Empowering teachers to implement the Life Orientation learning area in the Senior Phase of the General Education and Training Band

D. J. Christiaans
Empowering teachers to implement the Life Orientation learning area in the Senior Phase of the General Education and Training Band

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Thesis submitted in partial fulfilment of the requirements for the MEd degree in the Faculty of Education at the University of Stellenbosch

Supervisor: Prof. C. D. Roux

March 2006
DECLARATION

I declare that the content of this thesis is my own work and that all sources have been acknowledged by means of a complete reference list.

………………………                         …………..…
D.J. Christiaans                                    Date
TO WHOM IT MAY CONCERN

This is to certify that the MEd thesis “Empowering teachers to implement the Life Orientation learning area in the Senior Phase of the General Education and Training Band” by Daleen Christiaans has been language edited.

(Dr) Elaine Ridge
Free Lance Editor

Elaine Ridge
Head: English Education
SUMMARY

When CURRICULUM 2005, hereafter C2005 (Department of Education [DoE], 1997b), was implemented in Grade 7 in 2000 none of the in-service teachers were sufficiently trained to teach Life Orientation. Higher Education Institutions had only then started to adapt teacher-training programmes to meet the needs of an outcomes-based curriculum for all aspiring teachers. Some in-service teachers had been trained as subject specialists in some of the focus areas contained within Life Orientation, like Physical Education, Guidance and Religious Education, but no teacher had been trained, pre-service or in-service, to be a specialist in all of the focus areas contained within Life Orientation.

The Department of Education prepared teachers for the implementation of C2005 (DoE, 1997b) by means of a weeklong orientation programme. Teachers were orientated to an outcomes-based philosophy and teaching approach, and to specific outcomes and assessment criteria, but no content training was offered. A Life Orientation teacher is expected to have a body of knowledge on a range of subjects or focus areas as prescribed by the specific outcomes (DoE, 1997b).

This study is aimed at researching the Life Orientation learning area and investigating the ways and level of preparation teachers had received to equip them to implement Life Orientation in the Senior Phase of the General Education and Training Band. A case study was used as a research design and specific schools in the Education Management and Development Centre Metropole North were selected to participate in the case study. Qualitative and quantitative data were obtained through questionnaires, interviews and observations. A descriptive research strategy was employed to capture, analyse and interpret the data.

The research found that there were gaps in the preparation of Life Orientation teachers to implement C2005 (DoE, 1997b). Recommendation are made with regard to training and support programmes to ensure that teachers are adequately empowered to implement Life Orientation in the Revised National Curriculum Statement (DoE, 2002b) in the General Education and Training Band and in the National Curriculum Statement (DoE, 2003b) in the Further Education and Training Band.
OPSOMMING

Met die implementering van KURRIKULUM 2005 (Departement van Onderwys [DoE], 1997b) in Graad 7 in 2000 was geen indiens-onderwyser voldoende opgelei om Lewensoriëntering te onderrig nie. Hoër Onderwys Inrigtings het toe eers begin om onderwysers-opleidings-programme aan te pas vir ‘n uitkomsgebaseerde kurrikulum vir alle voordiens-onderwysers. Sommige indiens-onderwysers was opgelei as spesialiste in enkele van die fokus-areas van Lewensoriëntering, soos Liggaamlke Opvoeding, Voorligting en Religieuse Onderrig, maar geen onderwyser, voor-diens of in-diens, was opgelei om ‘n spesialis te wees in elk van die fokus-areas wat binne Lewensoriëntering vervat is nie.

Die Departement van Onderwys het onderwysers voorberei vir die implementering van K2005 (DoE, 1997b) met ‘n week-lange oriënteringskursus. Onderwysers was blootgestel aan die uitkomsgebaseerde filosofie en metodologie, spesifieke uitomste en assessoringskriteria, maar geen inhoudsopleiding was aangebied nie. Daar is egter van Lewensoriëntering-onderwysers verwag om oor wye vakkennis ten opsigte van ‘n reeks vakke of fokus-areas te beskik, soos voorgeskryf deur die spesifieke uitkomste (DoE, 1997b).

Hierdie studie is daarop gerig om die leerarea Lewensoriëntering te ondersoek en om navorsing te doen oor die wyses waarop die onderwysers voorberei is om die leerarea Lewensoriëntering in die Senior Fase van die Algemene Onderwys en Opleidingsband te implementeer. ‘n Gevallestudie is as ‘n navorsingsontwerp gebruik en spesifieke skole in die Onderwys- Bestuurs- en Ontwikkelings- Sentrum: Metropool Noord is gekies om aan die gevallestudie deel te neem. Kwalitatiewe en kwantitatiewe data is verkry deur middel van vraelyste, onderhoude en waarnemings. ‘n Beskrywings-navorsingsstrategie is gebruik om die data weer te gee, te analiseer en te interpreteer.

Die navorsing het vasgestel dat daar leemtes ten opsigte van die voorbereiding van Lewensoriëntering-onderwysers vir K2005 (DoE, 1997b) bestaan. Aanbevelings word gemaak ten opsigte van opleidings- en ondersteuningsprogramme om te verseker dat onderwysers voldoende bemagtig is vir die implementering van Lewensoriëntering in
die Hersiene Nasionale Kurrikulum Verklaring (DoE, 2002b) in die Algemene Onderwys en Opleidings-band en in die Nasionale Kurrikulum Verklaring (DoE, 2003b) in die Verdere Onderwys en Opleidings-band.
ACKNOWLEDGEMENTS

I can do all things through Christ who strengthens me.

Philippians 4:13

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CHAPTER 1
CONTEXTUALISATION AND PROBLEM FORMULATION

1.1 INTRODUCTION

The *White Paper on Education and Training* (DoE, 1995c) reflects a strong commitment to teacher development at that stage of the new democratic dispensation in South Africa:

The Ministry regards teacher education … as one of the central pillars of national human resource development strategy and the growth of professional expertise and self-confidence is the key to teacher development (DoE, 1995c:15).

The education system in South Africa was on the verge of radical changes and teachers were naturally deeply affected by the changes in the education system. Not only did they need training and re-training to be effective in the climate of rapid educational and political change in the country, but also new knowledge and skills to deal with a new outcomes-based curriculum, new learning areas, multicultural classes and many more identified needs.

Life Orientation was implemented as a new learning area in Curriculum 2005 (1997), hereafter C2005 (DOE 1997B). Although some teachers had obtained “specialist” training in some of the aspects dealt with in Life Orientation in C2005 (DOE 1997B), the majority of teachers had not been trained to do so during their pre-service or in-service training as teachers. This study looked at the ways in which teachers had been prepared to teach this new learning area to establish whether this preparation was sufficient for them to implement the learning area successfully. It also hoped to establish the kind of training that would be required to ensure successful implementation of the Revised National Curriculum Statement (2002), hereafter RNCS (DoE, 2002b) as well as the implementation of Life Orientation as a core subject in the Further Education and Training Band (FET Band) in 2006.
This study aimed to ensure that teachers would be empowered to implement the Life Orientation learning area successfully in the Senior Phase of the General Education and Training Band (GET Band).

This chapter includes:
- a description of and the background to the research problem,
- a synopsis of the research design and methodology to be used in this research, and
- clarification of concepts to be used in this study.

This study reflected on the Life Orientation learning area as one of the eight learning areas in C2005 (DOE, 1997b), and the RNCS (DoE, 2002b). It also explored how teachers could be empowered through adequate orientation, training and development to ensure that they could appropriately present the curriculum for Life Orientation in the Senior Phase of the GET Band.

1.2 BACKGROUND

The development and implementation of a Constitution for South Africa after 1994 made it clear that there would have to be a new curriculum model for schools. The curriculum would have to reflect the appropriate values and principles of “a prosperous, truly united, democratic and internationally competitive country with literate, creative and critical citizens leading productive, self-fulfilled lives in a country free of violence, discrimination and prejudice” (DoE, 1997b:1).

A new curriculum, based on these criteria, was to be implemented in the same manner by teachers in all public schools across South Africa. Teachers therefore needed to be trained and empowered to implement a curriculum that was based on the philosophy of outcomes-based education (hereafter OBE). According to the Report of the Review Committee on C2005 (DoE, 2000b), it seemed that though there had been overwhelming support for the principles of outcomes-based education, the implementation of C2005 (DOE, 1997b) was confused by a number of things, including “inadequate orientation, training and development of teachers” (DoE,
2000b:10). The report further noted (DoE, 2000b:14) that the implementation of an outcomes-based framework ultimately rested on adequately prepared teachers who were motivated to teach and had the required support to do their work.

According to the rationale for Life Orientation (DoE, 1997b:LO-2), the Life Orientation learning area was developed to:

enhance the practice of positive values, attitudes, behaviour and skills in the individual and the community; work for a transformation of society in the interests of promoting a human rights culture, underpinned by the striving for a fully inclusive, egalitarian society free of all unjust discrimination, as underpinned by the Constitution; a unified, co-operative society in which diversity is cherished; etc.

It was therefore aimed at addressing the needs of a democratic society.

The *Lifelong Learning through a National Curriculum Qualifications Framework* (DoE, 1996b) emphasised the need for changes in education and training in South Africa to normalise and transform teaching and learning in South Africa. To achieve this vision, a new framework of eight learning areas, one of which was Life Orientation, was constructed. The Council of Education Ministers adopted the National Curriculum Framework at a meeting on 29 September 1997 (DoE, 2002a:2).

Since the planning phases of the C2005 (DoE, 1997b), unmanageable time frames contributed to the weaknesses in the curriculum (DoE, 2000b). Unrealistic deadlines and an absence of clear guidelines, made the task of the planning committees almost impossible. The *C2005 Senior Phase Grade 7-9 Policy Document* (DoE, 1997b) was not well received by Senior Phase teachers for a variety of reasons, some of which are mentioned below:

- The written language was often complex and confusing.
- New concepts, content and progression that were not well developed had to be learnt and understood.
- The content was not clearly stated (“descriptive rather than prescriptive” (DoE, 1997b:3)).
- There was a lack of alignment between curriculum and assessment.
The final policy documents were available in English only, making them inaccessible to many speakers of other official languages in this country.

According to St. Claire (2002:3), the first reaction of teachers was “What will we teach now?” This reaction described the general attitude of teachers in the Western Cape during and after the orientation of Grade 7 teachers in 1999, for implementation in January 2000. Teachers put the following complaints forward at the end of the orientation session:

- The time frames of the orientation sessions were too short. These sessions comprised of a five-day intervention: one day spent on the generics of C2005 (DoE, 1997b), while the rest of the week was divided into eight half-day sessions. This implied that all teachers were orientated in each of the eight learning areas as defined in C2005 (DoE, 1997b) within three hours per day for four days.
- New terminology needed to be learnt and conceptualised.
- Learning programmes had to be planned from specific outcomes, defined by assessment criteria, range statements and performance indicators. These were all new terminologies.
- A variety of learning styles and teaching methods had to be taken into account in keeping with the outcomes-based curriculum.

This same training model was applied to the orientation to C2005 (DoE, 1997b) of Grade 8 teachers in 2000 and Grade 9 teachers in 2001.

Jansen (1999:274) argues that the orientation of teachers for C2005 (DoE, 1997b) was no more than an information session. Teachers had to struggle through strange terminology in a document where learning material was not provided. Teachers were not involved in the processes involved in developing the new curriculum. No indication was given as to how teachers had to cope with implementing new ideas in big classes with very little or no resources. The researcher, who was part of the training teams responsible for orientating the teachers of the Intermediate and Senior Phases (Grades 4 to 9) in the Western Cape in C2005 (DoE, 1997b) from 2000, shares Jansen’s view.
In the *RNCS Overview* (DoE, 2002a:5-9) it is stated that the Review Committee recommended, amongst other things, that the implementation of the curriculum be strengthened by improving teacher orientation, training and development. This committee envisioned teachers who were qualified, competent, dedicated and caring. These teachers would be able to fulfil the various roles outlined in the *Norms and Standards for Educators* (DoE, 2000a). This document defined seven roles of educators, that of mediators of learning, interpreters and designers of learning programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors and learning area/phase specialists.

The training model for the orientation of Grade 7 teachers to the RNCS (DoE, 2002b) in the Senior Phase of the GET Band in 2005 was done in the following order:

- One, two hour generic session after school hours for the “Orientation to the RNCS” (DoE, 2002b). This is the session where teachers were made aware of how C2005 (DoE, 1997b) had been streamlined and strengthened. It pointed out the differences in the design features between C2005 (DoE, 1997b) and the RNCS (DoE, 2002b). It focused on clarifying definitions of general terminology that appeared in the RNCS (DoE, 2002b). It introduced the teachers to the names given to the eight learning areas.

- One, two hour session after school hours referred to as “Unpacking the learning areas”. The curriculum advisors of each specific learning area explained and unpacked the specific learning area. Hands-on activities were developed around the information contained in the learning area statements (DoE, 2002b) for each learning area. Teachers were supposed to leave the session with knowledge and understanding of the definition, scope, learning outcomes and assessment standards of a specific learning area. It was, however, not possible to ensure that every teacher attending this session would have obtained and conceptualised this information in the two-hour session.

- A four-and-a–half day orientation session. This orientation included, amongst other things, lectures and activities to gain new knowledge of the principles underpinning the RNCS (DoE, 2002b), policy documents impacting on the
curriculum, and an overview on each of the learning areas. One-and-a-half days at the end of this week were spent on familiarising the teachers with the planning process of the RNCS (DoE, 2002b).

This information about the orientation sessions reflects the personal experience of the researcher who, as a member of the Western Cape Core Training Team (WCCTT), was responsible for training the teachers in the Western Cape Province to implement the RNCS (DoE, 2002b) as from 2003 in the Foundation Phase (Grades R-3) and the Intermediate Phase (Grades 4-6) of the GET Band.

The Review Committee Report (DoE, 2000b:14) referred to adequate and timeous information and training, but it appeared from the above information that again not enough time was spent on learning area specifics during the orientation of teachers. The teachers should know “how” to plan for the three phases of planning as stipulated in the Teacher’s Guide for the Development of Learning Programmes (DoE, 2003a). Not enough time was allocated to train and develop the teachers with the body of knowledge required for the demonstration and achievement of the knowledge, skills, attitudes and values as described by the learning outcomes and accompanying assessment standards. Teachers were told to find information with regard to contexts, contents and concepts of each learning area in text books, internet, television, libraries and other printed media.

This research concentrates on the implementation of the Life Orientation learning area in the Senior Phase of the GET Band. The research aimed at establishing the kind of training, development, support and assistance that would be required by teachers to be able to fulfil their role as a learning area specialist, as mentioned in the Norms and Standards for Educators (DoE, 2000a).

1.3 THE AIMS OF THE RESEARCH

The aims of this study were:

- To reflect on the Life Orientation learning area and the implementation there of in the Senior Phase of the GET Band.
• To determine how Life Orientation teachers could be empowered through training, development, continuous support and monitoring, to become Life Orientation specialists.

This study attempted to determine the reasons why Life Orientation, as it was being presented in the Senior Phase of the GET Band, was not fulfilling its purpose (as defined by the RNCS (DoE, 2002b). The researcher attempted to investigate the following questions:

• What was the teaching experience of the teachers in general and in the teaching of Life Orientation as a learning area?
• What kind of training and guidance for the teaching of Life Orientation had been obtained since 1999?
• What kind of knowledge and understanding did the teachers have with regard to the Life Orientation learning area?
• What type of training, development and support would be required for the successful implementation of Life Orientation?

1.4 THE RESEARCH PROBLEM

The research problem for this study was derived from a variety of personal observations by the researcher, experiences in the field of study, and discussions with others involved in the same discipline as the researcher. All of these served as the motivation for the research. The hope was that the insights gained during the research would influence teacher training.

1.4.1 Background

The concept “Life Orientation” captures the essence of what this learning area aimed to achieve. “It guides and prepares learners for real life situations and its possibilities” (DoE, 2002b:4). The problem was not only that Life Orientation was a “new” concept in the new outcomes-based curriculum of South Africa, but also the description given to it had formerly applied to a collection of contents previously known as non-
examinable subjects in Report 550 (the interim syllabus for South African schools, applicable from 1994).

During visits to schools, the researcher had observed that subjects, like Physical Education, Guidance, Religious Education and Health Education were not regarded as subjects of importance by many schools. Between 1994 and 1997 many schools removed these subjects from their timetables. This was possibly because of the perceived “non-importance” of these subjects, or it could be blamed on the lack of human resources that resulted from the rationalisation of teachers in South Africa. The history attached to these subjects, therefore, could be one of the reasons why the Life Orientation learning area had not been given its rightful place in the implementation of the new curriculum at schools. Life Orientation was widely regarded as not important, a soft option, and a learning area that could be taught by any available teacher.

The learning area contained content from the subjects Religious Education/Religion Instruction, Health Education, Guidance (Life Skills and World of Work) and Physical Education, with the addition of Human Rights. This content was reflected in eight specific outcomes, hereafter SOs, in C2005 (DoE, 1997b:8,9) and in five Learning Outcomes, hereafter LOs, in the RNCS (DoE, 2002b:7) for the Senior Phase of the GET Band. These outcomes described the knowledge, skills, attitudes and values that learners should be able to demonstrate and achieve when they left the school system. These outcomes were derived from the critical and developmental outcomes, which were based on the needs of the country and reflected the Constitution of South Africa. Under the previous dispensation, subject specialists presented each of the former subjects. In order to present the Life Orientation learning area as a single united learning area, these former subject specialists were confronted with a wide range of outcomes, which they needed to understand and present in an integrated manner. They needed to have a body of knowledge on each SO (DoE, 1997b) to implement the learning area successfully.

These specialist teachers found it hard to find links between their former specialist subject and the outcomes of the new curriculum. The Physical Education specialist, with knowledge on SOs 7 and 8 (DoE, 1997b), did not necessarily have knowledge on
Career Guidance, Life Skills or multi-religion education, and did not know what content to apply to the SOs 1, 2, 3, 4, 5 and 6 in C2005 (DoE, 1997b). The specific outcomes of C2005 (DoE, 1997b) will be mentioned in Chapter 2.4.3 in this study. In the same way, the Guidance teacher had been skilled in Psychology, and might not have taught a Physical Education lesson before, let alone know the safety measures that needed to be applied or the first aid to be dispensed in the case of injury during such a class. This same argument would hold true for religion education\(^1\) when multi-religious content would be a new challenge to both these former specialists.

The researcher observed a number of ways of implementing Life Orientation that had been instituted or were being trialled in some schools. For example:

- The SOs (DoE, 1997b) for the learning area were divided among various teachers. Specialist teachers offered those SOs that they were knowledgeable about, while the other SOs were offered by a number of other teachers who happened to be available. For instance, the Physical Education specialist would present SOs 7 and 8 (with the focus on Physical Education and Health Education) to all seven Grade 9 classes. The other six SOs of Life Orientation were then divided between one or more of the available teachers, who dealt with all the learners in a particular grade. The Guidance teacher might teach SOs 1, 2, 5 and 6, which dealt with various Life Skills and World of Work. The Religions Education teacher might offer SOs 3 and 4, which dealt with the focuses Religion Education and Human Rights.

In this scenario, co-operative planning presented a problem. Learners experienced this model as separate subjects and not as an all encompassing learning area. This model complicated assessment of the learning area and the integration of learning outcomes could not be done successfully. However, this model also ensured that learners obtained very good results in the SOs offered by former specialists, because of the subject knowledge and experience of the

\(^1\) Religious Education had been restructured to a multi-religious approach. The name Religion Education had been adopted to this new approach with the publication of the Policy Document on Religion and Education in September 2003.
teacher in the former subject.

Not many schools could exercise this option because of the shortage of teachers.

- Often the prescribed time allocation for the Life Orientation learning area, which should be 10% of available teaching time (DoE, 1997b:21) was reduced. This was because at some schools the learning area was regarded as less important than other learning areas (associated with known academic subjects). The time gained from for Life Orientation was used for the more important academic learning areas.

- A teacher who was responsible for presenting the Life Orientation learning area to all the grades in the Senior Phase of the GET Band, or a teacher who was responsible for all the learners of one specific grade in the Senior Phase of the GET Band, was burdened with massive administrative duties because of the large number of learners in most public schools. Very often in these cases some SOs were neglected due to a lack of time to complete all expected administrative tasks, a lack of interest in some focus areas, or insufficient knowledge of content in some of the outcomes. This resulted in an overload of knowledge, skills, attitude and values in the assessment strategies of some of the SOs and a neglect of the others which did not interest the teacher. It was often not clear whether learners were able to demonstrate or achieve those outcomes.

- Another problem that was experienced with the teaching of the learning area is that new or temporary teachers were allocated to the learning area because it was “not difficult” to teach, regardless of these teachers’ having any knowledge, qualifications or experience in the learning area. This resulted in a regular change in the teachers allocated to the learning area at any particular time during the school year. This implied that consolidation within the learning area could not take place. This approach interrupted the planning procedures in the learning area because new teachers were often unable to
continue with what another teacher had planned. At other times there was no
evidence of planning procedures available at the time of the new teacher’s
appointment. Continuous orientation to the learning area had to be done since
teachers were allocated to teach the learning area at any time of the year.

- Principals sometimes used a very “popular” solution to the teaching of this
  learning area. If there was a gap on a teacher’s timetable after other learning
  areas had been allocated to the specific teacher, Life Orientation was added to
  that teacher’s personal timetable. This particular scenario was observed by the
  researcher at many schools from 2000 to 2004, during the pre-research to this
  study. At one school up to nine teachers were teaching Life Orientation to nine
  Grade 9 classes, one teacher to each Grade 9 class at the school. These
  teachers had a negative attitude to the learning area from the start. She or he
  had no interest in or knowledge of the learning area, and regarded the content
  and teaching of the learning area as a waste of time. The researcher observed
  that this affected the lack of commitment to the learning area by many
  teachers, which in turn affected the work produced by the learners in the
  Senior Phase of the GET Band.

