity, "as a judgment of the appropriateness of a measure for specific inferences or decisions that result from the scores generated." In other words, validity is concerned with what the test measures and how well it does so. Newman (2000:167) clearly outlines validity as "part of a dynamic process that grows by accumulating evidence over a period of time." Content validity and face validity are the types of validity discussed below which were used in this study.

Content validity, which is also known as logical, sampling or curricular validity, is most widely used in achievement testing. It refers to the representativeness of the sample of questions included in the instrument (Henerson, Morris & Fitz-Gibbon, 1997: 141). Sibaya (1993a: 159) suggests that content validity must be a matter of judgment, not empirical correlation, this really means a systematic examination or scrutiny of the content, to find out if it covers all the information on which the tester means to test subjects. To establish content validity, the researcher analysed the content of the area that the questionnaire is to appraise and structured a representative instrument to measure the various aspects of the content. Qualified experts were also asked to rate the items in the questionnaire, their judgments were pooled together and considered.

According to Sibaya (1993a: 162) face validity does not denote validity in the true sense of the term. It simply means that a cursory examination appears to show that the instrument does measure what it is intended to measure. This was carried out by the researcher and supervisor before the questionnaire was finalised. The instrument used was also given to experts in the field of study, "people whose opinions matter," (Dane, 1990: 257) and they assisted in the process of face/expert validity. In order to maintain validity it was essential that the researcher pre-pilot the questionnaire to identify any ambiguities in the questions and to identify the range of possible responses for each question. The pre-pilot was not a formal procedure; it was more of an information-gathering exercise. The researcher convened an informal meeting with a few suitable subjects and colleagues, and went through the questions together to identify potential problems. This process continued until the researcher was confident that the questions were unambiguous, appropriate and acceptable to respondents. The researcher is confident that the questionnaire can be said to be 'valid' because it examines the full scope of the research question in a balanced way, i.e. it measures what it aims to measure.

With regard to the second instrument, that is, the interview schedules, so as to ascertain the validity of this instrument, the schedules were first given to other doctoral students from the University to seek advice and comments. Their advice was that the formulated questions must be clearly phrased, avoiding ambiguity and complex terminology. It was also suggested that the researcher make use of simple English so that the questions are clearly understood by those interviewed.

McMillan and Schumacher (2006: 183) define reliability, "as the consistency of measurement, the extent to which the results are similar over different forms of the same instrument or occasions of data collection." Other researchers must be able to perform exactly the same experiment under the same conditions and generate the same results. This will further support the findings and ensure that the wider scientific research community will accept the hypothesis. Hence one can conclude that reliability is determined over a certain length of time. Cohen and Manion (1989: 111), concur when they describe reliability, "as a statistical concept that relates to consistency and dependability." The main purpose of creating a reliable measure is to decrease the influence of chance or other variables unrelated to the intent of the measure. If the instrument is unreliable, the information obtained is ambiguous, inconsistent, meaningless and ultimately useless. It is necessary for researchers to

select and develop data gathering procedures that are highly reliable and free from a high degree of error.

The researcher enhanced reliability by maintaining standard conditions of data collection. With regard to the questionnaire, all the respondents were given the same instructions and the same time frame in which to answer the questions. The degree of error was reduced and the sense of reliability was strengthened since the researcher was the only person to administer the instrument.

Silverman (1993) cited in Cohen, Manion and Morrison (2011: 204) notes that for the researcher to control the reliability of an interview what is required is a highly structured interview with the same format and sequence of words and questions for each respondent. He suggests that changes in wording, context and emphasis undermine the reliability of the instrument since it ceases to be the same question for each respondent. In order to enhance the reliability of the interview the researcher ensured that each interviewee understood the questions in the same way, and retained the same format, sequence and questions with consistent coding of responses throughout.

With regard to the third instrument, observation, which was structured in nature, steps were taken to ensure that the researcher enter data into the appropriate categories consistently and accurately. Furthermore, to ensure validity, a pilot was conducted to ensure that observational categories themselves were appropriate, exhaustive, discrete, and unambiguous thereby effectively operationalising the purposes of the research. Cohen, Manion and Morrison (2011: 208) state that the above enhances the validity and reliability of observations.

Pilot studies serve as a vital element for a good study design. Conducting a pilot study does not guarantee success in the main study, but it does increase the likelihood. Pilot studies accomplish a wide range of important functions and can provide valuable insights for other researchers. A pilot study is an abbreviated version of a research project in which the researcher practices or tests the procedures to be used in the subsequent full-scale project (Dane, 1990: 42*). It is a preliminary or "trial run" investigation using similar questions and similar subjects to the final survey. Kidder and Judd (1986: 211-212) state that the basic purpose of a pilot study is to determine how the design of the subsequent study can be improved and to identify flaws in the measuring instrument.

A pilot study provides the researcher an idea of what the method will actually look like in operation and what effects (intended or not) it is likely to have. In other words, by generating many of the practical problems that will ultimately arise, a pilot study enables the researcher to avert these problems by altering the procedure, instruction and questions. Furthermore, Cohen, Manion and Morrison (2011: 402) affirm that apart from the several functions of a pilot study, the principal function is to increase the reliability, validity and practicability of the instruments used.

The number of participants in the pilot group is normally smaller than the number scheduled to take part in the final survey. Participants in the pilot study and the sample for the final study must be selected from the same target populations. The researcher used the pilot study as a pre-testing or 'trying out' of the research instrument. The pilot study of the research instrument, in this case the questionnaire, was conducted among educators in the uThungulu District within KwaZulu-Natal. These schools were not included in the final study sample for the main study. For the purpose of the pilot study in this research project, six educators from grade 1-6 were selected from four schools; thereby 24 educators were used altogether. The results of the pilot study suggested that a few changes were necessary. Some questions were re-worded to eliminate ambiguity, the order of questions was re-arranged, and the layout was changed to include headings on the top of each page to make it user friendly. Through the use of the pilot study the researcher was satisfied, as it assisted in developing and testing the adequacy of this research instrument, the questionnaire. A pilot study was also conducted prior to the actual classroom observation. It assisted the researcher in selecting relevant and appropriate categories, practising to enter data in the appropriate categories at a specific speed, determining where to locate one-self during observing, how to code in the actual situation, and how to observe discreetly without disturbing the lesson.

3.10 LIMITATIONS OF THE STUDY AND AVENUES FOR FURTHER RESEARCH

The following limitations of this study are outlined for directing future studies as it is clear that more research is needed:

(i) The sample of this study was drawn from educators in the Lower Umfolozi Circuit under uThungulu District of KwaZulu-Natal province only; therefore, it is not representative of the entire population of educators in this country. Further studies need to be conducted in other districts and provinces.

(ii) Only public schools were the target population in this study. Further research, focusing on private schools is needed.

(iii) The sample of the study consisted of 120 educators only. More research, with a bigger sample and preferably a nationwide study, is essential so that the results can be generalised nationally with greater confidence.

3.11 SUMMARY

This chapter highlighted the research design selected for this study and succinctly provided reasons why such a design was selected. The detailed data collection procedure was clearly explained for each of the selected research instruments. The process of quantitative and qualitative data analysis and presentation 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 4

DATA ANALYSIS AND PRESENTATION OF RESULTS: READINESS OF TEACHERS TO IMPLEMENT CURRICULUM INNOVATIONS 'FOUNDATIONS FOR LEARNING CAMPAIGN'

4.1 INTRODUCTION

"How were educators prepared for adaptation of the Foundations for Learning Campaign in their teaching of literacy/languages and numeracy/mathematics skills?"

This chapter presents an analysis of data collected by means of a questionnaire (see APPENDIX C) from a sample of one hundred and twenty participants. The responses provided in the questionnaire were answers to the research question stated in Chapters one and three which is as follows: "How were educators prepared for the adaptation of the Foundations for Learning Campaign in the foundation and intermediate phases in their teaching of literacy/languages and numeracy/mathematical skills?" In addition to the summary of data which is presented in statistical form in seventeen frequency distribution tables, a brief interpretation is also provided to contextualise the responses into the objectives of the study which is as follows: ''To ascertain the procedures and means used to prepare educators for the implementation of curriculum innovations in foundation and intermediate phase."

The data collected by means of open-ended questions in the questionnaire for the purpose of substantiating quantitative responses were analysed using qualitative methods proposed in (Cohen, Manion and Morrison, 2011:382). The process of data analysis commenced immediately after the questionnaires were collected from the participants. Altogether one hundred and twenty questionnaires were distributed to one hundred and twenty participants from twenty schools. Fortunately, all the questionnaires were returned, due to many visits to each school. The purpose of counting the questionnaires prior to the process of data analysis was suggested (McMillan and Schumacher, 2010) as a means of validating the generalisability of the findings and representativeness of the sample in the study. The statements from the questionnaire were used as captions for the statistical data presented in each frequency distribution table. Vos, Strydom, Fouche and Delport (2011:198) suggest that

in curriculum research as part of social sciences the numerical data should be accompanied by a brief narration to unpack the significance, effects or implications of symbols in the context of the critical research questions of the study. Thus a brief interpretation is provided for numerical data presented in each frequency distribution table. Participants' narrative responses accompanying each closed-ended statement from the questionnaire were summarised in categories. Interpretation and discussion of both statistical and qualitative data collected by means of a questionnaire were carried out within the framework established from the synthesis of theories presented in chapters one and chapter two of this study.

The responses to the questions from the questionnaire were summarised and presented accordingly in the following categories as they were reflected in the instrument; Section A required educators to provide their biographical data particularly, years of teaching experience and qualification, which is reflected in chapter three of the study, while Section B required educators to respond to questions based on their preparation and capacitation for the implementation of the Foundations for Learning Campaign. The latter also provided participants with spaces to elaborate on their responses to the closed-ended responses. The elaboration intended to eliminate any form of uncertainty and ambiguity in the information provided by the respondents within the study.

4.2 SECTION B: PREPARATION FOR IMPLEMENTATION OF THE FOUNDATIONS FOR LEARNING CAMPAIGN

4.2.1 Were educators timeously informed about the introduction of the Foundation for Learning Campaign so as to understand and accept the curriculum innovation?

Several studies explicitly reveal that smooth and successful curriculum change is enormously difficult and time consuming and cannot be accomplished without potential implementers (Carl, 2012; Fullan, 2007; Jansen, 1998; Goodson, 1994). Preedy (1989) contended that curriculum change without teacher development leads to misconceptions and subsequently ineffective teaching and learning in classrooms. This view contests the implementation of curriculum changes which treat teachers as mere recipients and its proponents are of the belief that teachers are custodians of curriculum implementation and should actively participate in any matters related to curriculum change and innovations. The perspective of

teachers in line with this trend of thought (Carl, 2012; Fullan, 2007; Goodson, 1994; McNeil, 1990) strives for the bottom-up approach since the process of curriculum change starts with teachers' experiences and views. Researchers (Fullan & Stiegelbauer, 1991; Marsh & Huberman, 1984; Rudduck, 1991) reiterate the importance of teachers in the process of curriculum transformation and regard them as key role players in issues pertaining to curriculum practice. Much of their research strongly avers that curriculum innovations need to make room for compromises which enable educators to take ownership of new ideas and strategies thereby contributing towards an effective classroom.

The information in Table 4.1 presents participants' perceptions on whether they were timeously informed of the training workshops so as to address their needs to master changes in classroom practice (n=120)

Categories	Frequency	Percentage
Strongly agree	1	1
Agree	28	23
Disagree	85	71
Strongly Disagree	6	5
Total	120	100

Table 4.1 reveals that *(1%)* of the educators strongly agree and *(23%)* agree that the workshops for the Foundations for Learning Campaign was timeously organised. On the other hand *(71%)* disagree and *(5%)* strongly disagree. Thus, the majority *(76%)* of the educators in the sample confirmed that they were not timeously informed about the introduction of the Foundations for Learning Campaign so as to understand and accept the curriculum innovation as compared to a minority *(24%)* of educators who strongly agree/agree that they were timeously informed.

Findings: The variety of the responses revealed that the system of communicating changes to educators lacks uniformity. The statistical data indicated explicitly, that educators who claimed to have knowledge of the rationale and intents of Foundations of Learning Campaign were in the minority as compared to those who were not informed. Educators' comments

provided additional information to the statistical data since they elaborated on their choice of each response to the statements.

The majority of the respondents' perspectives are encapsulated below:

'Educators did not form part of the advocacy activities prior to training workshops. No verbal or written information was disseminated to educators prior to the workshops to explain the need for changes or the innovation. Invitations to workshops were sent to principals and the Heads of Departments as they are educators' immediate supervisors, who informed them about the dates and venues of the workshops but no further information, was provided up to the date of the training workshops. The workshops were conducted late in the year to train educators whereas this curriculum innovation was to be implemented in the beginning of the following year, 2009.'

The narrated response from one of the participants supported this view:
"*We are always last to be informed about curriculum innovations during training workshops. We were only informed about the FLC when it was time to implement; the department informed us last minute, only when we had to attend the workshop for the campaign; the department makes too many changes and educators are generally informed too late about them, sometimes we don't even understand why some of these changes take place, like this campaign, we have no choice, we just have to accept it.*"

In other words, research evidence confirms that educators embrace curriculum change if they have been involved and informed of these changes well ahead as part of the initiation phase. Educator involvement and acceptance in curriculum development assists in supporting curriculum change as they portray a sense of ownership of the curriculum. This implies that in the current study, the lack of educator involvement, insufficient time schedules and quick curriculum changes could be regarded as inhibiting factors for effective implementation of the Foundations for Learning Campaign in the classroom.

4.2.2 Did the training workshops provide teachers with clear information on the reasons for introducing curriculum innovations 'Foundations for Learning Campaign?

Curriculum researchers (Carl, 2012; Kelly, 2009; Jansen, 1998; McNeil, 1990; Preedy, 1989; Stenhouse, 1976) claim that curriculum innovations which leave educators unclear about what they are expected to do and what the change entails with regards to classroom practice eventually leads to chaos and disaster in relation to their practice in the classroom. Fullan (1992) asserts that the extent to which an innovation will be implemented as planned depends upon the extent to which users; "educators" in this case, are clear about it. Furthermore, Pratt (1980:435-442) reaffirms that lack of clarity within the necessary policy documents used by educators leads to conceptual confusions.

The data in table 4.2 presents participants' views on the training of teachers in terms of clarity of goals and objectives of the 'Foundation for Learning Campaign.'

Categories	Frequency	Percentage
Strongly agree	1	1
Agree	49	41
Disagree	66	55
Strongly Disagree	4	3
Total	120	100

According to Table 4.2 only *(1%)* of the educators strongly agree, *(41%)* agree whereas *(55%)* disagree and *(3%)* strongly disagree. Educators who strongly agree and agree that workshops did provide clarity on the goals and objectives of Foundation Campaign formed *(42%)* of the participants in the sample whereas *(58%)* of the participants disagree/strongly disagree. The statistical data showed a variance of *(16%)* between participants who affirmed the statement and those that negate it. In this study *(58%)* of educators in the sample is a significant number that lacked clarity of goals and objectives of the Foundations for Learning Campaign. This projection within this statistical summary would have far-reaching consequences in relation to the implementation of this innovation, with the Foundations for Learning Campaign serving as a spring board for further streamlining of curriculum. Fullan and Promfret (1977:364) acknowledge that a lack of clarity, clearly defined purpose and

explicitness deny teachers an understanding of what they have to do, and thus inhibit successful implementation of the innovation. However the *(42%)* of the participants whose response was positive to this statement, is considered in this study as good practice as it is in keeping with what researchers and scholars in curriculum studies recommend (Carl, 2012; Kelly, 2009; Fullan, 2007; McNeil, 1990; Schubert, 1986).

Findings: The frequency of responses presented in table 4.2 regarding the issue of worthiness of the workshop in cascading goals and objectives for change depicts that the participants in the sample understood why the change had to take place and what the curriculum innovations and its implementation intended to attain. However, it was noted that although the variance is not much in the number of participants who are opposed to the positive view, the negative view is significant in this study. In the light of Fullan and Promfret (1977:364) a lack of clarity, clearly defined purpose and explicitness deny teachers an understanding of what they have to do, and thus inhibit successful implementation of the innovation. The negative view held by the majority of the participants in the study could have farfetched implications for the successful implementation of curriculum changes of the Foundations for Learning Campaign in classrooms. This could entail inter alia, adherence of teachers to their old practices which could jeopardise the intentions of curriculum change.

Fullan (1989) asserted that uncertainty and lack of clarity lead to the development of misconceptions about the goals and intended outcomes of the process of implementation of change. In the same vein, Preedy (1989) charged that the under preparedness of any curriculum for teachers as implementers is a threat to the efficacious implementation in the classroom. Stenhouse (1976) cited in Preedy (1989:124) refers to this predicament as the 'Implementation Gap' which is the failure of curriculum implementers to translate curriculum designers' intentions (objectives and goals) into practice.

This finding is critical within this study as it highlighted the perceptions held by the participants against the objectives and intentions of curriculum innovations. The lack of knowledge and awareness of objectives is considered in this study to have attributed towards the poor performance of both foundation and intermediate phase learners in literacy/languages and numeracy/mathematics promulgated in the Annual National Assessment after the implementation of Foundations for Learning Campaign. Fullan and Hargreaves (1992) and Goodson (1994) declared that educational research had proved that

educators could easily be demotivated and develop low morale in carrying out their work effectively if the curriculum innovations treated them as recipients and implementers, particularly if new approaches are to be applied.

4.2.3 Did the training workshops add any new knowledge to your prevailing methods of teaching Numeracy/Mathematics and Language/Literacy skills?

Fullan (2007) advocates that educators need to know the purpose of the curriculum innovation and basically what it involves. For educators to accept the innovation it certainly needs to be specific, measureable, attainable, realistic and time bound (SMART). Furthermore, he suggests that educators also need to perceive its quality, worth and practicality.

The distribution of data in table 4.3 displays assessment of the value of the training workshop in equipping teachers with other pedagogical approaches to implement curriculum innovations in the classrooms (n=120)

Categories	Frequency	Percentage
Strongly agree	**0**	**0**
Agree	**56**	**47**
Disagree	**48**	**40**
Strongly Disagree	**16**	**13**
Total	**120**	**100**

The data presented in Table 4.3 shows that *(0%)* of the educators strongly agree and *(47%)* agree that the objectives for the Foundations for Learning Campaign can be classified as SMART, specific, measurable, attainable, and realistic and time bound. However, *(40%)* disagree and *(13%)* strongly disagree that this was not the case. This means that a minority *(47%)* of educators strongly agree/agree, in contrast with the majority who disagree/strongly disagree (53%).

Findings: New approaches which were necessary and many of the challenges faced by educators were ignored. Research avers that curriculum innovations need to be attainable,

realistic, practical and of quality, considering time frames with availability of resources, thus focusing on the context of the schools "classrooms" where innovations would be implemented, thus attempting smaller, less frequently and less ambitious innovations.

4.2.4 Were the training workshops of adequate in enabling educators to compare the old practices and proposed practices to teach Numeracy/Mathematics and Literacy/Languages?

Empirical evidence from a study carried out by (Rogan and Grayson, 2003) stresses that training of teachers is a vital step for successful implementation, so that teachers understand the necessary changes and are able to put them into practice. The study by Lieberman and Miller (1991) ascertains that teachers can successfully implement the necessary changes if they are given appropriate and adequate training that provides necessary knowledge and skills development. They confirm that adequate and suitable training geared for curriculum implementations also assists the educator to foster interest and commitment towards using this gained expertise.

The data summarized in Table 4.4 indicates participants' responses of whether the training workshops were adequate in enabling them to differentiate between old and proposed classroom practices (n=120)

Categories	Frequency	Percentage
Strongly agree	**0**	**0**
Agree	**10**	**8**
Disagree	**93**	**78**
Strongly Disagree	**17**	**14**
Total	**120**	**100**

Table 4.4 for statement 4 approximately shows that *(0%)* of the educators strongly agree, *(8%)* agree whilst *(78 %)* disagree and *(14%)* strongly disagree that the number of hours or duration regarding the Foundations for Learning Campaign workshops was sufficient for effective implementation. From the data it is evident that very low percentages *(8%)* of educators strongly agree/agree, contrary to a very high percentage who disagree/strongly

disagree (92%) that the number of hours or duration regarding the Foundations for Learning Campaign workshops was sufficient for effective implementation.

*Finding*s: A significant number of respondents held a common view which was confirmed through the comments that the number of hours or duration regarding the Foundations for Learning Campaign workshops was not sufficient, and that more time was necessary for effective implementation in the classroom.

4.2.5 Were the training workshops conducted by competent and excellent facilitators who were clear about the challenges of teaching numeracy/mathematics and literacy/languages in the foundation and intermediate phases during the campaign?

Inadequately trained facilitators can negatively influence how information is filtered to the educators (Carl, 2012). Changes through curriculum innovation have to be introduced to the educators effectively for successful implementation. In order for this to take place, Fullan (1992) clearly stipulates that this requires knowledgeable and experienced facilitators in subject curriculum disciplinary knowledge and pedagogical competencies.

The data in Table 4.5 displays the participants' perceptions regarding the competency of the facilitators during the training workshops in the implementation of curriculum innovations (n=120)

Categories	Frequency	Percentage
Strongly agree	**0**	**0**
Agree	**5**	**4**
Disagree	**96**	**80**
Strongly Disagree	**19**	**16**
Total	**120**	**100**

Table 4.5 indicates that that (*0%*) of the educators strongly agree and only *(4%)* agree that the workshops were conducted by competent and excellent facilitators who were clear about the challenges of teaching numeracy/mathematics and literacy/languages in the foundation

and intermediate phases. In contrast, *(80%)* disagree and *(16%)* strongly disagree. This means that a very low percentage *(4%)* of educators strongly agree/agree, as opposed to an overwhelming high percentage who disagree/strongly disagree *(96%)*.

Findings: The following issues were identified from participants' comments to substantiate the above statistical summary on the question of the competency of facilitators. Participants expressed their concerns regarding, ''facilitators' lack of confidence, knowledge, level of preparedness, appropriate communication skills and thorough understanding of the Foundations for Learning Campaign.'' Their responses further portrayed, ''a lack of assurance, clarity, inability to translate theory into actual classroom practice and insufficient hands-on experience created room for much doubt.''

However, Fullan (1992) seeks empathy towards those in authority positions who are given the responsibility of leading curriculum implementations they may not fully understand. Fullan (1992) further attributes their lack of understanding may be because of: one, ''the innovation was not well developed;'' two, ''they may not have been involved in deciding on the change;'' and, three, ''they may not have received adequate orientation or training themselves.'' In line with his assertions the following reasons could also be applicable within the current study based on the responses from the participants; this implies that training of facilitators must always be given top priority because it ultimately affects the quality of teaching and learning, thereby impeding effective implementation in the classroom.

4.2.6 Were there adequate teacher training through workshops and developmental programmes with regard to the Foundations for Learning Campaign?

Stenhouse (1976:67) asserts "No curriculum development without teacher development." In support of this assertion, Goodson (1994) argues that in-service training for teachers should be on an on-going basis for effective implementation of curriculum innovations. Furthermore, research by Fullan (1986) indicates that teachers often receive short in-service training to inform them about innovations in the form of workshops which have very little impact on classroom practices. Table 4.6 presents the summary of the findings based on educators' responses to the statement which sought to determine whether educators received adequate teacher training through workshops and developmental programmes on a regular basis by the Department of Basic Education on the Foundations for Learning Campaign.

The information in Table 4.6 displays the frequency of the participants' knowledge on the existence of continuous professional developmental programmes to support the implementation of curriculum changes (n=120)

Categories	Frequency	Percentage
Strongly agree	0	0
Agree	10	8
Disagree	95	79
Strongly Disagree	15	13
Total	120	100

In relation to statement 6 in Table 4.6 *(0%)* of the educators strongly agree and only *(8%)* agree that they have received adequate teacher training through workshops and developmental programmes on a regular basis by the Department of Basic Education on the Foundations for Learning Campaign. The majority of the respondents *(79%)* disagree and *(13%)* strongly disagree with this statement. Evidently, the minority *(8%)* of educators who strongly agree/agree, counter to the majority who disagree/strongly disagree *(92%).*

Findings: The statistical data together with the comments provided by the respondents collaboratively pointed to the fact that educators have not received adequate teacher training through workshops and developmental programmes on a regular basis by the Department of Basic Education regarding the Foundations for Learning Campaign. Educators comments were as follows: *"A workshop was only held at the beginning of the campaign, no workshops or programmes in place to help us in the classroom, the entire year goes by and sometimes we only attend about one or two workshops."* Educators argued that these workshops were only held at the start of the campaign and were once off. The responses of the participants demonstrated explicitly that educators were not engaged on a regular basis in any on-going in-service training programmes to equip them to effectively implement Foundations for Learning Campaign in the classroom. However, Carl (2012:214) reaffirms that professional development programmes can make a real contribution towards effective implementation in the classroom.

This finding is essential to the critical question asked in chapter one and three of this study which sought to understand what preparation was in place to equip teachers with the necessary knowledge and skills for the implementation of this innovation. From majority of the participants' responses it is clearly evident that there is lack of on-going support programmes in place at schools to assist educators to create a culture supportive of change so as to facilitate the implementation of the Foundations for Learning Campaign.

