

**TEACHING OF SOCIAL SCIENCE LEARNING AREA IN THE
CONTEXT OF CURRICULUM CHANGE IN SENIOR PHASE OF
GENERAL EDUCATION AND TRAINING (GET) BAND IN
SCHOOLS UNDER EMPANGENI EDUCATION DISTRICT**

DUMSANI WILFRED MNCUBE

2013

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GENERAL EDUCATION AND TRAINING BAND (GET) IN
SCHOOLS UNDER EMPANGENI EDUCATION DISTRICT**

BY

Dumsani Wilfred Mncube

**A thesis submitted to the Faculty of Education in
fulfilment of the requirements for the Doctoral
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Lastly, I wish to sincerely thank all educators of the schools who participated in the research of this study.

DEDICATION

This dissertation is dedicated to:

My wife Zandile Nompumelelo Mncube, my son Alwande, my two daughters Nontobeko and Ayabonga Mncube, my only sister Bonisiwe Mncube and my nephew Ndabenhle.

DECLARATION

I, Dumsani Wilfred Mncube hereby declare that the research involved in my thesis submitted in partial fulfilment of the Doctoral Degree in Education entitled: “*Teaching of Social Science Learning Area in the Context of Curriculum Change in Senior Phase of General Education and Training Band (GET) in Schools under Empangeni Education Circuit*” presents my own original work. The sources used and quoted have been indicated and acknowledged by means of complete references

Signed byon
the.....day of.....2013.

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ABSTRACT

This study sets out to investigate the teaching of social sciences learning area in the context of curriculum change in the Senior Phase of the GET band. The main purpose of this study is to investigate educators' experience and competence in the teaching of social sciences. The study targeted Senior Phase educators in the GET band because they had significant experience in teaching the new broad-field curriculum.

This study is located within the interpretative paradigm using the methodology of critical analysis. It uses the mixed-mode approach, combining both qualitative and quantitative methods. Sampling of the participants was random owing to the poor accessibility of some schools in the circuit. The first research instrument was administered to Senior Phase educators to solicit their experiences of teaching learning areas since the implementation of NCS introduced the interdisciplinary approach to teaching and learning in schools. The second research instrument was the interview, followed by observation, to collect information on educators' perception on a broad-field curriculum which advocates an integrated approach to the teaching of history and geography in schools. The third instrument was an in-depth interview which was used together with focus groups to solicit information about educators' disciplinary and pedagogical knowledge, both of which are necessary for teaching history and geography as one discipline.

The results showed that social science educators are still facing challenges with regard to the integrated teaching of history and geography. The results of the study have revealed that social science teachers in the Senior Phase are still teaching history and geography as distinct fields of knowledge. The critical analysis of findings has indicated that teachers' ability to understand the broad-field nature of social science is still weak and its implementation is in conflict with the policy guidelines of integration. The challenges faced by educators are as follows:

- Adequate education and training of pre-service and in-service educators in the broad-field curriculum and its approaches to knowledge organisation and teaching strategies is required. The task of mastering an integrated approach which requires educators to produce content

and learning activities in the form of behavioural objectives, needs thorough training and co-ordination at the institutional level.

- There is a lack of involvement of educators in curriculum development and knowledge through workshops and seminars. Teachers of social science are not involved in cluster schools where the development of ideas on the integration of historical and geographical knowledge is discussed.
- Social science educators lack support for their continuous professional development, which results in their weak understanding of the goals of teaching social sciences in schools.
- Educators lack supervision and support from Heads of Departments who are regarded as experts in the design and development of a social sciences curriculum. These experts should provide various approaches to pedagogical knowledge so as to guide their colleagues in implementing changes to the social science curriculum.

These findings suggest a need for a new approach to curriculum training that can address the challenges educators are facing in the teaching of social sciences. The school management team together with Heads of Departments of social science require proper training in instructional leadership and knowledge. Teachers should be prioritised by ensuring that they receive the necessary training and guidance for teaching in the social science learning area, and in the interdisciplinary approach to planning and teaching in the classroom.

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ACRONYMS

ANC	African National Congress
C2005	Curriculum 2005
CAPS	Curriculum Assessment and Policy Statement
CUMSA	Curriculum Model for South Africa
DoE	Department of Education
ERS	Educational Renew Strategy
FET	Further Education and training
GET	General Education and Training
HOD	Heads of Department
HSRC	Human Science Research Council
LA	Learning areas
NCS	National Curriculum Statement
NECC	National Education Co-ordinating Investigation
NEPI	National Education Policy Investigation
NQF	National Qualification framework
OBE	Outcomes Based Education
RDD	Research, Design and development
RNCS	Revised National Curriculum Statement
SAQA	South African Qualification Authority
SS	Social Sciences

CHAPTER 1

ORIENTATION OF THE STUDY

1.1 Motivation of the study

The educational dispensation under the leadership of the African National Congress and the Department of Education is characterised by the formulation of educational policies which have brought about radical and fundamental changes in the school curriculum. These changes were enforced through the curriculum policy called Curriculum 2005 (C2005), which was underpinned by the following principles: it was integration, outcomes driven, learner-centred and inclusive (DoE, 2000:11-12). The principle of integration in the school curriculum content implied the clustering of content subjects into wider fields of study called learning areas. According to Bhengu (1997), C2005 introduced a school curriculum with eight learning areas namely, Human and Social Science, Mathematics and Mathematical Sciences, Natural Sciences, Language Literacy and Communication, Technology, Life Orientation, Arts and Culture and lastly the Economic and Management Sciences. The terminology used for content subjects in the General Education and Training (GET) band curriculum was replaced by the learning fields called Learning areas. Chisholm (2000) reported on behalf of the ministerial committee that educators were experiencing difficulties with the new terminology introduced by C2005. The same report revealed that there were misconceptions and myths about curriculum change and its implementation in classrooms, the most important one being that of the insignificance of content in teaching and learning. Killen (2009), states that it is a misconception that the outcomes-based curriculum discarded the teaching and learning of content.

The misconceptions concerning the subject content as reported in Chisholm (2000) for the eight fields of study and pedagogy in schools had far-reaching implications for learners and educators. Educators did not know how to teach different subject content across the curriculum. The conception and teaching of social science content, in particular, as it was presented in C2005,

was not clearly distinguished. Human and social science content and teaching purported to contextualise geographical and historical knowledge in space, time, and social, political economic, environmental and spiritual realms or dimensions (DoE, 1997). The rationale for human and social science was, firstly, the development of distinctive skills and critical awareness of social and environmental patterns, processes and events, based on appropriate investigation and reflection between and across related focuses. The second aspect relates to the development of responsible citizens in a culturally diverse, democratic society within an interdependent world.

The report by Chisholm (2000) pointed out clearly that the implementation of C2005 in classrooms faced challenges related to its content and pedagogy. Furthermore, the Ministerial Report (2000) revealed that the content or the teaching of learning areas was not provided and the concept of learning outcomes was not properly mastered by educators. The reason as stated in the report is that the parameters for articulating content were too broad and the pedagogy was not specific to certain subject content as used to be the case in the curriculum of the apartheid educational dispensation. The report recommended the elimination of specific outcomes, range statements, phase organisers and learning programmes so that educators could be relieved of the burden of spending teaching time trying to understand the new educational terms of C2005. Chisholm (2002) argued that the reviewed version of the national curriculum introduced in 2003 did not change the fundamental principles underlying C2005 but the committee only streamlined the curriculum for its effective implementation in classrooms.

The curriculum changes introduced in 2003, as stated by Chisholm, did not change the rationale for Human and social science. The changes did not provide the scope of content to be covered in each phase in this learning area. The curriculum review of 2001 and 2003 focused on the terminology: for example, in the case of human and social science the new term to emerge was social science. The noticeable change was that of the removal of 'human' and the specific outcomes were reduced by clustering them into broader learning area outcomes. The list of range statements and the assessment criteria were named assessment standards (AS) which were grade specific for each learning area in each phase for the GET band.

The learning area 'social science' in the Revised National Curriculum Statement (RNCS) referred to teaching and learning of history and geography as an integrated approach. The rationale underlying this learning area is to make a contribution to transforming society and the environment by helping learners to apply the values that are embodied in the constitution to their lives and those around them. According to the DoE (2003), each learning area has its own statement stating categorically what each one of them should strive to accomplish through curriculum content. The social science learning area statement intends to deal with issues of race, gender, class, xenophobia and genocide and the impact these have had in the past and present. The expectations of the social science learning area content was to ensure that South Africa develops into a prosperous, truly united, democratic and internationally competitive society with literate, creative, citizens leading productive, self-fulfilled lives in a country free of violence, discrimination and bias (DoE 2003:19).

The curriculum renewal process in South Africa has been contested by those who hold the view that an outcomes-driven curriculum is the source of poor learner performance in South African schools (Jansen, 1997; Ramphela, 2008; Baxen & Soudien, 1999; Olivier, 2009). Brown (2009) criticises the outcomes-driven curriculum on the premise that teaching of content or subject disciplines cannot be reduced to random activities. Scholars in social science teaching challenge the integration of history and geography under the shadow of social science because each discipline has its own unique and distinct character (Le Grange & Beets, 2005). These scholars are convinced that social science is a discipline which has sub-disciplines and its content covers several fields of knowledge such as: economics, conservation, hydrology, politics, demography, development studies, regional studies, spatial literacy, environmental studies, pedology, social science, meteorology, climatology, geophysics, geology and astronomy (Earle & Keats, 1996; van der Merwe, 1996). They are convinced that these fields might become lost or diluted if integrated into the social science learning area (Mosidi, 1998). The other motivating factor for this study is that in the institutions of higher education there is no content design for preparing educators to teach social science. The current trend since the restructuring of IHE's programmes in Faculties of Education is that teacher education and training allows student educators who would teach social science (SS) in the GET band to specialise either in history or geography. There could be a possibility that educators who have qualified after 1999 from institutions of

higher education to teach social science in the GET band have not acquired content and pedagogy in either discipline.

The issue of the integration of content and pedagogy in realising the intentions of the social science learning area statement and the ability of social science educators to incorporate aspects of social science in the teaching of social science are the motivating factors in this study. Unlike other subjects or learning area, in which the body of knowledge that is valued has been discussed and generally agreed on (van Hermalen, 1999), social science in the Senior Phase is still struggling to determine which are the principles, concepts and topics that carry generative power. The absence or lack of these pillars calls for re-examining epistemology and pedagogy for the learning area called social science which seems not to be addressed by the curriculum developers and designers of the RNCS. The developers of the RNCS expect educators to teach social science for the purpose of addressing issues of race, gender, class, xenophobia and genocide and this is stipulated in the policy document as a learning area statement. According to the policy document (DoE, 2003) teaching and learning of social science should be underpinned by this learning area statement. However, curriculum policy is silent about social science content required for the implementing the social science learning area statement.

1.2 Statement of the problem

The Ministerial Committee reports of 2000, 2002 and 2009 highlighted shortcomings in the implementation of curriculum in classrooms such as new terminology, modes of delivery, assessment practices, educators' inability to design phase planning, developing work schedules and misconceptions about content (Chisholm, 2000; DoE, 2002; 2009). Lifelong learning and flexible modes of delivery such as learner-centred approaches become prominent in the education language (Jansen, 1998:324). This approach was questioned for presenting the following challenges with it, namely the weak balance between curriculum content and the OBE process, restructuring classroom practices to allow for expanded education opportunities, and creating new methods for assessment (McNeil, 1993:18).

According to the DoE (1997), social science teaching in the Intermediate and Senior Phase was clustered with other subjects such as history, geography and environmental studies to form a

learning area called human social science as stated earlier (DoE, 2000). In the National Curriculum Statement it became social science. The teaching of social science in the Senior Phase is new in South African schools because even teacher training colleges and universities did not provide content and methods of teaching social science before 2000. This meant that an educator who specialises in history or geography would assume the responsibility to teach social science in the Senior Phase.

Educators trained in social science, for example, were now required to develop and teach an integrated social science learning area involving history, geography and environmental studies. This had a major implication for the implementation of C2005 (DoE, 1997). C2005, did not only introduced change in curriculum content but also required change in educators' pedagogical knowledge, which meant that educators had to develop a new concept of the envisaged learner, the role of the teacher in the teaching and learning situation and content knowledge. The education and training of social science educators before 2000 were equipped with social science curriculum content and its pedagogy because social sciences enjoyed its autonomous status in the school curriculum. The curriculum change which was ushered in with OBE could have exposed those educators' predicament. Integrated teaching and learning or learning across the disciplines is a new terminology or principle in South African schools.

Chisholm (2000) states that the concepts and terminology such as content, learning outcomes and learning programmes introduced in C2005 were confusing to educators. The misconceptions that arose from the insignificance of content knowledge and the emphasis on learning outcomes led to the decline in the acquisition of subject content knowledge. This claim has been affirmed in the Ministerial Review Committee's report which states that the acquisition of in-depth content knowledge is compromised in the National Curriculum Statement (DoE, 2009). In view of the challenges and problems that beset the implementation of the social science curriculum, the researcher developed an interest in investigating the possible implications that curriculum change might have for social science teaching in the Senior Phase. This study particularly intends to find answers to the following critical research questions:

1.3 Research question

- (a) What level of competency do educators have in implementing the social science learning area statement in their teaching?
- (b) What perceptions do social sciences educators have on the implementation of integrated teaching of geography and history?
- (c) What other approaches to interdisciplinary teaching and learning could be used to enhance the teaching and learning of social science in schools?

1.4 Aim of the study

This study purports to investigate educators' experiences and competences in teaching Social science in the context of curriculum change in the Senior Phase.

1.5 Objectives

The objectives of this study are:

- (a) To explore educators' levels of competency in integrating content from history and geography in order to teach social sciences in Senior Phase grades.
- (b) To determine perceptions of educators in integrating history and geography content to teach social sciences.
- (c) To identify approaches required for effective teaching of multidisciplinary or integrated knowledge.

1.6 Significance of the study

The results from this study will have both research and practical implications for the teaching of social science in the context of learning area in South Africa. To date, research is limited to the areas of social science teacher education, more specifically content knowledge, pedagogical content knowledge and curriculum knowledge and change. This research will contribute substantially to the literature in social science education by addressing educators' perceptions of their own curriculum practice in schools. In addition, the study hopes to inform the Department of Education and higher education institutions of the impact of significant curriculum changes in the teaching of social science in the Senior Phase. This research also hopes to highlight implications and suggestions for addressing curriculum issues in future without creating

ambiguity that would compromise the quality of teaching and learning in our schools. Brogan (1994) states that education is not a destination, but a journey: it should be viewed as a process and not a product. Given the process perspective, the data generated from this study should inform the evolving education policy processes in South Africa by investigating educators' understanding and experiences of the new system, their personal narratives about education, knowledge, teaching and learning, and how these translate into practice.

This study intends to highlight the interplay between educators' epistemological beliefs, the curriculum reforms and pedagogy. It will shed light on the educators' beliefs in their ability to implement the policy based on their own personal understanding. It is anticipated that the findings from this study may engage with the discourse of critiquing an ever evolving curriculum, which tends to view educators as victims of a changing educational landscape, with no power to modify the context, observe, assimilate and develop actions, in reaction to the new teaching and learning challenges. This research, therefore, is focused on social science educators in KwaZulu-Natal secondary schools. Secondary education (in the Senior Phase) has a critical role to play in teaching learners with the ability to engage in critical thinking, to communicate their ideas clearly, and to make professional judgments. However, the Senior Phase faces new challenges to redefine itself. The problem of the status of social science in South Africa is widely documented: many studies comment on the poor grasp of social science knowledge content of students at the FET phase, and their poor matriculation results. Some of the problems cited include inadequate subject knowledge of educators and inadequate communication ability of learners and educators in the language of instruction (Howe, 1994).

Finally, the findings of this study could make a significant contribution in finding out means of strengthening the teaching of social science knowledge across other disciplines. The study will bring forth issues related to social science teaching in the Senior Phase which could trigger interest from researchers to conduct further research on curriculum practice in schools. The perceptions of educators researched in this study will expose educators' perspectives of what it means to teach social science in the context of curriculum review and changes in South Africa. The study should provide a space for debates which could lead to a discourse in the teaching of social science informed by educators' perceptions of social science teaching in classrooms. The

finding of this study will be made available to subject advisors so that they can be informed about educators' experiences in teaching social science across other disciplines in the Senior Phase. The review of literature to be undertaken will inform this study with expert knowledge which can be used to support the teaching of history and geography as an integral part of social science.

1.7 Theoretical framework

The learner-centred approach, located in social constructivism and adopted by the South African model for outcomes based education, is the first of the alternative 'lenses' through which to consider the nature of social science in the NCS. This perspective originated from cognitive psychology that developed as an alternative approach to behavioural psychology and within the study of language acquisition. Generally, teaching and learning in South African schools is informed by two schools of thought: the first is content driven and the second outcomes driven. The former is reflected in the Ministerial Committee of 2009 (DoE, 2009) as a proposal that insists on the provision of in-depth content knowledge. The implication is that educators have to embark on content knowledge in teaching and learning. The teaching of content is seen to be revitalised skills, values and attitudes. It is OBE that emphasises the acquisition of skills, values, knowledge and attitudes (SKAVS) through the content. This school of thought has been receiving criticism for failing to equip learners with appropriate content knowledge of subjects. The clustering of subjects into learning areas is challenged by the curriculum review of 2000, 2005 and 2009 (DoE, 2000, 2005 and 2009).

In the light of the current literature on the universal theory of social constructivism, there is a need to explore other relevant theories to understand how teaching should be conducted. The teaching profession is a multifaceted, highly complicated process which requires mastery of theories on both content knowledge and pedagogical strategies. Educators must understand the curriculum and pedagogy as well as developmental psychology, classroom management and cultural diversity. Equally important is educators' knowledge of the subject matter they are expected to teach. There are several theories that specifically address teaching and learning as it relates to subject content. In addition to teaching in formal settings, social science educators can also incorporate informal experiences within social science, particularly excursions/travel and

map work. Therefore, it is through both formal teaching which includes map work and informal experiences that the following operational terms for this study have been chosen.

1.8 Definition of operational terms

1.8.1 Curriculum

This study adopts the definition of the concept ‘curriculum’ formulated by Glatthorn (1987:3), which states ‘the curriculum is the plan made for guiding learning in schools, usually represented in retrievable documents of several levels of generality, and the actualisation of the plan in the classroom as experienced by the learners and as recorded by an observer; those experiences take place in a learning environment which also influences what is learned.’ This definition provides three constituents of the curriculum, which are, first, the plan (blueprint) to guide the learning and teaching. The documents generated by the Department of Education which are in use in schools as the blueprints e.g. the learning areas policy documents. The documents outline and describe the outcomes desired by the course. Second, is the content and the teaching strategies, and third is the student evaluation strategies and the modalities of obtaining feedback on the curriculum. The concept curriculum is therefore illusive and epistemologically ill defined, probably because education is everybody’s business from a man in the street to educational scientists (Ornstein & Hunkins, 2013:1 and Goodson, 1994). According to Pratt (1994:5) the act of instruction, teaching and learning are not curriculum, for curriculum refers to plans or blueprints for instruction but there are alternative interpretations of the concept. A broader definition of curriculum is rooted in Ornstein & Hunkins (2013) who defined curriculum broadly as the concept dealing with learner’s experiences. Pratt (1994) defines curriculum as “a plan for a sustained process of teaching and learning”. Ornstein and Hunkins (1998:9) assert that a curriculum “consist of on-going experiences of children under the guidance of the school (where) children achieve self-realisation through active participation within the school.

This study uses this term to refer to the knowledge of the subject curriculum, or knowledge of the prescribed learning goals and outcomes for social science. In this study, the term ‘curriculum’ indicates specifically the content or subject matter taught by educators and learned

by students. The definition formulated by National Education Policy Investigation (NEPI, 1992) and Van Roy (1996) is adopted for the benefit of this study, which states that:

‘The curriculum is the interrelated totality of aims, learning content, evaluation procedures and teaching-learning activities and opportunities and experiences which guide and implement the didactic activities in a planned and justified manner’.

The definition of curriculum which involves activities and experiences which are provided by school comes from NEPI (1992:1-2) which states that curriculum:

- The aims and objectives of the education system as well as the specific goals of the school;
- The selection of content to be taught, how it is arranged into subjects, programmes and syllabuses, skills and processes;
- Strategies for teaching and learning, as well as relationships between teachers and learners;
- The forms of assessment and evaluation which are used.

These definitions highlighted above outline the importance of experiences in the school environment. In essence, these experiences are either planned while others are unintended (hidden curriculum), but these experiences mould the child towards a desired end.

1.8.2 Teaching

There are various definitions of the concept ‘teaching’ discovered during the review of literature which inter alia are, include the following:

To educationists that hold a traditionalist view, teaching is an act of imparting content knowledge by adults to the child (Louw, 1992 and Gunter, 1994). The other view from which the concept ‘teaching’ is defined is called teaching progressive. Teaching in this view refers to the reciprocal interaction between the teachers as facilitators and learners as co-partners in the classroom environment (Killen, 2009, 2010, 2012). This study has adopted the latter view to

define teaching. Hence, it deals a curriculum discourse in South Africa which propagates the progressive approaches to teaching and learning.

1.8.3 Pedagogical content knowledge

The blending of content and pedagogical knowledge should be accomplished in a way that best facilitates student learning (Repko, 2009). Killen (2010) holds the view that pedagogical content entails the interactions in the teaching and learning milieu and these are: teacher–learner interaction, learner-teacher interaction, learner-content interaction and teacher-content interaction. This implies that the teacher should understand who the learner is, have good mastery of subject content, and be competent in selecting adequate and relevant teaching strategies, learning styles and a type of knowledge specific to the teaching profession. In the context of this study, this learning areas stipulation refers to the knowledge of instructional strategies, classroom management and classroom organisation that is subject specific. This study adheres to the definition given in Killen (2010), in that it mentions the key aspects of curriculum implementation at classroom level.

1.8.4 Social science

Social science is the study of relationship between people, and between people and their environment. These relationships vary over time and space. They are also influenced by social, political, economic and environmental context and by people’s values, attitudes and beliefs DoE (2000:15). Social science is described in (Mutch, 2005) as an indication of the importance of the relationship between the key disciplinary contributors to the multi-fields of study called social science. This view provides a broad understanding of how societies work, and how people can participate as critical, active, informed and responsible citizens with high level skills needed for the twenty-first century.

1.9 THE STRUCTURE OF THE DISSERTATION

CHAPTER ONE

Introduction

Chapter One of this study presents the orientation of the study, which is the brief overview into the research study. This chapter is outlined as follows: motivation of the study, statement of the problem, aim of the study, objectives of the study, and three critical research questions, significance of the study, theoretical background, and definitions of operational terms.

CHAPTER TWO

Review of Literature and the Conceptual Framework

This chapter develops a literature review for the analysis of debates, contestations and assumption regarding paradigm for curriculum design and implementation of broad-field curriculum in South Africa. It first gives a brief introduction of the outline of the whole chapter and different theories that underpin curriculum design and development in OBE. In the second part of this section, it traces the major philosophical perspectives that have shaped curriculum perspective in South Africa and other countries. In the third section, we trace debates on how the principles underpinning the implementation of OBE influenced the teaching of Social science in schools.

CHAPTER THREE

Research Methodology

Chapter Three explains the methodology used to collect the data and outlines methods of data analysis. Data analysis procedure for all three research instruments are discussed carefully in this chapter. The validity and reliability of each research instrument is also discussed. Summarised data in tables and graphs formed the major part of this chapter.

CHAPTER FOUR

Results and Discussion

Chapter presents the qualitative analysis of data summarised in tables and graphs as they appear from the questionnaire. The statistical data was used to unpack the empirical findings by

interpreting the findings presented in tables in terms of answering the first research question for this study. The critical analysis and synthesis of data involved the convergence and corroboration of debates presented in chapter two in order to assist with the interpretation of data respectively.

CHAPTER FIVE

Results and Discussions

This chapter systematically presents findings of the study in the form of graphs to answer the second research question which states: the perception of educators have towards the implementation of integrated teaching of History and Geography. The findings are presented in numerical format and interpreted to further probe the issues which emanated from the view and perception of teachers towards the implementation of integrated approach to teaching History and geography.

CHAPTER SIX

Results and Discussions

Chapter Six presents further interpretations of findings elicited from the in-depth interviews and focus group discussions. This section identified themes that were used to unpack critically the synthesis the views together with observation undertaken to understand their perspectives with regard to the implementation of broad-field curriculum design offered in the form of Learning Area at the General Education and Training band (GET). The attitudes of educators were analysed against the literature presented in chapter two to understand what influence their practice.

CHAPTER SEVEN

Summary, Conclusions and Recommendations

This chapter concluded the entire study providing the summarised discussion on the major findings that critically answered the main research question of this study. This section unravelled the major lesson learned and possible future research that can be undertaken in the area of curriculum design and implementation in future. The delimitation, acknowledgement and recommendation of this study are discussed briefly in this chapter.

1.9 Conclusion

This chapter gave an overview of the whole study and the problem of investigation has been delineated and located. Part of this chapter was introduction of the statement of the problem, aims and objectives of the study. Brief significance of the study was outlined. It briefly touched to the methodology. Demarcation and limitations of the study were highlighted. The key concepts have been defined and discussed briefly. The method for conducting this investigation was identified and briefly explained. The next chapter deals with the conceptual framework and review of the relevant literature which seeks to underpin this study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter presents a synthesis of views and experiences of other researchers as recorded in relevant literature. It is through the synthesis of the information obtained from literature that a theoretical framework for the analysis and interpretation of data has been established. Debates and contestations about curriculum research, design, dissemination and adoptions have been considered as of value in enhancing perspectives required for locating findings and recommendations of this study. Curriculum is such a vast field of study, it has seemed fitting to add a brief overview of conceptions and models of curriculum design and development as they are the important elements in any discourse in curriculum research. Selected literature has been reviewed for synthesis in this study to provide the panoramic view held by the designers of the Outcomes-Based Education curriculum. This has entailed a situational analysis of learners' experiences familiarity with and ability in social science, formulation of goals and aims, and development of social science curriculum content. Perspectives and conceptions of multidiscipline and transdisciplinary approaches to teaching and learning has been vital in this study hence literature based on international experience in this regard has been consulted. Information collected from international and local literature has provided clues to the designers' envisaged outcome in the teaching and learning of social science as outlined in C2005, which is the trademark for the OBE curriculum in South Africa. The significant features of research in the field of curriculum theory on and practice in the implementation of curriculum innovations in schools are interrogated to inform this empirical study with issues that have been raised about the teaching and learning of social science in South African schools.

Furthermore, the review of literature included the analysis and synthesis of the documentation generated by the National Department of Education since the inception of curriculum reforms in

South Africa. The review of the documentation unveiled that curriculum reforms were driven by policies and structures such as the National Qualification Framework (NQF) and the South African Qualifications Authority (SAQA). Therefore, it was necessary for this study, to be acquainted with a brief historical background of curriculum reforms in South Africa in order to provide a full account of multi-disciplinary and transdisciplinary concepts as part of curriculum content and curriculum development. The next section discusses significant perspectives of philosophical foundation of curriculum and development as they relate to South African context.

2.2 Perspectives on the philosophical foundation of curriculum design and development

The first perspective identified from the review of literature reflects traditional and fundamental elements in the philosophical foundation for curriculum research, design and development (RDD). The researchers pioneering this trend believe that a curriculum should promote hegemony in the society on the basis of race, culture and social mobility. According to Grundy (1991), the following features are reflected in the fundamentalist's curriculum design and development: firstly, human interest is grounded in need of the species to survive and reproduce of which human society is a main component. Secondly, it strives for the maintenance of the status quo in the political, economic and social dispensation in the society.

Apple (2010) argues that this perspective on the philosophical foundation of curriculum perpetuates the reproduction of the same social structure in the society, specifically maintenance of superstructure (the political structure or elite class). A curriculum that rests on philosophical foundations associated with fundamentalists claims to pursue the diverse interests, beliefs and cultural convictions of the multicultural and multiracial communities in the society.

The second perspective on the philosophical foundations of a curriculum may be called a progressive trend or a modern perspective (Schubert, 1986; Cornbleth, 1990). This progressive trend to some curriculum researchers is associated with philosophical ideas of the nineteenth century which strove for liberalism and equality in the society (Preedy, 1985; Cornbleth, 1990 and Grundy, 1991). The liberal curriculum promotes cognitive interests, is concerned with

empowerment and works towards individual freedom, achievement and autonomy (Grundy, 1990:19).

The third perspective strives for a critical orientation towards curriculum design and development. This trend is influenced by the Frankfurt school of thought advocated by Karl Marx, known as Marxism, which has far-fetched an enduring impact on rethinking the philosophical foundations of the curriculum. As a result, scholars such as Giroux and Frere have proposed a critical pedagogy as a theory of curriculum design and development (McNeil, 1990). A Marxist and or neo-Marxist curriculum stresses transformation instead of reproduction, it should be based on day-to-day real life experiences, and teaching and learning should focus on learners' needs and be problem-based (Frere, 1970).

2.3 A brief overview of trends of thought on the philosophical foundations of curriculum discourse in South Africa from 1990-2000.

(i) Fundamentalist perspectives

Content-based curriculum model imbued with conservative or fundamentalist and prescriptive curriculum theories has been a curriculum discourse adopted by South Africa from 1990-2000. According to Nkomo (1994), the philosophical foundations underpinning the curriculum of the apartheid dispensation enshrined the political ideas and beliefs of those who formulated its goals. Louw (1991) argues that the goal of the curriculum model of the apartheid era was to fulfil the state's political agenda, and culture and race were used as fundamental human interests to be preserved and reproduced through teaching and learning. The proponents of the fundamentalist perspective (Louw, 1991:10) asserted that 'norms and values are particular and reflect that which is culturally valuable and that which constitutes a particular cultural idea of the ultimate educational goal which is adulthood' (Pinar, 1993; Gunter, 1994).

Conception of curriculum development was top-down and centralized at national level. This meant that curriculum design entailing situation and needs analysis of learners and their abilities, formulation of the objectives of the curriculum, selection and organization of content for

different class levels, decision-making on learning support material and development of teachers, teaching strategies and method as well as learning styles, assessment procedures and curriculum evaluation were the prerogative of the officials of the Nationalist Department of Education. The respective subjects' curricular contents were disseminated to schools in the form of syllabuses. Syllabuses were structured learning programmes which prescribed the amount and level of content that learners were expected to know by the end of each term. It also provided time frames in which topics should be taught in each subject (Louw, 1991; Nkomo, 1994).

The dominant trend in views of the pedagogical content knowledge during apartheid – knowledge of the content, knowledge about the learner and learning milieu and the teacher – were based on behaviourist and cognitivist theories (NECC, 1992). These theories are known for being conventional and used to indoctrinate learners with ideas as if such ideas are prescribed. According to Killen (2006; 2009), the conventional view of learners is that of an empty vessel or *tabula rasa*, and the teacher is a transmitter of knowledge from approved sources to learners. Apple (2010) challenged this view for indoctrinating unquestionable truths. Higgs (1990) contested the view of a teacher pursued by the educational researchers of apartheid dispensation that a competent teacher is able to organize content knowledge for learners and use relevant methods to transmit knowledge from sources to learners. According to HSRC (1981) and Carl (1995, 2010) maintains that this view inculcated habits and beliefs in teachers that their role is to transmit knowledge from textbooks to learners and to refer to that as teaching and learning. Carl (1995) challenged this view for depriving teachers' involvement in curriculum issues, with the result that teachers relied heavily on teaching from textbooks and became accustomed to implementing prescribed syllabuses. Higgs (1990) criticizes this view of knowledge transmission for it suppressed teachers' competences in creative and critical thinking. NECC (1990, 1992) explained that teacher education and training in universities and colleges in pedagogics as a science of education was crafted so that teachers could adhere to this view as they were equipped with its fundamental philosophical foundations. Moreover, their training was grounded in conventional theories in teaching and learning.

(ii) Discourse and the liberal trend introduced in curriculum research in 1990-1992

Mounting criticism of the fundamentalist perspective in curriculum theory and practice led to the appointment of a committee to investigate possible discourse in curriculum research that could be an ideal for a new political and social dispensation in South Africa. The Educational Renewal Strategy (ERS) and the National Education Policy Investigation (NEPI) projects under the auspices of the National Education Crisis Committee initiated the process. The proposal and recommendations of the NECC were presented in three categories as follows:

- Rethinking philosophical foundations for curriculum research, design and development along global or international trends and democratic principles;
- Redefining of the curriculum models and knowledge structure;
- Discourse on organization of the schooling system in South Africa.

(NECC, 1990:37)

The recommendations of the NECC were used as a springboard for further discussions and debates towards the adoption of the model suitable for a non-racist, non-sexist, united and democratic South Africa in the post-apartheid political and educational dispensation (Nkomo, 1994). With the ushering in of democracy in 1994 under the leadership of the African National Congress after the general election, rigorous and robust debates and discussion resumed on discourse for curriculum policy and design in South Africa. The Minister of Education commissioned experts in educational research and politicians to carry out the project of researching a more appropriate model of curriculum for a democratic South Africa after the exercise that was undertaken by the National Education and Training forum of cleansing the subject syllabuses (DoE, 1995; 1997 & 1999).

According to the NECC (1992), the Curriculum Model for South Africa (CUMSA) proposed the adoption of a trend that would be compatible with the international trend which could be for either multi-disciplinary or transdisciplinary model of curriculum. The former, according to Newell (2007), entails organization of knowledge across disciplines in the process of answering questions about the realities of life, and solving problems; whereas the latter originates from a perspective that solving problems and understanding the interrelatedness of systems in life

requires integrated knowledge and models of thinking from two or more disciplines (Newell, 2007:3). This discourse, with all its connections with curriculum theory and practice, provided a new paradigm for curriculum development and teacher education and training. The critics of OBE and its curriculum (Jansen, 1997) expressed their concerns about immersing teachers in a paradigm which required a total shift from what teachers were used to in terms of educational theory and practice.

(iii) Implication for curriculum change for the teaching of disciplines history and geography.

According to the DoE (2000) the clustering of subjects into learning area was in congruence with the interdisciplinary, multi-disciplinary approach to curriculum designing and development. The definition of social sciences provided by the DoE (1997:2) is:

Social sciences study relationship between people and between people and the environment. These relationships vary over time and space. They are also influenced by social, political, economic and environmental contexts and by people's values, attitudes and beliefs.

The concepts, skills and processes of history and geography form key elements of the social sciences learning area statement. Environmental education and Human Rights education are integral to both history and geography.

The social science learning area statement is concerned with *what learners learn* and *how learners learn* and *how they construct learning*.

The (DoE, 2002:4) describes the goals and intentions of the learning area statement as follows:

The social sciences learning area aims at contributing to the development of informed, critical and responsible citizens who are able to participate

constructively in a culturally diverse and changing society. It also intends to equip learners to contribute to the development of a just and democratic society.

According to the prescriptions of the curriculum policy social sciences teaching has to comply with principles underpinning the espoused national curriculum statement and they are given as follows:

- Social justice, a healthy environment, human rights and inclusivity.
- A high level of skills and knowledge for all
- Clarity and accessibility
- Progression and integration.

Killen (2009, 2010) avers that the South African version of OBE emphasizes the implementation of four essential principles in all stages and phases of curriculum development even at school level. These levels or phases, according to the DoE (2000) are: learning programme or phase planning, work schedule planning, and lesson planning. These four principles are:

- Clarity of focus
- Design down and deliver backward
- Expanded opportunity
- High expectations for all learners.

These principles are discussed extensively in the later section of this chapter. According to the DoE (2000, 2002 & 2005), the teaching of history and geography should develop an understanding of the interrelatedness of knowledge; hence the terminology for the subjects is integrated into one called social science. The term social sciences and the alignment of learning outcomes in this learning area or subject show its integrated and interdisciplinary nature. The learning outcomes for History are prescribed as:

- Historical inquiry,

- Historical knowledge and understanding and
- Historical interpretation.

The learning outcomes for geography are prescribed as

- Geographical inquiry;
- Geographical concepts and processes;
- Geographical knowledge and understanding;
- Exploring issues (informed decision about social and environmental issues and problems (DoE, 2000; 2002).

2.4 Theories of instructional organization and structuring congruent to the trends and conceptions of curriculum.

2.4.1 Competence-based

Educational research has shown that contesting conceptions have generated various models of curriculum design and development (Gagné, 1985; Schubert, 1986; Kelly, 2010; Null, 2011). The models, namely objectives-based, competence-based and outcomes-based models, are influencing the domain of theory and practice of teaching, learning and assessment as well as literature in educational research globally. The proponents of each of these models present their perceptions and philosophy about what classroom practice ought to be and describe the process of teaching and epistemology in their own unique ways.

The advocates of the competence-based or skills-based model in curriculum development (Eraut, 1994) define competences as statements of the characteristics that learners should demonstrate which indicate the preparedness of learners to perform and function independently. In curriculum development, the competences predetermine the outcome or result of teaching and learning. According to Kelly (2010) competences represent the integration and application of learned facts, skills and affective qualities needed to perform duties or tasks. The designers of this model are interested in encouraging learners' built-in competences to emerge (Hoadley, 2012:90). Thus

it encourages teaching that relates to a learner's own personal experiences and everyday knowledge, and, in turn, assists learners in using their new learning in their lives and work. The figure 2.1 below illustrates the phases proposed for designing and developing a competence-based-curriculum.

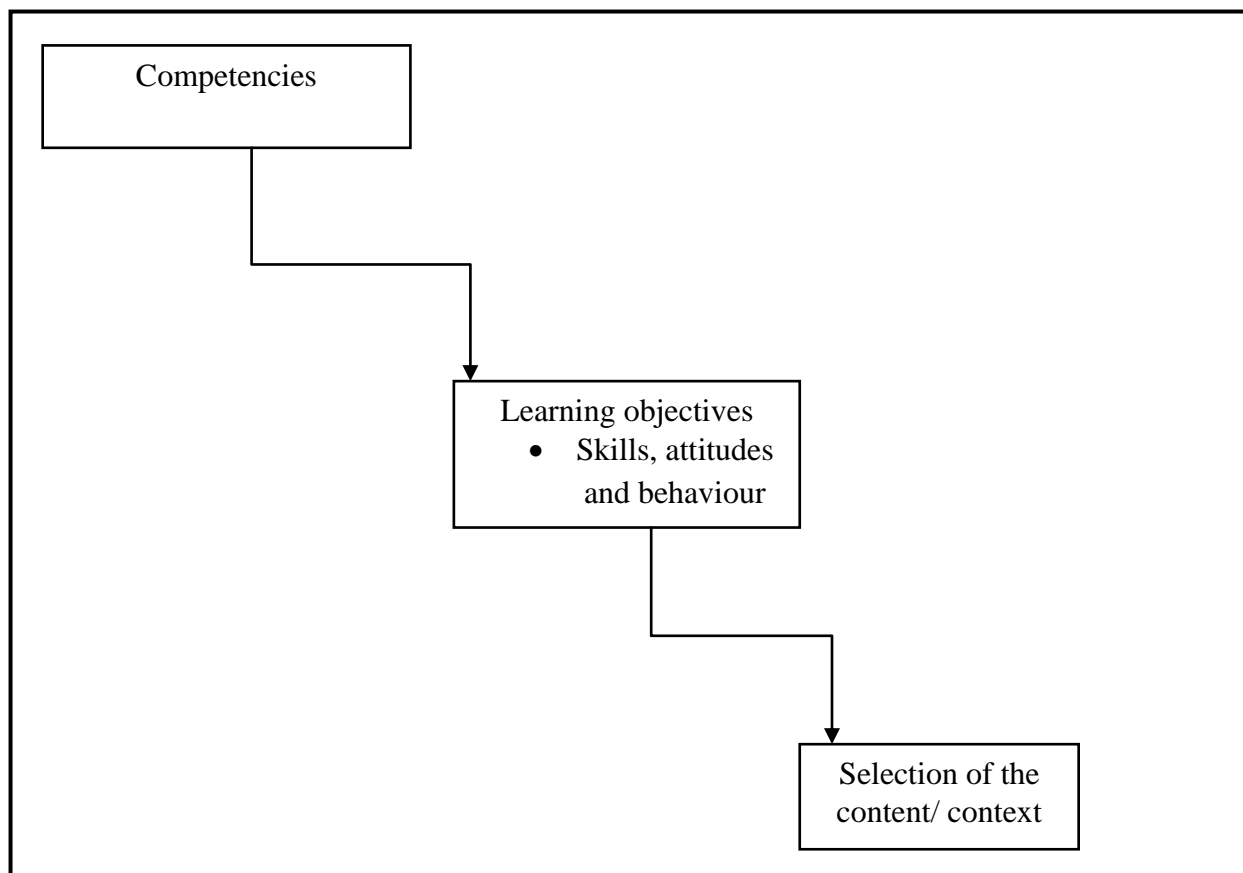


Figure 2.1 Competence-based and objectives based models

The behaviourist approach to learning strives to control that behaviour of the learner that can be observed and measured through the following instructional strategies: lecture and demonstration, direct instruction and whole class teaching (Ornstein & Hunkins, 2013). Gunter, et al. (1995), point out that ‘the use of direct instruction strategy is widely used in teaching and can be used to teach concepts, factual knowledge and basic skills’. They further state that ‘this strategy places the teacher at the centre of instructional processes’ (Gunter, et al. 1995). According to Killen (2010), ‘when the direct instructional approach is used, the teacher assumes major responsibility

for structuring the content or skills, providing opportunities for practice and giving feedback'. As Killen (2010:125) states:

When learners are introduced to a new area of study it may be useful to develop their basic knowledge and skills through direct instruction techniques, before giving them more active role in knowledge seeking through strategies such as problem solving or experimentation.

In addition Gunter et al. (1995:73) state:

Every teacher, of every subject/ learning area at every level of schooling has some learning outcomes related to the acquisition of factual knowledge and the mastery of basic skills before the learner can move to a higher level of thinking and learning.

As a consequence of direct instructional strategies, Gagné (1985) asserts that 'demonstrations by the teacher are important for learning'. This strategy is based on the idea that skills are acquired as a result of learners' observing how things are done, and then practising the skills for themselves under the guidance of the teacher. Dow (1979) develops the point further, and states that there are numerous things that need to be learned in the "transmission mode" of teaching which need not involve problem-solving methods. Instructional practices that lead to the enhancement of intellectual skills development could depend on an understanding of constructivist learning theory (Reddy et al., 2005: 19).

Another key characteristic of the competence curriculum is that it brings in ideas of integration between subjects in order to establish a strong link between school learning and real life. Thus knowledge is not imposed from the outside, but the competences that learners already have are sought on the outside. In essence, this approach encourages teaching that draws from learners' own experiences and 'everyday knowledge' and in turn, assists learners in using their new learning in their lives and work (Jansen, 2009).

The focus of the learner and everyday experience tends to affirm learners and build their confidence, as well as their background. It also provides the educators and learners with important 'ways into' the formal 'school knowledge' that is to be taught, and later with the basis for applying that formal knowledge. Because the competence curriculum blurs the line between school learning and everyday experience, specific places for learning, for example classrooms, are not regarded as very important. Learning, it is assumed, can and does take place anywhere: at home, at work, and at school (Hoadley & Jansen, 2009).

Predictably, then, learning tends to be organised around themes and projects and based on experience. Learners also have a large measure of control over:

- What they learn;
- When they learn it;
- How quickly they progress through the learning.

In other words, the competence approach is learner-centred. Learners take control of their own learning, and the teacher's role tends to be covert. Rather than directly transmitting learning, the educator acts as a guide and facilitator. Pedagogy is personalised and process oriented (Schwab, 1995).

The six critical components that characterise a complete, competence-based educational programme include:

- Learning outcomes which are explicit with regard to the required skills (learning outcomes) and the level of proficiency required in these skills (standards for assessment);
- Time which is flexible (learning time is not only restricted to seat time for example in class);
- Measurement which entails explicit, criterion referenced testing of required outcomes;
- Certification which depends on demonstration of required outcomes by the learner;
- Programme adaptability which is managed sensitively to ensure optimum guidance to the learner (van der Horst & McDonald, 1997:11)

Competence-based education is the kind of education that is based on the premise that all learning is individual and that the individual whether the teacher or the learner, is goal oriented. Furthermore, the teaching-learning process is facilitated if the teacher knows what he/she wants the learner to learn and if the learner knows exactly what he/she is required to learn. Additionally, personal accountability or responsibility for learning is highly imperative in this regard. The conclusion that one draws from a competence-based curriculum is that it shares features with OBE.

2.4.2 Compatibility between teacher competence and teacher effectiveness

In educational circles, competence can mean that concepts such as performance and effectiveness are related because competence is directly linked with effective performance in complex situations (Westera, 2001). In this regard, there are three conceptual dimensions of teacher quality that are commonly used in making judgements about a teacher's work. These are teacher competence, teacher performance and teacher effectiveness. The first two dimensions have been discussed but teacher effectiveness refers to the results a teacher gets or to the amount of progress the pupil makes towards the goal of education as defined in terms of what the pupil can do (DoE, 2003). There is a relationship between teacher competence and teacher effectiveness which determines teacher influence in pupil progress towards a defined educational goal.