Despite repeated school visits by the researcher from 2000 to 2004 to support, assist
and develop the Life Orientation teachers constructively, the situation at the schools
with regard to the teaching of Life Orientation remained unchanged. Cluster meetings
(a meeting of a specified number of schools in the same vicinity) were arranged with
groups of schools to address specific issues and to offer in-service training in the
learning area. Discussions on staffing were held with principals to improve the
stability of the learning area at the schools and enable consolidation to occur. Re-
orientation and training of numerous “new²” teachers to the learning area recurred at
regular intervals.

² The term “new” was used by the researcher to describe any teacher who was teaching Life
Orientation for the first time in their teaching career.
The urgency of the research was prompted by the inclusion of the subject Life Orientation as one of the fundamental subjects, with 10 credits, in the FET Band as from 2006 (DoE, 2003b:10). All learners exiting the school system in Grade 12 in and after 2008 would have to obtain these credits to qualify for the National Senior Certificate.

For the researcher, this gave rise to the following questions:

- Which teachers would be teaching the subject in the FET Band from 2006?
- What qualifications would these teachers need or would be required to teach Life Orientation?
- Would they be orientated/trained/developed to implement the subject, and by whom and how?
- Where and how could they obtain a qualification to be a learning area specialist?
- How could the WCED support these teachers to ensure that they were qualified, competent, dedicated and caring as envisioned by the Review Committee in 2000 (DoE, 2000b)?
- Would this research produce results that could be used to make recommendations that were applicable to address the problem?

It appeared as if the core of the problem resided in the fact that very few formal or informal programmes had been presented by the WCED since the implementation of C2005 (DoE, 1997b), to empower in-service teachers with sufficient core knowledge and content contained in each of the SOs for Life Orientation to ensure effective and efficient implementation of the learning area. It appeared that teachers received only an orientation to Life Orientation and guided through the planning procedures. It also appeared that Higher Education Institutions (hereafter HEIs) were still offering subject specialist knowledge in the former subjects like Physical Education, Religion Studies, School Guidance and Health Education, but that these subjects were not often linked to the content underlying the SOs (DoE, 1997b) or the LOs (DoE, 2002b) of Life Orientation.
The research question to be asked was: **What factors could be identified that would empower teachers to implement the Life Orientation learning area successfully in the Senior Phase of the GET Band?**

The research reported in this study focused on specific programmes that could be offered to the Life Orientation teachers to acquire the knowledge and skills required to fulfil the role of a learning area specialist. It also evaluated existing pre-service programmes and in-service programmes for teacher training in South Africa. In addition, the research explored the role of the Life Orientation teacher in the implementation of the learning area in schools (GET Band or FET Band). This study investigated how and where the needs of the teachers could be addressed to fulfil the research aim of the study.

### 1.5 THE RESEARCH DESIGN

Empirical research was undertaken for this study using qualitative and quantitative methods to obtain a variety of data that would strengthen the trustworthiness of the results of the research.

Behr (1988:5) indicates that the purpose of research is to extend knowledge. The term *empirical* refers to knowledge derived by the process of observation (Skager & Weinberg, 1971:4). This involves a carefully prescribed process of collecting and analysing data in a way that is systematic, purposeful and accountable (Isaac & Micheal, 1997:2). According to Mouton (2001:55, 56), a research design is the plan of how you intend to conduct the research, with the point of departure being the observation of the research problem.

This research was undertaken to explore the researcher’s knowledge of the ways in which teachers could be empowered to implement the Life Orientation learning area in the Senior Phase of the GET Band. Qualitative and quantitative data were collected and carefully analysed to inform the findings of the research.

Case studies were concerned with investigating and interpreting certain attributes, characteristics and behaviour patterns (Behr, 1988:110). For the purposes of this...
study, a *case study* was selected as a method to conduct the research, because a case study is particularly useful to gain an in-depth understanding of a situation and meaning for those involved. In fact, a *collective case study* (Stake, in Denzin & Lincoln, 2000:437) was conducted because the research involved the joint study of a number of cases in order to investigate a general condition. For this research a collection of fifteen target schools were classified into different categories according to the ways in which Life Orientation was being offered at those schools.

Other specific investigations were also conducted to inform the collective case study, involving the use of questionnaires to Life Orientation curriculum advisors and questionnaires to lecturers of Life Orientation at tertiary institutions.

### 1.6 RESEARCH METHODOLOGY

Mouton (2001:56) views research methodology as focusing on the research process and the kind of tools and procedures to be used. The point of departure would be the specific tasks (data collection) at hand, the individual steps in the research process and the most “objective” procedures to be employed.

This empirical study had been conducted by means of qualitative questionnaires to a wide spectrum of teachers involved with the implementation of the learning area, interviews with principals of schools and by observing the teaching of Life Orientation lessons in practice. This provided in-depth observation and understanding of the problem under investigation.

For the purpose of this study the questionnaires to the teachers and principals were based on the content of C2005 (DoE, 1997b). According to the implementation dates as prescribed by the DoE, the RNCS (DoE, 2002b) was to be implemented in Grade 7 in 2006, in Grade 8 in 2007 and in Grade 9 in 2008. The teachers who participated in this study had not been trained or orientated on the information contained in the learning area statements of the RNCS (DoE, 2002b) at the time of the research.

The researcher applied to the research department of the WCED for permission to conduct the research at the selected schools. Principals and teachers were requested...
by letter to assist with the research. Permission had been obtained from principals to visit the classrooms of selected participating teachers for lesson observations. This study was directed at the Life Orientation teachers and either the principal or the C2005 (DoE, 1997b) co-ordinator at the schools that were identified for the research. Quantitative as well as qualitative biographical data were obtained by means of open-ended questionnaires and feedback from teachers and principals. Interviews were also conducted with three principals (of the selected schools) to obtain their personal opinions about the Life Orientation learning area. Life Orientation lessons had been observed in the classrooms of three selected teachers to obtain information on their knowledge of the curriculum and their ability to implement the specific outcomes (DoE, 1997b) of the learning area in the classroom, using a lesson observation instrument.\(^3\) These teachers and their schools were not included in the schools that have been selected for the case study, as the researcher felt that the questionnaires would alert the teachers which could have resulted in them preparing the lessons according to the questions included in the questionnaires.

In addition, questionnaires were distributed to Life Orientation curriculum advisors in the other six Educational Management and Development Centres, hereafter EMDCs, in the Western Cape Province to identify implementation problems in the schools under their supervision. The researcher would then be able to make possible comparisons between the selected schools and those in other EMDCs in the research. Questionnaires were distributed to lecturers lecturing Life Orientation programmes at different tertiary institutions to determine the contents of their modules for teacher training. This would provide information on whether the research problem was being addressed in the pre-training programmes of teachers (pre-graduate and post-graduate diplomas).

### 1.7 LITERATURE REVIEW

According to Smit (1993:9), literature study is an integral part of the planning and execution of a research project. In this study, the literature study involved the

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\(^3\) This instrument was developed as part of the support materials for the Integrated Quality Management System (IQMS) Training in 2004 by the DoE Management System (IQMS) Training in 2004 by the DoE.
systematic identification, location and analysis of documents containing information related to the research problem (Gay, 1981:29). The major purpose of reviewing literature was to determine what had already been done that related to the problem under investigation.

For the purpose of this study emphasis was put on the Life Orientation learning area in the outcomes-based curricula C2005 (DoE, 1997b) and the strengthened and streamlined RNCS (DoE, 2002b). The study noted the role of the teacher in the teaching of Life Orientation and the training and support that was being offered to teachers to implement the curriculum. According to Mayet (1997:10), fundamental policy changes in the curriculum could not be put into practice without the support of the teachers. He argued that teachers who were expected to implement the curriculum could play a critical role in improving the quality of education and training. Successful transformation of education and training depended on the professional development and commitment of the teachers.

Life Orientation as a learning area was peculiar to the outcomes-based curriculum in South Africa. This meant that the researcher had to rely on the articles and books written and produced by South African academic institutions, the DoE, the WCED and the education departments in the other provinces in South Africa.

Research into the role and empowerment of the teachers was conducted by reviewing earlier research findings on these topics in books, periodicals, abstracts, internet, educational journals, published and unpublished theses, newspaper articles and other research reports which gave insight into the research problem.

1.8 DELIMITATIONS OF THE RESEARCH

The research area for this study was limited to schools in the EMDC Metropole North. This is the area where the research problem was experienced and observed by the researcher.
The EMDC Metropole North is one of seven such centres established in the Western Cape by the WCED to bring management and developmental support closer to public schools. By being grouped into such a centre, schools were assisted to become responsible learning organisations, that could manage themselves effectively, efficiently and economically (http://wcape.gov.za/operations/emdc_contact.html) (WCED, 2002).

The target group was selected from the following categories:

- **SAMPLE 1**: Four schools where only one teacher was responsible for teaching the Life Orientation learning area to the entire Senior Phase of the GET Band.
- **SAMPLE 2**: Four schools where more than one teacher was responsible for teaching Life Orientation to different grades in the Senior Phase of the GET Band.
- **SAMPLE 3**: Four schools where different teachers were responsible to teach different SOs (DoE, 1997b) in the Senior Phase classes of the GET Band.
- **SAMPLE 4**: Three schools where teachers were teaching Life Orientation in the Senior Phase of the GET Band to fill spaces on their personal time tables.

Urban and rural schools, advantaged and previously disadvantaged schools, were selected for the research, in line with the category descriptions stated above. In addition, questionnaires were distributed to another five schools who were not involved in the research, to verify the validation of the questionnaires.

Due to the nature of this research interviews were conducted with curriculum advisors in the EMDCs of the WCED, and with lecturers at Higher Education Institutions in the Western Cape. This was done to contribute to the scope of the study and to determine how the aims of the research were addressed by other role players with regard to the empowerment of teachers.

1.9 **CLARIFICATION OF CONCEPTS**

1.9.1 **Assessment Criteria**

Assessment criteria, as set out only in C2005 (DoE, 1997b), described the sort
of evidence that teachers would have to look for in order to determine whether a specific outcome had been achieved. It was derived directly from the specific outcomes. It formed a logical set of statements of what learner achievements could or should look like (DoE, 1997b:12).

1.9.2 Assessment Standards
Assessment standards describe the level at which learners should demonstrate their achievements of the learning outcome(s) and the ways (depth and breadth) that they should demonstrate their achievement. They describe the minimum level, depth and breadth of what should be learnt. Assessment standards have been written for each grade and they indicate how conceptual progression occurs in a learning area. Assessment standards do not prescribe method, but they embody the knowledge, skills and values required by the learner to achieve the learning outcomes (DoE, 2002a:14).

1.9.3 Body of Knowledge
This was the term used by the researcher to describe the teaching content of Life Orientation that teachers were required to have in order to ensure that they were able to address the knowledge, skills, attitudes and values inscribed in the specific outcomes (DoE, 1997b) and the learning outcomes (DoE, 2002b). This teaching content is not prescribed, and teachers are the selectors of what becomes learning content to guide the learners towards the achievement of the learning outcomes and the assessment standards. This body of knowledge is what teachers need as a part of the process of empowering themselves to deliver the content of the Life Orientation learning area successfully in the GET Band. The Intermediate Phase: OBE Training-document (NWU, 2004a:36) describes the learning content as a body of knowledge that learners are expected to acquire in order to function effectively in the environment in which they find themselves. It is believed that the more liberal learning content is acquired and applied, the more likely it will lead to an improved lifestyle (Ornstein & Levin, 1993:90 in NWU, 2004a:36).
1.9.4 Critical and Developmental Outcomes

The critical outcomes are the broad, generic cross-curricular outcomes which underpin the South African Constitution. These were adopted by the South African Qualifications Authority (SAQA), together with a further five developmental outcomes which support development (DoE, 1997b:13).

The critical outcomes provide the long-term focus for education and training in South Africa and should direct the development of learning programmes and learning materials. These critical and developmental outcomes should ensure that learners gain the competencies that all learners should achieve so that they can be responsible and productive members of society (NWU, 2004b:34).

The critical outcomes should be integrated into every qualification in the National Qualifications Framework (NQF). The specific outcomes (DoE, 1997b) and the learning outcomes (DoE, 2002b) of all eight learning areas were developed from the critical outcomes. Since the critical and developmental outcomes were derived from the South African Constitution, their focus remains the same. These outcomes have been retained as one of the design features of the RNCS (DoE, 2002b).

1.9.5 Curriculum 2005 (C2005)

After much discussions and deliberations between different committees appointed by the government to construct a curriculum for South Africa after 1994, the Heads of Education Departments Committee recommended the Draft Statement of the National Curriculum for Grades R-9 for Ministerial approval (DoE, 2002a). C2005 was the name given to the curriculum that would reflect the values and principles of the new democratic society (DoE, 1997b:1) and was made up of three separate policy documents for the Foundation Phase, the Intermediate Phase and the Senior Phase (DoE, 2002a). The intention was to implement this curriculum into the schools in a staggered way up until to 2005, before revising it. Emphasis was placed on the need for a shift from the traditional aims-and-objectives approach to an outcomes-based approach, as a prerequisite for the achievement of “A prosperous, truly
united, democratic and internationally competitive country with literate, creative and critical citizens leading productive, self-fulfilled lives in a country free of violence, discrimination and prejudice” (DoE, 1996b).

1.9.6 General Education and Training Band and the Further Education and Training Band.

The National Qualifications Framework (NQF) is a matrix of unit standards and whole qualifications, which are located by both level and field (DoE, 1997a:29). One of the objectives of the NQF is to create an integrated national framework for learning achievements (DoE, 1997a:52). The South African Qualifications Authority (SAQA), defined a qualification as a “… a planned combination of learning outcomes which has a defined purpose or purposes, and which is intended to provide qualifying learners with applied competences …” (DoE, 1997a: 52).

The illustration below demonstrates where the GET Band and the FET Band are situated in the NQF (DoE, 1997a:30).
The levels, bands and fields of the NQF:

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<td>FURTHER EDUCATION</td>
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<td>7</td>
<td></td>
<td>Level 3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>INTERMEDIATE</td>
<td>ABET</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5 Learning</td>
<td>Level 3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Programmes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>FOUNDATION</td>
<td>ABET</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3 Learning</td>
<td>Level 2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Programmes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>EARLY CHILDHOOD</td>
<td>ABET</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>DEVELOPMENT</td>
<td>Level 1</td>
<td></td>
</tr>
</tbody>
</table>

Figure 1.1: The levels, bands and fields of the NQF
(DoE, 2000a)

The GET Band is divided into the Foundation Phase (Grades R-3), the Intermediate Phase (Grades 4-6), and the Senior Phase (Grades 7-9). For the purpose of this study the researcher concentrated on the Senior Phase of the GET Band.

1.9.7 Learning Areas

C2005 (DoE, 1997b) describes the content of eight learning areas, but do not define a learning area. The learning areas in C2005 (DoE, 1997b) are:
* Language, Literacy and Communication
* Human and Social Science
* Technology
* Mathematical Literacy, Mathematics and Mathematical Sciences
* Natural Sciences
* Arts and Culture
* Economics and Management Science
* Life Orientation
(DoE, 1997b: 9, 10)

A learning area is a field of knowledge, skills and values which had unique features as well as connections with other fields of knowledge and learning areas, according to the definition of a learning area in the *RNCS Overview* (DoE, 2002a: 9). The RNCS (DoE, 2002b) lists eight learning areas in the GET Band. They are:
* Languages
* Mathematics
* Natural Sciences
* Technology
* Social Sciences
* Arts and Culture
* Life Orientation
* Economic and Management Sciences

Although the number of learning areas has remained the same, the names of some had been shortened to comply with the criteria for a streamlined RNCS (DoE, 2002b).

1.9.8 Learning Area Statements
A “learning area statement” is the name given to the document that contains all the information relating to each of the eight learning areas in the RNCS (DoE, 2002b). The RNCS (DoE, 2002b) consists of an Overview and eight separate learning area statements (DoE, 2002a:9). According to the *Overview* (2002a:10), the learning area statement provides a guideline of requirements
and expectations from Grade R to Grade 9 in the GET Band. Each of these eight learning area statements addresses the relationship between human rights, a healthy environment and social justice (DoE, 2002a:10). It sets out the Learning Outcomes and Assessment Standards for each learning area that identifies the goals and expectations that each learner should achieve in each grade through specific knowledge, skills and values. These learning area statements are particular to the RNCS (DoE, 2002b).

1.9.9 Learning Outcomes
A learning outcome describes what (knowledge, skills and values) a learner should know, demonstrate and be able to do at the end of the GET Band. Learning outcomes remain the same from grade to grade. They are derived from the critical and developmental outcomes. A learning outcome does not describe method or content (DoE, 2002a:14).

1.9.10 Learning Programmes
Learning programmes in C2005 (DoE, 1997b:20) are the vehicles through which the curriculum is implemented at various learning sites such as schools. They are sets of learning activities which learners are involved in while working towards the achievement of one or more specific outcome. A C2005 (DoE, 1997b) learning programme includes:
* Critical outcomes
* Specific outcomes
* Assessment criteria
* Range Statements
* Performance Indicators
* Notional time
* Teaching Strategies
* References to learning support material

The above features are also referred to as the “Design Features” of C2005 (DoE, 1997b) and are explained by means of the planning process for C2005 (DoE, 1997b). The planning process includes a year plan and a learning experience, the latter includes the learning activities to be dealt with to realise the specific outcomes and assessment criteria.
The RNCS Grades R-9 (Schools) is to be implemented in schools by means of Learning Programmes (DoE, 2002a:15). The Teacher’s Guide (DoE, 2003a:2) defines a learning programme as a “phase-long plan that provides a framework for planning, organising and managing classroom practice for each phase”. It is a structured and systematic arrangement of activities that promote the attainment of Learning Outcomes and Assessment Standards for the phase (DoE, 2002a:15).

The design features of the learning programme of the RNCS (DoE, 2002b) include:

- Critical Outcomes
- Learning Outcomes
- Assessment standards

The learning programme in the RNCS (DoE, 2002b) comprises of a Learning Programme, a work schedule and lesson plans (DoE, 2003a:1). These three steps constitute the planning process in the RNCS (DoE, 2002b).

The two explanations on the design features above explained how some features of C2005 (DoE, 1997b) were streamlined in the RNCS (DoE, 2002b) to make it more reader friendly and easier to understand. Both the above statements defined learning programmes as the vehicles through which the curriculum can be delivered in the schools for the attainment of the specified outcomes. Teachers are encouraged to develop and implement their own learning programmes within the policy framework provided by the RNCS (DoE, 2003a:1).

1.9.11 Life Orientation

According to the Reader’s Digest Dictionary (1994:1038) “orientation” means “to determine your place”. Taken literally, Life Orientation could mean “to determine your place in life”. This was confirmed by the definition of Life Orientation as guiding and preparing learners for life and its possibilities,
equipping learners for meaningful and successful living in a rapidly changing and transforming society (DoE, 2002b:4). This unique learning area contains the contents of what was formerly known as non-examinable subjects, yet necessary for the holistic development of all learners. These subjects include Religion Education, Health Education, Physical Education and Guidance. The contents are spread over eight SOs in C2005 (DoE, 1997b) and condensed into five Learning Outcomes in the RNCS (DoE, 2002b).

According to the RNCS (DoE, 2003a:19), “The vision of Life Orientation is to facilitate individual growth so as to contribute towards the creation of a democratic society, a productive economy and an improved quality of life in the community”.

1.9.12 **Outcomes-based education (OBE)**

OBE is an education model and a learning theory of an American educationalist, William Spady, based on the philosophy that all learners can learn. It formed the foundation of the South African school curriculum. It was a way of teaching and learning that stated beforehand what the learner was expected to achieve (NWU, 2004a:54). Teaching and learning were driven by the outcomes displayed by the learner at the end of an educational experience (DoE, 1997b:20). The outcomes encouraged a learner-centred and activity-based approach to education (DoE, 2002b:1). OBE considered that the process of learning was as important as the content by spelling out the outcomes to be achieved (DoE, 2002a:10, 11).

1.9.13 **Performance Indicators**

Performance indicators provide the details of the content that learners should know. They provide a breakdown of the essential stages to be reached in the process of achieving an outcome. They assist in the planning of the learning process, the tracking of the learner’s progress and the diagnosing of problems. They would be an indication of whether the learner’s achievement is at the required level or whether the learner has surpassed the level (DoE, 1997b:17).
1.9.14 Planning Process

The planning process referred to the RNCS (DoE, 2002b)'s developmental process as outlined in the Teacher’s Guide (DoE, 2003a:1-17). According to this document, learning programmes should be organised as follows:

- Phase planning: called a Learning Programme, to be developed by all teachers responsible for that learning area in the phase.
- Year or grade planning within a phase: called a Work Schedule, to be developed by all teachers responsible for that learning area in a specific grade.
- Linked activities or single activities: called Lesson Plans, to be developed by the class teacher or learning area teacher responsible for that specific class.

Learning Programmes, Work Schedules and Lesson Plans represent the different stages required for teaching, learning and assessment. When developing these levels, detail is repeated from the previous level and more detail added to the next level.

The levels of planning could be illustrated as follows:

```
RNCS
↓
LEARNING PROGRAMME
↓
PHASE
↓
WORK SCHEDULE
GRADE 4  GRADE 5  GRADE 6
↓
LESSON PLAN
CLASS  CLASS  CLASS  CLASS
```

*Figure 1.2: The Planning process*

Although the development process might appear sequenced and ordered,
teachers would, in practice, often find that they were going backwards and forward between steps during implementation.