4.2.7 Were educators provided with on-going school based support by Staff Management Team (SMT)?

Carl (2012:135) strongly recommends that it is necessary for educators to be provided with continuous support and constant monitoring of their implementation progress by the staff management team within the school. Studies by Long and Constable (1991:104) also acknowledge that a once-off workshop is never sufficient and that what is really needed is frequent contact, follow-up workshops, the formation of local support groups or clusters together with school-based support from the staff management teams. All of these would seem essential to maximise and contribute to the success of the implementation phase.

The data in table 4.7 presents on-going school based support provided by Staff Management Team (n=120)

Categories	Frequency	Percentage
Strongly agree	7	6
Agree	47	39
Disagree	63	52
Strongly Disagree	3	3
Total	120	100

Table 4.7 for statement 7 indicates that *(6%)* of the educators strongly agree and *(39%)* agree that an on-going series of meetings and workshops were arranged by the Staff Management Team (SMT) to create a culture supportive of change so as to facilitate the implementation of the Foundations for Learning Campaign at their school. On the other hand

(52 %) disagree and *(3%)* strongly disagree. Thus *(45%)* of educators strongly agree/agree, in relation to *(55%)* who disagree/strongly disagree with this statement.

Findings: Educators explicitly stated through their responses that although meetings and workshops were arranged by the Staff Management Team it is not done on an on-going basis due to a tight schedule, time constraints, other administrative duties and lack of clarity and direction experienced at schools.

These findings are critical as they imply that there is lack of on-going support programmes in place arranged by the Staff Management Team at schools to assist educators to effectively facilitate the implementation of the Foundations for Learning Campaign. Research evidence supports the view of the Staff Management Team (SMT) within the school which recognizes programmes such as meetings, group sessions, seminars and workshops on an on-going basis, as these are of cardinal importance in providing educators with opportunities to reflect on and review their practice during curriculum innovations.

4.2.8 Were teachers provided with opportunities for active involvement to effectively implement the Foundations for Learning Campaign?

Carl (2012:115) argues that curriculum change endeavours through dissemination to get educators involved with a view of satisfying their needs. He states that information needs to be distributed and sufficient opportunities must be created for input by the interested parties, "educators", as this may later lead to positive acceptance and support of the envisaged curriculum renewal. Meaningful curriculum renewal is only possible if there is active involvement of educators. Czajkowski and Patterson (1980:172) cited in Carl (2012:197) confirm the view that it is the teacher who often has the best specialist knowledge and that the utilisation thereof may lead to greater development and effective implementation within the school as well as in the classroom. Teacher involvement is therefore essential not only for the institutional and curriculum development of a school but also for the personal professional growth and empowerment of the teacher.

The data in Table 4.8 displays the frequency of participants responses on their involvement in the implementation of the Foundations for Learning Campaign (n=120)

Categories	Frequency	Percentage
Strongly agree	4	3
Agree	38	32
Disagree	63	52
Strongly Disagree	15	13
Total	120	100

As indicated in Table 4.8 with respect to statement 8, only *(3%)* of educators strongly agree that they were provided with opportunities for input, active discussion and were purposely involved before the implementation of the Foundations for Learning Campaign while *(32%)* agree. In contrast to *(52%)* who disagree and (*13%*) who strongly disagree. There are much larger differences between agreement and disagreement values, with (*35%*) in agreement and (*65%)* in disagreement.

Findings: The low level of involvement implies a lack of confidence amongst educators to initiate curriculum development. This finding evidently does not consider that it is the educators who in an intellectual manner, really gives form to the content of the curriculum innovation by taking into account differences and feelings of learners in the classroom.

The following issues were identified from the participants' comments to substantiate the above statistical summary on the question of lack of educator involvement.
A significant number of respondents from the sample collectively presented a view that "they were not provided with many opportunities for input and discussion and were simply provided with an overview of the Foundations for Learning policy that was intended to be put into practice in the classroom."

According to Kelly (2009:138) the denial of the teacher's right to participation and involvement may lead to his or her being regarded as a technician who merely needs to read the instructions to carry out the implementation while professional decisions are taken elsewhere by other persons. This implies that in the case of educator involvement with regard

to the Foundations for Learning Campaign a similar scenario is portrayed. However, it is clear, as already stated, that the level of educator involvement may therefore exercise a meaningful influence during the dissemination phase and also impact on the success of implementation. This principle needs to be acknowledged.

4.2.9 Were district teacher forums established as stipulated in the Government Gazette for the Foundations for Learning Campaign?

Tyobeka (2008), the Deputy Director-General for Basic Education of the Department of Education at a Portfolio committee on the 10 June 2008 stated that district teacher forums must be established in each district during the Foundations for Learning Campaign that ideas, experiences and best practice are shared to enhance teaching strategies. Furthermore, she stated that these district forums will serve as platforms to support schools in whatever way they can, thus improving competency levels in reading, writing and counting, thereby ensuring that average performance in Literacy and Numeracy in all primary schools is not less than 50% by 2011. However, previous studies clearly indicate that there is a lack of alignment between policy and actual practice, the department of education is often over ambitious and, due to many challenges, is unlikely to follow through (Jansen, 2002: 200).

The data in table 4.9 presents participants' views in terms of the formation of district forums (n=120)

Categories	Frequency	Percentage
Strongly agree	0	0
Agree	10	8
Disagree	89	74
Strongly Disagree	21	18
Total	120	100

In statement 9 shown in Table 4.9 the respondents were asked whether district teacher forums have being established in their district as stipulated in the Government Gazette for the Foundations for Learning Campaign so ideas, experiences and best practice are shared to enhance teaching strategies. The data presented shows that *(0%)* of the educators strongly

agree and *(8%)* agree whilst *(74%)* disagree and *(18%)* strongly disagree. This means that a low percentage *(8%)* of educators strongly agree/agree, as compared to an over whelming the majority disagree/strongly disagree *(92%).*

Findings: The majority of the respondents' comments reflected that district teacher forums were not established in their district although it was a stipulation in the Government Gazette for the Foundations for Learning Campaign (Department of Education, 2008a: 22). As stated above previous studies have also indicated that considerable distance between policy (official statements of content) and actual practice exists. Jansen (2002: 200) called for the need of an analysis between policy and actual practice. Sometimes, it is crucial to check if necessary elements are put in place so as to provide favourable conditions for implementation. This is theory in action, i.e. what the department espoused is not congruent with what they do; this finding is critical as this may have a detrimental impact on the implementation process, since these forums were supposed to assist educators with best practices.

4.2.10 Were there follow-up workshops for supervised monitoring, support and development by Circuit and District officials?

Altrichter, Posch and Somekh (1993:176) verify that monitoring does not just fulfill a 'critical function in identifying problems and failures. It also has a 'constructive' function in multiple respects. Certainly, it is meant to orient adaptation measures. "Organised effectively, it may provide some emotional support when implementation problems arise and when participants are in danger of falling into the "implementation dip", into the feeling that situational control is lost among changing circumstances and 'everything is getting worse" (Altrichter *et al.* 1993: 176). Moreover, it may give access to good practical ideas which in many schools too often remain unknown and isolated as individual teachers' knowledge (Altrichter *et al.*, 1993:176). However, Fullan (1989:145) contends that effective change can rarely take place unless there is a combination of both pressure and support, which basically is about monitoring and mentoring the implementers of the curriculum change in classroom. He argues that both of these are regarded as balancing mechanisms and success of curriculum change is accompanied by both of them. "Pressure without support leads to resistance and alienation; support without pressure leads to drift or waste of resources" (ibid).

Table 4.10 shows the frequency distribution of participants' views on the follow-up workshops which provided supervised monitoring, support and development by Circuit and District officials (n=120)

Categories	Frequency	Percentage
Strongly agree	0	0
Agree	5	4
Disagree	84	70
Strongly Disagree	31	26
Total	120	100

According to the frequency of data in Table 4.10 *(0%)* of the educators strongly agree and *(4%)* agree that circuit and district officials have visited their school at least once per term and provided supervised monitoring, support and development regarding the Foundations for Learning Campaign, in contrast to *(70%)* disagree and *(26%)* who strongly disagree. It is very evident that a much larger difference persists between agreement and disagreement values, with only (*4%)* in agreement and (*96%)* in disagreement.

Findings: The comments provided by the educators collaboratively stated that Circuit and District officials do not visit their schools at least once per term and no supervised monitoring, support and development was provided regarding the Foundations for Learning Campaign. Educators argued that circuit and district officials are very few and due to their heavy workload, it is not practical for them to visit many schools. All curriculum renewal initiatives will surely encounter challenges. However, it makes a difference whether circuit and district officials are prepared to identify them quickly and develop coping measures through supervised monitoring, support and development or whether they avoid facing them. Thus, supervised monitoring, support and development is an essential element of every effective implementation strategy. Thus, the researcher can deduce that a lack of supervised monitoring, support and development regarding the Foundations for Learning Campaign by circuit and district officials could impede effective teaching and learning of languages/literacy and mathematics/numeracy, furthermore it could also result in the lack of accountability.

4.2.11 Were samples of learning material prescribed for classroom practice discussed with teachers during the training workshops?

It is significantly pivotal that educators must become highly knowledgeable about the changes in the curriculum content; they must perfect new instructional approaches; they must know how to manipulate the educational environment taking into consideration the backgrounds and learning styles of their learners and ultimately they must be able to improve learner performance (Marsh and Willis, 2007). According to Marsh and Willis (2007) one of the ways in which all the above can be attained is through support which often takes the form of on-going in-service training and continuous staff development, which is necessary for educators who often lack a deep understanding of the curriculum changes. Table 4.11 provides a summary of the findings based on the responses of the educators to the statement which elicited their perception as to whether the knowledge and materials they obtained from the training workshops enabled them to correct their shortcomings in the teaching of numeracy/mathematics and literacy/languages in their classroom.

Table 4.11 presents the frequency distribution of responses of the participants on their perceptions of learning material supplied during training workshops (n=120)

Categories	Frequency	Percentage
Strongly agree	0	0
Agree	46	38
Disagree	69	58
Strongly Disagree	5	4
Total	120	100

Table 4.11 (statement 11) reveals that *(0%)* of the educators strongly agree and *(38%)* agree that the knowledge and materials they obtained from the training workshops enabled them to correct their shortcomings in the teaching of numeracy/mathematics and literacy/languages in the classroom. On the other hand, *(58%)* disagree and *(4%)* strongly disagree. This means that more than a quarter *(38%)* of educators strongly agree/agree, as opposed to more than half *(62%)* who disagree/strongly disagree.

Findings: The following concerns were ascertained from respondents' comments to substantiate the above statistical data in relation the question of adequacy of knowledge and materials acquired during training workshops.

"The workshops were inadequate and insubstantial as they were not specifically designed to enrich the implementation of the Foundations for Learning Campaign in relation to teaching of literacy/languages and numeracy/mathematics. Availability of all the necessary materials further questioned the readiness of the implementation process."

In substantiating the data presented in numerical form, the narrated statements by the respondents for example had said:

"The workshops were just in the beginning, by then all the necessary materials were not even available, it never helped me correct my shortcomings in teaching maths and languages; they were not sufficient, in fact too brief, they didn't even discuss the teaching of maths or languages thus it didn't make a difference to my teaching in the classroom."

Professional development both long term and short term should be a continuous process (Bell & Gilbert, 1996) and acts as the best form of teacher support and improvement. In other words, teacher professional development is an on-going process and needs on-going support, therefore the researcher ascertains that training obtained during workshops provided by the department with regard to the Foundations for Learning Campaign was not seen as very helpful and suitable. Moreover, it should be planned regularly and not as a once-off session or just in the beginning of the curriculum renewal process so as to make a difference in the classroom.

4.2.12 Were policy documents on Foundations for Learning Campaign readily available and easily accessible to educators?

According to Hattingh (1989:56) there are certain essential logistical elements that influence curriculum dissemination, sufficient policy documents, such as the Foundations for Learning Assessment Framework and Foundations for Learning lesson plans can be classified as one of them. The value of these logistical aspects must never be underestimated or put aside, and mostly crucially they need to be made available timeously because they play a vital role during the dissemination phase, thereby influencing effective implementation. The timeous

availability and suitability of necessary documentation is very critical in the dissemination phase and should not be neglected as it can hinder the success of the entire process. However, Jita (1998) states that carefully designed policy documents make the teachers' task easier, facilitating changes in schools. It was also revealed that use of *"specially designed teacher materials with concrete procedural suggestions"* on how to execute the innovation played a pivotal role as they led to a higher degree of implementation.

The data presented in Table 4.12 indicates teacher's perceptions of the availability and accessibility of policy documents on Foundations for Learning Campaign (n=120)

Categories	Frequency	Percentage
Strongly agree	23	19
Agree	56	46
Disagree	38	32
Strongly Disagree	3	3
Total	120	100

The responses to Statement 12, in Table 4.12 yielded the information that *(19%)* of the educators strongly agree and *(46%)* agree whilst *(32%)* disagree and *(3%)* strongly disagree that there are sufficient policy documents, Foundations for Learning Assessment Framework and Foundations for Learning lesson plans in their school to plan and prepare successfully. This means that a relatively higher percentage *(65%)* of educators strongly agree/agree, in relation to lower percentage who disagree/strongly disagree *(35%)*.

Findings: Although the majority of the respondents do have the necessary documentation, comments suggested that these documents were not received timeously and the lesson plans were received on compact disc. This was a major challenge as many schools do not have adequate computers; therefore it was not very user-friendly for all educators.

Stronkhorst and van den Akker (2006) advocate a similar perspective, maintaining that curriculum materials can play a crucial role in implementation as they provide clarification to educators regarding the implications of innovations and how they can be implemented, especially during dissemination and in the early stages of implementation. However, they stipulate that suitable policy documents and teachers' guides can provide support for

teachers, but policy documents are often less accessible to teachers and are generally provided after the dissemination phase. This is somehow critical as the failure to make the necessary documentation available before the dissemination and implementation phase of the Foundations for Learning Campaign could inadvertently exacerbate the challenges already experienced in schools.

4.2.13 Were learner teacher support materials supplied to schools easily accessible and readily available to enhance implementation of the innovation during classroom practice?

It has been debated that adequate and appropriate learning material is essential for the effective implementation of any curriculum innovation. Research evidence by the World Bank supports the view that "... considerable contributions are made by textbooks and other instructional materials to encourage effective teaching and improve the quality of education" (Farrel & Heyneman, 1989:52). Collopy (2003) posits that teacher support materials are an integral part of teachers' daily tasks as they support both teaching and learning. A study by Wickham and Versveld (1998) investigated the manner in which classroom materials influence teachers' practices. Their findings are based on the premise that access to good materials will improve teachers' practices and enrich learning. Carless (1997) on the other hand stipulates that for an innovation to be successful it has to be well resourced with good quality students' materials. Textbooks play an important role in promoting student involvement in lessons, and have a major impact on learner achievement.

Table 4.13 presents data on participants' responses about the accessibility and availability of adequate learner teacher support material to enhance implementation of the innovation during classroom practice (n=120)

Categories	Frequency	Percentage
Strongly agree	15	13
Agree	37	30
Disagree	54	45
Strongly Disagree	14	12
Total	120	100

Of the 120 respondents in relation to Statement 13, (Table 4.13) *(13%)* of the educators strongly agree and *(30%)* agree that they have all the basic, minimum resources listed in the Government Gazette for the Foundations for Learning Campaign to effectively facilitate teaching and learning of numeracy/mathematics and literacy/languages in the classroom, whereas *(45%)* disagree and *(12%)* strongly disagree. This means that the positive values yielded a percentage of *(43%)* of educators strongly agree/agree, in contrast to the negative values which yielded a percentage of *(57%)* of educators who disagree/strongly disagree**.**

Findings: The following issues were identified from participants' comments to substantiate the above statistical summary in relation to the provision of learner teacher support material. "The majority of the classrooms lack accessibility, availability, affordability, adequacy and quality learner teacher support material to effectively enhance the teaching and learning of numeracy/mathematics and literacy/languages."

For example the responses obtained from the respondents interviewed were as follows:
"Our school is a no fee school therefore it's difficult to buy many resources; with large class sizes, we only have few resources, we try to make do with the little we have, children have to share; even less textbooks, we don't allow them to take readers home, it can get lost and damaged therefore they don't get much opportunity to practice their reading."

Rogan and Grayson (2003) claim that insufficient or poor quality resources have often been identified as undermining the effort of even experienced teachers and can negatively hinder the implementation of curriculum innovations. Based on a vast amount of research evidence (Collopy, 2003; Wickham & Versveld, 1998; Carless, 1997; Farrel & Heyneman, 1989) and bearing in mind the findings from the current study, the researcher can draw the conclusion that in order to facilitate teaching and learning effectively in the classroom it is necessary for the teacher to have adequate learner teacher support material. From the above findings in this study it is evident that a high priority needs to be placed on the availability, affordability and accessibility of learner teacher support material as it could influence the quality of teaching and learning within the campaign.

4.2.14 Was the organization and layout of the material designed for the Foundations for Learning Campaign user-friendly?

Fullan (1992) asserts that the extent to which an innovation will be implemented as planned depends upon the extent to which users; "educators" in this case, are clear about it. Pratt (1980:435-442) reaffirms that lack of clarity within the necessary policy documents used by educators leads to conceptual confusion. Another study by Fullan and Promfret (1977:364) acknowledges that a lack of clarity and explicitness denies teachers an understanding of what they have to do, and thus inhibits successful implementation of the innovation. Table 4.14 presents a summary of the findings based on educators' responses to the statement which sought to determine whether educators agree that the Foundations for Learning Assessment Framework/Milestones and lesson plans are clearly defined, simplified, realistic, practical, user friendly and attainable.

Table 4.14 presents teachers' perceptions regarding the organization and layout of material designed for the Foundations for Learning Campaign (n=120)

Categories	Frequency	Percentage
Strongly agree	10	8
Agree	63	52
Disagree	38	32
Strongly Disagree	9	8
Total	120	100

On Statement 14, in Table 4.14 *(8%)* of the educators strongly agree whereas the majority *(52%)* agree that the Foundations for Learning Assessment Framework/Milestones and lesson plans are clearly defined, simplified, realistic, practical, user friendly and attainable. However, *(32%)* disagree and *(8%)* strongly disagree. This means that the positive values yielded a percentage of *(60%)* of educators who strongly agree/agree, in contrast to the negative values which yielded a percentage of *(40%)* of educators who disagree/strongly disagree**.** Previous research evidence (Department of Education, 2009; Jansen and Christie, 1999; Jansen, 1997) provided relevant examples of curriculum innovations where educators were not clear about what they were expected to do and what the change meant for them in classroom practice.

Finding: Interestingly, in relation to these findings from the current study, the respondents are positive with regards to organisation and layout of the necessary documents and guidelines of the Foundations for Learning Campaign thus, ameliorating the implementation process.

4.3.15 Did the introduction of the Foundations for Learning Campaign reduce planning and preparation required for numeracy/mathematics and literacy/languages?

According to the Final Report of the Task Team for the Review of the Implementation of the National Curriculum Statement (Department of Education, 2009: 8) teachers across the country complained about onerous administration requirements and duplication of work. Previously, the curriculum required teachers to structure and design their own programme of learning. This required that teachers consult too many policy documents as well as appropriate Learning Teacher Support Material in simply planning what to teach. Reference and consultation of multiple documents rendered the planning process time consuming. Several of the documents were repetitive, meaning that teachers work through the same information in different documents. A number of the documents even contradicted one another, sometimes in terms of emphasis and at other times more directly (Department of Education, 2009: 8).

However, with the implementation of the Foundation for Learning Campaign, the Government Gazette (Department of Education, 2008a: 9) clearly outlines daily teacher activities that could be followed during literacy, numeracy, languages and mathematics for teachers from grades 1-6 and it is believed that these activities are designed to reduce the amount of planning, preparation and administration in the above specified subjects. Table 4.15 provides a summary of the findings based on the responses of the educators to the statement which elicited their perception whether the Foundations for Learning Assessment Framework/Milestones and lesson plans has considerably reduced the amount of planning and preparation required for numeracy/mathematics and literacy/languages.

Table 4.15 presents teacher's views in relation to whether the planning and preparation required for numeracy/mathematics and literacy/languages within the Campaign were reduced (n=120)

Categories	Frequency	Percentage
Strongly agree	6	5
Agree	48	40
Disagree	63	52
Strongly Disagree	3	3
Total	120	100

As shown in Table 4.15 statement 15 reveals that *(5%)* of the educators strongly agree and *(40%)* agree, in comparison with *(52%)* who disagree and *(3%)* who strongly disagree that the Foundations for Learning Assessment Framework/Milestones and lesson plans has considerably reduced the amount of planning and preparation required for numeracy/mathematics and literacy/languages. This means that the percentage of agreement *(45%)* is lower than the percentage of disagreement *(55%).*

Findings: There were both convergent and divergent views from educators whether or not the Foundations for Learning Assessment Framework/Milestones and lesson plans reduced their amount of planning and preparation. However, the majority of the educators felt that they still have to plan and design their own lesson plans to suit the needs of the learners in their classrooms.

For example, a response obtained from one of the participants stated:

"*Some of the activities are too complex for the level of the learners in my classroom, does not suit the pace at which I teach, not practical and feasible with the large number of learners in my classroom and the inaccessibility of available resources makes it difficult to implement.*"

However, on the other hand, a minority of the educators stated that the milestones are very useful as they clearly indicate the expected level of achievement of learners at the end of each term and that they are content in using the lesson plans as it saves them much time and effort

from designing their own. In accordance with the educators' perspectives, these lesson plans are intended to assist teachers to pace their teaching, give them guidance when planning their assessment tasks and provide suggestions to enrich teaching practice. It is really crucial that educators keep in mind that every class and learner is unique. There is no 'one size fits all'. Learners progress at different speeds and in different ways and as the class teacher it is best to pace your teaching and design your planning to the needs of your learners. However, despite educators' increasing needs to reduce their level of planning and preparation in the classroom, these lessons plans should not be prescriptive and followed "blindly."

4.2.16 Were the procedures and process to be followed regarding the Foundations for Learning Campaign clearly, simply defined and timeously communicated for classroom practice?

Curriculum research unearthed examples of educational innovations where practitioners were not clear about what they were expected to do differently, basically what change meant for them in practice. Fullan (1994) yields a similar conceptualization, all educators relish, clarity, concreteness, simplicity and tangibility at least in initial implementation phase. They expect procedures and processes coupled with teaching strategies to be clearly described, material well-thought out and most importantly, timeously communicated. Fullan (1994) strongly advocates that the users, in this case, "educators" understand everything connected with the renewal or change and should be clear about how to accomplish it in the classroom, but it should not be too linear and restricting in the sense that just one way of doing is advocated and no alternatives are possible.

Table 4.16 shows the frequency distribution of participants' views related to the procedures and process to be followed regarding the Foundations for Learning Campaign were (n=120)

Categories	Frequency	Percentage
Strongly agree	2	2
Agree	49	40
Disagree	67	56
Strongly Disagree	2	2
Total	120	100

Statements 16 in Table 4.16 indicates *(2%)* of the educators strongly agree and *(40%)* agree the procedures and process to be followed regarding the Foundations for Learning Campaign are clearly, simply defined and timeously communicated as opposed to *(56%)* who disagree and *(2%)* strongly disagree. This means that a minority *(42%)* of educators strongly agree/agree, in contrast to the majority who disagree/strongly disagree *(58%)*.

Findings: The comments ascertained from respondents revealed that the half-day workshop was not adequate to enable them to grasp all the necessary procedures and processes to implement effectively in the classroom. The respondents further stated that the necessary support from the facilitators, subject advisors and circuit/district officials was not readily available so as to answer their questions of doubt and all was never communicated in a timeous fashion.

This simply implies that educators need sufficient time to learn about the curriculum change, fully understand the procedures and processes and surely must be given the necessary support from those responsible so as to ensure effective implementation. Ornstein and Hunkins (2013:225) concur and argue that educators find it rather difficult having to juggle between bringing about change and handling their current responsibilities during a short time span, which eventually leads to resistance to change and thwarts successful implementation.

4.2.17 Does the Department of Basic Education continuously monitors and supports the Foundations for Learning Campaign in conjunction with the Annual National Assessment (ANA) at your school?

Fullan (1994) argues that there have been too many educational innovations without adequate follow-through. He suggests that no curriculum renewal successfully implements itself, continuous monitoring and support is a necessity. "Teachers and others know enough not to take change seriously unless local administrators demonstrate through actions that they should " (Fullan, 1994). He recommends that local administrators, in this case, both circuit and district officials must show specific forms of active support, not just initial support for school management team and teachers but support that offers a process of regular coaching, expert consultation, demonstrations to alternative practices, in-service training etc., through realistic time plans about the innovation and its implementation (Fullan, 1994).

Table 4.17: presents the summary of the findings based on educators' responses on monitoring and support of the Foundations for Learning Campaign in conjunction with the Annual National Assessment (n=120)

Categories	Frequency	Percentage
Strongly agree	**0**	**0**
Agree	**3**	**3**
Disagree	**97**	**81**
Strongly Disagree	**20**	**16**
Total	**120**	**100**

Table 4.17 for statement 17 approximately shows that *(0%)* of the educators strongly agree, *(3%)* agree in relation to *(81%)* disagree and *(16%)* strongly disagree that the Department of Basic Education continuously monitors the Foundations for Learning Campaign together with the Annual National Assessments at their school which allows them to pinpoint areas of weaknesses and strengths. From the data it is evident that only *(3%)* of educators strongly agree/agree, contrary to an astounding *(97%)* who disagree/strongly disagree.

Finding: The majority of the comments attained from the educators explicitly stated that the Department of Basic Education does not continuously monitor the Foundations for Learning Campaign together with the Annual National Assessments at their school and not much attempt is made to assist them to improve or enhance learner performance in these specified subjects.