Effective teachers are those who achieve the goal set by themselves or by the schools, Department of Education or parents (Anderson, 1991). Researchers such as Cheng and Tsui (1996) charge that understanding teacher effectiveness must be based on understanding the relationship between teacher competence, teacher effectiveness, and set goals or expected educational outcomes. The cited work went on to argue that effective teachers can be understood as those educators who possess relevant competence and must use the competence appropriately to achieve their objective.

2.4.3 Content-based model

At school level, teachers should use the syllabus, planned by subject specialists, to teach and transmit knowledge, planned by subject specialist. This is viewed by other scholars as subject-centred model of curriculum theory and practice. It has four components namely: subject design, discipline design, correlation design and broad field/interdisciplinary design (Cornbleth, 1993; Goodson, 1994; Kelly, 2010):

- Subject design stresses the content so much that it forgets about students' natural tendencies, interests and experiences. Learning is compartmentalised into distinct subjects (Grundy, 1987).
- Discipline design refers to specific knowledge through a method which the scholars use to study a specific content in their fields (Kelly, 2010).

Correlation design comes from a core, correlated content-based model such that:

Philosophy has entered into every important decision that has ever been made about curriculum and teaching in the past and will continue to be the basis of every important decision in the future (Kelly, 2010: 3).

It is possible therefore to conclude that if different philosophies have played such an important contribution in shaping the curriculum ideologies, possible classification of such are possible. For the purpose of this study, different philosophies were used to trace philosophical traditions that have shaped our curriculum in recent times.

2.4.4 Perspective of teaching and learning underpinning an outcomes-based curriculum

In the past decades, we have witnessed the new curriculum or the new OBE curriculum, which has sparked debate and discussion in the entire education landscape. According to Spady (1994:5) who is regarded as the advocate or pioneer of OBE prepares students for life, not

simply for the University. The NCS curriculum is outcomes-based and is driven by learning outcomes (LOs) and the assessment standards (ASs). Social science has three learning outcomes to be achieved after the completion of the FET band, that is, after grade 12. The education system has experienced a total transformation since the publication of the Policy Framework for Education and Training in 1994 (ANC, 1994). In this document, goals were set for the education and training sectors. These goals were formulated to reveal political thinking patterns in which OBE makes (Killen, 2010). As the NCS (General) points out:

OBE forms the foundation for curriculum in South Africa. It strives to enable all learners to reach their maximum learning potential by setting the Learning outcomes to be achieved by the end of the educational process. The NCS builds its learning outcomes for grades R-9 on critical outcomes (CO's) and developmental outcomes (DO's) that were inspired by the Constitution and development through democracy (DoE, 2003:2).

OBE is thus seen generally as promoting equity (through the statement of outcomes) but taking account of differences (by maximising discretion in the inputs). However, in reality the quality of outcomes is dependent on the inputs. The success of outcomes-based education therefore depends centrally on the quality of their teachers - their content knowledge, their facility with different teaching methods, and their access to learning programmes and textbooks. The next section discusses different kinds of outcomes-based education in order to understand the preferred OBE model.

(i) Traditional OBE

With traditional OBE, the curriculum remains constant but the focus is on the outcomes. These outcomes according to Spady (1994) are defined as instructional objectives based on the subject matter content. The outcomes are rather specific but not holistic and are often not linked to skills that the learner would need in the working environment and general life. Here the focus is on the mastery of content, with the emphasis on regurgitation and understanding. Traditional OBE is

rigid and DoE not really challenge the conventional thinking in the school context. These outcomes are elicited from the syllabus.

Although this type of outcomes-based education is important in its own right, there are evident shortcomings:

- It is clear to the learners why learning is important;
- Educators do not change the learning environment much;
- It focuses mainly on recalling content and not establishing any relationships or integration of skills, knowledge and values (Spady, 1994).

(ii) Transformational OBE

This type of OBE is seen as important to bring about educational reforms as it is seen as future-oriented, not just for producing good learners to graduate at the end of the school year. It tends empowering all learners with knowledge, competence and orientations that they will need to successfully meet the challenges, demands and opportunities in their lives. Schools are allowed to choose content and use teaching methods of their choice as long as these meet the critical outcomes and develop people who display the intended critical outcomes. This achievement allows educators to meaningfully relate their teaching directly to their local contexts. Therefore, “success at school is considered to be of limited benefit unless learners are equipped to transfer that success to life beyond school and are able to see learning as a lifelong process, which is important to keep pace with rapid changing conditions in the world of work and in society” (DoE, 1997:19).

According to Killen (2009), the type of OBE chosen to lead South Africa’s education system is transformational as it meets the demands of the rapid change that South Africa desperately needs. This type of OBE continues to test the ability of this country to meet transformational needs, especially those that develop a critical, economically, stable and democratic society. The characteristics of transformational OBE are stated as follows in the DoE (1997) policy document.

- It involves the integration of concepts in a cross-curricula approach which embraces not only the structure of the curriculum, but also the methods by which instruction is delivered and meaningful assessment is made
- Curriculum development puts learners first, building and recognising their knowledge and responding to their needs.
- This form of OBE is learner-centred, which is the important principle underlying this approach, and places considerable emphasis on a constructivist approach to learning.
- The promotion of cooperative learning is regarded as one of the key elements to successful learning.
- Progress is demonstrated through integrated tasks and the application of skills to real world problems and is monitored through multi-dimensional methods of assessment.
- All learners are included
- It remains the responsibility of the educator to construct meaningful learning experiences that lead to the mastery of outcomes.
- Learners do not fail but progress towards the mastery of outcomes at their own rate and therefore at different rates.

(iii) Transitional OBE

According to Maree and Fraser (2004:12), in this approach, outcomes of significance are defined to address high-order competencies that are essential in all life and learning settings. It lies between traditional and transformational OBE as it covers some of the important principles that belong to each. It is significant because it extends beyond traditional OBE, using subject matter as a vehicle to assist in the cultivation and integration of higher order exit outcomes or competencies (Maree and Fraser, 2004). In transitional OBE, critical thinking, problem solving and effective communication skills are emphasised. Having learners who are broadly competent best reflects its vision. However, this type of approach to education does not allow total change in behaviour and process.

In the South African context, the concept of outcomes has been used widely to mean what learners are supposed to demonstrate at the end of the learning process (Christie, 2002). According to Spady (1994), the word “refers to high-quality, culminating demonstrations of significant learning in context”. The word also refers to everything that has been learnt, including social and personal skills, learning how to learn concepts, knowledge, understanding, methodologies, values and attitudes (Maree & Fraser, 2004).

HSRC (1995:2) describes an outcome as ‘the segment of a unit standard which is a statement of the required learner’s capabilities that must be demonstrated. Outcomes are specified by stated performances and assessment and range criteria’.

Killen (2010) describes outcomes as:

...things that learners can do as a result of their learning. Outcomes are not the score, label, grade or percentage that someone attaches to the demonstration, but the substance and actions of the demonstration itself. These results and demonstrations occur at or after the end of significant learning experiences. That is why Spady insists that outcomes need to contain an “action verb” to indicate what it is that learners should be able to demonstrate.

Outcomes are the results of a learning process, formal, non-formal or informal and refer to knowledge, skills, attitudes and values within particular contexts (DoE, 1997:4). Learners should be able to demonstrate that they understand and can apply the desired outcomes within a certain context.

2.5 Programming of the outcomes-based curriculum

(i) Critical outcomes

These are the ‘broad, generic cross-curricula outcomes which underpin the Constitution and which are adopted by SAQA’ (DoE, 1997). They are intended to ensure that learners gain skills,

knowledge and values that will ‘allow them to contribute to their own success as well as the success of their family, community and the nation as a whole’ (DoE, 1997).

According to the DoE (2003:2), the critical outcomes require learners to be able to:

- Identify and solve problems and make decisions using critical and creative thinking (problem-solving skills);
- Work effectively with others as members of a team, group, organisation and community (teamwork);
- Organise and manage themselves and their activities responsibly and effectively (self-responsibility skills);
- Collect, analyse organise and critically evaluate information (research skills);
- Communicate effectively, using visual, symbolic and/or language skills in various modes (communication skills);
- Use science and technology effectively and critically showing responsibility towards the environment and the health of others (technological and environmental literacy); and
- Demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation (developing micro-vision).

(ii) Specific outcomes

Specific outcomes can be seen as synonymous with enabling outcomes in the sense that they are derived from the critical outcomes and are constructed in an interdependent and integrated way. These specific outcomes were derived from the Learning areas and refer to the ‘specification of what learners are able to do at the end of a learning experience’ and include ‘skills, knowledge and values, which inform the demonstration of the achievement of an outcome or set of outcomes’ (DoE, 1997)

(iii) Developmental outcomes

SAQA has developed five additional developmental outcomes that contribute to the full personal development of each learner, as well as social and economic development at large. These developmental outcomes can be seen as discrete outcomes and are thus ‘nice to know’.

According to Killen (2010:64) the developmental outcomes describe learners who are able to:

- Reflect on and explore a variety of strategies to learn more effectively;
- Participate as responsible citizens in the life of local, national and global communities;
- Be culturally and aesthetically sensitive across a range of social contexts;
- Explore education and career opportunities;
- Develop entrepreneurial opportunities.

(iv) Learning outcomes

In the RNCS for both FET and GET bands, specific outcomes have been replaced by learning outcomes and developmental outcomes. Learning outcomes are descriptions of what knowledge, skills, attitudes and values and demonstrate and able to do at the end of a specific phase and can also be seen as enabling outcomes. Learning outcomes do not prescribe content or method, and have also been formulated at national level (DoE, 2002:5).

2.6 The principles underpinning implementation of outcomes-based curriculum

DoE (1997) identified numerous principles to be incorporated into its plan for the introduction of an outcome based school system (Killen, 1999). These principles, as informed by the premises of OBE, are supposed to guide the development and implementation and decision making of OBE. Educators should apply these principles in their classroom practices if they are to implement OBE effectively. Spady (1994) argued that OBE practitioners can apply these principles in four ways, consistently, simultaneously, creatively and systematically. Educators should creatively apply these principles in their teaching. OBE is seen as a panacea that will reform South African education system and therefore it is necessary to clarify some of its underlying principles.

- Outcomes are practical, useful and morally and ethically desirable.
- The curriculum design and instructional design are derived from learning outcomes.
- Time is used as a flexible resource that allows teachers to accommodate differences in the learning pace and aptitudes of learners.

- Learners are given more than one uniform change to receive instructions and to demonstrate their learning.
- Assessment is an integral component of learning and has to be authentic.

There are four essential principles of outcomes-based education identifies by Spady (1998) to guide the teacher in the development and implementation of OBE: clarity of focus, design down or design back, high expectation for all learners and expanded learning opportunities

2.6.1 Clarity of focus

Killen (2010:58) states that education systems should be organised in such a way that teachers and learners can focus clearly, consistently, systematically and creatively on the significant outcomes that learners are able to demonstrate successfully. Outcomes should be clear before any learning experience takes place (Spady & Schlebusch, 1999). In other words, the chosen outcomes should be achievable by learners. Learners' success becomes the top priority. The envisaged outcomes are the point of departure for teaching and learner evaluation. During the learning process, the teacher shares, clarifies, and models the outcomes so that they and the learners can work together towards attaining them.

This principle provides a clear picture to educators of the nature of the learning the learners must demonstrate in executing performance. According to Spady (1994) the clarity of focus helps both educators and learners to establish a clear understanding of the type of learning they want learners to demonstrate. Clear outcomes show the direction teaching and learning should take. Both learners and educators have a responsibility to clarify what should be demonstrated by learners so that outcomes are achieved.

Killen (2010) explains that the curriculum development process uses clarity of focus to define the significant outcomes that learners are required to achieve. Further, he maintains that to achieve consistent clarity of focus, teachers must use these long-term outcomes as the focus for all teaching. They must also focus all student assessment on these clearly defined important outcomes.

2.6.2 Designing down or designing back

This principle is linked to the first one according to Killen (2010). It means that once the long-term significant outcomes have been identified, they become the starting point for the curriculum design. This implies the fact that once all instructional decisions are made, they need to be traced back from this ‘desired result’ to identify the ‘building blocks’ that will be likely to take learners closer to the results. In this way the outcomes define the curriculum, not the other way around. This means that the outcomes of learning should first be known and then all the activities should be planned so that the chosen outcome can be achieved. The notion of backward mapping comes in when looking at this principle. ‘This involves starting where you want to end up...’ (Spady, 1994:18).

All instructional decisions are then made by tracing back from these ‘desired end results’ and identifying the ‘building blocks’ of learning that students must achieve in order to reach long term outcomes (Killen, 2010). This does not mean that curriculum design is a linear process but all planning, teaching and assessment decision should be linked to significant outcomes that students are ultimately to achieve. All outcomes are culminating. Educators should design backwards the enabling outcomes and discrete outcomes. In South Africa, the down principle has been incorporated into the NCS Grades R-9 in the following way:

- The significant outcomes that all students are to achieve by the end of their schooling years;
- A set of LO are defined for each LA. These outcomes indicate how each LA will contribute to learners’ achievement of the critical and developmental outcomes;
- A set of AS are defined for each LA. They are grade specific and describe the level at which learners should be able to demonstrate the LO.
- The critical and developmental outcomes provide the long-term focus; the LO remain substantially the same from grade to grade and the assessment criteria change from grade to grade to indicate the expected progression in the level, depth and breadth of what is to be learned.

The main pedagogical attributes of OBE according to Imenda (2002:13) are:

- To promote active learning (physically and mentally);
- Learners be assessed on an on-going basis;
- To promote the development of critical thinking, reasoning, reflection and action;
- To promote integration of knowledge (of education and training);
- Learning to be made relevant and connected to real life situations;
- Learning to be learner-centred, teacher to function as facilitator (use of group work, team work and other active learning approaches emphasised);
- Learning programmes to serve as guides that allow teachers to be innovative and creative in planning lessons and other learning activities;
- Learners to be afforded an opportunity to take responsibility for their learning, and be motivated by constant feedback and affirmation of their worth;
- Emphasis to be placed on outcomes in terms of what the learner becomes and understands;
- Curriculum implementation should allow for flexible time frames which provide for learners to work at their own pace;
- Curriculum implementation should allow for inputs from the wider community.

2.6.3 High expectations for all learners

In agreement with Spady (1994) the principle of high expectations means increasing the level of challenge to which the learners are exposed. As such, educators should have high expectations for all the learners. Killen (2010) states that educators should get rid of the bell curve, and that all learners should achieve the highest level of performance. This is the most overlooked principle of OBE, particularly by critics who want to claim that OBE lowers standards. When this principle is applied, depths of understanding and intellectual rigours are not reserved for a few learners: they are expected of all learners. Helping learners to achieve high standards is linked very closely with the idea that successful learning promotes more successful learning (Spady, 1994). When learners experience success, it reinforces their learning, builds their confidence and

encourages them to accept further learning challenges. One of the most important reasons for using OBE is that it can help all learners to do difficult things well.

The reality though is that teachers cannot rely on norm-reference assessment to give them a false sense of security that comes from knowing that some learners are learning well. They need to use criterion or standard reference assessment to provide clear evidence of how well each learner is learning (Killen, 2010:59). Teachers are encouraged to set high, challenging standards of performance in order to encourage learners to engage deeply with issues about which they are learning. According to Killen (2010) without this challenge, learners are likely to take a superficial approach to learning and be concerned with no more than memorising information.

2.6.4 Expanded learning opportunities

Intellectual quality is not something reserved for a few learners: it is something that should be expected of all learners, and it is the link to the fourth principle-that teacher must strive to provide expanded opportunities for all learners. This principle is based on the idea that not all learners can learn the same thing in the same way and in the same time (Spady, 1994). However, most students can achieve high standards if they are given opportunity. Learners should be given more opportunities to be able to achieve the outcomes. Killen (2010) states that educators should expand the ways and number of times learners get a chance to learn and demonstrate particular outcomes. When opportunities are expanded, the methods of helping learners to achieve desired outcomes should be varied.

Educators should provide more than one opportunity to learners Spady (2004). Time should not be a determinant for the learner to learn or achieve significant outcomes during the learning process. Though time may not be a determinant factor, there must be a limit to every expanded opportunity. According to Killen (2010), educators and school personnel must do everything possible to keep opportunity for continued learning and improvement open to learners. Every learner should be given enough time to make improvements in their activities that may seem

difficult for them. Educators should use every method available to accommodate learners with different learning capabilities.

Various opportunities are provided for successful learning. There are four ways in which this is accomplished:

- The timetable is restructured to suit the requirements for OBE
- A variety of teaching and learning methods increases opportunities for successful learning.
- There should be a balance between comparative or competitive assessment or else may inherently limit some learners' chances for success even if their actual potential is high.
- Learners are able to engage in learning activities and have access to resources. Learning Programmes are developed to facilitate this learning.

These principles are related. They are centred on the achievement of outcomes in the classroom. The premise that 'all learners can learn and succeed', is the statement that encapsulates the four principles.

2.7 Perspectives on approaches for effective teaching and learning: learner-centred teaching

During the apartheid period, the principal pedagogical alternative to the education system's Fundamental Pedagogics was 'progressive education,' a form of learner-centred approach to education which was nurtured in the liberal universities. In the 1980s the progressive learner-centred approach was linked to an egalitarian transformative project for South African education, and the result, People's Education, was presented as the alternative to 'apartheid education.' The main features of People's Education that were absorbed into contemporary policy (Kraak in Jansen and Christie, 1999) were:

- An egalitarian political mission;

- An anti-rote learning, critical thinking thrust;
- A learner-centred approach to teaching;
- Teachers as curriculum developers;
- Group work rather than directive teaching;
- Community participation.

The literature recounts that, the main features of this framework survived intact through successive versions of curriculum policy development-through NECC (1992), IPET (1994), ANC (1994) and they are central to C2005 (DoE, 1997). Another dimension was added through the discourses of ‘competency-based’ education and training which were common in South African training circles in the 1980s. In the early 1990s, in the discussions between labour and business, ‘competency’ transmuted into ‘outcomes’. This led to the National Qualifications Framework (NQF) (DoE, 1996 and NCDC, 1996), a framework which requires all education and training provision to be competency or outcomes-based, by educators and denotes a description of what learners should know, demonstrate and be able to do at the end of a specific learning experience (lesson) (DoE, 1997).

Outcomes can be outlined in the following categories:

- Operational functions (e.g. culminating outcomes, enabling outcomes, discrete outcomes);
- Curriculum scope (e.g. lesson outcome, programme outcomes);
- Competency complexity (e.g. traditional outcomes, transformational outcome);
- Content (e.g. lesson outcomes); and
- Time reference (e.g. qualification outcomes at universities) (Spady, 1994:59).

2.8 Criterion Reference Assessment

Outcomes-based education assessment is the heart and soul of OBE system. Therefore, in terms of criterion-referenced assessment, testing is done in which learners’ scores are compared to a set standard. For example, in order for learner to pass an examination he/she needs to obtain 50% or

higher. According to Killen (2010), the minimum percentage required is called the minimum standard of proficiency. This approach to assessment advocates that learning should not be driven by competition, it recognises that each learner has unique capabilities and should be given enough time and support to achieve specific outcomes.

Outcomes-based education adopted this approach to assessment in order to put the learner's score on the scale ranging from no proficiency to excellent. Within this particular scale are a series of activities or tasks s learner has to perform and that performance should demonstrate an acceptable level of achievement. This scale demands that educator needs to interpret the results of the criterion-reference test in order to adapt his/her teaching. The criterion-reference test is an assessment tool which can be used effectively in outcomes-based education. Jansen (1998) advocates that this assessment should form a small part of comprehensive assessment in outcomes-based education.

The most preferred form of assessment in outcomes-based education is continuous or on-going assessment. Assessment forms an integral part of all teaching-learning activities in OBE. Assessment in OBE is done throughout the semester through a series of activities such as classroom observation, classwork projects, portfolios and other forms of learner activities relevant for assessment.

Table 2.1: Conception of curriculum development

<i>Perspectives</i>	<i>Learner</i>	<i>Teacher</i>	<i>Method</i>	<i>Curriculum</i>
Rationalist	Recipient of information	Source of ideas, facts and information	Drilling, Lecturing subject based	Subject matter of symbol and idea
Empiricist	Recipient of information	Demonstration of process	Lecturing Teacher-centred	Subject matter of the physical world
Pragmatist	Experiences knowledge	Researcher, project director	Inquiry Participatory Problem-Solving	Problem solving, Hypothetical Subject to change Problems Projects
Existentialist	Ultimate chooser, search for personal identity	Facilitator of choices	Inquiry Discovery	Subject matter of choices Not rigid

Adapted from Beach & Reinhartz, (1989:106).

2.9 International trends and contesting perspectives on curriculum transformation.

Literature has unleashed debates and contestations embedded in curriculum research, design, diffusion and adaptation (RDDA), during the twentieth and twenty first centuries. According to Schubert (1986) the dominant trends in curriculum debates were supportive of the conservative and traditional political ideologies, in that curriculum was used as a tool to accomplish the elites' socio-economic and political intentions. Cornbleth (1995) argued that different schools of thought emerged as a result of divergent views and perceptions about what curriculum ought to be. These views led to three conceptions of curriculum namely, *curriculum as product*, *curriculum as praxis* and *curriculum as process*.

Grundy (1995) explains that researchers, who hold the view of curriculum as a product, believe that curriculum research, design, development, dissemination and adoption should be centralized. The decisions pertaining to curriculum policy formulation and documentation should be dealt with at national level. The advocates of this conception according to Preedy (1990) are imbued with the conservative and traditionalist philosophies which promote the notion of specialist and expert knowledge. In this view, the process of designing, development and dissemination of curriculum should be initiated and undertaken by the academics and subject specialists. McNeil (1990) in the same vein reiterated that the pioneers of this conception hold the view that subject curriculum content should be documented in the form of syllabi which would be subsequently disseminated to schools through regional, district and circuit offices. The involvement of teachers in curriculum development, in this conception takes place through training workshops and in-service teacher education and training. Teachers are expected to be able to interpret subject curriculum policies and to adapt curriculum changes in their classroom practice. In illustrating the implication of centralized curriculum design and development, Carr (1996) and Fullan (2006) concur on the implementation of curriculum change in stating that for teachers, curriculum change entails: new material, new behaviour, new beliefs and ultimately new practices. Schubert (1986:49) added that the pioneers and proponents of ‘curriculum as product’ school of thought such as Franklin Bobbitt and Ralph Tyler promoted the notions of behavioural objectives and subject content knowledge in curriculum theory and practice.

‘Since the real purpose of education is not to have the instructor perform certain activities but to bring about significant changes in the students’ pattern of behaviour, it becomes important to recognize that any statements of objectives of the school should be a statement of changes to take place in the students.’ (Tyler, 1949:44)

Grundy (1987:29) reiterates the point made by Tyler (1949) that curriculum as a product advocates the formulation of pre-specific objectives in order to produce desired outcomes.

If the ‘product’ of learning experiences ‘measures up’ to the pre-specific objectives, it will be judged ‘good’. If too many of the products fail to reach

the standard implicit in the objectives, the whole learning process will have to be looked at, though not necessarily the objectives themselves.

Furthermore Apple (2011:76) clarifies the intent of the curriculum researchers who promote the conception of curriculum as product in the form of the following questions:

What educational purposes should the school seek to attain? What educational experiences can be provided that are likely to attain these purposes? How can these educational experiences be effectively organized? How can we determine whether these purposes are being attained?

The other trend in the conceptualization of curriculum research, design, dissemination and adaptation which is considered by Grundy (1987) to be underpinned by pragmatist and existentialist philosophy is known as 'curriculum as praxis or process.' Goodson and Grundy (1995) state, the advocates of this school of thought in curriculum research contest the view of curriculum which promotes the intentions of the experts and specialists at the expense of the society's needs and educational goals.

Scholarly and policy debates get deflected from fundamentals of curriculum definition and so who control it, to the complicated details of curriculum implementation. The curriculum that overlooks the fundamental issues of definition and control is about 'ordering minds' but not educating them (Goodson & Grundy, 1995:15).

Apple (2011) in support of Pinar, Grumet & Greene's conception of curriculum as praxis remarks that there is a profound practical process of decision making and deliberation which defines curriculum not through reference to universal schemes and principles but according to particular judgment of situation and circumstance. Cornbleth (1996) stresses the importance of a paradigm shift from a conservative and traditionalist trend in curriculum research, design, dissemination and adaptation.....:

Fundamental matters of curriculum definition, of who constructed the curriculum, within what kinds of political or epistemological parameters and for whose benefit were largely neglected in the first world countries during the late twentieth century.

Goodson (1996:46) cites Bernstein to contend that how a society selects, classifies, distributes, transmits and evaluates the educational knowledge it considers to be public, reflects both the distribution of power and the principles of social control rather than the interests of a select few. According to Pinar (1998; 2005), the advocates of this theory in curriculum research are influenced by Paulo Freire's philosophy of emancipation through education. The theory of critical pedagogy which underpins the view of curriculum as praxis, according to researchers, goes beyond situating the learning experience within the experience of a learner (Grundy, 1995; Goodson 1996). Stenhouse (1975) argues that the praxis model of curriculum brings emancipation and human well-being to the centre of curriculum research, design, development, dissemination and adaptation. Hence, it is viewed as action or praxis. The classroom in this view is a milieu for interaction between the teacher and the learner based on real life experiences. It is a process which takes the experiences of both the learner and the teacher Grundy (1987:105) Pinar (2005) states that teachers enter a particular schooling and classroom situation with a personal, but shared idea of the good and a commitment to human emancipation, the ability to think critically, an understanding of their role and the expectations others have of them and a proposal for action which sets out essential principles and features of educational encounter. The advocates of this conception of curriculum hold the view that curriculum itself develops through the dynamic interaction of action and reflection. They dispute the notion of predetermined behavioural learning objectives or Learning outcomes (Grundy, 1987; Goodson, 1995). According to Pinar (2005), curriculum as praxis entails informed and committed action from both the teachers and the learners. The proponents of this conception of curriculum (Stenhouse, 1975; Pinar, 1995 and Cornbleth, 1990) assert that praxis curriculum could be a solution to racial and cultural hegemony which are the main challenges of postmodern society. Cornbleth (1990) claims that praxis is based on pragmatist and existentialists philosophies in that, the teacher is viewed as a project leader, learners as active participants in the learning environment and knowledge as learning experiences based on real life situation. Pragmatists perceive and believe knowledge to be hypothetical and changing constantly. Experience cannot be imposed on

learners: it is a personal activity and is socially constructed. In the same way existentialist or phenomenologist considers knowledge to be, personal and subjective, one's own unique perception of one's world and its diversity (Carr, 1992; Grundy, 1987; McNeil, 1990 and Schubert, 1986).

2.10 Views on approaches to curriculum designing

(i) Subject-based curriculum design process

Curriculum design that links separate subject designs in order to reduce fragmentation. Subjects are related to one another but each subject maintains its identity (Cornbleth, 1993). The following figure 2.2 illustrates the stages of designing a subject-based curriculum.

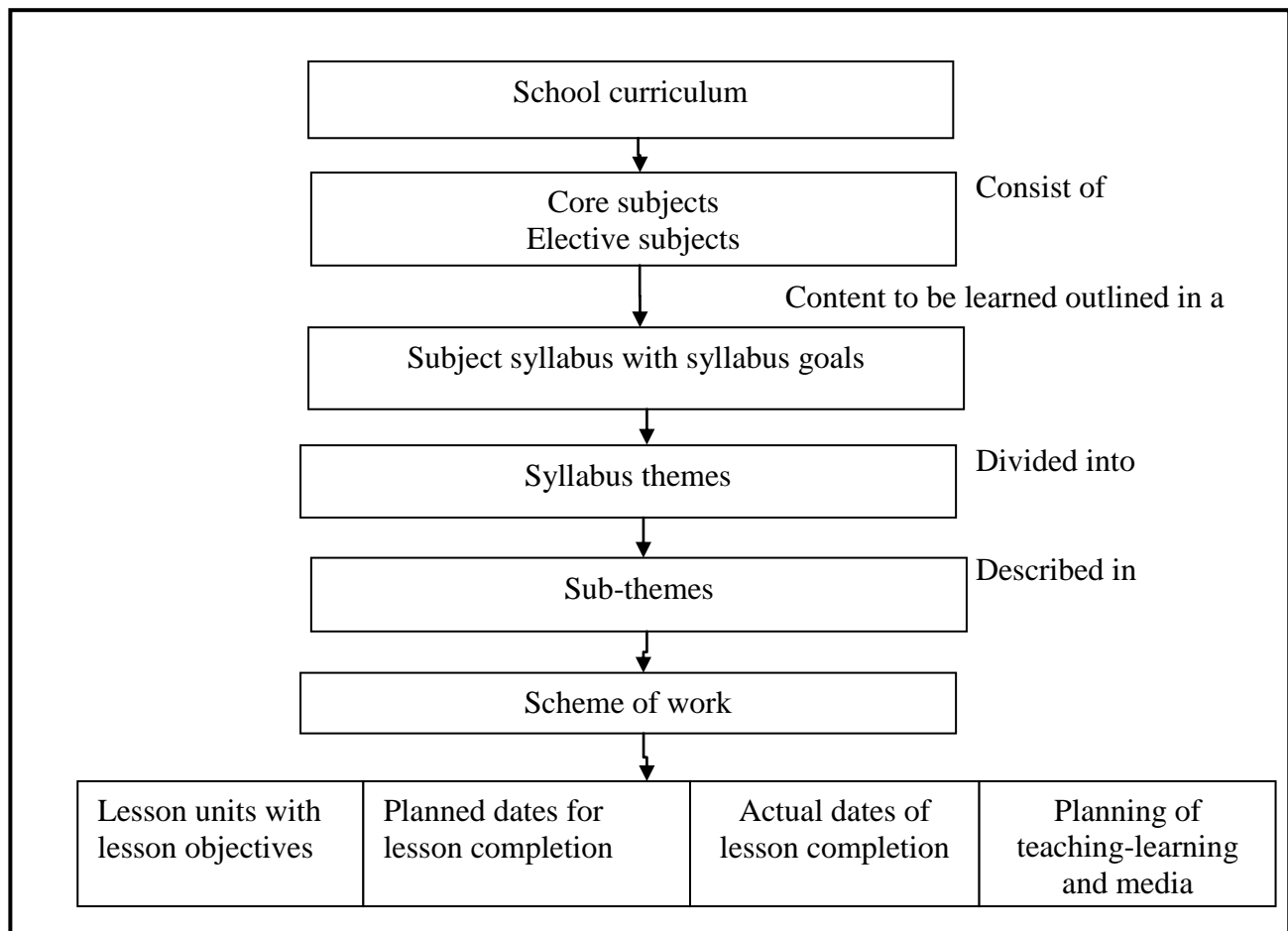


Figure 2.2: Adapted from (Commonwealth of Learning, 2000).

Oliver (1998:29) states that traditional learning provides the learner with knowledge or skills, or both, but they are not coupled to a specific context-so the learning process takes place in a vacuum and cannot be regarded as outcomes-based learning. It belongs to the input part of the learning process whereas OBE deals with the input-as well as the output processes. Spady (1994) describes the traditional methods of schooling as calendar and timetable controlled, opportunities were limited, content was organized into subjects or courses and had to be covered in a specific time before receiving credits. Learners' work was self-contained-meaning that they did not work cooperatively and collaboratively. Furthermore, the traditional approach was content-driven where the results were compared with those of others and learners were in constant competition with each other.

In this type of design 'the curriculum is developed around the essential knowledge and content that has developed in a specific subject area, also called the substantive structure of that subject' (Killen, 2010:51). The learning content to be dealt with a subject area is then separated into syllabus themes which have to be mastered by learners over a fixed period of time, normally by the end of the school year. The teaching and learning process is driven by the end of the year exam, with the ultimate exam being the end-of-school career exam in grade 12. Each syllabus theme is further subdivided into sub-themes which are normally described in more detail in a document called the 'scheme of work'. From the scheme of work, teachers do their planning for the different lessons to be presented to learners (Louw, 1992).

Since teachers present planned lessons, it is assumed that teachers together with text books are the major resources of knowledge in the classrooms. In this type of design, teachers assume the active role, while learners are predominantly receptive while listening to the lectures and lessons. This role which learners have to play tends to foster passivity in learners and a reluctance to take responsibility for their own learning. Curricula are rigidly planned in a top-down manner with little negotiation and input from relevant stakeholders. The main function of the teacher is to implement the syllabus so as to achieve the current goals and objectives within the syllabus theme (Killen, 2009). Teacher-centred teaching methods are used (narrative, drill and question and answer method). Figure 2.3 gives an illustration of the traditional subject-based curriculum design process.

(ii) Broad-field based curriculum designing process

The broad-field design (often called the interdisciplinary design) is another variation of the subject-centred design (Ornstein & Hunkins, 2013:162). This design is said to redress what many teachers considered the fragmentation and compartmentalisation caused by subject design. Broad-field or Interdisciplinary studies can be defined as a process of answering a question to solve a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline or profession....and draws on disciplinary perspectives and integrates their insights to produce a more comprehensive perspective. Prominent researchers such as Boix Mansilla and Gardner (2003:3) define interdisciplinary perspectives ‘as work that integrates knowledge and models of thinking from two or more disciplines. Such work promotes the goal of advancing understanding in ways that would have not been possible through single disciplinary means’. The following definition of the interdisciplinary perspective is highly comprehensive and attempts to extrapolate methods of interdisciplinary teaching:

Interdisciplinary teaching is the means by which two or more disciplines or bodies problems whose solutions are beyond the scope of a single discipline (DOE, 1997).

The proponents of broad-field curriculum believe that knowledge cannot be compartmentalised to give students a sweeping understanding of all content areas (Schubert, 1986; Grundy, 1987 and Carr, 1995). The proposed integration of learning content begins from complementary fields in order to provide learners with a sweeping understanding of the interrelatedness of knowledge in real life situations. This perspective promotes the integration of content that fits together logically in fields of study such as geography, economics, political science, literature, anthropology, sociology and history into Social science.

Broad-field-based or interdisciplinary design (see figure 5.2.2 below) was made to prevent the compartmentalisation of subjects and integrate the contents that are related to each other (Cornbleth, 1993; Carr, 1995; Goodson, 1994; Grundy, 1987 & Kelly, 2010). Figure 2.3 presents a summary of a process of Broad-field-based curriculum designing.

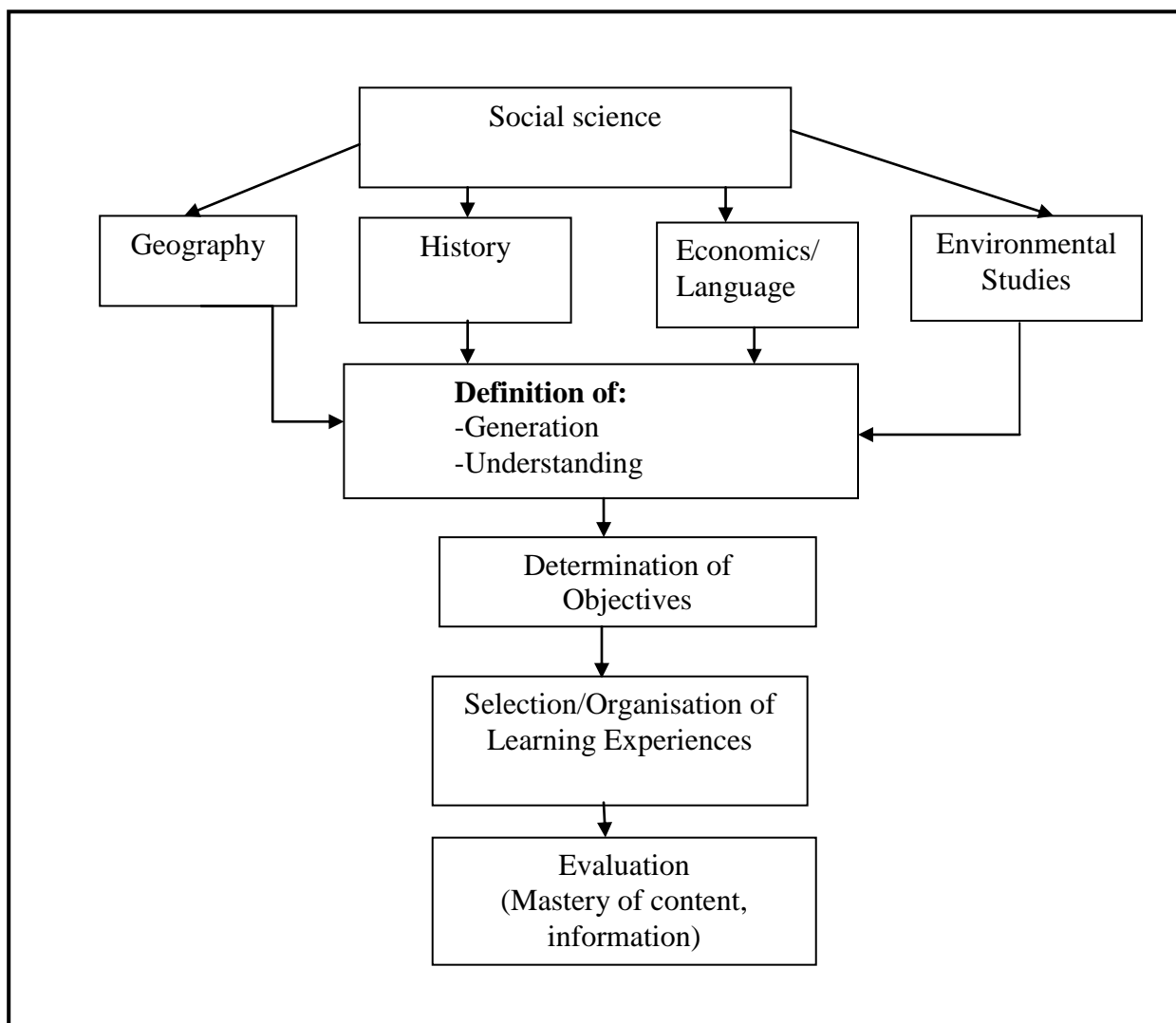


Figure 2.3: The Broad Field Curriculum Design

Schubert view of the implication of this model for teachers expressed concern that the idea of broad-field design is challenging in the sense that teachers should meld two or more related subjects into a single field of study as depicted in Figure 2.3 above. Furthermore, broad-field design can be interpreted as the curriculum that attempt to disband separate subject curriculum design in order to develop a design that draws on clusters of problems and questions that challenge students in constructing and reconstructing information (Grundy, 1987). However, in the South African context this design was a bold step away from traditional subject patterns which had dominated the curriculum design for millennia (DoE, 1997). Many educationists

(Killen, 2009; Taylor, 1978) believe that broad-field design brings together well-accepted content fields which can be part of the school curriculum.

Some curriculum experts prefer that broad-field should consist of related conceptual clusters rather than subjects or disciplines combined in interdisciplinary organisation. Ornstein and Hunkins (2013) charged that such clusters can be connected by themes which are called the organisation of knowledge in this model. The recent curriculum design in South Africa (DoE, 2000) advocates broad-field design that focuses on curriculum webs i.e. connection among related themes or concepts. In essence, designing an interdisciplinary lesson should begin with a single problem or focus question that cannot be solved by using a single disciplinary approach (Seabury, 2002; Myers & Haynes, 2002).

Complex problems, explains Nikitima (2002) are highly suited for broad-field or interdisciplinary study because they must 'be approached from multiple disciplinary inquiry approaches (broad-field) such as global warming, illegal immigration, terrorism and crime'. Examples of questions include, what is freedom? What is light? These problems and questions are appropriate for interdisciplinary inquiry because no single discipline has been able to explain them comprehensively or solve them, each interested discipline offers a valuable but incomplete understanding of them, or the problem or question has no compelling disciplinary basis (Newell, 2007:249-250; Lattuca, 2001).

There are other elements of interdisciplinary curriculum that assist in the understanding of interdisciplinary or broad-field studies. Boix Mansilla (2004:4) defines 'interdisciplinary studies' as:

The capacity to integrate knowledge and modes of thinking in two or more disciplines to produce cognitive advancement-e.g., explaining the phenomenon, solving a problem, creating a product, raising a new question-in ways that would have been unlikely through single disciplinary means.

In this formulation, integration of disciplinary insights is a means to a purpose rather than an end to itself: 'disciplinary standards are upheld and leverage is gained from combining disciplinary lenses'. Boix Mansila et al. (2000) reiterated that students should demonstrate disciplinary understanding when they are to use knowledge and ways of thinking appropriate to the discipline and that approximate practice. By contrast, multidisciplinary and interdisciplinary approaches seek to overcome disciplinary monism, but in different ways. A multidisciplinary approach limits its activity to merely appreciating different disciplinary perspectives. But an interdisciplinary approach means defying disciplinary limits on what theories, concepts, and methods are appropriate to a problem and being open to alternative methods of inquiry, using different disciplinary tools, and carefully estimating the degree of usefulness of one tool versus another to shed light on the problem (Nikitima, 2005:413-414). Students demonstrate interdisciplinary understanding when they integrate knowledge and modes of thinking from two or more disciplines in order to create products, solve problems, and offer explanations of the world around them (Boix Mansila et al. 2000:17-18).

2.11 Conceptions influencing Curriculum Design and curriculum change

The researcher Pinar (2005), shares the common view that curriculum is influenced by political ideologies, social values system, economic situation, environmental changes, technological development and child psychology. These are not all the factors; they are just deemed to be most salient in characterising the South African curriculum context. Neither nor are these factors cited in any order of importance. As a matter of fact most of them overlap and converge at some point. They are very broad, so they will be presented here only in outline form.

Education is always about identity formation. The legislators or others who formulate educational policies always have certain perceptions in mind which can be political, social or cultural in nature. Historically, it can be discerned that education is not a neutral act; it is always political contestations (Killen, 2010). South Africa comes from a past in which apartheid education was used as a tool to divide society as it constructed certain forms of identity among learners. Under apartheid education, schools were divided according to race, and education enhanced the divisions in society. These divisions reinforced the inequalities of a divided

society. Many people deemed the curriculum irrelevant and mono-cultural since it served to strengthen the citizenship of one over others. Kraak (1998: 1) points out that education were never a neutral enterprise. This view is supported by Null (2011:87) when arguing that ‘politics and curriculum are inseparable’ and this as the rejection of neutrality and acceptance of political advocacy in curriculum design. Furthermore, he avers that by the very nature of institution, the educator is involved (whether consciously or not) in a political act. Shor (1987:13) supports this when he states that education is grossly influenced by economics, by community life and literacy, by commercial mass culture and by political action outside the classroom.

Kraak (1998) describes people’s education as political movement that viewed the school classroom as a central site of struggle against apartheid’. Within this movement, curriculum was conceptualised as...

...a construction that relates to the way in which education practices are organised through an on-going experiment both in the classroom and in wider society.

The ‘experiment’ implies, among other things, the democratisation of education and the adoption of a social critical approach to curriculum in order to focus on issues of power and domination, and the development of critical consciousness. The latter would enable people’s education to achieve its goal of self-empowerment and social empowerment.

It is a critical commonplace that classrooms cannot be divorced from the society in which they are situated. Schools have the role of either enhancing or challenging socialisation into inequality. School is a dependent sector of society that can reproduce alienated consciousness. It is also an arena of contention where critical educators can challenge inequality through a critical curriculum in a democratic learning process (Shor, 1987:14). In *The Politics of School Curriculum*, Dennis Lawton (1980) argued for the selection of most important aspects of culture for transmission to the next generation. The question he asked was political: ‘Who makes the selection?’ (Lawton, 1980). The influence of politics in curriculum development in South Africa is seen through the formation of various commissions, committees and departments. Owing to the centralised education system, and the all-powerful nature of the politics in South Africa

education is top-down. Such a power-coercive approach does not augur well for curriculum development which should ideally be a deliberative, consultative and participatory exercise (Mutch, 2001). It must be noted that the government of South Africa, through the ministry of education, has developed some powers in the education sector to the grassroots. These include hiring of teachers and, to some extent, the financing of educational infrastructure (DoE, 2002). However, all matters pertaining to curriculum are still centrally controlled by the Ministry of Education and its agencies, mainly SAQA, HEQC, HEQC and CHE to name just the few.

Obviously, in such instances, teachers feel left out of the curriculum design process. Their voice is seldom heard since their participation in the whole process is superficial. The teachers' role is narrowed to implementation of curriculum. However, as Fullan (2006) and Carl (1995) note, the implementation of curriculum innovations is bound to be unsuccessful if teachers are not involved in the entire process (Carl, 1995).

(i) Humanist curriculum perspective

Killen (2010) perceives humanist philosophy to be underpinning the theory of OBE in South Africa. This is evident in the view held by its proponents with regard to knowledge structure and modes of instructional organisation and presentation (DoE, 1997; Nkomo, 1994; Spady, 1991).

The purpose of a curriculum to humanists is to provide each learner with intrinsically rewarding experiences that contribute to personal liberation and development. The main goal of humanist education is related to the ideals of personal growth, integrity and autonomy. It is believed that the healthier attitude towards self, peers, and learning are among their expectations. The ideals of self-actualisation are at the heart of humanistic curriculum. Further, a person who demonstrates this quality is not only cognitive but also developed in aesthetic and moral ways, that is, any person who does good works and has good character. The humanist views actualisation growth as a basic need. Each learner has a self that must be uncovered, build up, taught (Carr, 1995; Conbleth, 1990; Null, 2011 and Kelly, 2010).