1.9.15 Range Statements

The Range Statements indicate the depth, scope and parameters of the learner’s achievement. They include areas of content, processes and context that the learner should engage with in order to reach an acceptable level of achievement. Although range statements provide direction, they allow for multiple learning strategies, flexibility in the choice of content and process and a variety of assessment methods (DoE, 1997b:17). Range statements are key features of C2005 (DoE, 1997b).

1.9.16 Revised National Curriculum Statement (RNCS)

Dissatisfaction with C2005 was expressed soon after the implementation of C2005 (DoE, 1997b) started in 2000. A committee was appointed in 2000 to review C2005 (DoE, 1997b). The recommendations were stated in the Report of the Review Committee on Curriculum 2005 (DoE, 2000b), dated 31 May 2000, and a strengthened and streamlined RNCS was introduced in 2002, for implementation to start in the Foundation Phase in 2003. The RNCS Grade R-9 (Schools) consisted of an Overview and eight Learning Area Statements and will replace C2005 (DoE, 1997b) once it is introduced into the system (DoE, 2992a:2).

1.9.17 Specific Outcomes

Specific outcomes are derived from the learning areas (DoE, 1997b:19). They specify what the learners should be able to do at the end of a learning experience. Specific outcomes include knowledge, skills, attitudes and values that inform the demonstration of the achievement of an outcome or a set of outcomes. Learning programme designers can select and group certain outcomes for inclusion in learning programmes. Specific outcomes are particular to C2005 (DoE, 1997b).
1.10 OUTLINE OF THE OTHER CHAPTERS

Chapter 2 reviews the literature on Life Orientation and reflects on the learning area as one of the eight learning areas in the curriculum. This chapter addresses the professional development of teachers and investigates the ways in which teachers were being trained at the time of the study in order to empower them to become Life Orientation learning area specialists.

Chapter 3 provides the detail of the research design, the methodology and the empirical investigation as outlined in Chapter 1 for this study. This chapter describes the detail of the processes used to collect data for this research.

Chapter 4 contains a detailed overview on the analysis and findings of the empirical research undertaken.

Chapter 5 provides recommendations and conclusions, as well as suggestions that might arise for further research.

1.11 CONCLUSION

This chapter provided the introduction and background to the problem, the actual research problem, the research design, the scope of the literature study and the method in which the research would be conducted. This chapter also clarified various concepts within the OBE education model and the different curricula.

The problem, as experienced and observed by the researcher and from information obtained through academic resources, was contextualised. The need for the research and the urgency of finding possible solutions or offering recommendations that could be put into practice were also demonstrated. It was especially important that this study be done before the implementation of Life Orientation as a fundamental subject in the FET Band in 2006. In addition, the researcher argued the need for teachers to be empowered sufficiently and effectively to implement the learning area in the GET Band and in the FET Band in order to avoid repeating the problems experienced during the implementation of C2005 (DoE, 1997b).
Chapter 2 discusses the literature related to Life Orientation and gives insight into the nature of the Life Orientation learning area. It also provides the information on the professional development of teachers.
CHAPTER 2
LITERATURE REVIEW RELATING TO LIFE ORIENTATION AND THE TRAINING OF TEACHERS

2.1 INTRODUCTION

Life Orientation was a “new” learning area in C2005 (DoE, 1997b), a learning area with “new” content and “new” challenges to all role players involved with the implementation of the learning area. Consequently, all role players should have had a clear understanding of the challenges facing the implementation of the learning area.

If Life Orientation was meant to guide and prepare all learners for life and its possibilities (see Chapter 1.9.3), then teachers should be equipped and prepared to deliver the learning area competently and confidently. Role players were asked to be aware of the importance of a holistic approach to all learners so that they could be equipped for “meaningful and successful living in a rapidly changing and transforming society” (DoE, 2003a:19).

In this Chapter the following would be discussed:

- The teacher as learning area specialist
- The Senior Phase of the GET Band as the study field for the research
- The Life Orientation learning area in C2005 (DoE, 1997b)
- Professional development of teachers.

2.2 THE TEACHER AS A LIFE ORIENTATION SPECIALIST

Teachers will always have a particularly important role to play in the transformation of education in South Africa. The RNCS (DoE, 2002b) envisioned teachers to be “qualified, competent, dedicated and caring” (DoE, 2002a:9). They were seen as able to fulfil the various roles outlined in the Norms and Standards for Educators (DoE, 2000a:13, 14). One of these roles was described as that of a learning area specialist.

As learning area specialists, teachers would have to meet the following criteria:
They would be well grounded in the knowledge, skills, values, principles, methods and procedures relevant to the learning area,
They would know about various approaches to teaching and learning,
They would be able to use these approaches in ways which were appropriate to the learners and the context,
They would have the knowledge and understanding appropriate to the specialised learning area (DoE, 2000a:14).

In the opinion of the researcher these criteria can only be met if the teachers are appropriately trained. These criteria should form part of the pre-training programme of student-teachers against which the students would be assessed before they would qualify. These criteria would ensure that they were competent learning area specialists. These same criteria should then be enhanced with continuous in-service programmes.

The role as learning area specialist is the overarching role, integrating all the other roles, and in which competence is ultimately assessed (DoE, 2002a:12).

This role is further broken down into three kinds of applied competence:

- **Practical** competence: the teacher is able to demonstrate the ability, in an authentic context, to consider a range of possibilities for action, and to make considered decisions about which possibility to follow, and then to perform the chosen action. As a learning area specialist the teacher can:
  - adapt the general educational principles to the learning area,
  - select, sequence and pace content in a manner appropriate to the learning area, the needs of the learners and the context,
  - select methodologies appropriate to learners and contexts,
  - integrate subjects into broader learning areas and learning areas into learning programmes,
  - teach concepts in a manner which allows learners to transfer this knowledge and use it in different contexts.
In the opinion of the researcher practical competence could only be achieved through teaching experience in the field. Teachers, who are confident of their knowledge of the content of the Life Orientation learning area, would be able to adapt the learning material to the group of learners that they would be working with. Teachers would know how to select, sequence and pace the content for the learners and be able to apply the most suitable methodology appropriate to the learners and the contexts.

- **Foundational** competence: the teacher demonstrates an understanding of the knowledge and thinking which underpins the actions taken. As a learning area specialist the teacher can:
  - understand the assumptions underlying the descriptions of competence in the particular learning area,
  - understand the ways of thinking and doing involved in a particular learning area and how these may be taught,
  - know and understand the content knowledge of the learning area,
  - know of and understand the content and skills prescribed by the national curriculum,
  - understand the difficulties and benefits of integrating this learning area into a broader learning area,
  - understand the role that this learning area plays in the work and life of citizens in South African Society, particularly with regards to human rights and the environment.

Foundational competence can be inculcated by orientating student-teachers and the in-service teachers to the need for transformation in the South African education system after 1994 to ensure that they understand the principles on which the curriculum was founded. Teachers have to understand the importance of the learning area and how it can contribute to the holistic development of the learners. Teachers need to be well-grounded in the contents of the Life Orientation curriculum and be aware of the knowledge, skills, attitudes and values that learners need to be able to demonstrate in every grade of the GET Band.
• **Reflexive** competence: the teacher demonstrates the ability to integrate or connect performances of decision making with understanding and with the ability to adapt to change of unforeseen circumstances and explain the reasons behind these actions. As a learning area specialist the teacher can:
  - reflect on and assess own practice,
  - analyse lesson plans, learning programmes and assessment tasks and demonstrate an understanding of appropriate selection, sequencing and pacing of content,
  - identify and critically evaluate what counts as undisputed knowledge, necessary skills, and important values,
  - make educational judgements on educational issues arising from real practice from authentic case study exercises,
  - research real educational problems and demonstrate an understanding of implications of this research,
  - reflect on the relations between learning areas and make judgements on possibilities of integrating them (DoE, 2000a: 21,22).

To reflect on own practice should be part of every teachers’ repertoire in the planning process. Teachers cannot continue their planning unless they have assessed the successes and failures of previous practices. They need to be trained how to evaluate learning programmes, work schedules and lesson plans and know how to change or adapt these to ensure better planning sequencing and pacing of content. Reflexive competence depends on teachers’ receiving training in planning and assessment processes.

Much is expected of a learning area specialist. The researcher questions the feasibility of teachers having all three competencies, although each of them is important to establish a specialist teacher. Would it be possible for any teacher to display these competencies equally well in any school in the WCED?

If the teacher is expected to display competency, dedication and care, and be qualified to fulfil this role (DoE, 2002a:9), exceptional training and development of teachers would be necessary to ensure that these competencies are developed.
This chapter will provide an in-depth study of the Life Orientation learning area, as per C2005 (DoE, 1997b) and the RNCS (DoE, 2002b). The requirements for a Life Orientation specialist will also be investigated. In addition, this chapter addresses ways in which teachers can possibly be empowered to fulfil the criteria mentioned above as a learning area specialist in Life Orientation.

2.3 THE SENIOR PHASE IN THE GENERAL EDUCATION AND TRAINING BAND (GET BAND)

The title of this study indicates that the researcher set out to discover ways to empower Life Orientation teachers who were involved with learners in the Senior Phase of the GET Band. These learners should be prepared and ready to accept the challenges that would face them when Life Orientation is included as a fundamental subject from 2006 in Grade 10 in the FET Band in all public schools in South Africa, in terms of the national implementation dates.

A pre-requisite for the successful implementation for the new curriculum in the FET Band seem to be “adequate” training for teachers. Teacher unions agreed that the training for OBE for the GET Band had been inadequate and suggested that the implementation of the NCS (DoE, 2003b) be moved to 2008 so that more time could be spent on the training of teachers. They (the unions) would not like to see the same mistakes recurring as with the implementation of C2005 (DoE, 1997b) in 1998 (Die Burger, 2004:4).

The Senior Phase in the GET Band included Grades 7, 8 and 9 and concluded with the attainment of the GET Certificate. The learners in this phase should be increasingly able to reason independently of concrete materials and experience. They should have the confidence to engage in open arguments. These learners should be ready to accept multiple solutions to single problems. The learning content should therefore be less contextualised more abstract and learning area specific (DoE, 1997b:6).

Despite changes in the politics of the country, the circumstances of many learners remained challenging. Environmental issues, crime, violence, health and especially the HIV & AIDS pandemic, affected the well-being of the communities on a daily
basis. These learners should be equipped with skills, knowledge, attitudes and values that would ensure that they would be able to face the challenges confronting them. They should be able to lead meaningful and successful lives in a new democratic society (DoE, 2003a:26).

This was the phase where evidence should be shown that learners were being prepared for life in the world of work, at institutions for further learning and for adult life in general. Learning programmes should be developed to create opportunities for learners to receive information about career and further learning opportunities, and about ways to realise their expectations for the future. They should also know about their rights and responsibilities as citizens in a democratic, multicultural and multi-religious society with different belief and value systems (DoE, 1995a:25). Learning programmes that the teachers develop should give learners exposure to a variety of careers, vocational orientation, decision-making skills and accountability, prior to exiting (or not) the school system at Grade 9 (Toddun, 2000:40).

Learners should be provided with opportunities to acquire, develop and apply a range of more advanced knowledge, skills and understanding. They should be focused on critical and creative thinking skills, attitude development and understand their role in society. Breadth, depth, access and entitlement are very important to ensure that learners receive a sound basis from which to take advantage of choices at the FET Band. Enough options should be provided for learners in the GET Band to make informed choices about their future. Learners should be increasingly more aware of their independence and their own interests. The essence at the Senior Phase of the GET Band is that it is transitional, creating an opportunity to inform choices and to enable independence on the part of the learner. The Senior Phase of the GET Band bridged the gap between consolidation and extension at the Intermediate Phase and choice in the FET Band (DoE, 1997b:25).

The RNCS (DoE, 2002b) envisaged a learner that is imbued with the values and acts in the interests of a society based on respect for democracy, equality, human dignity, life and social justice. Learning programmes in the Senior Phase of the GET Band should therefore aim at developing the full potential of every learner as a citizen of a democratic South Africa. Learners should be confident, independent, literate,
numerate, multi-skilled, compassionate, respect the environment and able to participate in multicultural society as a critical and active citizen (DoE, 2002a:8).

Teachers of Life Orientation in the GET Band should be able to construct learning programmes and apply teaching and learning methodologies that would ensure that learners obtain knowledge, skills, attitudes and values that would prepare them adequately for the challenging world of work. These learners should be skilled in critical and creative thinking to ensure that they know how to make the right decisions in any sphere of life. Learning experiences should be geared towards teaching them about their rights and responsibilities as citizens of a democratic society.

The next section of the study takes an in-depth look at the Life Orientation learning area in general. It focuses on the name of the learning area, the rationale for the learning area, the specific outcomes (DoE, 1997b) and the learning outcomes (DoE, 2002b) of Life Orientation.

The study investigated how the Life Orientation learning area had been constructed to fulfil the role of preparing the learners in the GET Band for life and its possibilities (DoE, 2002a:26). It also attempted to answer the following questions which presented themselves to the researcher:

- Were teachers adequately prepared to teach these important life skills to learners in the Senior Phase of the GET Band?
- How had these teachers been prepared to implement Life Orientation in the GET Band in C2005 (DoE, 1997b)?
- What could be done to ensure that the teachers were adequately prepared for the implementation of the RNCS (DoE, 2002b) in the GET Band and the NCS (DoE, 2003b) in the FET Band?

2.4 THE LIFE ORIENTATION LEARNING AREA

2.4.1 Naming the learning area: Life Orientation

In the Discussion Document on Curriculum Framework for General and Further Education and Training (DoE, 1995a:34, 35), the Consultative Forum on Curriculum
stated that essential generic outcomes should inform the processes and procedures of learning and teaching, and be used as criteria for the selection of knowledge areas. This forum proposed ten Areas of Learning, taking into account the additions, emphases and specificities of South Africa. These needed to be built into all learning programmes to make them appropriate to the country’s context. These Areas of Learning included, amongst others, Physical Education and Health, Occupational Learning/Learning for life, and Spiritual development. This document stated that areas like Cultural Awareness and Moral Development could not be placed in one area of learning, and should be treated as cross-curricular issues (DoE, 1995a:36). Contents to be dealt with in the mentioned areas of learning are illustrated as follows in the above-mentioned document:

<table>
<thead>
<tr>
<th>Physical Education and Health</th>
<th>Spiritual Development</th>
<th>Occupational learning / Learning for Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness and health</td>
<td>Religious experience</td>
<td>Exploration</td>
</tr>
<tr>
<td>Creative movement</td>
<td></td>
<td>Reflection</td>
</tr>
<tr>
<td>Co-ordination and control</td>
<td></td>
<td>Strategic planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Career orientation</td>
</tr>
</tbody>
</table>

*Figure 2.1: Content as per DoE (1995a:36)*

At this early stage of curriculum development, the areas of learning had been considered in response to societal and educational needs. These areas of learning were found to be necessary for the holistic development of the learner. At this stage the content stated under each of these headings seemed problematic. Religious experience, as mentioned above, opened up a whole world of religious connotations. Was this the only way to contribute to the spiritual development of the learners? It seemed that these considerations were only expressed in this particular document. This could be because the curriculum committees did not have many exemplars to refer to and because they were not sure how to meet the varied needs of religious diversity in the democratic South African society.

This school of thought the curriculum planners in South Africa drew on was similar to that used by the Australian Education Council in the *Curriculum and Standards*
Framework (1994). This Curriculum and Standards Framework (hereafter CSF) mentions the major areas of learning to be covered in all Australian schools and it described statements of intended learning outcomes to be achieved by learners. The CSF described eight key learning areas. Two of these learning areas, namely Health and Physical Education, and, Studies of Society and Environment, included content and processes (strands) that correlated with some of the areas of learning mentioned by the Consultative Forum (DoE, 1996a), as illustrated below:

<table>
<thead>
<tr>
<th>Health and Physical Education</th>
<th>Studies of Society and Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human development</td>
<td>Time, continuity and change</td>
</tr>
<tr>
<td>Human Movement</td>
<td>Place and Space</td>
</tr>
<tr>
<td>Physical Activity</td>
<td>Culture</td>
</tr>
<tr>
<td>Human relations</td>
<td>Resources</td>
</tr>
<tr>
<td>Safety</td>
<td>Natural and social systems</td>
</tr>
<tr>
<td>People and food</td>
<td>Sub strands</td>
</tr>
<tr>
<td>Health of individuals and populations</td>
<td>Investigation</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td>Participation</td>
</tr>
</tbody>
</table>

*Figure 2.2: Content as per CSF (1994)*

The Health and Physical Education learning area, according to the CSF (1994), promoted understanding of physical activity and movement, health, safety, food and nutrition, human development and human relations. The learning area examined personal action, beliefs, attitudes and values held by families, cultural groups and the community, public policies affecting health and physical activity, and the contents and contexts of activities in the learning area (CSF, 1994:2). It seemed that the spiritual development of the learner would be included within Health and Physical Education.

When explaining the nature of the Studies of Society and Environment learning area, the CSF (1994) stated that learners would be provided with opportunities to develop
knowledge, skills and values that would enable them to participate as active and informed citizens in a democratic society and a global community. In assisting learners to achieve these outcomes, a number of issues would be dealt with, including democratic processes, individual rights and responsibilities, social justice and ecologically sustainable development (CSF, 1994:1).

The White Paper on Education and Training (DoE, 1995c) states that the education system as a whole should embody and promote the collective moral perspective of the citizens of a democratically governed society. This could include self-worth, human dignity, equality, mutual tolerance and respect for diversity. South Africans are expected to understand each other’s history, cultures, beliefs, values and aspirations. This White Paper emphasised the importance of basic human rights of all citizens, mutual respect for the diverse religions and belief systems of the citizens, cultural and language traditions and the promotion of values and skills for conflict management and conflict resolution (DoE, 1995c:9-13).

An integrated approach to learning and teaching, theory and practice and across learning areas was one of the principles of the outcomes-based curriculum (DoE, 1995c). Therefore, issues like Human Rights, civic education, HIV and AIDS and anti-racism should be offered in an integrated manner across all learning areas, but a niche had to be found that could deal with all these very important aspects of personal and social development of the learners. Enlarging the number of learning areas was not an option. The Review Committee (DoE, 2000b:92) proposed a reduction in learning areas to ensure that more time be spent to promote a curriculum that offered high levels of knowledge and skills.

The policy framework to bring about change in education was constructed in Lifelong Learning through a National Qualifications Framework (DoE, 1996b). The knowledge and skills to be dealt with were divided into eight learning areas, a principle adopted by the Council of Ministers (DoE 1997b:9). The National Education Policy Act 27 of 1996 for the GET Band mentions eight learning areas that should be dealt with as eight learning programmes (the vehicles through which the curriculum was implemented) in the Senior Phase of the GET Band (DoE, 1996a: 87, 88). Each of the learning programmes had its own specific outcomes and each specific outcome
had its own assessment criteria. The assessment criteria in turn were described by “range statements” and “performance indicators” (DoE, 2000b:35). Each of these learning areas was regarded as equal in terms of the way knowledge had been organised and presented (DoE, 2000b:40).

The Life Orientation learning area was described as “fundamental in empowering learners to live meaningful lives in a society that demanded rapid transformation” (DoE, 1997b:LO-3), hereby emphasising the role of Life Orientation in the reconstruction and transformation of the South African society. Eight specific outcomes were set out for Life Orientation to deal with the focuses physical education, life skills, health promotion, human rights, religion education and the world of work, encompassing all the aspects of social, emotional, cognitive and physical growth of the learners. The eight learning outcomes relate directly to the Critical Outcomes and are derived from the SAQA’s 13 fields of learning (DoE, 1997b:20, 21).

The Review Committee (DoE, 2000b:139) proposed that issues important for personal well-being and growth in South Africa and appropriate to the emotional and social development of learners should be included in Life Orientation.

However, despite numerous personal talks with members of the planning committee and in-depth research into many of the initial developmental documents, the researcher was not able to establish the reasons for naming this learning area “Life Orientation” or to establish the meeting and date when the name was decided on.

2.4.2 The Rationale for Life Orientation

South Africa, as a democratic country, had been undergoing rapid changes since 1994. Life Orientation should play an integral part of the education, training and development of the individual, concentrating on the holistic development of the learner. Individual growth as its vision was used as an effort to create a free democratic society, while promoting quality of life in the community, and a productive economy and an improved quality of life (DoE, 1997b:LO-2). Learners would learn about their constitutional rights and their accompanying responsibilities.
They would know that they should respect the rights of others. They would learn to
tolerate cultural and religious diversity (DoE, 2002b:4). Life Orientation, when
translated literally, means “Finding your place in life”. Aspects described in the
specific outcomes (DoE, 1997b) hold this vision true. The learning area aimed to
guide and to prepare learners for real life and the possibilities that life holds for them.
The name of the learning area, Life Orientation, clearly captures the essence of what
the learning area aimed to achieve. It concentrates on those formative aspects of
teaching that lead to the development of the learner as a complete person (Toddun,
2000:56).

Life Orientation is the learning area that enhances the practice of positive values,
attitudes, and behaviour in the individual and in the community. It strives to transform
the society in the interest of promoting a human rights culture. It aims to empower
learners to use their individual talents to develop their full spiritual, physical,
intellectual, personal, emotional and social potential (DoE, 2002b:4). The idea is that
learners will develop skills to build positive relationships, and put into effect the
values embedded in the South African Constitution.

The learning area encourages learners to lead a healthy lifestyle. They should be able
to make informed, responsible and accountable decisions about their health and the
environment (DoE, 2002b:4).

Life Orientation may also be regarded as a unique learning area, different in the sense
that it aims to develop the learners holistically, and an essential learning area, because
it allows learners to think about and to find a place for themselves in an ever-changing
society. The learning area addresses many different aspects of life that lead to the
holistic development of the learner. This rationale for Life Orientation explains why
learners should be exposed to the knowledge, skills, attitudes and values of the
learning area and why Life Orientation was included as one of the eight learning areas
in the curriculum.