For example participants' responses included:

> *"The Department has never monitored the FLC or ANA, we just write the tests and the results are sent to the district office, we don't even receive any feedback regarding the results on time. Nothing much is really done to help us improve our learner's performance with regards to maths and languages, many of our learners also struggle with these tests."*

Despite the foreseeable challenges, without on-going monitoring and support of the campaign coupled with the Annual National Assessments (ANA), it is not possible for circuit and district officials or teachers themselves to know what action needs to be taken and the necessary improvements to be put in place to enhance the quality of teaching and learning of basic language and mathematical skills. In light of these findings the lack of support, monitoring and follow through could be detrimental to improving basic language and mathematics skills. Recent studies have advocated that if curriculum renewal is to enable improvement in learners' learning, it must be maintained and supported over time (Fullan, 2007; Ornstein and Hunkins, 2013), building a cadre of competent implementers evidently requires both the circuit and district's sustained support.

Interestingly, these findings from the current study also seem to concur with The Final Report of the Task Team for the Review of the Implementation of the National Curriculum Statement (Department of Education, 2009: 08) that "in every province, teachers mentioned that there were several challenges around the role of the district." This was reinforced by numerous electronic and written submissions. "There are too few subject advisors nationwide to do justice to thorough and qualitative in-class support for teachers. Many do not have sufficient knowledge and skills to offer teachers the support they require to improve learner performance."

4.3 SYNTHESIS OF FINDINGS THAT ARE IN CONGRUENCE WITH RESEARCH QUESTION 1

"How were educators prepared for the adaptation of the Foundations for Learning Campaign in the foundation and intermediate phases in their teaching of literacy/languages and numeracy/mathematical skills?"

The summary of statistical data has identified the following findings on how educators were prepared for the implementation of the Foundations for Learning Campaign in schools and they are presented below:

- Lack of suitability of the training workshops to equip teachers with knowledge and skills for implementation of the curriculum innovation.
- Uncertainty about the goals and objectives of the Foundation of Learning Campaign
- Inadequate level of training for effective classroom implementation;
- Inadequately trained facilitators
- Insufficient workshops and professional development programmes;
- Lack of accessibility and availability of resources
- Lack of on-going support, guidance and monitoring of the campaign.
- User-friendly organisation and layout of material designed for the Foundations for Learning Campaign
- Availability and accessibility of policy documents on Foundations for Learning Campaign

These findings are critical because the data collected and its subsequent analysis yielded fifteen negative responses in contrast to only two positive responses. So as to avoid repetition of the statements the researcher categorised the seventeen responses according to common themes from which critical issues were identified. These issues outlined drawn from the findings may be regarded as inhibiting factors, thereby impeding effective implementation.

4.4 SUMMARY

This chapter presented data analysed through SPSS. Statistical or quantitative data collected for each of the seventeen statements from the questionnaire were analysed in the form of frequency distribution tables and were discussed with the use of evidence which was supported by literature. This chapter has provided the discussion of results based on the findings ascertained from the questionnaire in relation to the research question which is as follows: ***"How were educators prepared for the adaptation of the Foundations for Learning Campaign in the foundation and intermediate phases in their teaching of literacy/languages and numeracy/mathematical skills?"*** The interpretation of the statistical findings led to the identification of two perceptions (positive or negative), with regards to educators' responses to each of the seventeen statements from the questionnaire.

In the next chapter, chapter 5, the findings from the in-depth interviews which address the critical research questions 2 and 3 is presented.

CHAPTER 5: EDUCATORS' VIEWS ABOUT THE IMPLEMENTATION OF THE FOUNDATIONS FOR LEARNING CAMPAIGN

5.1 INTRODUCTION

This chapter presents findings from the in-depth interviews conducted with twenty educators from both the foundation and intermediate phase implementing the Foundations for Learning Campaign. The interview schedules consisted of ten structured and open ended questions (Appendix D) to explore educators' views about implementation of Foundations for Learning Campaign in the classroom and the kind of classroom support, guidance and professional development programmes that were available to them to facilitate the implementation of the Campaign. Furthermore the researcher attempted to explore educators' views on the model used by the department to involve teachers through exposing them to curriculum innovations.

Goodson (1994) avers that innovations could be prescriptive whereby parameters are provided for the proposed changes. Carr (1995) further expatiates that the prescriptive paradigm in curriculum change adopts coercive models and it is Foucault's perspective which enforces the conformist view. Teachers are expected to conform or comply with the prescriptions of the written curriculum. This model has also been referred to as the top-down model by McNeil (1990). However, the counter model or view on development of curriculum innovation is descriptive. The pioneers of the descriptive paradigm in curriculum innovation (Goodson, 1994; McNeil, 1990; Kelly, 2011; Null, 2012; Fullan, 2006; Carl 2012) state that innovations should not be the prerogative of the bureaucrats only, the voices of parents, teachers and other stakeholders should also be represented during the process of curriculum change.

Stenhouse (1976) cited in Goodlad (1994: 1264) emphasizes the importance of active participation of other stakeholders during the advocacy of innovations in schools:

> It is practitioners who must bring curriculum ideas to life in their concrete interaction with specific student under local circumstance. Curricular are attempts to communicate specifications of educational ideas and practices to teachers in order to stimulate their discussion, experimentation and critiques. A curriculum is a hypothesis, a starting point for reflection and development done by responsible professionals. Also a curriculum is an

attempt to communicate the essential principles and features of an educational proposal in such a form that is open to critical scrutiny and capable of effective translation into practice.

In keeping with the idea of active participation of teachers in the process of developing curriculum innovation Berman and McLaugh (1977: 5) recommends the use of the adaptive-evolutionary approach. Furthermore, Altricheter (2005) postulates that the adaptive-evolutionary approach is strong in adapting an innovation to its situational characteristics, it necessitates relearning and reflection on practice. Thus, inviting participants to actively engage in the process of developing curriculum innovations.

The third model discussed in chapter two which served as a parameter for the presentation and interpretation of findings in this chapter is the train-the trainer model. Muthambi and Mphaphuli (1998) cited in Khuzwayo (2007:61) explains the levels in which curriculum innovations were cascaded from national level to schools as follows:

The curriculum innovations were discussed and adopted by the department bureaucrats at national level. The policy guidelines providing the national framework were generated by the subject and phase committees which were constituted by the national department. The provincial department of education selected a group of teachers and curriculum managers to attend the train-the trainer workshops in Pretoria. The purpose of the workshop was to consolidate and coordinate the capacity within each provincial department, to develop a cadre of OBE trainer-facilitators capable of preparing teachers to implement curriculum changes.

The exponents of this model (Department of Education, 1997) preferred the use of workshops and seminars at regional, district and circuit level as the mode of preparing and developing teachers for the implementation of curriculum innovations. However, to critics (Jansen, 1999; Carl, 2012; Muthambi and Mphaphuli, 1998) the train-the trainer model and the strategies used to develop teachers were viewed to be basically an orientation course meant to inform teachers about new changes in the curriculum. Moreover, Fullan and Stiegelbauer (1991) contended that this model subscribed to the principles of the Adaptive theory, which thrives to mobilise participants to change their attitudes and develop commitment to the process of change.

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5.2 THE PROCESS OF DATA ANALYSIS

The process of data analysis began with the development of transcripts from audio-tapes. Thereafter responses were classified according to the trends, themes and patterns of thought elicited from further probing questions. According to Vos, Strydom, Fouche and Delport (2011:412) analysis of qualitative data involves the process of breaking down, examining, comparing, conceptualising and categorising data. Furthermore, Kumar (2011:278) states that in addition to the breaking down of data down into discrete parts, the process entails the close examination and comparing of data in order to identify similarities and differences.

5. 3 PRESENTATION OF DATA FROM THE IN-DEPTH INTERVIEWS

The following themes and patterns of thought were identified during the process of data analysis.

Question 1: How were educators informed about the Foundations for Learning Campaign?

5.3.1 Themes

- **Dissemination of information from district to schools**

Responses to the question on how teachers were informed about this innovation, "Foundations for Learning Campaign" and its implementations for classroom practice were divergent. Majority of the respondents interviewed indicated that it came as a rumour with regard to the curriculum changing from the National Curriculum Statement once again to the Foundations for Learning Campaign, some made utterances such as:

> *"I first heard about the changes from OBE to the new curriculum from other teachers from my neighboring schools. All I heard was that the department was doing away with OBE and now we are going to teach languages and mathematics as we used to do before OBE. Actually this is the best way to go because this OBE is complicated for us."*

On the other hand the minority answered the similar question differently which unraveled that some teachers participating in the sample were informed by Heads of Department about the changes that were to be introduced. The following statement attested to this view:

"We were told by the Heads of Department that there is a change coming called Foundations for Learning Campaign which is going to introduce milestones. We were worried because there have been so many changes, it was first OBE, Curriculum 2005, RNCS, NCS and now Foundations for Learning Campaign. We are confused and the department is bringing changes now and again and we are really tired."

Question 2: What information did teachers have before attending the workshops?

▪ **Provision of policy documents and guidelines for teachers before workshops**

Responses to the questions and probing questions elicited from the participants were quite similar on the matter of policy documents and guidelines. Teachers in the sample overwhelmingly claimed that they were not provided with any substantial material regarding the Foundations of Learning Campaign because all the necessary policy documents and guidelines were not as yet ready for circulation to schools. However, they were informed that assessment standards were replaced by milestones. The responses after further probing questions were asked unveiled teachers did not know the meaning and purpose of 'milestones' and failed to provide other changes that were to be implemented in relation to the classroom practice. The gestures expressed through body language and frowns indicated to the researcher that teachers were not confident about their knowledge of the concepts and they were unable to differentiate between assessment standards and milestones. Furthermore, they were unclear of the changes to be implemented in relation to literacy/language and numeracy/mathematics.

An example of a response which was alarming to the researcher with regard to what teachers thought the curriculum innovations were all about is as follows:

"It is now clear that we can teach the content as we were taught, such as teaching spelling, dictation and alphabets. We are now going back to the basics, even the facilitators are not sure about how we should teach these Foundations for learning."

However there were two participants from the group of twenty who demonstrated some divergent views as compared to the majority. They provided their understanding of the curriculum change as follows:

"Foundations for Learning Campaign was introduced in order reduce teachers' paper work by providing already prepared work schedules and lesson plans to schools. Now, teachers do not need to design lesson plans. They are expected to write the date on the lesson plan and that is all. The lesson plan shows content area to be taught as well as the milestones for a lesson. It is now less work for teachers."

From the above participant's responses it is evident that educators were uncertain and lacked clarity prior to attending the Foundations for Learning workshops. Furthermore, the researcher was able to deduce that no common uniformity of understanding regarding the introduction of the campaign existed and the channels of information differed.

Question 3: Who facilitated the Foundations for Learning workshops, how long did these workshops last and what was your role as a teacher?

▪ **Expectations of clarity of the curriculum innovation and its implication for classroom practice.**

Firstly, information provided towards answering the question on the facilitation of the training workshops indicated that participants expected facilitators to contextual their presentations into the realities that had been highlighted in other forums such as overcrowded classrooms, diversity of abilities, assessment of learning and lack of suitable materials to support learning. The informants highlighted that the facilitators were unable to provide solutions to teachers concerns about the realities that threatened the successful implementation of the former curriculum innovations. Respondents realized that these workshops were not a platform to air their anxieties, frustrations and concerns. According to the respondents, the facilitators of the training workshop delivered information as it was prescribed and teachers were expected to receive the instructions as they were presented to them without alterations. The respondents stated that the facilitators emphasised the guidelines that should be followed as teachers implemented changes in the classroom.

The dominant view expressed in the participants' responses was that the training workshop was no different from the experiences they previously had. According to their utterances the workshops in their experience were meant to simply tell teachers what to do in classrooms

and what subject advisors will look for when they come to classrooms during supervision visits. Their responses attested to the following:

> *"There was nothing new in those workshops. The ward managers and subject advisors selected Heads of Department from certain schools to facilitate these workshops. The Heads of Department who facilitated these workshops were trained by ward managers and subject advisors before teachers were invited to the training workshop. Some of us travelled to venues by taxis and as a result we arrived late and missed some of the presentations. We just collected little material which didn't say much about what to do supplied by the facilitators for our schools and were told all the necessary policy documents and guidelines would be ready next year that was all."*

The purpose of the follow-up question to this information probed as to how venues were decided upon and their participation in such decisions. Responses were unanimous in highlighting the issue of time and venues which were a prerogative of the subject advisors and ward managers. Subject advisors and ward managers preferred to use schools in township and some that were closer to the prominent community facilities as halls because of basic facilities such as electricity and water. Time which was a crucial factor was also decided upon by the officials from the department- ward managers and subject advisors.

Finding: Train-the trainer was in force, there was no deviation from the former strategy.

- **Training workshops were short lived events and not an on-going process for engagement between district curriculum managers and teachers.**

The respondents overwhelmingly expressed their discontent about the duration of workshops. To the majority of the respondents the duration of the workshop was two days although some attended them for one day. Utterances such as the following depicted dissatisfaction:

> *"We only attended a one day workshop for the Foundations for Learning Campaign at the beginning of the campaign, after that there were no workshops to help us to improve our teaching of mathematics or languages, if we want to improve our learner performance, the department needs to provide more workshops, but these workshops must also be relevant to what we are doing in the classroom."*

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Further probing questions were asked on the issues of the programme that was covered each day. The information elicited from the respondents highlighted that there were no formal programmes but facilitators started the workshop with a short presentation, thereafter the subject advisors handed out material to be used in school. Some of the participants stated that they usually arrived late after the short presentation thus only collected material for their school.

Statements which were inherent of such discontentment were as follows:

"First of all these workshops took place after twelve when we were already tired. Another thing was that we did not have cars to take us to the workshop and public transport is scarce in semi-rural areas. Teachers from this area arrived after the presentation and just collected material. We relied on our colleagues to explain to us what the presentations were about."

Further probing questions were related to how clear and helpful were the explanations provided to them by their colleagues on the teaching and learning of numeracy/mathematics and literacy/language skills.

The responses to this question unravelled that teachers knew the change in terminology and the content of the guidelines but lacked comprehension thereof as they stated for example:

"In Mathematics the lesson had to begin with mental counting of numbers and multiples each and every day. Language teaching should focus on reading and writing e.g. individual reading, shared reading and guided reading, viewing and reading. Whereas the campaign introduced handwriting as a stand-alone activity from other writings."

"Some of the teachers told us that lesson planning is not compulsory however to the contrary other colleagues told us that were not true. Heads of Department and the principal must ensure that teachers submit their lesson plans. This was very much confusing as a result some schools use the Foundation for Learning Campaign lesson plans while others develop their own school based lesson plan. This is bad for us."

Fullan (2007) contends that educators need to know the purpose of the curriculum innovation and basically what it involves. Furthermore, Rogan and Grayson (2003) advocate that training of teachers is a vital step for successful implementation, so that teachers understand the necessary changes and are able to put them into practice. Drawing on the responses from the participants interviewed, evidently this was in contrast with supporting literature.

5.3.2 Trends of thought

Apart from the themes identified during the process of data analysis as presented in the discussion above, there were patterns or trends of thought identified from the respondents' information to questions. Curriculum development according to Goodson (1994) is informed by paradigms which could be the source of content-based pedagogy, critical pedagogy, objectives-based pedagogy and outcomes-based pedagogy. The interpretivist paradigm strives for the reproduction of content knowledge whereas proponents of the critical paradigm contest the reproduction of knowledge in favour of critical pedagogy (Cornbleth, 1990). According to Carr (1995) the interpretivist paradigm promotes ideas of recycling of knowledge without any critical thinking or reasoning more so applies content-based approaches to teaching and learning. The critical paradigm upholds the ideas of the pragmatist and existentialist ideas which promote the creation of content knowledge from everyday life realities. However, the proponents of the positivist paradigm views curriculum development and implementation thereof in the classroom as opportunities of knowledge construction hence knowledge to them is the product of social construction (Cornbleth, 1990; Carr, 1995; Goodson, 1998; Kelly, 2011; Null, 2012).

- **Content -based pedagogy**

Responses provided by the respondents in the sample indicated the existence of a trend of thought that were related to the content-based pedagogy.

"All I know about the Foundations for Learning Campaign was that it was replacing OBE and it wanted us to teach as we used to teach before the OBE came."

Probing questions desired the respondents to unpack this view further when they were asked to explain how they taught mathematics and language prior to the outcomes-based education. Their explanation was as follows:

> *"The lessons had objectives and the teaching was planned according to what the lesson aimed to achieve. Mathematics lessons were presented step by step until the child understood for instance addition, if you teach addition sums or multiplication. This mixing of these stuff confused learners. When teaching a language we used to teach spelling and sentences, tenses and writing of compositions. Not this Lo1 (Reading), Lo2 (speaking) Lo3 (Viewing and Reading) and Lo4 (writing). All these are useless. Old methods are the best, I use them."*

However, the majority of respondents' reflections on the Foundations for Learning Campaign were negative, such as:

> *"The department makes too many changes to the curriculum, we are not ready for another change, all of these changes confuse us, we need time to adjust and adapt," "The workshops didn't really prepare us to implement this campaign, a half day workshop is not enough, we do not clearly understand all the changes we now have to implement in the classroom," "We have limited resources and too many learners in our classrooms, it is not even practical to accomplish those milestones."*

Finding: The adherence to what teachers knew and they have experienced in teaching these subjects was still used in their classroom practice. This view held by respondents in the sample represents a sector of teachers who taught before Outcomes-Based Education was introduced. Carr (1995) and Goodson (1998) avers that curriculum change requires teachers' attitude, beliefs and convictions about their practice to change but more often than not, such do not happen because teachers resist change by not implementing it in their practice. The above utterances attested to this charge and represented the trend of thought that prevailed among teachers who were trained to implement Foundations for Learning Campaign in schools. This could negatively impact classroom practice and render the curriculum innovation ineffective.

- **Outcomes-based pedagogy**

This is a second trend that had been elicited from responses provided by respondents of this study. It was prevalent that the majority of the participants in the sample were comfortable with the curriculum innovations, 'National Curriculum Statement.' This was elicited from informants as they for example stated:

> *"Although we were not yet perfect in NCS but nonetheless we had begun to understand our practice particularly the terminology and the principles. The sudden change again was really frustrating. For most of us who started working in 2006 we were trained on how to develop outcomes based lesson plans and to develop assessment activities in compliance with assessment standards we are not sure about our pedagogical knowledge now. To us who were employed in 2006 the status quo is NCS. When our colleagues talk about Back to Basics we do not know what they are actually referring to."*

The proponents of the outcomes based curriculum (Nkomo, 1991; Killen, 1996; Spady & Marshall, 1991) averred that outcomes based is not a model of curriculum but instead it is the model of curriculum programming which substituted content-based curriculum programming. Furthermore, Killen (2006) contended that outcomes based is more of an approach to teaching and learning which intended to ameliorate socio-economic conditions in the society. In the latter view, Killen (ibid) charged that the principles underpinning outcomes based teaching and learning which are; clarity of focus, expanded opportunity, design down-deliver up and high expectations provide a shift from teacher- centred teaching to a learner-centred approach to teaching, learning and assessment. Spady and Marshall (1991) the pioneers of Outcomes- Based Education also praised this approach for affording learners opportunities to learn at their own pace towards achieving intended outcomes.

5.4 SYTHESIS OF FINDINGS IN THE CONTEXT OF THE QUESTIONS

Question 4: Do you think this initiative taken by the Department of Education to introduce the Foundations for Learning Campaign was necessary?

- **Attitudes, beliefs and views about the implementation of the curriculum innovations, 'Foundations for Learning Campaign'**

Teacher beliefs are critical in periods of innovation and curriculum change (Keys, 2007; Van Driel, Bulte, & Verloop, 2007). There is growing consensus that educational innovations will not succeed if the emphasis is limited to developing specific skills, without taking into account teachers' beliefs, intentions and attitudes (Tobin & McRobbie, 1996). One needs to consider that educators all have different attitudes towards change; one can rarely expect them all to be the same. The manner in which circuit and district officials disseminate curriculum innovation often determines how acceptable a new curriculum will be for both teachers and the staff management team (Pratt, 1980:427).

The espoused attitudes, beliefs or views of educators in this current study with regards to the implementation of the Foundations for Learning Campaign attained from the question listed above were generally positive, negative or that of uncertainty towards the Campaign.

The following response from a respondent inclines towards a positive response, *"The materials designed for us are user-friendly. The milestones are very useful in the classroom; they give us direction and help us in our daily planning of lessons."*

However, majority of the respondents' reflections on the Foundations for Learning Campaign were negative, such as:

> *"The department makes too many changes to the curriculum, we are not ready for another change, all of these changes confuse us, we need time to adjust and adapt," "The workshops didn't really prepare us to implement this campaign, a half day workshop is not enough, we do not clearly understand all the changes we now have to implement in the classroom," "We have limited resources and too many learners in our classrooms, it is not even practical to accomplish those milestones."*

These responses show negativity as they admit that the changes are taking place too quickly, adequate time must be provided for them to adapt accordingly; workshops need to adequately prepare them so as to implement the curriculum change effectively in the classroom and adequate resources coupled with correct teacher-pupil ratios are necessary. Inevitably, responses were interpreted as negative and are considered to have far-reaching consequences and implications for the implementation of the Foundations for Learning Campaign.

Furthermore, a minority of the respondents in the sample were uncertain about the value of this curriculum innovation. The respondents classified under this category mentioned: *"...I'm really worried and afraid because I'm not very sure what is expected of us now, I don't understand how we can improve the basic literacy and mathematics skills so quickly, we are doing are best, too many learners are struggling, sometimes I'm not even sure what I need to do to help them...all these changes are not necessary...."* Such responses that were prevalent amongst respondents are considered to be significant within this study as these respondents form part of the educators who are expected to implement curriculum changes in the classroom. Their uncertainty could have negative implications for learner performance and implementation of further curriculum continuities in the classroom. This is interpreted as a serious threat to teaching, learning and the acquisition of improving basic language and mathematical skills within the campaign.

Certainly, it may be difficult to draw firm conclusions from such limited evidence, but the responses may indicate that the majority of the educators within the sample during the interviews may well be antagonistic to the ideas behind the curriculum change, but that they need the necessary support that I mentioned above, through provision of adequate and suitable training, so that they may gain the knowledge and skills required to implement the Foundations for Learning Campaign effectively.

Research reflects that each of these respective attitudes may vary in depth. When circuit and district officials train staff management teams and educators, they should address the above mentioned attitudes and beliefs as they may impact on the success of the implementation phase. It is also crucial for those involved in the dissemination phase to identify some of the causes of these attitudes as this is necessary since negative attitudes may eventually impact on the success or failure of the both the dissemination and implementation phase of the curriculum (Pratt, 1980:428). Much literature in the field of curriculum innovation (Pratt,

1980; Tobin & McRobbie, 1996; Keys, 2007; Van Driel, Bulte, & Verloop, 2007) often suggests that the understanding of educators' attitudes and beliefs can contribute to the success of curriculum with regards to the classroom context.

Question 5: As a foundation or intermediate phase educator were you adequately prepared to facilitate the implementation of the Foundations for Learning Campaign effectively and efficiently?

- **Teachers were inadequately prepared for implementation of the Foundations for Learning Campaign**

Curriculum renewal and change are often unsuccessful because those involved in the process of dissemination tend to lose sight of critical factors with regards to educators' readiness for change and development (Carl, 2012:113). A critical factor in successful change and curriculum development, according to Czajkowski and Patterson (1980:160) cited in Carl (2012:113) is the level of preparedness for such change on the part of those involved.

A mere fraction, show uncertainty regarding their levels of preparedness, in contrast to majority of the respondents interviewed within the sample who stated that they were inadequately prepared to effectively implement the Foundations for Learning Campaign. These respondents believed their inadequate preparation was due to the following reasons: lack of sufficient time allocated for training, inappropriate and irrelevant training, absence of specifically trained facilitators and instructional packages with all the necessary material for the implementation of the campaign not being available during the dissemination phase - it was only received between two-three months after the commencement of implementation, thus inhibiting effective implementation.

To elaborate further one of the respondents from the sample stated,

> *"One half-a-day workshop took place at the beginning of the campaign, the focus of this workshop was mainly on policy and administrative issues which were read from the gazette and did not delve into classroom practice of the teaching of Literacy/Language and Numeracy/mathematics, but educators are now expected to improve these basic skills, we are very uncertain of how to accomplish this."*

From the response attained it is evident that preparation levels of those involved in the implementation of the Foundations for Learning Campaign was inadequate. From recent research studies it is clear, as already stated that inadequate preparation can be detrimental to effective implementation in the classroom (Carl, 2012:114). An adequate level of readiness and preparedness on the part of the educators for curriculum change should be achieved so as to facilitate successful implementation.

Question 6: What are the challenges that you are faced with in your school with regards to facilitating the implementation of the Foundations for Learning Campaign?

- **Insufficient interaction between facilitators on issues of pedagogical content knowledge and classroom practice**

The manner in which educators organise classroom instruction is highly dependent upon what they know and believe about mathematics and on what they understand about mathematics teaching and learning. Sound content knowledge enables teachers to represent mathematics as a coherent connected system (Ball, Hill & Bass, 2005). When educators' knowledge is robust, they are able to assess their learners' current level of mathematical understanding, provide the necessary support and assistance to those learners that are struggling, and use their knowledge to make vital decisions concerning mathematical tasks, classroom resources and teaching and learning strategies. For educators to accomplish all of this successfully they need substantial pedagogical content knowledge and a grounded understanding of students as learners.