The teacher's role, in this view, is to provide and nurture emotions while continuing to function as a resource and facilitator. He or she should present materials imaginatively and create

challenging situations. Humanist teachers motivate their students through mutual trust. They encourage a positive student-teacher relationship by teaching out of their own interests and commitments while holding to the belief that each child can learn. Those who assume a leadership role in affective approaches to learning get in touch with themselves and students. Albert Einstein cited in Stewart (1998) argues that, ‘the supreme act of a teacher is to awaken joy in creative expression and knowledge.’

McNeil (1990) asserts that the following are the essential characteristics of a good humanistic teacher:

- Listens comprehensively to the student’s view of reality;
- Is natural and authentic, not putting on appearances;
- Respects the students.

There have been two prevalent forms of humanistic curriculum, confluence and consciousness. Although there are several definitions for confluence education, there is general agreement that it infuses affect with content (Null, 2011). Confluent education generally supports the existing subject matter curriculum. Some applications to curriculum attempt to address the so called ‘curriculum concern’ which always treats learners as the subject. In other words, a humanist curriculum is tied up with spirituality and transcendence. It is concerned with what learners experience privately in their subjective awareness, such as a sense of connectiveness and with the world around them (Kelly, 2010).

The curriculum content, according to humanists view is geared towards experiences on which learning should be based. The value of experiences should be to allow cognitive and personal growth to take place simultaneously in a teaching and learning process. In this instance, learning activity should be based on peak experiences to enable learners to discover their potentials and limitations. McNeil (1990) argues that the humanists perceive learning experience to be imperative to allow for a flow which implies moving from less challenging to the most challenging experiences. This flow suggests that learning should start move from the concrete to the abstract or from the known to the unknown experiences. Louw (1992) refers to this method

of learning as the inductive approach. A curriculum goal in this theory is to educate learners so that they will be able to experience flow and avoid boredom and anxiety regardless of social conditions. The outcomes of this curriculum will result in learners being able to recognise challenges and turn them into manageable problems and opportunities (Kelly, 2010, 1998; Preedy, 1987 and Null, 2011).

(ii) Social constructivist perspective

Social constructivist curriculum pursues or strives to promote the assumption that knowledge is not an arena for subject specialist only (Brewer & Daane, 2003:417). The proponents argue that knowledge should not be transmitted but rather constructed. Knowledge construction in this theory according to Bennis (1996) is a process that involves learners' reality and their interpretations based on their perceptions and experiences.

Social constructivist theory in curriculum design and development, in (Bennis, 1996; Grundy, 1991 and Habermas, 1994) stress society needs over individual interest. They place primary responsibility on the curriculum to effect changes in the social order while trying to generate a better future for the society. This theory emphasises the development of social values and their use in developing critical thinking in learners. The primary purpose of social constructivist curriculum is to confront the learners with many severe problems that are extracted from the society in the form of learning content. In fact the constructivist theory is only interested in the relationship between curriculum and the social, political and economic development of the society. These scholars are optimistic that education can effect change and improvement in people's lifestyle (Bennis, 1996).

The constructivist conception of the social science classroom advocates the dynamic educational curricula and teaching methods e.g. (Brewer & Daane, 2003). One component of the current redevelopment of all subject area curricula is the change in the focus of instruction from the transmission curriculum to a transactional curriculum. In a traditional curriculum, a teacher transmits information to students who passively listen and acquire facts. The constructivist view of knowledge construction is that students are actively involved in their learning to reach new understanding.

Constructivist teaching advocates critical thinking and creates active and motivated learners. The collaborative report conducted by Zemelman, Daniels & Hyde, (1993) shows that learning in all subject areas involves inventing and constructing new ideas. They further suggest that constructivist theory be incorporated into the curriculum, and advocate that teachers create environments in which children can strive and create their own images to demonstrate understanding. Grundy (1991) recommends that a constructivist approach be used to create learners who are autonomous, inquisitive thinkers who question, investigate and reason. A constructivist approach frees teachers to make decisions that will enhance and enrich students' development in these areas.

Furthermore, the teacher in this view is able to flexibly and creatively incorporate ongoing experiences in the classroom into the negotiation and construction of lessons in small groups and individuals. The environment is democratic, the activities are interactive and learner-centred and learners are empowered by a teacher who operates as a facilitator. A constructivist classroom is structured such that learners are immersed in experiences within which they may engage in meaning-making inquiry, action, imagination, intervention, interaction, hypothesising are personal reflection. Teachers need to recognise how people use their own experience, prior knowledge and conceptions, as well as their physical and interpersonal environments to construct knowledge and meaning. The goal is to produce a democratic classroom environment that provides meaningful learning experiences for autonomous learners.

This perspective of learning presents an alternative view of what knowledge should be like, suggesting that there may be many ways of interpreting or understanding the world. No longer is the teacher seen as an expert, who knows the answers to the questions she or he has constructed, while the students are asked to identify their teacher's construction rather than to construct their own meanings. In a constructivist classroom, learners are encouraged to use prior experiences to help them form and reform interpretations (Grundy, 1991). On the other hand, the traditional classroom, an invisible, and at times, impenetrable, barrier between learner and educator exists through power and practice. In a constructivist classroom, by contrast, the teacher and the learner share responsibility and decision making and demonstrate mutual respect. The democratic and

interactive process of a constructivist classroom allows learners to be active and autonomous learners. Using constructivist strategies, educators are more effective. They are able to promote communication and create flexibility so that the needs of all learners can be fulfilled. According to Grundy (1991) the learning relationship in a constructivist classroom is mutually beneficial to both learners and educators.

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

In the main, the curriculum content and its aims should be derived from the analysis of the society from in which the school is situated (Friere, 1970). The constructivist looks at the society with a view to building a curriculum by which learners can improve the real world. Friere further argues for the conscientisation of learners to be the main goal of curriculum development, which is the means of assisting learners to comprehend the origin of facts and problems in their situations rather than attributing them to a super power or their own miserable world. Curriculum is meant to contribute to the nation building by advocating political awareness and strengthening challenges to the existing society.

(iii) Technological and Academic Conception

The technology proponents advocate technological process in order to achieve the means of curriculum demands. They consider themselves accountable by producing evidence which indicates intended objectives. It was discovered by Carl (1995) that technological conception of the curriculum coincide with the academic one since they both make use of the means-end paradigm. These conceptions stress the specification of Learning outcomes or desired terminal behaviour. However, the central problem with technological curriculum is not to go into questions about ends but rather to operationalise through statements that are referenced to

observable behaviour (Hoadley and Jansen, 2009:284). Once this task has been performed adequately, the challenge is to design the appropriate means. Hoadley and Jansen argue that this conception has a major influence in curriculum development for many reasons; it reminds educators to formulate purposes and to use those as criteria for evaluating the effectiveness and efficiency of the plans made. This conception argues that schools should be driven by purposive, meaningful.

The technological approach coincides with the academic model in that it also makes use of the means-end paradigm and is based on Tyler's (1949) rationale (Carl, 2012:42). These two approaches share a similar conception of learning outcomes but they differ when it comes to means and ends, the identification of instrumentals goals, the structure and formulation of goals and evaluation criteria employed to measure outcomes. The other notable difference relates to the fact that while the academic model in decision making is purely theoretical, the technological conception makes use of the principles of system analysis, empirical methods and management effectiveness (Carl, 2012).

The academic curriculum on the other hand as defined by Preddy (1989) is a systematic process directed by academic rationality and theoretical logic. It is academic as it is based on the application of studies logic in the educational-decision making process. The academicians demand that only the specialists and specialist team have the mandate to develop curriculum. They believe that the teacher has no contribution or involvement in curriculum decision making and its development. This form of curriculum approach begins by identifying objectives and goals, followed by the selection of content, the classification and design of methods and the evaluation of outcomes. This theory declares that successful curriculum models are elevated above the unique nature of a particular school, meaning that a curriculum cannot be carried out by educators.

The principle of academic curriculum planning is concerned with the identification of goals which is the statement of desired outcomes that set the scope of what is to be taught and learned (Taba, 1962). These goals should provide intellectual argument as a method of accomplishing the task at hand. The sources for these goals are usually the learner, the society, subject

disciplines, philosophy and learning psychology. According to Carl (2012:40) 'there is no single source of information that is adequate to provide a basis for wise and comprehensive decisions about the objectives of the school'. That is why a curriculum specialist like Cornbleth (1990) is opposed to the idea that educators should be involved in the curriculum decision making as well as planning. Educators cannot be trusted with curriculum matters; therefore it should remain in the hands of the state.

It is worth mentioning that the knowledge explosion and the proliferation of school subjects necessitated other patterns, for example core programmes (also called broad fields, problems approaches, correlated curricula, and combined studies); combined subjects (sociolinguistics, ethnomusicology, human ecology, etc.); interdisciplinary studies; and functional literacy skills development. These conceptions of curriculum reflect the experience of first world countries with regard to curriculum development. Furthermore, these conceptions have a significant influence in the curriculum development in this country. For the purpose of this study, the next section examines issues related to learner-centred models to teaching and outcomes-based models to curriculum design, which brought about curriculum change in South Africa.

2.12 Models of teacher knowledge

Schulman (1987) defines four categories to provide a framework for teacher knowledge: content knowledge, general pedagogical knowledge, curriculum knowledge and pedagogical content knowledge. He regards pedagogical knowledge as broad principles and strategies of classroom management that appear to transcend subject matter. Brant (2006) suggests that general pedagogical knowledge is often learned from practice.

Schulman (1987) defines content knowledge as the knowledge teachers have of the subject matter they are teaching. This kind of knowledge empowers the teachers to teach in a way that reflects the structure and forms of inquiry of the discipline and make the subject understandable to others. These ideas are illustrated by Figure 2.4 which shows the three overlapping forms of knowledge that produce pedagogical content knowledge.

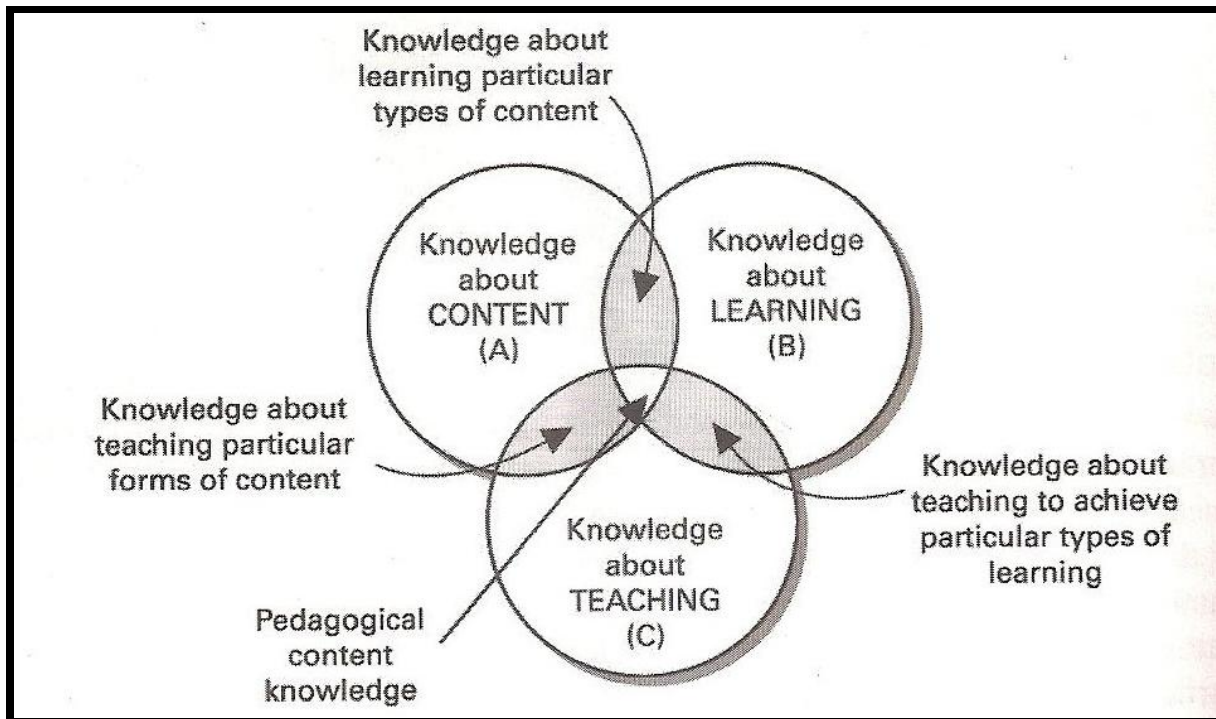


Figure 2.4: A model of teacher knowledge (Adapted from Killen, 2009:46).

The model illustrating the overlapping circles A and B emphasises that teachers need a deep understanding of content and learning theories to understand how students can learn particular types of content (Killen, 2009:44). Teachers need to be able to identify the important concepts they want students to learn and they need to understand what is involved in learning a concept. The overlapping of circles A and C emphasises that teachers need to understand how to teach particular forms of content. The overlapping of circles B and C emphasises that teachers need to understand the pedagogical implications of learning theories (Killen, 2009).

Finally at the centre of Figure 2.3, there is intersection and interaction of all these factors (McNamara, 1991). It is the interaction as advocated by Alexander (1993) that is pedagogical content knowledge that seeks to challenge the relationship between the experiential knowledge and the theoretical knowledge of teachers. Pedagogical content knowledge is defined as the knowledge of how to teach within a particular subject area (Schulman, 1987). It enables teachers to ease the learning for students through use of clear explanations, appropriate analogies and presenting learning in interesting, motivating and even entertaining ways.

Pedagogical content knowledge identifies the distinctive bodies of knowledge for teaching. It represents the blending of content and pedagogy into an understanding of how particular topics, problems or issues are organised, represented, and adapted to the diverse interest and abilities of learners and presented instruction (Schulman, 1987:4).

Duggen-Hass et al. (2000) consider that the ability to teach science or social studies requires more than just an understanding of content knowledge and pedagogical knowledge. It also requires an understanding of what happens at their intersection. In Killen (2009) knowledge as represented in the figure cannot exist without deep understanding of content, learning theories and general pedagogy, no matter what subject you are teaching.

In examining the diagram, we see that the teacher's competence depends on his or her knowledge (such as subject matter and general pedagogy), which is linked to his or her characteristics and attitudes. Subject matter according to Grossman (1995) is considered vital for good teaching and teacher performance as 'research suggests that teacher's knowledge of the content they teach affects both what teachers teach and how they teach it'. Subject matter then links with general pedagogy, which includes "knowledge about classroom organisation and management, general knowledge of lesson structure, and general methods of teaching.

2.13 The envisaged teacher in the National Curriculum Statement

According to DoE (2000), the National Curriculum Statement envisioned a teacher who is qualified, competent, dedicated and caring and who is able to play the role of mediating learning, interpreting and designing learning programmes and material, leading, administering and managing educational activities in schools, researcher, assessors and learning area specialists. The outcomes and assessment standards emphasise participatory, learner-centred and activity-based education. They leave considerable room for creativity and innovation on the part of the teachers in interpreting what and how to teach.

According to Killen (2009) the South African version of Outcomes-Based Education is aimed at stimulating minds of young people so that they are able to participate fully in economic and

social life. It is intended to ensure that all learners are able to develop and achieve to their maximum ability and are equipped for long-life learning. This version of Outcomes-Based education contains the following principles:

- a) Social justice, healthy environment, human rights and inclusivity
- b) A high level of skills and knowledge for all
- c) Clarity and accessibility
- d) Progression and integration

The principle of integrated learning is integral to OBE. Integration ensures that learners experience the Learning areas as linked and related. It supports and expands learners' opportunities to attain skills, acquire knowledge and develop attitudes and values encompassed across the curriculum. According to DoE (1997) learners should not deal with assessment standards in isolation but links must be made within and across the learning outcomes and learning area. The achievement of an optimal relationship between integration across the learning area should be maintained. The on-going development of teachers, school management team and departmental support personnel is an important facet of this principle.

2.14 Principles for integrated content

Curriculum integration is a response to the desire to make curriculum socially relevant and personally meaningful. According to McNeil (1990:183) the proponent of curriculum integration argues that 'if knowledge is to be important and relevant to learners' growing up in contemporary society, there must be a departure from traditional forms and organisation'. This perspective requires educators to explore crucial social concerns and personal concerns and to introduce content knowledge not found in conventional subject areas. Therefore, an interdisciplinary approach is required (McNeil, 1990).

McNeil (1990) charged that integration of subject matter becomes controversial because it usually means giving up fixed subject matter boundaries and content, emphasising breadth rather depth and showing more concern for application of knowledge than the form of knowledge.

According to the study conducted in Uganda, there are several schemes for effective curriculum integration in social science. In some academic contexts, it is fixed and in others the individual student has much freedom of choice. The educator is a generalist in some schemes; in others each teacher contributes as a specialist while team teachings reign supreme. There are also integrated schemes within discipline, such as integrated science, as opposed to schemes whereby all kinds of subjects-science, science, art; technology and so forth are combined (McNeil, 1990).

Integration is a logical problem when we allow a rigid view of knowledge to dominate curriculum planning. There are those with a narrow academic conception of curriculum who view knowledge as fixed. Such persons oppose curriculum reorganisation along integrated lines for epistemological reasons. On the other hand, social re-constructionist and humanists, who view knowledge as tentative, favour integration as a way of ensuring that knowledge and curriculum fit changing social and human beings. There are very few principles for integrating activities out there. When content is integrated, subjects are related to one another, out-of-school experiences, and personal needs and interests.

Integration usually means applying organisational elements to an ever-widening variety of situations. Organising principles commonly in use call for increasing breadth of application and range of activity and for fitting parts into larger and larger wholes. Sometimes the learner's problems and interests serve as the framework or organising centre within which knowledge from many fields can be brought together.

2.15 Importance of social science literacy

Many studies have concluded that social science literacy and scientific literacy is the universal educational objective for all citizens of the world (UNICEF, 2000; Lederman, 1999; NRC, 1996). Literacy, the ability to read and write, is often considered one of the primary goals of formal education. Even though, studies on curriculum showed that many educators still believe that literacy skills can only be taught as a separate subject in a language course, literacy skills can be developed through other subjects such as social science or science. The UNICEF study found that in these cases, there is a greater focus on language as a tool for social development;

situations from daily life are incorporated into activities that foster the acquisition of reading and writing skill (UNICEF, 2000)

Attention to the way literacy is developed is very significant since research has shown that language learning cannot be separated from social science content. The learning context and agendas people have for learning to read and write have an important impact on the development of literacy skills (Furniss & Green, 1993).

2.16 International conceptions of content knowledge structure and production in educational theory and practice

Killen (2009) alluded to the conception of knowledge as being informed by a philosophy of a people or what a people perceive knowledge to be in terms of its nature and the process of knowledge production. Schubert (1986), in the same vein asserted that ‘epistemology deals with such questions as: does the knowledge have a structure?’ Do different kinds of knowledge have different structures? Is it adequate to categorise knowledge in several disciplinary domains.’ According to Killen (2009, 2010) knowledge is an arena of ideological contestation in that the dominant conception of knowledge production rests with the decision made by the dominant entity, or superstructure in the society. This elaboration indicated that the notion of knowledge structure is decided upon at the highest structures of the government. In the case of South Africa as indicated in the introductory paragraphs of this chapter the National Qualification Framework and South African Qualification Authority were given a mandate by the government to deal with epistemological issues and curriculum reforms (DoE, 1995).

Researchers (Kuutti, 2007) claimed that there are two trends that have emerged in educational research as far as knowledge production is concerned. The first trend, in this view, is characterised by the educational theories that propagate the compartmentalisation of knowledge into disciplinary domains. McNeil (1993) notes that scholars and researchers who subscribe to this trend perpetuate the notion held by academics that knowledge is generated by specialists in the discipline hence each discipline has its own principles to verify knowledge. Furthermore McNeil (1993:73) concluded to substantiate his claim:

“The concept of knowledge structure in the discipline refers to the rules for pursuing inquiry and for establishing truth in particular disciplines. Three kinds of structure are posited:

Organisational structure-definition of how one discipline differs in fundamental ways from one another. A discipline’s organisational structure also indicates borders of inquiry for that discipline.

Substantive structure- the kinds of questions to ask in inquiry, the data needed, and ideas; concepts, principles, theories to use in interpreting data.

Syntactic structure- the manner in which those in the respective disciplines gather data, test assertions and generalise findings.

According to Kuutti (2007) the academics’ conception of knowledge structure and knowledge production is referred to as mode 1 type of knowledge production. This mode, in his view, entails a complex of ideas, methods, values and norms that make each discipline distinct from other disciplines. ‘Mode 1 knowledge is also hierarchical and preserves its form and researchers belong to a particular single community.’

Literature has revealed another trend in the conception of knowledge structure and knowledge production which provides an emerging paradigm in for organising of content knowledge for a school curriculum. Kuutti (2007) explain that the pioneers of mode 2 contested the categorisation of knowledge into isolated discipline and rather opted for interdisciplinary or multi-disciplinary knowledge structure and its production. According to Kelly (2010) this trend aspired to the philosophies of post-modernism which is characterised by application of knowledge not academic research as is the case with mode 1. The concept of interdisciplinary knowledge structure and its production is construed by researchers to have the same connotation with as multidisciplinary knowledge structure (Kelly, 2010; Wilmot, 2005; and Kuutti, 2007).

Wilmot (2005) states that the pioneers of mode 2 knowledge structures and knowledge production provided a paradigm shift from the absolutist view in educational research which was dominant during the twentieth century. However, mode 2 in his view needed further refinement

hence the mode 3 knowledge structure and production was advocated. The difference between mode 2 and mode 3 was that in the former the researchers' proposal was to deviate from the norms and values of academics and intellectual traditionalist to a context-based mode of knowledge structure and production (Schubert 1986). Gibson (1994) cited in Kuutti (2007:4) provided a rationale for interdisciplinary and context based knowledge production when asserting 'In mode 2 the solution needed for the final problem is typically beyond the boundaries of any single discipline'. In this view, knowledge produced in the specific context of application will be pieces of knowledge produced not by different disciplines, but by integrating them into a knowledge structure emanating from different disciplines. This is what proponents of mode 2 called trans-disciplinary or multi-disciplinary knowledge structure and production. Schubert (1986) declared that this ought to emerge within university research. Educators as curriculum developers at school level could not have sufficient expertise and competence to produce an interdisciplinary knowledge structure.

The idea of mode 3 presented in Kuutti (2007) further provide innovations in transdisciplinary knowledge structure. This study contended that mode 2 knowledge production employs a top-down approach whereas mode 3 opted for bottom-up initiatives. It was noted that mode 2 and mode 3 share some relatively common properties with regard to the nature of knowledge structure.

2.17 Theoretical underpinnings of teaching social science through an integrated approach.

The word integration means the act of combining two or more disciplines. In social science, integration refers to linking of subjects, facts, concepts and knowledge which are related while teaching. In the early 1960s, it was discovered that the traditional separation of subjects approach to teaching was not encouraging citizens to identify themselves with their own historical, geographical and political traditions. The general feeling was that subjects such as history, geography, environmental studies and civics must infuse small elements of anthropology, economics and sociology.

The study conducted by Mutebi (1994) discovered a unique feature in the education system of Botswana and recommended integrated approach because of growing dissatisfaction with

courses provided as separate subjects that alienated African students from their traditional culture and heritage. In this particular instance, integration as an approach should be in line with African indigenous education as observed by Mugimu and Makabugo (2009). According to Munyanga-Mugimu and Matovu (1994), these observations are consistent with Vygotsky's view that learning is socially constructed and that, it is the role of the society to provide a framework for the child's development and a belief that much learning is a product of social interactions.

In keeping with this important discovery, the researcher observes that much as positive changes have been made towards proper teaching, the curriculum has remained organised according to the colonial model. Its teaching has remained teacher-centred and does not allow integrative methods of practical, active learning. This could be the source of ineffective teaching of social science in schools and in higher education institutions (Mugimu & Makubuko, 1998).

Integrated knowledge according to Munyanga-Mutebi and Matovu (1994) helps learners to make effective decisions about problems of living. It reorganises knowledge from social science and humanities into new holistic perspectives and frameworks, which focus on the development of effective and productive citizenship. Integration also enables learners to look at the world as an integrated whole.

The importance of the integrated approach is further explained by Callahan (1982), who argues that teaching social science demands integrating broad bodies of knowledge in a coherent and meaningful manner. For meaningful integration, social science educators must think critically to find more facts, ideas and information and plan the material to be taught in a logical manner. Not all bodies of knowledge can be integrated. There are facts, ideas, concepts and skills which can be borrowed from other disciplines and linked to enrich the social science content. However, all these should be relevant and appropriate (Callahan, 1982).

However, if ideas are not relevant, integration is not possible. Social science educators must understand how, when and what to integrate otherwise, they may find themselves teaching separate subjects instead of social science and this is the beginning of ineffective teaching which this study aims to correct. Integration cannot be done for the sake of it. It must be possible,

purposeful and relevant to enable learners understand things and issues better. The educator can link experiences within the school, and those outside the school, which may be past or current, known or unknown (Odada, 1985).

Generally, social science educators need to understand that effective integration calls for linking and using knowledge, skills, attitudes and values from different learning experiences enhanced by various techniques, instructional materials and time schedules in the teaching-learning situation (Odada, 1985). Integration deals with knowledge as a whole. It structures the content in a sequence from known to unknown, as learners' progress from one level to the next. A topic, theme or concept is used, a relationship is made based on various subjects and the content is put together in a way that makes sense to learners. When applying the integrated approach, the educator should:

- Use various techniques, methods and strategies
- Use relevant ideas, facts and opinions from other subjects to explain his points
- Use a variety of teaching Aids
- Use local environment and resource persons
- Involve children in practical activities and develop the necessary behaviour, attitudes, skills and values among learners.

Social science as a discipline derives its content from various sources (Marlow, 1996). These are history, geography and environmental studies, which are referred to as core subjects. Since social science is integrative and multidisciplinary in nature, it allows the inclusion of other subjects like religious education, language, mathematics, natural science, music dance and drama, law, economics, psychology, philosophy and other related subjects to enrich its content. This means that the content of social science is derived from the humanities, and natural Sciences; hence the methodology borrows a lot from other disciplines (Marlow. However, all these are fundamentally transferred and linked to reflect integration, multi-media presentation, interdisciplinary and participatory active learning, use of learners' environment, and the development of skills knowledge and values.

2.18 Social science philosophy in South Africa

The philosophy of social science education in South African education system was adopted in 1998. Social science was meant to contribute to the development of informed, critical and responsible citizens who are able to play constructive roles in the culturally diverse and changing society. The philosophy and programs of social science emphasise integration or unity of knowledge, so that learners can contribute to the development of a just and democratic South African society (DoE, 2003).

From the discussion presented above, it can be noted that the proper application of an integrated approach requires thorough understanding of the nature and philosophy of social science by all stakeholders concerned. The following Figure 2.5 presents a conceptual framework for implementing an integrated approach to social science.

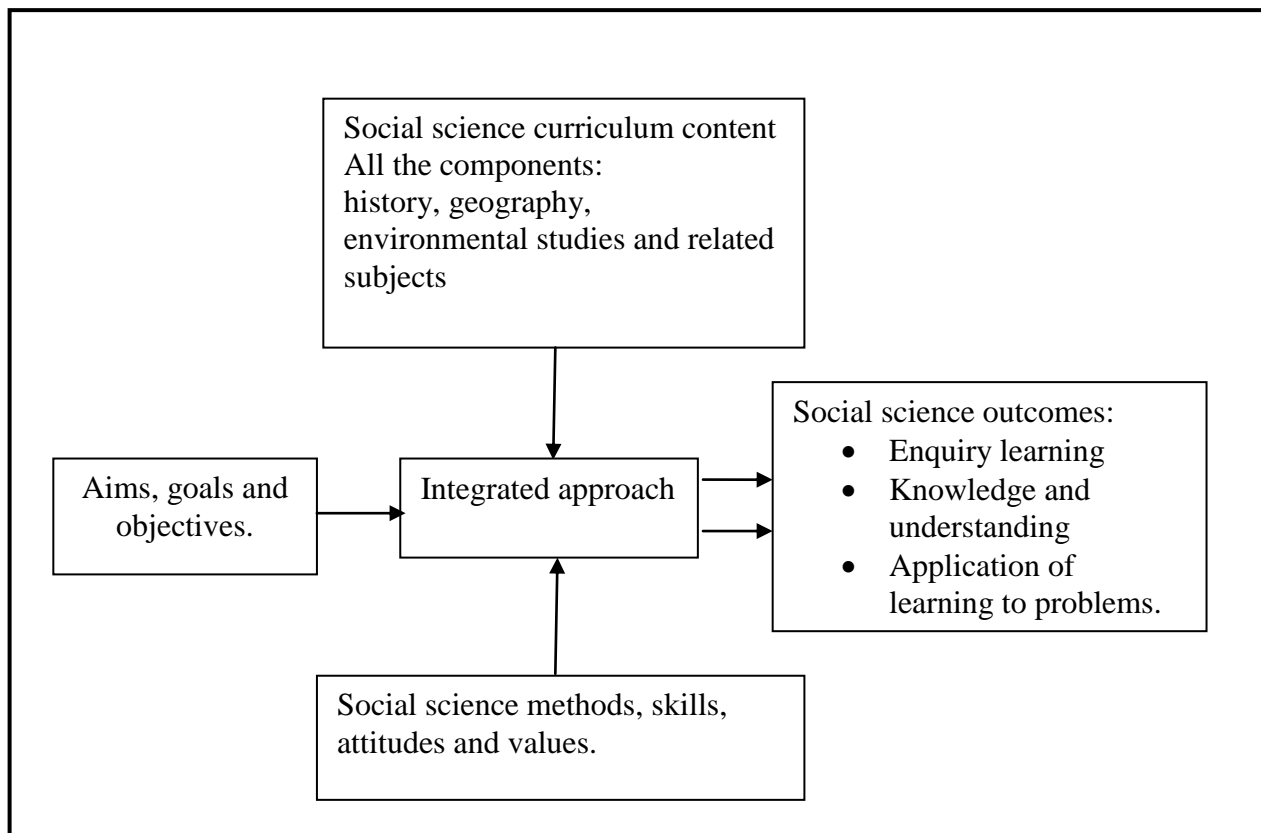


Figure 2.5: Conceptual framework of an integrated approach to teaching social science (adapted from DoE, 1997).

The single arrows indicate what should be integrated during the teaching and learning process in social science, while the double arrow indicates the expected outcomes of effective application of an integrated approach. The diagram shows that integration is done by linking the core and other non-core subjects and treating them as one body of knowledge. Other aspects of the curriculum are integrated such as: aims, goals and objectives of teaching social science, as well as various skills, methods, attitudes and values. All these aspects are vital if we are to realise the social science outcomes.

2.19 Instructional approaches/methods/techniques used in teaching/learning social science

In most cases, methods, approaches, techniques and strategies are used to mean one and the same thing, but they somehow tend to differ. An approach, is a way of doing or going about a thing such as a task/problem. The term method, on the other hand refers to a teacher's overall approach to instruction of facts, concepts and generalisations and it is either content transmission (educator-centred) or problem-solving (child centred) (Munyanga-Mutebi & Matovu, 1994).

Techniques are specific actions and processes a teacher chooses to implement a particular method in his way of teaching. For example, questioning, group discussion, field study, and other techniques. A strategy means a general plan the educator follows to achieve his/her objectives in the lesson, for instance, how a teacher arranges his lessons, teaching Aids, methods, activities, and assessment. For effective integration in social science, educators need to integrate properly the various methods, approaches, techniques and strategies in their teaching without forgetting to develop desirable behaviour, attitudes, skills, knowledge and values. All these are essential for the production of knowledgeable, creative, self-reliant and all round citizens (Munyanga-Mutebi & Matovu, 1994).

For these essential teaching methods and techniques to be effective, teachers should provide exposure to integrated instruction for students as teacher training institutions seem to be lacking in this area or fail to provide adequate orientation to integrated teaching (Dewey, 1997). Professional training of educators should also incorporate multidisciplinary methods for both pre and in service educators. In order to enjoy the benefit of professional efficiency, in service

educators must encourage collaborative activities within and outside the school setting. Collaboration between the schools and academia should be strengthened to provide extension lectures, seminars on research, refresher courses, exhibitions, and current trends/innovations in instructional approaches that should not be confined to the ivory towers of higher institutions, but made available to the stake holders (Dewey, 1997).

2.20 Conceptions of Social Studies versus social science

The main area of contention in this study is the conceptions of social studies and social science. As indicated in the definition of operational terms, social science has a variety of connotations. The conceptions social studies and social science presented in this discussion were deduced from a wide range of literature in the field of curriculum studies and humanities. Schubert (1986) analyses the conceptions of social studies and social science as arguments of the intellectual traditionalist, (academic), social behaviourist and experientialist. The intellectual traditionalist conceived the amalgamation of history and geography taught with full cognisance of the fact that these two are distinct subjects. The strong belief held by the researcher in this school of thought is that geography is established in the natural sciences and history is informed by research in humanities. According to Schubert (1986) the intellectual traditionalists recommend the teaching of history and geography as the focal areas of social studies. Traditionalists dispute the teaching of history and geography in the realm of social science.

The social behaviourists believe in the widening of the scope of the knowledge structure for teaching social science not only to focus on history and geography. In this view the advent knowledge structure that encapsulates or draws material from other fields of knowledge such as psychology, economics, sociology, political science, anthropology, linguistics and archaeology is perceived by Kelly (2010) to be in line with the trend of thought infiltrating curriculum research in the twenty first century. This is considered to be the epitome of integrated teaching and learning in curriculum design, curriculum content and curriculum development in educational reforms in the postmodern era worldwide. However, concerns have been expressed about a knowledge structure of this nature by some progressive researchers as Schubert (1986:224) has contended:

The magnitude of the task of integrating the most up-to date social science finding with overall purpose to produce social science cannot be adequately accomplished at school level or at school system level. It requires more expertise than was available even at district level. This is the job of curriculum researchers in universities, private and governmental agencies, and publishing companies to pull together teams with the needed competences.

Gibson (1994) argues that delivery of integrated knowledge requires a higher level of academic and pedagogical maturity and specialist competence. Apple (2009) in his argument on ideology and knowledge production also alludes to the development and selection of content knowledge as an activity that requires expert knowledge and understanding of the ideological underpinning of curriculum content in specific Learning areas.

2.21 Conceptualisation of social science knowledge structure in the process of curriculum change in South Africa.

It is important to understand the process of curriculum change and the conceptions of knowledge production and knowledge structure that has influenced curriculum innovations for a democratic South Africa. Literature informs us that research on curriculum reform in South Africa was initiated before the national general election in 1994 (NECC, 1992). In 1990 the Educational Renewal Strategy (ERS) and Curriculum Model for South Africa (CMSA) were the initiatives of the National Education Crisis Committee (NECC) which conducted research into the curriculum model for a post-apartheid educational dispensation. The recommendation of the NECC with regard to school curriculum content knowledge was to integrate History and geography at junior primary and senior primary levels into social science (NECC 1991:40). Silbeck, (1990:45) argued “The move towards integration is compatible with international trends.” This trend of thought was also endorsed in a Curriculum Model for South Africa (CMSA) recommendation as is stated in the NEPI report (1992:72) that the core curriculum model should be considered as a shift from the fragmentation of subject divisions or the subject- based approach not only for the primary phase, but also for the secondary and senior secondary phases. The recommendation

further proposed: ‘integration can take a number of forms, from a loose enquiry – based approach which is not separated into disciplines, to a theme-based approach across disciplines, to a multidisciplinary approach where disciplines maintain their identity’ (NEPI 1992:72).

Geography and history were cited in the report as niche` areas for integration into social science. In addition, CMSA highlighted that the teaching of social science should allow for emphasis on ‘conceptual skills’ and a more task oriented and participatory learning process. However, critics of the integration of geography and history asserted that this shift required thoroughly researched and piloted approaches to knowledge production, competent and academically sound educators to in multidisciplinary knowledge as well as adequate training in the pedagogy for the content.

The report emphasised the following to be prerequisites for the successful implementation of the proposal for an integrated approach to knowledge of multidisciplinary curriculum content:

- Work with educators would be necessary to explain the theoretical bases of the integrated approach, the aims and methods.
- Provision of resources and text to support the curriculum innovations.
- If an integrated approach is introduced as school based curriculum development, this will require support within the school, including time for meetings and materials development.

It can be concluded that South African education in the Intermediate and Senior Phase favours integrated instruction for effective delivery (DoE, 2003). In these two phases, the general observation from the Review Committee was that, even though the curriculum favours the multidisciplinary approach, observed teacher practice shows that the actual teaching of the subjects most often does not connect them. Most educators still prefer to limit themselves to their traditional subject compartments. The study conducted by Adeyemi (1998) in Botswana revealed that teacher with a geography background would emphasise that aspect in the teaching of social science or emphasise history more than other aspects of social science if they had history background. He added that the same principles apply to the teaching of Science\subjects and Economics and Management sciences at schools. The question of practical demonstration of the

ideals of integration instruction and how it can be effectively implemented will be outlined in this discussion.

2.22 Rationale for social science teaching and learning in the Outcomes Based Curriculum Models (C2005, National Curriculum statement and Curriculum and Assessment Policy Statement) in South Africa.

The curriculum models for the post-apartheid educational dispensation in the proposed NECC National Education Policy Investigation (NEPI) set a new trend in curriculum research by introducing a transdisciplinary approach in the field of curriculum design, curriculum development and curriculum content in South Africa. The views presented in the above discussion indicated that international curriculum innovations influenced this new trend of thought in South African curriculum research. The curriculum reforms under the African National Congress (ANC) led ministry of education to introduce new framework for guiding transformation of the education system and curriculum reforms in South Africa called the National Qualification Framework (NQF) and the South African Qualification Authority (SAQA) (DoE, 1996). According to Nkomo (1994) the curriculum design and development of the NQF and SAQA were to a great extent influenced by the international move towards an integrated disciplinary approach to studies more particularly by Gibson's theory of trans-disciplinary knowledge structure and knowledge production called mode 2. Killen (2009:50) concurred with Nkomo to say: 'the outcomes described as transformational require the highest degree of ownership, integration and synthesis.' And these are the outcomes which the NQF and SAQA chose for curriculum transformation in South Africa (DoE, 1995).

The Department of Arts, Culture, Science and Technology endorsed the shift from discipline-based curriculum content knowledge to an integrated disciplinary approach:

‘Traditional ways of producing knowledge within single disciplines and institutions are being supplemented by knowledge generated within various applied contexts. This is knowledge that is collaboratively created within multi-disciplinary and trans-disciplinary research programmes directed to specific problems identified within social and economic

systems. This was one of the attempts of setting up a national system of innovation in South Africa that will stimulate such collaborative, multi-disciplinary applications-based research' (DACST, 1996:6).

The following diagram illustrates the principles for organising the fusion of knowledge from disciplines into the transdisciplinary knowledge structure called human and social science (DoE, 1997:39).

2.23 Theories on pedagogy for integrated studies and interdisciplinary content knowledge.

Researchers on teaching and learning across disciplinary knowledge use different terms to describe the knowledge structure. Repko (2008:45) describes these terms as follows:

Interdisciplinary teaching: entails the use of and integration of methods and analytical frameworks from more than one academic discipline to examine a theme, issue or topic. Interdisciplinary teaching makes use of disciplinary approach to examine a topic, but pushes beyond by taking insights from a variety of relevant disciplines, synthesising their contribution to understanding, and then integrating these ideas into a more complete and hopefully coherent framework of analysis.

Interdisciplinary teaching examines an issue from multiperspectives, leading to a systematic effort to integrate the alternative perspective into a unified or coherent framework of analysis

Interdisciplinary teaching is different from multidisciplinary teaching in that it requires the integration and synthesis of different perspectives rather than a simple consideration of multiple viewpoints

Cross-disciplinary teaching: examines an issue typically germane to one discipline through the lens of another.

Multi-disciplinary teaching: examines an issue from multiperspectives, without making a concrete effort to systematically integrate disciplinary perspectives.

The stipulations and the guidelines on how social sciences content ought to be conceptualised in the structuring of content knowledge and pedagogy reflected ideas pioneered in the description of interdisciplinary teaching. This trend in the conception of knowledge structuring and analysis was contested by the National Education Crisis Committee (NECC) (for the Curriculum model for South Africa (CUMSA) and Educational Renewal Strategy (ERS) (NECC, 1992). According to the NECC (1992: 72), the adequate approaches to the teaching and learning of integrated social studies or social science (geography and history) could be described as a ‘loose enquiry based approach which is not separated into disciplines and theme teaching across disciplines.’

Carr (1995) proposes that constructivist theory on teaching and learning provides approaches that are suitable for integrated or trans-disciplinary content knowledge. Furthermore Killen (2007:9) cites Dykstra (2005) to assert that constructivist teaching approaches should promote learner-centred Schurman (1998) adds to this view when he comments that social science requires hands-on and interactive learning to develop their viewpoints and that knowledge is constructed when children are able to form their own interpretations of evidence. In this view, the constructivist approach to social science teaching and learning would result in deeper understanding of problems and procedures in inter-disciplinary and cross-disciplinary knowledge construction.

The review committee reported among their findings the issue of various understanding of pedagogical approaches or teaching methodologies as a niche` area in curriculum implementation in schools. The dominant method used in classroom teaching and learning is group work (DoE 2009:25). Killen (2010:25) clarifies that outcomes based teaching and learning requires learner-centred pedagogical approaches and strategies such as exploration, inquiry, problem-solving, group discussions and recognition of learners’ prior knowledge. Killen (2009) says that the constructivist approaches to teaching promote the view that knowledge is constructed in a classroom rather than discovered hence the role of the teacher in this theory is to organise learning activities based on real life experiences and to facilitate the acquisition of

knowledge and skills. Learning styles advanced by the learner-centred approach are discovery learning, inductive and inquiry learning and co-operative learning.

According to the (DoE, 2010:3) among the principles underpinning the NCS is that of active and critical learning- encouraging an active and critical approach to learning rather than given truths. This principle endorsed Killen's (2009) argument that outcomes based pedagogical approaches and methodologies are informed by constructivist theories. Killen (2009:78) cited Jones et al (1987) provide guidelines on learner-centred approach from a constructivist view point:

‘The focus is on the learner. When planning, educators have to first set outcomes and then design instructional activities to match learners’ prior knowledge; motivation and level of interest; evaluate available material and choose presentation strategies to link where learners are with where the content is expected to take them through the process of learning. Educators need to modify their plans continuously on the basis of feedback, striking the balance between giving learners the guidance they need and the independence they desire.’

The recommendation of the review committee with regard to the pedagogical approaches for CAPS is not clear. The committee recommended the elimination of ‘learning outcomes’ and assessment standards and replacing them with ‘aims’. Teaching and learning should be organised around content, concepts and skills. The silence of the committee and the policy guidelines on the issue of pedagogy could result in misconceptions. Fullan (1986) contend: ‘Just because a change is on the books does not mean that it should or could be implemented.’

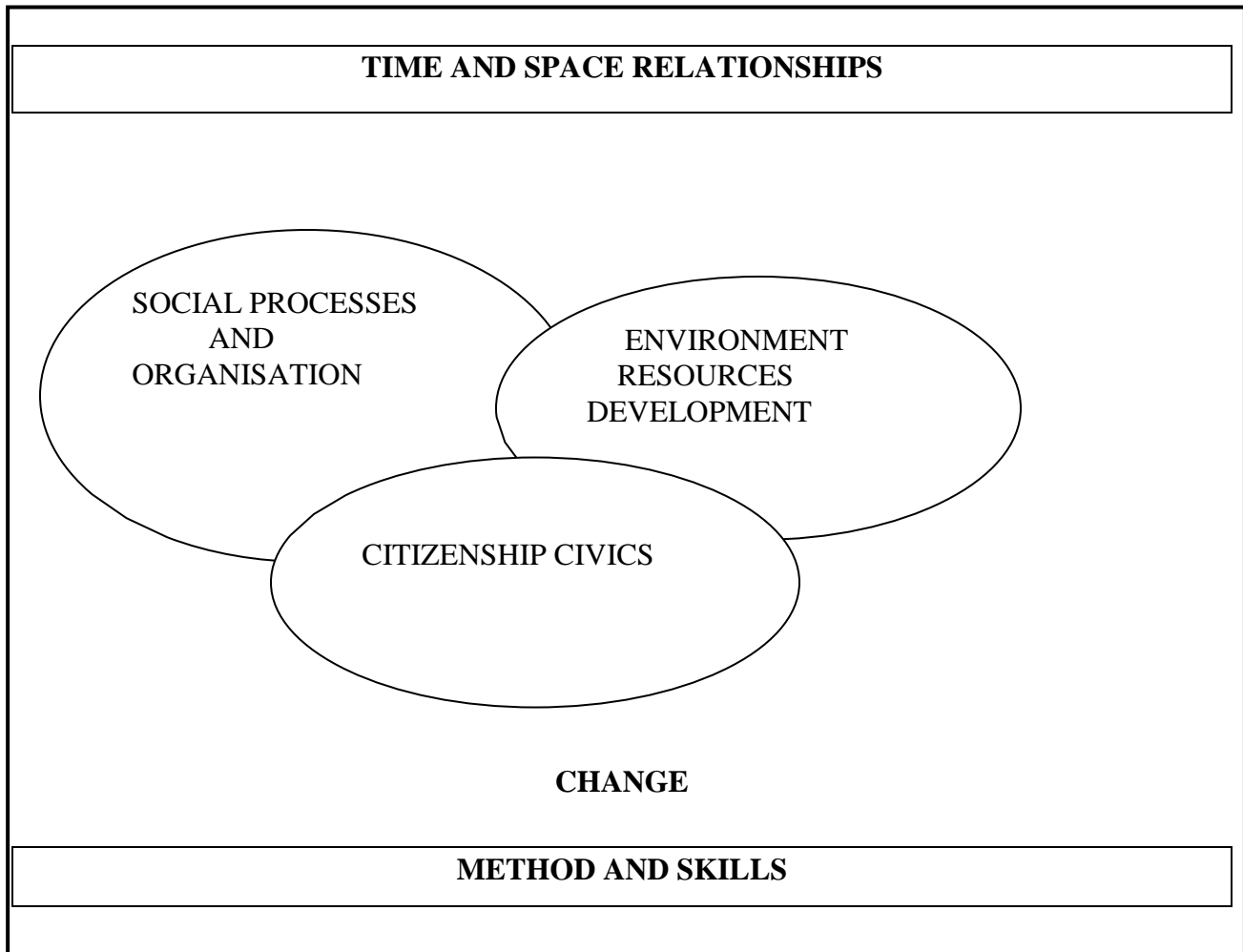


Figure 2.6: Fusion of knowledge from disciplines to transdisciplinary knowledge

The above illustrates the nature of transdisciplinary Knowledge organised for the LA called human and social science envisaged for school curriculum in C2005. A range of statements (DoE, 1997) was provided from which educators could select topics to assist learners to acquire specific outcomes which were linked to this LA:

- Demonstrate a critical understanding of how South African society has changed and developed.
- Demonstrate a critical understanding of patterns of social development.
- Participate actively in promoting a just, democratic and equitable society.
- Make sound judgement about the development, utilisation and management of resources.