The following section of the study will give a broad outline of the specific outcomes
for the learning area in C2005 (DoE, 1997b). This is done to demonstrate the wide
sphere of knowledge, skills, attitude and values that need to be demonstrated by all
the learners in the Senior Phase of the GET Band. It emphasises the body of knowledge required by Life Orientation teachers to present the learning area successfully. The Life Orientation teacher plays a vital role in assisting the learners to acquire the knowledge, skills, values and attitudes for them to play a significant role in a democratic society. The contents embedded in the specific outcomes will demonstrate the amount of orientation and training those Life Orientation teachers need to receive to prepare them adequately for successful implementation of the learning area.

The Life Orientation teachers in the Senior Phase of the GET Band have to assess learners on these specific outcomes of C2005 (DoE, 1997b) until the learning outcomes (DoE, 2002b) are implemented in Grade 7 in 2006, in Grade 8 in 2007, and in Grade 9 in 2008 as per national implementation dates.

Another reason for mentioning the detail of the specific outcomes is to indicate where the learning outcomes of the RNCS (DoE, 2002b) originated from and how they were developed. An illustrative table at Chapter 2.3.3.9 indicates the development of specific outcomes in C2005 (DoE, 1997b) into learning outcomes in the RNCS (DoE, 2002b), verifying that no content has been lost, but condensed into streamlining and strengthening the curriculum.

2.4.3 The specific outcomes of Life Orientation in C2005 (DoE, 1997b)

The choice of content for this learning area was guided by the socio-political changes that South Africa was undergoing as well as by the personal challenges learners were encountering in the society that they lived in. Learners are expected to find a place for themselves in a complex and challenging world that differed greatly from the one in which their parents grew up. This describes the context in which learners have to develop a sense of confidence and competence to live well and make a productive contribution to shape this new society (DoE, 2002b:5).

The specific outcomes in C2005 (DoE, 1997b) are the same for the entire GET Band. The “content” described for each specific outcome is however not grade specific. Careful planning is required to ensure that learners cover the requirements of each
specific outcome over the entire Senior Phase of the GET Band, yet be careful of repetition of the same content in different grades. The teachers should realise and understand that learners should show evidence of their ability to demonstrate and achieve the specific outcomes in each grade of the GET Band. Teachers need training in this way of assessing learners, as they had never before assessed learners on achieving outcomes.

Achieving of the outcomes is not dependent on the amount of content, activities or time spend on each outcome, but on whether the learner have obtained a high level of success in demonstrating the outcome, or whether the individual learner has been afforded multiple opportunities and support to ensure that he/she obtains success at his/her level, as required by the principles of outcomes-based education (Van der Horst & McDonald, 1997:21).

The specific outcomes (SOs) for Life Orientation in C2005 (DoE, 1997b) are stated and explained as follows:

2.4.3.1 SO 1: Understand and accept themselves as unique and worthwhile human beings

This outcome allows the individual to get to know and respect himself or herself as a unique human being. The learner discovers his or her talents, personal strengths and weaknesses. The individual understands how his or her culture has impacted on shaping its character. This outcome aims to promote a positive self-concept by teaching the individual to value his or her own worth. It promotes self-actualisation by analysing and understanding the integrated nature of the whole person.

Learning programmes should be developed so that learners are able to demonstrate or display:

- An understanding of the ways in which their own cultural traditions have contributed in shaping their characters. This entails a study of the individual’s own cultural background (DoE, 1997b:LO-7).
• An appreciation of their own uniqueness and that of others. This includes knowledge of the characteristics of the individual human worth (DoE, 1997b:LO-7).

• Objective assessments of their own abilities and attitudes. This deals with the critical appreciation of the self (DoE, 1997:LO-8)

• An analysis of the integrated nature of the whole person. This will include the inter-relatedness of the mental, social, emotional, spiritual and physical facets in the development of the individual (DoE, 1997b:LO-8).

This specific outcome has been included in the learning outcome which focuses on Personal Development in the RNCS (DoE, 2002b). Personal development is described as equipping learners to “contribute effectively to community and society”. It focuses on life skills development, emotional development, self-concept formation and self-empowerment (DoE, 2002b:6). The content to be dealt with in each grade are displayed in the assessment standards in the RNCS (DoE, 2002b:44, 45) and corresponds with that of the specific outcomes as described above.

The WCED curriculum advisors have classified this specific outcome as a “Life Skill” since 2000. This classification assisted teachers in bringing the specific outcome closer to the previous known subject called Guidance (WCED, 2000:6). Because Guidance was a non-examinable subject in the previous dispensation, all teachers, including Life Orientation teachers in the Western Cape are familiar with this subject. Life Orientation teachers could find linkages and content in a known body of knowledge.

The Life Orientation teachers require background knowledge of different cultures in South Africa. Teachers should be able to differentiate between the morals, values, ethics and belief systems that different cultures uphold. They should be non-judgemental, objective and be able to substantiate facts about each culture. Teachers
should ensure that every learner values his own culture and appreciates the cultural differences in others.

It seemed that the Life Orientation teacher would be expected to know and understand the characteristics of the human being. The teacher should obtain knowledge on Physiology, Educational Psychology and Career Guidance. This knowledge should assist the teacher to appraise every learner by collecting, analysing and using objective and subjective data to facilitate individuals and to assist them to understand and accept their own uniqueness and that of others. The teacher should know how to guide learners to look at themselves objectively to be able to value their self-worth (Naude & Bodibe, 1990:7).

2.4.3.2 SO 2: Use skills and display attitudes and values that improve relationships in family, group and community

This specific outcome focuses on the attainment of skills and attitudes by the individual to improve the quality of different kinds of relationships. As for the following two specific outcomes, this outcome is based on the conviction that a strong human rights culture should form the basis of the society and the educational environment in South Africa (DoE, 1997b:LO-9).

Learning programmes should be developed to ensure that learners can demonstrate:

- A critical analysis of various relationships in families, friends and groups. A number of roles and responsibilities in relationships will be considered to ensure the development of positive relationships and sound communication.

- Qualities of relationships and communication. The value of sound relationships should be interrogated (DoE, 1997:LO-9).

This specific outcome is included in the learning outcome that focuses on Social Development in the RNCS (DoE, 2002b:5, 37). It states that peers increasingly influence the Senior Phase learner, while the family continues to play an important role. Personal development should be placed in a social context. Managing
relationships is important because this learner is engaged in a variety of social activities.

This specific outcome has also been classified as a “Life Skill” by the WCED curriculum advisors (WCED, 2000:6). This outcome is directly linked to one of the critical outcomes determined by SAQA, since the learner obtains knowledge and skills to “work effectively with others as members of a team, group, organisation, community” (DoE, 1997b:15).

Knowledge of Career Guidance would assist the Life Orientation teacher to enable the learners to develop coping skills such as social skills, communication skills and to cope with their maturing problems at home, in school and in the community. The Life Orientation teacher should also be able to guide the learners in their transition to adulthood. The teacher should provide information on sexuality, personal lifestyles and family responsibilities (Naude & Bodibe, 1990:7, 8), and teach them how to make responsible decisions with regard to personal relationships.

2.4.3.3 SO 3: Respect the rights of people to hold personal beliefs and values

This specific outcome “seeks to develop an understanding of the principles of a respect for human rights and their relevance to life” (DoE 1997b:LO-10). This outcome is closely integrated with the previous specific outcome. If the learner has obtained the knowledge and skills to know how to respect him, he will value and respect others. He will respect their rights in the school, community and society. Learners will develop the values, consciousness and competencies to participate effectively as responsible citizens of a democratic society (DoE, 1997b:LO-10).

Learning programmes should be developed to ensure that learners can demonstrate:

- Knowledge of and respect for people’s rights to hold different beliefs and values.
  A variety of different belief systems and values should be researched.
• An understanding of the relationship between national unity and cultural diversity in South Africa.
  Issues in diverse societies should be investigated as well as efforts made to ensure unity in the societies.
• The role of values and beliefs in socialisation.
  Different ways in which values and beliefs influence societies should be addressed.
  (DoE, 1997b: LO-10)

This specific outcome is displayed in the learning outcome which focuses on Social Development in the RNCS (DoE, 2002b:5, 6, 37). Knowledge of diverse cultures and belief systems would contribute to the learner’s own orientation in the world. Provision is made to include belief systems and worldviews. Learners will realise that they are part of a wider community, and will learn to live in harmony and tolerance with others.

This specific outcome had been classified under “Religion Education” by the WCED-curriculum advisors but could also be classified as Human Rights education. It is regarded as a human right to be able to have freedom of expression. Teachers could find linkages between the content of this specific outcome and the previous known subject of Religious Education (WCED, 2000:6). Teachers who were exposed to a single faith education now required training in a body of knowledge to deal with multi-religions. This specific outcome is derived from the developmental outcome that states: “being culturally and aesthetically sensitive across a range of social contexts” (DoE, 1997:15).

The Life Orientation teacher needs specialist knowledge on a variety of religions and belief systems and should have a good grounding in a body of knowledge on different religions and belief systems in South Africa and across the world. In his/her role as community, citizenship and pastoral role, the Life Orientation teacher is expected to demonstrate “caring, committed and ethical professional behaviour”, and as such, act as a role model for this outcome (Toddun, 2000:60).
2.4.3.4 SO 4: Demonstrate value and respect for human rights as reflected in UBUNTU and other similar philosophies

This specific outcome, like the previous two outcomes, is based on the conviction of a strong human rights culture for South Africa. Learners should understand the concept of Ubuntu as relating to collective unity (I am because we are). Toddun (2000:60) states that Ubuntu relates to communality, humanness, equity and social justice. The demonstration of value and respect for human rights is underpinned by the South African Constitution in its commitment to a “fully inclusive, egalitarian society free of all unjust discrimination” (DoE, 1997b:LO-2).

Learning programmes should be developed so that learners can demonstrate and display:

- Evidence of human rights values and practices. The universal Human Rights Code as reflected in the Constitution of South Africa should be studied, understood and practised.

- The history and struggle for human rights. Different human rights issues should be addressed in South Africa and in other countries across the world.

- An understanding of the relationships between rights and responsibilities. This will involve the study of a range of political and social responsibilities.

- The practice of Ubuntu within the South African diversity. The aspects of Ubuntu and other human rights philosophies will be studied and applied.

- Contributions of individuals, groups, private and public institutions with regard to human rights. This involves the practical gathering of information with regard to human rights, interpreting, appraising and applying this information, as well as generating new information that results from these procedures (DoE, 1997b: LO-11, 12). This procedure is derived from the critical outcome that states “collect, analyse, organise and critically evaluate information” (DoE, 1997b:15).
This specific outcome is included in the learning outcome which focuses on Social Development in the RNCS (DoE, 2002:5, 6, 37). This learning outcome addresses human rights as contained in the South African Constitution. Learners will be encouraged to participate in civic and human rights programmes. This outcome is derived from the critical outcome that states, “participate as a responsible citizen in the life of local, national and global communities” (DoE, 1997b:15). Respect for human rights is one of the social principles upon which the RNCS (DoE, 2002b) is based. All learning activities in all the learning areas should reflect the infusion of human rights in order to contribute to the attainment of the learning outcomes (SA Human Rights Commission, 2002:6).

The Life Orientation curriculum advisors in the Western Cape referred to this focus area as “Human Rights Education” (WCED, 2000:6). The topic of Human Rights had not been addressed in a separate subject in the curriculum before 1994, but the issues addressed are relevant in the creation of a democratic South Africa.

For many Life Orientation teachers this specific outcome requires an in-depth study of the Universal Human Rights Code and the South African Bill of Rights. This would involve research into the history of South Africa and the struggle for human rights in this country. Teachers need to understand human rights as a body of knowledge aimed at setting standards for how individuals, people and nations should relate to each other (SA Human Rights Commission, 2002:228). The teacher would have to investigate how human rights are being addressed in other countries around the world in order to find similarities and differences in the way it is being addressed in South Africa. Teachers must acknowledge that Human Rights Education is a right in itself. Teachers have the responsibility to provide learners with a balanced learning experience that will assist them to attain their own rights and the rights of others (SA Human Rights Commission, 2002:229). In addition, the Life Orientation teacher needs to have a clear understanding of Ubuntu and other similar philosophies so to convince learners to practice this human rights philosophy.
2.4.3.5 SO 5: Practise acquired life and decision-making skills

According to the Policy Document (DoE, 1997b:LO-13) the development and acquisition of life skills form the essence of Life Orientation. Life skills are taught, learnt and must be applied, especially in coping with real-life situations. Learners must be equipped with knowledge and skills that can balance risk and safety in the individuals experience, environment and his social experiences. The skill of information-gathering strategies should be included in this outcome.

Learning programmes should be developed for learners to demonstrate and display:

- The ability to take responsibility for oneself and for others. This involves the study and application of a variety of problem solving methods.

- Acceptance of responsibility for own choices in terms of personal and community well-being. Learners should be able to evaluate the effects of their decisions and know how to apply alternative strategies to reverse unsound decisions.

- The responsibility to promote safety awareness, know how to manage life changes, stress and how to resolve conflict. Knowledge and skills on how to practice and promote personal safety must be obtained. Strategies to cope with stress, change and conflict must be developed.

- The effective accessing and use of resources. Learners must know how to do gather data from many different sources (DoE, 1997b:LO-13).

This specific outcome has been captured in the learning outcome in the RNCS (DoE, 2002b) which focuses on personal development. It states that “the learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world”. The outcome emphasises the fact that adolescence is marked by emotional and physical change. According to the RNCS (DoE, 2002b), the learner should be given the opportunity to develop further life skills like emotional intelligence, to empower him/her to cope with challenges (DoE,
Achieving it could be problematic because teachers might not have the necessary knowledge to facilitate for example, emotional intelligence unless they had received appropriate training.

This specific outcome has been classified under “Life Skills” by the WCED curriculum advisors (WCED, 2000:8). A few critical outcomes are displayed: “identify and solve problems …; organise and manage oneself…; collect, analyse, organise, …; communicate effectively…. ; …exploring a variety of strategies to learn more effectively” (DoE, 1997b:15).

The successful Life Orientation teacher has to acquire knowledge and skills to equip learners with life skills development, emotional development, self-concept formation and self-empowerment (DoE, 2002b:6). Knowledge of the subjects Psychology and Guidance would give insight into personal development, coping skills, and decision-making skills. This will ensure that learners are able to make informed choices and decisions in an increasingly complex society (Naude & Bodibe, 1990:8).

2.4.3.6 SO 6: Assess career and other opportunities and set goals that will enable them to make best use of their potential and talents

This specific outcome plays a crucial role in linking the needs of the country with the aspirations, abilities and skills of the learners (DoE 1997b:LO-14). The learner, at the end of the GET Band, requires a general orientation to work and further study. Learners need to be adequately prepared for their future working lives and life-long learning prospects.

Learning programmes should be developed so that learners can display and demonstrate:

- Skills to research resources regarding career opportunities. A variety of resources will be researched to support personal development and career plans.
• Requirements for specific careers. This involves knowledge of job
descriptions and job advertisements.

• Availability of immediate job opportunities. A range of work/study field of
SAQA will be analysed.

• First-hand experience in the workplace. Learners will be placed in jobs to
gain personal experience.

• Career planning and career pathing processes and experiences. Learners will
be able to identify occupational fields and career specific requirements.

• The ability to present themselves. This involves developing curriculum vitae,
writing of an application letter, conducting an interview, appropriate dress
code.

• An understanding that career choices are informed by personal and cultural
values. Knowledge of forms of bias, prejudice and stereotyping in choosing a
career will be obtained.

• The ability to identify role models. Characteristics of role models in a variety
of careers will be learnt.

• Knowledge of own skills, ability, interests and personality. Analysing own
personality, skills, interests, strengths and weaknesses.

• Job-seeking skills. Searching media, employment agencies and the work place
to discover the specific requirements needed to find employment (DoE,
1997b:LO 15).

The importance of this specific outcome is clearly indicated by the detailed
descriptions of the requirements that would prepare learners adequately for the world
of work. This specific outcome correlates with the learning outcome of the RNCS
(DoE, 2002b:38) that focuses on the Orientation to the World of Work. The RNCS
(DoE, 2002b) states that while learners in the Senior Phase of the GET Band need to make choices for further study or the world of work, they need to be realistic about their own abilities, interests and aptitudes. They need to be aware of various career options and the implications of choices.

This specific outcome addresses a few of the critical outcomes, but specifically the two that states “exploring education and career opportunities”, and “developing entrepreneurial opportunities (DoE, 1997b:15).

The WCED curriculum advisors have classified this specific outcome as “World of Work” to bring it in line with Career Guidance, which was dealt with in the subject Guidance (WCED, 2000: 8).

The Life Orientation teacher would require intense knowledge of a variety of careers and career opportunities in order to guide learners to obtain the knowledge and skills required for their own career choices. Learners need to be informed about a range of options for further study, and be orientated to the world of work. The teacher needs to be knowledgeable on a range of resources that can be explored for information regarding careers. Knowledge of Career Guidance would assist the Life Orientation teacher to guide learners towards utilizing opportunities for future careers in the increasingly expanding labour market. The teacher should be skilled in guiding learners on the choices they have in relation to their needs and abilities. The teacher should be able to guide the learner to career maturity by teaching them to develop the necessary coping skills (Naude & Bobide, 1990:9).

2.4.3.7   SO 7: Demonstrate the values and attitudes necessary for a healthy and balanced lifestyle

The prosperity of any country depends on the health and welfare of its population, so much so for South Africa. There is, however, ample evidence that many social and personal problems that exist in South Africa result from lifestyle choices and the high-risk behaviour adopted by individuals. This specific outcome should provide learners with knowledge of sound health practices to improve the quality of life. This may
contribute to the prevention of health-related problems, particularly relating to nutrition, physical activity, substance abuse and sexual activity (DoE, 1997b:LO-16).

Learning programmes should be developed so that learners can demonstrate or display:

- Knowledge of the various lifestyles in terms of a balanced and healthy approach. This involves researching various lifestyles with regard to health, nutrition, and physical activity. Information on the causes and prevention of lifestyle diseases like tuberculosis, heart diseases and diabetes would be investigated as well as the influences of nutrition and physical activity on them.

- Knowledge and prevention of sexually transmitted infections (STIs) and HIV and AIDS. Information on a variety of STIs, and HIV and AIDS will be shared.

- Goal-setting for a healthy and balanced lifestyle. The learner should receive information that will allow him to make informed choices relating to balanced and healthy lifestyles (DoE, 1997b: 16, 17).

This specific outcome relates to the learning outcome in the RNCS (DoE, 2002b:4, 5, 37) which focuses on health promotion. It appears that this learning outcome enables learners to make informed decisions about personal, community and environmental health. This learning outcome addresses issues relating to nutrition, safety, violence, abuse, environmental health, STIs and HIV and AIDS.

The learner in the Senior Phase of the GET Band would be exposed to a wide range of risky situations. He/she is eager to experiment without considering or prepared for the consequences of his/her behaviour. Lifestyle choices that relate to sexuality and substance abuse are crucial and should be dealt with earnestly and with sensitivity (DoE, 2002b:37).
The curriculum advisors in the WCED have grouped this specific outcome under the focus Health Education (WCED, 2000:8). This outcome is derived from the critical and developmental outcomes that relate to: ‘organise and manage oneself and one’s activities…; …showing responsibility towards the environment and health of others; “participate as a responsible citizen …” (DoE, 1997b:15).

The role of the Life Orientation teacher will be to practise and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others, especially his learners and fellow teachers (DoE, 2000a:13, 14). He needs to be grounded in the knowledge, skills and values on health related issues. He needs to be able to apply different approaches to teach many of the sensitive issues as mentioned above. The National Policy Act No. 27 of 1996 states that the guidance counsellor should provide education on HIV & AIDS to learners in the secondary phase. This person should be specifically trained for this purpose, and feel at ease with the content. He should be a role model with whom learners can easily identify (Brunton, 2003:A-13). This could be the space that many learners have been waiting for to relate personal experiences. The teacher should know and respect the human rights of learners not to disclose information relating to personal experiences. He should be mindful not to stigmatise learners who have disclosed their status. The teacher must be able to create an atmosphere of mutual confidence, understanding and respect so that learners can trust him to help them without prying, judging or condemning (Naude & Bodibe 1990:8, 9). Learners should be involved in the research of real problems and demonstrate an understanding of the implications of the research (DoE, 2000a:22).

It seems inevitable that knowledge of Psychology and Guidance would be beneficial to the Life Orientation teacher, or in the absence of these, a programme in counselling skills would be of value.
2.4.3.8 SO 8: Evaluate and participate in activities that demonstrate effective human movement and development

Participation in physical activities makes a significant contribution to the holistic development of the learner. This specific outcome promotes the participation of learners in physical activity as beneficial to the prevention of health-related problems. Knowledge and skills in sound human movement practices will influence lifestyle choices and improve the quality of life for many learners (DoE, 1997b, LO-19).

Learning programmes should be developed so that learners can demonstrate and display:

- Appraisal of movement concepts and movement skills. This involves knowledge of and participation in a variety of fitness programmes over a period of time to establish its effect on the body.

- Possession of a repertoire of movements that involve manipulation and object control. A wide variety of movements using objects needs to be known and experienced. Emphasis should be on appreciation and enjoyment of the skills. Safety practices should be known and applied during execution of movements.

- The formation of movement compositions to communicate ideas. Learners should receive training in choreography, designing and performing sequences of movement, while using the body as an instrument of expression.

- The recognition of strengths and developmental needs.

The learners should be able to identify its own strengths and weaknesses and that of others during performance against given criteria (DoE, 1997b, LO-19).