Respondents unanimously agreed that they are struggling to offer the necessary support and assistance to many learners who are struggling to cope with mathematics and languages. This was further confirmed by one of the respondents who said, "*The teaching methodologies I am using in the classroom is not making a difference, too many learners are struggling with the basics in literacy and numeracy, many learners can't even read, write and count properly, sometimes I'm not sure what practices to use to improve my teaching of literacy and numeracy, these milestones are good but how do we use them in the classroom.*"

This comment further illustrates that educators have not developed substantial pedagogical content knowledge to improve literacy/language and numeracy/mathematics teaching as their first challenge. However, only two of the respondents interviewed, constituting minority of the sample, agreed that they were coping and were attempting to give of their best, only because of their own additional initiatives, resourcefulness and research abilities. The implication is that the Foundations for Learning Campaign was unable to build on educators' depth of pedagogical content knowledge and skills for teaching of literacy and numeracy to adequately enable educators to improve learner performance.

- **Overcrowded classrooms hampering effective implementation of the Foundations for Learning Campaign**

Competence in literacy and numeracy is integral to effective learning in all subjects and across all years of schooling, and it is crucial that learners are assisted to develop these skills through explicit instruction based on the individual needs especially in the foundation phase. However this is difficult to achieve in overcrowded classrooms. The second challenge that majority of the educators within the sample encountered within their schools in relation to facilitating the implementation of the Foundations for Learning Campaign is overcrowded classrooms. When educators are required to teach a large number of learners, it can lead to many problems.

The majority of the respondents within the sample stated that their classrooms were overcrowded as a result they experienced the following problems related to overcrowding:

"*Unable to provide individual attention to learners especially those who are struggling, experience difficulty in motivating all learners to learn when there are too many of them, only can teach a particular number of learners with care, takes too much of time to do individual reading and to provide individual feedback, very difficult for both learners and teacher to move around freely due to a lack of space, learners who are seated close to one another in a classroom experience difficulty focusing on the lessons, which leads to less learning, the invasion of personal space and feelings of being crowded both contribute to the lack of focus and distraction.*"

In addition, educators experience difficulty in assessing, keeping track and recording learner progress and achievement in the key areas of reading, writing and numeracy, which is generally done every term. Finally, the majority of the educators stated that they get frustrated because the demands on their time cannot be met.

Recent studies by Majanga, Nasongo and Sylvia (2011:48) reaffirm that high teacher-pupil ratios negatively influence teacher effectiveness and learner performance and reduce teacher-pupil and pupil-pupil interaction during classroom instruction. There is a likelihood that this would affect the quality of teaching and learning given to the learners especially in core subjects like mathematics and languages which surely require constant practice and feedback to gauge the learners' progress. In the view of this, it is important that the right teacher-learner ratio is maintained so as to facilitate the implementation of the Foundations for Learning Campaign in the classroom effectively and efficiently.

- **Availability and accessibility of Learner Teacher Support material**

Mathematics is one of the subjects within the school curriculum that places a great demand on the educators' resourcefulness in creating appropriate learning conditions for the formation of concepts in the learners' mind. Mere telling without exposing learners to appropriate learning experiences can hinder the learning process. According to Anthony and Walshaw (2009:156) affirm that effective teachers draw on a range of representations, resources and tools to support learner's mathematical development. Resources to support and extend mathematical reasoning and sense-making come in many forms including the number system itself, algebraic symbolism, graphs, diagrams, models, equations, notations, images, analogies, metaphors, stories, textbooks, variety of manipulative and technology. Recent research findings confirm that educators have a critical role to play in ensuring that resources and tools are used effectively to support learners to organise their mathematical reasoning and support their sense-making. Furthermore, providing learners access to multiple representations helps them to develop both conceptual and computational flexibility (Blanton & Kaput, 2005).

The third challenge identified by the majority of the educators was a lack of resources. According to the Government Gazette (Department of Education, 2008a: 6) every teacher must have sufficient resources to ensure the effective teaching and learning of literacy and

numeracy. This should include wall charts, number and phonic friezes, writing materials, suitable apparatus for teaching concepts, textbooks, reading series, workbooks and writing materials. However, majority of the educators reported a rather contrasting view that due to a lack of funds the school is unable to purchase many of the resources as stipulated in the gazette. Conversely, the minority stated that due to high school fees paid by each learner their schools make an attempt to purchase necessary resources so as to enhance teaching and learning in the classroom.

Furthermore, the majority of the educators, stated that the situation is further aggravated by overcrowding in the classroom, "*Sometimes a group of ten learners share one abacus, since each learner is unable to have his/her own, while the activity is in progress, and other learners lose consideration and become disruptive," " There are also a limited number of readers, therefore learners have to share these readers, and they only use them during instruction time, due to a shortage, learners are not allowed to take these readers home to practice*." Interestingly, one of the respondents stated, *"We even ask parents to buy some of these necessary resources for their children, but it doesn't help because they themselves are unable to afford them."* Although research findings bear ample testimony to the adoption of the use of a variety of resources, the scenario portrayed in the classroom hinders effective teaching and learning of literacy and numeracy.

Question 7: How often have Subject advisors/specialists, Circuit and District officials visited your school/s and how have they assisted with the implementation of the Foundations for Learning Campaign?

- **Minimal supervision and monitoring of the implementation of the Foundations for Learning Campaign by the circuit and district officials**

The Government Gazette (Department of Education, 2008a: 22) with regards to the Foundations for Learning Campaign emphasises that circuit and district support is critical to the success of the campaign. According to policy, it was stated that circuit and district officials will visit all schools within the district at least once per term, with more frequent visits to schools that require stronger support, for monitoring and guidance and they will assist all schools to improve their performance by working towards agreed targets in relation to mathematics and languages. All the respondents in the sample agreed that since the

implementation of the Foundations for Learning Campaign no subject advisors/specialists or circuit and district officials had visited their schools with regards to supervision and monitoring of the campaign.

The successful implementation of curriculum renewal depends not only on a once-off training session but also on more permanent circuit and district level support and monitoring in the classroom situation. Expecting educators to change their practice after a mere workshop is not realistic and to improve the Literacy/Language and Numeracy/Mathematics levels of their learners to at least 50% cannot be attained without longer-term preparation, on-going support and continuous monitoring.

With regards to the Annual National Assessment which is part of the Foundations for Learning Campaign, respondents from the sample stated that it increased their administrative duties at the expense of teaching time and that this initiative added to their workload. Respondents stated, *"Firstly, they had to administer the tests in their classrooms, secondly, mark all tests, thirdly, record individual learner performance, fourthly, keep class records, and fifthly record these on a prescribed template before they are sent to the district offices."*

The respondents unanimously stated that all the additional administrative work was fruitless because they received no further information from the district that could be used to assist them to help improve learner performance in literacy and numeracy skills in their classroom and school although the majority of the learners performed fairly poorly in these subjects. However, after a period of about three to four months the principal provides them with essential results about the Literacy/Language and Numeracy/Mathematics of the learners in district, province and nationally, but unfortunately this does not make a difference. Respondents argued that subject advisors/specialists or circuit and district officials should be supervising and monitoring the campaign together with the Annual National Assessments and should be assisting schools to improve their performance.

From the responses obtained from the respondents this practice seems to diverge from the stipulated policy as, according to the Department of Basic Education (2012a: 4), departmental officials should: make informed decisions about which schools require urgent attention in terms of providing necessary resources to improve learner performance in these subjects, provide educators with essential data about the Literacy/Language and

Numeracy/Mathematics capabilities of learners in each grade and thereby help them make informed decisions when planning teaching programmes; inform individual teachers about how close or far they are to or from realising the target goals they seek to attain through their teaching, inspire them to realign their teaching strategies towards accomplishing such goals and finally assist school management teams to select and implement school-based interventions for improving learner performance in Languages and Mathematics.

From the responses gathered from the interviews with regards to supervision and monitoring of the Foundations for Learning Campaign coupled with the Annual National Assessments, there seems to be a disjuncture in curriculum management and policy implementation. In reality this can be attributed to the following: firstly, the shortage of subject advisors/specialists or circuit and district officials to supervise and monitor many schools; secondly, lack of knowledge and expertise of subject advisors/specialists or circuit and district officials; lastly, a lack of strategy to monitor the implementation of curriculum policy at classroom level in relation to Languages and Mathematics and to translate the importance of effective teaching and learning into classroom excellence.

The findings from the current study also concurs with the hearings and submissions from the Final Report of the Task Team for the Review of the Implementation of the National Curriculum Statement (Department of Education, 2009: 23) which alluded to the capacity of district officials to supervise, monitor and provide support in curriculum implementation. Carl (2012:138) argues that many curriculum initiatives have miscarried because departmental officials underestimate the importance of continuous supervision and monitoring during implementation. It is dangerous to take the view that most of the work has been done once the design and dissemination have been finalised as the real success is evaluated by the degree to which it is workable in practice, and this cannot be attained without on-going supervision and monitoring.

Question 8: How does the Staff Management Team in your school supervise and monitor your classroom practice?

- **Inadequate supervision and monitoring of the implementation of the Foundations for Learning Campaign in the classroom by the Staff Management Team**

According to Ornstein and Hunkins (2013:227) the change process consists of a series of three overlapping phases or stages: initiation, implementation, and maintenance. These researchers stipulate that maintenance is the monitoring of the curriculum innovation after it has been introduced. Maintenance simply refers to those actions required for the continuation of the innovation. Ornstein and Hunkins (2013:227) asserts that unless maintenance is planned for, generally new innovations often fade or are altered to such a degree that they cease to exist and one of the major challenges highlighted during this specific phase is the lack of continuous supervision and monitoring of the innovation by the necessary stakeholders. The school management team, in this view, should shoulder the responsibilities of ensuring sound management practice of the curriculum implementation and should pay attention to continuously managing these curriculum changes accordingly.

With regard to supervision and monitoring by the staff management team within each school majority of the respondents were dissatisfied with the level. However, there were convergent and divergent views and arguments identified from the responses provided from the respondents with regard to supervision and monitoring of the implementation of the Foundations for Learning Campaign in the classroom, specifically the teaching of mathematics and languages. The respondents in the sample raised concerns about the issue of supervision and monitoring of the campaign. These concerns were the following; *firstly they indicated the supervision and monitoring received from the school management team was generally administrative in nature.* They further elaborated that preparation files with all the necessary planning was submitted to the heads of department, the lesson plans were stamped, dated and signed with no follow-through or feedback. However, the frequency of submission varied from respondent to respondent, preparation files were submitted at the beginning of each week, once in two weeks, once a month and some mentioned at the beginning of each term. Respondents also stated that assessment records, assessment plans, mark schedules and tests were also checked and stamped. They also stated that the staff management team assisted in the administration of the Annual National Assessments.

They further elaborated that in the intermediate phase the heads of department oversee educators from specific grades inclusive of all the subjects irrespective of their area of specialisation, which implied that the heads of department could not challenge educators' classroom practice effectively.

This was corroborated by respondents stating that in the foundation phase, the heads of department were full-time educators with many learners and were expected to teach coupled with supervising and monitoring all the educators within the phase. From the responses gathered from the interviews with regards to supervision and monitoring, what seems to be prevailing in many of the schools with regards to the role of the staff management team is that they seemed to be divorced and removed from classroom practices. The supervision and monitoring carried out seems superficial in nature as it lacks depth and breadth to improve the quality of learner academic achievement and much of their time is spent on administrative duties. This evidently is detrimental to effective teaching and learning of mathematics and languages within the campaign, thus quality of learning and improvement of learners' performance could be hindered in relation to these subjects.

Question 9: What kind of School-based activities are provided to assist educators in the implementation of the Foundations for Learning Campaign?

- **Insufficient support for School-based activities to assist educators in the implementation of the Foundations for Learning Campaign**

Effective change in curriculum requires commitment by all those involved in implementing the change. It is particularly important that the staff management team within the school actively support, assist and offer necessary guidance to the educators during the implementation process (Smith and Lovat, 2003). The chances of the curriculum change succeeding are limited if the staff management team within the school are not committed to it, and are not seen to be supportive throughout the process (Frost & Durrant, 2002).

All the respondents in the sample stated that the only forms of school based activities that are in place to support them are the phase meetings. However, the responses differed on the issue of the frequency and purpose of these meetings. There were respondents who stated that these meetings were held once in two weeks, once a month and some mentioned that they only occurred once a term. As stated by the respondents the meetings that occurred once a term addressed issues related to planning for the term and focused on learning programmes, work schedules and lesson plans. The grade meetings that were held once a month addressed both planning and administrative issues such as the assessment plan, activities planned for the month, due dates, classroom discipline, and preparation for the annual national assessments,

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thus covering teaching and learning in general. Lastly, those respondents who reported that phase meetings took place once every two weeks indicated that the purpose of those meetings were to discuss and review activities over the two week period so as to maintain uniformity and pace within the same grade.

Although all the respondents in the sample agreed that phase meetings were held and they did receive some kind of support, assistance and guidance from the staff management team, due to time constraints these meetings generally were of a duration of not more than thirty minutes a session, and a significant amount of time was used for preparing and planning learning activities and administrative tasks. Thus not much time was allocated for the purpose of effective classroom practice of literacy/numeracy and support programmes.

Thus the researcher can conclude from the responses attained from the respondents that these meetings were not substantial or adequate to enable educators to learn from each other and develop their proficiencies in relation to the content and pedagogical knowledge associated with the implementation of the Foundations for Learning Campaign. Many of the respondents also mentioned that in the intermediate phase the heads of department generally oversee all the educators from two specific grades for all the subjects taught. The heads of department have a general overview of all the subjects, relatively specialising in two subjects, thus they have a lack of content knowledge for those subjects apart from their areas of specialisation. Thus, heads of departments are not excellent in dealing with all the content areas and this creates knowledge gaps, therefore creating a challenge to offer adequate support and guidance to educators. Inadequate support and assistance of educators in the workplace can contribute to the difficulties involved in using teacher expertise as well as initiating and implementing change. Effective curriculum implementation depends more upon communication, collaboration and on-going support programmes (Smith and Lovat, 2003:206). Current research further suggests that the successful implementation of curriculum change requires educators to be clear on the intended change and therefore regular briefings, meetings, workshops and discussion sessions should be held in relation to classroom practice (Fullan, 2004).

Question 10: What professional development programmes are in place in your school to assist educators to overcome challenges of implementing the Foundations for Learning Campaign thereof in classrooms?

- **Insufficient professional development programmes organised by the Department of Basic Education to support educators implementing the Foundations for Learning Campaign**

Several recent studies have revealed that curriculum implementation and renewal have failed because curriculum leaders have neglected to provide adequate professional development opportunities for educators (Carl, 2012; Fullan, 2007; Kelly, 2009). It is generally assumed that educators already have the qualification, expertise and experience to implement the necessary curriculum changes. Willis (2002) recommends that professional development should be site-based, long-term, on-going, accessible, and inclusive, and therefore part of an educator's everyday practice. Furthermore, research indicates more active learning opportunities can be offered to suit an educator's individual needs and goals, and being long-term there is time for educators to consider alternatives, while being encouraged and supported (Ball, 1996; Loucks-Horsley & Matsumoto, 1999; Lee, 2001).

From the respondents interviewed, majority unanimously stated that there had been virtually no on-going support and professional development programmes since the launch of the Foundations for Learning Campaign by the Department of Basic Education. The respondents suggested that professional development experiences can assist them in gaining proficiency in teaching and learning of languages/mathematics and also in enhancing their knowledge about the content of these subjects. A respondent from within the sample stated,

> *"We only attended one workshop for the Foundations for Learning Campaign at the beginning of the campaign, after that there were no workshops to help us to improve our teaching of mathematics or languages, if we want to improve our learner performance, the department needs to provide more workshops, but these workshops must also be relevant to what we are doing in the classroom."*

These respondents also reaffirmed that no support structures were in place to encourage them to deal with the pressures of classroom implementation of the teaching of literacy/languages and numeracy/mathematical skills. Much of this, according to the respondents is ascribed to

the shortage of subject advisors/specialists and circuit/district officials. This was confirmed by one of the respondents, *"I have been teaching mathematics for over five years in this school, and to date no subject advisor has visited our school to offer support, assistance or any guidance."* The majority of the respondents were of the opinion that professional development programmes were the best and necessary strategy to cope with effective teaching of literacy/languages and numeracy/mathematical skills. They believed that these programmes should be planned regularly, should not be a once-off session, should be facilitated by specialists and most importantly be relevant to the actual classroom practice so as to improve teaching of literacy/languages and numeracy/mathematical skills. Their opinion concurs with recent research. Kelly (2009:138) supports this view and argues that "there can be no curriculum development without teacher development, as the teacher has a vital role to ensure successful education of a high quality to learners."

5.5 SUMMARY

This chapter presented the process of qualitative data analysis (in-depth interviews) used to deduce the views from the responses provided by the educators on the critical question which sought to ascertain educators' views about implementation of the Foundations for Learning Campaign in classrooms and the kind of classroom support, guidance and professional development programmes that is available to them to facilitate the implementation of the Campaign with regards to the teaching of literacy/languages and numeracy/mathematical skills. The questions from the interview schedule were first presented, followed by the responses from the participants within the sample and were discussed in relation to the literature reviewed. A summary of themes extracted from the responses were as follows: attitudes, beliefs and views about the implementation of the Foundation for Learning Campaign, challenges encountered during the implementation of the Foundations for Learning Campaign in the foundation and intermediate phases, professional development programmes and school-based activities in place to support educators implement the Foundations for Learning Campaign, and supervision and monitoring of the implementation of the Foundations for Learning Campaign in the foundation and intermediate phases.

To conclude, the majority of the educators that were interviewed within the sample may well be antagonistic to the ideas behind the curriculum change, but with the necessary support, provision of adequate and suitable training, they may gain the knowledge and skills required

to implement the Foundations for Learning Campaign effectively. Much literature in the field of curriculum innovation (Pratt, 1980; Tobin & McRobbie, 1996; Keys, 2007; Van Driel, Bulte, & Verloop, 2007) frequently suggests that the understanding of educators' attitudes and beliefs can contribute to the success of curriculum change with regards to the classroom context. Since educators' beliefs have a profound impact on classroom life, research evidently shows that those responsible for curriculum change can engage with beliefs about teaching and learning and make an effort to help educators align their beliefs and practices with these curricular innovations.

From the responses the participants established that they were inadequately prepared to implement the Foundations for Learning Campaign effectively. The first challenge identified by the majority of the respondents was that they did not develop substantial pedagogical content knowledge to improve literacy/language and numeracy/mathematics teaching. Secondly, the majority of the respondents reported that their schools, in relation to facilitating the implementation of the Foundations for Learning Campaign, have overcrowded classrooms. Thirdly, there is a lack of resources to effectively and efficiently implement quality teaching and learning in the classroom.

With regards to professional development programmes, virtually no on-going support and professional development programmes have been put in place in relation to enhancing the teaching and learning of basic skills in literacy/languages and numeracy/mathematics in the classroom since the launch of the Foundations for Learning Campaign by the Department of Basic Education. Furthermore, the only school-based activities in place to support educators in the implementation of the Foundations for Learning Campaign were in the form of phase meetings.

Supervision and monitoring of the implementation of the Foundations for Learning Campaign in the classroom with regards to subject advisors/specialists and circuit/district officials from the Department of Basic Education was non-existent. However, with regards to the staff management team it was fairly superficial and administrative in nature. The issues were discussed in conjunction with literature. The issues highlighted above are very critical to the successful implementation of the Foundations for Learning Campaign and could impede learner improvement with regards to effective teaching and learning of literacy/languages and numeracy/mathematics in the classroom.

Adequate educator preparation, substantial pedagogical content knowledge, a reasonable teacher-pupil ratio, adequate resources, on-going professional development, coaching, mentoring, supporting, guidance from the necessary stakeholders and continuous supervision and monitoring are essential elements that are required for effective curriculum implementation. Carl (2012) agrees that it is unrealistic to leave educators to their own devices without substantial   support, and on-going supervision and monitoring. He states that it is precisely this lack of support and supervision that leads to failure of effective implementation, with the blame often being placed on the educator.

In the next chapter, chapter 6 presents the findings resulting from the analysis of data collected through classroom observations.

CHAPTER SIX: TEACHER'S VIEWS AND EXPERIENCES ABOUT THE PRACTICAL IMPLEMENTATION OF CURRICULUM CHANGES IN THE CLASSROOMS.

6.1 INTRODUCTION

"Why did the Department of Education introduce the curriculum innovation, Foundations for Learning Campaign?"

This chapter presents the findings resulting from the analysis of data collected through classroom observations. The researcher used the structured observation sheet which consisted of six specific categories (overall planning and preparation of lessons; teacher and learner activities; teaching and learning strategies; learner teacher support material; assessment and teacher reflection) to solicit data on the educators' practical implementation of their teaching of literacy/languages and numeracy/mathematics skills in the foundation and intermediate phases with regards to the Foundations for Learning Campaign. The purpose of the observations was to collect data that addressed the question on the rationale in the adoption of campaign by the department of education other than the former means used to introduce curriculum innovations in schools.

The triangulation of data collection assisted this study to elicit information that addressed the three research questions and objectives of this study in a complementary manner. Therefore the findings solicited from the data collected through observation were analysed and interpreted in the context of the findings established in chapters four and five where educators were asked questions on the level of preparation, views about the implementation of the Foundations for Learning campaign and the kind of classroom support and guidance that was available to educators to facilitate the implementation of the campaign. This chapter sought to establish congruence in the data collected by all three instruments namely; questionnaire, in-depth interviews and observation schedules and also provided greater insight into the experiences of educators in implementing curriculum changes in the classroom.

6.2 PROCESS OF DATA ANALYSIS

The use of mixed method research designs, which combine quantitative and qualitative methods, is becoming increasingly popular because the use of both approaches together can provide a more complete investigation. Denscombe (2008:272) suggests that mixed methods research can: increase the accuracy of data; provide a more complete picture of the phenomenon under study than would be yielded by a single approach, thereby overcoming the weakness and biases of single approaches; enable the researcher to develop the analysis and build on the original data and ultimately aids sampling. Basically, how mixed method designs are used can vary considerably, depending on the weight given to each approach and when it is used. In the current study the researcher specially made use of triangulation so as to minimize the inadequacy of a single-source research thereby providing the researcher with rich and more comprehensive data (Vos, Strydom, Fouche & Delport, 2011: 442). Thus, the structured observation was specifically selected to augment the statistical data thereby attempting to explain classroom practices.

The observation focused on classroom practice, accessibility of suitable resources, lesson planning and curriculum development at school level. The observation of the sample for classroom practice entailed observing four educators from each of the ten schools that were interviewed, that is, one educator for each of the following subjects; numeracy and literacy from the foundation phase and language and mathematics from the intermediate phase, making forty educators in total. Educators from grades one to six teaching numeracy/literacy and languages/mathematics were selected as they are the initial focus of the Foundations for Learning Campaign. The observation schedule was completed by the researcher during classroom visits. The process of data collection entailed the close examination and analysis of the educators' preparation file, assessment plan/assessment record file, learners' exercise/workbooks and the use of the necessary policy documents related to the Foundations for Learning Campaign. Additional comments, significant events, impressions and observations were also recorded methodically, apart from the completion of the structured observation with specified categories. The number of respondents per question item was presented in the form of frequency table ranging from 6.2.1 to 6.2.6. The frequencies were then converted to percentage form as it assisted the researcher with the analysis and interpretation of the data.

6.3 DATA PRESENTATION

The analysis of data collected through observation schedule was determined by the differences and similarities between the status quo and the newly introduced innovations Foundations for Learning Campaign and the National Curriculum Statement (NCS). The data was tabulated in the form of tables with an intention of identifying compliance and non-compliance in relation to the stipulated policy currently in use in terms of: overall planning and preparation of lessons; teacher and learner activities; teaching and learning strategies; learner teacher support material; assessment and teacher reflection.

The interpretation of data is presented in the form of frequency distribution tables in relation to appropriate questions which is supported by literature.

6.3.1 Overall planning and preparation of lessons

Apart from the questions identifying compliance and non-compliance with the frequency distribution table, the following questions with regard to overall planning and preparation of lessons were also considered.

- **Why were teachers provided with lesson plans?**
- **Were samples of lesson plans provided by the department useful to all teachers?**
- **Were lesson plans rigidly followed by teachers?**

Stronge (2002:33) states that teaching is a complex activity requiring "careful preparation and the planning of objectives and activities on an hourly, daily and weekly basis." Thorough planning and adequate preparation for classroom instruction is the best way to ensure that a lesson is implemented smoothly. It also allows the educator to anticipate challenges, estimate timing, and improves delivery quality. Killen (2011: 85) argues that no matter what the level of a teacher's expertise or experience is, thoughtful planning helps him or her to make learning purposeful, effective and efficient. He states that the process of developing detailed lesson plans helps an educator to clarify what he or she intends the learners to learn and assists the educator in considering multiple ways of helping learners to achieve those goals. Furthermore, careful planning helps an educator to clarify how each lesson fits into the bigger picture, provides a stepping stone to help learners achieve these outcomes, and helps an

educator to take into account the needs of individual learners and to anticipate possible difficulties that might arise because of differences (Killen, 2011: 85).