- Critically understand the role of technology in social development.
- Demonstrate an understanding of interrelationships between society and the natural environment.
- Address social and environmental issues in order to promote development and social justice.
- Analyse forms and processes of organisations.
- Use a range of skills and techniques in the human and social context

2.24 The social science LA statement

Social sciences learning area statement is concerned with what learners learn, how they learn, and how they construct knowledge (DoE, 2003). It encourages learners to ask and find answers to questions about society and the environment in which they live. It aims at contributing to the development of informed, critical and responsible citizens who are able to participate constructively in a culturally diverse and changing society. It also equips learners to contribute to the development of a just and democratic society. According to DoE (2009) the social science learning area statement uses history and geography to develop and achieve the following outcomes:

History related outcomes:

- Historical inquiry
- Historical knowledge and understanding
- Historical interpretation

Geography inclined outcomes:

- Geographical inquiry such as geographical concepts and processes
- Geographical knowledge and understanding
- Exploring issues which involve making informed decision about social and environmental issues and problems.

The complicated nature of the trans-disciplinary knowledge structure in this leaning area and the lack of competence in the educators reported in Chisholm et al. (2000) resulted in misconceptions hence the curriculum review was conducted in 2001. The streamlining of C2005 was according to (DoE, 2009:12) based on the following recommendations of the review report of the C2005 review committee appointed by the Minister of Education, Kadar Asmal in 2000.

- The design of the curriculum should be simplified
- Curriculum overload should be addressed, including the reduction in the number of learning areas in the Intermediate Phase
- The terminology and language of the curriculum should be simplified
- Content had to be brought into the curriculum and specified
- A plan needed to be developed to address teacher training for the successful implementation of the new curriculum
- Textbook and reading had to be reintroduced as widely recognised means to bridge the gap between teacher readiness, curriculum policy and classroom implementation.

According to the Department of Education (DoE, 2002) human and social science content was specified. The elimination of human from social science for the selection of content knowledge to be taught in social science learning area both in intermediate and Senior Phase or in the General Education and Training Band (GET). According to the DoE (2002:4) the policy guidelines for social science assert that the notion of knowledge structure and pedagogy is that of treating history and geography as separate but linked disciplines. This substantiated the view held by the curriculum designers regarding the interrelatedness of these disciplines.

‘The social science learning area makes a crucial contribution to understanding and transforming society and the environment. When working together within social science, various issues should be explored—race, gender, class, xenophobia, genocide and the impact these have in the past and the present. It is also important to examine power relations in the past and present, including access to and distribution of resources, the

exercising of political power, gender relations and the influence they have had and continue to have on people's lives.'

The Policy guidelines reviewed as part of literature review provide a rationale for the learning area where the developers of the curriculum content for the social science learning area elaborate on the value of teaching content knowledge. Furthermore, the rationale or learning area statement provides the stance in which educators in this learning area are supposed to construct the knowledge organisation and pedagogy for classroom implementation. There are important overall emphases, stipulated for each discipline in these integrated studies that are provided in the policy guidelines (DoE (2002:5-6):

History should emphasise

- The experience of ordinary people;
- Events of historical significance;
- Important historical processes;
- An approach which locates South Africa in Africa and the wider world;
- Local studies which integrate history, geography, environmental education and democracy education; and
- Inclusion of lost voices and processes in history

Geography should emphasise

- Social inequality and forms of exploitation with regard to environment and land issues;
- The decreasing availability of resources;
- The deteriorating quality of the environment; and
- Strategies for change

The other means employed by the curriculum designers and developers of the social science learning area to ensure integrated teaching and learning of these two disciplines was the formulation of the learning outcomes. Social science (history) learning outcomes promote; enquiry skills to investigate the past and present; historical knowledge and understanding and

historical interpretation skills. Geography promotes; enquiry skills to investigate key concepts and processes in geography, knowledge and understanding of the interrelatedness between people, resources and environment; and critical analysis of development issues on local, national and global scale (DoE, 2002:6-7).

The researchers Wilmot (2005), Chisholm (2004) Jansen & Christie (2005) allude to the problem of content which is not specified for the development of skills in the National Curriculum Statement. The learning outcomes, for these researchers, cannot replace the content knowledge in any learning area. The critics of the National Curriculum Statement (Jansen & Harley, 2007) noted before the implementation of the NCS that the streamlining of the curriculum did not address the main issues such as teacher education and training, content and pedagogical content knowledge for this curriculum. The appointment of the second review team came into being as a result of mounting criticism and concerns from political and academic domains in South Africa. Further streamlining of the curriculum in 2009 took place against the ministerial terms of reference presented in (DoE, 2009) as follows:

- Curriculum policy and delivery
- Assessment
- Curriculum structure and design
- Support for implementation-LTSM
- Support for curriculum implementation-training
- Teaching context

The recommendations of the Review Committee in 2009 known as the Curriculum and Assessment Policy Statement (CAPS) did not separate geography and history in the school curriculum. The term social science was retained. The review of the policy guidelines for social science for the Intermediate and Senior Phases revealed that there were omissions and additions in the curriculum content.

Omissions:

- There is no mention of learning outcomes and assessment standards
- Learning programmes

Additions:

- The time allocation for social science is 30 hours per 10-weeks. 15 hours are allocated for History and 15 for geography.
- Terms such as content/ concepts and skills are used
- Topics to be covered under each term for geography and history are prescribed and length of time in hours stipulated
- Learning programme and work schedules are supplied to educators

Donnelly (2005:58) clarified the conception of curriculum development inherent in the Curriculum and Assessment Policy Statement. Such development should be ‘clear, succinct, unambiguous, measurable, and based on essential learning as represented by subject disciplines.’ This assertion could be interpreted to mean that curriculum changes and innovation called CAPS are aligned with mode 1 knowledge structure and knowledge production in terms of global trends.

2.25 Quality teaching and learning of social science

Quality teaching is what all countries aspire to because it is one of the indicators for human development. In social science quality teaching should reflect the development of informed, critical and responsible citizens who are able to play constructive roles in a culturally diverse and changing society (DoE, 2003). According to UNESCO (2000), quality education can be defined as one which enables the learner to acquire knowledge, values, attitudes and skills needed to face the challenges of the contemporary (current, modern) society and globalisation. Quality education can be attained by considering five perspectives, namely learners, content, the teaching-learning process, environments and outcomes. Adegbamidbe (2002) defines quality teaching as a series of dynamic processes and activities of educators’ actions within the

education context aiming to enhance the quality of students' learning and promoting job satisfaction.

Polland and Tann (1993) argue that quality teaching can only be defined by looking at how educators involve learners in competent knowledge and the skills needed for effective classroom management, pupil assessment, subject teaching, and in regular professional learning. Vant and Hooft (2005) claim that quality teaching should ensure that prior knowledge activation is encompassed, hands on learning and systematic reflection are all accomplished. The recent Curriculum Review Report (2011) defines quality teaching as that wherein: teachers have an adequate knowledge of subject matter; encourage inquiry and hands-on approaches to learning; recognise individual students as learners and insist that students learn; and have adequate skills of observation, information gathering, sorting information, classifying, predicting and testing.

The National Commission of on Teaching and America's Future (NCTAF, 1997) corroborates that for quality education to prevail, teachers should have a sound knowledge of subject content and pedagogical strategies; have a thorough understanding of the needs of the learners and what to teach; create a motivated and warm classroom learning environment; interact with students and colleagues; have opportunities for on-going professional learning; and ensure regular reflection on their teaching and students' learning.

Quality teaching is basically a "process that helps educators to focus on the educational improvements of learners through the integration of adequate knowledge of curriculum content areas, functioning pedagogical skills, critical reflective teaching, empathy and commitment to the educational process and the acquisition of managerial competencies within and outside the school context (OECD, 1994).

The Department of Education is responsible for ensuring that quality education reigns supreme in our schools and is the backbone for the education system in South Africa (DoE, 2011). The NCS insists on quality teachers to drive quality education. What students learn is influenced by how they are taught at school (Schulman, 1986). Students cannot achieve high levels of performance in their studies in the absence of skilled, talented and highly dedicated professional

teachers. According to the inquiry report by the Commonwealth of Australia (1980) into teacher education, quality teachers are responsive and sensitive to the needs of the community to ensure that education is tailored according to the special needs of each learner. Schulman (1986) further highlighted that quality educators should demonstrate commitment; have subject specific content knowledge and know their craft; love children; set an example of moral conduct; manage groups effectively; incorporate new technology in their teaching and students' learning; collaborate with other educators in advancing the profession of education; exchange ideas with other teachers and contribute to society at large.

In essence, the role of the teacher is in being a mentor or guide, one who extends students' deep understanding when it comes to the facilitation and acquisition of higher order thinking and problem solving skills (Abell & Piziini, 1992). In many instances, accomplished social science educators are exceptional professionals, constructors, open minded and creative independent professionals who are active co-operators, collaborators and mediators between learners and what they need to know. Such educators according to Abell & Piziini (1992) should further provide scaffolding for understanding and coaching, and finally create learning environments where learners can strive for excellence in their respective subjects. Accomplished social science educators are those that give their students an opportunity to engage in higher order thinking while promoting information literacy and nurturing collaborative classroom practices among students.

2.26 Envisaged social science educator to teach social science.

The current education system is experiencing constant change, reflecting changes in society (Jansen, 2009). Most educators are open to changes that they believe will benefit students (Hackling et al., 2011). However, many educators lack the time, resources and professional development opportunities to make their teaching a positive period of personal growth, rather growth. Rather it became a time of stress and feelings of inadequacy. Teachers need support to maintain an on-going commitment to personal professional development. However, a study conducted in Australia by Hackling et al. (2011) paints a different perspective picture about state intervention towards educator's professional development 'there is an attitude that once trained,

the teacher has the skills and knowledge to cope, therefore there is no need for nurturing of teachers or encouragement of lifelong learning.’

The new framework for teacher education programmes began in 1995 and was gazetted as the Norms and Standards for Educators in 2000 (Robinson, 2003). These norms and standards consider professional educators should demonstrate seven roles and associated competences to provide a framework for strategic objectives for teacher education. Educators are required to master the art of being able to teach, and to do this within a set of guidelines built around the notion of foundational, practical and reflexive competence (Robinson, 2003). These competences need to be taught in integrated and applied ways, crossing conceptual boundaries, being rooted in context. Social science educators are expected to understand the curriculum principles and practices based on the outcomes-based education and integration of traditional school subjects.

The recent curriculum review report highlighted the need to see professional development as a process wherein teachers work under the supervision of experts to enhance their professional practice and increase their knowledge (DoE, 2008). Darling-Hammond & McLaughlin (1996) claim that professional development is ‘deepening teachers’ teachers’ curriculum understanding relating to teaching and learning which should begin with pre-service and continue throughout a teacher career. Other prominent scholars in the field of education have concluded that professional development as is an on-going formal or informal learning experience in which educators engage voluntarily to learn how best to improve their teaching from pre-service teacher education to retirement to meet the learning needs of their students. Goodrum and Hackling (2003) define professional development as the responsibility of qualified educators to continually improve their teaching practice.

For the purpose of this study, professional development is defined as an on-going career-long, planned acquisition of knowledge, skills and competence by qualified teachers to expand and fulfil their professional potential and practice to improve the quality of education and to meet the needs and aspirations of the learners (Goodrum & Hackling, 2003).

Many research reports argue that most social science teachers lack opportunities for professional learning to gain a deeper understanding of their students, or form cluster groups with colleagues. Educators are expected to improve curriculum delivery, and observe and study teaching in order to improve their teaching practice for developing the scientific literacy of their students (Darling-Hammond, 1997; Goodrum et al. 2001; Millar & Osborne, 1998). Also criticised are the various conventional forms of 'hit and run' lectures and workshops being organised in the form of professional development for teachers (Schon, 1987; Cevero, 1988; Anderson & Kanuka, 1997)

Quality professional development has been described as the learning which involves educators' professional self-discourse, personal growth, self-reflection based on their job-embedded responsibilities (Darling-Hammond, 1997). Effective professional development involves long-term professional training, mentoring for pre-service, self-reflection and collaboration with colleagues and experts on curriculum materials and policy, instruction and student learning, peer review, and coaching so that educators' beliefs and practices are progressively refined.

2.27 Conclusion

This chapter has presented the conceptions and trends in knowledge structure and knowledge production globally and locally. The reviewed literature provided three trends of thought in knowledge structure and knowledge production distinct. This knowledge has been taken to be underpinned by traditional philosophy. The pioneers regard knowledge production as the arena for experts and subject specialists in the field. Researchers adhere to the notion that each discipline has its fundamental principles which stipulate the frameworks for research as well as ethics. They contest for the separation of knowledge structures under respective disciplines. Another trend from the literature is that which contends for multidisciplinary / transdisciplinary or inter-disciplinary knowledge structures. Gibson (1994) has been cited in most research work in this field for his invention of mode 2 knowledge structure and knowledge production. The pioneers who advocated this trend viewed knowledge as part of real life which should not be segmented just because there are problems in life that can be solve by employing single disciplinary knowledge. This thought in curriculum research in South Africa was pioneered by the National Crisis Committee (1991; 1992). The recommendations for a curriculum model for South Africa highlighted that a curriculum model for post-apartheid education should move with

the global trend of Mode 2. It was established from the review of literature that the idea of learning area resulted from the trans-disciplinary view asserted by the curriculum researchers in the National Educational Crisis Committee. Nkomo (1994) states that the researchers of the NQF and SAQA in South Africa were influenced by Gibson's notion of mode 2 knowledge structure. This meant that the principles underpinning implementation of the OBE curriculum in South Africa which are; integration and learner-centred aspired to this trend. The learning areas trend is mode 3 which had been contested the consideration of a bottom-up approach top-down in mode 2.

The literature review has revealed that social science globally and locally is multi-disciplinary- it draws knowledge from the humanities and sciences. Some researchers used the term social studies whereas others preferred social science. In the context of South African, curriculum change the preferred term is social science and the notion of knowledge structure is the same as that of social studies. Local literature asserts that geography and history are conceived as separate but linked disciplines. The approach to teaching and learning of these separate but linked disciplines according to the policy guidelines is cross-disciplinary and integration. Schubert (1986) states that organisation and production of knowledge structure for inter-disciplinary or multidisciplinary teaching and learning requires the highest degree of academic competence and expert knowledge which in his view should be achieved at university by publishing companies and by governmental organisation.

In the South African context, curriculum change and knowledge production have influenced the curriculum innovations for a democratic South Africa. The final product adopted by the education system with regard to school curriculum content knowledge was the integration of history and geography at junior primary and senior primary levels. These two disciplines in particular, were identified as a niche' area in which integration is possible. The idea was to shift from rigid fragmentation of subject divisions or subject-based approach to an integrated or multidisciplinary approach to teaching as indicated earlier. However, this development has been met with a lot of scepticism regarding the competency and adequate preparation of educators to facilitate multidisciplinary knowledge. This new thinking behind transdisciplinary and integrated teaching has been influenced by international curriculum innovations. This curriculum reforms

was driven by the new framework for transformation called NQF and SAQA (DoE, 1996). The department of Arts and Culture, Science and Technology was the first government department to endorse this shift from discipline-based curriculum content knowledge to integrated disciplinary approach.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter gives a detailed descriptive analysis of the methodology used in the study during the data collection process. It outlines the choice of research design and sampling methods, and gives a detailed description of the data-collection methods, instruments and processes. In this study, qualitative and quantitative research approaches were used to explore the experiences of teaching social sciences in Kwa-Zulu Natal. The participants were selected by applying non-probability sampling. The researcher collected data through unstructured interviews, focus group interviews, classroom observations and self-evaluation sheets. The NCS intentions, topics, themes and tasks were used as data-collection enablers to assist the data collection process.

This study is based on the premise that the teacher's world is a diverse and highly complex phenomenon that requires a more rigorous interrogation of meanings, interpretations and experiences. It aims to understand these meanings and how they have evolved over time in a particular context, specifically with regard to understanding some of the obvious beliefs or implicit theories of educators regarding the teaching of social sciences learning area in the Senior Phase.

3.2 Critical research questions

This study intends to explore and evaluate educators' perceptions on their ability to teach social sciences within the framework of NCS guidelines. Furthermore, the researcher wanted to find out if educators have basic competence to select relevant themes to implement integration of knowledge. The study intends to answer the following research questions:

- a) What level of competence do educators have in implementing the social science learning area statement in their teaching?

- b) What perceptions do social science educators have on the implementation of integrated teaching of geography and history?
- c) What other approaches to interdisciplinary teaching and learning could be used to enhance the teaching and learning of social science in schools?

3.3 Research design

Schumacher and McMillan (2006:22) refer to the research design as the 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 results to answer the critical research questions. This view is also supported by MacKendrick (1987) who argues that the research design is the overall plan or strategy by which the research questions are answered where a hypothesis is tested.

Importantly, as noted above, the study involves both qualitative and quantitative research paradigms. It takes the form of explanatory research design involving a large sample of schools drawn from uThungulu in Empangeni District under Umfolozi circuit and Mthunzini Circuit respectively. According to McMillan and Schumacher (2006:28), explanatory research design is the kind of mixed method design which uses both qualitative and quantitative methods of data collection sequentially to generate empirical evidence that would be used to answer the research questions. They further argue that in this design, quantitative data are collected first and depending on the results, qualitative data are gathered second to elucidate, elaborate on and explain the quantitative findings. The researcher used questionnaires and self-evaluation sheets to collect quantitative data from Senior Phase educators. The administration of questionnaires was followed by arranged focus group interviews and in-depth interviews which were used together with classroom observation.

The purpose of this study was to investigate the challenges facing Senior Phase educators in implementing integrated, multidisciplinary approaches in the teaching of social science. A sample of one hundred and fifty (150) educators was targeted to participate in the study. These educators were selected using stratified random sampling technique in which social science educators were selected solely to provide useful information about the use of integration/multidisciplinary approach teaching in schools. Van Dalen (1979) refers to this

research design as descriptive methodology and recommends it because it enables the researcher to obtain answers to questions about the present status of phenomena and the prevailing practices, attitudes and conditions. It is also helpful when the researcher seeks accurate descriptions of activities, objects, processes and persons.

A mixed method approach involving a combination of qualitative and quantitative data from different sources is used to corroborate findings in this study. Creswell (2012) defines mixed methods research as the type of research in which a researcher or a team of researcher combines elements of qualitative and quantitative approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the purpose of breadth and depth of understanding and corroboration. This research design was chosen because the researcher had to collect and analyse data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in this study. Qualitative methods help to provide answers to questions by examining various social settings and individuals who inhabit the settings, allowing researchers to share in the understandings and perceptions of others, and to explore how people structure and give meaning to their daily lives (Berg, 1989). Giddens (1998:4) notes that qualitative methods help elucidate the frames of meaning of the actors and investigate the context of action.

Patton (1990) and Thomas and Nelson (1996) concur that using the focus group meeting and interviews can help researchers to gather information about several peoples' views, perceptions and opinions in one session, and enable participants to provide checks and balances on each other's views, which can curb extreme views. Thus, qualitative methods are necessary for generalising plausible alternative explanations, describing the programme, constructing a narrative history, presenting data collection procedures and summarising (Campbell, 1974), and to allow the researcher to have a more continuous reflection on the research in progress, more interaction with the participants in the research and more room for on-going alteration as the research proceeds (Bouma, 2000).

Qualitative methods' major limitations are that they tend to produce a large amount of information that can only be focused after data collection. They are less focused at the outset, that is, assume less in advance which variables are relevant, are more open-ended, and are sensitive to contexts that are likely to be focused on in the intentions, explanations and

judgements of participants, since they aim at providing the maximum opportunity for the researcher to learn from the subjects or participants in the research (Bouma, 2000; Howe, 1985).

Qualitative methods essentially help to identify and assess the bounds of knowlegdeability of the respondents and to assess the respondent's attitudes, values, beliefs or opinions (Berg, 1989; Bouma, 2000). House (1994) indicates that questionnaires in quantitative research give a more precise and explicit, and predetermines measure and identification of relevant variables in advance. Lokan, Hollingdworth and Hackling (2002) further claim that questionnaires are economical and very simple to administer to sample large groups of respondents; give better potential to generalise findings because samples are larger; ensure efficient gathering of large quantities of baseline data; and also the responses gathered can usually be transformed easily by coding into detail files that are ready for statistical analysis. However, questionnaires are very complex to construct and the success of using questionnaires depends on the honesty of the respondents (Bouma, 2000).

Despite the complex nature of quantitative methods, they are quickly accomplished, produce more reliable conclusions and help provide reportable findings involving percentages of variable occurrences (Berg, 1989). Therefore, quantitative methods are essential in educational research (Patton, 1980). While quantitative and qualitative methods each gather valuable information on its own, findings are distinct and they complement each other in the content (Berg, 1998; Giddens, 1984). Basically, no single approach either qualitative or quantitative can be perfectly effective (Berg, 1998) and so each method can improve significantly trough explanation data from various sources (Erickson, 1986; Flick, 1992; Yin, 2003). This approach is relevant to this study to corroborate findings from teachers, students and other stakeholders.

3.4 Delimitation of the study

This study was based on classroom based educators in the Senior Phase. This mainly refers to educators who teach social sciences in grades seven, eight and nine respectively. This phase was targeted for this study because the new curriculum framework regards educators in this phase to be experts in the teaching of social science learning area under NCS. Their experience in the teaching of social sciences over time has indeed empowered them with valuable lessons on implementation in the classroom. Some of them are regarded as pioneers in this field of study

since they were the first group to be introduced to this new curriculum framework and system in the C2005.

3.5 Population and sampling

There are twelve (12) local education districts in Kwazulu Natal Province and this study was conducted in the Empangeni local education district which has 163 schools. For the purpose of this study, the population comprised two of the four circuits located under Empangeni Education District. These include Lower Umfolozi and Mthunzini Circuits. The two circuits chosen support approximately about 80 schools, however, only 75 schools were surveyed for this study. It is worth noting that the majority of these schools in these two Circuits are scattered from each other but were easily accessed. Of the population of 150 social science educators, 130 returned questionnaires for analysis.

The research sample for this study consisted of 25 social science educators and three social science subject advisors for interviews and 150 social science educators who participated in the survey drawn from seventy five (75) schools (i.e., including primary, secondary and high schools offering social sciences subject). The composition of the sample was as follows: twenty (20) townships schools from which ten were from Esikhawini township and ten were located in Ngwelezane township. The other fifty five (55) schools were located in the remote rural areas. Stratified random sampling was used to select the survey respondents' also known as key informants. Walcott (1988:195) defines a key informant as an individual 'in whom one invests a disproportionate amount of time because that individual appears to be particularly well informed, articulate, approachable, or available and resourced'. A stratified random sampling approach was used to select educators from rural and suburban schools to participate in surveys drawn from each of the two circuits to represents views on social science. The selection procedure was such that for each Circuit, 75 educators were selected to make the total of 150 participants.

These schools are varied in their composition, structure, staffing and resources, all of which affect the process of teaching and learning and the curriculum change. During the interview, self-evaluation sheets and observation schedules were administered in which a non-probability sampling was utilised. There was no need for randomly selected individuals, because of control

and generalisation of findings was not used. The first stage of the sampling plan was to involve purposive sampling of participants at three schools: one former Model C, one in an urban area and one in a rural area. This involved the researcher listening attentively to ideas presented by educators and then identifying the key informants in the same schools. The sampling was complemented by snowballing. Snowballing entails referral to other informants in the study; which ensures that informants who are knowledgeable about the topic are included in the study (Wiersma, 1991). Key informants who wanted to be part of the sample were identified by others. The second stage involved repetition of a similar process in three township schools within the selected region. The reason for choosing former Model C, township schools and rural schools was that these schools had unique characteristics, given their location in different historical, socio-economic and cultural context in South Africa. The sample size consisted of twenty educators. The process of sampling continued until a point of saturation was achieved. Saturation refers to repetition of discovery of information and confirmation of previously collected data (Polit & Hugler, 1996:316); in this case, the researcher continued until no new data from educators emerged.

3.6 Ethical Considerations

Approval for the study was sought and granted from the University of Zululand Research Ethics Committee (see ethical clearance certificate in appendix J) as well as from the Department of Basic Education through the Regional Chief Director who granted the researcher permission to go ahead with the study. Principals of schools were contacted telephonically to make arrangements for administering questionnaires and self-evaluation sheets. Participants were made aware that they were under no obligation to continue with the study, and at any point could decide to withdraw. They were not identified in the reporting of the data or the final thesis. They were informed of the purpose of the study, the methods of data collection and analysis to be used and the manner of publishing the outcomes.

These ethical procedures were followed throughout the study to protect the confidentiality of the participants. This was particularly important when one considered the relationship of the participants to the institutions that regulate the change. It was thus imperative that individual participants were not identified as this may affect their career prospects. The identity of the

participants' schools was also withheld to avoid unfair assumptions about the culture, leadership or strategies of a specific school.

3.7 The research instrument

Data required for answering the research questions were collected by means of administering to the respondents using questionnaires to educators (Appendix A). A questionnaire is a set of questions dealing with some topics or related groups of individuals for the purpose of gathering data on a problem under consideration (Van der Aardweg & Van der Aardweg, 1988:190). McMillan & Schumacher (2006:194) assert that gathering data using questionnaires is the most efficient way of data collection. However, the questionnaire has its own advantages and disadvantages as presented in detail below.

3.7.1 Advantages of the Questionnaire

According to Mahlangu (1987:96) the questionnaire is one of the most common methods of gathering information for the research process. It is also conducive to reliable results. The researcher used a written questionnaire as a research instrument taking into consideration certain advantages cited by Cohen & Manion (1989:111-112). They are as follows: The affordability was the main driving force behind the use of written questionnaire because it is least expensive means of data gathering. The researcher felt that written questionnaires preclude possible interview bias. The way the interviewer asks questions and even the interviewer's general appearance or interaction may influence respondent's answers. Such biases were completely eliminated in the written questionnaire. These questionnaires were given to 150 social science teachers teaching in the Senior Phase simultaneously, that is to say that a large sample of a targeted population was reached. These questionnaires were arranged such that responses are given anonymously, the researcher had a chance of receiving responses that genuinely represent a person's beliefs, feelings, opinions or perceptions would increase.

The researcher was able to afford all the respondents sufficient amount of time to consider answers before responding. The main objective was to allow them enough time to think through their responses carefully before giving their responses. They provided a greater uniformity across the measurement situations than do the interview. Each person responded exactly to the same

questions because standard instructions were given to the respondents. Generally, the data provided by means of questionnaires in this study was more easily analysed and interpreted than the data obtained from verbal responses. The majority of the respondents had to complete questionnaires in their own time and in a more relaxed atmosphere. These questionnaires were designed to be able to guide the respondents of guidelines to be followed.

A respondent may answer questions of a personal or embarrassing nature more willingly and frankly on a questionnaire than in a face to face situation with an interviewer who may be a complete stranger. In some instances, it happened that the respondents reported less expected and make more critical comments in a mail questionnaire. The use of the questionnaire approach allowed the problems related to interviews to be avoided. The interview “errors” can seriously undermine the reliability and validity of the survey results if not managed properly. The administration of questionnaire, the coding, analysis and interpretation of data was done without any special training. Data obtained from questionnaires was compared and inferences were made with the in-depth interviews. Questionnaires elicited information, which cannot be obtained from other sources. This renders empirical research such as this possible to provide reliable data which cannot be possible in other educational disciplines.

3.7.2 Disadvantages of the Questionnaires

Although the questionnaire has advantages, it also has significant disadvantages. According to Van der Aardweg & Van der Aardweg (1988:190), Kidder & Judd (1998:22-224) and Mahlangu (1987: 84-85) the disadvantages of the questionnaire are *inter alia* the following:

- People are generally better able to express their views verbally than in writing.
- Questionnaires do not provide the flexibility of interviews. In an interview an idea or comment can be explored. This makes it possible to gauge how people are interpreting the question. If questions asked are interpreted differently by respondents the validity of the information obtained is jeopardised.
- Questionnaires can be answered only when they are easy to understand and straightforward with the given instructions and definitions.
- In a Mail questionnaire the respondent can examine all questions at the same time before

answering them and the answers to the different questions can therefore not be treated as 'different'.

- The mail questionnaire does not make provision for obtaining the views of more than one person at a time. It requires uninfluenced views of one person only.
- Answers to mail questionnaires must be seen as final. Re-checking of responses cannot be done. There is no chance of investigating beyond the given answer for a clarification of an ambiguous answer. If respondents are unwilling to answer certain questions nothing can be done because the mail questionnaire is essentially inflexible.
- Written questionnaires do not allow the researcher to correct misunderstanding or answer questions that the respondents may have. Respondents might answer incorrectly or not at all owing to confusion or misinterpretation.

3.7.3 Characteristic of a Good Questionnaire

The role of the researcher is to make sure that the characteristics of a good questionnaire are considered in order to ensure that the research instrument is reliable. The characteristics of a good questionnaire that were considered by the researchers (Van der Aardweg & Van der Aardweg, 1988:190; Mahlangu, 1987:84-85 and Norval, 1988:60) were the following:

- A good questionnaire has to deal with a significant topic, one which the respondents will recognise as being important enough on which to spend their time. The significance should be clearly and carefully stated on the questionnaire and on the accompanying letter. This was done in the present study.
- Direction of the questionnaire must be clear and complete with important terms clearly defined.
- Each questionnaire should deal with a simple concept and should be worded as simply and straightforwardly as possible.
- Different categories should provide an opportunity for easy, accurate and unambiguous responses.
- Objectively formulated questions with no leading questions should render the desired responses. Leading questions are just as inappropriate in a questionnaire as they are in a Court of Law.

- Questionnaire should be attractive in appearance, neatly organised and clearly duplicated or printed.
- It must be as short as possible but long enough to get essential data. Long questionnaires frequently find their way into the waste paper basket.
- It must seek only that information which cannot be obtained from other sources.
- Questions should be presented in a proper psychological order proceeding from general to more specific and sensitive responses. It is preferable to present questions that create a favourable attitude before proceeding to those that are intimate or delicate in nature. Annoying and/or embarrassing questions should be avoided if possible.

3.8 Data collection procedures

The researcher used questionnaires and self-evaluation or assessment sheets for data collection with regard to the teaching of social sciences in the Senior Phase. The research was conducted with grades 7, 8 and 9 social science Educators. Indeed, all educators were involved in this research irrespective of their race, colour or creed. A questionnaire is not just a list of questions or form to be filled in, but a scientific tool for measurement and collection of a particular kind of data. Questionnaires were collected from social science educators in schools from Lower Umfolozi Circuit and Mthunzini Circuit in the Empangeni District, where they were left by the research assistants and the researcher. All the questionnaires were collected at a time agreed with the teachers.

3.8.1 Administering of Questionnaire

The purpose of the survey questionnaire was to elicit information about the characteristics or opinions of the respondents (May, 2001). Only one form of survey questionnaire was used for data collection: a teacher survey. In the development of questionnaires, particular attention was given to ensure that questions were unambiguous, unbiased, unloaded, relevant and succinctly conceptualised, and avoided vagueness (May, 2001). In particular, care was taken to ensure that questions were appropriate for the culture and context of South African schools. The questionnaires focused on obtaining information on five sections. The first section elicited information on demographic data regarding the teacher's highest qualification, years of teaching experience and specialization. The second section focused on the educators' views on the

characteristics of ideal social science teaching and learning. The third section examined what is actually happening in the teaching and learning of social science. Section four focused on how teachers implement integration during the teaching of social science. The final section sought the teacher's views on how they could be helped to improve the teaching and learning of social science.

During the first phase of data collection, a questionnaire was administered to a group of (130) educators in schools offering social science learning area in three districts north of Tugela. The north of Tugela River was chosen for three reasons: (1) Its large pool of secondary schools that offer social science at the Senior Phase level, (2) Its diverse composition of urban, semi-urban and rural school districts, and (3) Its proximity to the researcher in order to conduct follow up interviews. Since not all schools offer social science, the researcher contacted the Education Districts to request the list of schools teaching social science. Furthermore, Principals of target schools were asked to distribute questionnaires to the Senior Phase educators on behalf of the researcher. The survey was self-administered and was active for the entire month of November 2011.

3.8.2 Piloting of the Survey Questionnaire

The survey questionnaire was piloted by a group of teacher educators from five schools. The pilot group found the questions used in the survey to be appropriate and the language used acceptable. No ambiguous questions were detected from the list of questions. The pilot group suggested that some descriptors in the survey be changed. This advice was used to make minor amendments to include terms like 'social sciences and social science'.

3.8.3 Distribution of the Survey Questionnaire

Social science educators from 150 schools were invited to participate in the month of August and September 2013 immediately after the beginning of second semester. The distribution of the questionnaire was deliberately timed to coincide with the beginning of the second semester when educators are still fresh from recess. This gave educators an opportunity to comment on their whole experience; from planning through to teaching and assessment of social science. Information about the study and the questionnaire was sent to all principals to approve and

forwarded to educators. Given the fact that there was no realistic way of determining how many social sciences educators taught at Senior Phase in each school across the district, each school was sent 3 to 4 surveys depending upon its approximated size and location.

3.8.4 Participants for the Interviews

In total, 25 educators out of 150 survey respondents agreed to participate in a follow-up interview. The sample was closely examined to ensure that educators from different schools, with different levels of experience and from different geographical locations were represented.

Table 3.1: Indicates the composition of the sample to be interviewed.

Variables	no of participants	percentage of sample
Rural	115	76.7%
Urban	10	6.7%
Township school	25	16.7%

A broad range of survey respondents (Table 4.6) elected to be interviewed. This sample was relatively representative in terms of gender, school sector and geographic location, yet it did contain a high proportion of more experienced educators. The latter shortcoming was the consequence of survey bias and general trends within South Africa teaching profession. Due to these considerations, all those educators who agreed to be part of the interview were invited to participate. Various media such as fax, phone calls, e-mails, sms and letters were sent to potential participants to arrange convenient times for interviews. However, only 20 respondents managed to participate in the interview schedule. Semi-structured interviews with 20 educators were conducted between August and October 2013 from this sample of 150 educators. The participation rate for the interviews was 80%.

3.8.5 Data collection-focus groups

There were two focus groups that participated in the study with the view to identify factors that could be influence responses to curriculum change. In order to facilitate this, semi-structured

discussion schedules were developed from the themes in the teaching of NCS literature, and document analysis. The semi-structured schedule provided the opportunity for participants to generate the direction and depth of the discussion (Robson, 1993). The following aspects were probed in these schedules:

1. Perception and experience of teachers in teaching social science.
2. How educators perceive the curriculum change.

The focus group discussions were carried in July 2012 after the schedule was piloted. The pilot study was conducted in May 2012 with a social science educator, who was not part of the study, but did have similar levels of experience as the focus group participants. The pilot study confirmed the usefulness of asking open-ended as opposed to pre-coded multiple choice questions. The pilot study discussion also affirms how the questions should be asked, the timing and flow of the conversation and the need for the researcher to facilitate rather than lead the discussion.

As stated earlier, focus group discussions occurred in July 2012 shortly after the second semester had started. Discussions with both group A and B were 40 minutes in duration. During the discussions, notes were taken by the researcher and the conversations were audio-taped. The researcher collated the notes and tapes into a summary to be used during the analysis of the main findings. Focus group A, comprised four participants who expressed a number of views and perspectives on the questions but also proposed factors that were not considered by the researcher. All the participants were experienced educators and held divergent views about the teaching of history and geography in the Senior Phase. Some of the participants had been involved with developing the curriculum and were able to provide the insight into how and why these changes had occurred. These insights and experiences proved to be both invaluable and subjective.

The potential bias of focus group A was counter-acted by discussions with focus group B and the subsequent interview with three subject advisors. Despite a smaller number in focus group B, similar factors about responses to curriculum change in the teaching of social science were highlighted. In focus group B, participants had a greater opportunity to voice their opinions and attitudes compared to focus group A. The convergence of both focus groups A and B about

factors influencing curriculum change was an important step in triangulating the data and developing the survey question.

3.8.6 Interview schedules

Interviews are amongst the most widespread of methods for collecting data in social science (Freebody, 2003:136). Open-ended interviews offer an authentic gaze into one's soul. Interviews can indeed provide insight into individuals' constructed social worlds, and into the ways in which they convey those constructions in the particular interactional setting. They allow access to the thinking of a teacher to determine aspects of the teacher's thinking that cannot be captured by other modes of data collection.

According to McMillan & Schumacher (2006) the researcher should prepare questions to be asked during the interviews. The researcher anticipated that of the 150 educators to be surveyed in the sample, 25 would be interviewed. The educators who participated in the interviews varied in the number of years they had taught, and the number of years teaching social science. The interviews were recorded and the transcripts were used during data analysis.

Each formal interview session lasted for about half an hour and included prompts designed to encourage educators to talk freely about the teaching of social science as a learning area and identify issues that were important to them. According to Creswell (2003) researchers have to grant interviewees the freedom to speak, so that information obtained becomes more relevant, than when structured questionnaires are used. The interview schedule enabled the collection of information regarding the main question issues related to the study, such as:

- To determine perceptions of educators in integrating history and geography content to teach social sciences.
- To identify approaches required for effective teaching of multi-disciplinary or integrated knowledge.

These responses were intended to answer the following critical research questions:

1. What perceptions do social sciences educators have on the implementation of integrated teaching of geography and history?

2. What other approaches to interdisciplinary teaching and learning could be used to enhance the teaching of social science?

During the unstructured interviews, the participants responded freely to open-ended questions in narrative form, thus sharing their perspectives with the researcher. The researcher asked probing questions to guide informants to further elaborate upon their responses where additional information was required. This approach required educators to reflect upon their understanding or definition of social science, describe ideally how social science ought to be taught and learned, and compare the ideal with the reality on the ground and with their own teaching experiences.

3.9 Sorting and categorisation

The process of data analysis commenced soon after all the instruments were returned from respondents. The questionnaires were counted and sorted so that the categorization of data could be easier.

3.10 Ancillary data or analysis of documents

Probing and analysing the teachers' thinking and reasoning required detailed data collection; in addition to the interviews and observations, documents were analysed to assist in clarifying educators' perceptions about the teaching of multidisciplinary subjects and about other approaches educators could use to enhance interdisciplinary teaching of history and geography. The emergent constructions of social science perspectives needed to be grounded in the complex interactions within the classroom setting.

It was important to identify the key features of OBE and the RNCS to provide a framework for data collection. Documentary analysis of lesson plans and the NCS for social sciences learning area enabled the researcher to determine how curriculum intentions were implied in schools. Outcomes/objectives, topics and tasks from the NCS teacher guides were studied before the observational visit.

The researcher selected topics that educators and learners were working on to examine the degree of creativity and initiative to implement integrated approach and to support interpretation of lesson objectives and assessment initiatives. Subtle similarities and differences in the lesson

objectives, content presented, and the structure and flow of the lessons were noted. Access to assessment tools was not provided, as educators preferred to explain assessment approaches rather than make the tools available to the educators.

3.11 Data analysis and presentation

The research data collected were extensive and were analysed using both qualitative and quantitative methods. Patton (1990) notes, “the analysis of the empirical data aims to make sense of massive amounts of data, reduce the volume of information, identify significant patterns, and construct a framework for communicating the essence of what the data reveal” (p. 371-372).

3.11.1 Focus group

During the data reduction, transcripts were coded initially with descriptive codes that identified what type of educational experiences was to be discussed and in what way (negative and positive). The interviews data were transcribed in detail, noting voice inflections i.e. the stress reflected in participants’ voices. Since the focus group protocol delineated major topics of discussion for the focus group, the initial coding focused on the following descriptive codes: 1) distinguishing data into large chunks under educators’ competences in selecting themes, approaches to pedagogy and social sciences epistemology and pedagogy. The primary goal of the coding was to categorise the phenomena to facilitate survey development. The transcripts were coded in their entirety by the researcher. To improve the reliability of the coding, a short excerpt from each transcript (20%) was sent to an outside reviewer with experience in coding transcripts from science teacher discussions. Once the codes were developed, the researcher reduced the codes into themes, or patterns, which were representative across all focus groups. These themes were used to develop questions for the survey administered during the second stage of the research.

3.11.2 Questionnaires

Data collected from the questionnaires as shown in appendix A were analysed by using a descriptive statistical method involving percentages and graphs. The specific questions for this survey were derived from the qualitative analysis of self-evaluation sheets. The survey instrument was composed of several sections. The first section dealt with demographics designed

to gather information about the sample. In addition to age, race and gender, the number of years teaching and type of school (urban, semi-urban and rural) were included. The second section included questions regarding the experiences of educators in the changing curriculum, and their educational competence in selecting themes and approaches to pedagogy. The third section investigated experiences, professional development, teaching workload, social science resources and administrative support. The data were collected and categories created and assigned codes.

Glesne and Peshkin (1992:133) state that coding is a progressive process of sorting and data defining and sorting out those scraps of collected data (i.e. observation notes, interview transcripts, memos, documents, and notes from relevant literature) that are applicable to the research. In this process, the raw data were firstly transformed into numerals to facilitate counting and tabulation of data. Secondly, the organised data were entered into a computer and simple frequencies and percentages were calculated to make sure that all answers to each question fell within the coding limit. Thirdly, simple tables and cross tabulation was constructed in order to examine the relationships between variables. When collecting data, the data from the interviews were taped and transcribed.

3.11.3 Interview schedule

The data collected by means of the interview schedule were categorised as trends and patterns for the purpose of identification. The responses were examined for congruence and divergence from the questionnaire and self-evaluation sheet. Data collected by means of interview schedules were analysed according to the procedure as stated in (Smit and Liebenberg, 2003:46) 'Qualitative analysis takes place through the data collection process, as such the researcher reflects continuously on the impressions, relationships and connections'. The researcher searched for similarities, differences, categories, themes, concepts and ideas in order to analyse data qualitatively.

Data were continually examined for saturation of ideas and recurrent patterns of different meanings, expression, structural forms, interpretations related to educators' competences in selecting themes that underpin integration in social science. The researcher engaged in a creative reflection and abstract thinking to synthesise meanings that emerged during the previous phases

into themes that transcended the created categories and sub-categories. A comparison was made across the themes so as to generate research conclusions and recommendations.

Although all the educators had the opportunity to participate in the research, some educators choose some of them chose not to participate or did not return the questionnaire. If it was discovered that these educators had specific and strong beliefs about teaching social science in the context of curriculum change, this lack of response will undoubtedly biased the results of this study. Some educators chose not to answer questions on the demographic section, thus not providing an accurate picture of the participants in the study.

3.11.4 Self-evaluation sheet

The researcher started by counting how many self-evaluation sheets were returned from schools. These data were captured in the software computer programme called Statistical Programming for Social Science (SPSS). Numerical codes were used for computing raw data as follows: (0) no responses, (1) very poor, (2) poor, (3) average, (4) good and (5) very good. The computing of variables was also used to represent statements and questions on self-evaluation sheets. The computation of data made the analysis of responses easier.

3.11.5 Observation schedule

The data collected by means of the observation schedule was analysed to identify corroboration and contradiction were identified. The analysis of data from the observation schedules helped to identify obvious contradictions, if any, that might have arisen during the quantitative data collection phase. The analysis was started by transcribing data on lesson presentation from audio-visual tapes into texts and then reduction and analysis began. The analysis of the data collected by the observation schedule was done by organising, reducing and describing data. According to McMillan and Schumacher (2006) this technique relies on the researcher's seeing and hearing things and recording these observations, rather than relying on subjects' self-responses to questions or statements.