This specific outcome is also included into the RNCS (DoE, 2002b:6, 38) learning outcome that focuses on Physical Development and Movement. The learner in the
Senior Phase of the GET Band is entering adolescence and experience rapid physical changes. Sport, games, gymnastics, dance and recreation activities are practised and contribute to developing positive attitudes and values. Movements should be refined and aimed at developing precision and change.

This outcome is derived from a range of the critical outcomes but to mention a few: “... recognising that problem-solving do not exist in isolation; work effectively with others…; communicate effectively...”. In the Western Cape this specific outcome has been classified in the focus area of Physical Education because similar contents are described as for the subject with the same name (WCED, 2000:8).

This is one of the specific outcomes in the Life Orientation learning area where the teacher requires specialist knowledge on a variety of movements. The teacher should be able to analyse human movement to determine its suitability for the level of development of the learners. He/she should have comprehensive knowledge on safety techniques and safety precaution and know how and when to apply it. He/she should be able to apply basic first aid techniques. He/she should be able to evaluate movement sequences according to set criteria. He/she should be able to explain the role of challenges and risk-taking in various movement situations, and be able to teach skills that can balance risk and safety in individual and group experiences (CSF, 1994:3). He/she should be enthusiastic about the content and encourage learners to lifelong participation in physical activities. Knowledge of Physical Education, Physiology, and Health would be of great benefit to the Life Orientation teacher.
### 2.4.3.9 Streamlining of the SOs (DoE, 1997b) to LOs (DoE, 2002b) in the Senior Phase of the GET Band

**TABLE 2.1: Streamlining of the outcomes**

<table>
<thead>
<tr>
<th>C2005 (DoE, 1997b)</th>
<th>WCED HYBRID MODEL (2002)</th>
<th>RNCS (DoE, 2002b)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8 SPECIFIC OUTCOMES</strong></td>
<td><strong>6 FOCUS AREAS</strong></td>
<td><strong>5 LEARNING OUTCOMES</strong></td>
</tr>
</tbody>
</table>
| SO 7: Demonstrate the values and attitudes necessary for a healthy and balanced lifestyle | Health Education | LO 1: Health Promotion  
The learner will be able to make informed decisions regarding personal, community and environmental health |
| Incorporating: SO 1, SO 2 & SO 5 | | |
| SO 2: Use skills and display attitudes and values that improve relationships in family, group and community | Life Skills | LO 2: Social Development  
The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions |
| SO 3: Respect the rights of people to hold different beliefs and values | Religion Education | |
| SO 4: Demonstrate value and respect for human rights as reflected in Ubuntu and other similar philosophies | Human Rights | |
| SO 1: Understand and accept themselves as unique and worthwhile human beings | Life Skills | LO 3: Personal development  
The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world |
| SO 5: Practise acquired life and decision making skills | Life Skills | |
| SO 8: Evaluate and participate in activities that demonstrate effective human movement and development | Physical Education | LO 4: Physical Development and Movement  
The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development |
| SO 6: Assess carer and other opportunities and set goals that will enable them to make the best use of their potential and talents | World of Work | LO 5: Orientation to the World of Work  
The learner will be able to make informed decisions about further study and career choices |

The above table had been referred to in Chapter 2.4.2 of this study. In C2005 (DoE, 1997b), eight SOs described the knowledge, skills, attitudes and values that a learner
should be able to demonstrate when he/she exits the school system. The WCED curriculum planners had grouped these SOs into focus areas since 2000 so that teachers could link the content to previously taught subjects. Although only six focus areas are indicated to the eight SOs (DoE, 1997b), the table clearly indicates that no content was lost. With the reduction into five LOs in the RNCS (DoE, 2002b), the above table confirms that no content was lost in the Life Orientation learning area, but that the content was streamlined and strengthened according to the recommendations of the Review Committee (DoE, 2002b).

2.4.4 Conclusion

Life Orientation is the learning area in which all of the critical and developmental outcomes, as underpinned by the Constitution, can be demonstrated. Inclusion of the learning area in the curriculum ensures the vision of “a prosperous, truly united, democratic and internationally competitive country with literate, creative and critical citizens leading productive, self-fulfilled lives in a country free of violence, discrimination and prejudice” (DoE, 1997b:1). Life Orientation would ensure that learners gain the skills, knowledge and values that would allow them to contribute to their own success and to the success of their family, community and the whole nation (DoE, 2002b:4.5).

The amalgamation of separate school subjects into specific learning areas posed new challenges to teachers in general and to teacher education in particular. A variety of school subjects were amalgamated into the Life Orientation learning area, including new content to fulfil the needs of a democratic society. Teachers were expected to master and apply this new approach to teaching, with regard to content and methodology, within a limited space of time (Carl, 1999/2000:2). Even though the specific outcomes of Life Orientation (C2005) provided the policy framework, schools (and teachers) still have the responsibility to develop and deliver learning programmes through a process of implementation. Removed from their previous specialist subjects for most of the content for the learning area, where they have been regarded as the experts, some Life orientation teachers were filled with a general feeling of hopelessness, uncertainty and disempowerment (Die Burger, 2003:17).
Insight into the content of Life Orientation, as illustrated with the explanations on the specific outcomes (DoE, 1997b), makes development and growth of teachers by means of orientation and training priority, if the learning area is to be implemented successfully. It seems that Life Orientation teachers are expected to become familiar with and competent in a wide variety of academic subjects in order to be able to obtain the body of knowledge that is be required to teach the content of Life Orientation. Teachers have to possess expertise and skill levels that are constructed on a firm knowledge base (Merideth, 2000:38). Learning experiences have to provide for sequencing and pacing of content to meet the needs of the learners and the context of the learning area. Integration of content into other learning areas should always be a consideration (DoE, 2000a:22). It can be argued that it is unthinkable that any education department could expect any teacher to become a specialist in such a wide sphere of content knowledge within a single learning area. Where and how would such teachers be trained and developed?

The following section of the study will focus on the development of teachers. The research will look at what teachers need to empower them to become Life Orientation specialists who will be “grounded in the knowledge, skills, values, principles, methods and procedures” relevant to Life Orientation (NWU, 2004a:32). The pre-training of teachers, formal and informal in-service training of teachers, and distance training will be examined to determine what is being done to ensure that the teachers can fulfil the role of learning area specialist.

This teacher should eventually have the knowledge and understanding appropriate to Life Orientation. He/she should display the skills to apply a variety of methodologies to ensure that the content of the learning area is transferred to learners. Teachers and learners should understand the role that Life Orientation plays in the life and work of citizens in the South African Society (DoE, 2000a:22).

2.5 PROFESSIONAL DEVELOPMENT OF TEACHERS

2.5.1 Introduction

According to the Report of the Consultative Forum on Curriculum (DoE, 1996a: 14) lifelong-learning should function as an effective tool for change, leading to an
improvement in social conditions and the quality of life. The report defines lifelong learning as:

- a dynamic process where all are learners,
- an integrated, holistic process,
- encompassing all forms of organised education,
- continuing throughout a person’s life.

The White Paper on Education and Training confirmed this definition when stating that “the over-arching goal of policy must be to enable all individuals to value, have access to, and succeed in lifelong education and training of good quality” (DoE, 1995c: 12). These statements emphasise the fact that lifelong learning is a process and not an event and that all teachers should be involved in a process of skilling and re-skilling themselves throughout their lives.

The Norms and Standards for Educator Development (DoE, 2000a), as a framework for pre-service and in-service education, redefines the roles of teachers, consistent with C2005 (DoE, 1997b). In the role of scholar, researcher and lifelong learner, every teacher will achieve ongoing personal, academic, occupational and professional growth through, amongst others, the pursuit of reflective study and research in his or her learning area. This professional development can lead to professional empowerment, personal growth and satisfaction (NWU, 2004a:33, 34).

Educationally, professional growth indicates an increase in knowledge and skills that require specific learning, while development suggests the internalisation and application of knowledge and skills (Meredith, 2000:55). Professional growth and development would be required for professional empowerment.
Head and Taylor (1997:9) draw a comparison between the definitions of training and development:

<table>
<thead>
<tr>
<th>Teacher Training</th>
<th>Teacher Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory</td>
<td>Voluntary</td>
</tr>
<tr>
<td>Competency based</td>
<td>Holistic</td>
</tr>
<tr>
<td>Short term</td>
<td>Long term</td>
</tr>
<tr>
<td>Skill and knowledge based</td>
<td>Awareness based, angled towards personal growth, attitudes/ insights</td>
</tr>
<tr>
<td>Compulsory for entry to the profession</td>
<td>Non-compulsory</td>
</tr>
<tr>
<td>Ensure a qualification for a job</td>
<td>Means you can stay interested in your job</td>
</tr>
<tr>
<td>Done with experts</td>
<td>Done with experts, peers, professionals</td>
</tr>
</tbody>
</table>

*Figure 2.3: Comparison between training and development*

Training and development of teachers should be seen as complementary components of teacher education.

Continuous training is of utmost importance to all teachers, according to the Education Labour Relations Council (ELRC). South African teachers need to expand their knowledge and learn new skills to keep pace with the continuous developments of the new curriculum. It is through the development of teachers that the status of education as a career can be improved. By uplifting the teachers a stable environment can be created to ensure a quality education for all. The ELRC sees teachers as passionate people fulfilling a social goal (RAPPORT, 2003:14). It is for this reason that the ELRC has negotiated with the provincial education authorities a minimum of 80 hours per year of formal and informal in-service training for educators (NWU, 2004a:35.)

Since 2002 the DoE in South Africa has made available a limited number of bursaries for teachers to upgrade their qualifications by studying for a National Diploma in Education (NPDE), an Advanced Certificate in Education (ACE), or through a variety of credit bearing part-time or flexi-mode programmes offered by Higher Education Institutions across South Africa. The provincial education departments advertise these in-service programmes for teachers by means of circular letters to schools.
2.5.2 Empowerment of teachers

2.5.2.1 Introduction

Empowerment can be seen as a democratic value, allowing teachers to voice their opinions about educational policy. This could accord teachers the respect and dignity they deserve and assist them in being more responsible for work-related decisions (Blasé & Blasé, 2001:3). Empowerment included expanding the teachers’ knowledge base, enabling them to reflect with confidence on how schools and classrooms will operate (Blasé & Blasé, 2001:9). True empowerment, according to Blasé and Blasé (2001:13), involves the elevation of teachers as “knowledgeable professionals”, and this includes all aspects of schooling, be it administration, teaching or management.

In Carl (2002:8) empowerment is defined as follows:

Empowerment is that process of development and growth through which a person goes which enables him/her to take independent decisions and to act autonomously with a view to making a contribution towards the development of his particular environment. This process is coupled with the development of particular skills attitudes and knowledge within a positive and democratic climate. These persons are therefore regarded as professionals in their own right as they are able to make a contribution to change through their particular power.

According to Miller (1994 in Carl 2002:2) an empowered teacher is able to develop the pupils’ potential optimally. Carl (2002:2) further states that the empowered teacher will probably regard the syllabus/learning area as an opportunity to experiment and still to make it relevant and meaningful. To do this, the teacher will require specific knowledge, skills and proficiency.

The transformation of education in South Africa has created new environments in which teachers have to operate. Schools have been opened to learners from all cultural backgrounds. Thus teachers need to be equipped for multicultural and multilingual learning and teaching environments. Curriculum reforms, new terminology, new ways to assess learners, information technology, and the mainstreaming of learners with special educational needs all demand that teachers have special knowledge and skills (Pretorius & Lemmer, 1998:109).
For the purpose of this study, empowerment of Life Orientation teachers would be regarded as a conscious action by teachers to improve their own teaching practice. The teacher would require specific knowledge, skills and proficiency of the Life Orientation learning area to develop the potential of every learner optimally. He/she should be in a position to use this knowledge and these skills to develop learning programmes that would ensure that all learners could achieve the specific outcomes as prescribed in C2005 (DoE, 1997b) and the learning outcomes in RNCS (DoE, 2002b). Such empowerment would make it possible for Life Orientation teachers to become change-agents where change is needed and establish a culture of teaching and learning in the learning area (DoE, 1995b:7). They need to acquire the competencies to become a learning area specialist, as mentioned in Chapter 2.2 of this study.

Coutts (1995:29) regards teachers as the prime movers in curriculum development. They need to be given opportunities to explore various pedagogies and methodologies. This will result in teachers focusing more meaningfully on the needs, experiences and interests of their learners as well as on the communities from which these learners come. It is, however, often the case that teachers are not consulted or have not participated in the development of a new curriculum or its dissemination.

The following section of the study will reflect on the training of teachers to empower them with the knowledge, skills and proficiencies necessary for Life Orientation.

2.5.2.2 The training of teachers

2.5.2.2.1 Pre-Service Training of Teachers (PRESET)

The perception of teacher training has often been about obtaining knowledge of the topics to be taught, and a variety of methods that can be applied to teach it. The Technical Committee on the Revision of Norms and Standards for Teacher Education (DoE, 1997a:20) identifies the need for a dynamic, transformative and emancipatory model for teacher training which encourages a “flexible approach to educational practices”. This model should embrace the principles and values that inform the South African society and be open to change.
“The academic and professional training of teachers has a direct and positive bearing on the quality of their performance and consequently on the achievement of students”, according to Avalos & Haddad (1981 in Craig, et al., 1998:4). This would depend on the type of education programme and support offered to prospective teachers. Factors such as the years of teacher training, subject matter knowledge, time spent on classroom preparation, and frequent monitoring, will have a positive bearing on the quality of teacher performance and, consequently, the performance of the learners.

Ongoing changes in society and technology have led to major changes in public expectations of schools and of teachers. Training institutions have often been accused of preparing teachers for schools and learners that no longer exist. Many new teachers enter the profession full of enthusiasm, only to discover that their training was unrealistic and out of touch with what is happening and what is required in the schools (Friedman et al., 1980:5). Pre-service training should, however, be seen as the first stage of a continuous process of lifelong learning, however well-prepared for the profession the prospective teacher may be.

Beginning teachers need new skills, knowledge and attitudes if they are to perform their duties confidently and competently. New challenges are confronting the teaching profession on a daily basis. Classroom violence, the decline in academic achievement, the rise of drug abuse, the spread of sexually transmitted infections, and mainstreaming, are but a few of problems facing the teachers. The content of pre-service programmes often seems to have attained sacramental status, unchallenged and unchanged, despite the explosion of new knowledge and the changes that has come about in the learning process (Friedman et al., 1980:4). The Technical Committee reported in the Norms and Standards for Teacher Education, that some of the weaknesses in teacher education in South Africa relate to old-fashioned concepts in curricula, inappropriate philosophies, lack of professionalism, old-fashioned methodologies and modes of assessment (DoE, 1997a:13). This emphasises the need for new curricula for pre-training in some institutions for higher education to meet the demands of a new OBE-model.

According to Richert, in Loughran and Russell (1997:74, 75) beginning teachers need to obtain knowledge on a variety of things, amongst these, knowledge on learners,
subject matter, how to teach subject matter, context and curriculum. Although knowledge in each of these areas is essential for teacher success, new teachers need to think about the source and role of knowledge for their own practice. Richert, in Loughran and Russell (1997: 75) claims that the most important thing for beginning teachers to learn in their professional preparation is to acknowledge change and uncertainty, and learn to confront it.

In *Teacher Development. Making an Impact* (Craig, et al., 1990:56) a summary is given of the needs of beginning teachers, based on observations of case studies:

- Initial preparation in the subject matter that they will teach,
- Basic strategies for how to teach that subject matter,
- Verbal competency in the language of instruction,
- Instructional materials in the language of learning,
- Knowledge on how to use these materials,
- Classroom skills in managing learners and the learning environment, and
- Skills in observation and reflection.

Some of the above information can be provided through lectures or seminars, but the practical skills are best learnt through practical experience in the classroom. The practical experience of teachers is emphasised as a means of developing attitudes and to change and modify perspectives on preconceived ideas (Head & Taylor, 1997:13).

Most teacher preparation programmes aim at the development of competency standards for the field and for the attainment of a certain level of competency for individuals. Teacher preparation programmes will have as goals the development of a repertoire of classroom skills and the ability to apply these skills when needed (Head & Taylor, 1997:13).

Included in any teacher preparation programme would be the attainment of an extended knowledge base, from which new teachers can draw whatever they would need for the specific classroom expectations. It is this body of knowledge (content) on the specific outcomes (DoE, 1997b) of Life Orientation that prospective teachers should receive during their initial training. They will then to be able to ensure that
learners will acquire it in order to function effectively in the environment in which they find themselves. It is believed the more liberally learning is acquired and applied, the better the chances are that it will lead to a better life (Ornstein & Levin, 1993:90 in NWU, 2004b:36).

The pre-service training of teachers should be seen as the first step in the continuous process of life-long learners (Goad, 1984:1). A person who qualified yesterday and stops studying today is uneducated tomorrow (origin unknown). The challenge to new teachers would be to integrate the initial training with in-service training.

2.5.2.2.2 Pre-Service Training of Teachers in South Africa

Teacher training colleges and colleges of education primarily provided pre-service training in South Africa. These colleges were administered by the four former provinces. Universities and technikons, which were administered by the national ministry of education, also provided teacher training (Pretorius & Lemmer, 1998:114).

After 1995, the pre-training of teachers in South Africa was regulated by the Committee on Teacher Education Policy (COTEP). This committee was established by the DoE in 1995 to set up and maintain the norms and standards for teacher education in South Africa. COTEP was instrumental in developing the roles for educators, as mentioned in Chapter 1.2 of this study, based on competency-related skills. These skills were subsequently refined and gazetted in Norms and Standards for Educators. It is stated that all competences must be developed in all initial educator qualifications, although in different ways depending on the particular nature of the clients and the qualification the client is being prepared for (DoE, 2000a:11).

The Norms and Standards for Educators (DoE, 2000a) further indicates that from 1 April 2002 only those programmes leading to qualifications which are registered on the NQF and where the programme and the provider are accredited by the Higher Education Quality Committee of the Council on Higher Education will be eligible for funding from the DoE (2000a:34).
Institutions of higher education in South Africa provide training of teachers. Since the beginning of 2005, when all teacher training colleges and technikons were officially incorporated into the field of universities, teacher-training programmes are only offered by universities and universities of technology. These institutions have the academic freedom to design learning programmes that lead the prospective teachers to successful achievement of the outcomes as represented in their associated assessment criteria. While all the roles and competences must be developed in all qualifications offered, the combination and weight would differ in accordance with the purpose of the qualification (DoE, 2000a:12).

The role of learning area specialist is the overarching role into which all other roles are integrated. The qualification should be designed around this specialist role as it encapsulates the purpose of the qualification and determines how the other roles and their applied competences are integrated into the qualification. The ability to integrate theory and practice in teaching should be assessed in all qualifications. It should be remembered that a specialisation in teaching will always include both a learning area and a phase specialisation (DoE, 2000a:12). For the purpose of this study the focus will be on the role of learning area specialist in Life Orientation in the Senior Phase of the GET Band.

Since 2002 the technikons and universities in South Africa offered as initial training, a four-year Bachelor of Education programme to all prospective teachers in the GET Band. Since the amalgamation of these institutions of higher education the same programme is on offer for teacher training, with students specialising in Foundation Phase, Intermediate Phase or Senior Phase Studies or they may specialise in FET studies. Within each of these specialist areas students may select specific subjects of interest to study as specialist subjects. This programmes equips learners with a strong practical and foundational competence with the reflexive competence to make judgements in a wide context. This qualification offers a focused teaching degree with strong subject and educational theory competence.

A Post Graduate Certificate in Education (PGCE) is also provided by the institutions for higher learning to accredit a generalist educator’s qualification that will complete an undergraduate qualification. To access this qualification learners are required to
have appropriate prior learning (a Bachelor’s Degree), which would lead to general foundational and reflexive competence. This qualification will focus mainly on developing practical competence reflexively grounded in educational theory.

In contrast with COTEP, there is no longer a list of prescribed subjects. Institutions (providers) and learners are advised that the design of programmes and qualifications, including subject choices, must lead to competences to teach learning programmes, learning areas, subjects or foci in the school curriculum. There are a minimum of 240 credits for the BEd degree and 120 credits for the PGCE, a credit indicating the value assigned to a given number of notional hours of learning (DoE, 2000a:7).

Figure 2.4 illustrates the specialist requirements for the initial teaching qualification leading to qualified educator status for the purpose of this study:

<table>
<thead>
<tr>
<th>Senior Phase (Grade 7 to Grade 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A study of at least two subjects which meet the requirements of the learning area specialisations as prescribed by the national curriculum</td>
</tr>
<tr>
<td>• The studies must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory</td>
</tr>
<tr>
<td>• A study of ONE out of the learning areas of:</td>
</tr>
<tr>
<td>- Mathematical literacy, Mathematics and Mathematical Sciences</td>
</tr>
<tr>
<td>- Natural Sciences</td>
</tr>
<tr>
<td>- Technology</td>
</tr>
<tr>
<td>This study must be in a learning area not taken elsewhere in the curriculum.</td>
</tr>
</tbody>
</table>

(DoE, 2000a: 28).

*Figure 2.4: Requirements for initial training*

Content knowledge (knowing that), concepts and theories (knowing why), procedural knowledge (knowing how), and strategic knowledge (knowledge about why, when, where and who) are all embraced in the development of knowledge of the specialisation (discipline, subject, learning area, phase of study). This specialist knowledge is central to the programme and integrated into the development of competence in the other roles of the educator (DoE, 2000a:32).
Although no competences are specifically associated with teaching practice, it is recognised as essential that it be included in all educator programmes. School experience is not regarded as a separate ‘add-on’ but is integrated into the programme. There is no prescribed period of time allocated to it, but school experience is a structured teaching and learning experience with some form of observational assessment (DoE, 2000a:11, 32). School experience is an element of the programme to be determined by the provider and the relevant quality assurance body to ensure that all prospective teachers acquire and practise the required skills.