In order to properly plan and prepare for instruction, a teacher must consider the following: significant content, challenging learning goals, prior knowledge, range of abilities, experience and interest of students, diverse perspectives, motivation and self-directed learning, developmental differences, suitable resources, technology, variety of teaching and learning strategies, assessment, teacher reflection and coherence (Stronge, 2002:33). Killen (2011:102) recommends that educators need to ensure that their lesson plan includes the following three very important phases; firstly, an introduction or overview which helps learners to review what they have already learnt and prepares them for the current lesson; secondly, a presentation or learning phase which give learners clear explanations of what you want them to learn, creates opportunities for guided practice, encourages learners to self-evaluate their learning, asks questions to improve their understanding, and provides feedback and encouragement to learners; thirdly, a structured conclusion which makes a formative evaluation of what learners achieved in the lesson, briefly explains what will happen in the next stage of learning, and gives learners tasks to be completed before the next lesson.

According to the Department of Education (2012:22) the requirements clearly state that every educator needs to possess a preparation file which should include the following: evidence of their teaching and assessment; annual teaching plan (term plans and daily lesson plans); indication of textbooks and any resources used; record sheets containing learners' marks for each formal assessment task; and informal notes of any intervention that is planned by the teacher to assist learners who require additional support. Thus it is the educators' responsibility to ensure that all the necessary planning and preparation in their files is kept up to date. Furthermore, elements of effective lesson preparation should include: grade, topic/content, teaching time/duration, start and end dates, meaningful activities, teaching approaches, assessment, resources and reflection.

The information presented in table 6.1 shows overall planning and preparation of lessons with regard to policy compliance.

OVERALL PLANNING AND PREPARATION OF LESSONS	COMPLIANT	NON - COMPLIANT
1. Is there sufficient evidence of thorough planning and preparation?	12	28
2. Is the lesson format user friendly and practical?	31	9
3. Does the lesson plan satisfy all the necessary and relevant criteria?	12	28
4. Is the lesson written in a clear and understandable manner?	27	13
5. Does the lesson include a clear title that accurately reflects the lesson content?	34	6
6. Does the lesson include an introduction, body and closure?	8	32
7. Are the outcomes clear, concise and easily understood?	22	18
8. Is there a logical progression of meaningful activities designed to help the learners achieve the outcomes?	10	30
9. Is the lesson geared to suit the level of the students for which it was prepared?	21	19
10. At the end of the lesson, does the teacher provide for synthesis of what has been learned and where appropriate, previews/connects to next lesson(s)?	8	32
PERCENTAGE	46%	54%

Table 6.1 above indicates that *46%* of the overall planning and preparation of lessons are adequate and substantial; however it is discouraging to note that *54%* are inadequate and shows insufficient evidence of thorough planning and preparation. During classroom observation it has been observed by the researcher that the majority of the lesson plans did not comply with all the necessary and relevant criteria. Crucial aspects such as teaching/learning strategies and teacher reflection were excluded.

Findings: During the Foundations for Learning Campaign, the Department of Basic Education designed lesson plans for educators from grades 1-6 for numeracy/mathematics and literacy/languages making use of the National Curriculum Statement, with the focus on learning outcomes and assessment standards as the starting point and the milestones which outline this campaign, detailing the minimum expectations for the teaching of Literacy and Numeracy (Languages and Mathematics) as well as providing timetabling and resourcing suggestions. However, these lesson plans were intended to assist teachers to pace their teaching, give them guidance when planning their assessment tasks and provided suggestions

to enrich teaching practice (Department of Education, 2010d: 5). The policy further guides educators by detailing the type of activities that should be contained in the daily activities of these lesson plans. With regard to the foundation and intermediate phase for Mathematics these are: oral and mental work, concept development, and problem-solving. In relation to literacy/languages sufficient attention and adequate planning and preparation should be given to the following: oral lesson, shared reading and writing, word and sentence level work, group, guided and independent reading/writing and writing lessons (Department of Education, 2010d: 7).

Example of the lesson observed from school B 23/8 2013: Teacher and learner activities were not clearly outlined and sequenced. The majority of the lesson plans did not encompass the three important phases, that is, an introduction or overview, presentation or learning phase and a structured conclusion. Instead, the majority of the lesson plans were designed in a weekly format, were very brief and provided minimum information. The learning activities did not follow a logical progression, were generally meaningless because learners were required to perform rote procedures, or had a single correct response or method which did not engage them cognitively.

Activities also failed to encourage learner reflection on prior knowledge, make connections to new information or provide a preview to the next lesson. Activities within the lesson plans did not address variation in learning styles and instructional methods, multiple development levels of diverse learners, problem-solving, critical thinking and exploration. The researcher believes that lesson plans were designed in this fashion so as to save time, reduce the educators' administrative workload or lack of knowledge with regards to planning and preparation. The findings of data collected by means of the interview schedule revealed that educators were inadequately prepared to facilitate the implementation of the Foundations for Learning Campaign effectively and efficiently. This is confirmed by the inadequate and insufficient evidence of thorough planning and preparation.

Research studies reveal that thorough planning and preparation of a lesson enables the educator to appropriately select and use multiple teaching and learning strategies which encourages critical thinking and problem-solving, provides learning opportunities that support their intellectual, social, and personal development and overall creates a learning experience that makes the necessary aspects of subject matter meaningful to learners

(Stronge, 2002; Killen, 2011). The implication of inadequate and ineffective planning and preparation of lessons is that it may lead to a significant gap between learning and teaching, thereby negatively influencing learner performance in literacy/languages and numeracy/mathematics. Educators need to take cognizance that quality teaching stems from effective and thorough planning and preparation.

6.3.2 Question: Did teachers develop learner and teacher classroom activities that are compliant with the stipulation of this curriculum innovation?

The activities or type of tasks designed by the educator is of paramount importance as they convey what doing mathematics is all about. Recent research studies reveal that by simply allowing learners to engage in tasks, learners develop ideas about the nature of mathematics and mathematics learning (Hodge, Zhao, Visnovska, & Cobb, 2007). Anthony and Walshaw (2009:155) recommend that tasks should involve more than simply practicing taught algorithms; they should enhance learner development and provide opportunities for a sophisticated range of critical mathematical thinking, problem-solving and reasoning.

As the debate about the best approach to literacy instruction for young learners continues, educators struggle with decisions about their reading and writing instruction and the appropriate activities that will enhance these basic skills. Research suggests that effective literacy educators strive to make reading and writing instruction meaningful by engaging learners in purposeful literacy activities that include reading a variety of materials and by designing motivating, open-ended reading and writing activities in addition to providing explicit skill instruction, addressing the five critical components: phonemic awareness; word recognition; comprehension; vocabulary and fluency (Scarborough, 2001; Scarborough, 2002).

The information presented in table 6.2 shows the practice of teachers' competencies in complying with the policy guidelines in developing teacher and learner activities.

ACTIVITIES (TEACHER & LEARNER)	COMPLIANT	NON - COMPLIANT
1. Are the activities able to explicitly link past learning and new concepts to students' backgrounds and experiences.	11	29
2. Are the activities designed to build upon one another in degree of difficulty and include critical thinking skills?	9	31
3. Do the learners readily understand the connection between an activity and the previous one?	12	28
4. Are the teaching and learning activities designed to enable learners to achieve the outcomes?	16	24
5. Do the activities describe clearly what the learners will do and the procedures for teacher to set up activities?	6	34
6. Is there evidence of sequencing, logical flow and easy transitions between different activities?	8	32
7. Has the teacher now incorporated at least 30 minutes daily on reading and at least one hour on extended writing every week in the planned activities?	6	14
OR 7. Does the teacher now teach Mathematics at least one hour every day including 10 minutes of stimulating mental Mathematics exercises at the appropriate grades and it is reflected in the activities?	8	12
8. Does the teacher observe on daily basis learners' counting skills, ability to answer questions, ability to reflect on their own solutions to problems in Mathematics as stipulated by the Assessment Framework?	5	15
OR 8. Does the teacher observe on a daily basis learners' listening skills, oral competence, ability to answer questions, participation in discussions and written recording skills where necessary as stipulated by the Assessment Framework?	4	16
PERCENTAGE	27%	73%

According to table 6.2 the minority, that is, *27%* of the respondents in the sample have designed meaningful and appropriate activities to enhance the teaching and learning of literacy/languages and numeracy/mathematics within the Foundations for Learning Campaign in contrast to the majority, that is, *73%* who were not compliant.

Findings: It has been observed by the researcher during classroom observation that the majority of the teacher and learner activities were mainly characterised by, the introduction of the lesson especially in the foundation phase taking the form of number or timetable

recitation, lists of letters/words recitation, nursery rhyme or song. This was generally repeated aloud twice or thrice by the whole class. In the intermediate phase the lesson introduction usually consisted of recall of main facts or points of the preceding lesson trying to link it to the current lesson. Thus, the activities within the introduction of the lesson could be classified as meaningless and artificial due to continuous repetition, mere recitation, too much emphasis on drill, recall or regurgitation of facts, low degree of difficulty and lack of connectivity to current lesson.

During the preparatory phase of the lesson with relation to mathematics the learners observed while the teacher presented instructive and illustrative examples on the chalkboard. Learners then proceeded to complete imitative and repetitive activities, with much emphasis on rules and formulas and less attention to depth, complexity, and problem-solving, critical thinking or reasoning. During reading comprehension it was noticed that there was a strong reliance on teaching of more technical decoding skills of reading and less attention given to reading comprehension. The reading comprehension activities failed to enable learners to actively engage with the text, make connections with existing knowledge, critically evaluate the text, or even reflect upon their responses, and the questions were designed in such a fashion to encourage learners to retrieve answers directly from the text.

Example of the lesson observed 5.8.2013 at school X: The teacher asked questions which were generally closed or factual in nature, which encouraged learners to recall from the passage rather than provide them with opportunities to make use of inferences, deduction or engage them closely with what they read. Many of these activities involved attention to print rather than reading of more extended text or short stories.

Shared reading was observed in the foundation phase classrooms, where the educator read an enlarged text for the whole class. However, due to overcrowding and seating arrangements the majority of the learners struggled to identify the text features. Due to large class size and shortage of readers group guided reading and paired or independent reading were not scheduled as activities. The findings of data collected from the interview schedule unveiled overcrowding as one of the major challenges experienced by educators. In the intermediate phase the educator generally read the passage aloud, or individual learners were called upon to read aloud for the class. During this time the educator mainly placed emphasis on pronunciation. Since the observation checklist reveals that the majority of the teacher and

learner activities designed were meaningless, inappropriate and discouraged much cognitive engagement it indicates that educators have not mastered the skill of designing suitable activities and educators are not compliant with stipulations from the policy. Thus this can be detrimental to the quality of teaching and learning of literacy/languages and numeracy/mathematics within the Foundations for Learning Campaign.

The Government Gazette (Department of Education, 2008a: 10) Foundations for Learning Campaign stipulates that daily teacher activities during literacy time for grades 1-3 should include the following: group, guided and independent reading and writing encouraging learners to work individually, pairs or in small groups to complete a written activity based on the class work, e.g. drawing pictures and writing a caption about the story, completing a simple comprehension, writing daily news, sentence completion, copying words into personal dictionaries, matching words, filling in words etc. While this is happening, groups of same-ability learners do guided reading with the teacher. They read a text at their developmental level (this can be the shared text or another text). The teacher uses the opportunity to revise reading skills and strategies already taught (sight words, sounding out, predication, etc.), listen for fluency and check reading for meaning by asking a question.

On the other hand, the Government Gazette (Department of Education, 2008a: 14) for Foundations for Learning Campaign stipulates daily teacher activities in the lesson plans includes shared reading or shared writing during the teaching of languages for grades 4-6. Much emphasis is placed on shared reading and writing and how educators can incorporate these aspects appropriately and effectively during classroom practice. Educators are advised to draw out learners' prior knowledge, read the text, modeling a reading strategy, e.g. predicting, noticing story structure, reading different types of text, reading diagrams and graphs etc. Techniques of how to make use of group, guided and independent reading and writing is also clearly outlined for the educator.

With regards to teacher learner activities in mathematics in the foundation phase the Government Gazette (Department of Education, 2008a: 17) for Foundations for Learning Campaign affirms that educators should spend approximately ten minutes on counting with the whole class according to their level, another ten minutes on developing oral mental mathematics and number sense problems, working with groups according to their level focussing on concept development (10 minutes-grades 1-3), problem-solving and

investigation (15 minutes for Grades 1-2) (20 minutes for Grade 3), and lastly twenty minutes on supervision of learners doing independent tasks. In relation to the intermediate phase, grades 4-6 in respect of teacher learner activities for mathematics the policy (Department of Education, 2008a: 19) states that oral and mental work should be carried out for ten minutes daily. Basically educators should use this time to develop learners' mental skills. This can be either mental or quick written practice.

The focus of the questions should be both on revising skills learned in previous lessons and on supporting the introduction of the lesson of the day. Interactive group or pair work should follow where learners engage with a problem or challenging investigation where they have to apply what they have learned in the earlier part of the lesson. Opportunities for learners to try out different ways to solve the problem should be encouraged. The teacher should once again leave time for a short whole class or group review where different learners share and explain their thinking, methods and answers. Sufficient attention shall be given to questions requiring higher order thinking and the solving of word problems in particular (Department of Education, 2008a: 19).

6.3.3 Question: Did teaching & learning strategies used in the classroom comply with the requirement of the curriculum innovations?

Much research has demonstrated that learning occurs best when learners are actively engaged, when opportunities are included for interaction with others, when learners are presented with challenging situations or questions that require critical thinking or problem-solving skills, and when they are surrounded by a nurturing learning environment (Julie 2004:1). It has so often been argued that teaching strategies should shift towards a developmental, learner-centred, activity–based approach to learning. Studies by Brophy (1991); Marzano (2003) and Hattie (2009) cited in Killen (2011:1) all conclude that no single teaching strategy is effective all the time for all learners, as teaching and learning are complex processes influenced by many different factors, thereby learners need exposure to a variety of teaching and learning strategies.

From research studies we find that effective mathematics educators facilitate teaching and learning through enhancing learners' capacity to think, reason, communicate, reflect upon and critique their own practice, and they provide learners with many opportunities to make

adequate use of a variety of questioning techniques (Watson and Geest, 2005). Based on its extensive review of scientifically based reading research, the National Reading Panel, (NICHD, 2000) suggests that questions to develop the learners' understanding of the text should promote thinking at three different levels: firstly, literal questions asking learners to recall information that is directly stated in the text, secondly, deductive or inferential questions asking learners to work out the answers by reading between the lines, or by combining information available in different parts of the text and thirdly, evaluative or response questions asking learners to go beyond the text by thinking whether the text achieves its purpose or making connections with other texts. Furthermore, an effective strategy is for educators to ask questions that make increasing cognitive demands on the learner moving from simple recall, through inference to questions that ask for analysis, synthesis and evaluation, thereby following Bloom's Taxonomy (NICHD, 2000).

Table 6.3 displays the frequency of participant's compliance with the stipulated strategies to teaching and learning in the policy.

TEACHING & LEARNING STRATEGIES	COMPLIANT	NON - COMPLIANT
1. Does the teacher provide sufficient opportunities for a variety of teaching and learning strategies?	**4**	**36**
2. Does the teacher use a variety of question types including those that promote higher-order thinking skills throughout the lesson?	**6**	**34**
3. Does the teacher use scaffolding techniques consistently (providing the right amount of support to move learners from one level of understanding to a higher level) throughout lesson?	**9**	**31**
4. Does the teacher use a variety of strategies to provide learners with opportunities to become actively engaged in the learning process?	**5**	**35**
5. Does the teacher uses methods, techniques and learning experiences appropriate to the outcomes?	**11**	**29**
PERCENTAGE	**18%**	**82%**

According to table 6.3 the minority, that is, *18%* of the respondents in the sample adopt a variety of teaching and learning strategies with regards to literacy/languages and numeracy/mathematics compared to the majority, that is, *82%* who generally lean towards teacher centred approaches*.*

Findings: It has been observed by the researcher during classroom observations that the majority of the teaching and learning strategies were mainly characterised by the use of the

question and answer method, whereby the teacher asked a question and generally learners answered in a chorus fashion. This seemed to be predominant in the foundation phase, but in the intermediate phase, individuals answered but on the occasions when the answer was wrong, or learners struggled to arrive at the answer, the educator simply provided the answer, experiencing difficulty in probing the answer from learners effectively. The majority of the questions asked by the educator were generally factual or recall questions, (who? what? where? when? how?), preventing learners from probing more deeply. The majority of the learners themselves struggled to communicate fluently in English. Interestingly, in all forty of the lessons observed, there were no incidences of individual learners publicly asking any questions for clarification, for further explanation or exploration; the only type of questions they asked were administrative or procedural in nature.

The majority of the lessons were dominated by the educator, focusing on whole class teaching while learners passively observed, listened and waited for instructions. Memorisation and mastery of algorithms provided evidence of learning mathematics, and learners solely learnt from the chalkboard and completed tasks independently in their work books provided by the department. Due to large class sizes, in most cases over fifty learners per class, learners were seated in rows, inhibiting group work or co-operative learning. Personally, the researcher believed that this seating arrangement enabled the educator to maintain discipline and control of the learners and to make adequate use of the lack of space in the classroom.

From the above findings during classroom observations the researcher can imply that inability of the educator to use a variety of teaching and learning strategies and lack of opportunities to allow learners to become actively engaged in the learning process could evidently hamper their progress in literacy/languages and numeracy/mathematics. The findings of data collected by means of the interview schedule strongly support the evidence that educators within the sample are struggling to make adequate use of a variety of teaching and learning strategies or even adjust their practices to improve basic teaching of literacy and numeracy. This practice further corroborates the classroom observation that the Foundations for Learning Campaign was unable to build on educators' depth of pedagogical content knowledge and skills for basic teaching of literacy and numeracy.

Teaching Reading in the Early Grades: A Teachers Handbook (Department of Education, 2008d) has been developed during the Foundations for Learning Campaign to assist educators in grades R-6 which highlights the importance of the core elements of teaching reading and writing, including shared reading, guided reading, and independent reading integrated with writing. These core elements are clearly emphasized; reminding educators that adequate attention, appropriate teaching and learning strategies and sufficient time must be dedicated to the teaching of these elements which are the basis for the acquisition of basic reading and writing. Furthermore the Foundations for Learning Assessment Framework (Department of Education, 2008b) stipulates that educators must provide sufficient attention to appropriate and various skills and strategies necessary for reading success, including decoding, vocabulary, and comprehension. The policy clearly states that educators must engage learners and create opportunities so that they can apply these strategies and skills in a variety of meaningful contexts and content areas for a variety of purposes and with varied types of print materials.

All learners need some time to think and work independently. However, at other times, working with a partner or peers in groups can provide excellent opportunities for sharing ideas or for learning with and from others. Co-operative learning in the form of group work is useful not only for enhancing engagement but also for exchanging and testing ideas, discussing and generating a higher level of thinking (Ding, Li, Piccolo, & Kulm, 2007). Particularly, the educator has to mix groups in relation to academic achievement, thereby, insights are provided at varying levels within the group, and these insights tend to enhance overall understandings. However, it is the responsibility of the educator to clarify expectations of participation and ensure that roles for the learners, such as listening, writing, answering, questioning, and critically assessing, are understood and implemented effectively (Hunter, 2008). On the other hand, research studies reveal that whole class discussion can provide a forum for broader interpretations and an opportunity for learners to clarify their understanding. It can also assist learners in solving challenging problems when a solution is not initially available; the educator needs to play a pivotal role in ensuring that the discussion is effective (Anthony & Walshaw, 2009:151). Educators need to be aware of how to incorporate this kind of practice into their classroom.

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6.3.4 Question: Did teachers adjust to the use of Learner and Teacher support material to suit the implementation of the curriculum innovation in their daily practice?

Both mathematics and languages are subjects within the school curriculum that place a great demand on the educators' resourcefulness for creating relevant situations for the formation of concepts in learners' minds. The mere telling without exposing learners to a variety of resources could inhibit the learning process (Hansen, 2005:85). For many years it has been common practice for primary school educators, especially in the foundation phase to recognize the use of resources as an essential part of their daily teaching and learning. Specific mathematical apparatus, or manipulatives, are 'objects designed to represent explicitly and concretely mathematical ideas that are abstract' (Moyer, 2001: 176). They can be used as models by both educators and learners, hold a visual and tactile appeal, and, as such, are designed primarily for hands-on manipulation.

Visual and tactile images, such as an abacus or bead string, assist learners linking counting to movement which is crucial at the early stages of their learning. Harries and Spooner (2000: 49) suggests that such resources assists learners to develop a sense of number order and number pattern, particularly where the beads are blocked in groups of fives or tens as evident on bead strings or the abacus. Mathematical games can be played in whole-class, small group or paired settings, and are a resource which is usually highly motivating to learners. Consequently, this encourages greater levels of concentration, adds a dimension of fun to learning and encourages active engagement with mathematics. Games can be used in different ways to consolidate learning, practise skills, explore mathematical relationships and develop problem-solving strategies (Parr, 1994: 29). With this view, much of research undertaken evidently shows the use of a variety of resources enhances both teaching and learning in the classroom. The Foundations for Learning Campaign policy also concurs with the above research evidence.

Table 6.4 displays the frequency in participants' compliance to accessibility and availability of learner teacher support material in the classroom

LEARNER TEACHER SUPPORT MATERIAL (LTSM)	COMPLIANT	NON - COMPLIANT
1. Does the teacher use teaching and learning support material that appeal to different learning styles: auditory, visual, or kinesthetic?	7	33
2. Does the teacher use a variety of teaching and learning support material to illustrate key concepts to enhance teaching and learning?	6	34
3. Does the teacher have all the basic, minimum resources to effectively facilitate teaching and learning of mathematics and languages in the classroom?	12	28
4. Is the teacher making adequate use of the policy documents, Foundations for Learning Assessment Framework and Foundations for Learning lesson plans to plan and prepare effectively?	27	13
5. Are there a variety of teaching and learning support material provided by the Department of Basic Education to enhance teaching and learning of languages and mathematics accessible to teachers?	6	34
PERCENTAGE	29%	71%

Table 6.4 indicates *29%,* which is a minority of the respondents in the sample, made use of a variety of learner teacher support material to enhance their teaching and learning of literacy/languages and numeracy/mathematics whilst the majority, which is *71%* generally resorted to a minimum use of resources.

Findings: The use of learner teacher support material that the researcher observed in the majority of the classrooms can be characterized in the following way: the chalkboard was the most fashionable teaching aid, educators wrote difficult words from the big book (foundation phase) or difficult words from the text (intermediate phase) on the chalkboard and made the learners practise reading them aloud repeatedly. Words were also written on flash cards and these words were repeated in a chorus fashion repeatedly. In the foundation phase the only form of reading material that the educator made use of was the big book and learners' work books supplied by the Department of Basic Education. In the intermediate phase textbooks were shared amongst learners or a comprehension passage was read from a worksheet. Textbooks or work books were given to learners during the lesson and were collected once the lesson was over. Thus the researcher can infer that the learners did not seem to be actively engaged in reading activities outside the classroom.

In relation to the teaching of mathematics in the foundation phase, it was observed that the educator made use of the abacus; however, one abacus was shared amongst a group of many learners, and while one learner handled the abacus, the other learners within the group paid little attention and chatted amongst themselves losing concentration on the task at hand. Interestingly, four educators from the sample taught the number line, however, they had to draw the number line across the entire chalkboard, and because of insufficient space only included numbers that could fit and spent much time in doing so, trying to represent it as correctly as possible. In the intermediate phase, an educator taught a mathematics lesson on mass, and made much reference to the different types of scales. However, this resource was physically or visually not available.

Interestingly, the use of various visual or multimedia text such as posters, pictures, cartoons, newspapers, magazines, charts or multimedia text were not used during any of the lessons. However, in the foundation phase many colourful charts were pasted on the walls. Thus, apart from the chalkboard, the other predominant resources used by educators in the majority of the classrooms were shared use of the textbooks (for completion of exercises) or worksheets (short passage with questions). Findings from the data collected during the interviews of educators validated the lack of resources as one of their major challenges. The lack of availability and quality of resources were very evident during lessons observed. This implies that the lack of resources could have a negative influence on effective implementation of the Foundations for Learning Campaign.

Government Gazette (Department of Education, 2008a: 6) Foundations for Learning Campaign explicitly states that every teacher must have sufficient resources to ensure the effective teaching and learning of literacy/languages and numeracy/mathematics. This policy clearly outlines the recommended resources for these specified subjects for grades 1-6 under the stipulated categories, resources for the wall, for each learner and for the teacher. Apart from these recommendations (Department of Education, 2008a: 17) the lesson plans (Department of Education, 2010d) compiled by the department during the campaign shows educators how to make use of the recommended resources to enhance their classroom practice, especially for teaching and learning of literacy/languages and numeracy/mathematics.

Clausen-May (2005) argues that a teaching and learning approach which predominantly depends on the use of textbooks and worksheets for mathematics can produce difficulties for learners, especially those learners with visual and kinaesthetic learning styles who often struggle with a 'print-based curriculum.' They can also 'persuade' children that mathematics has nothing to do with the real world but, perversely, encourage an attitude that 'real' mathematics is textbook/worksheet work. Furthermore, current research shows a more effective approach to the use of textbooks and worksheets, with the educator needing to view them as resources which may be useful to support, consolidate or extend the learners' mathematical learning through linking selected aspects to the unit of work that was planned. Such an approach thus will allow for educator to make decisions on the appropriateness of the material, which groups of learners may benefit from the set task, and to plan for independent work that is paired based/group based focusing on explanation of understanding (Anghileri, 2001). Interestingly, without the availability and accessibility of a variety of resources educators are unable to rise to the occasion and make use of them effectively to enhance their teaching and learning.