3.11.6 Lessons plans

The lesson plans were analysed in relation to relevance to the NCS task and activities. The emphasis was on the logical connection between NCS outcomes and lesson plans, goals of the lessons, activities planned, instructional procedures, assessment and material used. Most teachers did not provide lesson plans; the researcher respected their decision not to submit the plans, though a few were made available for analysis. The lesson plans that were provided managed to give a realistic perspective for the researcher to observe how this instrument these instruments were used in the classroom setting to achieve lesson outcomes. It further articulated some of the most significant factors that prevented educators from achieving the intended outcomes in class. Those educators that were without their lesson plans were asked to give a brief outline of the topic, intended outcomes and the teaching approach. All educators were asked to provide a rationale for the selection of content and teaching strategies.

3.12 Primary reflection and reconfirmation of findings

The reflection and preliminary data analysis is described as the initial stage of the data analysis section (Leininger, 1985:60). During the reflection stage, the researcher considered and interpreted the data collected. It is therefore recommended that reflection must occur during and after all phases of data collection. Reflection during data collection enabled the researcher to conduct a preliminary data analysis to determine whether to probe further or terminate data collection. The reflection-observation phase allowed the researcher to recapture the entire data-collection setting, events and processes. Understanding what transpired between the researcher and the participants is essential to obtain an accurate and a full and accurate account of the situation (Leininger, 1985). The period of reflection was followed by confirmation of the findings with informants to ensure that the researcher had captured the data accurately and truthfully.

The role of educators in achieving quality teaching and learning of social science and enhancing the literacy of all students is of great significance in the present dispensation. This chapter seeks to examine the results from teachers' questionnaires, which were used to gather information

regarding teacher's beliefs about the status and quality of social science teaching and learning in South African schools in Empangeni District.

3.13 Trustworthiness

In research, reliability can be regarded as a fit between what the researcher records as data and what occurs in the natural setting that is being researched. The purpose of ensuring reliability in data collection is to reduce threats to reliability in the data collection process. This makes it possible to using the same research design and obtains comparable information. In the case of qualitative research, the researcher should construct and reconstruct meaning in relation to the research question; hence it is important to address the issue of trustworthiness (Pope, Ziebland & Mays, 2000). Questionnaires have a very limited purpose. They gather information within a very short cycle and are administered to a limited population.

There are certain ways of improving the reliability and the validity of questionnaires (Imenda and Mchunu, 2012) is to ask the right questions, phrase questions in a non-ambiguous way and to ensure that the items sample a significant aspect of what is intended to be investigated. Trustworthiness refers to the process of establishing the validity and reliability of qualitative research (Polit & Hungle, 1996:312). The present study took into consideration the challenges related to studying beliefs about multidisciplinary teaching and the emphasis was placed on providing the means to allow the educators opportunities to bring their own understanding about the teaching of social science. In this instance, educators were given wide scope to articulate their own experiences, knowledge, teaching and learning.

3.14 Credibility

Credibility refers to direct sources of evidence or information from the people within their environmental (William, 2006). During the data collection process, the researcher spent considerable time with participants collecting data and repeatedly observing and interacting with them. Multiple methods of data collection were used to increase in-depth understanding of teacher beliefs, while explanatory mixed method offered credibility to the findings and enabled the researcher to cross-validate responses. Both qualitative and quantitative researchers need to test and demonstrate that their studies are credible.

3.15 Limitations of the Study

This study has been limited to examining the perception and experiences of social science educators about the teaching of history and geography in the context of curriculum change. The study did not investigate the responses and views of other stakeholders within education other than subject advisors. The study was also limited by potential researcher and sample biases. Specifically, the logical difficulties experienced in recruiting and interviewing substantial number of educators increased the potential sample bias to occur. However, the reduction in data has made the study more manageable and has provided a specific context for the phenomenon to be interpreted. These limitations are discussed in more detail in chapter 7.

3.16 Conclusion

Chapter Three furnished a discussion with a choice of methodology used to conduct this research study. The range of methods and approaches that were applied fall within the paradigms of both quantitative and qualitative research. This study supports the choice of approach with a detailed description of the methods used and shows way in which these methods were customised to suit the requirements of the study. The method of sampling, data analysis (frequencies, tables and graphs) and the choice of statistics and data analysis used were described in detail. The following chapter focuses on the findings of the surveyed results including discussion on the teaching of history and geography as part of an interdisciplinary approach to teaching and learning in the 21st century.

CHAPTER 4

EDUCATORS' PERSPECTIVE ON SOCIAL SCIENCE TEACHING AND LEARNING

4.1 Introduction

This chapter presents and discusses the summary of data collected by means of a questionnaire (see Appendix A). The questionnaire was designed to solicit responses from Senior Phase teachers who teach social sciences on their level of competence in critical aspects of the learning area curriculum implementation. These are: (a) understanding the rationale for teaching the subject; (b) interpretation of the social sciences policy document; (c) organisation of content knowledge within the learning (subject) learning outcomes (focus areas); (d) selecting adequate teaching strategies relevant to the acquisition of concepts, skills and values intended in the policy and application of assessment procedures prescribed in the learning area or subject guidelines.

The summary of data in the presented frequency distribution tables and interpretation thereof are intended to provide answers to the critical question asked in Chapter One of this study, which is stated as follows: “*What level of competency do educators have in implementing the social science learning area statement in their teaching?*” The identified issues are presented as findings in the brief summary at the end of this chapter. In addition, a brief narration is provided to contextualise the findings of this chapter within the critical question which the findings are intended to address.

4.2 Presentation of data analysis and interpretation

The findings presented in this chapter have been interpreted in the context of each statement on the questionnaire to address the first research question. These findings seek to answer the question about the teaching of history and geography in the integrated manner required in the implementation of curriculum change in the Senior Phase. In essence, Senior Phase educators

reflected on their competence and knowledge in implementing curriculum change as envisaged in the NCS and CAPS. In this section, the focus is on the educators' level of competence in performing activities outlined in the policy document or guidelines. The questionnaire had two sections: Section A required responses based on educators' biographical data which this study regarded as essential background information, whereas Section B statements were focused on educators' level of competence. Section B used a Lickert scale with the following categories for eliciting responses to documents: good, satisfactory, weak, poor and undecided. The questionnaire was distributed to a sample of 150 Senior Phase educators teaching social sciences.

The following frequency tables present the summary of the statistical data, and the interpretations are discussed under each table. The captions used for each table encapsulate the focus of the statement on the question, and the discussion leading to the presentation of the statistical data in the table provides a theoretical background within which interpretations of findings are located. The tables are presented according to the sequence reflected in the questionnaire.

4.2.1 Academic and professional qualifications of the respondents

Liakopoulou (2011:66) claims 'teachers with higher academic qualifications are more effective than teachers with lower academic qualifications.' This trend in belief about teacher development has equated attainment of higher academic qualifications with improvement in teachers' performance in their practice of teaching in the classroom. Ololube (2006:165) says that professional training or teacher development should improve teachers' competence in achieving the goals of the national curriculum policy, and developing their ability to understand its theory and practice. Carl (2012) avers that qualifications and competences form a complementary pair describing both the knowledge of and the ability to perform professional tasks. Killen (2010) also expresses the importance of pedagogical content knowledge as an essential component that teachers should develop during professional training

Table 4.1 Educators' responses on their academic and professional qualifications

	Frequency	Percentage
Diploma obtained in college (HED)	34	26.2
University diploma (UED., NPDE)	19	14.6
University of tech-+1 year university	11	8.5
University degree (BA or BSc) + PGCE	20	15.4
University B.Ed or B.Paed	46	35.4
Total	130	100.0

Table 4.1 presents the findings about educators' professional qualifications from tertiary institutions. A substantial number of respondents 26% hold diplomas from colleges of education (HED), while 14% held university diplomas (UED or NPDE). There are few educators 8.5% who hold the PGCE plus B.Tech from a University of Technology. Most of these respondents 50% have a B.Ed or B.Paed or BA plus PGCE or BSc plus PGCE, which is also a professional qualification. A significant number of respondents seem to recognize the importance of pedagogical knowledge in their profession. Pedagogical knowledge is considered important in order to handle lessons in class.

According to the researchers' perspective discussed earlier, there are two contending views on the issue of teacher qualifications and effective classroom practice. The first view claims that improvement in teacher qualifications means more effective curriculum implementation, and improvement in the performance of learners in the classroom (Olulobe, 2006; McNeil, 1990). However, Carl (2012) challenges this view to say that the only means of improving curriculum implementation in the classroom is through engaging teachers in the process of curriculum development rather than relying on academic and professional qualifications.

In regard to the latter view, the contradiction is that most teachers, according to the statistical data, have acceptable levels of academic and professional qualification. Stenhouse in Preedy (1989) contends that curriculum change introduces new beliefs, attitudes and standards for

educators, and this implies that teachers do not need high qualifications to implement curriculum change. It is their involvement and competence in curriculum development that matters most. The positive finding identified from the statistical data is that social sciences educators that participated in the study are academically and professionally qualified.

4.2.2 Teaching experience of the respondents

The definition of what constitutes teacher experience varies greatly across the literature. Novice teachers are relatively easily defined as those with little or no classroom experience. Most commonly, studies identify experienced teachers as those who have approximately five years or more of classroom experience (Gantbonton, 1999; Martin, Yin & Mayall 2003). The number of years teaching, however, does not guarantee competence in performance of a teacher. Some experienced teachers may be considered expert, while others remain “experienced non-experts” (Tsui, 2003:3). For Killen (2009) experience is necessary but not sufficient for teaching in ways that will emphasise the elements of quality teaching.

Table 4.2 Educators’ experience in teaching social science (n=130)

	Frequency	Percentage
0-5 years	15	11
6-10 years	28	21
11-15 years	32	24
16-20 years	45	37
20+ years	10	7
Total	130	100.0

Table 4.2 shows that the majority of educators had five years and more of teaching experience. There were 11% educators with teaching experience of five years and less. The second group 21% were those that had experience of six to ten years of service; followed by 24% of the respondents with 11 and 15 years of experience. Sixty respondents 37% had between 16 and 20

years of service, which is the highest percentage, while 7% of the respondents had teaching experience of 20 years and above. Overall, it may be said that this research sample was notably experienced. The researcher would rely on the responses of such a research sample.

A significant number of educators 61% had extensive experience in the teaching profession, which suggests that these teachers understood the demands of the new curriculum framework which is used in the interdisciplinary approach in our teaching. The positive findings with regard to teaching experience suggest that the participants had the requisite knowledge and clear command of the new social science curriculum which advocates integration. However, 39% had few years of teaching experience, which has both positive and negative implications in terms of change. The novice teachers used the first five years as a learning curve in terms of trying to influence the teaching history and geography towards integration across and within social science.

4.2.3 Grade level and subject areas taught by the respondents

The data presented in table 4.3 shows participants' responses regarding the grades they are teaching; since the focus of the study was in Senior Phase. A competent educator is the one who has acquired appropriate pedagogical content knowledge during his or her professional training. This view emphasises that the teacher should demonstrate adequate knowledge of the subject in question, appropriate ability in organising and planning of lessons, and appropriate knowledge of the cognitive development of the learner in a phase (Killen, 2009; Ornstein & Hunkins, 2013; DoE, 1997). According to the DOE (2002), teachers are expected to demonstrate an acceptable level of competence in selecting and organising content knowledge suitable for acquisition of skills, values and attitudes. Furthermore, teachers should consider the principles of integration of LO and AS across and within the social sciences learning area (DoE, 2000; Killen, 2010).

Table 4.3 Grades taught by the respondents

	Frequency	Percentage
GR 7	17	13
GR 8	30	23.1
GR 8-9	50	38.5
GR 9-10	33	25.4
Total	130	100.0

Data presented in Table 4.3 indicate that 13% of respondents were teaching social science at grade seven in the Senior Phase. The other participants who indicated teaching grade eight were 23% of the respondents, while 38.5% of the respondents taught grade eight and nine respectively, 25.4% taught grade 10. It is indeed possible for educators to teach multiple subject areas which fall within the social science field of study. In the new curriculum framework, subject areas, specifically social science, history and geography, are taught in the Senior Phase.

The summary highlights that the majority who participated in the sample were teaching social science to Senior Phase grades. This implies that the respondents in the sample were the authentic representatives of the population. The information provided is a true reflection of what the educators teaching social science experienced in the teaching of history and geography in Senior Phase grades. According to the DoE (1997, 2000, 2011), the NQF levels indicate that Senior Phase grades range from seven to nine.

4.2.4 Professional support organised for the respondents

Successful curriculum implementation requires changes in organisation and materials which are achieved relatively easily (Preedy, 1989:123). There are other components necessary for curriculum implementation such as changes in teaching style, understanding and commitment that need to be instilled in teachers' work ethic. Preedy (1989) and Fullan (2006) assert that

teacher development is crucial in curriculum development and effective implementation. Goodson (1996) concludes that curriculum change has implications for teachers, which, *inter alia*, include: attitudes, beliefs, and what they understand to be the aims of curriculum change. Fullan (2006) maintains that teachers sometimes experience overload in engaging with new terminology, which leads to misconceptions; hence professional support is critical to deal with any challenges the curriculum might pose to them. To recall Stenhouse’s evocative phrase: ‘There is no curriculum development without teacher development’.

Table 4.4 Professional development/training workshops attended

	Frequency	Percentage
One	3	2.3
Two	15	11.5
Three	32	24.6
Four and above	54	41.5
Not sure	26	20.0
Total	130	100.0

Table 4.4 presents the professional development of teachers. There were few respondents 2.3% who attended one workshop for the entire year. Twelve per cent 12% of the respondents have attended two workshops for the whole year, while 24% have attended only three workshops. What was most encouraging from this sample was to realise that the majority 42% of respondents attended workshops to improve their teaching abilities. There were about 20% of respondents who did not know if they had attended any workshop in their professional career. It was envisaged that educators who participated in these workshops should be equipped with skills in line with the curriculum expectation to prepare teachers to bring quality teaching and learning to schools. This was demonstrated by the majority of educators who, in the past couple of years, have attended these workshops on how to teach history and geography as part of social science.

4.2.5 Strategies used for professional development familiar to educators

The summary of the findings is based on the responses of educators about the various kinds of mentorship programme provided by the Department of Education. Besides the mentorship programmes, the Heads of Department were responsible for organising workshops for educators in order to ensure effective implementation of the curriculum. According to the DoE (1997), the Heads of Department in schools are curriculum specialists, and they are the first to receive circulars and curriculum training manuals that can assist educators to adapt their teaching approach. Besides mentorship programmes, one of the approaches is team teaching which involves a group of subject specialists who can work together on a regular basis to teach a particular subject (Chalfant et al. 1979). Educators together set goals for a subject, design a learning programme, prepare individual lesson plans, teach learners and assess the results. They share insights about how to overcome common challenges, sometimes even challenging students to decide on the relevant approach to take.

Team teaching (at ward level) should involve a single discipline like social science or interdisciplinary within a cluster of schools that meet with students over an extended period of time (DoE, 2002). Novice educators can be paired with veteran educators. Cook and Friend (1993) describe collaboration as the style of working in a team where educators should attempt to model their peers in terms of planning, delivery and assessment to gain experience in the field. For social science, team teaching encourages educators to set outcomes and select relevant content and common materials such as textbooks and films to develop tests and examinations for their students (DOE, 2002). They set the sequence of topics based on the learning programme and supplementary materials.

The Department of Education has embraced the concept of cluster meetings, which are the platform where a group of educators meet with the subject advisors on a regular basis to discuss curriculum issues (DoE, 2002). These cluster meetings have become the main vehicle for Senior Phase schoolteachers in order to enhance professional development of teachers and improve their results. Certain problems encountered by educators in their professional work should be discussed and solved in these cluster meetings. Also, up-to-date information on education may

be disseminated through such training and professional development meetings. Cluster meetings should provide professional services for educators in using their own schools' capacities and those of the society in the neighbourhood of the schools.

Professional development in the form of workshops and conferences for educators should be based on curricular and instructional strategies and, just as important, student ability to learn (Joyce and Showers, 2002). In addition, workshops and conferences should deepens teachers' knowledge of the subjects to be taught, sharpen teaching skills in the classroom, keep up with developments in individual fields, and in education generally, generate and contribute new knowledge to the profession and increase the ability to monitor students' work.

Table 4.5 Professional development (models of professional development)

	Frequency	Percentage
District-planned workshop	21	16.2
Ward-planned workshops	38	29.2
School-planned workshops	51	39.2
Departmental-planned workshop	13	10.0
NPDE/ACE	7	5.4
Total	130	100.0

According to Table 4.5, the majority of educators 39.7% confirmed they had attended departmental workshops and related conferences to deepen their knowledge of social science. Interestingly, only 13 respondents attended short courses offered by an institution of higher learning leading to a certificate for example, a computer literacy certificate was held by only 10% of the respondents. Very few educators indicated that they had done ACE and NPDE courses to improve their curriculum content knowledge. A significant group 29.2% of the respondents indicated that they had attended training sessions and developmental cluster meetings. The other group of respondents 16.2% who participated in the study indicated that they had been attending team teaching.

A significant number of the respondents 68.4% felt that the series of workshops tended to focus on training and development. These results are consistent with the findings by McNeil (1990), who argues for the importance of teacher training, training workshops and in-service teacher training in curriculum development. The implication of this is the overwhelming confidence teachers have demonstrated to deal with the practical implementation of social science in the Senior Phase. The provision of such platforms meant high quality teaching and learning in the classroom. If the Department of Education had failed to organise these cluster meeting and workshops to deal with the issues of implementation, it could have been rendered ineffective by educators.

4.2.6 Understanding the interdisciplinary nature of social science

According to the DoE (2003), social science educators should describe essential knowledge for social science as the integration of learning through broad concepts such as ‘democracy’ and inquiry skills. Social science should be taught in integrated, thematic units (DoE, 2003). Advocates argue that an interdisciplinary approach is considered the key concept for the advancement of the school curriculum in recent times (Newell & Green, 1982). The interdisciplinary approach (Haynes, 2002:17), allows students to see different perspectives, work in groups, and make the synthesising of disciplines the ultimate goal. Teachers should employ the specific interdisciplinary technique of ‘team teaching’ as an approach for learners’ progress in the classroom (Haynes, 2002). Social science is regarded as an interdisciplinary approach to teaching, and should be thoughtfully incorporated with many disciplines into the presentation of a single unit. It is important for educators to identify their shortcomings with regard to interdisciplinary teaching, where they think support is needed, in order to get assistance (DoE, 2003).

The disciplines of history and geography have many connections with social science as a discipline taught in the Senior Phase on the level of both knowledge and skills (DoE, 1997). Their studies under the shadow of social science could allow students to bring a broader perspective to their learning. Both teachers and learners should be able to build on previous

learning, integrate related knowledge and apply learning skills across subject areas (Killen, 2010). Subject matter from any subject in social science can be combined with subject matter from one or more subjects in other disciplines to create an interdisciplinary subject called social science.

Table 4.6 Understanding the interdisciplinary nature of social science

	Frequency	Percentage
Good	52	40.0
Satisfactory	57	43.8
Weak	21	16.2
Total	130	100.0

Table 4.6 indicates that a significant number of respondents 40% claimed to have an excellent grasp of the interdisciplinary approach to teaching. 43% declared they had a good understanding, but they needed development, and 16% were weak when it came to applying an interdisciplinary approach to teaching.

A significant number of educators, 43.8% and 40%, believe that they were competent in applying interdisciplinary procedures when planning their lesson to reflect outcomes-based education. The level of understanding in planning and implementing interdisciplinary teaching could indicate that teaching and learning had shifted from a single disciplinary approach a multidisciplinary approach. That could also imply that learning and teaching would incorporate diverse teaching strategies suitable for teaching an interdisciplinary subject such as social science. This result was supported by Killen (2009:29) in that ‘interdisciplinary approach is more likely to develop deep understanding and desire for whatever they are studying’.

4.2.7 Competence in understanding an integrated approach to teaching

The following table presents the summary of findings based on educators’ competence in handling geography and history in an integrated approach to teaching social science. It is

advocated that the content of social science should represent a unified curriculum to ensure integration (DoE, 1997:2). McNeil (1990:183) charged that separate subjects such as history and geography in social science should not be stressed but rather linked in the Senior Phase. Indeed, educators need to plan and relate diverse academic disciplines in their teaching so that learners perceive knowledge as an integrated whole. This provides the rationale why proper application of an integrated approach is vital for the effective teaching and learning of social science in schools. Effective teaching of social science requires a teacher who is well versed in both pedagogical and content knowledge of diverse subjects, particularly geography, history, economics and other humanities. According to Odada (1985), this is because the topics covered in any one lesson or topic might involve different subjects which must be meaningfully integrated. The ability to integrate knowledge across these disciplines in the planning stage was another important practical skill which indicated that training workshops were effective in empowering educators with curriculum development skills.

In essence, the integrated approach transcends discipline-bound knowledge in the exploration of unified knowledge. It is inquiry oriented and usually thematically based, and the themes and activities are teacher picked and directed. According to Braunger and Hart-Landsberg (1994) and Burns (1995), the goals are structured and include content, skills and processes. It is also interesting to mention that an integrative approach starts with students' and educators' concerns and ideas, transcends the disciplines in a search for coherence and meaning, and is built through daily negotiations and interactions. These goals are important in developing holistic individuals as they are more affective and include such goals as personal relevance, collaboration and citizenship skills.

Table 4.7 Competence in integrating history and geography to present integrated knowledge of social science

	Frequency	Percentage
Undecided	7	5.4
Strongly disagree	2	1.5
Disagree	4	3.1
Strongly agree	92	70.8
Agree	25	19.2
Total	130	100.0

Table 4.7 shows that the majority of respondents 70% strongly felt that social sciences integrate content knowledge from different disciplines. In fact, the other 19% seem to agree that knowledge from various disciplines constituting social science should be integrated. A minority of the respondents 5% were undecided about their understanding of what the curriculum view was on how social science should be taught. 1.5% of the respondents completely disagreed that social science integrated different disciplines in the Senior Phase. It appears that this group of educators do not have a clear grasp of the current curriculum requirements.

The perception held by 90% of educators was that social science should integrate content knowledge from various subjects such as geography, history and environmental studies. This could imply that some educators understood the principle of curriculum reforms and approaches towards the concept of integration which is driving the teaching of social science. The feedback provided by the small number of educators who denied knowing about integration show the complexity faced by curriculum implementers in the twenty-first century in South Africa. The educators' denial shows their disregard for integration, which could affect the learning of many learners they are teaching in their classrooms. These educators have not yet attempted to implement what the curriculum requires in classes. This means that integration did not form an integral part of their classroom practice. However, all the indications suggest that the majority of educators are taking integration very seriously because they are motivated by this approach to teaching.

4.2.8 Competence in interpreting social science policy guidelines

Educators should note that the social science learning area is concerned with what the learners learn, and how they learn and construct knowledge (DoE, 2003:4). Social science teachers should understand the ideology of outcomes-based education, learning area, new content and the implication for ‘integration’, and ‘contextualisation’, ‘relevance’ and ‘learner-centredness’ (DoE, 1997). They should understand and interpret provided learning programmes, and design learning programmes that are in line with Department of Education curriculum expectations. The social science policy guidelines remind teachers to encourage learners to ask questions and find answers about society and the environment in which they live. One of the common approaches to integration is to base your instruction around problems that require knowledge from multiple disciplines. Educators who teach NCS in the GET band are expected to adopt the use of themes as the main framework for teaching and learning in their schools.

Table 4.8 Competence in interpreting social science policy guidelines

	Frequency	Percentage
Good	24	18.5
Satisfactory	70	53.8
Weak	36	27.7
Total	130	100.0

Table 4.8 indicates that the majority 53.8% of the respondents have a satisfactory understanding of how to select themes, 27.7% claimed to have a weak understanding, while and 18.5% claimed to be good at selecting themes that underpin integration. The majority constituting good and satisfactory responses is significant for this study as they affirm that social science teachers are able to select and present themes for their subject.

4.2.9 Competence in organising content suitable for teaching the interdisciplinary social sciences learning area

Killen (2010:77) asserts that learning is most effective when learners have the opportunity to think, reason and debate their understanding. Teachers should create these opportunities by employing appropriate teaching strategies. Teaching strategies are defined as the overall way in which instructional processes are organised and executed in order to enhance teaching and learning (Killen, 2010). There are many aspects for teachers to consider when selecting a teaching strategy, consider what level to pitch your lesson, how to introduce your lesson and what learners know.

Quality teaching in social science requires regular use of an inquiry-oriented, hands-on practical and activity approach to teaching and learning. These have to be reflected in the statement of objectives, the various activities to be done and the instructional material to be used or developed. Very often experienced teachers use notes when facilitating the lesson, which implies, according to Katsikano (1991), a teacher-centred approach. This is a clear indication that educators tend to teach according to the way they plan their lesson.

As a lesson progresses, integrated techniques should be noticed in how the teacher presents facts by linking ideas and concepts from various disciplines to enrich or explain better his/her teaching points. Learners are expected to do a variety of activities as individuals, pairs and as groups. These tasks should be characterised by their level of understanding and ability. The majority of these tasks should be planned in such a way that they provoke the child to engage in critical thinking, ask questions and solve problems. All these components encourage the learner to develop sustained interest and learn by doing, which is what the integrated approach advocates.

Table 4.9 Teaching an interdisciplinary social sciences learning area subject

	Frequency	Percentage
Excellent	29	22.3
Good	53	40.8
Poor	48	36.9
Total	130	100.0

The information in Table 4.9 shows that 22.3% of the respondents felt strongly that they don't need support when it comes to the selection of teaching strategies, 40.8% agreed that they need development and support from subject advisors, and 36.9% required much improvement and more grounding. The results imply that more still need to be done to empower social science teachers to teach multidisciplinary subjects well in our country.

4.2.10 Competence in designing lesson plans to teach social science

Killen (2009) argues that teachers need to think carefully about how to plan successful lessons for their classrooms. Some lesson plans can be long-term while others can be short-term (lesson by lesson). A teacher should not expect an individual lesson to be successful if it was not planned thoroughly and integrated carefully into medium- or long-term plans. This means that the integrated techniques should be reflected in the learning programme, work schedule and lesson plans consistently. Teachers should use a learning programme as a guide to identify various sources of information such as instructional materials, reference books, and resource persons to be used during the lesson presentation (DoE, 2003). The learning outcomes, content, methods and activities stated should indicate that the general preparation and teaching will highlight the integrative nature of how social science is supposed to be delivered in the classroom. The educators should understand certain classroom realities that have an impact on the lesson plan during the design process.

Effective lesson design involves several important elements. Teachers engage learners in a lesson by activating their prior learning experiences, clarifying the purpose of learning, and

making connections to contexts that will help them see the relevance and usefulness of what they are learning. Teachers should select instructional strategies to effectively introduce concepts, and consider how they will scaffold instruction in ways that will best meet the needs of their students. At the same time, they should consider when and how to check students' understanding, and assess their progress towards achieving their learning goal. Teachers should provide multiple opportunities for students to apply their knowledge and skills, and to consolidate and reflect on their learning.

Teachers should develop lesson plans that reflect the realities of his/her class by incorporating the following features into the lesson plans: clarify why you are teaching this subject, write clear outcomes to describe what you want your learners to understand and be able to do as a result of the lesson, decide how you will assess the learners, be clear about how integration will take place, select content you want your learners to understand, select the most appropriate methods for presenting the content, and plan how to evaluate the success of the lesson.

Table 4.10 Competence in designing lesson plans to teach social science

	Frequency	Percentage
Good	30	23.1
Satisfactory	42	32.2
Weak	58	44.7
Total	130	100.0

According to Table 4.10, the largest group of respondents 44.7% felt they were poor when it came to developing lesson plans, 32.2% declared themselves to be good, while 23.1% claimed to be excellent lesson planners.

A significant number of educators 44.7% felt that they lack competence in designing lesson plans that are required in social science. This poor competence in lesson planning could imply that they were unable to plan integrated lessons as well as integrated assessment. They were indeed struggling with the implementation of social science in schools. Several lesson plans that were collected from the teachers during the classroom observation lacked important details such

as lesson objectives, learner activities and educators' activities. It was difficult to understand how teachers conduct assessment for social science daily in class. Almost all the 58 lesson plans sampled were of poor quality and hence did not show any integration of Geography and History as one of the criteria for multidisciplinary teaching. These lesson plans were poorly written and highly confusing as they cover the entire week.

4.2.11 Competence in selecting suitable teaching strategies for attaining social science learning outcomes

Teaching strategies should indicate how teachers may develop effective learning experiences in their learners. One of the cornerstones of the NCS was that educators should make every effort to develop effective domain for learners (DoE, 1997). This implies that every effort should be made to involve learners in environmental problems that affect their communities. Involvement in community matters entails decision-making on the part of the learners, who must decide how they will approach their lesson and what methods they will use. Proper decision-making is possible provided inquiry teaching and inquiry learning, which raise learners' level of thinking and understanding are adopted (DoE, 2000). The teacher should strive to develop critical thinking skills for social science learners in order to arouse learners' interest and curiosity. This implies that social science learning should adopt an issue-based approach (DoE, 1997) which should enable learners to solve the community's most pressing social and environmental issues.

It is further recommended in DoE, 1997 (13-27) that teachers should, *inter alia*, adopt a holistic approach which involves learners in scientific investigations, using descriptive, problem-solving, thematic and interdisciplinary approaches. Besides this, the nature of social science calls for a variety of teaching strategies and methods for teaching, learning and assessment (DoE, 2003). Educators should use their professional judgement to decide which instructional methods are most effective in promoting the learning of skills described in the expectations and in meeting the needs of learners (Killen, 2009). Educators should understand that the NCS requires more emphasis to be placed on how learners learn than on the results of what is learnt (DoE, 1997). This implies that educators should be very clear about how to engage learners in

the learning process while using various teaching strategies. An understanding of learners' strengths and weaknesses, as well as their backgrounds and life experiences, can help teachers plan effective instruction and assessment. In essence, teachers should continually build their awareness of students' learning strengths and needs by observing and assessing their readiness to learn, their interests and their learning styles and preferences. Killen (2009:77) states that teachers should be guided by 'what experiences will make it easy for learners to achieve the lesson outcomes'.

As teachers develop and deepen their understanding of individual students, they can respond more effectively to the learners' needs by differentiating instructional approaches – adjusting the method or pace of instruction, using different types of resources, allowing a wider choice of topics. Educators should ensure that the following methods are used in their schools: cooperative learning, lectures, prior learning, investigation, demonstration, experimentation, hands-on experiment, direct instruction, problem-solving, group learning, whole class learning, mixed abilities learning and remediation teaching (DoE, 2000).

Table 4.11 Competence in selecting teaching strategies for teaching social science

	Frequency	Percentage
Good	36	27.7
Satisfactory	68	52.3
Weak	26	20.
Total	130	100.

According to Table 4.11, the majority of the respondents (52.3%) claimed to be satisfactory when it came to selecting teaching strategies, while 27.7% indicated that they still needed to be supported (their ability to select teaching strategies was good). 20% of these educators felt they were poor when it came to the selection of teaching strategies, and they thought they needed coaching in order to present a perfect plan. The results are significant because the majority of educators been able to master the art of using a variety of teaching methods/strategies in social science. Teaching strategies should meet the curriculum objectives of integration in order to further the overall goal of social science education. The students should emerge from the lesson

presentation with a clear and in-depth understanding of social science driven by quality lesson plans and delivery. When the majority of educators still require support in one way or the other, then it means lesson plans and activities are not developing learners appropriately in order to realise their full potential. It is then that educators need to be cognisant of what their learners are capable of understanding, and challenge them with a new material.

4.2.12 Competence in assessing learners' performance in social science

Assessment of learners' performance is one of the most important issues in education (DoE, 1997). Educators need to know different criteria that can be used to assess interdisciplinary lessons, and this is essential for setting clear expectations and designing teaching and learning activities for social science. The core for assessing interdisciplinary learning is assessing how well students are able to engage in interdisciplinary work. Yet often the criteria used for marking such assessments are inadequate. According to Hattie (2003), the criteria for high quality interdisciplinary work often employ fuzzy metaphors or are highly abstract in nature, such as: it pushes the boundaries of the disciplines, it all comes together, the whole understanding is more than the sum of its disciplinary parts, or it balances, accommodates and synthesises different perspectives and ways of knowing. However, these are too vague for social science educators to assess, and too abstract to provide concrete advice to learners about how to complete interdisciplinary tasks.

Quality teaching guarantees regular monitoring of students performance (Hattie, 2003). Teacher questionnaire data presented in table 4.12 below indicates that in social science students are assessed by competent educators. However, some educators need more support to perform optimally when dealing with assessments. Written tests and quizzes are the most commonly employed assessment strategies used in social science, followed by assignments and projects. These are the critical areas that any social science educators are to develop in students. Practical work and practical tests are the least commonly used assessment strategies in the Senior Phase as the boundaries between geography and history remain vivid. Assessment is mainly used for summative purposes of grading and reporting. Sometimes educators use it to give feedback to students on their learning. Educators should also assess learners for the purpose of identifying

certain controversial issues. Over the past years assessment has been used to grade the students and compile the reports that show the entire performance for each student at the end of the academic year.

The NCS advocates the use of continuous assessment with a clear intention to measure the attainment of learning outcomes or skills as opposed to the previous assessment strategy that used to assess learners’ work for final examination (Lubisi, et al. 1998). The previous forms of assessment did not indicate diagnostic and formative purpose in continuous assessment. In essence, assessment such as the summative, according to the NCS, uses continuous assessment for summative reasons such as grading and reporting the performance to parents and or guardians and to give summative feedback to students. Table 4.12 below probes how confident these educators are when it comes to assessing social science in outcomes-based education.

Table 4.12 Assessing learners' performance in social science

	Frequency	Percentage
Good	39	30
Satisfactory	46	35.4
Weak	45	34.6
Total	130	100

According to Table 4.12, 30% of educators indicated that they needed support from the Department of Education in order to improve their assessment skills and knowledge. 35% felt they had mastered the art of continuous assessment, but they still needed development to remain competent assessors in their own right. The remaining 34.6% of the respondents felt they were on top of things when it came to assessment, but improvement was still necessary to perfect assessment in teaching social science. Thus, the majority of educators require support in one way or the other, and this of course implies that quality assessment is compromised in our schools. Educators should learn to be involved in monitoring learners’ learning outcomes in order to identify their weaknesses and strengths, and give feedback to them and their parents about their progress.

A significant number of educators 65.4% claimed that they were competent (excellent and good) in implementing assessment-driven activities in their planning. The implementation of purpose-driven assessment could imply that the assessment is no longer regarded as a process of promoting learners but could rather be viewed as part of the learning process in social science. Assessment would not be used to pass or fail learners on the basis of their abilities and performance, but would be intended for learners' growth and development. The competence of educators to implement assessment could be of benefit to the learners because the educators, through formative assessment, would monitor learners in the learning process.

4.2.13 Competence in designing learning programmes, work schedules and lesson plans

Table 4.13 shows the summary of findings based on the responses of the educators to the statement which sought to find out whether social science educators must have one learning programme development, work schedule and lesson plan to be able to teach across. The reality about these three stages of the learning programme development is that they represent different stages of planning in the GET of the Senior Phase. While the team of educators that teach social science is required to develop a learning programme; the educators of a particular grade within a phase are required to develop a work schedule from the learning programme. Finally, individual teachers are supposed to develop lesson plans for his/her class. At the lesson plan stage more detail should be added to that of the previous level to ensure that coordination takes place (DoE, 2003). The aim of a learning programme is to design and sequence teaching, learning and assessment activities that will result in meaningful and relevant learning. Educators need to find ways of making the planning process a manageable one, so that the process of planning is facilitative rather than a tedious task for social science educators (DoE, 1997).

The majority of educators in the Senior Phase were expected to have attended a series of workshops on how to design learning programmes for social science (DoE, 2003). These workshops should have equipped educators with practical skills required to do lesson planning for social science. Educators should also pay special attention to the following principles when planning: social justice: a healthy environment, human rights and inclusivity, among other

things. The ability to integrate these principles across these two subjects and within several subjects in the planning process was another practical skill which could indicate that training workshops were effective in empowering educators with curriculum development skills. The other significant aspect that educators needed to consider in their planning is the ability to integrate assessment procedures within their learning activities for the phase and the grade, which could mean that training and practice were effective. The Heads of Department as curriculum leaders should know what curriculum planning entails. They are supposed to understand the focal areas for each level of curriculum planning. This should enhance integration of Learning areas outcomes and assessment in the learning process (DoE, 2000).

Table 4.13 Competence of teachers in understanding the goals and objectives of social science

	Frequency	Percentage
Undecided	4	3.1
Strongly disagree	6	4.6
Disagree	18	13.8
Strongly agree	62	47.7
Agree	40	30.8
Total	130	100.0

According to Table 4.13, the majority of the respondents 47.7%, strongly agree, and 30.8%, agree admitted that social science should have one learning programme, work schedule and lesson plan. These results indicated that the training workshops had equipped these educators with the necessary skills and expertise to develop curriculum planning for outcomes-based education. 13.8% of the respondents disagreed with the notion that social science should have one learning programme, work schedule and lesson plan for effective curriculum planning and implementation. However, about 4.6% of the respondents strongly disagreed with the idea of having one learning programme for social science. About 3.1% did not have any idea as to what should happen when the learning programme is developed in the Senior Phase. It appears that these respondents did not attend training workshops that were organised by the Department of Education on how planning should be conducted.

The results are significant in that an overwhelming majority of respondents believe that doing a learning programme is enough for effective implementation of social science. They felt that these workshops organised by the Department of Education on how to design learning programmes in all three stages was very clear on how many learning programmes should be adopted in the Senior Phase, especially for social science (DoE, 1997). It means that there was an effective curriculum delivery in many classrooms hence the quality of teaching and learning should have improved. There were a few respondents (about 18.4%) who advocated different learning programmes, work schedules and lesson plans for each subject constituting social science. This number is significant because these educators are part of the group of educators who have no idea what should happen during the curriculum planning. The inability of those educators to programme the school curriculum could result in developing ineffective lessons which do not help learners to master knowledge and skills.

4.3 Conclusion

This chapter looked at the perspective of educators regarding how social science should be taught and assessed in the context of curriculum change. It was found that most educators are qualified, and their knowledge acquired from professional workshops prepared them to teach this discipline in the Senior Phase. Furthermore, the results showed that educators have been supported by the Department of Education and by the school management team (SMT) to enable them to understand the integrated and multidisciplinary approach to teaching. The results reveal that most of the teachers have understood what to do deal with the new approach to teaching in the twenty first century. The positive conclusion that one can draw from this results, is that, many educators are prepared to learn more about how teach in an integrated approach.

CHAPTER 5

PERCEPTIONS OF SOCIAL SCIENCE EDUCATORS ON THE IMPLEMENTATION OF AN INTEGRATED APPROACH TO THE TEACHING OF GEOGRAPHY AND HISTORY

5.1 Introduction

This chapter outlines the qualitative results emanating from the critical analysis of responses to the criteria provided in the self-evaluation sheet (Appendix C). This section presents the summary of data and the interpretation thereof in the context of the research question: What perceptions do social science educators have on the implementation of integrated teaching of geography and history? The following categories were used to classify data on educators' perceptions: positive, negative, undecided. Curriculum integration is the new educational approach that has been implemented in the Senior Phase to drive curriculum reforms in South Africa since 1997, and the ongoing professional development of educators needs to be reflected in high quality education in our schools. For the purposes of this study the amount of data collected in schools provides a much needed clue on how educators have fared so far in implementing curriculum reforms in the classroom. All the data has been analysed through the use of a computer programme called the statistical programme for social science (SPSS), and all the data analysis is presented in the form of pie graphs and descriptive statistics presenting a summary of patterns and trends identified during data analysis. The results are presented in their numerical form to ensure that the critical syntheses of the results are presented in the context of research questions.

5.2 Integration of history and geography

The introduction of social science in the National Curriculum Statement came with the new conceptual challenges that needed to be addressed to ensure practical coherence in the implementation (DoE, 2003). Educators should be able to understand these concepts to

implement curriculum changes in the classroom. However, these concepts, as Kelly (2010) states, are highly problematic in nature, complex in meaning, and cannot, without detriment to quality, be treated as though they are simple, self-evident and non-controversial. The following terms are new to the teaching of social science: for example, ‘integration’, ‘interdisciplinary’, ‘multidisciplinary’ and ‘transdisciplinary’, and are far from being problematic in their meanings (DoE, 1997). Teachers should understand that integration is central to outcomes- based education in order to overcome the traditional fragmentation of subjects, like history and geography that share a common identity (DoE, 2003:6). The concept ‘integration’ should be applied both within and across these two Learning areas. According to the DoE (2003), the principles of integrated learning should form part of outcomes-based education. Integration as an approach should ensure that learners experience these two subjects as linked and related. Educators should provide support to learners and ensure that opportunities are expanded to attain skills, acquire knowledge and develop attitudes and values encompassed across the curriculum. Integration as a concept (McNeil, 1990) is presented as the response to the desire to make the curriculum socially relevant and personally meaningful when offered within the discourse of social science.

The emphasis on integration through concepts, themes and inquiry skills illustrate that social science is underpinned by discourse that privileges integration rather than discipline-specification. The teaching of social science includes teaching broad concepts to promote the integration of disciplinary knowledge and personal development. The main aim of integration is to strive towards a holistic understanding of concepts and themes. Integration is also achieved through the social science processes of inquiry learning which are used to teach broad concepts (DoE, 2003).

Figure 5.1 Educators' views on the integration of history and geography into social science Learning areas

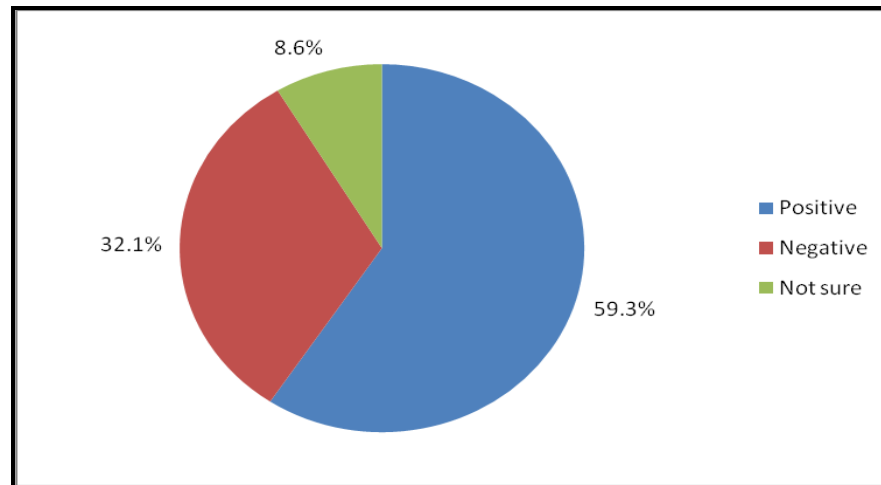


Figure 5.1 indicates that the majority of respondents 59.3% were in favour of the integration of history and geography, whereas 32.1% indicated that they were not. The third group, which constituted 8.6% of the participants, did not state clearly whether they were for the change or not. The respondents in this category commented positively on both approaches, namely, disintegration and integration of both subjects.

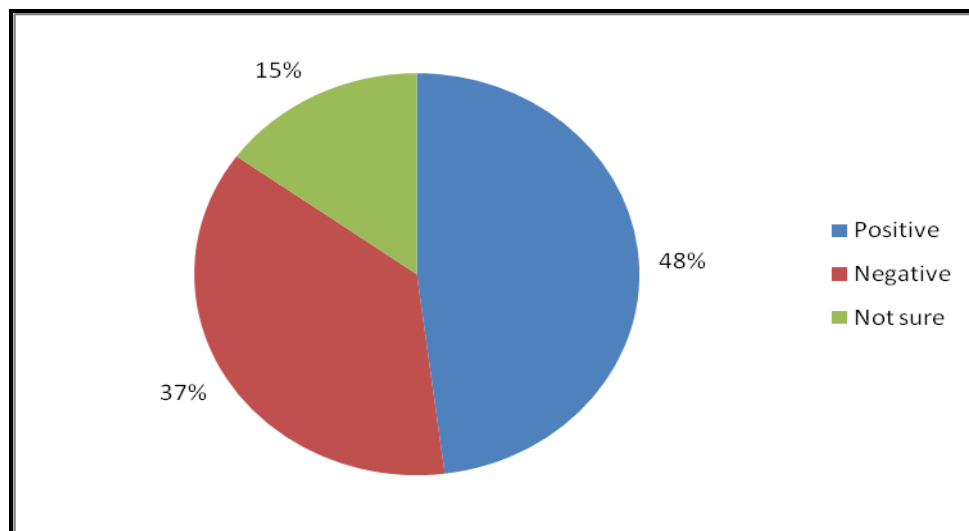
The interpretation of the pattern demonstrated by the pie graph indicates that the majority of teachers teaching social sciences in the Senior Phase are keen to comply with the curriculum changes introduced in the school curriculum. The cohort of participants who believed that the two subjects should be treated as distinct subjects are a significant number because they are teachers of social sciences, and they are expected to comply with the curriculum policy. Furthermore, their perception of the subject could have far-reaching implications for the teaching of social science in the Senior Phase. The group of participants 8.6% that could not clearly decide what approach in the teaching of these subjects is more desirable, and is considered in this study as significant for they demonstrated lack of understanding of both approaches. Their indecision could undermine the rationale behind the teaching and learning of social science as well as the performance of learners in the learning outcomes formulated for this learning area. Kelly (2009) argues that curriculum change should address the pedagogical skills and conceptual clarity of teachers in order to effectively implement the changes required

5.4 Selection and organisation of subject content knowledge

Educators should always remember that the teaching of the social science learning area is not much about knowing concepts and reciting them as was the case in the traditional or content-based curriculum (DoE, 2003). The outcomes-based approach advocates that learners should be exposed to the content for the purpose of developing social science competences such as reflexive, foundational and practical competence. Educators need to understand that when learners are engaged in a learning process they require content which will enable them to develop skills in higher order thinking and problem-solving. Furthermore, subjects such as geography and history should be based on current issues in society, and offer skills relevant to solving issues that threaten human survival.