2.5.2.2.3 In-service Training of Teachers (INSET)

There should be an ongoing need for teachers to obtain new knowledge, skills and attitudes if they are expected to perform their duties competently and to keep up with the latest curriculum developments. Lifelong learning is regarded as the solution to this problem and one way to address it is through in-service education and training.

The purpose of in-service education is to widen and deepen the teachers’ knowledge, understanding and expertise in respect of their professional work, by means of activities that are specifically designed for this purpose, according to Morant (1981:3).

Rubin (1978:6) also considers that any attempt to improve children’s learning depends on some form of teacher growth. The type of development programme for teachers will be influenced by teaching experience, verbal fluency, knowledge of subject matter, availability of resources and knowing how to use them, preparation time and frequent monitoring (Craig et al. 1998:xi), if learner performance is to be improved. Teachers need to learn in order to keep up to date with recent research about pedagogy, legislative changes in the curriculum, assessment, and appraisal. They need to know how to manage change and acquire new skills to improve classroom practice (MacGilchrist et al., 1997:53).

Cane (in Morant, 1981:2) defines in-service training as “including all those programmes and activities in which the serving teacher may participate for the purpose of extending his or her professional knowledge, interest or skill”. These
purposeful activities should ensure certain changes in the teacher that will lead to improvement in the teacher’s performance in the classroom. Henderson (1978:11) expands upon this definition by stating that in-service training includes everything that happens to a teacher from the day that he or she takes up his first appointment to the day he/she retires.

Although teacher development can happen in many ways, there seems to be a distinct difference between training and development (Bradley, et al., 1994:vii). Everyday experience in the classroom, interaction with colleagues, research or special arrangements that are made that involve teachers in their own and in the school’s development, can all be classified as teacher development and training. However, training is referred to as the acquisition of skills and techniques that involves standardised learning procedures, while development is obtained by the professional and academic provision of a series of study experiences and activities, which will include training (Morant, 1981:13).

According to MacGilchrist et al. (1997:54), there is the belief that teachers who enjoy learning opportunities are more likely to enjoy their job and more likely to remain in the profession. This learning can take place “on the job”, from each other, at other schools, in development centres and in higher education institutions. It can be a once-off event, like a staff meeting, or a long-term goal that may lead to accreditation. Opportunities should be provided for learning and this learning should be put to good use in the classroom. The key issue influencing teacher development would be the variety of learning opportunities, appropriate to the situation and context that provide information that can be applied to the problems experienced in practice (Blasé & Blasé, 2001:79).

Although INSET is not the panacea for a lack of professional development, it is very often a necessity in situations where curriculum changes and curriculum development takes place. New knowledge, skills, attitudes and values should be regarded as priority for the continuation of INSET programmes.
2.5.2.2.4 In-service training in South Africa

The transformation of the education system in South Africa opened opportunities in teaching for which the teaching corps had not been adequately prepared. The under-funding arising from the previous regime to certain sectors of the education resulted in thousands of teachers in South Africa with poor academic and professional qualifications (Coutts, 1995:43). A large number of the teachers were unqualified or under-qualified. The teachers had to be re-trained and developed to face the challenges of the new education system. There was an enormous need for INSET to empower the bulk of teachers in South Africa.

Adendorff and Mason (2001:42) mention that the goal of professional development in South Africa was to improve the quality of service provided in the interest of the client. Teachers needed knowledge, skills and values via theoretical and practical studies in order to extend their effectiveness as practising teachers.

In-service teacher training in South Africa was not guided by any policy. Universities, education departments in the provinces, non-governmental organisations, distance education institutions and the private sector provide INSET, very often guided or requested by teachers’ organisations (Pretorius & Lemmer, 1998:114). *The Norms and Standards for Teacher Education* (DoE, 1997a) recommended that teacher education should be seen as a unified field belonging in a system of higher education. This same document suggested that teacher education be based on the five principles underlying education according to the 1996 Constitution of South Africa. These principles are: learner-centeredness, professionalism, global and national relevance, co-operation and collegiality, and innovation according to Pretorius and Lemmer (1998:114).

Any retraining or in-service programmes provided by the DoE in South Africa should be regarded as job-specific training for teachers (Coutts, 1995: 118). These programmes are usually free of charge. They allow teachers from different schools and districts to communicate, share solutions to problems and to share views. Hands-on activities are offered and enthusiastic participation is expected to create valuable
learning experiences for teachers. These are regarded as opportunities to improve skills and broaden knowledge on the topic on offer.

An outcomes-based curriculum was regarded as the response to the need for a curriculum that would serve the needs of the country and be beneficial to all its learners. C2005 (DoE, 1997b) was developed and teachers needed to be trained for its implementation in 2000. In-service education and training was put into action. Teachers were orientated to C2005 (DoE, 1997b) at centres countrywide for the duration of one school week. The orientation was based on understanding the OBE philosophy and teaching approach in all eight learning areas. Considerable attention was given to planning procedures and the development of activities (This information is known to the researcher because of personal involvement). In the Western Cape this programmes was followed up in 2000 by repeat programmes in planning and assessment in C2005 (DoE, 1997b), which was offered for two hours after school time. District officials monitored the implementation process and provided support to teachers during school visits. The same model of INSET was used in the orientation of teachers to the RNCS (DoE, 2002b).

Empowering teachers to extend their personal and professional expertise could take place in the school itself (Coutts, 1995:44). INSET of this kind is generally offered to teachers in South Africa during staff development programmes, staff meetings, team planning and monitoring processes. The school principal may also arrange INSET for professional tasks like school governance, as the needs at the school and the individual teacher required.

Because of the many problems experienced with C2005 (DoE, 1997b), as explained in Chapter 1.4 of this study, ongoing support within the school has focused on tasks and situations that teachers has most likely encountered in the planning process and the presentation of activities Team-teaching and observation of lessons presented by another teacher are often used to empower other teachers in the workplace.

Teacher Centres are often used as another way of offering INSET to specific groups of teachers in South Africa. The Cape Teachers Institute in the Western Cape serves this purpose. Short programmes are developed on a variety of topics in various
learning areas that could improve service delivery in the classroom. These programmes are usually out-sourced to service providers. Teachers are withdrawn from their schools for the duration of one, two or three weeks to attend any such programmes on a fulltime basis. A substitute teacher is appointed to fulfil the role of the teacher in the classroom at the school. Not all these programmes are accredited programmes (according to the SAQA), but their purpose is to empower the teacher to be effective in the classroom.

Institutions for Higher Learning in South Africa offer a variety of degree-and diploma-programme to teachers to obtain further professional qualifications or to upgrade their existing teaching qualification on a part-time basis. Teachers enrol for such a programme and attend afternoon classes. These studies are often undertaken at the expense of the teacher, who decides how long he or she will take to complete the programme. This type of INSET is possible for teachers in the urban areas or where satellite campuses are available in rural areas.

It is important for teachers to realise that to be successful in the classroom does not depend on formal training or accredited programmes alone. Lifelong learning breeds success whether this is through formal or informal INSET programmes.

2.5.2.2.5 Distance Training

There is always a need for teachers to sharpen their present skills and to develop new proficiencies. One of the greatest strength of the teaching profession has been its commitment to ongoing professional development. The question of how much of a teacher’s development should be theoretical and how much should be practical always arises. There is no doubt that both are needed in any professional preparation programme (Friedman et al. 1980:9).

Distance education is regarded as the process where correspondence texts are used to convey what is to be learnt. More recently radio, audio, television, e-communication and other means of communication have been brought in to support the correspondence. It is seen as an educational process in which someone removed from the learner conducts a significant proportion of the teaching. This manner of teacher
development has been used successfully for many years (Perraton, 1993: 1, 2). There are no specific criteria, yet governments have adopted distance education as a strategy to expand the development of teachers, raising their morale, supporting their work and improving their skills. When an element of face-to-face teaching is included in the programme, it is very effective. Students are sometimes requested to attend holiday programmes, evening classes of weekend classes.

Much like in-service training, distance training on teacher development programmes is offered by Higher Educational Institutions, NGOs and the private sector. Distance training creates the idea of long-term involvement, yet it is not only long-term qualifications that can be obtained through this medium of study. Very often a specific programme is offered only at distance level at a local institution, but it is possible for local students to enrol for such a programme. Because of the separation between coursework and fieldwork that students of distance training are often confronted with, students sometimes have to figure out how to apply the concepts covered in a particular programme (Friedman et al., 1980:10). Monitoring the application of the new knowledge and skills is not always part of such programmes. Constant communication between students and the lecturers is of utmost importance if success is to be guaranteed. Success would depend on how the programmes are structured (Craig et al., 1998: xiii) and the commitment of the student engaged in the programme.

There are different models in distant training, depending on the purpose of the programme concerned and the practicalities involved in reaching the students. The complete programme could be offered via correspondence on subject information supplied by the lecturers. An examination is written at the end of the programmes and the teacher receives a certificate.

Another model combines coursework and class work. Teachers are expected to work individually without supervision, but in addition, they must be prepared to attend classes during pre-determined holidays or weekends. This model is suitable for teachers in urban and rural areas who need to travel to attend the classes.
There are various reasons for distance training: it makes study possible for students who cannot get to a training institution; it is a form of part-time education because students are employed while studying; and, students can study in the comfort of their own homes without extra expenditure. These programmes are also often offered in a modular-system, which allows students to enrol when they can afford the registration fees.

Distance training has contributed to the general development of teachers, allowing them to learn new knowledge and skills, and contribute to a system of continuing education.

2.5.2.2.6 Distance Training In South Africa

According to Coutts (1995:43), there was a strong cry for the state to support the South African teachers in their quest for further study opportunities after 1994. The White Paper on Education and Training (DoE, 1995c) identified distance education as an essential mechanism to achieve the educational goals.

The Centre of Educational Technology and Distance Education in Pretoria launched a project to promote flexible, resource-based and distance learning for South African students. In 1998 SchoolNet SA was established to support educators and learners with the application of communication technologies. During the same year the Minister of Education signed a memorandum to advance learning through information and communications technology to provide teachers, students and the community with access to information services, teaching resources, learning material and training programmes (DoE, 2003c:11).

The National Department of Education made funds available for under-qualified teachers to improve their professional status. The National Professional Diploma in Education (NPDE) is one of the programmes that was developed. This programme is offered to teachers in possession of matric and a two-year pre-service teacher’s certificate, to obtain a third year diploma in education. This programme is outsourced to universities and teachers follow a distance-training model. Contact sessions are offered for one or two weeks during school holidays, and course-work has to be
completed by teachers in their own time. The duration of such a programme is two years.

An Advanced Certificate in Education (ACE) in a variety of learning areas is on offer to teachers as a distance-training model. This programme has been developed and is presented by service providers with funding made available by the DoE. This programme uses the same presentation model as the NPDE-programme. Teachers wishing to be re-trained in a different learning area or teachers wishing to obtain a fourth year teacher’s qualification can apply for these programmes.

Most universities in South Africa offer Certificate-, Diploma- and Post Graduate-programmes to teachers to upgrade existing qualifications or additional degrees to teachers as a distance-training model. Programmes are constructed according to the needs of the teachers and teachers may enrol at any tertiary institution that fit their expectations.

It could be argued that teachers should be role models for learners in displaying open minds and a continuous thirst for knowledge, no matter at what costs. They should strive for deeper knowledge in their subjects and in curriculum matters and obtain the necessary skills that would enable them to pass this knowledge to the learners that they work with.

2.5.3 Conclusion

Teachers who are involved in lifelong learning seem to be highly motivated and very interested in learning. At the end of these programmes they are in possession of appropriate knowledge to convey to the learners what is required and the skills to apply the knowledge in an appropriate manner. The personal involvement of the teacher in any of the programmes that would contribute to his/her development will be determined by the personal needs of the teacher, the needs of his/her learners and the needs of the school.
2.6 DEVELOPMENT OF LIFE ORIENTATION TEACHERS IN THE WESTERN CAPE

2.6.1 Introduction

Life Orientation was a new learning area in C2005 (DoE, 1997b). It was a known learning area in the RNCS (DoE, 2002b) and a new subject in the NCS (DoE, 2003b). At the inception of C2005 in 1997, none of the teachers had had any training in the learning area during their pre-service training or any in-service training. The curriculum was new to all involved.

The Life Orientation teachers needed to be prepared with in-depth knowledge on a broad range of topics. They also had to gain the skills to facilitate a learner-centred classroom and manage collaborative learning, and to gain an understanding of how to develop learners towards a cultivated intellect, a strong moral character and a creative personality, according to the *Norms and Standards in Teacher Education* (DoE, 1995b:7-11). Teachers had to be competent to teach an OBE-based curriculum and understand how to apply the methodologies and philosophies that are promoted by the learning area. The Life Orientation teacher also had to be able to demonstrate the values embedded in the learning area with an open mind, abundant tolerance and patience.

This section of the study will focus on the ways in which teachers in the Western Cape were prepared to fulfill their role as Life Orientation teachers/specialists.

2.6.2 The orientation of teachers in the Western Cape

It was important that teachers be trained to ensure successful implementation in Grade 7 in 2000. This process started with in-service training of teachers, but was referred to as “orientation” of teachers to the learning area.
In the orientation of Senior Phase (GET Band) teachers to C2005 (DoE, 1997b) since 1999, Life Orientation teachers in the Western Cape who attended a half-day programme had the opportunity to orientate themselves to the learning area. The following aspects were included in the programme, as with all the follow-up orientation sessions:

- Critical and Developmental Outcomes,
- Rationale for Life Orientation,
- Specific Outcomes of Life Orientation,
- Knowledge, skills, values and attitudes in Life orientation,
- The planning process in Life Orientation,
- Assessment tasks, recording and reporting in Life Orientation (WCED, 2001:1).

For this training teachers were supplied with a workbook/manual (covering the activities to be experienced during the half-day session), an addendum (consisting of additional information to be used in conjunction with the workbook), and a grade-specific resource pack with additional information and examples of learning programmes on each of the focus areas of each specific outcome. The same programme was followed for the orientation of the Life Orientation learning area for all the grades, although implementation dates were staggered: Grade 7 in 1999, Grade 8 in 2001 and Grade 9 in 2002. These orientation sessions were followed up by WCED-arranged planning and assessment workshops after school hours, before and during the year of implementation. The curriculum advisors for Life Orientation in the Western Cape were to provide ongoing development and support. They were to visit teachers during school hours and at cluster meetings with groups of schools after school hours. The researcher knows this information since she formed part of the orientation team in the Western Cape responsible for facilitating the orientation sessions.

In 2002 an Advanced Certificate in Education (ACE) programme on Values in Education was advertised by the WCED for Life Orientation teachers. A Higher Education Institution in the Western Cape was offering this programme to ensure that Life Orientation teachers could acquire the body of knowledge contained in the
**Manifesto on Values, Education and Democracy** (Ministry of Education, August 2001). This would also ensure that these teachers knew how and where to implement these specific values, derived from the South African Constitution, in the Life Orientation Curriculum. A limited number of bursaries were made available. This programme was offered as a part-time programme to be completed over two years. A number of teachers successfully completed this programme.

Since 2004 the WCED has been training Grade 9 and 10 Life Orientation teachers in a programme called PACE: World of Work (PACE, 2003). This programme introduced teachers to a variety of career opportunities for learners. This programme supplied teachers with a body of knowledge on careers, as specified in SO six (DoE, 1997b) and LO five (DoE, 2002b). Schools were provided with a CD ROM to be installed in computers, as well as a resource file containing all the information of the CD ROM. Teachers were expected to use and apply this information as part of their planning for Life Orientation. This programme was presented by the programme developers over a weekend, starting on a Friday afternoon and ending on the Saturday morning, ± seven hours. The Life Orientation Curriculum Advisors in the Western Cape presented the curriculum input for these programmes, explaining how to plan in order to include this as part of the existing curriculum and not as an add-on. The researcher has this information as a result of the nature of her work.

In June 2004 an ACE-programme was advertised by the WCED (WCED, 2004) for the subject Life Orientation in the FET Band. The DoE made a limited number of bursaries available. A HEI in the Western Cape was to have offered this programme as a combination of distance learning and contact sessions during school holidays/weekends. This programme would have extended from January 2005 until December 2006. This programme would have introduced the teachers to the subject of Life Orientation in the FET Band and covered the following:

- The principles of the NCS,
- The learning outcomes and assessment standards,
- The knowledge areas and assessment,
- Outcomes-based methodology (learning/teaching and assessment strategies),
- Skills for the selection of support material, including computer software,
• What educators will require in the classroom situation, and  
• Writing of learning programmes.

This programme did not materialise for financial reasons.

During February and March 2005 the Curriculum Advisors and School Psychologists in the Western Cape attended two three-days Master’s Training Programme in two different programmes called “Advise and Refer” (developed by the PACE Career Centre, Johannesburg) and “Today’s Choices” (developed by the University of Stellenbosch and the World Population Foundation). The programme “Advise and Refer” is a continuation of the first programme called “PACE World of Work”, and dealt with the content of the leaning outcome “Career and Career Choices” in Grades 10 and 11 (DoE, 2003b:27, 32). “Today’s Choices” dealt with the content embedded in the learning outcomes on the focuses Health Promotion and Personal Development (DoE, 2002b: 41) of Grade 9, and the learning outcome on the focus Personal Well-Being in Grades 10 and 11 (DoE, 2003b:23, 28, 29). These two programmes were offered to Life Orientation teachers for three days per programme during the March 2005 school holidays, facilitated by the Master Trainers. These same programmes would be on offer during the same time in 2006. The researcher was involved with the training processes for these programmes.

In 2004 the WCED was involved in an advocacy campaign for the introduction of the FET subjects to school principals and subject teachers. Life Orientation, as one of the fundamental subjects, is to be taken by all FET learners wishing to obtain a FET Certificate (DoE, 2003c). During these workshops, teachers in the FET Band were introduced to the learning area, its definition and scope, the learning outcomes and assessment standards in three-hour sessions after school. This programme introduced teachers to Life Orientation in the FET Band and laid the foundation for the subject orientation sessions in 2005. This same procedure described above was used to introduce the RNCS (DoE, 2002b) to the Grade 7 teachers in April/May 2005.

In the Western Cape the Grade 7 and Grade 10 teachers attended a five-day orientation programme on the Life Orientation learning area (GET Band) and the subject Life Orientation (FET Band) as set out in the RNCS (DoE, 2002b) and the
The Grade 7 orientation started as a generic programme for two days, branching into learning area specifics for the planning procedures. The focus of the Grade 7 orientation was on the unpacking of the learning outcomes and assessment standards, assessment, planning, integration of the social goals and classroom practice.

The Grade 10 orientation sessions focused on transformation and classroom practice in the subject Life Orientation. It included the same aspects dealt with in the Grade 7 orientation. Many of the Grade 8 teachers have been orientated in C2005 (DoE, 1997b) before, but OBE and the NCS (DoE, 2003b) was a new experience to many Grade 10 teachers. The researcher was a member of the Provincial Core Training Team who facilitated the Grade 10 sessions.

2.6.3 Conclusion

The training of in-service teachers on C2005 (DoE, 1997b) was limited to four-hour orientation sessions, and follow-up workshops on assessment. These sessions could be regarded as sessions on didactic aspects of the curriculum. According to the researcher, the WCED had not done enough to train the teachers in the GET Band on any content embedded within the specific outcomes (DoE, 1997b) and the learning outcomes (DoE, 2002b). It seemed that the two CD Rom-based programmes on *World of Work* and *Today’s Choices* are the only two programmes that dealt with specific content. These have been available to Grades 9 and 10 teachers only since 2004. It can be argued that this was far too little to offer to teachers who have been involved with the content of the new curriculum since 1999.

The orientation of Grades 7 and 10 teachers focused on similar methodologies and philosophies, with planning of learning programmes as the major component. These programmes concentrated on understanding the learning outcomes and the content embedded in the assessment standards of Life Orientation. In-depth knowledge on content issues was not included in any of the orientation to Life Orientation programmes intended to prepare teachers adequately to implement Life Orientation in 2006. This information is based on the involvement of the researcher in the training processes.
Chapter 2 reviewed the literature that formed an integral part of the planning and execution of this research, as referred to in Chapter 1.7 of this study. This information gave the researcher insight into what had already been done that related to the aims of this study, as explained in Chapter 1.3.

This literature review in Chapter 2 guided the researcher to the selection of the most appropriate research design, the methodologies and the processes that could be used to collect data for this research in order to strengthen the trustworthiness of the results of the research.

Chapter 3 will focus on the actual research design, the methodologies and the processes used to collect data for the research.
CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Life Orientation as a learning area is unique to the South African curriculum. The literature available on the learning area is based on the DoE’s policy documents since 1995. The previous chapter outlined Life Orientation as it is described in C2005 (DoE, 1997b) and in the RNCS (DoE, 2002b), and focused on the professional development of teachers in South Africa and in the Western Cape.

Chapter 2 reflected on the topic of Life Orientation and the training of teachers with regard to Life Orientation. Vocabulary, concepts, theories and expectations related to the learning area were also clarified. Generic literature on teacher training as well as specific literature pertaining to the training of teachers in South Africa was explored. The insights gained affected the nature of the research questions (see Chapter 1.3), which in turn determined the choice of research design and concomitantly the conclusions that were drawn (Merriam, 1991:54).

Chapter 3 will reflect on the need for research on the topic of this study, take an in-depth look at the research design that will be employed for this study and the methodologies used to collect data.

The purpose of research is to extend knowledge (Behr, 1988:4). Accordingly, this research was undertaken to provide greater knowledge of the Life Orientation learning area and its implementation in the Senior Phase of the GET Band. This chapter will contextualise the research design, and describe the methodology, the instruments and the procedures that were used in this study.