Much of the current research significantly reveals that a variety of resources could play a pivotal role in effective teaching and learning of mathematics and languages which is crucial in the primary years of every child's life (Anghileri, 2001; Moyer, 2001; Clausen-May, 2005; Hansen, 2005). Current research strongly supports the contention that the manipulation of various practical resources is very useful and often necessary for the development of children's mental images of significant concepts. Therefore the researcher can conclude that the inadequate use of a variety of learner teacher support could hamper the process of quality teaching and learning of basic skills in mathematics and languages.

6.3.5 Question 5: How is assessment integrated into learning and teaching activities?

Classroom assessment should provide an indication of learner achievement in the most effective and efficient manner by ensuring that adequate evidence of achievement is collected using various forms of assessment. According to the National Protocol for Assessment grades R- 12 (Department of Basic Education, 2012c:3) classroom assessment should include both informal and formal assessment. In both cases it is necessary that the learner is aware of what knowledge and skills are being assessed. It is also very important that necessary feedback is provided to learners after assessment so as to enhance the learning experience. Informal

(assessment for learning) or daily assessment is a crucial aspect of the assessment process as it monitors and enhances the learners' progress. The policy (Department of Basic Education, 2012c:3) stipulates that informal assessment must be carried out through teacher observation and teacher-learner interactions, which may be initiated by either the teacher or learner. If effectively practiced it should provide feedback to both the learner and teacher, close the gaps in learners' knowledge and skills and evidently improve teaching. Educators need to take cognizance of the fact that informal assessment builds towards formal assessment and they should not only focus on or give too much priority to formal assessment.

However, formal assessment (assessment of learning) provides teachers with a systematic way of evaluating how well learners are progressing in a particular subject and in a grade. The assessment policy clearly outlines that teachers must ensure that assessment criteria are very clear to the learners before the assessment process. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses. Feedback should be provided to the learners after assessment and could take the form of whole-class discussion or teacher-learner interaction. The forms of assessment used should be appropriate to the age and the developmental level of the learners in the phase. The assessment tasks should be carefully designed to cover the content of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed as contemplated in assessment policy (Department of Basic Education, 2012c:4).

The information in Table 6.5 presents the competence of teachers to comply with the assessment procedures prescribed in the policy guidelines.

ASSESSMENT	COMPLIANT	NON - COMPLIANT
1. Are the assessment tasks aligned with the stated outcomes and the type of performance appropriate to desired learner outcomes for the specific grade?	15	25
2. Do the assessment tasks incorporate formative assessment during the lesson? (check for understanding)	12	28
3. Does the teacher provide opportunities for regular practice and feedback on their output?	16	24
4. Does the teacher use a variety of methods, tools and techniques during the assessment tasks?	10	30
5. Does the teacher record all the formal assessment tasks effectively and efficiently?	36	4
PERCENTAGE	**45%**	**55%**

Table 6.5 above indicates that *45%* of the educators within the sample demonstrated an effective assessment practice as compared to *55%* whose assessment practice was ineffective.

Findings: The assessment process observed by researcher in the majority of the classrooms can be characterised in the following way, little or no emphasis was placed on formative assessment, meaning, during the course of the lesson the educator failed to stop to observe learners or to discuss with the learners how learning is progressing. The type of questions asked also did not check the level of understanding of the learners, learners were generally given short tasks to evaluate the content that was taught by the educator, and a variety of methods, tools and techniques were not used.

In the foundation and intermediate phase during the mathematics lessons, learners were given chalkboard or textbook based "classwork-show and practice", which was done individually and silently while the educator moved around checking to see if all learners were doing the task, focusing mainly on maintaining good discipline. The type of feedback given to the learners was generally in the form of announcing the correct answer and reiterating the procedures. It rarely took the form of whole-class discussion or teacher-learner interaction. This could be due to the large numbers of learners in the classroom, time constraints or inappropriate pacing of the lesson. Interestingly, the continuous assessment model requires the integration of the different types of assessment; unfortunately, there was no evidence of the use of baseline or diagnostic assessment. However, the formal assessments tasks were recorded effectively in the educator's assessment file which was signed and stamped each term.

From the classroom observations the researcher can conclude that informal assessment did not form an integral part of the everyday teaching and learning process. Rather, emphasis was placed on the formal assessments because it was recorded and checked. The inadequate practice of informal assessment could imply that educators did not assign any significance to it or maybe they did not know its significance in the teaching and learning process. However, the Foundations for Learning Assessment Framework, (Department of Education, 2008b:1) clearly states that the educator must observe on a daily basis learners' counting skills, ability to answer questions, ability to reflect on their own solutions to problems in Mathematics and learners' listening skills, oral competence, ability to answer questions, participation in discussions and written recording skills. The challenge of overcrowding in the classroom

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makes it almost impossible and impractical to assess all the learners on a daily basis on the above as stipulated in the policy. Furthermore, this was strengthened and supported by data obtained by means of the interview schedules where educators voiced this as one of their concerns. The incompetency and inability of educators to implement both formal and informal assessment practice effectively in the teaching and learning process of mathematics and languages could result in ineffective learning.

6.3.5 Question: Did teachers understand and do reflections on their lessons on a daily basis as stipulated in the policy?

According to Barlett (1990) reflection, or "critical reflection", refers to an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose. It is a response to past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action. Simply, reflective teaching entails teachers looking at what they do each day in their in the classroom, thinking about why they really do it, and thinking about if it works. Thus it is a process of self-observation and self-evaluation. By the process of simply collecting information about what goes on in their classroom, and by analysing and evaluating this information, educators will be able to identify and explore their own practices and underlying principles and beliefs.

This evidently may then lead to changes and improvements in their teaching, therefore the researcher can imply that the continuous process of self-reflection could be one of the ways which can assist the educator to increase average learner performance in Literacy/Language and Numeracy/Mathematics, which is the ultimate goal of the Foundations for learning Campaign.

Table 6.6: displays teachers' compliance with the prescription of the policy which requires them to reflect on the teaching and learning process after each lesson on a daily basis.

TEACHER REFLECTION	COMPLIANT	NON - COMPLIANT
1. Is there sufficient evidence of teacher reflection?	8	32
2. Does the teacher reflect on whether the teaching methodologies used in the classroom have resulted in an improvement of reading and mathematical skills?	6	34
3. Does the teacher examine the teaching strategies that were chosen for the lesson? (Are these strategies appropriate given the subject matter, desired outcomes and characteristics of learners?)	5	35
4. Does the teacher encourage learners to rethink, reorganise and refine their oral and written ideas?	7	33
5. Does the teacher reflect on whether sufficient opportunity and time is provided for learners to work independently, in pairs and in small groups?	4	36
PERCENTAGE	15%	85%

Table 6.6 above indicates that only the minority, which is *15%*, of the educators within the sample showed evidence of self- reflection as compared to the majority *(85%)* who showed no evidence of any form of self-reflection. Recent research reveals that many different approaches can be employed if an educator intends to become a critically reflective teacher, including observation of oneself and others, team teaching, and exploring one's view of teaching through writing (journal, dairy, self- reports) (Killen, 2011). Interestingly, none of these approaches were observed in the classroom; however a minority of the educators showed some kind of self- reflection in their daily lesson plans.

Findings: During classroom observations the researcher observed that a space was created on teacher's lesson plan whereby a minority of the educators reflected after each lesson in about two to three sentences; however these reflections were very brief and insubstantial. Lack of expertise, time constraints, and overcrowded classrooms could be some of the reasons why majority educators within the sample failed to reflect on the teaching and learning process in the classroom. This was corroborated from data collected during the interviews when educators were asked if they are able to reflect on their teaching methodologies and whether it has resulted in an improvement of the teaching and learning of mathematics and languages. Many of the respondents stated that they were not sure what to

do to help those learners that are struggling with basic mathematics and languages skills, and that due to the large class size and increased workload they were unable to provide them with individual attention. This finding is important because the absence of effective teacher reflection could further aggravate the current scenario that prevails in the majority of the schools where many learners are not able to read, write and count at expected levels, and are unable to execute tasks that demonstrate key skills associated with Literacy and Numeracy.

6.4 SUMMARY AND SYTHESIS OF FINDINGS IN THE CONTEXT OF THE RESEARCH QUESTIONS AND OBJECTIVES OF THE STUDY

This chapter presented the analyses of data collected through the structured observation schedule during classroom observation. The findings based on the observation of both foundation and intermediate phase educators in the teaching of numeracy/literacy and languages/mathematics within the Foundations for Learning Campaign were discussed in relation to the six specified categories stipulated in the schedule. 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 and guidance that is available to educators to facilitate the implementation of the Foundations for Learning Campaign effectively and to ascertain the challenges experienced by educators during classroom practice.

In short, the data collected and its subsequent analysis yielded the following major findings: overall planning and preparation of lessons were inadequate; meaningless and inappropriate teacher and learner activities; teaching and learning strategies lacked variety and were mainly teacher-centred; lack of accessibility, variety and quality of learner teacher support material; little or no emphasis placed on formative assessment; and insubstantial teacher reflection. The implication of these findings is important as it implies that educators implementing the Foundations for Learning Campaign are not receiving adequate levels of the support and guidance that is necessary for effective classroom practice. Furthermore, the many challenges experienced by the educators hamper effective implementation, thereby stifling improvement of basic reading, writing and numeracy abilities.

In chapter seven, which follows provides a summary, synthesis of major findings in congruence with the objectives and critical questions of the study, conclusions and recommendations.

CHAPTER SEVEN: CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

In this study the researcher sought to understand the efficacy of the dissemination and implementation of the Foundations for Learning Campaign, assess the level of preparedness of educators in their teaching of literacy/languages and numeracy/mathematics skills in the classroom and identify the gaps in the dissemination and implementation of curriculum innovations. This study aimed to address three objectives: firstly, *to ascertain how educators were prepared for the adaptation of the Foundations for Learning Campaign in foundation and intermediate phases in their teaching of literacy/languages and numeracy/mathematics skills;* secondly, *to establish foundation and intermediate phase educators' views about the implementation of the Foundations for Learning Campaign in the classrooms;* thirdly, *to identify the kind of classroom support and guidance that was available to educators to facilitate the implementation of the Foundations for Learning Campaign.*

In this chapter a summary of findings obtained from the empirical research that was outlined in chapters four, five and six is presented. A synthesis of the findings is linked to the three research questions and the formulated objectives of this study, furthermore, drawing implications from the dissemination and implementation of curriculum innovations in relation to the Foundations for Learning Campaign. This is then followed by recommendations or suggestions which are made so as to inform future studies in this field. The recommendations made could also to a certain extent provide curriculum researchers with vital information on curriculum dissemination as a critical phase and the realities about curriculum implementation in practice. The results may also shed more light on why schools are struggling to improve basic literacy/languages and numeracy/mathematics achievement with regards to the Annual National Assessment. Lastly, the limitations of the study are pointed out and suggestions are made for further research.

7.2 SUMMARY OF FINDINGS

"How were educators prepared for the adaptation of the Foundations for Learning Campaign in their teaching of numeracy/mathematics and literacy/language skills in foundation and intermediate phases?"

The data collected by means of a questionnaire was presented and interpreted in chapter 4 which highlighted the following findings about the views teachers have in relation to their preparation for the implementation of the Foundations for Learning Campaign. So as to avoid repetition of the statements and in order to provide a summary the researcher categorised the seventeen responses according to common themes from which critical issues were identified within Chapter 4.

The following are the findings that are highlighted within this study which acts as a threat towards the implementation of curriculum change in the sampled schools:

- Inefficiency in the organisation and programming of training workshops aimed at equipping teachers with knowledge and skills for effective implementation of curriculum change and innovations.
- Time constraints for teachers to master practical knowledge to apply theories and approaches recommended by experts in teaching and learning of critical skills.
- Insufficient information about the innovations and its implications for teacher performance, change and classroom practice.
- Inadequate level of competency amongst facilitators in equipping teachers with appropriate strategies and methods of teaching literacy/language and numeracy/ mathematics skills.
- Lack of educator involvement throughout the process.
- Insufficient professional development programmes and school based activities to enhance the teaching and learning of basic skills in literacy/languages and numeracy/mathematics in the classroom since the launch of the Foundations for Learning Campaign.
- Inadequate supervision, monitoring and support from the staff management team and subject advisors/specialists regarding the challenges facing the implementation of the Foundations for Learning Campaign in classroom practice.

Time frames for preparation and implementation were not sufficient to enable educators to master the rationale and curriculum innovations introduced by the campaign.

Several studies explicitly reveal that smooth and successful curriculum change is enormously difficult and time consuming and cannot be accomplished without potential implementers (Carl, 2012; Fullan, 2007; Jansen, 1998; Goodson, 1994). Moreover, Preedy (1989) argued that for curriculum change to be effective and successful the "users" need to be timeously aware of the rationale behind the change or else from the very onset this could lead to misconceptions and subsequently ineffective teaching and learning in classrooms. Furthermore, Fullan (1989:1450) asserted in his six observations of curriculum innovation that 'overload' impedes the efficacy of curriculum change, claiming that overloading teachers with too much information based on theory about curriculum change and implementation leads to misconceptions or 'Brute Sanity.' In light of these assertions this study considered insufficient time as an issue in the implementation of intentions of the Foundations for Learning Campaign.

Researchers within the field of curriculum (Carl, 2012; Kelly, 2009; Fullan, 1992) argue that teachers as implementers of the curriculum should actively participate in the process of curriculum development in order for them to be equipped with the aims and objectives of the curriculum. In addition, Preedy (1989) claimed that for any curriculum innovation to be efficaciously implemented teachers must be knowledgeable about the intentions of the designers and the lack of such could lead to what she refers to as an "Implementation Gap". Curriculum researchers (Carl, 2012; Kelly, 2009; Jansen, 1998; McNeil, 1990; Preedy, 1989; Stenhouse, 1976) claim that curriculum innovations which leave educators unclear about what they are expected to do and what the change entails with regards to classroom practice eventually leads to chaos and disaster in relation to their practice in the classroom. Drawing from much research evidence, this study concluded that the accomplishment of the intentions of the campaign to improve learners' competency and performance in literacy/languages and numeracy/mathematics skills was jeopardised by lack of clarity on objectives and outcomes of the campaign.

Rogan and Grayson (2003) stress training of teachers is a vital step for successful implementation, so that teachers understand the necessary changes and are able to put them

into practice. In addition, Lieberman and Miller (1991) argue that teachers can successfully implement the necessary changes if they are given appropriate and adequate training that provides necessary knowledge and skills development. Based on the research evidence it is clear, as previously stated that inadequate preparation levels can be detrimental to effective implementation in the classroom (Carl, 2012:114). An adequate level of readiness and preparedness on the part of the educators for curriculum change should be achieved so as to facilitate successful implementation. Within this study the findings indicate that the number of hours or duration regarding the Foundations for Learning Campaign workshops was not sufficient and appropriate, and that more time was necessary for effective implementation in the classroom.

Institute of Child Health and Human Development [NICHD], 2000) summarised several decades of scientific research that clearly shows effective reading instruction addresses five critical areas: phonemic awareness, word recognition(sight words and phonics), comprehension, vocabulary and fluency. Facilitators should have equipped educators to explicitly teach these essential elements and put them into practice in context on a daily basis in the classroom.

Furthermore, with regards to the teaching of mathematics, findings from recent research syntheses (Anthony & Walshaw, 2009:19) focus on optimising a range of desirable academic outcomes that include conceptual understanding, procedural fluency, strategic competence, logical and creative thinking, problem-solving and adaptive reasoning. Collectively, facilitators themselves need to be aware and inform educators of the shift in the teaching and learning of mathematics, away from a traditional emphasis on simply learning rules for manipulating symbols and effectively align their teaching to incorporate all of the above.

This finding is based on the data presented in chapter four and highlighted the fact that workshops and facilitators did not provide teachers with any approaches to teaching and learning of literacy and mathematics encapsulated within this curriculum innovation. This finding considered in this study is a critical issue; it is a threat to the improvement of learners' performance in mathematics and literacy. Inadequately trained facilitators can negatively influence how information is filtered to the educators. Changes through curriculum innovations have to be introduced to the educators effectively for successful implementation. In order for this to take place, Fullan (1992) clearly stipulates that this requires knowledgeable and experienced change facilitators.

Furthermore, he argues that every deliberation on curriculum change or innovation presupposes a suitable approach to teaching and learning. Carr (1995) asserted that if teachers are not trained in the alternative approaches to teaching the possibility is that teachers will adhere to their own ways of teaching. Therefore, the latter could be the reality in the way in which teachers taught the curriculum innovation in contrast to the suggestions outlined in the Foundations for Learning Campaign in relation to teaching mathematics and literacy.

These findings are critical, and maybe regarded as inhibiting factors, thereby impeding effective implementation of the campaign. Based on these critical issues, the implication drawn therefrom is that educators were inadequately prepared to implement the Foundations for Learning Campaign effectively.

"What are foundation and intermediate phase educators' views about implementation of Foundations for Learning Campaign in classrooms?"

The synthesis of data collected by means of interviews identified the following main findings as relevant in answering the question on foundation and intermediate phase educators' views or perspectives about the implementation of the campaign. Interestingly, the researcher further delved into how the Department of Education involved these educators in the advocacy of this curriculum innovation and its adaptation for the classroom.

- **Training workshops were short lived events and not an ongoing process of engagement between district personnel and teachers.** This study identified that the issue of teacher development had not been given serious attention it deserves. This study therefore concluded that until the development of teachers is given priority during the implementation process of curriculum innovations, attempts to ameliorate learner performance in Language/literacy and Mathematics/Numerical skills will always be an illusion. It is during teacher development that terminologies and new concepts about innovations are presented to teachers thereby serving as a platform for empowering them in implementing the innovation effectively. In this regard, extensive literature (Fullan and Pomfret, 1977; Goodson, 1994; Graven, 2001; Carl, 2012) emanating from various researchers emphasise the need for on-going teacher development whereby they are provided with opportunities to master the changes in the content knowledge enabling them to comprehend what changes are introduced in the subject

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content facilitating effective classroom practice. This study recommends against the finding of the empirical study and on the suggestions presented under the theoretical framework that teacher development must be considered a first priority in the conceptual stage of decision-making on curriculum innovations. Carr (1995: 63) in support of this recommendation asserts:

> Since one cannot 'know how' to do unless one already 'knows that'. 'Know-that' is a concept logically prior to 'know-how'. Theorising is itself a form of practice, requiring skills, competence and know-how of various kinds.

Stenhouse (1976) cited in Preedy (1989:124) is also in support of the argument expressed in this study, thorough preparation of teachers on conceptions or paradigm of the content knowledge and pedagogical practice is required in any curriculum innovation, 'no implementation of curriculum change without teacher development.'

The finding on the preparation and planning of training workshops in this study were associated with the top-down model described in McNeil (1990) and Preedy (1989: 52) as coercive, exercising indirect authority and force, adopted within hierarchical, bureaucratic structures in which orders are conveyed from central curriculum management to those concerned with day-to-day running of the enterprise. The inefficiency and lack of proper channels of communicating changes in the subject content and practice adopted during this innovation identified within this empirical study certainly manifests the qualities of the top-down and coercive approach to the introduction of curriculum innovations and to the process of implementation of changes in classrooms.

As an alternative this study recommends the ***adaptive–evolutionary model*** (Altrichter, 2005: 4). The conceptual understanding of innovations and their practical implementation upholds that it is the practitioners who must bring curriculum ideas to life in their concrete interaction with learners under local circumstances. According to proponents of this model adaptive-evolutionary approach (Liethwood and Montgomery, 1980; Schon, 1983; Carl, 2012; Kelly, 2011) curriculum innovations are made during and through implementation. Furthermore the strength of this model is that side-effects emanating from the complex realities surrounding implementation of innovations are taken care of during the process.

Teachers were passive recipients of information cascaded by district personnel and facilitators from the cohort of heads of department. The empirical study and synthesis of finding on the issue of involvement or role of teachers in the development of curriculum innovations and planning of implementation highlighted that the initiators of the Foundations for Learning Campaign did not provide room for interaction or knowledge sharing. Research evidence (Preedy, 1989: 53) in curriculum innovations and implementation argues that to advance the notion of open discussion between trainees and trainers about innovations and the implementation process, ' manipulative styles of policy implementation tends to flourish in a setting characterised by rival interest groups'. This study contended that the exclusion of teachers in discussion about curriculum changes and innovation alienate teachers from their core business. This study concluded that teachers are not considered as significant in the process of curriculum change.

In addition to this conclusion, another perception this study held is that teachers are viewed by the initiators of curriculum innovation and change in South Africa as recipients of verbal and written information from the experts to classrooms. Teachers are not perceived professional individuals who are expected to express their opinion and views about complex classroom realities during their curriculum development at least at district level. Carl (2012:115) argues that curriculum change endeavors through dissemination to get educators involved with a view of satisfying their needs. Furthermore, he states that it is imperative for information to be distributed and sufficient opportunities to be created for input by the interested parties, "educators", as this may later lead to a positive acceptance and support of the envisaged curriculum renewal. Meaningful curriculum renewal is only possible if there is active involvement of educators. Drawing from research evidence, the data in this current study revealed a lack of educator involvement in the planning of the Foundations for Learning Campaign.

Carl (2012) recommends an alternative approach which was identified during the synthesis of findings which he refers to as a *collegial approach* for empowering teachers through curriculum development. In describing this approach, Preedy (1989:73) however, stated collegiality implies delegation of curriculum leadership to members of staff with designated curriculum responsibilities-curriculum coordinators and distinctive subject expertise. Furthermore this study advances the notion of *school-based teacher development*. The conception of school-based teacher development for implementation of innovations is similar

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to what Altrichter (2005:8) described as ***mutual adaptation***. The former is described by Stenhouse (1976) cited in (Altrichter 2005:8) as the one that encompasses consideration of complex local and contextual realities experienced by teachers in their day-to-day running of schools. Teachers in this approach exercise control over the adoption of the curriculum in his or her classroom practice. Preedy (1989:123) in the same vein stated that mutual adaptation implies that both the curriculum and the school or classroom change as the process of implementation occur.

No room was provided to teachers to share their experiences and challenges on practical implementation of curriculum innovations in classrooms during training workshops. The synthesis of findings exposed that teachers in the sample indicated that the workshops were just a "meeting" where documents were distributed to teachers to be used in the implementation of innovations in the classroom. The conclusion drawn from this finding was that teachers left with many uncertainties and confusion. In complementing this conclusion Thomas (1994:1856) asserted that innovations involves a process of relearning competencies, attitudes, behaviours and concepts therefore written directions in the form of policy guidelines are not sufficient. Furthermore, this argument stresses that whenever relearning occurs it is to mean not only acquisition of new verbal power but of new stabilised skills and action patterns, but must also be based on action and interaction over an extended time span (Fullan and Stiegelbauer, 1991)

Fullan (2007:97) avers that various arrangements of interaction between the implementers such as collaborative work groups and presentation serve the purpose on interaction. This study therefore recommended that the National Department of Education should decentralise the curriculum development structures so that whenever curriculum review and innovations are contemplated all stakeholders involved in the implementation and management of curriculum change have platforms to debate and discuss approaches or models of implementing such changes. He further stated that pre-implementation training may be helpful for orientating stakeholders towards new aims and practices.

Teachers' needs, knowledge of classroom realities and contextual factors that impede implementation of change were not considered due to time constrains and poor programming of time during workshops. The findings based on data collected through triangulation evidently indicate that the Department of Basic Education had not considered

the issue of teacher development as of prime importance in contemplating curriculum innovations and their implementation. Chisholm (2000) and Jansen (1999) highlighted the incompetency of teachers were a contributory factor which threatened the implementation of curriculum changes between 1998 and 2000. Furthermore, many ministerial committees reports (Department of Education, 2001; Department of Education, 2009; Chisholm *et al.*, 2000; Chisholm, 2000a) highlighting the challenges facing the implementation of National Curriculum Statement innovations evidently indicated that the issue of ill-equipped teachers came under serious scrutiny. Therefore this study concluded that the main challenge facing effective implementation in South Africa is the under-preparedness of teachers in curriculum innovations and implementation strategies. The implication of this persisting problem as perceived in this study is crucial; many reviews of the curriculum and the constant changing of materials by the Department of Basic Education seems unnecessary, instead focus needs to be placed on the findings of these reports.

Furthermore, curriculum renewal and change are often unsuccessful because those involved in the process of dissemination tend to lose sight of critical factors with regards to educators' readiness for change and development (Carl, 2012:113). A critical factor in successful change and curriculum development, according to Czajkowski and Patterson (1980:160) cited in Carl (2012:113) is the level of preparedness for such change on the part of those involved. Research studies evidently point to the fact that inadequate preparation can be detrimental to effective implementation in the classroom (Carl, 2012:114). Consequently, an adequate level of readiness and preparedness on the part of the educators for curriculum change should be achieved so as to facilitate successful implementation. With regards to these attestations, which are further corroborated by findings from data attained from the questionnaire, inadequate teacher preparation is blatantly evident in relation to the Foundations for Learning Campaign.

In addition, the findings from the other two research instruments, namely the questionnaire and observation schedule both corroborate the fact that educators did not have adequate pedagogical content knowledge during the campaign to improve their teaching of literacy/language and numeracy/mathematics. Respondents in the sample experienced great difficulty in offering the necessary support and assistance to many learners who were struggling to cope with basic skills in mathematics and languages. Basically, the majority of the respondents indicated that they were not sure what to do or how to assist these learners.