The selection and organisation of knowledge should be prompted by the need to meet learners' holistic educational needs, indicating a social perspective on knowledge. The nature of social science obliges teachers to take an interest in the world around them and, if possible, be actively involved in addressing social problems. Teachers should make content explicitly relevant to students by drawing on current affairs and issues. This approach increases enthusiasm, the real-world value of studying social science, and student engagement with the content. Current events should be used as content for teaching inquiry skills. Teacher professionalism should be prominent in content organisation as teachers determine which current events and issues are significant and how they relate to the topic being taught.

Figure 5.2 Educators' views on the organisation of subject content knowledge in social science



According to Figure 5.2, the majority of the respondents 48% believed that content knowledge in social science should be organised thematically to address current social issues, while 37% of the sample did not. A minority of the respondents 15% did not have an opinion about what form social science content knowledge should take. These respondents had no positive contribution to make to the curriculum reforms that are taking place in the social science classroom. However, their participation in teaching and learning suggests that they make a direct contribution to how the curriculum is organised.

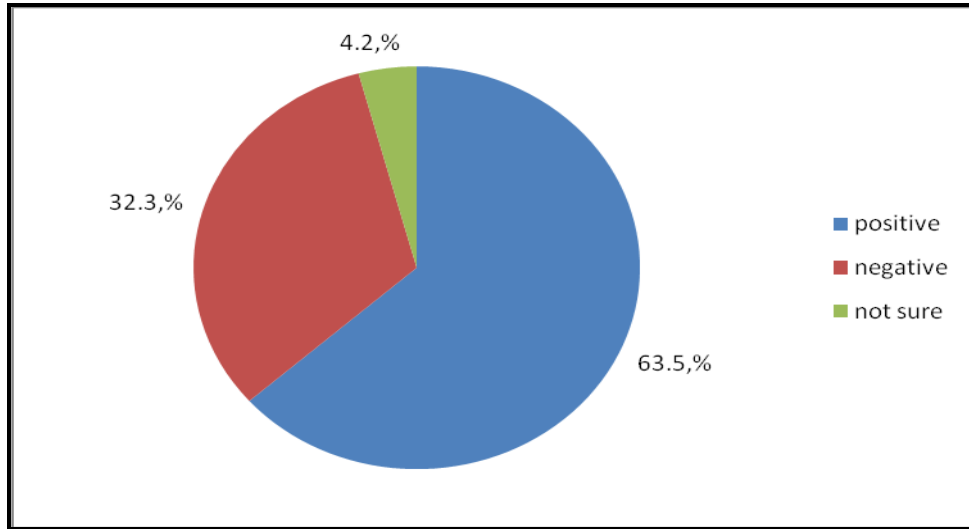
The majority of respondents 48% also believed that social science content knowledge should be organised thematically to reflect integration within and across history and geography. The perception of these educators was significant because it means the majority of educators are embracing the rationale behind the teaching of an integrated curriculum. This is to teach history and geography as single subjects where the content is organised thematically in order to reflect a broad-field or interdisciplinary curriculum. However, those educators who opposed the thematic organisation of curriculum content had a significant impact on the outcomes of teaching social science to reflect an interdisciplinary approach. These educators seem to believe that teaching history and geography separately is the best approach, where they are selecting the curriculum content to reflect a disciplinary approach to the curriculum.

5.5 Sources and material for both teachers and learners

The majority of social science educators regard adequate learning support material as essential to the effective implementation of curriculum development, and a means of promoting both teaching and learning (DoE, 1998). Teachers should be provided with well-resourced classrooms that ideally should include LSMs such as textbooks from each learning programme and other print-based materials (including atlases, dictionaries and readers), stationary, and teaching equipment such as maps, charts and globes. The teaching of social science requires that teachers should not only be able to use new textbooks effectively, but also prepare learning materials themselves, and make use of old materials in new and appropriate ways.

Teachers should be able to produce their own learning and teaching support material (LTSM) (DoE, 2003). The assumption is that educators should be able to understand the curriculum framework as a whole at the level that will inform the conceptual design of the learning programme. Teachers should be experts in the content, concept and skills outcomes of each learning programme at each level/grade in the Senior Phase. They should have access to substantial resource material. They should master the design of a learning programme in a way that ensures the progressive understanding of concepts, content and skills by the learner by through giving due attention to assessment standards. They should be able to graphically illustrate materials with pictures, graphs and maps. Finally, they should have a computer, printer, photocopier and other resources available for the physical production and reproduction of the materials.

Figure 5.3 Selection of learning resources and material for both teachers and learners



The results in Figure 5.3 reveal that 63.5% of the respondents had a positive attitude towards the quality of LTSM available in schools for teaching social science. The other group of 32.3% in the sample indicated disapproval of the quality of LTSM provided in schools, while 4.2% had no opinion. The participants in this category did not show any understanding of how much impact the provision of learning resources has on the teaching of social science in the context of curriculum change.

The majority of the respondents in the sample were significant to this study because teaching and learning of social science can only be facilitated by the quality of LTSM. These educators are able to develop their own learning and teaching resources suitable for teaching both geography and history in the Senior Phase.

One of the major concerns that arise from the study is the inadequacy of the resources provided by the Department of Education. A significant number of respondents 32.3% were critical of the quality of learning resources including texts and electronic resources for the new social science subject. These concerns were consistent across all the schools that participated in the study. Teachers also had legitimate concerns about developing their own learning resources, because some schools in the province are well resourced. This could mean only one thing: the Department of Education is capable of providing adequate resources if they want to. A small

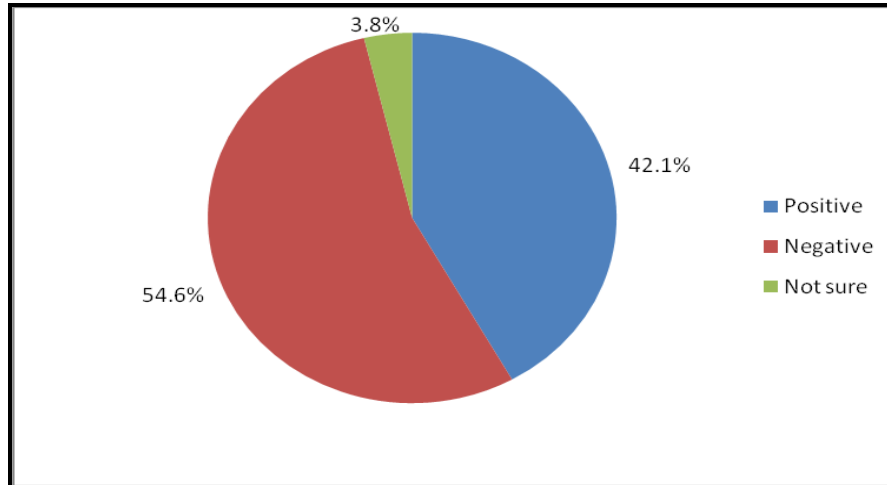
percentage of the sample 4.2% was unable to give any opinion about their attitude towards the provision of learning resources at schools.

5.6 The development of learning activities that promotes integrated learning

Educators should demonstrate competence when in planning learning activities to ensure opportunities are created for every learner to achieve the learning outcomes and assessment standards of social science (DoE, 1997). They should demonstrate competence in selecting the learning context (Killen, 2010) which could assist the learners to acquire skills, values, attitudes and knowledge. Social science educators should make sure that the support material to be used is relevant to the learning context.

Educators are required to have the skills required for the development of relevant learning activities that promote an integrated approach (Killen, 2009). Such skills relate to educators' ability to select the content and contextualise it within the broader aims of learning outcomes, assessment standards and the principles underlying it them. Educators should be able to design lessons which engage learners in developing skills and knowledge with minimum involvement of the educators. Educators should select learning contexts and support material, organise learners for the learning process, and select learning methods appropriate to the learners' ability in the Senior Phase. Educators should know how to prepare learners for learning activities. These activities should be planned to promote integrated knowledge across history and geography to achieve the stated envisaged learning outcomes. Teachers should also be able to integrate assessment procedures with their outcomes-based learning activities in the Senior Phase.

Figure 5.4 The development of learning activities that promote integrated learning



The results presented in Figure 5.4 show that the majority of respondents 42.1% had a positive attitude towards the development of learning activities that show an integrated approach, while 54.6% did not. The smallest sample of 3.8% was not sure whether they supported integration or not. Educators should be aware how to develop learning activities that promote integrated learning, otherwise their activities might promote the traditional disciplinary approach to content knowledge which contradicts the integrated approach to social science.

Designing and planning learning activities that address integration was a new area for educators because traditionally the curriculum had been prepared by bureaucrats of the national Department of Education, and then imposed on educators. Most educators 62% in the survey felt that they were well prepared to plan activities relevant to learning outcomes as required by social science.

5.7. The attitude of teachers towards the transformation from a disciplinary to a multidisciplinary approach

Educators should understand the rationale of the content-based approach, which was driven by the end of the year examination. Its ultimate goal being to promote rote learning, its syllabus was content-based and driven by textbooks. According to Louw (1992), the content-based approach

was placed into a rigid time frames frame and based on what the educators hoped to achieve by the end of the term. Each syllabus theme was subdivided into sub-themes which were described in more detail in a document called “scheme of work”. It was from these schemes of work that educators had to plan their lessons (Fraser, 1999). However, in the outcomes-based approach, learners are assessed on an on-going basis in order to develop skills and values, and it stresses the integration of knowledge and learner-centred lessons.

It was envisaged that the introduction of social science within the NCS would demand new challenges and expectations such as integration, multidisciplinary teaching, theme-based planning and learner-centred teaching and learning. The perceptions of social science educators on whether they understood the transition between the disciplinary approach and the multidisciplinary approach to teaching are presented in the following graph.

Figure 5.5 Transformation from disciplinary to multidisciplinary approach

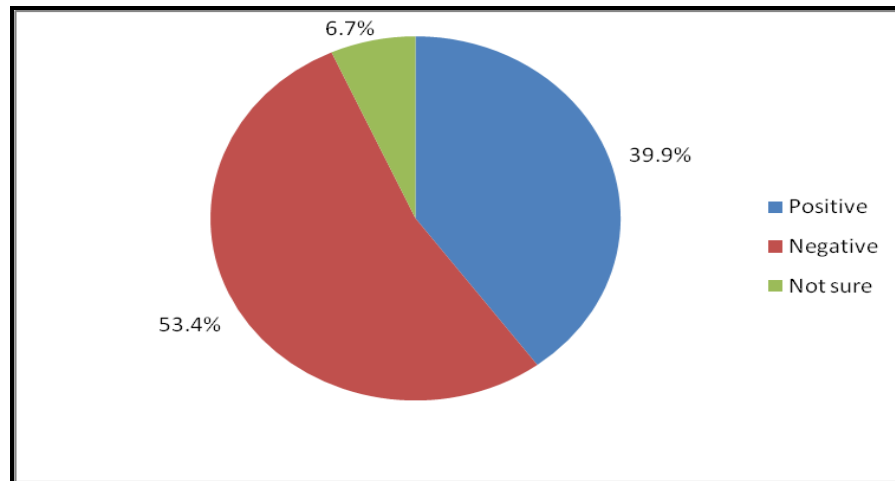


Figure 5.5 indicates that the majority of educators 53.4% indicated that they disapproved of the change from a disciplinary, content-based curriculum to an interdisciplinary, outcomes-based one. 39.9% of the respondents confirmed that they approved of the transformation. They seemed to accept the reason why there was a need for change. A small number of participants 6.7% could not make a clear-cut decision about which one approach they preferred.

A significant number of educators 39.9% held the perception considered that they had been exposed to the change, and they appreciated the move from a traditional, content-based curriculum to a transformative, outcomes-based one. This implies that at least a substantial minority of Senior Phase educators know and understand the imperative behind the introduction of social science within outcomes-based education and the major significance of the change. This understanding is very important because educators should be able to ensure that the aims and objectives of social science are implemented in their classroom practice to reflect change. The remaining 29% of the respondents seemed to support both the content-based curriculum and the multidisciplinary approach to social science teaching. However, the perception of any respondent should only matter when it translates to skills or ability to deliver the expected outcome. The knowledge is only significant if one can demonstrate the outcome in a more practical way, for instance by conducting integrated lessons and learner-centred teaching, and choosing the correct theme for a particular lesson.

5.8. Support and availability of guidelines

The process of training and orientation of teachers for the implementation of social science was provided by Department of Education officials, Heads of Department and NGOs (DoE, 2003). The Department of Education commissioned the Media in Education Trust (MiET), a non-governmental organisation, to provide a core of officials with a basic understanding. These “master trainers” would then cascade the knowledge and understanding that they had gained to district officials. District officials would in turn cascade the information to classroom practitioners and other educators in their respective districts. This training model, commonly referred to as the “Cascade Model”, became the primary means of preparing the majority of social science teachers for curriculum implementation (Chisholm, 2000). Teachers are still trained using this model, although it has been adapted quite substantially.

According to the Department of Education (2000:64), although the national Department of Education had initiated the process of orientation and training, provincial departments were seen as key to the implementation of curriculum integration. They were also seen as responsible for the provision and distribution of learning support materials. Currently, provincial/district

workshops with teachers have been conducted as short, three-to five-day sessions. These workshops were first conducted during school hours. After restrictions were placed on training during school hours, training continued on weekdays after school hours and at weekends. This indicates how serious the Department of Education was about the quality of teaching and learning that was envisaged in the new curriculum model.

Phase advisors from the Department of Education should continuously attend to educators' problems in implementing the teaching of social science, and address them in their follow-up workshops either for a cluster of schools in a circuit or in individual schools. If the phase advisors provided support there would be uniformity in the manner in which Senior Phase schools develop their learning programme planning. The success of these workshops could enhance the confidence of educators to account for their classroom practice. For instance, educators could discuss pressing challenges which undermine the teaching of social science with subject advisors.

Figure 5.6 Support and availability of guidelines

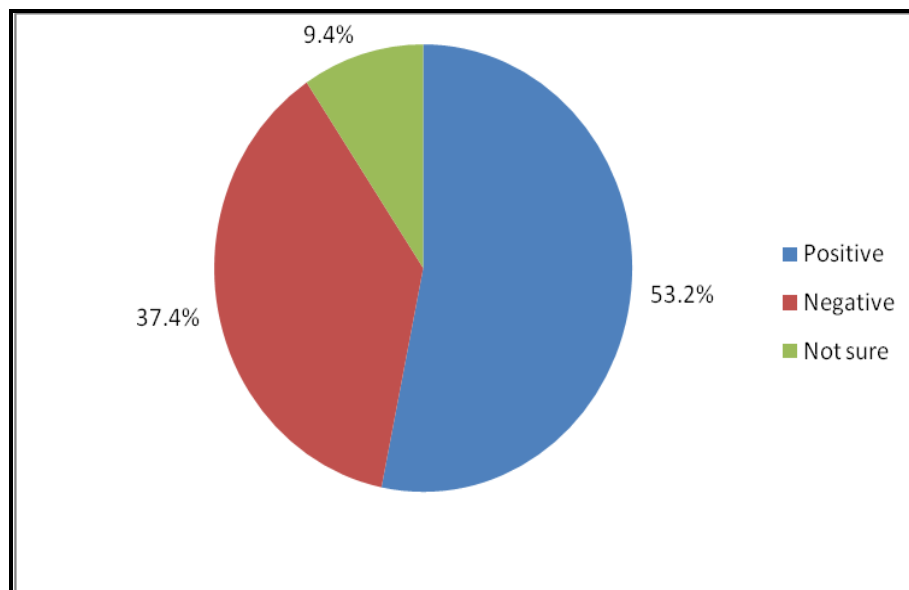


Figure 5.6 indicates that 53.2% of the respondents approved of the support that the Department of Education provided towards implementing the social science curriculum. About 37.4 of the respondents were critical of the kind of support offered to them, whereas a small sample 9.4% of

the respondents did not have an opinion about the support and guideline documents provided to facilitate curriculum change.

5.9 Principles underpinning teaching and learning introduced by curriculum discourse

There have been various principles identified by the NCS since 1997 that educators should be familiar with to effectively implement curriculum change in South Africa. These principles are concerned with clarity of focus, designing down or designing back, expanded learning opportunities and high expectation expectations. Every educator teaching in an outcomes-based environment should remember that all learners have the potential to learn and succeed. Educators should know that in OBE classrooms the term ‘failure’ does not exist because each learner is unique, and therefore presents various abilities that need to be considered. It is in this regard that all learners, regardless of their learning potential and pace, have the potential to succeed. The slow pace at which learners may grasp subject matter and skills should not be equated with failure (Taylor, 2007). Spady (1994) insists that depth of understanding and intellectual rigour is not reserved for the few: every learner deserves a chance.

According to this principle, educators are not allowed to retain learners in the previous grade simply because they cannot demonstrate competence, skills and knowledge in some areas (DoE, 1997). The policy on assessment compels educators to move their learners to the next grade irrespective of whether they can demonstrate the achievement of outcomes at the given level or not. This is likely to lead to substandard matriculants and hence substandard first-year students in many universities. Teachers should devote their flexitime to attend to special cases in order to guide learners towards the attainment of outcomes. This principle reinforces the belief that “successful learning promotes more successful learning” (Spady, 1994). This is an ideal principle which has proved difficult to achieve in the classroom, particularly because of the lack of resources and overcrowded classrooms. The reality is that those learners who move to the next grade without mastering certain outcomes tend to lose those outcomes for ever.

Figure 5.7 Principles underpinning teaching and learning introduced by curriculum discourse

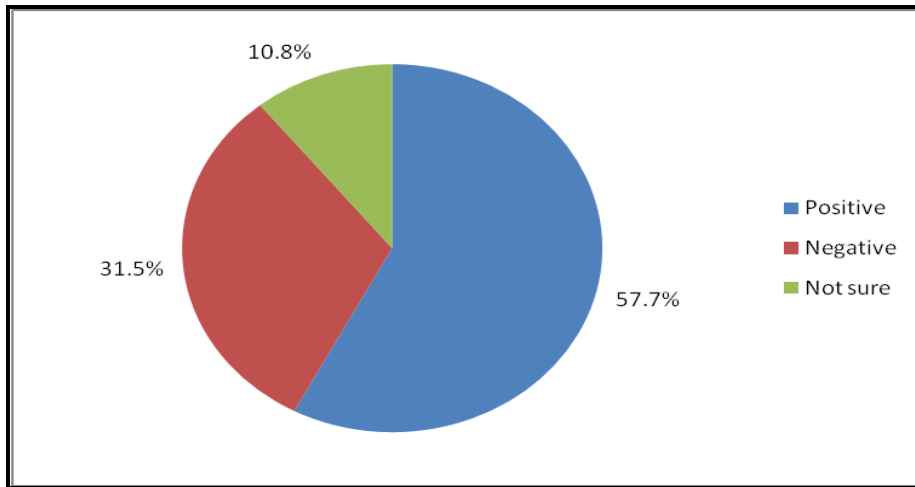


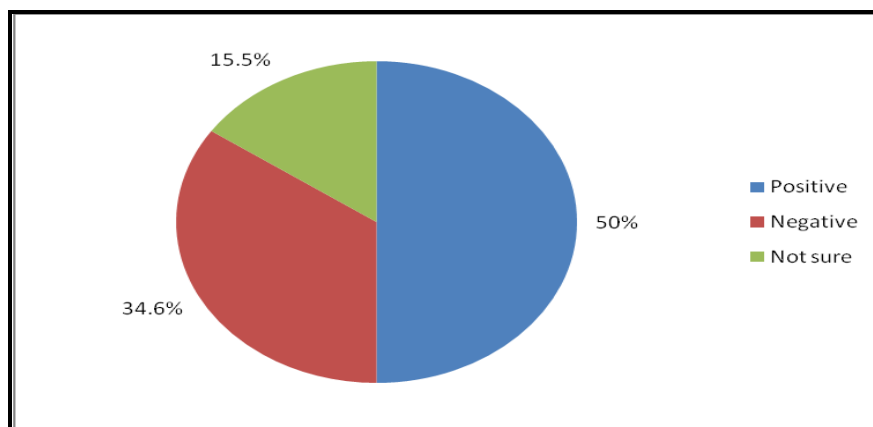
Figure 5.7 presents the summary of findings regarding the curriculum principle of high expectation. The results indicate that the majority 57.7% are positive about the principles underpinning the teaching and learning of social science, while 31.5% are negative. A minority 10.8% are both positive and negative towards these significant principles.

The perception held by 31.5% of the respondents was that of uncertainty. These respondents did not approach the implementation of these principles in practical terms within the field of social science. The failure to attain this principle ‘high expectations for all learners’ is a result of total neglect of quality pass rate by the designated education authorities. The current minister of education Mrs Angie Motsheka’s 30% and 40% pass marks is the total opposite of this principle and could have detrimental effects in the implementation of curriculum integration, which requires that all outcomes in social science should be achieved. If the majority of social science educators do not clearly understand this principle, as teachers are alleging, this will have a detrimental effect on the entire education system. This confirms assertions made by Jansen (1997) that OBE would produce learners who are highly confident, but illiterate.

5.10 Transdisciplinary and interdisciplinary nature of history and geography.

In an interdisciplinary subject, students explore and integrate multiple perspectives from different disciplines, sub-disciplines and areas of expertise (Golding, 2009:3). Teachers should be able to distinguish the interdisciplinary from the multidisciplinary approach, which juxtaposes multiple perspectives on the same topic without integration. The interdisciplinary approach should involve a synthesis or balance of multiple perspectives to produce such things as a deeper understanding or illustration, a balanced judgement, and a viable solution. In social science, the interdisciplinary approach should effect the development of informed, critical and responsible citizens who are able to play constructive roles in a culturally diverse and changing society (DoE, 2003). Hence, the new curriculum advocates the transdisciplinary and interdisciplinary approach wherein history and geography should be taught using one topic, concept or theme. Social science teachers should explore similar concepts in both history and geography to teach topic, theme and concept to bring out the interrelationship between the two subjects. The relationship between history and geography is a very special one, and should be treated as such in the National Curriculum Statement. Educators should remain cautious about how to keep these two disciplines united at all times (DoE, 2000). Geography is concerned with human-environment interaction (Bergman and Renwick, 2010), which represents the spatial dimension of human activity, while history tries to represent the time dimension. This implies that neither can be adequately understood in the absence of the other, so it only makes sense to teach the two subjects together to illustrate the relationship between them.

Figure 5.8 Transdisciplinary and interdisciplinary nature of history and geography



The result in Table 5.8 indicates that the majority of teachers were in favour of the interdisciplinary and transdisciplinary approach to teaching history and geography. 50.7% of the respondents indicated their approval, 34.6% indicated their disapproval, and 15.5% neither supported nor disapproved of the teaching of history and geography as an interdisciplinary and transdisciplinary subject.

A significant number of educators 34.6% believed that they had not grasped the gist of what social science stood for in the broader sense. This deficiency could imply a failure to understand the value of teaching an interdisciplinary subject as outlined in the policy. It could also mean that most of our teachers are struggling to plan properly to reflect the social values, attitudes and knowledge required to implement an interdisciplinary approach. This would surely compromise the quality of their teaching. As indicated in section 4.2, most educators have neither the relevant qualification nor the desire to teach this subject with the required purpose.

What is promising from this data is the fact that 50% of the respondents had a positive view about their understanding of the transdisciplinary teaching of social science. This was a group of educators who were doing everything possible to ensure they knew why this subject is a combination of different subjects. All educators should be required to undergo retraining and re-skilling in order to carry out this important national assignment effectively.

5.11 Organisation of content knowledge and lesson preparation in social science

The following discussion is a summary of findings based on the Senior Phase educators' responses to the statement eliciting their perceptions about the organisation of content knowledge for the teaching of social science. Teachers and learners have complementary responsibilities (McNeil, 1990). Teachers should develop appropriate instructional strategies to help learners achieve the curriculum expectations, as well as appropriate methods for assessing and evaluating students' learning. They should bring varied teaching and assessment approaches to the classroom in order to address different students' needs in order to offer sound learning opportunities for every student. They should also reflect on the results of the learning

opportunities provided, and make the adjustments necessary to help every student achieve the curriculum expectations to the best of his or her ability (Killen, 2010).

Most importantly, teachers should demonstrate each of the four categories of knowledge in order to teach effectively (Schulman, 1987). Pedagogical knowledge is vital as it provides broad principles and strategies of classroom management that appear to transcend subject matter learned in practice. The choice of content should be determined by the outcomes desired by the end of the lesson (Killen, 2009:76). This means that teachers should not use particular content just because it looks interesting, or because it happens to be in the textbook, or it has always been part of the subject one is teaching. To avoid this, teachers should select content carefully and explain to learners why that content is being used. According to Perrone (1994:12), cited in Killen (2009), the content (ideas, theme and issues) should be selected on the basis of capacity to provide depth and broad perspective to students.

Figure 5.9 below describes educators' perception of lesson delivery that promotes integration of learning through concepts and skills. Educators should possess essential knowledge for social science such as the integration of learning through broad concepts such as "democracy", and inquiry skills. Social science should be centred on personal developmental concepts such as 'democracy and environment' reflecting the social context in a democratic South Africa. It should be taught in an integrated approach using thematic units in order to achieve the goals set out in the National Curriculum Statement. In the current set-up, the extent to which disciplinary knowledge is made explicit is dependent on the way the unit is written and its purpose.

Figure 5.9 Organisation of content knowledge and lesson preparation for social science teaching and learning

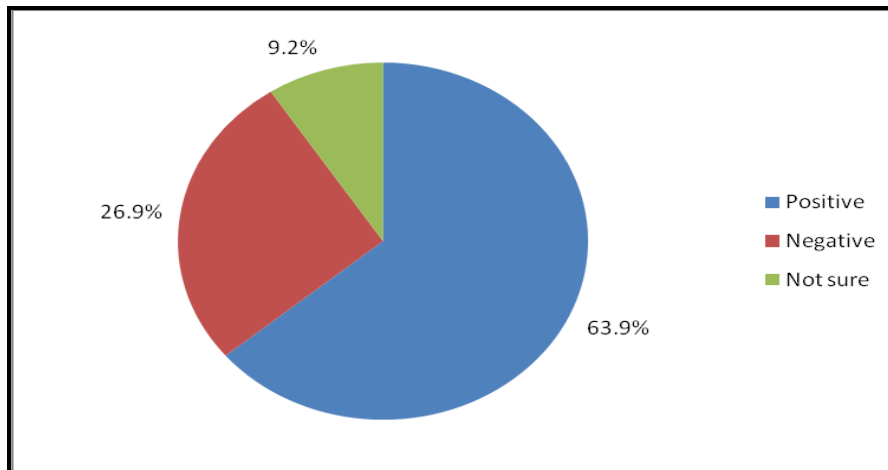


Table 5.9 indicates that the majority of respondents 63.9% had an excellent grasp of social science, 9.2% claimed to have very poor ability to teach it, while 26.9% rated themselves not able to teach it. This data collated with the interview data and the most significant response type identified from the survey, which has changed teaching practices. Teachers indicated that as a result of the new curriculum changes (NCS), they had adapted their classroom and assessment practices, but very slowly. They described how using outcomes in their programming and teaching had added to their workload while trying to achieve improved learning for their learners. Teachers noted that their implementation of standards-based assessment principles had enhanced the feedback they gave to learners, had moderated and clarified the marking process, and had improved learners' performance in assessment tasks overall. These changes to teaching practice seemed to be linked to signs of increased curriculum control. Teachers discussed how they chose to teach certain topics in certain ways in order for learners to gain good results.

Not all changes to in teaching practice were described as beneficial to learners. Changes to the way teachers presented the subject and relied more on teacher exposition and less on learner-centred and inquiry learning tasks were reported to be detrimental to learners. Educators were hostile to these changes, and showed signs of decreased control over the curriculum as shown in Figure 5.3. Coupled with the loss of curriculum control was uneasiness about teaching learners for an examination result rather than teaching them to enjoy value and learn life skills for social

science. These cohorts of teachers were conscious of the tension between an examination-driven curriculum and what they believed to be best practice.

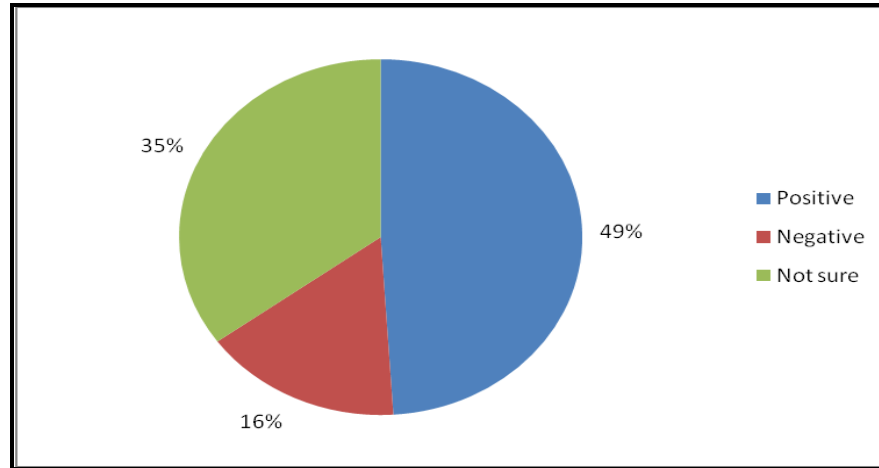
5.12 The selection and organisation of themes to teach social science

According to Ranaweera (1990:24), social science should use themes as an organising or integrating element to show that different disciplines interrelate in the elaboration and illustration of the theme. This both assumes a disciplinary base and strengthens the understanding of the disciplines themselves as they are used in sequence or in concert to pursue a given theme or topic. Social science plays a pivotal role in encouraging the development of thematic multidisciplinary units for a class, grade level or school (DoE, 1997). Many themes and the related concepts should be based on social science and other disciplines that are used to support the chosen theme. Teachers planning to use a thematic approach should select themes that are relevant to areas of study. The selected themes should be appealing to Senior Phase students. They should address curriculum frameworks and be linked to the local environment, scope and sequence and priorities. In most instances, themes are designed for two- or three-week periods so that embedded concepts can be taught from multiple academic disciplines.

All themes should be planned in advance within a phase so that a final culminating activity brings the theme into a real-life focus for the students. This activity might be a fair, a special environmental or historical day celebration and opportunity for special guests, or other kinds of activity that will be remembered by students for years to come. Selected activities should include concepts, skills, information and principles selected for various levels of mastery so that all students can enjoy learning in from theme-related instruction.

All educators who participated in the study adopted the use of themes as the main framework for organisations approach and planned activities for the entire Senior Phase programme. They revealed that for them to teach according to NCS, they need needed to rely on themes, and the majority of their activities were based on the chosen theme. However, some educators indicated that even though they used themes, some activities were not related to the chosen theme. Instead they formulated their own activities.

Figure 5.10 Selection and organisation of themes to teach social science



According to Figure 5.10, the very nearly half of respondents 49% felt they had a good understanding of how to select themes to facilitate the teaching of social science, 35% declared themselves to have an average level of understanding, 16% claimed to have poor understanding.

A significant number of educators 49% felt that they were competent in selecting relevant themes to facilitate integration. Their perception in selecting themes could imply that they were able to integrate activities for each learning outcome with assessment standards. They were able to use themes that were of value to the lives of the learners and their community.

5.13 Strategies and classroom organisation required in the teaching and learning of social science

Teaching involves the selection of various teaching methods or strategies appropriate for effective lesson delivery. There are known teaching strategies available out there for educators to take advantage of, but they are often neglected by teachers. Hoagland (2000) observes that educators need to connect the content to the individual interests of the students, thus increasing student interest in the content and actively engaging students in the learning process. This entails using a variety of teaching techniques that can help engage learners in the learning process. Examples of such strategies include, among others, role playing, group work, cooperative

learning, mixed ability group learning, diversity learning and whole class learning. These strategies are significant for effective lesson delivery in social science because learners are given an opportunity to develop the ability to master relevant skills and knowledge. For example, cooperative learning promotes team work, communication skills such as listening and speaking, and critical thinking.

Cooperative and small group learning usually ensure that there is no competition amongst students when they are learning. Instead it stresses the need for team work or group work which promotes unity in the social science class. During the interview educators seemed to believe that cooperative learning provides opportunities for students to learn, practise and live the attitudes and behaviour that reflect the goal of social science education. Educators' ability to use various teaching strategies is considered as best practice and numerous studies claim positive results from the use of various instructional methods. Dow (1979) assessed the effectiveness of direct observation, data gathering, reading, role playing, constructing projects and watching films, and concluded that these methods are excellent ways to provide students with new information.

Figure 5.11 Strategies and classroom organisation required in teaching history and geography

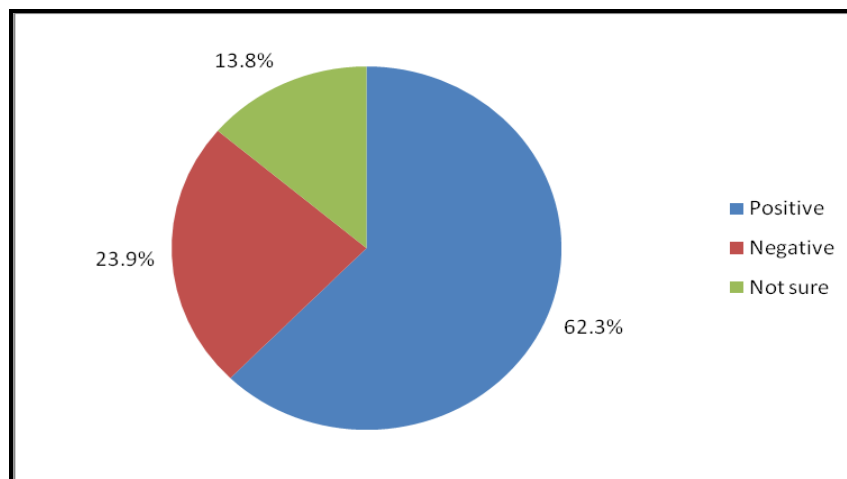


Figure 5.11 reveals the perception of educators with regard to their ability to select appropriate teaching strategies that educators they considered to be relevant in teaching social science. The figure shows that 62.3% of the respondents felt positive about teaching strategies that should be

selected for teaching social science. A considerable group of respondents 23.9% did not do so. It was disappointing to discover that some of the respondents were still using traditional teaching strategies when teaching history and geography, which meant they had no idea how to conduct a lesson. It was even more disappointing to learn that 13.8% had absolutely no idea if there were teaching strategies for teaching social science or not. Most respondents were clear about which strategies were suitable for social science. It is clear that various methods are necessary.

This notion of teaching social science using an array of strategies and techniques corresponds with the views of Bonell and Eisen (1991), who advocate the innovative approach to teaching diverse learners. The data indicate that Senior Phase educators do not understand what teaching strategies to use during lesson presentation.

Those respondents who did show such understanding mentioned the following teaching strategies: using technology, going on field trips, working in cooperative learning groups and actively engaged engaging with content. They were quick to point out the inappropriate strategies which they think would discourage learners from wanting to learn social science. These methods were highlighted as having poor outcomes and promoting passive learning, such as lecturing, note-taking, dictating notes, providing worksheets and expecting rote memorisation. Some of these educators stated clearly on their self-assessment sheets why they prefer those strategies.

Even though the majority of educators who participated in the study painted a bleak picture about actual practice in class, it is clear that some Senior Phase educators attended the workshop on how to teach social science. Educators agree that the best way to teach social science is by using a variety of teaching strategies and techniques. Their assessment sheet revealed that from their experience, students dislike the passive learning environment they have often grown accustomed to, and want to be actively engaged in social science. While this study has proved to have its limitations, it does provide a deeper understanding of educators' attitudes toward teaching social science. These data are likely to provide an impetus to better understand the level of maturity required in our educators in carrying out their daily responsibilities in our schools.

5.14 Implementation of continuous assessment in the social science classroom

Various types of assessment are included in the RNCS, such as baseline, diagnostic, formative, summative and systematic assessment (DoE, 2002:126). According to the assessment policy, assessment should be “integrated with teaching and learning” (DoE, 2002:11). In the report of the Review Committee on C2005, the lack of alignment of curriculum and assessment policy is mentioned (2000). Although the theory of outcomes-based education indicates that teaching, learning and assessment should be integrated, this has been problematic in practice. Assessment strategies should reflect an integrated approach to teaching and learning. This approach should play a critical role towards in ensuring that integrated assessment succeeds. School-based assessments should be used to measure learner progress and diagnose lack of progress to enable remediation and focused teaching. Educators should provide crucial feedback to learners and parents about academic progress. These forms of assessment are crucial for monitoring students’ performance at the end of the year. Social science educators should adopt assessments similar to the ones described above, and be mindful of integration integrating assessments them. These assessment methods involve formal tests, projects and assignments which constitute the Continuous Assessment (CASS) or year mark.

Assessment should provide feedback on what learners know relative to what they should know. Educators should be clear about the social science curriculum content, and understand that it needs to be closely aligned to what is assessed. Furthermore, forms of assessment need to be appropriate to the social science being tested, as well as to the level of learning. In short, assessment requirements should spell out clearly for educators what they should teach, at what level and how they can ascertain whether the learning process has been successful. Finally, assessment should offer government and society in general, parents and learners, information about the quality of schooling.

First, educators ought to know the importance of baseline assessment before it is used at the beginning of each learning activity. The purpose of baseline assessment is to establish what learners already know before any other form of assessment is made. The information gathered

can assist educators to decide on the level of demand, and build onto the learning activities in their plans (DoE, 2000).

Second, educators are required to understand how formative assessment should be conducted in order to build learning activities. The main purpose of this assessment is to monitor and support the learning process, and guide learners and educators through constructive feedback. Educators should know that in order to obtain information about the nature and cause of learning difficulty, and provide appropriate remedial assistance and guidance, they should apply diagnostic assessment. Finally, summative assessment should encompass a series of assessment activities resulting from the overall report on learners' performance (DoE, 2000).

Figure 5.12 Implementation of continuous assessment in the social science classroom

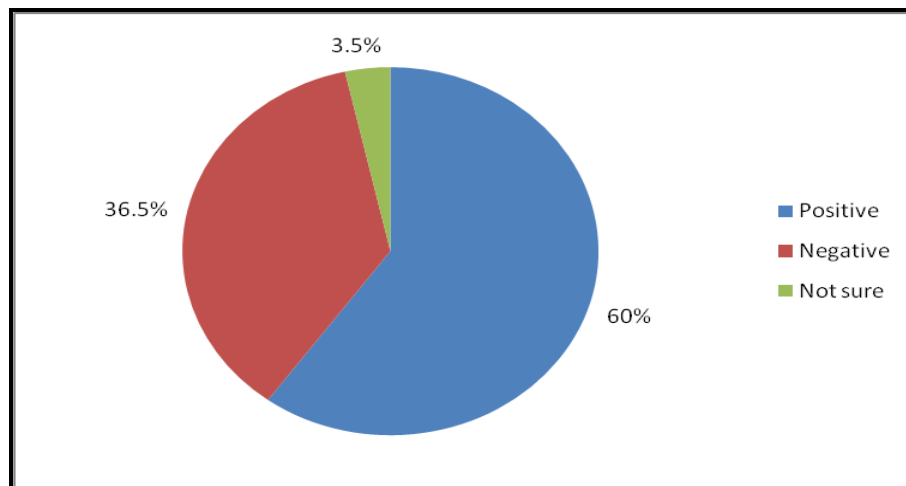


Table 5.12 indicates that the majority of the respondents 60% approved of the use of continuous assessment that integrates history and geography, and understood that the quality of teaching can be enhanced through the regular monitoring of learners' progress. 36.5% of the respondents disapproved of continuous assessment, while the remaining 3.5% were unable to reveal whether they approved or disapproved of using continuous assessment in teaching social science.

The perception held by 36.5% of the respondents was that the previous training workshops were not helpful to educators in implementing continuous assessment in social science. This could

imply that a substantial minority of educators did not understand the principles of continuous assessment and how they should be implemented in teaching social science to reflect the principles of integration. The resistance to implementing integrated teaching renders the policy on continuous assessment highly ineffective for social science teaching and learning. The inability of educators to conduct assessments according to the prescripts of the curriculum could badly affect not only how many learners perceive social science, but also how they learn it in their classrooms. The degree of neglect apparent for this important task could further lead to many educators defaulting on how they handle the entire assessment process. One could deduce from this result that in some instances there is a major misconception when it comes to assessment in social science. The ineffectiveness of educators in implementing integrated assessment procedures could badly affect learners' attitudes to learning social science, in weakening their morale when their performance is not properly rewarded with sufficient feedback on what they have attempted.

The A small number of educators 3.5% indicated that workshops organised by the Department of Education did not succeed in improving their ability to implement assessments in social science. This result implies that the views of some educators about assessment guidelines for social science, raises serious doubt about the practice of continuous assessment.

5.15 Conclusion

This chapter presents a synthesis of findings based on the data collected by means of self-evaluation sheets wherein educators were to rate their understanding of the social science curriculum, learning activities and assessment procedures. The findings from the evaluation were verified by an observation schedule which sought to inform this study with real scenarios in the classroom about the actual practice. There were obvious contradictions that were identified and discussed in the context of each criterion of evaluation. However, those contradictions will be discussed in the last chapter when the study summarises the entire findings and makes recommendations.

CHAPTER 6

EDUCATORS' THEORY AND PRACTICE OF INTERDISCIPLINARY CONTENT KNOWLEDGE IN SOCIAL SCIENCE TEACHING AND LEARNING

6.1 Introduction

This chapter presents a summary of data collected by means of in-depth interviews. Structured questions aimed to solicit information related to the participants' disciplinary and pedagogical knowledge that enabled them to teach history and geography in an integrated approach. Furthermore, the interview questions sought to probe information regarding alternative strategies used by participants to implement changes outlined in the social science policy guidelines. Carr (1996) averred that as implementers of curriculum changes at the classroom level, educators should devise their own alternative strategies based on their common sense to contextualize curriculum changes in their own environment. McNeil (1991) claimed that there are three levels of curriculum development namely; national, institutional and personal. Therefore, it was crucial for this study to solicit information that could provide the theoretical knowledge that informs the practice of teachers in their process of implementing curriculum changes in the teaching of social sciences. According to Carl (2012) and Kelly (2010), any practice in social sciences is one way or another informed by theory. Scholars, who are experts in curriculum research, such as (Schubert, 1986; Goodson 1995; Cornbleth, 1996), also argue that there is no practice without theory. According to the National Education Crisis Committee (NECC) (1992) and National Qualification Framework (NQF) (1997), the broad-field or interdisciplinary approach to curriculum theory and practice requires a paradigm shift for organisation, selection and sequencing of subject content knowledge.

The process of data collection, as discussed in Chapter Three, was conducted with a focus group of ten teachers from the main sample. In selecting the focus group for interviews, the researcher used radius as a criterion owing to the shortage of money for transport. Township schools are close to one another, and therefore the researcher selected a group of ten from each of the five schools at Esikhawini Township and another ten from each of the five schools in Ngwelezane Township for conducting structured in-depth interviews. The required participants were those who taught social science in both grade eight and nine in the Senior Phase.

6.2 Data analysis and presentation

The information solicited during interviews was recorded by means of tapes. The responses were transcribed for analysis. Responses were thereafter organized according to convergent and divergent views identified during the process of data analysis. The summary of data was presented under themes established from data. Responses presented under each theme depict convergent and divergent respondents' viewpoints and experiences.