According to Mouly’s definition in Cohen & Manion (1980:29) research is conceived as the process of arriving at dependable solutions to problems through the planned and systematic collection, analysis, and interpretation of data. This implies that the researcher must plan the process carefully, and collect and analyse data systematically, purposefully and accountably. Educational research thus involves the
systematic and scholarly application of the principles of “a science of behaviour” to the problems of teaching and learning within the formal educational framework and to the clarification of issues relating directly or indirectly to these concepts (Cohen & Manion, 1980: 29). The background to the research problem as experienced by the researcher has been explained in Chapter 1.4 of this study. It is hoped that this research will allow the researcher to arrive at dependable solutions through the thoroughly planned and systematic collection, analysis and interpretation of data.

Babbie and Mouton (2001:53) define the goal of research to describe and understand rather than to explain and predict human behaviour. This study was concerned with reaching an understanding of the needs and the requirements of the South African teachers whose role it is to implement this learning area in South African schools. The empirical research was undertaken in order to describe the current situation in a sample of schools in the Western Cape.

Once a cluster of schools had been selected for the collective case study, permission to conduct the research in these schools was obtained from the WCED. Information relating to the research problem was then obtained from questionnaires that were distributed to teachers in fifteen schools in the EMDC Metropole North in the Western Cape. In addition, interviews were conducted by the researcher with school principals to determine their knowledge, understanding and conceptualisation of the learning area. The researcher also visited the classrooms of selected teachers to observe how the content of the learning area was realised in the actual teaching situation.

In the broader constituency, structured qualitative questionnaires were distributed to lecturers at institutions of higher learning to determine how these institutions are addressing Life Orientation in their pre-training and post-training programmes. Structured interviews were also held with Curriculum Advisors for Life Orientation in the other EMDCs in the Western Cape to ascertain whether the research problem had manifested itself in schools in their districts. All of the data thus obtained were interpreted qualitatively and quantitatively to validate the purpose of the research.
3.2 THE RESEARCH PROBLEM AND THE RESEARCH STRATEGY

Formulating the research problem is crucial because it communicates to others the focus and importance of the problem, the educational context and scope, as well as the framework for reporting the results of the research. A research problem indicates a need for empirical investigation that is the need to collect and analyse data (Schumacher & McMillan, 1993:72, 73). The title of this study indicates that the focus is on empowering teachers, the educational context is the Life Orientation learning area and the scope is the Senior Phase of the GET Band.

According to Mouton (2001:48) the first phase of any research project is the transformation of a research idea into a feasible, researchable research problem. This will give a clear indication of “what” will be studied and “to what end” it will be studied. The “what” of the study relates to the units of analysis: what object, phenomenon, entity, process, or event you are interested in investigating. “To what end” relates to the aims of the research. When this “object” is part of real life and the knowledge obtained is derived by the process of observation, it is referred to as empirical research (Skager & Weinberg, 1971:4). In the case of this research the “object” is about empowering real life teachers to implement the Life Orientation learning area, and the process of observation is one of the procedures employed to find answers to the research problem.

There are two sets of factors that co-determine the clarification of the purpose of the research: the researcher’s background knowledge of a particular topic and the interests, motives and preferences of the researcher, according to Mouton (1996: 101). If the study is based on the researcher’s existing knowledge of a specific topic, it is referred to as a validational or confirmatory study. If very little research has been conducted on a topic, the researcher may attempt to collect new data and develop new hypothesis to explain such data. The latter studies are referred to as exploratory. For the purpose of this research, the researcher has discovered that much had already been done on the topic of empowering teachers, but found little information regarding the empowerment of teachers in the Life Orientation learning area. In the case of this study, the cognitive interests of the researcher influenced the decision to undertake a
more exploratory kind of study, while collecting existing and new data to validate the researcher’s existing knowledge on the topic of this research.

The source of a research topic can be found during casual observations, deductions from theory, review of literature, current social issues, practical situations, and personal experiences and insights. Casual observations can pose questions for which no satisfactory explanation exists. When the research problem is based on personal experience and insights, it suggests that the research problem should be examined in depth through qualitative methodologies, according to Schumacher and McMillan (1993:74, 75).

The research problem and the research question for this study, which were stated and explained in detail in Chapter 1.4 of this study, correspond with the purpose of the study as set out in Chapter 1.3. As was clearly stated, the research problem for this study was derived from personal observations and personal experiences in the teaching field. The general aims of the study were given in the background to the problem as were the reasons for conducting the research. These reasons reflected the interest of the researcher in this area and the motivation for this research. The researcher conducted a qualitative and quantitative needs assessment of Life Orientation teachers to find answers to the research questions stated in Chapter 1.3 of this study. The findings and interpretations of the research were directly related to these questions.

When the research problem had been formulated and the researcher had decided how the research would be conducted, the next step was to select a research strategy. The research strategy was determined by the kind of question the researcher planned to address and the kind of answer the researcher hoped to obtain. According to Gravetter and Forzano (2003:131) a research strategy “is a general approach to research determined by the kind of question that the researcher hopes to answer”. Four basic categories are provided by Gravetter and Forzano (2003:132): the descriptive strategy, the correlation strategy, the experimental strategy, and the quasi-experimental strategy. For the purpose of this study, a closer look will be taken at the descriptive research strategy, as this is the strategy applied in this study.
The descriptive strategy describes the state of affairs at the time of the study, or describes the variables as they exist. It captures or summarizes information with regard to the research problem. This strategy is a non-experimental approach to research and helps the researcher to capture interesting, naturally occurring behaviour. According to Merriam (1991:7) descriptive research is undertaken when description and explanation are sought, when it is not possible to manipulate the potential causes of behaviour, or when variable are not easily identified. The purpose of most descriptive research is limited to characterising something as it is, according to Schumacher and McMillan (1984:26).

This study aimed to describe the phenomenon Life Orientation as it currently occurs in schools in the Western Cape. In Chapter 2.4 and 2.5 the existing information around the research problem was captured. This study could also be used to build premise around the phenomenon as the data reveals itself. The information obtained on the topic was mostly qualitative in nature, but quantitative data were also obtained to substantiate the findings of the research. The quantitative data were used to present biographical information on the respondents, and to determine how many respondents responded in the same way to certain questions. Qualitative data were used to reflect the knowledge, perceptions and views of the teachers about Life Orientation.

The methodology used to capture data will be described in a later section of this chapter. It was characterised by the use of human beings as primary data-gathering instruments, qualitative and quantitative methods, purposive sampling, data analysis, case study reporting mode, interpretation, application of the finding and recommendations (Merriam, 1991:55).

The range of research for this topic included an in-depth study on Life Orientation as it exists in the South African curriculum, as well an investigation of existing training programmes for teachers, including pre-service, in-service and distance learning as means to empower teachers for the Life Orientation learning area. The literature reviewed on these aspects of the research was found in existing documents.
3.3 THE RESEARCH DESIGN

Research design is often seen as a complex subject that only methodologists or statisticians can understand, according to Slavin (1984:4). Basically the research design should enable the researcher to state confidently that the hypothesis is true, or allow the researcher to arrive at answers to the research question(s) as unambiguously as possible, given limited resources. The selected design should also indicate that the answers were not limited to the particular group from whom the data were collected. A researcher should not allow the research methods to determine the questions, or follow research design formulas instead of thinking through what he or she is trying to learn. These factors impair the usefulness of research in informing us about the issues we want to understand. Slavin (1984:4) concludes by stating that “the best research design is one that will add to knowledge no matter what the results are”.

The key questions to be addressed when selecting the research design would be: “What type of study will be undertaken that will provide acceptable answers to the research problem or questions?” Or, “What kind of evidence will be required to address the research question(s) adequately?” (Babbie & Mouton, 2001:75). The answers to these questions will indicate to the researcher the type of research design that should be selected.

The researcher wanted to determine whether the teachers in the Western Cape had been adequately prepared to implement the Life Orientation learning area in the Senior Phase of the GET Band. For this study the researcher explored the way Life Orientation is being implemented in schools in the Western Cape to find out why this learning area is not coming into its own in the outcomes-based curriculum. The selected research design had to provide answers to the research questions asked in Chapter 1.4 of this study.

This section of the study will explain why a particular research design was selected to address the research problem. The type of evidence needed was that which would indicate the kind of training and support teachers require that to empower them to implement the learning area in the Senior Phase of the GET Band.
According to Merriam (1991:6) a research design is similar to an architectural blueprint. It simulates a plan for assembling, organising and integrating information, and results in a specific end product, the research findings. The selection of a particular research design is determined by the way in which the problem is shaped, by the questions it raises, and by the type of end product that is desired. In the case of this research study, therefore, the researcher selected the design best suited to the nature of the research and the production of appropriate results.

Mouton (1996:10) defines a research design as “a set of guidelines and instructions to be followed in addressing the research problem”. According to Mouton (1996:107), the main function of a research design is to enable the researcher to anticipate what the appropriate research decisions are likely to be to maximise the validity of the eventual results. It seems obvious that the development of a research design follows logically from the research problem. The manner in which the research design is structured will be a direct function of the purpose of the research and will be determined by the way in which the research problem is formulated. The research problem will also determine the methods and procedures, that is, types of measurement, sampling, data-collection and data-analysis that will be employed for the research (Babbie & Mouton, 2001:75).

Schumacher and McMillan (1993:157) argue that the term research design refers to a plan for selecting subjects, research sites and data collection procedures to answer the research question(s). The design indicates which individuals will be studied, and when, where and under which circumstances they will be studied. The purpose of a sound research design is to provide results that are judged to be credible and valid (Schumacher and McMillan, 1993:157). Credibility refers to the extent to which the results of the research approximate reality and are judged to be trustworthy and reasonable. Validity refers to the degree to which scientific explanations of phenomena match the realities of the world.

The purposes of research also have implications for other aspects of research designs. Babbie and Mouton (2001:79) mentions exploration, explanation and description as three of the most common purposes for any research design, although a given study may employ more than one of these purposes.
An *explorational* approach is used when the researcher studies a new interest or when the subject itself is relatively new. This type of study leads to insight and comprehension rather than the collection of detailed, accurate and replicable data. The main disadvantage of this type of approach is that it seldom provides satisfactory answers to research questions (Babbie & Mouton, 2001:79, 80).

The *explanatory* approach explains things, according to Babbie and Mouton (2001:81), and indicates causality between variables or events.

Within a *descriptive* approach the researcher describes situations and events that have been observed. These observations are more accurate and precise than casual observations. Researchers usually examine why the observed patterns exist and describe their implications (Babbie & Mouton, 2001:81).

A *descriptive* approach will be employed for this study to describe the research that conducted to answer the research problem. In Chapter 1 of this study the background to the research problem was explained in detail, as well as the implications of the problems as evidenced in the field of work of the researcher.

Three *descriptive* research designs are explained in Gravetter and Forzano (2003:163): observational research, survey research and case study research. Only a brief description is given of the observational and survey research designs, but the case study research design will be discussed in detail since it was the research design selected for this study.

When applying the *observational* research design, the researcher will observe and systematically record the behaviour of individuals for the purpose of describing behaviour. When the researcher uses a survey to obtain a description of a particular group of individuals, it is referred to a *survey* research design. The case study research design will involve the in-depth study and detailed description of a single individual or a very small group, according to Gravetter and Forzano (2003:174).

A *descriptive observational case study* has been selected as the research design for this study. Different methods to obtain answers to different questions will be
employed to study the phenomenon of Life Orientation. The following section of the study will examine the *case study* as a qualitative research design as employed for the purposes of this study. It will give insight into the research methods and procedures that have been employed to find answers to the research problem as described in this study.

### 3.3.1 The case study

Although case studies have become one of the most common ways to do qualitative inquiry, they are neither new nor essentially qualitative. Many case studies are both qualitative and quantitative, according to Stake, in *Denzin and Lincoln (2000:449)*. Stake (Denzin & Lincoln, 2000:435) states that case studies are not a methodological choice, but a choice of what is to be learnt. The case study, therefore, is defined by the researcher’s interest in specific cases, and not by the methods of inquiry that are used. No matter what methods are chosen, the focus is on the case. This insight into case studies explains why the researcher chose case study as the research design for this study.

A *qualitative* case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit, according to Merriam (1991:16). The case study emphasises processes rather than outcomes or products, context rather than a specific variable, discovers rather than confirms, and is interested in meaning, understanding and interpretation, rather than deduction and experimentation (Merriam, 1991:18-21). In this study, the researcher was interested in the meaning, understanding and interpretation of the research problem relating to the implementation of Life Orientation.

Case study research is an ideal design for understanding and interpreting observations of educational phenomena, according to Merriam (1991:2). A case study can test theory or build theory, incorporate random or purposeful sampling and include quantitative and qualitative data. Kidder and Fine in Merriam (1991:2) notes that there is nothing mysterious about combining quantitative and qualitative measures. The researcher opted for a case study research design in order to gain in-depth understanding of the situation surrounding the implementation of the Life Orientation
learning area in the GET Band in selected schools and explore its meaning for those involved. Case study design was found to employ the best methodologies to address this research problem where understanding is sought in order to improve practice. The quantitative data measured the attitudes of individuals to the topic of the research, while qualitative data measured human action from an insider’s perspective (Babbie & Mouton, 2001:49-53). By applying both these approaches to this case study, the researcher was able to analyse the data, interpret the findings and report on the numbers of individuals who held a particular view and qualitative description of the views of informants.

Different researchers have different purposes for using case studies as a research design, according to Stake (1995:1-5). In any given study, the researcher will concentrate on any one purpose. A case can be seen as both a process of inquiry about the case and the product of that enquiry. Stake (1995:1-5) divides case studies into three groups based on the methods employed:

- **Intrinsic case study**: this refers to a study that is undertaken because of a need to learn about a particular case, and not because the research will teach us something about other cases or about some general problem. The case itself is of intrinsic interest to the researcher.
- **Instrumental case study**: this term is used when a particular case is studied to meet the general need for understanding of or insight into the research question. The case is of secondary interest; it facilitates our understanding of something else, assisting the researcher to pursue an external interest.
- **Collective case study**: this is used when several items are selected as representatives to study the same topic. This type of a case study is regarded as instrumental extended to several cases. The researcher jointly studies a number of cases in order to investigate a phenomenon. They are chosen because the researcher believes that understanding them will lead to better understanding about a still larger collection of cases.

The researcher in this study used *collective case study* to study a particular phenomenon as it exists in schools in the Metropole North EMDC in the Western Cape. The same problems regarding the implementation of Life Orientation had been
experienced at many schools, as the background to the research problem indicated in Chapter 1.4 of this study. The case study is used to ascertain the needs of the teachers who are required to be Life Orientation specialists. The object of the case study was to establish the type of training and support that is required to empower the teachers to fulfil their role as Life Orientation specialists. Only a few schools (sample) were selected to construct the study for the case. This kind of research attempts to develop homothetic knowledge that relates to larger numbers of schools, instead of idiographic, which attempts to understand the behaviour and attitudes of particular individuals (Sax, 1968:289).

During the pre-research to this study the researcher obtained specific information from all the schools in the EMDC Metropole North that accommodate learners in the Senior Phase of the GET Band. Information that was required related to the qualifications of teachers, teaching experience, training in Life Orientation, and the amount of teacher training devoted to preparing teachers for the Life Orientation learning area in the Senior Phase of the school. One of the first steps in conducting this case study was to select a sample to represent the school community in the EMDC Metropole North. The detail of the process for sampling will be explained later in this study.

The case researcher must adhere to certain conceptual responsibilities, according to Stake (in Denzin and Lincoln, 2000:448). Stake recommends that the researcher do the following:

- Bound the case, conceptualising the object of study. The Life Orientation teachers and some principals of schools in the EMDC Metropole North were used for the process of collecting data. The Life Orientation learning area and the training of teachers were conceptualised in Chapter 2 of this study.
- Select phenomena, themes, or issues emphasised in the research questions. Life Orientation was selected as the phenomenon for this study. The questions to be addressed were stated in Chapter 1 of this study.
• Seek patterns of data to develop the issues. Structured questionnaires and semi-structured interviews are used to collect data that will ensure a broad description of the Life Orientation learning area as it currently exists in the schools.

3.3.1.1 Generalisations from a Case Study

Case studies have the potential to deal with subtleties and intricacies of complex social situations, according to Denscombe (1998:35). This is because of the decision to study just one or a few cases. In order to pre-empt criticism about the case study, the researcher should ensure that the case is representative of the bigger group, that the uniqueness of the case is similar to the bigger group, and that the findings can apply to the bigger group. The sample that was used for this particular case study was selected according to specific criteria that were set up for all of the schools with Senior Phase classes in the EMDC Metropole North. In addition, the research problem that led to this research had been observed in all these schools by the researcher. This provided sufficient grounds for assuming that the findings of this research would be applicable to all the senior phase schools in the EMDC Metropole North.

Denscombe (1998:35) suggests the following line of reasoning when making generalisations:

• **Although each case is in some respects unique, it is a single example of a broader group.** In this study a sample of fifteen schools were chosen for this collective case study the case, but they represented seventy schools in the chosen EMDC where the problem was being experienced.

• **The extent to which the findings from the case study can be generalised to other examples in the group depends on how far the example is the same as others of this type.** The research problem that had motivated this study was found to be the same in the other schools in the EMDC. These schools were all applying one or more of the methods to implement Life Orientation described in Chapter 1 of this study. The criteria that were used to select the sample were the same for all seventy schools (with classes in the Senior Phase). These factors common convinced the researcher that the research findings could be generalised to all the schools.
• When the findings of the case are reported, the researcher needs to include sufficient detail to indicate how the case compares with others in the group so that the reader can make an informed judgement on how far the findings have relevance to other instances. In this study the reader is given all the necessary information on which to make an informed judgement, and thus assess whether the findings have implications for all the schools in the EMDC Metropole North or discern how far the findings are restricted to the sample.

3.3.1.2 Strengths and Advantages of Case Studies

Different authors explain their views on the merits of case studies in terms of their strengths or advantages.

According to Merriam (1998:32, 33) a case study is the best way to answer the research questions because it has these strengths:

• Case studies can investigate complex social units consisting of multiple variables of potential importance to understand the phenomenon that is under investigation.
• Case studies result in a rich and holistic account of the phenomenon under investigation.

Denscombe (1998:39, 40) lists the following as advantages of case studies:

• Case studies allow the use of a variety of research methods. It in fact encourages the use of multiple methods in order to capture the complex reality that is being investigated.
• Case studies encourage the use of multiple sources of data which can be validated through triangulation.

3.3.1.3 Limitations and Disadvantages of Case Studies

Merriam (1988:34) describes the following as limitations of case studies:

• Case studies could be limited by the sensitivity and integrity of the researcher, who is the primary instrument of data collection and analysis.
• The researcher and the readers of case studies have to be aware of biases that can affect the final product.

• Case studies could also be limited by the interpretation of the principles of reliability, validity, and generalisation.

Denscombe (1998:40, 41) mentions the following disadvantages of case studies:

• The researcher must be particularly careful about the credibility of generalisations made from the findings of the case.

• Case studies are sometimes perceived as producing soft data, lacking the degree of rigour expected of social science research.

• To negotiate access to case study settings is not always easy. If the required permission is not granted by the applicable authority, the research could flounder.

The researcher selected the collective case study as a research design since it seemed the most appropriate means to provide the answers to problems related to the phenomenon of Life Orientation. Although only a few schools were selected, they were representative of the larger school community, and the results would be able to provide a rich and holistic account of the problems experienced in the implementation of Life Orientation.

3.4 METHODOLOGIES AND PROCESSES FOR DATA COLLECTION

Certain research strategies tend to be associated with the use of certain research methods. Sound theoretical reasons explain this tendency, according to Denscombe (1998:83). However, in practice, the researcher always has a choice as to what methods are most appropriate for a particular study. The strategy itself influences the choice of method, but preferences about the kind of data that the researcher wishes to obtain and some practical considerations that relate to time, resources and access to the sources of data also play a role.

Denscombe (1998:83, 84) argues that the four research methods – questionnaires, interviews, observation and documents – are often thought of as competing with each other. Although they are different in that each provides its own distinctive perspective
and suits some situations better than others, they can be used to complement one another. Each of these methods approaches the collection of data with a certain set of assumptions and each produces a kind of data that has inherent strengths and weaknesses in relation to the aims of the particular research. Different methods can also be used to collect data on the same aspect, each looking at it from a different perspective.

Denscombe (1998:84) refers to this as using a multi-method approach, with the obvious benefit that it will involve more data, and in so doing improve the quality of the research. In this way the topic will be understood in a more rounded and complete fashion. Furthermore, research findings can be corroborated by comparing the data produced by different methods. This will enhance the validity of the data and confirm that the findings are not specific to a particular method. This process is often referred to as triangulation (Denzin, 1978 in Mouton, 1996:156).

For the purpose of this study the researcher used a multi-method approach to collect data. Questionnaires consisting of qualitative and quantitative questions were constructed to obtain different information on Life Orientation from different groups of people involved in some way or another with the implementation of the learning area. Interviews consisting of structured questions were used to obtain information on the learning area from principals of schools, lecturers of Life Orientation at institutions of higher education and Life Orientation curriculum advisors in other EMDCs in the Western Cape. The researcher used the observation method to obtain information on the implementation of the learning area in the classrooms of the teachers. Using different methods to collect data ensured that sufficient information was obtained on the topic of Life Orientation to ensure that the researcher would have a clear picture of the current situation in schools in the Western Cape. These findings enabled the researcher to make recommendations on how to address the research problem of this study.

3.4.1 Sampling

It is important to know exactly what individuals will participate in the research study (Graveter and Forzano (2003:115), because of the fact that only a small number of
individuals can participate in a case study. This study uses a collective case study as a research design. This means that for the purposes of this study, not only individual people were selected but also individual schools. Specific criteria were developed to select the schools. All the criteria related to the research problem were common to groups of schools in the specified area. To meet the requirements of ethical research, the researcher clearly explained the nature of the research to participants beforehand and assured them that their identities would not be divulged.