This study recommended that instead of further reviews and unnecessary expenditure in rewriting of material and hiring of consultants the National Department of Education should use that budget to equip teachers with necessary required skills to improve learner performance in Mathematics and Language learning in schools.

Minimal involvement of subject advisors in coaching and mentoring teachers during the process of implementation of curriculum innovations was highlighted by the empirical research in this study. This study concluded on the basis of triangulated data that the structures designated to manage implementation of innovations in schools did not provide sufficient support to teachers. To this study the issue of support and supervision is critical. Fullan (1992: 38) charged "effective change rarely happens unless there is a combination of pressure and support." In this study mentoring means the on-going support as part of supervision in assisting teachers to develop confidence and mastery of the innovations and pedagogical practices linked to them. Another conclusion under this aspect was that teachers' attitude towards Foundation for Learning Campaign was not positive which was partially due to the minimal involvement of support structures hence they unleashed in their comments that there have been too many changes and now they are confused.

As a recommendation to ameliorate the minimum involvement of subject advisors and district curriculum managers, the National Department of Education should organise In-Service Education Training (INSET) for heads of department and prospective teachers with leadership qualities. The programmes for such an initiative should focus on developing teachers in all domains of curriculum design, development, implementation, change and innovation as well as evaluation. The knowledge of these domains could enable these teachers to understand the entire process of: curriculum research, curriculum design, development, dissemination and adaptation.

The study further recommends that teachers teaching in the foundation phase be provided with sufficient time to develop theoretical and pedagogical content knowledge on the effective teaching and development of learners' competency in literacy and numeracy. Killen (2011:45) argues that if an educator has developed a substantial pedagogical content knowledge, this kind of knowledge assists him or her, so that he or she will understand how to guide learners' learning in appropriate ways. He further stresses that this kind of

knowledge is essential as it forms a base which shows educators that they can teach in ways that reflect the structure and forms of inquiry of their discipline, thereby making their subject understandable to others. Significant improvements in student learning will necessitate that educators develop a sound pedagogical content knowledge base.

Inadequacy of consultations between schools and districts officials for cascading policy guidelines on proposed curriculum innovations were considered in this study as the main threat to the process of implementation in the classroom. The synthesis of findings from triangulated data highlighted that district officials only cascade information to teachers through circulars and information disseminating meetings. The visibility of subject advisors in schools was minimal. Heads of department themselves did not have consultation sessions with subject advisors to discuss their experiences of managing implementation of curriculum innovation in their schools respectively. In line with empirical research (Fullan and Pomfret, 1977; Goodland, 1994; Ornstein and Hunkins, 2009; Carl, 2012) the issue of continuous support is critical during the process of implementation of curriculum changes. This study recommended that subject advisors would execute their duties more effectively if they themselves understand their role in curriculum management. Furthermore, their expertise in theoretical knowledge of the subject and skills should be advanced in order for them to provide support to heads of department within schools.

Inadequate school based activities to support educators in the implementation of the Foundation for Learning Campaign innovation in classrooms. Another finding that was considered to be crucial in this study was the incompetency of heads of department. The synthesis of triangulated data highlighted that there were no staff development programmes in schools to offer continuous support to teachers. Heads of department were viewed by the participants in the sample to be the ones with expert knowledge both in subject knowledge and in pedagogical content knowledge but to the contrary, their presence in schools did not add value to teachers' professional practice. It was expressed by participants that heads of department focused more on administrative activities or duties, such as monitoring tests, planning and preparation for examination, checking of mark schedules, attendance registers and they themselves teach large classes.

The recommendation of this study with regard to this issue could be training of school management teams on curriculum management at school level, continuous training of heads

of department on approaches to mentoring and coaching that are appropriate for assisting in effective implementation of curriculum innovations. Heads of department should also demonstrate competence in creative and critical thinking in dealing with contextual and local factors instead of relying on districts for support. This study also recommended that appointment of school teachers to the position of heads of department should not focus on experience only but academic and professional achievement in the subjects should also be part of the package.

7.3 DISCUSSION OF FINDINGS: OTHER CRITICAL ISSUES FROM THE SYNTHESIS OF TRIANGULATION

The data collected by means of the interview schedule and its subsequent analysis in Chapter 5 yielded the following findings about educators' views with regards to the implementation of the Foundations for Learning Campaign in the classroom (critical question 2) and the kind of classroom support and guidance that was available to educators to facilitate the implementation of the campaign (critical question 3). The findings are outlined in Chapter five are as follows:

- *Educators are constrained by overcrowded classrooms*

The findings of the data from the interview which was also corroborated by the classroom observations confirmed that the majority of the educators are constrained by overcrowded classrooms. The pupil-teacher ratio is a strong indicator of the quality of education; meaning, in these crowded classrooms with a high number of learners per teacher the quality of education suffers. Responses from educators within the sample confirmed that it is difficult for them to dedicate the necessary time to the needs of each individual learner, especially those that are struggling. It is very frustrating for them as their demands on their time cannot be met.

Existing studies support the contention that high teacher-pupil ratios negatively influence teacher effectiveness, learner performance and reduce teacher-pupil and pupil-pupil interaction during classroom instruction (Majanga, Nasongo and Sylvia, 2011:48). Maintaining the right teacher-learner ratio is vital especially in core subjects like mathematics and languages which surely require constant practice and feedback to gauge the learners' progress. A high teacher-pupil ratio needs to be phased out and discouraged, as it negatively

influences teacher effectiveness, learner performance and reduces teacher-pupil and pupil-pupil interaction during classroom instruction. Thus, throughout all schools it is essential that a reasonable teacher-pupil ratio is maintained so as to facilitate quality teaching and learning.

- **Attitudes, beliefs and views about the implementation of the Foundations for Learning Campaign.**

The espoused attitudes, beliefs or views of educators in this current study with regards to the implementation of the Foundations for Learning Campaign were generally negative. The majority of the educators were rather antagonistic to the ideas behind the curriculum change, but through the necessary support, provision of adequate and suitable training, they may gain the knowledge and skills required to implement the Foundations for Learning Campaign effectively. Much literature in the field of curriculum innovation (Pratt, 1980; Tobin & McRobbie, 1996; Keys, 2007; Van Driel, Bulte, & Verloop, 2007) often suggests that the understanding of educators' attitudes and beliefs can contribute to the success of curriculum change with regards to the classroom context. Ideally and logically, since educators' beliefs have a profound impact on classroom life, those responsible for curriculum change can engage with beliefs about teaching and learning and make an effort to assist educators align their beliefs and practices with these curricular innovations, leading towards a positive disposition.

- **Lack of professional development programmes and school based activities to enhance the teaching and learning of basic skills in literacy/languages and numeracy/mathematics in the classroom since the launch of the Foundations for Learning Campaign**

The findings of the data from both the questionnaire and the interview schedule evidently indicated that the problem to date has been a lack of professional development opportunities *per se* for educators in schools. This was also corroborated by the classroom observations which evidently revealed that the majority of the respondents experienced much difficulty in overall planning and preparation of lessons, designing meaningful and appropriate teacher and learner activities and adopting a variety of teaching and learning strategies with regards to effective classroom practice which may be attributed towards lack of professional development opportunities.

Respondents unanimously stated that those professional development activities that seldom occurred fell short of producing their intended results, lacked quality, relevance and consistency, failed to address the challenges experienced in the classroom, offered little help in changing what happens in actual classroom practice and provided no opportunities for them to practice what should have been learned instead. According to the Department of Education the goal for the campaign was to improve learner performance in literacy and numeracy (languages and mathematics) to at least 50% by 2011 (Department of Education, 2008a: 4) thus adequate professional development opportunities should be provided to educators to address identified gaps in the teaching and learning of these specified subjects, and eventually learner performance.

Research evidently indicates that professional development is most effective when it occurs in the context of educators' daily work and most importantly should focus on instructional strategies that are proven to impact student performance (Harwell, 2003:2). Consequently, research reveals that effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges. Mizell (2010:10) argues that for professional development to be effective, it requires thoughtful planning followed by careful implementation with feedback to ensure it responds to educators' learning needs, thereby following an on-going cycle of improvement. Furthermore, he states that educators who participate in professional development must then put their new knowledge and skills to work. Professional development is not effective unless it causes teachers to improve their instruction.

- **Professional development programmes and school based activities currently in place need to be evaluated and reviewed.**

To be effective, professional development should be based on curricular and instructional strategies that have a high probability of affecting students learning and their ability to learn. In addition, professional development should be designed to (1) deepen teachers' pedagogical content knowledge and knowledge of the subjects being taught; (2) sharpen teaching skills in the classroom; (3) keep up with developments in the individual fields; generate and contribute new knowledge to the profession; (5) increase the ability to monitor students' work, in order to provide constructive feedback to students and appropriately redirect teaching; (6) address identified gaps in learner achievement; (7) centre on subject matter and

pedagogical weaknesses within the organisation; (8) focus on (and is delivered using) proven instructional strategies (The National Commission on Mathematics and Science Teaching for the 21st Century, 2000). Furthermore, it is necessary for the Department of Basic Education to strategically plan, appropriately design and set aside adequate time for teacher professional development. For successful and effective curriculum implementation professional development for teachers must be part of an on-going process of quality improvement and not a once off event.

- **Lack of on-going supervision, monitoring and support from the staff management team and subject advisors/specialists with regard to the Foundations for Learning Campaign in classroom practice**

The findings of the data from both the questionnaire and interview schedules indicated that the majority of the respondents from within the sample unanimously stated that there is virtually no on-going support, inadequate supervision and insufficient monitoring during the implementation of the Foundations for Learning Campaign. Educators strongly believed that there are no support structures in place that understand their needs and help them deal with the pressures of classroom implementation. Much of this is ascribed to a shortage of suitably trained subject advisors/specialists or circuit and district officials to supervise and monitor many schools, lack of knowledge and expertise of subject advisors/specialists or circuit and district officials, and a lack of strategy to monitor the implementation of curriculum policy at classroom level. These findings in this study are supported by submissions from the Final Report of the Task Team for the Review of the Implementation of the National Curriculum Statement (Department of Education, 2009: 23) which alluded to the capacity of district officials to supervise, monitor and provide necessary support in curriculum implementation.

Consequently, for successful and effective implementation of the Foundations for Learning Campaign classroom-based educators are also dependent on the assistance, knowledge, support and understanding of the staff management team within the school. The respondents in the sample from the interview raised concerns about the kind of support, supervision and monitoring provided by the staff management team. These concerns were the following; firstly, they indicated the supervision and monitoring received from the school management team was generally administrative in nature; secondly, that some of the respondents from the intermediate phase in the sample stated that the heads of department lacked expertise and

knowledge with regards to the teaching of mathematics and languages since it is not their area of specialisation or can also be attributed to the inadequate training received; thirdly, the respondents stated that a lack of time and resources were constraints that hampered the heads of department to take more than the routine administrative duties. Ornstein and Hunkins (2013:227) assert that for an innovation to be sustained, on-going support, guidance, sufficient supervision and adequate monitoring is necessary especially at classroom–based level.

On-going supervision, monitoring and support from the staff management team and subject advisors/specialists are necessary with regards to curriculum implementation**.** The staff management team within each school needs to devise an effective strategy to supervise, monitor and provide necessary support of the implementation of curriculum at classroom level on a regular basis through lesson observation, monitoring overall planning and preparation of lessons, co-ordination of subject meetings to discuss ways of improving learner progress and instructional practices, workshops, seminars, mentoring and coaching. Subject advisors and circuit officials need to make regular school visits for supervision, monitoring and support as per the guidelines set out by the Department. However, the number needs to be increased so that they are readily available.

The data collected by means of the observation schedule presented and interpreted in chapter 6, sought to establish congruence in the data collected by all three instruments namely questionnaire, in-depth interviews and observation schedules, and also provided greater insight into the experiences of educators in implementing curriculum changes in the classroom.

- **Uncertainties about the adequate format of the lesson planning and preparation demonstrated by teachers**

The findings from the observation schedule informed this study that overall planning and preparation of lessons were inadequate. The incapacity of the respondents within the sample to adequately plan and prepare for lessons can be attributed to the lack of direction, support and guidance from the staff management team and subject/specialist advisors. Moreover, the increased workload, lack of knowledge and uncertainty prevailing amongst the respondents observed from the sample could also be contributing factors. Sufficient attention needs to be

given to overall planning and preparation of lessons, the implication of inadequate and ineffective planning and preparation of lessons may lead to a significant gap between learning and teaching thereby negatively influencing learner performance in literacy/languages and numeracy/mathematics.

- **Inappropriate development and organization of activities for teaching and learning of Language/literacy and Mathematics/Numerical skills**

The findings of the data from the observation schedule indicated that educators experienced difficulties in planning and designing meaningful and appropriate teacher and learner activities. Classroom observation indicated that much teaching of reading proceeds through repetition of the text (ie a "look and say" approach) with insufficient attention being paid to the presentation of meaning, checking of understanding and other essential elements. In relation to mathematics, the classroom observation revealed too much emphasis was placed on continuous repetition, mere recitation, drill, recall or regurgitation of facts, low degree of difficulty and lack of connectivity to current lesson. Accordingly, it can be concluded that classroom educators may have a lack of knowledge and skills of planning and designing appropriate and meaningful teacher and learner activities advocated by the campaign. The reasons behind this might be the fact that they were not adequately prepared and well-informed during the workshop of their change in practice, and also lacking on-going professional development opportunities during the campaign which should inform their current practice.

- **Teachers' non-compliance with teaching and learning strategies proposed for teaching Mathematics/Numerical and Languages/Literacy skills.**

The findings of the data from the observation schedule indicated that teaching and learning strategies observed during classroom observations lacked variety and were mainly teacher-centred. The findings of data collected by means of the interview schedule strongly supported the evidence that educators are struggling to make adequate use of a variety of teaching and learning strategies or even adjust their practices to improve basic teaching of literacy and numeracy. It has been observed by the researcher in the classroom that the majority of the teaching and learning strategies were mainly characterised by the use of the question and

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answer method, the questions asked by the educator were generally factual or recall questions, the lessons were dominated by the educator, focusing on whole class teaching, while learners passively observed, listened and waited for instructions and completed independent tasks.

Based on a diverse body of research evidence (NICHD, 2000; Julie, 2004; Killen, 2011) effective teaching and learning takes place when a variety of teaching strategies are provided in the classroom and when the emphasis is on gaining understanding rather than just right answers. Effective learning activities are those that require learners to process information rather than transfer information or answer questions without understanding (NICHD, 2000; Julie, 2004; Killen, 2011). Educators need to adopt a variety of teaching strategies to help learners take more responsibility for their own learning and enhance the process of teaching for learning. The key is to create learning environments that are more interactive, to integrate technology where applicable into the learning experience, and to use collaborative learning strategies when appropriate. Consequently, this shift in emphasis and understanding has enormous implications for both teachers and learners and can be attained through on-going professional development programmes.

- **Lack of appropriate Learner Teacher Support Material to effectively and efficiently implement quality teaching and learning in the classroom.**

The findings of the data from both the questionnaire and interview schedule which was further corroborated by observation schedule evidently indicated that the majority of the respondents within the sample lack appropriate and adequate Learner Teacher Support Material (LTSM) to effectively and efficiently implement quality teaching and learning in the classroom. Research evidence suggests that learning materials play an integral role in the teaching and learning process and encompass more than merely using the chalkboard and textbooks (Drews and Hansen, 2007:27). Large class size, financial and other constraints articulated by the respondents within this study restrict educators to minimum use of resources during classroom practice. Priority needs to be given to the accessibility, availability and quality of a variety of resources, apart from the fact that educators need to be clear as to the purpose and effectiveness of using specific resources as an aid to learning and the additional support it can offer their learners in enhancing their performance.

- **Insubstantial teacher reflection demonstrated by teachers during classroom planning and preparation**

The findings of the data from the observation schedule indicated that the majority of the respondents from the sample showed no evidence of teacher reflection; this was also corroborated by the findings of data from the interview schedule. Research (Constantino & De Lorenzo, 2001; Danielson & McGreal, 2000; Danielson, 2008) substantiates the role of reflection in teachers' professional growth. A disposition toward reflection enables an educator to identify and replicate best practice, refine serendipitous practice, and avoid inferior practice. Interestingly, because of their ability to reflect, effective educators simply know not only what to do, but also why they do it. A reflective approach to teaching involves changes in the way educators usually perceive their teaching and their role in the process of teaching; however educators need to be made aware of how to connect reflection to practical classroom applications.

The Foundations for Learning Campaign needs educators who are able to explore their own teaching through critical reflection, as this will surely benefit their professional growth as teachers, as well as improve the kind of support they provide their learners, which is crucial to improve learner performance in literacy and numeracy (languages and mathematics). Existing studies (Barlett, 1990; Killen, 2011; Danielson, 2009) conclude that teachers who are engaged in reflective analysis of their own teaching report that it is a valuable tool for self-evaluation and professional growth. Reflective teaching suggests that experience alone is insufficient for professional growth, but that experience coupled with reflection can be a powerful impetus for teacher development and enhancing learner performance (Danielson, & McGreal, 2000; Danielson, 2008; Danielson, 2009).

In short, the data collected and its subsequent analysis of the observation schedule which sought to establish congruence in the data collected by all three instruments yielded the following major findings or issues. These findings can be attributed towards pertinent issues discussed above which resurfaced from both the questionnaire and the interview schedule.

The summary of data presented and interpreted in chapter four, five, six and the issues identified during the critical synthesis of findings have provided this study with a platform to

draw the following conclusions about teachers' perspectives on the Foundations for Learning Campaign. They are presented as follows:

- **The intents and purposes of the Foundations for Learning Campaign were not accomplished**.

Findings on teachers' perceptions and views about the inefficiency of the facilitators' level of competency in professional expertise in literacy and mathematics coupled with an inadequate and inappropriate level of training during workshops supposedly attest to this claim. Congruently, Fullan (2001) explicitly states that any curriculum change or innovation should have a carefully planned implementation plan; a rather disorderly or unsystematic way of approaching it may have serious repercussions for classroom practice. Furthermore, a lack of explicitness of objectives about the output of the campaign and a lack of educator involvement were considered by the study as indicative of a threat towards implementation of the intentions of the campaign.

- **Teaching of mathematical and literacy skills in the foundation and intermediate phases had not improved.**

This conclusion has been drawn on the grounds provided by the following findings: inefficient level of competency of the facilitators in equipping teachers with expert professional knowledge of the subject and suitable pedagogy to improve performance of learners in mathematical and literacy skills. Research evidence (Julie, 2004; Hunter, 2008; Killen, 2011) emphasized the use of a variety of instructional methods and strategies as well as learning styles. Much research evidence supported by experts within the field of language asserted that the following are the key areas in teaching reading skills; the first step should be phonemic awareness followed by word recognition. Word recognition should be enhanced by providing learners with sight words and phonics. The second step is to develop comprehension skills which should be coupled with expansion of vocabulary and fluency in reading (Share *et al.* 1984; Cunningham, 1989; Macdonald, 2002; Block & Pressley 2002; Nagy & Scott 2000).

This study recommended that teacher orientation, training and support processes should be refined**.** Feasibility, manageable time-frames, duration and quality of content of the training

provided during the dissemination phase needs to be improved. The quality of the trainers and availability of training materials must be addressed. The Department of Basic Education should identify, select, and train a special cadre of district, national and provincial curriculum trainers, including subject advisors and specialists. All trainers should be accredited through an appropriate process to maintain appropriate standards and quality. These teams could work collaboratively with National Government organisations providing for follow-up in-class support and strengthened implementation. Support should be given to the formation of school clusters in every circuit by identifying leader educators, of whom Heads of Department could be used to co-ordinate, each cluster. However, for teacher orientation, training and support processes to be effectively co-ordinated, the curriculum components within the Department of Basic Education need to be strengthened, thereby ensuring successful implementation.

- **The Foundations for Learning Campaign did not have a positive impact in ameliorating learners' performance in relation to mathematics and language skills.**

This conclusion was drawn on the premise provided by the following findings: teachers were not equipped with suitable or alternative teaching methods for teaching mathematics and language skills and were inadequately prepared for effective implementation. This was further corroborated by the results of the Annual National Assessments promulgated by the department in 2011 (Department of Basic Education, 2011a) and 2012 (Department of Basic Education, 2012a) which indicated that learners in both grade 3 and in grade 6 showed no substantial improvements in their competencies in literacy/languages and numeracy / mathematics skills. The implication thereof is that poor performance in both mathematics and languages still prevail even after the implementation of the Foundations for Learning Campaign. According to the Department of Education the purpose of the campaign was to improve learner performance in literacy and numeracy (languages and mathematics) to at least 50% by 2011 (Department of Education, 2008a: 4) and was intended to strengthen teaching and learning of literacy/languages and numeracy/mathematics in the foundation and intermediate phase.

- **Teachers adopted their old methods and teaching styles**

The issues identified during the synthesis of findings and stipulations provided through Foundations for Learning: Assessment Framework (Department of Education, 2010c) in relation to teachers understanding with regards to the specified milestones in teaching of mathematics and languages led to the conclusion that teachers did not change their methods of teaching accordingly. The identified issues are as follows: lack of professional development and school based monitoring and support for teachers by school management team and subject advisors, lack of professional development progammes to equip teachers with alternative teaching methods required to improve learners' performance in numeracy/mathematics and literacy/language skills, inadequate lesson preparation and planning as well as a weak level of competency in organising teaching, learning and assessment activities. According to Department of Education (2008a; 2010c; 2010d) educators were expected to adhere to guidelines as stipulated in the policy in relation to the campaign. Much research evidence (Goodson, 1994; Carr, 1995; Kelly, 2009) contended that curriculum innovation introduces teachers to new beliefs, behaviour and practice about teaching and if they are not well equipped with new methodologies, teachers prefer to use what they are familiar with.

In light of all of the above findings derived from this study, it may be concluded that the dissemination and implementation of the Foundations for Learning Campaign was ineffective, inadvertently influencing the effectiveness of teaching, learning and the acquisition of basic literacy and mathematical skills in the classroom.

7.4 ACKNOWLEDGEMENT

The researcher acknowledges that dissemination of curriculum innovations called Foundations of Learning campaign was not only for the province of KwaZulu-Natal Department of Basic Education. Furthermore, the researcher was aware that the innovations and the implementation strategy were a National Department of Education initiative and a project which was given a time frame. Hence, the finding of this study could not be inferred to other provinces of South Africa.

The researcher considers worth acknowledging that the design and procedures for the data collection during empirical study was confined to one of the four circuits within uThungulu District, Lower Umfolozi Circuit. A sample of 120 teachers to whom questionnaires were distributed and findings in chapter four presents a small fraction of the entire population of teachers in the district as well as in the province. Another important aspect to consider are the procedures used for collection of qualitative data, the findings presented in chapter five are based on the responses of interviews which were gathered from a sample of twenty teachers teaching both foundation and intermediate phase. With respect to the findings in chapter six, forty educators were observed from grades 1-6 teaching numeracy/mathematics and literacy/languages. These findings again are important however they cannot be generalised to mean the same to the entire population.

The findings of this study in general should be understood within the confinement of the research sample and the areas or district in which the empirical study was conducted. The findings based on triangulated data collection instrument and procedures were of great help in this study as they highlighted aspects that are crucial in the effective implementation of curriculum innovation and future curriculum changes within the districts. The issues presented and discussed also could be further researched for a purpose of finding solutions as they had been found to be a threat for effective implementation of curriculum innovations in the teaching and learning of Mathematics and Numerical skills as well as Languages and Literacy skills in classrooms.

7.5 SUMMARY

This chapter has presented conclusion drawn from the synthesis of findings based on data collected by means of triangulation. These findings had highlighted issues that impede effective implementation of innovations in South Africa. The conclusions made in this study could make a significant contribution to the initiators of curriculum changes because the findings in this study are based on the perceptions and perspectives of teachers who are the frontline implementers of curriculum changes in their day-to-day schooling enterprise. The aspects and areas of concern around which questions in questionnaire, in-depth interviews and observation schedules were formulated focused on and covered the main activities of teachers' professional practice which is basically teaching hence pedagogical content knowledge was discussed in this chapter. Furthermore, the findings were able to address the

thesis or argument pursued in this study that 'inadequate preparation of teachers in mastering innovations contemplated and intended by the initiators could impede the efficacious implementation thereof in the classroom.

Furthermore, the researcher had acknowledged that the findings highlighted from the analysis of triangulated data cannot be inferred or generalised because the sample was not a sufficient representative of all Foundation and Intermediate Phase teachers in the districts within the all the provinces.

Moreover the acknowledgement in this study encapsulated that the lens used to understand the issues of innovation and implementation was that of seeking teachers perceptions and therefore researchers could study this further to unleash some of the aspects on innovations and their implementation from other dimensions or through the use of different lenses. The question of why did the department used a campaign as a strategy to implement changes in the teaching of Mathematics/Numeracy and Language/Literacy in school innovation. This was the important area which this study did not cover, and therefore it could be identified by other researchers as a gap for further research within this area.