6.3 Teachers' views on interdisciplinary knowledge structure to teach social sciences

The qualitative results revealed that 33% (n=20) of the respondents had majored in history and geography for their degree. 14% of the respondents had passed at the second year level, while 53% indicated they had studied one of the two subjects required to teach social science. These findings indicated that the respondents who lacked adequate academic and pedagogical content knowledge were in the majority. Further probing questions enable the respondent to provide the reasons for not taking history as major subject, and such statements were similar to these:

Respondent: *'I did not intend to be a teacher. History was just an additional subject and I did not even study methods to teach because I was not interested in the subject. When I got employed at this school, the principal thought I can teach social science and immediately included social science in my duty load.'*

Respondent: *'I did not learn geography at high school and therefore it was impossible for me to study it at university.'*

The lack of academic knowledge in these subjects is perceived in the light of the critical questions and objectives of this study as the key factor that could pose a serious threat to the implementation of changes in teaching of geography and history as interdisciplinary fields. According to the NECC (1992) and the NEQF (1997), curriculum design for a democratic South Africa presented a view of knowledge as fields for acquiring knowledge, skills, and values systems underpinning the curriculum, not as distinct subject content knowledge. According to proponents of the interdisciplinary view in curriculum development (Fink, 2003; Vess, 2009; Repko, 2008, 2009,), teachers are expected to select themes and organise content knowledge so that learners can explore suitable knowledge to address real life problems and challenges instead of learning content driven knowledge from single subjects. It is for this reason that these two subjects were called learning area for exploring geographical, environmental, economic and historical knowledge of local and international societies. The rationale for the teaching of these subjects in an integrated approach is discussed in DoE (2000) as follows:

The teaching of history and geography was meant to contribute to the development of informed, critical and responsible citizens who are able to play constructive roles in the culturally diverse and changing society. The philosophy and programs of social science emphasised integration or unity of knowledge, so that learners can contribute to the development of a just and democratic South African society.

6.4 Theme 1: Pedagogical qualification

The question on qualification sought to acquire information related to approaches educators use to teach geographical and historical knowledge to promote and emphasise the interrelatedness of these disciplines for learners to acquire knowledge, skills, attitudes and values as stipulated in the DoE (2000):

Pedagogical content knowledge identifies the distinctive bodies of knowledge for teaching history and geography. This knowledge represents the blending of content and pedagogy into an understanding of how particular topics, problems or issues are organised, represented and adapted to the diverse interests and abilities of learners.

These analyses of the responses highlighted that, teachers of social science lack understanding of the interdisciplinary approach to the teaching of geography and history in order for learners to develop the ability to transfer knowledge, skills, and values across these disciplines. This finding from social science teachers contradicts the educational ideal proposed by the NECC (1992) and the Curriculum Model for South Africa (CMSA) that proposed the adoption of a trend that would be compatible with the international trend which favours either a multidisciplinary or a transdisciplinary curriculum model. The following approaches were identified from the responses:

6.4.1 Subject based approach versus interdisciplinary approach

Response 1: *During my training, the lecturers taught us that the important things to know about Outcomes Based Education is that you must know the learning area outcomes, Assessment standards, group work, discussions, and integration of learning outcomes within and across the learning areas. When planning geography lessons I integrate learning outcomes and assessment standards that are related in geography. I do the same when planning history lessons.*

In the sample of (n=20) 14 responses reflected similar understanding of the approach required for teaching social sciences, and the finding was that the majority of teachers in the sample viewed geography and history as distinct subjects. The planning of lessons for each subject was a prevalent practice for 16 participants. The implication for this practice in the context of this study's research question and objectives is twofold. The first issue is the threat facing the implementation of curriculum change which promotes learning of geographical and historical knowledge as an integrated field to acquire knowledge, skills and values suitable for solving problems in real life situations. According to the NECC (1992), Carl (2012), Kelly (2010), Fink

& Killen (2010) the global trend influencing curriculum development promotes an interdisciplinary and multidisciplinary approach as opposes to a subject oriented approach. The second issue is the lack of proper education and training of teachers in pedagogical knowledge for the broad-field curriculum model. The lack of adequate and relevant education and training of teachers for curriculum change could leave them confused and adhering to what they believe is correct. The assertion by Stenhouse in Preedy (1996) highlights, that there is no effective implementation of curriculum change without teacher development.

6.4.2 Use of alternative teaching approaches and learning styles

Another issue that surfaced about teachers' approaches in teaching interdisciplinary subject was confusion and mixed teaching strategies and learning styles. Teachers assumed that through the use of group work and group discussion learners would learn integrated knowledge. There were six teachers who claimed they were not spoon-feeding learners by giving them notes on the board, but giving them projects and assignments in both history and geography. Questions revealed that teachers could not differentiate between teaching strategies and interdisciplinary teaching. As one of the respondents stated:

Our Heads of Department and subject advisors emphasise the use of group projects and group discussion for learner-centred teaching. In our lesson plans we are told to make sure that we write LO's across the subjects and within subjects.

The analysis of these responses revealed teachers' confusion as to what an interdisciplinary curriculum entails as far as pedagogy is concerned. The inability of teachers to understand the rationale for the teaching of social science as a field that integrates content from geography and history could have far-reaching and detrimental effect on learners' performance. The implication of this finding for the research question was that the alternative approaches used by the teachers in teaching social sciences are contrary to the one recommended in national curriculum policy document (DoE, 2000 and CAPS, 2012). Preedy (1996) argues that the tendency to deviate from the policy stipulation is common at the implementation stage owing to the misconceptions

emanating from diverse interpretations of the designers' intentions. This is what this scholar called, 'Implementation Gap'.

However the knowledge of the significance of group discussions and group work indicated some positive moves towards adoption of strategies of teaching and learning other than regurgitation of factual knowledge and use of drill methods that perpetuate rote learning of history and geography.

6.4.3 Organisation and sequencing of content knowledge

Carl (2012) asserts that the process of organisation and selection of content knowledge for teaching and learning depends on the ability of a teacher to understand and analyse learners' needs and cognitive development. Killen (2010) says that teachers' pedagogical knowledge should enable them to understand the teaching and learning milieu and the learners' needs.

Responses to the probing question as to how teachers' organised content knowledge to teach themes and topics in social science were indicative of the timetabling for teaching social science as two distinct fields of knowledge. The time table indicated periods for teaching geography and others for history. According to the proponents of Broad-field curriculum (Repko, 2009) there are two approaches for organising content knowledge for interdisciplinary or multidisciplinary teaching and learning: the *thematic approach* and **across the subjects teaching and learning**.

6.5 Theme 2: Teachers beliefs and attitudes towards social sciences

There were 13 respondents (n=20) in the sample who held academic and professional qualifications for teaching history who taught social science learning area. These participants demonstrated confidence in their ability to develop insights into the teaching and learning of history. They claimed that history was their favourite subject in social science. The analysis of

data highlighted teachers' hostility towards an interdisciplinary curriculum. Furthermore the beliefs of teachers about the nature of the two subject reflected adherence to the subject-based curriculum design that obtained during their education and training. There were seven respondents who preferred to teach geography rather than history. They raised the same concerns as their counter parts. This was established from responses such as;

Respondent: *Actually, there are no difficulties in teaching social sciences as a subject because I teach history topics during its periods and when it is geography period I teach geography topics.*

Which subject do you enjoy teaching most?

I studied geography and I was trained to teach it. I therefore enjoy geography topics more than history.

Do you see any relation between history and geography?

No. This is why OBE failed because they clustered subjects into learning areas instead of teaching the way they were taught to us .We enjoyed learning them as separate subjects

6.5.1 Subject bias

Interpretation of data identified subject bias in the manner in which participants view and handle content knowledge in teaching social sciences in Senior Phase. This finding is interpreted in this study in the light of what an expert in interdisciplinary approach advocates about knowledge structure. Repko (2009:65) argues that interdisciplinary knowledge structuring for teaching and learning should be guided by the following:

- First, a perspective and this entails the capacity of teachers to understand multiple view points on a given topic including the appreciation of differences between disciplines and especially their perspectives on how to approach a problem and their rules of evidence.

- Second, development of structural knowledge and this entails identification of declarative knowledge (factual information) and procedural knowledge from disciplines which are required to solve complex problem related to life situations.
- Third, integration of conflicting insight from alternative disciplines is essential. Perspectives and prediction often arise when ideas from two or more disciplines are embraced during the process of investigation.
- Fourth, interdisciplinary understanding: This entails seeing an issue from an array of perspectives and recognising how each of the alternative approaches influences one another

The responses of teachers in the sample proved that they were biased towards their subject specialisation in teaching social science. Their inability to understand the theory and practice of teaching interdisciplinary knowledge could impede curriculum transformation in South Africa as this approach is required to teach continuities and innovations promulgated in the Curriculum and Assessment Policy Statement (CAPS). The implication of this finding for the research question and objective of the study is that teachers are not yet ready to implement the social sciences curriculum in classrooms.

Subject bias could also be a threat to the curriculum changes proposed for our democratic society in that the rationale for teaching these subjects in an integrated fashion is grounded in national goals (DoE, 2000) such as the transformation of society, equipping learners with social values and skills etc.

6.6 Theme 3: Teachers' views of sources and material for teaching social science

Fink (2003) asserts that effective interdisciplinary and learner centred teaching depends on the selection of suitable resources. Correspondingly, Vess (2001) claims that teaching style for interdisciplinary learning should be problem solving oriented, and therefore in order for learners to develop skills of inquiry and analysis that they should be provided with adequate and relevant sources of information.

The data analysis of respondents' views on this aspect of teaching and learning has established that teachers considered learners' prescribed textbooks as resources for learning geography and history. It was also identified from the responses that teachers teach chapter from the textbooks. This was evident in responses such as:

The school buys enough copies of history and geography textbooks from different publishing companies for learners. These books are written in simple language and therefore after teaching each chapter learners are asked to read from their books for more information

Another respondent stated:

Yes, resources are important e.g. libraries with a variety of books that have been recently published, as well as computers for learners to search for more information instead of using only textbooks.

The former view is representative of the idea shared by 14 (n=20) respondents, which has been interpreted in this study to be the dominant perspective held by teachers. The finding was that teachers were in the habit of using only one prescribe book to teach subject content. The implication of this finding in the light of the research question and objectives of the study could be the promotion of textbook-based learning of social science, and as a result learners could regurgitate factual knowledge without any development of skills, values and attitudes as is stipulated and prioritised in the policy guidelines (DoE, 2000 and DoE, 2011).

The second response even though it represented the minority view of six (n=20) in the sample, is considered in this study as significant. The finding was that there are teachers who have progressive ideas about sources of information. The implications of this finding in the context of this study's question and objective is the emerging trend in the teaching and learning of social science whereby learners could be influenced to use technology such as computers and other social media to search for information.

6.7 Theme 4: Challenging factors in the effective implementation of social sciences

The analysis of the responses from the respondents suggests that overcrowded classroom, overheavy workload, the language of teaching and learning, and problems of inclusive education were some of the hindrances to the effective teaching of social science. This finding is consistent with the study conducted by Nemrah (2006), which reveals that when teachers had to deal with different group of students in the classroom, some of the students suffered from slowdown, faltering and failure in learning, and needed more time than their colleagues to accomplish any learning task. Such students are typically identifiable from a number of characteristics, including problem of language, oral expression, inability to pay attention, memory problems, but because of the large number of students in class, the teachers could not give extra attention to weak students. The following challenges were identified from the responses:

6.7.1 Overcrowded classes

There were 16 respondents (n=20) who articulated similar concerns about the challenges related to overcrowded classrooms. The findings show that the majority of teachers who participated in the study argued that it was difficult to conduct class discussions or small group discussion about any issue. The teaching and learning in such classes becomes teacher-centred, rigid and content-based as suggested by all sixteen participants. The implication of this finding for the research question is that teachers have to be creative in adopting other approaches that are suitable for interdisciplinary teaching or avoid certain controversial themes/topic that are likely to spiral the debate out of control. Their views suggest that it is impossible to attend each and every learner's learning needs as required by the OBE policy.

Respondent 1: In an overcrowded class like this, it becomes impossible to involve as many learners as possible in the social science lesson in such a way that every learner is seen to benefit from instructional process.

Respondents maintained that overcrowding diminishes the quantity and quality of teaching and learning social science knowledge, skills and attitudes. They experienced backlogs when they had to administer assignments, tests and projects, and give feedback to learners on time. Overcrowded classes affected their efficiency. Social science as an interdisciplinary learning area in the Senior Phase requires individual attention to be given to each and every learner to effectively develop critical thinking skills; but this becomes impossible to achieve in such conditions. A teacher made the following notable response:

Response 2: The enrolment of too many learners, as evident in my school is likely to pose a serious risk of teaching using old methods of teaching when teaching history and geography as part of social science.

The scenario presented above was consistent with the evidence gathered during the classroom observation where the majority of social science classes were found to be congested, and the seating arrangements could not allow for the majority of social science teachers to implement learner-centred teaching strategies in order to achieve stated lesson objectives. Many learners were used to sitting in three per desk. Situations where learners had to combine the desk to create space were evident in some schools visited. In these instances the respondents considered that they could not give individual attention to weak learners, or listen to their problems, could not receive any feedback from students, and could not identify student weaknesses. What made the situation even more complicated was the lack of creativity on the part of educators to design demonstration lessons so that they could reach out to many learners.

6.7.2 Language of teaching and learning

Another issue that was highlighted about the challenges besetting the teaching of interdisciplinary subject was the lack of language for teaching and learning. There were perception that if the language of teaching and learning was poorly developed, the teaching of social science concepts, ideas and terms would be difficult to achieve. There were 16 respondents (n=20) who held the dominant view that the lack of language for teaching and learning poses a serious challenge for social science educators. In the teaching and learning of

social science, the use of language is vital because it informs our understanding of concepts and terms. This implies that learners may have great difficulty trying to accommodate complex terms and concepts. These learners may be disadvantaged by the medium in which they are learning. This result could have a serious implication for the teaching of social science during discussions. The remaining four respondents thought that the language of teaching and learning for social science learners does not pose any challenge during teaching. They also believe that translation of concepts into the vernacular or mother tongue should be encouraged if we want to overcome problems in the language of teaching and learning.

6.7.3 Inclusive classroom

The sample of (n=20) 15 respondents shared a common view about their perception of teaching social science in an inclusive classroom. The findings indicated that teachers are challenged by the teaching social science in such a classroom. These educators argued that in an inclusive class, learners who are deaf may face difficulties when conducting interviews or acquiring information through auditory modes. Learners with special needs cannot be reached by regular education particularly when they have to learn two subjects at the same time and they often drop out of school without making any progress. The comment from one teacher attests to this: “social science is challenging for able people because it combines two disciplines, the question of learner-centred will be very difficult to practise as some of us are not trained to handle learners with special needs.

Teachers are expected to keep up with all these developments and respond to them in their teaching. In order to do this, they need to keep on learning throughout their professional career (Borko, 2004). These findings have serious implication for the teaching of social science in the context of curriculum change. The implication of this practice in answering the critical research question is the fact that the implementation of an interdisciplinary approach is facing a threat from inclusive classes. Teachers are expected to develop knowledge, skills, values and attitudes in all learners in class irrespective of any physical challenge.

The remaining five respondents seem to believe that teachers can develop cognitive abilities of learners in an inclusive classroom. The general understanding from these educators was that it is the responsibility of the teachers to learn how to handle such classes as the policy demands.

6.7.4 Workload

The critical analysis of the respondents' view revealed that 13 (n=20) participants held a dominant perspective about the challenge posed by heavy workload. The finding alluded to the fact that broad-field curriculum is challenging because social science teachers are required to produce lesson plans that integrate history and geography. It was evident from the respondents that teachers were frustrated by the number of activities - marking, assessments and recording - they had to administer while planning for teaching and learning. This could discourage teachers from planning to teach history and geography together because they cover a broader scope of work in the curriculum than one discipline. One of the most experienced teacher at Musi expressed more fatigue as a result of the change in teaching practice and planning regime. She perceived the curriculum changes to be too demanding for her job now despite the fact that she has been teaching for over twenty years.

I have never thought that the system of education can change overnight. You feel as though you are walking in the sand: you know that you're building on sand. And you feel anxious most of the time about what the system wants from us. Planning lessons for these two subjects demand more than what we could give from us really and it sometimes become impossible to do quality panning.

From the data analysis on this aspect from the participants' point of view, it was evident that social science teachers consider their workload as a barrier to implementing interdisciplinary teaching of history and geography. Some of these participants indicated that they experienced fatigue and a significant decrease in their self-confidence. They attributed this to the introduction of a new continuous assessment regime for social science, and a lack of resources for teaching the subject. Constant preparation of new lesson activities and material, and the development of complementary tasks and marking guidelines were felt to be exhausting, an effect exacerbated by

lack of support and training from the Department of Education advisors. This frustration was identified from the responses:

The workload has increased dramatically in recent times. The commitment we made to plan to teach two subjects as one is not yielding any results. The way I teach social science is not satisfactory even though the learners perform well. It was and still is messy the way I teach. Because of the amount of content I have to get through while trying to integrate. When I marked the social science activities and scripts I realised you can infer the way learners have been taught as you mark one of their works. It's pretty clear that learners were taught in this way pouring the information in, and regurgitating it. Those learners got the results. It is totally result-oriented, outcomes-based, performance driven thing and the ability to track students and thereby track educators as well is where they are heading to.

The view shared by the remaining seven respondents is seen to be significant in this study. The finding showed that this curriculum requires motivated teachers who can work under pressure when handling an interdisciplinary subject that always comes with a heavy workload. The implication of this finding in the context of this study is that teachers need to devise creative strategies that can alleviate heavy burden on social science teachers.

6.8 Theme 5: Continuous professional education and training in social science teaching

The critical analysis of findings highlighted that teachers of social science lack understanding of interdisciplinary approach to teaching history and geography. According to the DoE (1997), such teachers should be re-trained through professional training that entails consulting peers, working in colleague clusters, upgrading one's qualifications, and team teaching. Dean (1991) argues that educators should have a rich knowledge of subject matter and pedagogical skills for achieving the goal of social science in the Senior Phase. A highly competent teacher should also undergo continuous professional development training to learn how to handle complexities associated with a broad-field curriculum. There were many participants who saw continuous professional training as a panacea for improving their ability to design better lesson presentation

that can integrate within and across history and geography. The following approaches emerged from the views of the respondents:

6.8.1 Consulting peer in the field

According to the sample, eleven respondents (n=20) concur with the view that teachers need to consult their peers from time to time in order to improve their approach to teaching history and geography as an integrated process. The analysis of findings from the participants identified the common concern of teachers about serious lack of integration in their lesson plans which demonstrate the need for teachers to seek professional support from highly competent peers who understand how to plan and teach history and geography together. These 11 responses from the respondents could have implications for how teachers perceive the clustering of subjects such as history and geography. This view was motivated by the following comment:

As teachers we must be united in dealing with the challenges of curriculum design. I am not sure what would have been the new teaching approach to social science if the idea of clustering peers had never been proposed and implemented.

The planning that is influenced by a single discipline could be seen to be a thing of the past as teachers from one school begins to learn from one another to produce one plan for both history and geography disciplines. The research conducted by Villegas-Reimers (2003), identifies conceptual, contextual and methodological factors that compel teachers to seek for professional support that might assist them in carrying out their daily activities. It is believed that having teachers share their educational attainment would benefit the learner, as learners may be more ready to ask questions and admit to not having understood something. Fullan (1985) claims that without support the process of implementing curriculum changes in the classroom could be a failure.

It was further identified from the responses that teachers are keen to learn from people they are familiar with in their environment. One of the participants stated that:

It was hard to teach history and geography after I graduated from the university, and this problem has been a concern for other educators who have to adapt to the new system. One day we decided to form a body where we could share our challenges with regard to teaching strategies and innovation in developing lesson planning for social science. In particular, the policy on planning integrated lesson was and still is complicated and we needed to address some of these fundamental issues.

This practice is supported by Carl (1995) who says, the operational curriculum is a product which results from educators reflections on their classroom practice. Since educators are at the coalface of curriculum implementation, the bulk of their problems can be solved by consulting competent peers. This kind of collaboration among social science educators can offer an opportunity for them to focus on what learners are to learn and how to deal with the problems they may have in learning social science. An educator made the comment about the benefit of this approach:

I have learned many teaching strategies as a result of consulting my peers who are teaching social science such as problem solving methods according to the local environment and participatory methods of teaching.

In this consultative approach, some teachers even argued that they were able to have an opportunity to examine students' work collaboratively according to the guideline set by the Department of Education and also the standards required for good professional practice. Indeed, this assertion was consistent with the point raised by the Heads of Department which said that, collaboration with colleagues is one of the most powerful elements in the development of positive feelings in teacher education, not least in the teaching of integrated subjects, and it may significantly influence teachers' professional development. Webb, et al. (2004) argue that through collaboration teachers gain numerous advantages such as moral support, sharing workloads, eliminating duplication and increasing a collective confidence about innovations.

Nine respondents in the sample strongly objected to the view that says consulting peers is likely

to improve curriculum implementation of broad-field subject. This sample is significant in this study because their argument seems to be driven by ignorance of the policy on interdisciplinary approach to teaching history and geography.

6.8.2 Colleagues cluster schools

The critical analysis of views and argument presented by the respondents indicated that 17 participants (n=20) support the establishment of cluster schools in their circuit as one of the strategies for improving the teaching of social science. They argued that social science educators can gain knowledge from other educators in local schools to advance information sharing and curriculum development. In recent times, conventional teacher education has been shown to have very little impact on teaching (Tatto, 1997; Warwick & Reimer, 1992). As a result, teachers in the sample have formed cluster based in-service programme as a means of updating their skills and professional support. However, did not support the idea of using a cluster. Their opposition was based on the fact that some educators in the cluster have a tendency to undermine other educators, and are critical of other schools particularly those that are far from town. Nevertheless, most respondents supported the establishment of cluster schools and one of them made the comment:

I am very excited about the formation of our local cluster because it is more cost-effective, make better use of local resources, respond to teachers' immediate needs, and provide opportunities for sharing common challenges. Many social science teachers who attend have a better understanding than we do of all these challenges in curriculum, and help us a lot, which is better than to waiting for the Department of Education to organise workshop for us.

The Heads of Department who participated in the study stated that it helped to learn from other educators because these meeting are facilitated by experts in social science. This statement was consistent with the view expressed by Carl (1995) and Goodson (1994) that a curriculum is a product of social interaction between implementers. These cluster meeting were perceived as platforms where social science educators are afforded an opportunity to adopt good practice from

the department and in other neighbouring schools. Educators are supported in carrying out instructional improvement and material development and specialised training. This finding suggests that teachers do not function independently from the curriculum, but interact with it. Curriculum is central to the work of teachers operating in clusters to achieve curriculum change. The amount of effort devoted to refashioning the curriculum is indicative of how teachers respect their work and high level of professionalism. As one teacher from Ileembe Senior Primary School suggests:

We do a lot ourselves, no financial support from school and the department but very motivated in making up our courses and programs in order to satisfy our Department of Education. As teachers' we are expected to exert a degree of control over the curriculum. This has become a norm to us and unlike the initial attempt which was very difficult to accept.

The group of educators who were against the establishment of cluster schools is a significant hindrance to the progress other educators are making. They are delaying the effective implementation of integration and curriculum change because they do not contribute towards innovation. In these cluster meeting educators learn teaching strategies that can enhance integration in teaching social science.

6.8.3 Team teaching

Collaborative opportunities were found to be another motivating factor. It is obvious from the results that the participants believed in teacher collaboration and regarded it as an integral part of teacher professional development. Teachers learn from one another when they work together. The majority of participants considered that team teaching in particular provides a good learning situation for those taking part. The social science educators were involved in team teaching because they felt that most educators were teaching history and geography for the first time. Less experienced members were offered an opportunity to work with other teachers in seeking the solution to a problem or making plans for a piece of work (Dean, 1991:24). According to one teacher, team teaching has offered more than she has expected:

In a team teaching exercise, colleagues may observe you while you are making a lesson presentation and ask you questions afterwards. This experience is frightening at first, but you get used to it as years past go by.

The other respondents alluded to this teacher:

We have very good social science teacher in our cluster, they are always willing to share their knowledge and expertise of how to plan and teach history and geography in an integrated approach.

According to the majority of educators, in all of this exercise, the educator is expected to be taking in sorting out new material and ideas, fitting them into a emerging frame of reference, digesting them and making them peculiarly his or her own. There were responses which indicated that besides the meetings organised by the Heads of Department, respondents were able to organise their meeting to form a team of social science educators who would plan together for Senior Phase and teach as a team.

6.8.4 Attend workshops

Teachers may also be involved with local workshops and study groups, possibly run by the Department of Education or a teacher centre and concerned with curriculum development or development of some aspect of the work of the school (Dean, 1991:80). These workshops are often valuable to those taking part and may include senior members of staff who feel that many ordinary in-service activities are for less experienced teachers. Some teachers, however, expressed their financial anxiety about attending workshops organised by the Department of Education. A social science teacher said:

These workshops are very helpful to us particularly teaching at the Senior Phase where subjects are clustered together, but it's very expensive to attend.

The other teacher painted a different picture about the credibility of these workshops.

We sometimes get circulars that invite us to attend workshops on curriculum review and you discover that facilitators are not well prepared for the workshop. We get discouraged and some of us get lost in the process. We hang in there because we have to learn and improve the teaching of social science.

These teachers are willing and interested in changes that are perceived to benefit students, irrespective of whose idea it is and how much work it needs to make it happen. It is evident from the above quote that teachers are always willing to exercise professional judgement about curriculum matters for the benefit of their students. Therefore, it can be argued that the teachers' discretionary powers are critical to the success of curriculum and assessment reforms in schools.

About 40% of the respondents felt that these workshops are important but they need to be planned in advance so that they can be budget for in time. The Department of Education and schools are doing very little to fund teachers to attend these workshops. Some educators have admitted to not attending some of the crucial workshops on social science because they were not giving adequate notice about them. That is one example of the breakdown in communication that has been experienced during the most crucial phases of curriculum change.

6.8.5 Qualification upgrading

The analysis of findings revealed a general assumption among the 14 (n=20) respondents that teachers are seriously considering upgrading their qualifications as a results of the complexity of the new curriculum They argued that they were encouraged to attend on-site training courses in order to receive training in content-specific time-bound courses. Furthermore, social science teachers stated that the Department of Education had embarked on the teacher upgrading programme called NPDE and ACE which gave off-site training in topics related to instructional improvement in areas that could be supported after the course so that instructional gains would be realised. Many respondents expressed their joy in being supported to pursue courses for upgrading their qualification. Our findings demonstrate that principals encouraged teachers to undergo such funded courses in order to improve the image of the curriculum and teacher

efficacy. The effect of such courses included greater teacher motivation, self-esteem, and self-reflection, especially in regard to increases in their creative thinking about teaching multidisciplinary subjects such as social science. One of the most inspired educators who had competed in delivering an integrated curriculum reported that:

In all fairness, my teaching experience regarding the teaching of History and geography has changed because of doing NPDE and my conception of social science is no longer the same. I have improved in my lesson organisation, planning for interdisciplinary teaching methods for social science and my lesson delivery has improved as well.

According to Elmore (1997) the idea behind teacher upgrading is not to provide training in the innovation *du jour*, or whatever the prevailing instructional idea is any given year, but to provide continuous support from a larger and larger number of teachers to learn how to teach new content at increasingly higher levels of complexity in a few selected areas. These findings have far-reaching implications for the teaching of social science, which are that teachers learn to appreciate the rationale behind the introduction of an interdisciplinary curriculum in school. How to improve planning that involves history and geography under the shadow of social science.

6.9 Issue 1: Lack of consultation with and affiliation to support structures.

The most successful teachers regard consultation as the most fundamental strategy to promote harmony, knowledge sharing and mentoring in order to ensure effective curriculum change (Elmore, 1997). The majority of the respondents held a popular view that the introduction of a broad-field curriculum system which clustered different subjects into what are now called Learning areas meant that the Department of Education should improve its consultative process. In terms of the findings it emerged that the majority of the respondents (n=20) 18 participants acknowledged the lack of consultation between social science teachers and the Department of Education to promote the coordination of change to an interdisciplinary curriculum. This finding has a significant implication for the integration of subjects in the new curriculum framework, which is that teachers had become discouraged about curriculum change as they were lagging behind their peers in implementing an interdisciplinary curriculum. These participants seemed to

understand the consequences of a lack of consultation as they acknowledged the importance of changing from content driven disciplinary approach to multidisciplinary (broad-field) curriculum. Educators made it clear that consultation is lacking in schools because schools are not keen to implement integration. One stated that:

In my school, consultation is very poor because the Heads of Department for social science is an English person and sometime she doesn't take geography and history issues seriously. As a result circulars from the Department of Education are not communicated on time because of the lack of consultation.

The general perception from the respondents' point of view is that the Heads of Departments of social science were reluctant to call for a departmental meeting where issues affecting the curriculum were to be discussed and solved. Problems of implementation are inevitable where you find that social science matters are not given priority. There is no time to engage in supportive interaction with your head or senior staff member, who can act as a resource to provide information or comment on your ideas. However, educators should be encouraged to try to solve their own problems and ask questions when they really need to.

It was evident that the majority of educators were not affiliated to any educational body or structure that support educators through advocacy or conferencing. Almost all the twenty participants who took part in the study revealed that they had never heard of any structure they could affiliate to for academic support. Most of them seemed to have no idea if such bodies existed because if they did exist, the department would have insisted that all teachers affiliate to them. Affiliation plays a critical role in shaping curriculum change because such bodies specialise in curriculum research

6.10 Importance of collaboration and teamwork

Collaborative learning is broadly defined as “a situation in which two or more people learn or attempt to learn something together”, and more specifically as a joint problem-solving initiative (Lai, 2011:5). To maintain professional development, social science teachers indicated that they

should get involved in many professional activities or build up their own self-development strategies either individually or collaboratively. Peer coaching, study groups, action research, mentoring, teaching portfolios, team teaching and in-service training are some of the most important collaborative strategies that could benefit teachers (Fullan, 1985:81). Therefore, educators who participated in the study were asked about alternative approaches they had been using to teach social science. The majority suggested the collaborative approach as one of the most useful approaches to them while others mentioned team teaching. Collaboration involves participants working together on the same task rather than on separate portion of the task. The description offered by participants suggested that teachers gained such knowledge and professional development through teaching in the classroom and other teacher activities. Teachers understood what it meant to learn widely through a hands-on approach within and outside the classroom in both extracurricular and curricular roles. To illustrate this conception, one of the teachers commented as follows:

For me collaboration and teamwork is about doing everything a teacher does together in the school, exchanging classes in the process. As a team player you learn methods other teachers are using to teach social science better, and how to handle student discipline and grow together as a formidable team.

Another educator made the following comment about team teaching:

The importance of collaboration is that you can be trusted with curriculum responsibilities by other colleagues.

The majority of the educators considered that social science educators gain generic pedagogical knowledge from hand-on experience in the classroom by working in a team of experts and from diverse teacher activities in collaboration with multiple stakeholders in social science. This view is supported by Villagas-Remers (2003) who argues, that effective professional development occurs through interaction. The other participants in sample shared the experience that arises out of collaboration and team work. Their interaction with other teachers had enhanced their confidence and their responsibility and accountability to learners, since the approach to teaching

focused on learner acquisition of knowledge and skills for progression to the next grade in the Senior Phase.

The other theme that emerged from the analysis of findings related learning of general pedagogy to classroom environment and holistic child development. For example one of the educators stated:

From collaborative teaching or team teaching, one learns to create an atmosphere where children learn from doing investigation that is likely to develop enquiring minds, physical and moral development. In our team teaching, we learn to evaluate and critique each other's work. If you do not evaluate your work you won't see basic mistakes and won't improve on your work.

According to Mukeredzi (2013:8), the key aspect of collaborative learning is reflection by the individual teacher. Participants reiterated this view in arguing that professional development is likely to transcend general knowledge and skills acquisition to comprise occasions for critical self-reflection. This kind of professional development is likely to move teacher from one experience to the next with deeper understanding of relationships with and connections to other experiences and ideas (Rogers, 2002) they develop knowledge about pedagogy and handling learners diverse learning needs. During the collaborative teaching other participants acknowledged that they gained knowledge about the use of specific teaching strategies for maintaining learner discipline and attention, increasing learner participation and maximising classroom productivity.

The general trend though was that the participants reflected expositors teacher-centred pedagogies owing to contextual constraints. The participants made the following point regarding expository teacher-centred approach:

We are encouraged to use learner-centred approach in our classroom but the situation in schools is different in the sense that you have to deal with undisciplined learners all the time. The collaborative approach has helped us to talk facing them otherwise you can

lose them. It's difficult to think that you can organise learners in group in social science and be successful in South Africa.

The importance of collaboration and team work in education cannot be over emphasised because many teachers are challenged by the new curriculum. Curriculum implementation cannot succeed when teachers are not working together. Collaborations are a platform where two or more educators examine the problem together discuss the issue, identify strategies and possible solution. According to Rogers, (2002) collaboration as a strategy for professional development can lead to changes in the context of teaching and researching which benefit the schools as the results have suggested.

6.11 In-service academic training and professional education for teachers

It is necessary for every school to determine its in-service teacher education and training needs to address possible professional development challenges of teachers (Boadou, 2010:2). According to the analysis of findings 15 (n=20) of the respondents seemed to share common understanding about the importance of undergoing training in order to align their skills with the new curriculum objectives of teaching two or more subject in the Senior Phase. All 15 participants considered that it is the responsibility of the school to identify those social science teachers who need professional training to capacitate them in developing lesson according to the new curriculum requirements which incorporate interdisciplinary and multidisciplinary approach to planning teaching. The implication of this comment for the teaching of history and geography is very significant as it has a potential to shape teachers' attitudes towards teaching two subjects at once (interdisciplinary teaching). However, the remaining five participants indicated some disapproval of in-service trainings citing the lack of proper need analysis and poor consultation of teachers who need such intervention. The study conducted by Boadou (2003), revealed that keen teachers in many countries have deepened their knowledge and extended their skills by judiciously making use of subject advisors, inspectors of education and university staff.

These participants lamented that they wanted to attend their in-service training courses in their own schools. Those who were in favour of in-service training acknowledge the importance of

perfecting interdisciplinary teaching of social science and these respondents identified the School Management Team (SMT) and senior staff members to organise and supervise schools based in-service programme to benefit social science educators. SMT and senior staff members understand the level of curriculum competence of teachers better than the Department of Education. They recommended this approach to eliminate inconveniences of leaving learners at their schools without teachers and minimise travelling costs for course attendance.

The educator in one of the school stated:

I support the idea that we attend in-service educational training to learn about how to organise lesson that reflect interdisciplinary approach.

Another participant said:

I think we can make use of our schools for professional training and in-service training by appointing experienced educators to do it better than those people who are usually appointed by the Department of Education.

Teacher professional development in South Africa has become a dominant feature in the quest for improving education and changing the curriculum. The concept has been broadly viewed as the growth of individual teachers in their profession. According to Villegas-Reimers (2003), professional development involves regular opportunities and experiences planned systematically to promote growth and development in the profession.

6.12 Context and curriculum change in schools

Teachers teaching within township schools experienced higher levels of collegiality and support from the Department than those working in deep rural schools. They indicated that working in rural schools denied them privilege to access useful information regarding curriculum change. These teachers felt that their ability to change was influence by issues such as poor resourcing and lack of professional support, which they can access for free from their colleagues teaching social science. In contrast, respondents who perceived that they worked in a semi-urban schools

who had greater access to better teaching material, professional support and training from social science teachers were receptive to the curriculum changes. Overall the individual context of teachers combined with experiences of informal and formal patterns of collaboration contributed to teachers; curriculum change responses.

6.13 Conclusion

This chapter has analysed and discussed the focus group and interview data solicited from social science educators and the data from the analysis of curriculum documents in terms of the following themes: an overview of the social science curriculum, how to engage learners in teaching and learning, approaches to use when selecting and organising curriculum content, selection of themes, best approaches to teaching an integrated curriculum, and challenges facing the implementation of social science. Each theme has considered the actual and ideal practice of social science in Empangeni District in South Africa.

CHAPTER 7

SUMMARY AND SYNTHESIS OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

7.1 INTRODUCTION

This chapter discusses the synthesis of findings from the data summarised in Chapters Four, Five and Six and theoretical framework discussed in Chapter Two. The conclusions drawn from the synthesis are also discussed in this chapter. An acknowledgment of the limitation of an empirical study is also part of the discussion in this chapter.

The overall objectives of the study was to establish educators' views, competences and practices in teaching geography and history as social sciences in the context of curriculum change in Senior Phase. The empirical study was conducted with a sample of 150 teachers. The process of data collection involved triangulation of questionnaire, interviews and interview schedules, together with observation. These instruments solicited data which were intended to answer the research questions derived from the objectives of the study:

Objectives

- To explore educators' levels of competence in integrating content from history and geography in order to teach social sciences in Senior Phase grades.
- To determine perceptions of educators on integrating history and geography content to teach social sciences.
- To identify approaches required for effective teaching of multi-disciplinary or integrated knowledge.

Questions

- What level of competency do educators have in implementing the social science learning area statement in their teaching?

- What perceptions do social sciences educators have on the implementation of integrated teaching of geography and history?
- What other approaches to interdisciplinary teaching and learning could be used to enhance the teaching and learning of social science in schools?

The summary of findings presented in this chapter is based on the summary of data outlined in chapter four, five and six.

7.2 Synthesis of findings in relation to research questions.

7.2.1 Interdisciplinary nature of social science

The synthesis of literature in chapter two unravelled the contestations with regard to the mode 1 type of knowledge production, which holds that disciplines are distinct from one another in terms of ideas, methods, values and norms. On the other hand, the mode 2 type contested the categorisation of knowledge into isolated disciplines, and opted for interdisciplinary and multidisciplinary knowledge and its production (Kati, 2007; Gibson et al, 1994; McNeil, 1990; DoE, 1995; NECC, 1992). According to the DoE (1997), history and geography were viewed as integrated and interdisciplinary fields of knowledge, hence the term in the new curriculum for these two disciplines. The data solicited from the teachers by means of questionnaire and interviews revealed that history and geography are treated as distinct fields of knowledge. The interpretation of findings indicated that teachers' ability to understand the interdisciplinary nature of social science is weak.

Issue 1 Teachers lack academic knowledge of interdisciplinary curriculum development.

7.2.2 Understanding the integrated approach to teaching

According to Repko (2008) the recommended approaches for interdisciplinary learning are investigative case-based learning, model eliciting activities, the thematic approach, and the integrated teaching and learning approach. Fink (2004) identifies six elements in interdisciplinary forms of instruction: *fundamental knowledge* - acquiring information and understanding ideas, *application* - acquiring skills and understanding how and when to use them; *integration* - the capacity to connect ideas, *human dimension* - recognition of social and personal implication of issues, *caring* - acknowledgement of the roles of feelings, interest and values and *learning how to learn* - obtaining insight into the process of learning. The findings based on the data elicited through triangulation of research instrument highlighted that teachers are not competent in theory and practice of interdisciplinary teaching strategies required in the teaching of social science

Issue 2: Lack of knowledge of pedagogy for interdisciplinary curriculum

7.2.3 Lesson planning and selecting suitable teaching strategies

The DoE (1997, 2000) stipulated that social sciences curriculum is underpinned by the principles of ‘integration’ hence teachers were expected to integrate learning outcomes within social sciences when designing lesson plans. Another principle to be considered by teachers in complementing integration is ‘clarity of focus.’ According to Spady and Schebusch (1999), clarity of focus entails presentation of outcomes before any learning experience can take place. Spady (1994) states that clear outcomes show the direction which teaching and learning should take. Educators have the responsibility to clarify what should be demonstrated by learners as an indication that outcomes have been achieved. In support to this view, Repko (2008) says that teachers should establish the topics to be examined from two or more disciplines and provides learners with open-ended questions to guide their classroom practice. Furthermore, teachers should impress upon learners the importance of integrating insights and approaches from different disciplines because that leads to a rich understanding of complex questions. The findings based on the summary of data presented in chapter four, five and six depicted the

confusion prevailing in classroom practice with regard to the principle underpinning interdisciplinary teaching and learning.

Issue 3: Inadequacies in classroom practice

7.2.4 Designing learning programmes and work-schedule

According to the DoE (2000) teachers were expected to design learning programme. This entailed the following: teachers who taught social science to all grades in the Senior Phase were to decide on the topics or themes. In their decision making processes the teachers were to invite the participation of all stakeholders such as members of the business community, parents, students' representatives and school management team. The curriculum policy documents of the DoE (2000) emphasised that learners' socio-economic and political needs should be the point of departure for the process of learning programme design. The planning for the phases in social science involved consideration of the principle of integration. Integration entailed identification of learning outcomes within and across learning areas. The designing of the work schedule was the responsibility of teachers teaching a particular grade DoE (2000, 2002). The finding based on the data collected by interviews and questionnaire revealed that social science teachers were not confident in designing learning programme and work schedule for this learning area. This could result in poor performance of learners in skills that social sciences learning area sought to develop and equip them with life's social and economic challenges. The DoE (2002:4) stipulates that social science aims to develop awareness of how we can influence our future by confronting and challenging economic and social inequality to build a non-racial, democratic present and future.

Issue 4: Incapacity of social science educators in designing learning programmes and work schedules

7.2.5 Integration of history and geography

The concept of integration, whereby related subjects, facts and concepts are linked when teaching (Munyanga-Mutebi, 1994), was introduced into the curriculum to overcome the fragmented nature of knowledge. For integration to be effective, teachers must think critically to find more facts, ideas, information and plan material to be taught in a logical manner. Initially, the integration of history and geography was recommended by the NEPI curriculum as a shift from fragmentation of fields of knowledge depicted in the apartheid curriculum which was based on the dogmas of Fundamental Pedagogics (NECC, 1992). Researchers into the broad-field curriculum model (Repko, 2008; Fink 2003; Gibson, 1994) recommend that integration in curriculum development could take the following forms:

- Interdisciplinary approach which entails the integration of methods an analytical frame work from more than one discipline to examine themes, issues or topic.
- A cross-disciplinary approach, which examines an issue typically germane to one discipline through the lens of another discipline.
- A multi-disciplinary approach, which examines an issue from various perspectives without making a concerted effort to systematically integrate disciplinary perspective.

The approach envisage for teaching of social science in the South African curriculum was more in line with interdisciplinary approach hence geography and history have their own emphases in the teaching and learning of social sciences in Senior Phase DoE (2000). Social science was intended to contribute to the development of informed, critical and responsible citizens who are able to play constructive roles in a culturally diverse and changing society (DoE, 2003). The teaching of social science therefore should allow for emphasis on ‘conceptual skills’ and a more task oriented and participatory learning process. The findings in Chapter Four and Five and Six indicated that history and geography are still taught as separate subject in the Senior Phase and educators still prefer the traditional subject to be treated as single disciplines. The lack of compliance with curriculum policy guidelines in the development of social sciences curriculum at schools level is considered by this study as an issue of great concern.

Issue 5: Non-compliance with National Curriculum Policy guidelines in the development of social science curriculum at schools

7.2.6 Goals of social science curriculum content.

According to DoE (2000, 2002, 2011) the goal of social science learning area in the school curriculum is to develop informed, critical and responsible citizens who are able to play a constructive role in a culturally diverse and changing society. Furthermore, the DoE (2003) stipulated that in addition to these goals, the teaching of social science should equip learners with skills and attitudes for the development of a just and democratic South Africa. This implies that the social science learning area should ensure that the development of awareness of challenges in the economic and social inequalities in South African society, and enable learners to develop suitable knowledge, skills and values in order to build a non-racial, democratic society for the present and the future. The other major objective is to make sure that the content contributes towards the understanding and transforming society and the environment. It is important that young people understand that they are able to make choices for positive change (DoE, 2003). The finding elicited from the results indicated that teachers do not understand the purpose teaching history and geography in the Senior Phase. The social science policy document and its stipulation as well as the findings that have informed this study, show that the inability of social science teachers to understand the goals of learning area is a matter of concern.

Issue 6: Inability to understand the goals of social science teaching and learning

7.2.7 Pedagogical content knowledge

Pedagogical content knowledge is ‘the critical knowledge about how to teach a particular subject area in ways that reflect the structure and form of inquiry of a discipline and make the subject understandable to others’ (Killen, 2009:45). It enables teachers to ease learning for students through the use of clear explanations and appropriate analogies, while presenting the material in interesting, motivating and entertaining ways. Pedagogical content knowledge

identifies the distinctive bodies of knowledge for teaching. It is argued that it represents the blending of content and pedagogy into an understanding of how particular topics, problems and issues are organised, represented and adapted to suite the learners' diverse interest and abilities. According to Louw (1992), this knowledge should include both the teacher's knowledge of the teaching subject and his or her didactic ability to teach the content effectively. The framing or conceptual branding of social science content around citizenship education is necessary but, certainly not enough for the preparation of active citizens because much depends on what happens in the classroom. Adenyinka (2000) agrees that although teachers' knowledge of the content to teach is important, it is equally important for teachers to know how to translate the content into meaningful learning experience. The findings based on data collected by means of three instruments revealed that social science teachers in the sample were unable to select and organise content into themes and topic that depicted interrelatedness in the disciplines of history and geography. The adherence of teachers to learners' textbooks drove teachers into rote and factual teaching and learning. This study views the lack of suitable pedagogical content knowledge in social science teachers to be detrimental to teaching and learning of the learning area.

Issue 7: Lack of suitable pedagogical content knowledge to teach interdisciplinary learning area

7.2.8 Teachers beliefs about and attitudes towards social science.

Researchers in curriculum implementation indicate that teachers have complex ways of thinking which lead to understanding what they are doing when organising content knowledge and teaching (Carr, 1995; Kelly, 2010; Null, 2011). Carr (1995:53) states that 'teachers expose and articulate the theoretical understanding they have of their activities when they describe and explain such things as choice of teaching methods, their attitudes to discipline and selection of curriculum content' This assertion encapsulates the tendency of the social sciences teachers in the sample who expressed their attitudes towards the choice of subjects integrated in the social science learning area. Findings based on the summary of data presented in Chapter Six make clear that teachers in the sample preferred to teach geography rather than history or vice versa.

Subject bias was identified in the manner in which social science learning area was taught in Senior Phase. The issue of attitudes and beliefs is also discussed by (1994) as the main issue that could militate against implementation of curriculum changes. In their view, teachers tend to adhere to what they are familiar with because that is rooted in their beliefs and practices. (Goodson & Hargreaves, 1994:231) “Curriculum can indeed be reinterpreted, text can be deconstructed, and every prescription can be subverted, inverted, converted or perverted”. This implies that teachers’ hostility towards curriculum change could be a threat to its implementation in the classroom.

Issue 8: Social science teachers’ adherence to traditional beliefs about school curriculum

7.2.9 Continuous professional development and training

The concepts ‘staff development’, professional development’ and ‘in-service education’ tend to be used interchangeably for the process of individual development. According to Dean (1991:7), a comprehensive programme of professional development should fulfil three functions. First, it should provide adequate systems of in-service training for all teachers. Second, it should provide support for schools that will enable them to fulfil their programmes. Third, it should finally create a context in which teachers are enabled to develop their potential. Thus professional development of social science teachers organised centrally by the Department of Education should be seen as offering something to society, to the learners and to the teacher.

Preedy (1989) emphasises the necessity of continuous teacher professional development when stating “the implementation process of the curriculum is multidimensional, involving change at a number of different levels. There are five components of implementation that can be identified and these involve changes in (1) organisation, (2) material, (3) role (4) behaviour (5) Knowledge and beliefs.

Teachers need support to maintain an on-going commitment to professional development. According to the DoE (2008), social science educators should empower themselves either by attending workshops, receive mentoring under the supervision of expert to enhance their

professional practice and increase their knowledge. In support of this view, Preddy (1989), states that continuous professional development is career-long, beginning with initial training and continuing until retirement.

In the light of the researchers' assertions and the findings based on the data collected by interviews and questionnaire this study has identified the lack of continuous professional development and training and as an issue to be considered.

Issue 9: Lack of support and continuous professional development for social science teachers

7.3 Conclusions based on data collected by triangulation of questionnaire, in-depth interviews and classroom observation and synthesis of theoretical framework.

The summary of data presented and interpreted in chapter four, five and six and the issues identified during the critical synthesis of the findings has provided this study with a platform to draw the following conclusion about the teachers' perspectives on the teaching of social science in the context of curriculum change in South Africa.

These conclusions are presented as follows:

7.3.1 Implementation of social science learning area in schools is under threat

The study has concluded that even though educators have acceptable qualification, their level of academic knowledge of the interdisciplinary curriculum is not compatible with adequate for their practice. Mumby and Russels (1995) state, that academic knowledge is the foundation for teaching and learning. Teachers as implementers of curriculum change should demonstrate satisfactory level of competency in both disciplinary and pedagogical knowledge (Goodson & Hargreaves, 1994).

The lack of academic knowledge of broad-field curriculum and interdisciplinary approach to curriculum development as a new paradigm shift for social science curriculum for teachers must have detrimental effects on learner performance and the acquisition of skills, values and knowledge that the teaching and learning of social science seeks to achieve. The threats facing implementation identified from the synthesis of findings presented in the above discussion are; the teaching of history and geography as distinct disciplines and the bias demonstrated by teachers that prevents learners from acquiring an in-depth understanding of the learning area.

7.3.2 Promotion of rote and factual knowledge

This study has concluded that the lack of adequate pedagogical knowledge for the interdisciplinary approach to curriculum development has created shortfalls in the designing of learner-centred lessons and activities. Repko (2008) and the DoE (2000, 2002) state that teaching and learning strategies in teaching interdisciplinary knowledge should be; investigative, problem-solving, cooperative, project-based and eliciting of activities or group work. It seems clear that if teachers are unable to employ these strategies in teaching social sciences their learners will acquire factual knowledge through rote or meaningless learning of facts without skills and values.

7.3.3 Teachers resistance to curriculum change and its implementation

The conclusion drawn from the findings on attitudes of social sciences teachers towards curriculum change has been that teachers did not embrace the goals of the change. Ornstein & Hunkins (2013) claim, that people often resist change if they lack ownership of the programme and if there is sudden change requiring complete redirection. The goals envisaged for the teaching social science have entailed a complete redirection in knowledge organisation and learning objectives in teaching history and geography. The tendency to engage in content-based and subject-oriented teaching identified by this study in social science teachers has confirmed that teachers have not been keen to adopt the changes in their practice required by national curriculum policy guidelines.

The other conclusion that can be drawn from this study is that there is a great possibility that social science teachers may resist changes to the curriculum innovation and revert to traditional teaching practices if their voices are not heard. Typical features of this response type include open hostility to the new interdisciplinary approach to teaching; or its operational or support agents; indifference to new concepts or teaching practices; superficial or unsubstantive changes to teaching social science and evidence of disillusionment with the teaching profession.

7.4 Limitations of the study

The research conducted for this study has been affected by limitations which surfaced during the data collection process. The primary limitation was the potential for the information gathered from the focus group, survey and interviews to contain bias and adversely affect the transferability and trustworthiness of the study. The secondary limitation was a matter of funding and time: the scarcity of both made for problems in travelling to conduct interviews.

7.4.1 Limitation relating to the administration of questionnaires and focus group

The initial intention was to involve as many schools as possible, in all the wards of the Lower Umfolozi Circuit that has Senior Phase grades. However, as some schools were difficult to get to the researcher decided to reduce the sample size to 150 schools. He appointed assistants to administer these questionnaires to educators at these schools. A common problem was that some questionnaires were returned incomplete, and others were not returned at all. These questionnaires and interview schedules created many challenges for the researcher during the process of data analysis and interpretation. Of 150 questionnaires and interview schedule, only 130 were returned.

7.4.2 Limitations related to arrangement of interviews and observation of classroom practice

The aim initially was to interview all Senior Phase Heads of Department supervising social science educators in the GET band. The challenge was that the time allocated for these interviews was limited, as the HODs were busy. These interviews and interview schedules were arranged to take only thirty minutes during break time. Some educators refused to be video-taped during the classroom observation and the follow up questions which were supposed to have been asked during teaching were asked after the lesson was over. The time allocated to probe educators after the lesson observation was very little, and sometimes not at all because they had to attend other classes soon afterwards. This was the problem which impaired the collection of additional valuable data the researcher sought to elicit on the teaching of social Science in the Senior Phase and teachers' experiences in implementing the interdisciplinary approach to teaching history and geography.

With regard to interviews with Senior Phase educators, the aims was to spend more time with them, but time was very limited owing the amount of information on could have gathered and the responses had to be shortened to accommodate other questions. Another constraint was that social science is often taught by people who have never studied history or geography at the tertiary level and that limited the interviews process and the number of responses teachers could give. These teachers were not willing to be interviewed, gave very brief responses with a lot of hesitation and sometimes failed to respond at all. This experience resulted in gaps in the information the researcher intended to collect. The calibre of educators teaching social science and kind poor quality of their responses indicated that the implementation of social science is facing some challenges. It is a problem if senior staff members in schools are not confident enough to respond to easy questions and not clear about the policy guidelines for teaching social science.

7.4.3 Funding constraints

The study demanded extensive travelling to and from these schools, and many telephonic discussions had to be conducted to set up appointments with teachers. Even though the study was funded the distance between these schools meant that more funds were needed for thorough investigation. The researcher needed to meet with Senior Phase educators before the dissemination of interview schedules and questionnaires in order to clarify some statements and the aim of the research.

7.5 Recommendations

This study has explored the teaching of history and geography in Senior Phase for the purpose of establishing teachers' experience and ability in integrating knowledge from these disciplines to teach social science. The findings from data collected by means of triangulating questionnaire, in-depth interviews and observations have led to the drawing of conclusions presented above.

This study has identified the following area as critically important for the efficacious implementation of the intentions of the national curriculum policy enshrined in the social sciences curriculum. They are discussed as follows:

7.5.1 Adequate education and training of pre-service and in-service teachers on broad-field curriculum and its approaches to knowledge organisation and teaching strategies

The importance of equipping teachers with disciplinary knowledge in Curriculum field is emphasised by researchers in curriculum implementation (Carl, 1995; Kelly 2010; Null, 2011). The findings of this study have also highlighted the need for social science teachers to have background knowledge to approaches to curriculum theory and practice. The only institutions which can educate and train teachers in this field are universities or teachers' training colleges. Schubert (1986:224) claims:

“The task of integrating the most up-to-date social science findings with overall purposes actually produced content and specified learning activities in the form of behavioural objectives. The magnitude of this task cannot be adequately accomplished at the school level or even at the school system level”

These assertions by curriculum expert emphasised the fact that teachers are unable to adapt to curriculum changes if they are not adequately equipped with the knowledge and skills to do so. According to Schubert (1986), the interdisciplinary teaching of history and geography is not possible without such preparation.

7.5.2 Involvement of teachers in curriculum development and change through workshops and seminars

Perspectives and perceptions identified during the synthesis of literature presented in Chapter two of this study have highlighted that involving teachers in curriculum development empowers teachers with the knowledge and skills required for the implementation of curriculum reforms (Carl 1995, 2010; Goodson & Hargreaves, 1994; Kelly, 2010 and Schubert, 1986). Workshops and seminars are perceived by Nicholls (1997) as a means of collaborative learning which allows teachers to reflect on their practice and learn from one another. ‘Teaching and teachers do not develop in isolation’ (Nicholls, 1997:33). This study’s recommendation of workshops and seminars has been based on the view advocated by Schubert (1986:386) that the workshop is one of the most widely used kinds of in-service education for teachers.

The idea shared by this study on how workshops for social science teachers should be organised is as follows:

- Teachers of social science could form clusters of smaller groups and work on the development of ideas on integration of knowledge from history and geography which would develop content knowledge for social science.

- Teachers could also work on concrete approaches and material or and become more aware of recent and ongoing curriculum changes and the implications thereof in the teaching and learning of social science.

7.5.3 Formation of social science learning area or subject associations

The issues raised and presented under the synthesis of findings, which are, *inter alia*, a lack of support for continuous professional development for social science teachers; inability to understand the goals of social science teaching and learning and a lack of academic knowledge of interdisciplinary curriculum development on the part of social science teachers, could be addressed in subject associations as teachers reflect on their practice in implementing curriculum changes. An association could also assist in the cascading of curriculum changes from districts to circuits and schools. McNeil (1990) claims that in USA subject committees or associations assist in involving teachers in local curriculum development in that teachers with similar issues such as socio-economic challenges share experiences and solutions. In particular, novice teachers acquire expertise and experiences from such professional organisation.

7.5.4 School based supervisions and support

Researchers' views established in the synthesis of literature stressed the importance of supervision and support for the effective implementation of curriculum reforms (Shubert, 1986; Kelly, 2010; Goodson & Hargreaves, 1994; Null, 2011). This study therefore recommends that Heads of Department should have expert knowledge not only of curriculum design and development, but also of various approaches to pedagogical knowledge for them to be able to mentor and coach their colleagues in the social sciences curriculum changes and their implantation in classrooms. The following section presents the proposed model for teaching social science in the new curriculum framework.

7.6 The following model is perceived in this study as suitable for implementation of curriculum changes in the teaching of social sciences in the Senior Phase

The main purpose of this study was to investigate the teaching of history and geography in the context of curriculum change in the GET band. Based on the findings of this study, a model for broad-field curriculum implementation process is proposed.

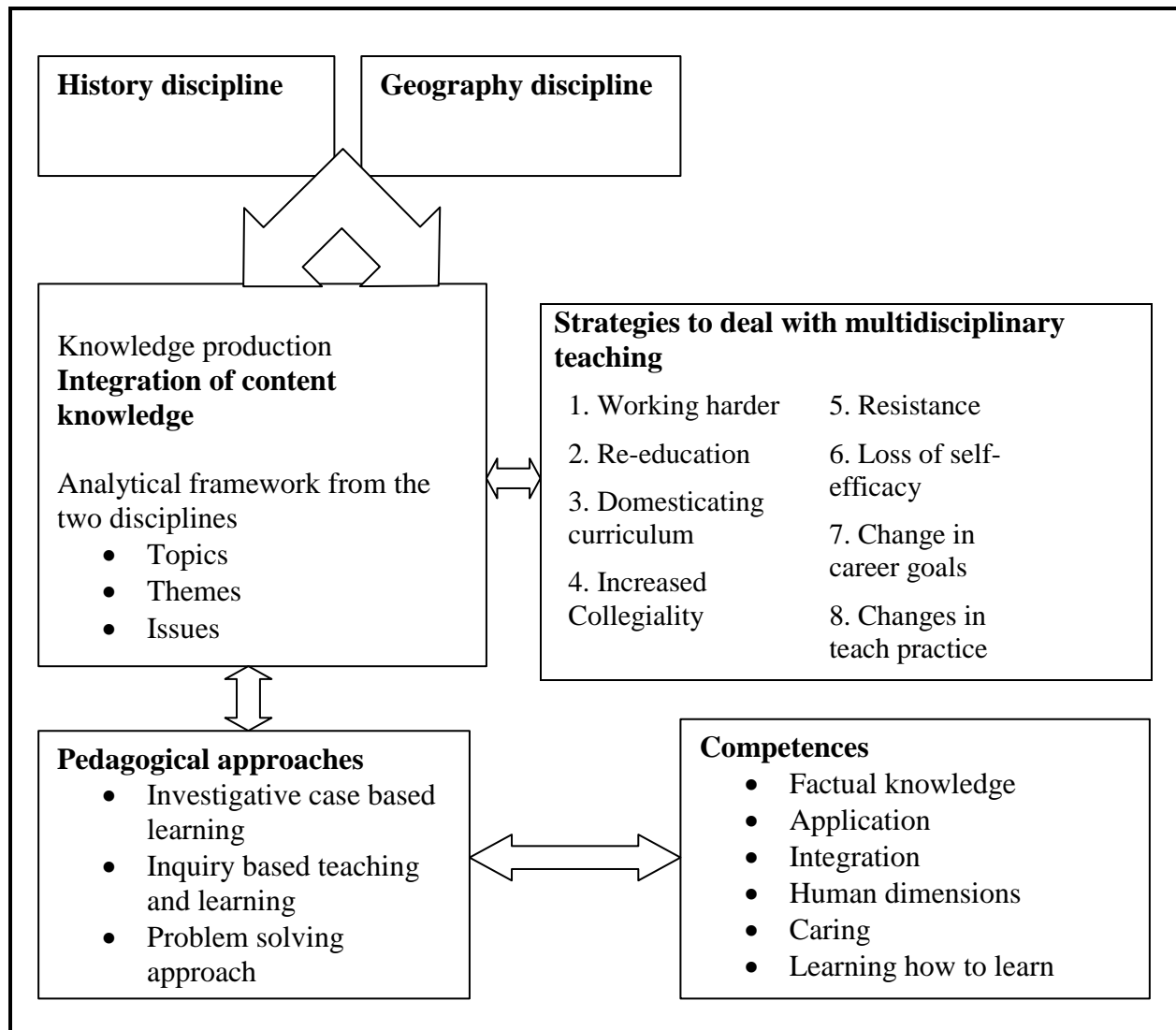


Figure 7.1: Proposed model for teaching Geography and History in the context of curriculum change i.e. social sciences.

The proposed model in Figure 7.1 provides crucial information about broad-field curriculum which involves the teaching of two or more subjects or fields of studies. Teachers should respond to curriculum change by aligning themselves with the proposed philosophical beliefs and pedagogical practice of interdisciplinary approach. The first stage of this model seeks to unpack the basic elements and factors which have to be considered during the implementation of social sciences learning area in schools. The model starts with the identification of two subjects (history and geography) which can be integrated within and across each Learning areas according to the new curriculum framework (DoE, 1997). The second stage should involve the refinement of knowledge production of social science when history and geography subjects are integrated in the Senior Phase. At this stage, educators should be trained on how integration/multidisciplinary approach should be handled. For this to happen successfully, the workshops should be designed to enhance the professional development of educators on topic or theme or issues consistent with the framework from which two disciplines can be integrated for knowledge production. For example when curriculum aligns strongly with teacher philosophical subject beliefs, a process of re-education may be voluntary rather than resistance based. The increased in teacher workloads, yet manage to develop professionally is the remarkable achievement that can be rewarding to many and benefit the multidisciplinary teaching.

The third stage should involves the identification of relevant approaches that can be used to conduct investigation of case based learning, inquiry based teaching and learning and problem solving approach. The learning area stage should involve the development of relevant competencies such as factual knowledge, application, integration, and human dimension, caring and learning how to learn.

7.7 Acknowledgement

The sample size of this study was drawn from the Senior Phase educators of KwaZulu-Natal Province only therefore, it is not a true representative of the entire population of educators of this country. More studies that are of similar nature still need to be done in other provinces to validate the findings. The study considered worth noting that the design and procedures for the data collection during the empirical study were confined to one district from five in the province. The sample of 150 teachers to whom questionnaires were distributed, only 130 returned, hence, Chapter four and five

present the small fraction of the entire population of teachers in the chosen district province. Another significant aspect of the study that needs to be highlighted has to do with the procedure that was used for collecting qualitative data. The findings presented in Chapter five and six are based on the responses gathered from the sample of twenty social science teachers teaching in the Senior Phase. These findings are significant, however, they cannot be generalised to mean the same for the entire population.

The findings of this study should be understood within the confinement of the research sample and the district in which the empirical study was conducted. The findings based on triangulated data collection instrument and procedures were highly significant in this study as they highlighted crucial implementation gaps that need to be addressed for the effective implementation of curriculum innovation and future curriculum changes in the district. These issues could also be further researched for a purpose of finding solution as they were found to be a threat for effective implementation of curriculum change in the teaching and learning of geography and history as part of interdisciplinary teaching in the classroom.

7.8 Conclusion

This chapter has extensively presented conclusions and recommendations drawn from the synthesis of findings based on data collected by means of explanatory approach. These findings highlighted some major issues that impede the implementation of multidisciplinary or curriculum integration in South African schools. The conclusions drawn from this study could make a significant contribution towards the introduction of new curriculum innovation and change because these findings are based on the perceptions and perspectives of teachers who are the frontline implementers of curriculum change in schools. The areas of concern around which questionnaire and in-depth interviews were formulated and observation schedules focused on the main activities of teacher professional practice, which is teaching hence pedagogical content knowledge, was discussed in this chapter.

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APPENDICES

APPENDIX A

QUESTIONNAIRE TO SOCIAL SCIENCE EDUCATORS

TEACHING AT SENIOR PHASE (GRADES 6 TO 9)

SECTION A

QUESTIONNAIRE

The questionnaire will focus on obtaining information on:

- General profile of the educators.
- Their responses to the critical question.

What competences do teachers have in selecting themes that underpin integration in SS?

Make a **Tick** next to the appropriate answer(s)

1. What is your highest academic and professional qualification?

- A. Diploma in Education obtained from former College of Education
- B. University diploma in Education
- C. University of technology diploma + 1 year University professional qualification
- D. University degree + Post Graduate certificate
- E University Bachelor of Education Degree

2. Year in which the qualification(s) were obtained.

- 1990—1994
- 1998----2000
- 2003--- 2006
- 2006 ---2009
- 2009-----2011

3. What were your major subject(s)?

- History and geography
- History only
- Geography only
- Environmental studies
- Other

4. What is your specialised content knowledge in Social sciences LA?

- History
- Geography
- Environmental Studies

Other

5. What could be your rating of your competence or expert knowledge in integrating different subjects' content knowledge for teaching Social science LA without compromising others?

- Excellent
 Good
 Weak
 Need support
 Not sure

6. Including the current year, how many years have you taught Social science subject?

- 0-5 years
 6-10 years
 11-15 years
 16years and above

7. What subject areas and grade levels are you currently qualified to teach? Choose one subject area (s) and grade level.

- Social science/History/Geography/Environmental Studies- Grade 4-5
 Social science/History/Geography/Environmental Studies- Grade 6-7
 Social science/History/Geography/Environmental Studies- Grade 8-9
 Social science/History/Geography/Environmental Studies- Grade 10

8. What is your highest degree completed?

- Bachelor Degree
 Master's Degree
 PhD/D.Ed Degree

Other

9. How many Social science training workshops have at school/circuit / district?

- One
- Two
- Three
- Four and above
- Not sure

SECTION B

Please indicate the degree to which you agree or disagree with each statement. Please make a tick or a cross inside the box.

Statements	Agree	Strongly Agree	Disagree	Strongly Disagree	Undecided
Social sciences Learning areas integrates content knowledge from different subjects which are; Geography, History and Environmental studies					
According to your knowledge a Social sciences					

<p>teacher must have one Learning Programme Plan, work schedule and lesson plan to teach these subject knowledge</p>					
<p>In your knowledge a Social science teacher must have separate Learning Programmes, work schedule and lesson plan for each Subject i.e., Geography, History and Environmental Studies</p>					
<p>Integration in teaching Social sciences LA means linking Learning outcomes and assessment standards from Historical and Geographical knowledge under the same themes in the Learning Programme, work schedule and lesson plan.</p>					
<p>Integration in teaching Social sciences is about teaching Geography , Environmental Studies and History by alternating periods for instance 3 periods per week for Geography + environmental studies and other 3 period a week for History</p>					
<p>The nature of the Learning areas, Social science requires teachers to consider ‘within-subject’ integration when selecting and organising content knowledge for Learning Programme Planning , work schedule and lesson planning purposes</p>					

<p>The understanding of the Social science LA, methods of teaching and styles I have and I apply in my daily teaching is based on the knowledge provided by the Subject Advisors and the Head of department.</p>					
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17. Which of the following programmes have provided you with strategies and methods for teaching Social sciences LA?

- Team teaching (mentorship programme)
- Training and development
- Workshops-conferences
- Short courses
- NPDE/ACE
- Other

18. Who provides you with continuous professional support on the teaching of this LA?

- Head of the Social sciences department
- Subject Advisors
- Colleagues who teach Social sciences in and outside your school
- Cluster meetings

Indicate by making a tick in the box of what you consider as areas that require:

- A.** support [experience based teaching without proper education and training in the subject]
- B.** development [teaching the LA without knowledge of any of the combined subjects]
- C.** improvement [teaching is based on the knowledge of one of the three disciplines and lack of proper skills required]

Areas	Support required	Development required	Improvement is required
Understanding the interdisciplinary nature of Social sciences.			
Selecting themes that present integrated content knowledge and skills within Social sciences LA.			
Strategies suitable for teaching and learning interdisciplinary conceptual knowledge (concepts, ideas and principles related to the Social science LA)			
Designing lesson plans that aim at equipping learners with all skills and knowledge purported for the intermediate and Senior Phase learners through Social sciences teaching and learning.			
Designing assessments activities according to the stipulations of the LA policy documents			
Assessing learners' performance in Social sciences.			

APPENDIX B

INTERVIEW SCHEDULES

This section aims to answer the question on the following areas:

- The possible approaches available to educators to facilitate Social science effectively to Senior Phase classrooms.
- The effectiveness of interdisciplinary teaching and learning that could be used to support curriculum delivery in the classroom.

1. What do you emphasised in your Social sciences lessons? (e.g. definition of terms, ideas or concepts)

2. How do you engage learners in the Social sciences learning activities? (group work, independent tasks or the whole class activities)

3. Which approach do you use when selecting and organising teaching and learning content? (follow the sequence of topic in the learners textbook, prescribed work schedule, your own themes).

4. What informs your selection and organisation of the themes or content knowledge? (Learning outcomes, learner’s local environment, learners’ educational needs and interests, or subject Advisors, Head of the department).

5. What do you think could be the best way of teaching Social sciences LA in intermediate or Senior Phase?

6. What do you consider as the challenges facing the implementation of Social sciences in classroom?

7. From your own experience, in which learning are (LA) outcomes do learners perform well and what do you think, this means to the teaching and learning of the Social sciences learning area (LA) in schools?

8. How do you integrate Learning outcomes' assessment standards to measure learners' abilities of comprehending and applying Social sciences knowledge in a more integrated way?

9. In your view, what could be the best approach in teaching Social sciences to Intermediate and Senior Phase learners?

10. What do you think led to the integration of Geography, History and Environmental Studies under on broad Field called Social sciences?

11. Have you made any means of inquiring about the reasons underpinning the integration from the learning area (LA) policy document or subject advisors? YES or NO

If yes, what information do you have?

If No, give reasons for you answer.

APPENDIX C

Self –Assessment Sheet (Educators’ grade 7, 8 and 9)

OPEN ENDED QUESTIONS

1. Your ability in understanding Social sciences.

Very poor	Poor	Average	Good	Very good
-----------	------	---------	------	-----------

Which fields comprise the Social sciences LA?

.....

.....

.....

.....

.....

2. Your ability in understanding the importance of Social science LA.

Very poor	Poor	Average	Good	Very good
-----------	------	---------	------	-----------

What is the importance of Social science teaching and learning?

.....

.....

.....

.....

.....

3. Your ability in teaching Social science LA.

Very poor	Poor	Average	Good	Very good
-----------	------	---------	------	-----------

How do you select themes to teach Social science content knowledge?

.....

.....

.....

.....
.....
4. Your abilities in selecting teaching and learning strategies for Social science activities.

Very poor	Poor	Average	Good	Very good
-----------	------	---------	------	-----------

Which strategies of teaching and learning do you commonly used for teaching integrated content knowledge?

.....
.....
.....
.....
.....

5. Your ability to measure learner's competences in learning Social sciences in an integrated way.

Very poor	Poor	Average	Good	Very good
-----------	------	---------	------	-----------

Which assessment procedures and techniques do you use to ensure that learners are able to integrate the content knowledge in Social sciences?

.....
.....
.....
.....
.....

APPENDIX D

Mr DW MNCUBE
UNIVERSITY OF ZULULAND

FACULTY OF EDUCATION
PRIVATE BAG X1001
KWADLANGEZWA
3886
10 SEPTEMBER 2012

THE HOD – Dr SISHI
THE CIRCUIT MANAGER
DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X8512
3887

Dear Sir/Madam

Re: Request for permission to conduct research in schools in Mthunzini Circuit.

I am a research PhD student hereby requesting a permission to conduct research in schools under Mthunzini Circuit. This research is part of the study pursued towards a Doctoral Degree with the University of Zululand. Fifty (50) secondary schools with social sciences learning area (LA) will be targeted for this research. I will be administering questionnaire and self-evaluation sheets to Senior Phase educators. I will interview Senior Phase educators on their experiences in the curriculum implementation and adaptation to curriculum change. Some schools will be visited for the purpose of lesson observation. The proposed data collection period will cover the third and fourth terms of 2012 school year.

I am therefore requesting for your kind approval to conduct the study and a letter of introduction to school Principals in the district in order to facilitate my gaining access to primary and secondary schools and meeting the participants for this study. Also, I would appreciate if you can nominate a contact person within your department to liaise with for successful conduct of the study. Should you require any more clarification about this research, I could be contacted through my phone number 0829324338 or preferably through my office address: Department of Social sciences, Room 322, and University of Zululand Faculty of Education. Attached is a

summary of my research proposal outlining the major phases in the research and the research ethics? Your assistance will be greatly appreciated.

Yours sincerely

Dumsani Mncube.

Department of Curriculum and Instructional Studies,
University of Zululand, KZN

Supervisors: Dr M.C Khuzwayo and Dr MAN Duma

APPENDIX E

P.O Box 23681

Kwadlangezwa
3886

EMPANGENI EDUCATION DISTRICT MANAGER

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am presently registered for a Doctoral Degree in the Faculty of Education in the University of Zululand. As part of this programme, I am required to conduct a field-based research on a topic as approved by the Senate of the University. My study is entitled: *Teaching of Social sciences in the context of Curriculum change in the Senior Phase*, to be conducted under the guidance and supervision of Dr. Mamsi E. Khuzwayo.

I am writing to request access to some of the schools in your district, in order to carry out an investigation regarding the above topic. I wish to administer a questionnaire to Senior Phase educators and carry out focused-group interviews with learners in the same phase from selected schools.

You are assured that the study will not in any way interfere with the normal running of the school in the Circuit. The educators will be requested to complete the questionnaire in their spare time, and special times will be arranged for the focused-group interviews. Copies of the questionnaire and interview schedule are attached for your perusal. I hope they'll meet your approval. Throughout the study, and the report that will follow, the principles of anonymity and confidentiality will be strictly observed. Should you deem it necessary, I undertake to favour your office with a copy of the dissertation reporting the findings of this observation.

Your permission to conduct research in the district will be highly appreciated.

Yours faithfully

Mr Dumsani W. Mncube

APPENDIX F

P.O Box 23681
Kwadlangezwa
3886

THE CIRCUIT MANAGER

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am presently registered for a Doctoral Degree in the Faculty of Education in the University of Zululand. As part of this programme, I am required to conduct a field-based research on a topic as approved by the Senate of the University. My study is entitled: *Teaching of Social sciences in the context of Curriculum change in the Senior Phase*, to be conducted under the guidance and supervision of Dr. Mamsi E. Khuzwayo.

I am writing to request access to some of the schools in your district, in order to carry out an investigation regarding the above topic. I wish to administer a questionnaire to Senior Phase educators and carry out focused-group interviews with learners in the same phase from selected schools.

You are assured that the study will not in any way interfere with the normal running of the school in the Circuit. The educators will be requested to complete the questionnaire in their spare time, and special times will be arranged for the focused-group interviews. Copies of the questionnaire and interview schedule are attached for your perusal. I hope they'll meet your approval. Throughout the study, and the report that will follow, the principles of anonymity and confidentiality will be strictly observed. Should you deem it necessary, I undertake to favour your office with a copy of the dissertation reporting the findings of this observation.

Your permission to conduct research in the district will be highly appreciated.

Yours faithfully

Mr Dumsani W. Mncube

APPENDIX G

P.O Box 23681
Kwadlangezwa
3886

THE WARD MANAGER

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am presently registered for a Doctoral Degree in the Faculty of Education in the University of Zululand. As part of this programme, I am required to conduct a field-based research on a topic as approved by the Senate of the University. My study is entitled: Teaching of Social sciences in the context of Curriculum change in the Senior Phase, to be conducted under the guidance and supervision of Dr. Mamsi E. Khuzwayo.

I am writing to request access to some of the schools in your district, in order to carry out an investigation regarding the above topic. I wish to administer a questionnaire to Senior Phase educators and carry out focused-group interviews with learners in the same phase from selected schools.

You are assured that the study will not in any way interfere with the normal running of the school in the Circuit. The educators will be requested to complete the questionnaire in their spare time, and special times will be arranged for the focused-group interviews. Copies of the questionnaire and interview schedule are attached for your perusal. I hope they'll meet your approval. Throughout the study, and the report that will follow, the principles of anonymity and confidentiality will be strictly observed. Should you deem it necessary, I undertake to favour your office with a copy of the dissertation reporting the findings of this observation.

Your permission to conduct research in the district will be highly appreciated.

Yours faithfully

Mr Dumsani W. Mncube

APPENDIX H

P.O Box 23681
Kwadlangezwa
3886

THE PRINCIPAL.

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am presently registered for a Doctoral Degree in the Faculty of Education in the University of Zululand. As part of this programme, I am required to conduct a field-based research on a topic as approved by the Senate of the University. My study is entitled: Teaching of Social sciences in the context of Curriculum change in the Senior Phase, to be conducted under the guidance and supervision of Dr. Mamsi E. Khuzwayo.

I am writing to request access to some of the schools in your district, in order to carry out an investigation regarding the above topic. I wish to administer a questionnaire to Senior Phase educators and carry out focused-group interviews with learners in the same phase from selected schools.

You are assured that the study will not in any way interfere with the normal running of the school in the Circuit. The educators will be requested to complete the questionnaire in their spare time, and special times will be arranged for the focused-group interviews. Copies of the questionnaire and interview schedule are attached for your perusal. I hope they'll meet your approval. Throughout the study, and the report that will follow, the principles of anonymity and confidentiality will be strictly observed. Should you deem it necessary, I undertake to favour your office with a copy of the dissertation reporting the findings of this observation.

Your permission to conduct research in the district will be highly appreciated.

Yours faithfully

Mr Dumsani W. Mncube

APPENDIX I

P.O Box 23681
Kwadlangezwa
3886

THE RESPONDENT

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am presently registered for a Doctoral Degree in the Faculty of Education in the University of Zululand. As part of this programme, I am required to conduct a field-based research on a topic as approved by the Senate of the University. My study is entitled: Teaching of Social sciences in the context of Curriculum change in the Senior Phase, to be conducted within Umthunzini Education District.

I am writing to request your consent, as a resource person, to participate in this study. Your participation will be voluntary, and it will be within your right to withdraw from participation at any stage of the investigation, should you feel that your rights are being violated, or whatever person reason you may have. However, as in many studies of this kind, the success of this study will depend on your participation, without which nothing will be achieved.

You are assured that, should you agree to take part in the study the study, throughout the study, and in the report that follows, the principles of anonymity and confidentiality will be strictly observed. You will therefore, not be prejudiced in any way as a result of your participation in the study. However, the valuable information that you may share with me will have the potential to contribute towards improving education in the Senior Phase.

Your permission to conduct research in the district will be highly appreciated.

Yours faithfully

Mr Dumsani W. Mncube

REPLY SLIP

Dear Mr Mncube

I hereby give my consent, as a resource person, to participate in your study on the teaching of Social sciences in the context of curriculum change.

Names

Signature

Date

APPENDIX J

PERMISSION TO CONDUCT RESEARCH FROM HOD KZN DEPARTMENT OF EDUCATION



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Sibusiso Alwar

Tel: 033 341 8610

Ref.:2/4/8/2

Mr DW Mncube
P O Box 23681
KWADLANGEZWA
3886

Dear Mr Mncube

PERMISSION TO CONDUCT RESEARCH IN THE KZN DōE INSTITUTIONS

Your application to conduct research entitled: **TEACHING OF SOCIAL SCIENCE LEARNING AREA IN THE CONTEXT OF CURRICULUM CHANGE IN SENIOR PHASE OF GET IN SCHOOLS UNDER EMPANGEN EDUCATION DISTRICT**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 October 2013 to 31 March 2014.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education (Empangeni District)

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 27 November 2013

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa

PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 3921053 Fax : 033 392 11216

EMAIL ADDRESS: Slindile.hadebe@kzndoe.gov.za; CALL CENTRE: 0860 596 363;

...dedicated to service and performance
beyond the call of duty

WEBSITE: www.kzneducation.gov.za

APPENDIX K

PERMISSION TO CONDUCT RESEARCH FROM EMPANGENI DISTRICT



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

ENQUIRIES: Dr VESikhosana

REFERENCE: Research: D. Mncube

DATE: 14/11/2013

Mr D. Mncube
University of Zululand
Private Bag x1001
Kwadlangezwa
3886

PERMISSION TO CONDUCT A RESEARCH AT EMPANGENI/UTHUNGULU DISTRICT SCHOOLS

The matter as mentioned supra has reference.

This letter serves the purpose of officially granting you a permission to conduct your research as per your request/application dated 14 November 2013.

Your topic of study is certainly exciting and suggesting that more practical and visible changes, suggestions and or improvements will assist and enhance the actual teaching of Social Sciences in our schools.

Hoping that you will be open to discuss your findings with our department and or schools to make specific marks and difference in our learners for their bright future when your research will have been finalized.

Wishing you good luck in your research and studies respectively towards attaining your PHD (D.Ed).

Dr VE Sikhosana: Richards Bay Circuit Manager

15/11/2013

Date

...dedicated to service and performance
beyond the call of duty

KWAZULU-NATAL DEPARTMENT OF EDUCATION: LOWER UMFOLOZI CIRCUIT MANAGEMENT
Postal Address: Private Bag X14 • Empangeni Rail • 3900 • KwaZulu/Natal Republic of South Africa
Physical Address: 08 Union Street -Old FNB Building • Empangeni • 3880
Tel.: +27 35 9018700 • Fax: +27 035 7726440 • Email: Musa.Madondo@kzndoe.gov.za • Web: www.kzndoe.gov.za

APPENDIX L

LETTER TO CONFIRM EDITING OF STUDY

APPENDIX M

ETHICAL CLEARANCE CERTIFICATE



ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGD 2012/11					
Project Title	Teaching of Social Sciences in the Content of curriculum change in the senior phase					
Principal Researcher/ Investigator	DW Mncube					
Supervisor and Co-supervisor	Dr. ME Khuzwayo			Dr. MAN Duma		
Department	Curriculum and instructional studies					
Nature of Project	Honours/4 th 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.

The table below indicates which documents the UZREC considered in granting this Certificate and which documents, if any, still require ethical clearance. (Please note that this is not a closed list and should new instruments be developed, these may also require approval.)

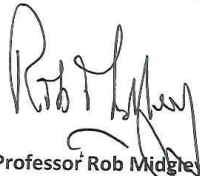
Documents	Considered	To be submitted	Not required
Faculty Research Ethics Committee recommendation	X		
Animal Research Ethics Committee recommendation			X
Health Research Ethics Committee recommendation			X
Ethical clearance application form	X		
Project registration proposal	X		
Informed consent from participants	X		
Informed consent from parent/guardian	X		
Permission for access to sites/information/participants	X		
Permission to use documents/copyright clearance			X
Data collection/survey instrument/questionnaire	X		
Data collection instrument in appropriate language		Only if necessary	
Other data collection instruments		Only if used	

Special conditions: Documents marked "To be submitted" must be presented for ethical clearance before any data collection can commence.

The UZREC retains the right to

- Withdraw or amend this Certificate if
 - Any unethical principles or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in this Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project

The UZREC wishes the researcher well in conducting the research.



Professor Rob Midgley
Deputy Vice-Chancellor, Research and Innovation
Chairperson: University Research Ethics Committee
02 December 2013

CHAIRPERSON
UNIVERSITY OF ZULULAND RESEARCH
ETHICS COMMITTEE (UZREC)
REG NO: UZREC 171110-30

02 -12- 2013

RESEARCH & INNOVATION OFFICE

APPENDIX

PLIAGARISM REPORT

constant but the focus is on the outcomes. These outcomes according to Spady (1994) are defined as instructional objectives based on the subject matter content. The outcomes are rather specific but not holistic and are often not linked to skills that the learner would need in the working environment and general life. Here the focus is on the mastery of content, with the emphasis of regurgitation and understanding. Traditional OBE is rigid and does not really challenge the conventional thinking as exist in the school context. These outcomes are elicited from the syllabus. Although this outcomes-based education is important in its own right, but there are shortcomings that are evident: ? It is clear to the learners why learning is important; ?

Educators do not change the learning environment much; ? It focuses mainly on 55

recalling content and not establishing any relationships or integration of skills, knowledge and values (Spady, 1994). (ii) Transformational OBE This type of OBE is seen as important to bring about educational reforms as it is seen as future- oriented, not just for producing good learners to graduate

at the end of the school year. This kind of 407

OBE intends empowering all learners with knowledge, competence and orientations that they will need to successfully meet the challenges, demands and opportunities in their lives. Schools are allowed to choose content and use teaching methods of their choice as long as these meet the critical outcomes and develop people who display the intended critical outcomes. This achievement

allows educators to meaningfully relate their teaching directly to their local contexts. 148

Therefore, "success at school

is considered to be limited benefit unless learners are equipped to transfer that success to life beyond school 55

and are able to

see learning as a lifelong process, which is important to keep pace with rapid changing conditions in the world of work and in society" 55

(Department of Education, 1997:19). According to Killen, (2009) the type of chosen OBE to lead

South Africa education system is the transformational OBE as it meets the 87

demands of the rapid change that South Africa desperately needs. This type of OBE continues to test the ability of this country to transformation needs especially those that develop a critical, economically, stable and democratic society. The characteristics of transformational OBE are stated as follows in the DoE (1997) policy document. ? It

involves the integration of concepts in a cross-curricula approach which embraces not only the structure of the curriculum, but also the methods by which instruction is delivered and meaningful assessment is made 49

?

Curriculum development put learners first, building and recognising their 83

knowledge and responding to their needs.

? It is learner-centred and this is the important principle underlying this approach and it gives considerable emphasis on

a constructivist approach to learning. ? The promotion of co-operative learning is 41

regarded as one of the key elements to successful learning. ?

Progress is demonstrated through integrated tasks and the application of skills to real world problems and is monitored through multi-dimensional methods of assessment. 49

? ? All learners are included

It remains the responsibility of the educator to construct meaningful learning experiences that lead to the mastery of outcomes. 12

? Learners do not fail but

progress towards the mastery of outcomes at the learner's own rate and therefore at different rates. 49

(i) Transitional OBE According to Maree and Fraser (2004:12) this approach, outcomes of significance are defined to address high-order competencies that are essential in all life and learning setting. It lies between traditional and transformational OBE as it covers some of the important principles that belong either each of these. It is significance because it extends beyond traditional OBE as it uses subject matter as

vehicle to assist in the cultivation and integration of higher order exit outcomes or competencies 176

(Maree and Fraser, 2004). In transitional OBE,

critical thinking, problem solving and effective communication skills are emphasised. 176

Having learners who are broadly competent best reflects its vision. However this type of approach to education does not allow total change in behaviour and process.

In the South African context the concept outcomes has been 442

used widely to mean

what learners are supposed to demonstrate at the end of the learning process (Christie, 2002). According to 32

Spady (1994) quoted by Killen (2010:54), the word "refers to

high-quality, culminating demonstrations of significant learning in 316

QUESTIONNAIRS CODING

Item	Variable	Responses/variable values
1	What is your highest professional qualification?	1= “diploma obtain in college” 2= “university diploma” 3= “university of technology +1year at university” 4= “university degree +post graduate diploma” 5= “university Bed”
2	Year in which the qualification obtained?	1= “1990-1994” 2= “1994-2000” 3= “2000-2006” 4= “2006-2009” 5= “2009-2011”
3	What is your major subject?	1= “History and Social sciences” 2= “History” 3= “Social sciences” 4= “environmental studies” 5= “other”
4	What is your specialised content knowledge subject?	1= “History” 2= “Social sciences” 3= “environmental studies” 4= “other”
5	How many years have taught SS?	1= “0-5 years” 2= “6-10 years” 3= “11-15 years” 4= “16 years and above”
6	What subjects are qualified to teach?	1= “SS/hist/geog/enviro studies-grade4-5” 2= “SS/hist/geog/enviro studies-grade6-7” 3= “SS/hist/geog/enviro studies-grade8-9”

		4= "SS/hist/geog/enviro studies-grade10"
7	What is your highest degree completed?	1= "bachelor's degree" 2= "master's degree" 3= "PhD/D.Ed degree" 4= "other"
8	How may training workshops have you attended at school/circuit/district?	1= "one" 2= "two" 3= "three" 4= "four and above" 5= "not sure"

SECTION B

Item	Statement (indicating whether you disagree or not)	Responses/
9	SS integrate content knowledge from Geog, Hist, ES?	1= "undecided" 2= "strongly disagree" 3= "disagree" 4= "strongly agree" 5= "agree"
10	SS should have one learning programme/work schedule and lesson plan.	1= "undecided" 2= "strongly disagree" 3= "disagree" 4= "strongly agree" 5= "agree"
11	SS must have separate Learning programme, Work-schedule and Lesson plan for each subject.	1= "undecided" 2= "strongly disagree" 3= "disagree" 4= "strongly agree"

		5= “agree”
12	Integration in SS means linking Outcomes and AS under the same theme.	1= “undecided” 2= “strongly disagree” 3= “disagree” 4=”strongly agree” 5= “agree”
13	Integration is about teaching Geog, Hist, and ES by alternating period per week.	1= “undecided” 2= “strongly disagree” 3= “disagree” 4=”strongly agree” 5= “agree”
14	SS educators need to consider “within subject” integration when selecting and organising content knowledge.	1= “undecided” 2= “strongly disagree” 3= “disagree” 4=”strongly agree” 5= “agree”
15	Considering my understanding, I can apply SS in my daily life.	1= “undecided” 2= “strongly disagree” 3= “disagree” 4=”strongly agree” 5= “agree”
16	Which of the following programme provided you with strategies and method of teaching SS?	1= “teach teaching” 2= “training and development” 3= “workshop and conferences” 4= “short courses” 5= “NPDE/ACE” 6= “other”
17	Who provides you with continuous professional support on the teaching of this LA?	1= “HOD of SS” 2= “subject advisor” 3= “colleagues in other schools” 4= “cluster meeting”

18	Understanding the interdisciplinary nature of SS.	1= “support required” 2= “development required” 3= “improvement is required”
19	Selecting themes that present integrated content knowledge and skills within Social sciences LA.	1= “support required” 2= “development required” 3= “improvement is required”
20	Strategies suitable for teaching and learning interdisciplinary conceptual knowledge (concepts, ideas, and principles related to the Social sciences LA.	1= “support required” 2= “development is required” 3= “improvement is required”
21	Designing lesson plans that aim at equipping learners with all the skills and knowledge purported for the intermediate and Senior Phase learners through Social sciences teaching and learning.	1= “support required” 2= “development is required” 3= “improvement is required”
22	Designing assessment activities according to the stipulations of the LA policy documents.	1= “support required” 2= “development is required” 3= “improvement is required”
23	Assessing learner’s performance in SS.	1= “support required” 2= “development required” 3= “improvement is required”