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APPENDIX A

A LETTER OF REQUEST TO CONDUCT RESEARCH

MRS S.GOVENDER
UNIVERSITY OF
ZULULAND
FACULTY OF EDUCATION
PRIVATE BAG X1001
KWADLANGEWA
3886

11 MAY 2010

FOR ATTENTION: CIRCUIT MANAGER
DEPARTMENT OF EDUCATION
PRIVATE BAG X14
EMPANGENI
3880

Dear Sir

REQUEST – FOR PERMISSION –TO CONDUCT RESEARCH WITH EDUCATORS AS SUBJECTS

I am currently registered for D.Ed degree (Curriculum and Instructional Studies) and a staff member in the Faculty of Education at the University of Zululand and will be required to complete my thesis on Teachers' Perspectives on the process of implementing the Foundations for Learning Campaign in the Intermediate and Foundation Phases. I wish to seek permission to conduct research in the Foundation and Intermediate Phases regarding the implementation of the Foundations for Learning Campaign in twenty selected schools (Richards Bay and Empangeni) within the Lower Umfolozi Circuit.

A copy of the instruments to be used is attached. I hope it meets your approval. The names of schools and educators in the study will be treated as confidential. The results obtained from the research will be supplied to the Department of Education and can be used positively to enrich and enhance the Foundations for Learning Campaign in both the Foundation and Intermediate phases.

Your permission to conduct research in these wards will be highly appreciated.

Yours faithfully

…………………..
Samantha Govender
(Student)

…………………
Dr M.E. Khuzwayo
(Supervisor)

APPENDIX B

A LETTER OF PERMISSION TO CONDUCT RESEARCH

ENQUIRIES: Dr LMMS Madondo	REFERENCE: Ms Govender	DATE: 21.04.11

Ms Govender

Re : Authority to conduct a research in schools at Lower Umfolozi Circuit

The above matter has reference

Your application to conduct research in some of our schools was forwarded to out Head Office in Pietermarzburg . We are still awaiting the final response from our HOD.

This letter is to indicate that the Circuit authoress you to stars working. This is done with a view that your findings will be for academic reasons.

Publishing of such finding if you so wish will be done after consulting our Head of Department.

I wish to express that the norm is that the HOD gets the copy of your final document because he also uses such findings in taking the Department forward.

I wish you the best in your studies.

....

Dr LMMS Madondo : Circuit Manager

KWAZULU -NATAL DEPARTMENT OF EDUCATION
LOWER UMFOLOZI CIRCUIT
OFFICE OF THE CIRCUITE MANAGER LOWER UMFOLOZI

2 1 APR 2011

P/BAG X 14, EMPANGENI RAIL, 3911
KWAZULU - NATAL DEPARTMENT OF EDUCATION

...dedicated to service and performance
beyond the call of duty.

KWAZULU-NATAL DEPARTMENT OF EDUCATION
LOWER UMFOLOZI CIRCUIT

POSTAL	:	Private Bag X14, Empangeni Rail , 3910, KwaZulu-Natal, Republic of South Africa
PHYSICAL	:	21 Union Street, Empangeni, 3880
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APPENDIX C

QUESTIONNAIRE

QUESTIONNAIRE

TO BE ANSWERED BY EDUCATORS INVOLVED IN THE IMPLEMENTATION OF THE FOUNDATIONS FOR LEARNING CAMPAIGN. (GRADES 1 – 6)

DEAR EDUCATOR

1. Please complete the following questions as accurately as possible.

2. The information you and other educators provide will be used in a Research Study to ascertain the preparedness of educators for the adaptation of the Foundations for Learning Campaign in their teaching of literacy/languages and numeracy/mathematics in the Foundation and Intermediate Phases.

3. The results obtained from this Research Study will be shared with the Department of Basic Education and will be used favourably to improve dissemination and implementation of future curriculum innovations.

4. Please remember that all information you provide will be strictly kept confidential, therefore do not write your name or name of your school on this questionnaire.

Thank you for your co-operation.

By signing this consent from, I confirm that I have read and understood the information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without providing a reason. I voluntarily agree to participate in this research study.

Signature of participant   **Date**

....

Mrs S. Govender (D. Ed Student)
Faculty of Education
Department of Curriculum and Instructional Studies
University of Zululand
Private Bag X 1001
KwaDlangezwa
3886

SIGNATURE

SECTION A
BIOGRAPHICAL INFORMATION

FILL IN THE APPROPRIATE ANSWERS FOR EACH SECTION AND INDICATE YOUR ANSWER BY MEANS OF A CROSS *(X)* **IN THE APPROPRIATE SPACE OR BLOCK FOR THE PRECEEDING SECTIONS.**

1. YEARS OF TEACHING EXPERIENCE :

1	2	3	4	5
1-5	6-10	11-15	16 -20	21+

2. QUALIFICATION :

1	REQV 10 (MATRIC AND BELOW)
2	REQV 11 (M+1)
3	REQV 12 (M+2)
4	REQV 13 (M+3)
5	REQV 14 (M+4)
6	REQV 15 (M+5) AND ABOVE

- **FILL IN THE APPROPRIATE ANSWERS FOR EACH SECTION**
- **INDICATE YOUR ANSWER BY MEANS OF A CROSS *(X)* IN THE APPROPRIATE SPACE OR BLOCK**
- **KINDLY PROVIDE A COMMENT IN THE SPACE PROVIDED FOR YOUR CHOICE**

SECTION B

PREPARATION FOR IMPLEMENTATION OF THE FOUNDATIONS FOR LEARNING CAMPAIGN	STRONGLY AGREE 4	AGREE 3	DISAGREE 2	STRONGLY DISAGREE 1
1. Educators were timeously informed about the introduction of the Foundation for Learning Campaign so as to understand and accept the curriculum innovation.				
COMMENT				
2. The ultimate goal and the necessary objectives of the Foundations for Learning Campaign were clearly outlined during the workshops.				
COMMENT				
3. The objectives for the Foundations for Learning Campaign can be classified as SMART, specific, measurable, attainable, and realistic and time bound.				
COMMENT				
4. The number of hours or duration regarding the Foundations for Learning Campaign workshops was sufficient for effective implementation.				
COMMENT				
5. The workshops were conducted by competent and excellent facilitators who were clear about the challenges of teaching numeracy/mathematics and literacy/languages in the foundation and intermediate phases.				
COMMENT				

PREPARATION FOR IMPLEMENTATION OF THE FOUNDATIONS FOR LEARNING CAMPAIGN	STRONGLY AGREE 4	AGREE 3	DISAGREE 2	STRONGLY DISAGREE 1
6. I have received adequate teacher training through workshops and developmental programmes on a regular basis by the Department of Basic Education on the Foundations for Learning Campaign.				
COMMENT				
7. An on-going series of meetings and workshops were arranged by the Staff Management team to create a culture supportive of change so as to facilitate the implementation of the Foundations for Learning Campaign at our school.				
COMMENT				
8. Educators were provided with opportunities for input, active discussion and were purposely involved before the implementation of the Foundations for Learning Campaign.				
COMMENT				
9. District teacher forums have being established in our district as stipulated in the Government Gazette for the Foundations for Learning Campaign so ideas, experiences and best practice is shared to enhance teaching strategies.				
COMMENT				
10. Circuit and District officials have visited our school at least once per term and provided supervised monitoring, support and development regarding the Foundations for Learning Campaign.				
COMMENT				
11. With the knowledge and materials I obtained from the training workshops I am able to correct my shortcomings in the teaching of numeracy/mathematics and literacy/languages in the classroom.				
COMMENT				

PREPARATION FOR IMPLEMENTATION OF THE FOUNDATIONS FOR LEARNING CAMPAIGN	STRONGLY AGREE 4	AGREE 3	DISAGREE 2	STRONGLY DISAGREE 1
12. There are sufficient policy documents, Foundations for Learning Assessment Framework and Foundations for Learning lesson plans in my school to plan and prepare successfully.				
COMMENT				
13. I have all the basic, minimum resources listed in the Government Gazette for the Foundations for Learning Campaign to effectively facilitate teaching and learning of numeracy/mathematics and literacy/languages in the classroom.				
COMMENT				
14.The Foundations for Learning Assessment Framework/Milestones and lesson plans are clearly defined, simplified, realistic, practical, user friendly and attainable.				
COMMENT				
15. The Foundations for Learning Assessment Framework/Milestones and lesson plans has considerably reduced the amount of planning and preparation required for numeracy/mathematics and literacy/languages.				
COMMENT				
16. The procedures and process to be followed regarding the Foundations for Learning Campaign are clearly, simply defined and timeously communicated.				
COMMENT				
17. The Department of Education continuously monitors the Foundations for Learning Campaign together with the annual standardised assessments at our school which allows them to pinpoint areas of weaknesses and strengths.				
COMMENT				

APPENDIX D

INTERVIEW SCHEDULE

INTERVIEW SCHEDULE

TO BE ANSWERED BY EDUCATORS INVOLVED IN THE IMPLEMENTATION OF THE FOUNDATIONS FOR LEARNING CAMPAIGN. (GRADES 1 – 6)

DEAR EDUCATOR

1. Your participation in this study is voluntary.

2. It will involve an interview of approximately 45 minutes in length to take place at your school at an agreed date and time.

3. With your permission, the interview will be audio recorded to facilitate collection of information, and later transcribed for analysis.

4. All information you provide is considered completely confidential. Your name will not appear in any thesis or report resulting from this study, however, with your permission anonymous quotations may be used.

5. The information you and other educators provide will be used in a Research Study to ascertain educators' views about the implementation of the Foundations for Learning Campaign in the Foundation and Intermediate Phases.

6. The results obtained from this Research Study will be shared with the Department of Education and will be used favourably to improve the implementation of future programmes.

Thank you for your co-operation.

CONSENT FORM

I have read the information presented in the information letter about a study being conducted by Mrs S.Govender of the Department of Curriculum and Instructional Studies at the University of Zululand. I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and any additional details I wanted.

I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in the thesis and/or publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent at any time.

Signature of participant: _____Date : _____

1.How were you informed about the Foundations for Learning Campaign?

_____
_____
_____
_____

2.What information did you have before attending the FLC workshop?

_____
_____
_____
_____

3.Who facilitated the FLC workshop, how long did these workshops last and what was your role as a teacher?

_____
_____
_____
_____

4. Do you think this initiative taken by the Department of Basic Education to launch the Foundations for Learning Campaign was necessary? Substantiate.

_____
_____
_____
_____

5. As a foundation or intermediate phase educator were you adequately prepared to facilitate the implementation of the Foundations for Learning Campaign effectively and efficiently? Substantiate.

_____
_____
_____
_____
_____

6. What are the challenges that you are faced with in your school with regards to facilitating the implementation of the Foundations for Learning Campaign in the classroom?

_____
_____
_____

7. How often have Subject advisors/specialists, Circuit and District officials visited your school/s and how have they assisted with the implementation of the Foundations for Learning Campaign?

_____
_____
_____
_____

8.What kind of support, assistance and guidance has been provided by Staff Management Team in schools regarding the implementation of the Foundations for Learning Campaign?

_____
_____
_____
_____

9. What kind of school-based activities are provided to assist educators in the implementation of the Foundations for Learning Campaign.

_____
_____
_____

10. What professional development programmes are in place in your school to assist educators to overcome challenges of implementing the Foundations for Learning Campaign thereof in classrooms?

_____
_____
_____

NB : ADDITIONAL COMMENTS/SUGGESTIONS

_____
_____
_____
_____
_____
_____

APPENDIX E

OBSERVATION SCHEDULE

OBSERVATION SCHEDULE

THE OSERVATION SCHEDULE WILL BE COMPLETED BY THE RESEARCHER DURING CLASS VISITS. EDUCATORS TEACHING NUMERACY / MATHEMATICS AND LITERACY/LANGUAGES WILL BE OBSERVED (GRADES 1 – 6)

DEAR EDUCATOR

1. Your participation in this study is voluntary.

2. It will involve the researcher observing any one of the following lesson (numeracy/mathematics literacy/languages**)** for the entire duration of the lesson at an agreed date and time.

3. With your permission, the researcher will complete the observation schedule while observing discreetly without disturbing the lesson.

4. All information you provide is considered completely confidential. Your name will not appear in any thesis or report resulting from this study.

5. The information gained during classroom observation will be used in a Research Study to ascertain the preparation and implementation of the Foundations for Learning Campaign with regards to the teaching of numeracy/mathematics and literacy/languages in the Foundation and Intermediate Phases.

6. The results obtained from this Research Study will be shared with the Department of Education and will be used favourably to improve the teaching of numeracy/mathematics and literacy/languages in the Foundation and Intermediate Phases.

Thank you for your co-operation.

CONSENT FORM

I have read the information presented in the information letter about a study being conducted by Mrs S.Govender of the Department of Curriculum and Instructional Studies at the University of Zululand. I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and any additional details I wanted.

I am aware of the various categories that the researcher will be observing during classroom observation. I was informed that I may withdraw my consent at any time.

Participant's Signature: _____Date : _____

SECTION A

OVERALL PLANNING AND PREPARATION OF LESSON	YES	NO
1. Is there sufficient evidence of thorough planning and preparation?		
2. Is the lesson format user friendly and practical?		
3. Does the lesson plan satisfy all the necessary and relevant criteria?		
4. Is the lesson written in a clear and understandable manner?		
5. Does the lesson include a clear title that accurately reflects the lesson content?		
6. Does the lesson include an introduction, body and closure?		
7. Are the outcomes clear, concise and easily understood?		
8. Is there a logical progression of meaningful activities designed to help the learners achieve the outcomes?		
9. Is the lesson geared to suit the level of the students for which it was prepared?		
10. At the end of the lesson, does the teacher provide for synthesis of what has been learned and where appropriate, previews/connects to next lesson(s)?		

SECTION B

ACTIVITIES (TEACHER & LEARNER)	YES	NO
1. Are the activities able to explicitly link past learning and new concepts to students' backgrounds and experiences.		
2. Are the activities designed to build upon one another in degree of difficulty and include critical thinking skills?		
3. Do the learners readily understand the connection between an activity and the previous one?		
4. Are the teaching and learning activities designed to enable learners to achieve the outcomes?		
5. Do the activities describe clearly what the learners will do and the procedures for teacher to set up activities?		
6. Is there evidence of sequencing, logical flow and easy transitions between different activities?		
7. Has the teacher now incorporated at least 30 minutes daily on reading and at least one hour on extended writing every week in the planned activities? OR 7. Does the teacher now teach Mathematics at least one hour every day including 10 minutes of stimulating mental Mathematics exercises at the appropriate grades and it is reflected in the activities?		
8. Does the teacher observe on daily basis learners' counting skills, ability to answer questions, ability to reflect on their own solutions to problems in Mathematics as stipulated by the Assessment Framework? OR 8. Does the teacher observe on daily basis learners' listening skills, oral competence, ability to answer questions, participation in discussions and written recording skills where necessary as stipulated by the Assessment Framework?		

SECTION C

TEACHING & LEARNING STRATEGIES	YES	NO
1. Does the teacher provide sufficient opportunities for a variety of teaching and learning strategies?		
2. Does the teacher use a variety of question types including those that promote higher-order thinking skills throughout the lesson?		
3. Does the teacher use scaffolding techniques consistently (providing the right amount of support to move learners from one level of understanding to a higher level) throughout lesson?		
4. Does the teacher use a variety of strategies to provide learners with opportunities to become actively engaged in the learning process?		
5. Does the teacher uses methods, techniques and learning experiences appropriate to the outcomes?		

SECTION D

LEARNER TEACHER SUPPORT MATERIAL (LTSM)	YES	NO
1. Does the teacher use teaching and learning support material that appeal to different learning styles: auditory, visual, or kinaesthetic?		
2. Does the teacher use a variety of teaching and learning support material to illustrate key concepts to enhance teaching and learning?		
3. Does the teacher have all the basic, minimum resources to effectively facilitate teaching and learning of mathematics and languages in the classroom?		
4. Is the teacher making adequate use of the policy documents, Foundations for Learning Assessment Framework and Foundations for Learning lesson plans to plan and prepare effectively?		
5. Are there a variety of teaching and learning support material provided by the Department of Basic Education to enhance teaching and learning of languages and mathematics accessible to teachers?		

SECTION E

ASSESSMENT	YES	NO
1. Are the assessment tasks aligned with the stated outcomes and the type of performance appropriate to desired learner outcomes for the specific grade?		
2. Do the assessment tasks incorporate formative assessment during the lesson? (check for understanding)		
3. Does the teacher provide opportunities for regular practice and feedback on their output?		
4. Does the teacher use a variety of methods, tools and techniques during the assessment tasks?		
5. Does the teacher record all the formal assessment tasks effectively and efficiently?		

SECTION F

TEACHER REFLECTION	YES	NO
1.Is there sufficient evidence of teacher reflection?		
2. Does the teacher reflect on whether the teaching methodologies used in the classroom have resulted in an improvement of reading and mathematical skills?		
3. Does the teacher examine the teaching strategies that were chosen for the lesson? (Are these strategies appropriate given the subject matter, desired outcomes and characteristics of learners?)		
4. Does the teacher encourage learners to rethink, reorganise and refine their oral and written ideas?		
5. Does the teacher reflect on whether sufficient opportunity and time is provided for learners' to work independently, in pairs and in small groups?		

ADDITIONAL COMMENTS/OBSERVATIONS

APPENDIX F

ETHICAL CLEARANCE CERTIFICATE

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGD 2013/17						
Project Title	Curriculum Innovations In South African Schools: Teachers' Perspectives On The Process Of Implementing The "Foundations For Learning Campaign" In The Foundation And Intermediate Phases In The uThungulu District.						
Principal Researcher/ Investigator	S Govender						
Supervisor and Co-supervisor	Dr. ME Khuzwayo			Dr. HB Khuzwayo			
Department	Curriculum and Instructional Studies						
Nature of Project	Honours/4th Year		Master's		Doctoral	x	Departmental	

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project proposal and the documents listed on page 2 of this Certificate. Special conditions, if any, are also listed on page 2.

The Researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UZREC in the prescribe format, where applicable, annually and at the end of the project, in respect of ethical compliance.

APPENDIX G
LETTER TO CONFIRM EDITING OF STUDY

UNIVERSITY OF ZULULAND

Years of Excellence
Sigubha Iminyaka Senza Umsebenzi
Oseqophelweni Eliphezulu

06/11/13

The following doctoral thesis has been proof-read for grammar and spelling.

CURRICULUM INNOVATIONS IN SOUTH AFRICAN SCHOOLS: TEACHERS' PERSPECTIVES ON THE PROCESS OF IMPLEMENTING THE "FOUNDATIONS FOR LEARNING CAMPAIGN" IN THE FOUNDATION AND INTERMEDIATE PHASES IN THE UTHUNGULU DISTRICT.

BY

SAMANTHA GOVENDER (200906126)

Dr John Boughey

"restructured for relevance"

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20th May 2014.

To whom it may Concern

This serves to confirm that I have edited and proof-read the thesis by Samantha Govender, Faculty of Education, Department of Curriculum and Instructional Studies. The title of the thesis is: **A Curriculum Innovation in South African Schools: Teachers' Perspectives on the process of Implementing the "Foundations for learning campaign" in the Foundation and Intermediate phases in the uThungulu district**

This is in terms of the grammatical errors and the candidate was duly advised on the correctness and usage of English. I do hope that the language errors and typographical ones have been effected as edited and proof-read, accordingly.

Sincerely

Professor Themba Moyo
B.A. Dip. Ling (ELT). M.A. D. Phil.

APPENDIX H
PLAGIARISM REPORT

for dissatisfaction and resistance because all the relevant stakeholders have not been effectively prepared with regards to the envisaged changes. For the purpose of this study, curriculum development is regarded as an umbrella and continuing process in which structure and systematic planning methods feature strongly from design to evaluation. In Carl (2012:38) curriculum development comprises a number of phases: curriculum design, curriculum dissemination, curriculum implementation and curriculum evaluation. Carl (2012:42) succinctly describes curriculum dissemination which is often equated with implementation in most curriculum literature

is that phase in curriculum development during which the consumers, in this case, the	12

educators

are prepared for the intended implementation and information is disseminated.	12

Various curriculum initiatives have already failed because curriculum dissemination is not seen as valuable and as a phase on its own (Carl, 2012:112). In much of the literature, dissemination is generally regarded as synonymous with implementation, while they should in fact be regarded as two separate phases although still inextricably linked. Dissemination is a crucial phase for implementing any curriculum innovation or renewal and should be a prerequisite for meaning and successful implementation. Our past curriculum innovations or renewal has come under attack from academics as they claim they have often failed as a result of defective or injudicious dissemination (Jansen, 1997; Jansen and Christie, 1999). After the relevant stakeholders have been prepared for the 1 envisaged change, the implementation phase follows. Schubert (1986:42) warns that this implementation must not be a mere carrying out of instructions but should consider that actual developments must take place within the classroom. Successful implementation, however, also depends on the extent to which all the relevant stakeholders are informed and have been prepared for the envisaged change and whether they are also prepared to associate themselves with it, or is it simply going to be another detailed educational policy renewal without actual practice. In curriculum as in other areas of education, one would presumably belief sufficient research is carried out; nevertheless one always seems to be reminded of the of the many challenges experienced, this field necessitates for on-going research, interaction between policymakers, teachers and school organisations to avoid possible misunderstandings and misconceptions about curriculum intentions. although how this is to be still achieved always needs further thought, debate and much research. In South Africa, especially with regards to education, it is necessary to avoid the "do something, anything syndrome" (Fullan, 2007:25). A definite curriculum plan is necessary which

requires strong foundations which are based on results of deep-thinking and research	201

with realistic timeframes. An in-depth study regarding curriculum innovations, in this case, two phases: curriculum dissemination and implementation of cardinal importance specifically taking into consideration the Foundations for Learning Campaign will provide greater insight into the challenges we are faced with. Educationalists need to take into cognizance; neither at the stage of planning or that of designing can we really examine the efficacy of the curriculum. The real success can only be evaluated at grass-roots level, which in this case, is the actual classroom. In essence, the curriculum has to be first disseminated effectively, then implemented in order that its relevance and relative merits can be assessed (Ornstein and Hunkins, 2013:218) surely, in South Africa we should have learnt that from our vast magnitude of curriculum implementations. It is necessary that the researcher categorically states here that

successful implementation of a curriculum, regardless of its design, rests upon describing, at the outset, the developmental process and stages crucial for implementation. Unfortunately, many of	29

us still seem to believe that all curriculum activity comes to an end with implementation, if past experience is any indication, the implementation process should, on the contrary, be used as a means to assess the effectiveness of the curriculum. In the past curriculum implementation was never really considered as a crucial stage. It has to be, on the contrary, treated as important as the other stages in the curriculum activity and with much 2 certainty, it will ensure the success of the curriculum. Dynamic dissemination and implementation is often determined by the achievability of curriculum in practice, in this case, teachers in the classroom, thus the researcher is strongly motivated by the need to closely examine the preparation and implementation of those involved in applying it. The use of the Foundations for Learning Campaign as an alternative approach in curriculum innovation is the main motivating factor for this study. 1.2 LITERATURE REVIEW 1.2.1 Background Since the first democratic elections in 1994, our system of education in South Africa seems to have been in

a constant state of change and renewal. The premature implementation of	390

Curriculum 2005 in 1998 was the first major change to the education curriculum (Jansen, 1998). The

| findings of the Review Committee on Curriculum 2005 | 246 |

strongly emphasised that

| three main areas needed focus were: the confusing C2005 jargon; the "overcrowding" of the curriculum with insufficient time for development of effective reading skills, basic mathematics and science concepts; and weakness of design features promoting sequence, pace and progression as well as inadequate training of teachers | 66 |

(Department of Education, 2000). Hence, due to the shortcomings in this curriculum that were

| pointed out by the Curriculum 2005 Review Committee, spurred an announcement in | 21 |

June 2000 that

| a "National Curriculum Statement is expected to be in place by June 2001 to remedy the flaws in Curriculum 2005" | 66 |

(Parliamentary Monitoring Group, 2004). However, the National Curriculum Statement was implemented only in 2002. In March 2008 the previous

| Minister of Education, Naledi Pandor, officially launched, the Foundations for Learning | 54 |

Campaign in an attempt to address the "alarming and unacceptably low levels of literacy and numeracy scores" (Parliamentary Monitoring Group, 2009).

| Ongoing implementation challenges resulted in another review in 2009, revising the Revised National Curriculum Statement (2002) to produce the Curriculum and Assessment Policy Statement, | 13 |

abbreviated as "CAPS," This document officially provides January 2011 as the date of official implementation, however, once again this document was revised due to implementation challenges and was only implemented in 2012 (Department of Basic Education, 2010a:2). In striving to improve the current

| state of education in South Africa, learning from the way in | 243 |

which previous curricula innovations and renewal were disseminated and implemented could surely assist to ensure that future changes in the curriculum is implemented and managed effectively. It is significant that the researcher provided a brief outline of the continuous renewal of the curriculum

| within the system of education in South Africa, it is | 23 |

clearly evident from the very onset curriculum dissemination and implementation has been highly problematic and riddled with many challenges and that the government as set very rapid and maybe unrealistic time frames for curriculum transformations in our country. Curriculum is a crucial component of an education system for it serves as a vehicle of transferring societal goals from generation to generation (Kelly, 2009). Hence, it has become a bone of contention among scholars, academics and politicians in South Africa. The argument raised by scholars and researchers in curriculum studies in South Africa attributes to issue of the paradigm adopted by the Department of Basic Education for curriculum policy formulation, curriculum design, curriculum development and curriculum innovations (Jansen, 1997; Jansen & Christie, 1999; Chisholm, 2000; Hoadley & Jansen 2009). In responding to the promulgated criticism through research reports, media and other social networks, the Department of Basic Education at regular intervals has been continuously reviewing and revising the curriculum in schools. In

| spite of considerable effort and hard work on the part of | 17 |