The large group of schools in the EMDC Metropole North is called the population. These schools represent the entire set of teachers of interest to the researcher. The target population were the schools offering classes in the Senior Phase of the GET Band because these were the focus of the researcher’s interest in this study. The selected group of schools constituted the sample. The researcher relied on the smaller group to provide information about the population. After the representative sample had been examined, the results obtained could be generalised to all the schools in the EMDC Metropole North.

Before selecting the sample, the researcher had to develop certain criteria which were pertinent to this study. The criteria could only be developed after certain information had been obtained from all the schools in the specific area under observation. As part of the pre-research leading up to this study, the researcher collected data from all the Life Orientation teachers at all the schools offering the Senior Phase of the GET-band in the EMDC Metropole North. The researcher obtained information on:

- The demographics of the school.
- The number of teachers teaching Life Orientation in the Senior Phase classes at the school.
- The qualifications of the teachers in the Life Orientation learning area.
- The status of their appointments into Life Orientation posts at the schools.
- The reasons why they had been selected to teach Life Orientation at the schools.
- The type and duration of training received for the teaching of Life Orientation.
- The support received from the Life Orientation curriculum advisors.
This information assisted in narrowing the criteria to be used in selecting the sample. The schools were grouped into the following categories:

- Only one teacher is responsible for teaching Life Orientation to all the grades in the Senior Phase of the GET Band at the school.
- More than one teacher is responsible for teaching Life Orientation to different grades in the Senior Phase of the GET Band.
- Different teachers are responsible for teaching different specific outcomes (DoE, 1997b) in the Senior Phase of the GET Band.
- Teachers are teaching Life Orientation in the Senior Phase of the GET Band to fill spaces on their time tables.

In total 15 schools were selected, as specified in Chapter 1.8 of this study. Further criteria involved the need to select schools from rural as well as urban areas, advantaged as well as previously disadvantaged schools, and a balance of small schools (one grade per class) and very big schools (500 learners in the Senior Phase of the GET Band). All the schools in the sample complied with the category descriptions as mentioned above.

When involving individuals in a research project, or when entering a bounded space, it is imperative that permission be obtained from the authorities involved. Such authorisation must be gained before the research can take place: This is done because the people selected for the interview are either:

- accountable to others in higher positions within the organisation, or
- they have the need to be protected by responsible others due to their vulnerability (Denscombe, 1998:119).

To be able to conduct this research in schools, permission had to be obtained from the Research Department of the WCED. The researcher had to apply by letter, stating the date and duration of the research, forwarding the accepted questionnaires that teachers were expected to complete, as well as a summary of the research project. Once permission had been granted, the researcher had to undertake to forward a copy of the completed research to the WCED. The research had to be conducted within a specified time and after schools hours. The Director of the EMDC Metropole North
had to be informed that the research would be conducted at certain schools within the EMDC. The principals of the schools had to be informed by letter about the research at their particular schools. The principal then had to ask the teachers to assist with the collection of data. Some principals were requested to be interviewed by the researcher. Permission had to be obtained from the principal to visit the classrooms of individual teachers to observe their lessons.

This method of sampling ensured that the researcher obtained well-rounded information on Life Orientation in the schools in the sample, and would be able to generalise the findings to the target population. All the schools with Senior Phase classes in the EMDC Metropole North were selected according to specific criteria.

3.4.2 Questionnaires

Questionnaires are probably the most common method of collecting information, according to Youngman (in Bell et al., 1987:156), but not always easy to design. It demands skill from the researcher to find the right words, the best lay-out and the best method of distribution.

Denscombe (1998:87) states that there are many types of questionnaires varying in terms of purpose, size and appearance. Denscombe (1998:87) gives specific criteria for a good questionnaire:

- It should be designed to collect information which can be used subsequently as data for analysis. The purpose of the questionnaire is to discover information about a topic from specific people, and not to change their attitudes or to provide them with information.
- It should consist of a written list of questions. The same questions are asked to different individuals. This will make the processing of the answers easier.
- It should gather information by asking people directly about the points concerned with the research.

As Schumacher and McMillan (1993:42) point out, questionnaires are a very common technique for collecting data in educational research. According to them
questionnaires encompass a variety of instruments in which the subject responds to written question to elicit reactions, beliefs and attitudes. The findings of such questionnaires can be interpreted quantitatively, by requiring responses like yes, no, maybe from the respondents, or qualitatively, by asking respondents to qualify the yes, no or maybe.

Questionnaires rely on written information supplied by people in response to questions asked by the researcher. This makes the data distinct from data obtained from other techniques. Facts and opinions are sought, according to Denscombe (1998:89). Factual information requires respondents to reveal accurate and honest information, like name of school, qualifications, address, etc. Opinions, attitudes, views, preferences, etc. can be sought by respondents having to reveal information about feelings, judgement, needs, etc. In this study, respondents were requested to supply the information in as much detail as possible.

The length of the questionnaire depends on the kind of information that is required by the respondents. The researcher had to use her own judgement in deciding on the number of questions needed to supply sufficient information on the topic. Denscombe (1998:96) suggests a few rules to keep in mind when trying to construct a questionnaire:

- Ask only those questions that are absolutely vital for the research.
- Make sure you do not duplicate questions.
- Make the task of responding to the question as straightforward and speedy as possible.
- Pilot the questionnaire to see how long it takes to answer.

The order in which the questions are presented is also important when developing a questionnaire. The researcher must ensure that the respondent perseveres to the end and not be bombarded at the beginning with questions that might be perceived as personal or sensitive. Questions asked at the beginning of the questionnaire may affect the answer supplied at a later stage (Denscombe, 1998:100).
The researcher must also use judgement to decide on the type of questions asked. When using open-ended questions, the respondent decide how to word the answer, how long the answer will be and the kind of answer that will be given. Although open-ended questions allow the respondent to reflect the “richness and complexity” of their views, they leave the researcher with data that require a lot of time-consuming analysis before it can be used (Denscombe, 1998:101). Closed questions allow only answers that fit into categories already established by the researcher. The respondent is required to select from a range of two or more options supplied by the questionnaire. These answers allow the researcher to quantify and compare responses, and data that can easily be analysed.

3.4.2.1 Advantages of questionnaires

Denscombe (1998:105) provides some of the advantages of using questionnaires:

- Questionnaires are economical. They supply lots of data for a relatively low cost. The questionnaires for this study were printed on white A4-paper at a very low cost.
- Easy to arrange. They can be delivered and collected at the schools within reaching contact with the respondents. In the case of this research, questionnaires could only be completed after school hours. This meant the researcher had to drop off the questionnaires at school and collect them again at a pre-arranged time after school.
- Questionnaires supply standardised answers. In this research, all respondents were asked the same questions. Although the same type of answers was expected, teachers were free to express their opinion in their own way.
- Pre-coded answers. The data fits into the range of options supplied by the researcher. This made the collection of qualitative data very easy.

3.4.2.2 Disadvantages of questionnaires

According to Denscombe (1998:106) the following can be seen as disadvantages of questionnaires:
• Pre-coded questions can be frustrating and may deter respondents from answering. Respondents may find this kind of question restricting and frustrating.

• Pre-coded questions can bias the findings towards the opinion of the researcher. The answers may channel the response away from the respondent’s perception of matters.

• There is little way of checking the truthfulness of the answers given by the respondents. There is no contact between the researcher and the respondent, and the researcher has to accept the answers as true.

The questionnaires used in this study were designed to obtain answers to the research questions asked in Chapter 1.3 of this study. The questions were designed to elicit both facts and opinions. Open and closed questions were included. The questionnaires were designed in a user-friendly manner. The lay-out was good and respondents could easily see where to fill in the required answers since answer boxes and spaces were provided. The questions were set in a straightforward manner and the researcher expected all the teachers to be able to understand the questions. Only questions that were essential for the purpose of this research were asked.

The questionnaires were addressed to:

• The school principal or the C2005 (DoE, 1997b) coordinator. The purpose was:
  - to obtain demographic knowledge on the specific school,
  - to determine how many teachers received orientation and training in Life Orientation since C2005 (DoE, 1997b) was implemented in the Senior Phase of the GET Band,
  - to establish his/her attitude towards the learning area.

• The Life Orientation teachers at the selected schools. The purpose was:
  - to obtain information on their qualifications,
  - to discover how much training they have received with regard to Life Orientation since 1997,
  - to determine the circumstances surrounding their appointments to the Life Orientation post at the school,
  - to establish their knowledge of the specific outcomes of C2005 (DoE, 1997b),
to discover what kind of support and training they would like to acquire to ensure that they will become Life Orientation specialists.

Fifteen schools were used in the sample, involving 15 principals and 61 teachers, with all teachers teaching Life Orientation in the Senior Phase of the GET Band. The postal method was used to distribute the questionnaires. One questionnaire (A) was issued to the principal or C2005 coordinator at the school, and one questionnaire (B) to each of the Life Orientations teachers of these schools. They were asked to complete the questionnaire anonymously. Questionnaires were distributed and collected without contact between the researcher and the individual teachers.

The purpose of the study was explained on the questionnaires and the teachers were thanked for their cooperation at the end of the questionnaire. In terms of the permission granted by the WCED, the questionnaires had to be completed within a month. This gave teachers ample time to complete the questionnaires.

Before the actual research started the questionnaires were piloted in five schools that were not included in the sample. Two of these schools are situated in the EMDC West Coast/Winelands. This was done to validate the type of questions asked, to establish whether the teachers could understand what was required of them, and to establish the duration of the questionnaire. No difficulties were experienced during the piloting of the questionnaires so it was decided to distribute the questionnaires to the schools in the sample. (The questionnaires are included in Appendix A and B).

The researcher was satisfied with the response to the questionnaires. Of the seventy-six questionnaires in total (to both principals and teachers) that were distributed to schools, sixty-three were completed and returned to the researcher (N=76:63, 85%). The research findings will be discussed in detail in Chapter 4 of this study.

3.4.3 Interviews

Interviewing is one of the most powerful ways in which we try to understand our fellow human beings, according to Fontana and Frey in Denzin & Lincoln (2000:645). We interview people when we cannot observe behaviour, feelings, or how people
interpret the world around them. The decision to use interviewing as a mode to data collection depends on the kinds of information that is needed, and whether interviewing is the best way to get it (Merriam, 1988:72).

Individual, face-to-face verbal interchange is the most common form of interviewing, but interviewing can also take the form of face-to-face group interchange, mailed or self-administered questionnaires, and telephone surveys (Fontana & Frey in Denzin & Lincoln, 2000:645).

Interviews can be structured, semi-structured, or unstructured. In structured interviewing, the interviewer asks all the respondents the same series of questions with a limited set of response categories, according to Fontana and Frey in Denzin & Lincoln (2000:649). There is very little flexibility in the way questions are asked or answered in the structured interview setting.

It is for this reason that semi-structured and unstructured interviews are generally used in qualitative studies. The researcher can structure the interview in such a way to obtain the required information that would address the research problem. The same series of questions had been asked to all role players in a specific category in this study to obtain the required information that would address the research problem. Also in this research, face-to-face (Fontana and Frey in Denzin and Lincoln 2000:650) interviews allowed the researcher to be guided by a set of pre-determined questions, but not be bound by having to use the exact wording to all the respondents.

Unstructured interviews are useful when the researcher does not know enough about the phenomenon to ask relevant questions. There are no pre-determined questions and the interview is exploratory. One of the goals of unstructured interviews is to learn enough about a situation to formulate questions for subsequent interviews (Merriam, 1988:74).

Semi-structured interviews allow respondents the time to think through their responses and reply in their own words, while allowing the researcher to discover meaning through in-depth investigations of experience and feeling (Denscombe,
The answers are open-ended, and the respondent can elaborate on points of interest or issues that are applicable to his/her specific situation.

Semi-structured and unstructured interviewing creates an excellent opportunity for the researcher to observe the body language of the respondents. Notice should be taken of the respondent’s behaviour: he/she may try to please the interviewer; the method of interviewing may influence the response or the characteristics or questioning techniques of the researcher can influence communication with the respondent (Fontana and Frey in Denzin & Lincoln 2000:650). It is important for the researcher to play a neutral role, never forcing his/her opinion of the respondent’s answer. The researcher must establish a balanced rapport with the respondent by being friendly yet directive and impersonal, according to Fontana and Frey in Denzin & Lincoln (2000:650).

For the purpose of this study semi-structured interviews were conducted with principals of schools (N=3), with lecturers at HEIs (N=5), and with Life Orientation curriculum advisors (N=5) at EMDCs in the Western Cape. Each interview was constructed to obtain specific information related to the research problem of this study. The semi-structures interviews can be viewed in Annexure C, D and E.

The interview with the school principals set out to establish:
- Their knowledge and understanding of the Life Orientation learning area,
- Their involvement in the training and teaching of the learning area,
- Their attitude towards the learning area,
- The way they select or appoint teachers to teach life Orientation,
- The support they give to teachers with regard to the learning area,
- Their thoughts on taking the subject into the FET Band.

The interview with Life Orientation curriculum advisors aimed at obtaining information on:
- their involvement with the training of teachers with C2000 (1997) since the inception of the curriculum,
• the nature and duration of the orientation and training offered to teachers since 1999,
• successes and challenges experienced in the field with the implementation of the learning area,
• the introduction of the RNCS (DoE, 2002b) into the Senior Phase of the GET Band.

The interviews with the lecturers were geared towards:
• their personal involvement with the learning area,
• the programmes offered at their institution that involve Life Orientation,
• the curriculum content of the programmes,
• the practical experience of the students with the teaching of Life Orientation,
• the attitude of the prospective teachers towards Life Orientation.

Three principals were chosen randomly from the sample of the schools and asked to participate in the collection of data. This involved an arranged meeting between one researcher and one respondent at a time. The duration of these face-to-face interviews was thirty minutes, but could continue for longer if all the questions had not been attempted. With the permission of the principals, the interviews were recorded. Audio tape recording relayed the exact words that were said, and lent itself to being checked by other researchers (Denscombe 1998:122). Semi-structured and unstructured questions were asked. No questions required a structured response. The interview started with introductions, informing the principal of the aim of the study. The principals were assured of their own and their schools confidentiality. In some cases their replies led to other relating questions. At the end the principals were thanked for their participation.

Transcribing the interview can be very time-consuming, unless the recording is very clear and the researcher can type or write at a reasonable speed. The researcher should realise that the process of transcribing is a substantial part of the method of interviewing and should not be treated as some unimportant business once the interview is completed (Denscombe, 1998:129, 130).
The researcher may experience some problems when transcribing the tape recording, according to Denscombe (1998: 131, 132):

- *The recorded talk is not always very clear to listen to.* Outside noises, telephone ringing, or knocking at the door of the venue may interfere when one person is talking. The researcher must keep in mind that not all data is worth transcribing.
- *People do not always speak in finite sentences.* The talk sometimes needs to be reconstructed to make sense in a written form. Punctuation may be included where spaces/rests occur.
- *It is not easy to transcribe intonation, emphasis and accents.* This often results in the data being stripped of some of their meaning.

### 3.4.3.1 Advantages of Interviews

As with any research method, there are advantages and disadvantages attached. Denscombe (1998:136) lists the following as advantages of interviews:

- *Depth of information.* In-depth and detailed data can be obtained from interviews.
- *Insights.* Valuable insights can be gained based on the information gathered.
- *Equipment.* Very little equipment is required to conduct an interview. Apart from the recorder, the researcher uses skills that he/she already has.
- *Informant’s priorities.* Interviews allow the informants to expand their ideas, to explain their views, and state what they feel is an important factor.
- *Flexibility.* Interviews allow the lines of inquiry to be adjusted to develop the data.
- *Validity:* Direct contact can be made with the respondent to check the accuracy and relevance as they are collected.
- *High response rate.* The interview is arranged beforehand with the respondent at a convenient time and location. This results in good response.
- *Therapeutic.* Because of the personal nature of the interview, respondents enjoy the chance to talk about their ideas to someone whose purpose is to listen.

### 3.4.3.2 Disadvantages of interviews

The following points are regarded as disadvantages of interviews, according to Denscombe (1998:136, 137):

...
• **Time-consuming.** Data is difficult to transcribe after the interview.

• **Data analysis.** Semi-structured and unstructured interviews produce data that has an open format.

• **Reliability.** The data collected are unique to the specific context and the individuals involved. It is hard to achieve consistency and objectivity.

• **Interviewer effect.** The way in which people respond to questions can be affected by the identity and role of the researcher.

• **Inhibitions.** Recording an interview can inhibit the respondent when they realise that they are speaking for the record and on the record.

• **Invasion of privacy.** The personal element of being interviewed can be upsetting for the respondent, especially when the researcher is tactless.

• **Resources.** Cost attached to the interview can be relatively high if the respondents are widespread.

The interviews used for this study were transcribed using the exact spoken words used by the principal and the researcher. This exercise had brought the researcher in contact with the required data. It was interesting to observe the body language of the principals as they struggled to give a satisfactory answer to some of the questions relating to the management of the learning area at their schools. This interview was done face-to-face, and principals were encouraged by the researcher to remember the purpose of the study when replying to the questions. Another appointment was then arranged with the principals. They were requested to read through the transcribed version while they listened to the recorded version. If they agreed that the transcription reflected exactly what had transpired during the interview, the principals signed the transcribed version. They were issued with a copy of the transcription.

The curriculum advisors at the other six EMDCs were asked if they would be prepared to be interviewed for this study. These interviews were conducted either face-to-face, or by electronic mail (e-mail), depending on the availability of the advisors to the researcher. They were assured of the confidentiality of the information. Where e-mail was used, the curriculum advisors were requested to administer the semi-structured interview, which was in the form of a questionnaire, by themselves.
Lecturers at the universities in the Western Cape were requested by telephone and e-mail to assist with the research. The interview was in the form of a questionnaire, which allowed the lecturers the freedom to offer additional information that could assist the research. They had to administer the interview themselves and send it electronically back to the researcher.

During this research, the researcher experienced the interviews as having more advantages than disadvantages. The researcher had, in her dealings with the schools in the nature of her job as curriculum advisor, established a relationship of trust with the respondents. Respondents were eager to assist with the collection of data for this research due to the fact that they were connected in some way or another to the research problem.

The detail of these findings will be discussed in the next chapter of this study.

3.4.4 Observations

All techniques of gathering data involve observation of some kind. According to Schumacher and McMillan (1993:256) the word observation is used to describe the data that are collected, regardless of the technique employed. The observational method relies on that which the researcher sees and hears, and recording such observations. Observation is based on the premise that, for certain purposes, it is best to observe what actually happens (Denscombe, 1998:139). Merriam (1988:102) argues that observation gives a firsthand account of the phenomenon that is studied. Combined with interviewing and document analysis, it enables researchers to obtain a holistic interpretation of the phenomenon under investigation.

3.4.4.1 Advantages of Observations

The advantages of using observation as a method to record data, according to Schumacher and McMillan (1993:257), are:

- There is no limit on self-report bias, social desirability, or kinds of responses,
- The information is not limited to accurate recalling,
• Behaviour can be recorded as it occurs naturally in real life,
• Simple behaviour can be recorded objectively.

Denscombe (1998:146) agrees and adds another advantage: the observation method is very efficient. Substantial amounts of data can be collected in a relatively short time.

3.4.4.2 Disadvantage of Observation

Schumacher and McMillan (1993:257) mention the following disadvantages of observations:
• Research can be expensive.
• It is difficult to conduct reliability for complex behaviour.
• The presence of the researcher on the setting may affect the behaviour of the subjects.
• Reliability and validity are difficult to establish and to maintain.

Life Orientation is one of the eight learning areas in C2005 (DoE, 1997b) and in the RNCS (DoE, 2002b). The content for the learning area is described by eight specific outcomes (DoE, 1997b) and five learning outcomes (DoE, 2002b). This content includes aspects that were dealt with in separate subjects in the previous dispensation. The researcher, as a curriculum adviser for Life Orientation, was in the position to observe what was actually happening in schools as far as this learning area was concerned since 2000, when the learning area was first introduced to Grade 7 learners. The data that were collected were not always recorded formally, but served their purpose within the research.

The first step in observational research is to ascertain what needs to be observed. The researcher needs to narrow the purpose of the observation to obtain specific, measurable behaviour that can be observed. Observations obtained must be objective, unbiased, and accurate, without the researcher influencing the subjects.

The purpose of the observations for this study was to ascertain the ways in which Life Orientation was being implemented at different schools in the EMDC Metropole
North. The principals and teachers were not aware that they were being observed during visits to the schools. The researcher had often discussed the problems relating to the implementation of Life Orientation with teachers and principals. The researcher did not keep formal records of these observations, but collated the observations during the pre-research so they could form part of the formal research proposal.

For the purpose of this study, the implementation of Life Orientation to learners in the Senior Phase of the GET Band had to be observed. The motivation for this study stemmed from personal observations by the researcher during her visits to all the schools in the EMDC Metropole North. The observations made by the researcher with regard to the teaching of Life Orientation are explained in detail in Chapter 1.4 of this study, and include the following:

- The SOs (DoE, 1997b) of Life Orientation are fragmented since they are offered by more than one teacher to the same class. Learners experience the learning area as a number of different subjects, instead of an integrated learning area. By listening to learners, the researcher observed that they talked about doing Physical Education with Mr X, Religious Studies with Ms. Y, and Life Orientation with Ms Z. In some cases the timetables reflected these subjects as separate subjects in different time slots.
- The prescribed time allocation for the learning area is not observed. Time for Life Orientation is reduced and time is added to “academic” learning areas. This information was obtained by consulting the teacher’s and the class’s timetables.
- Lack of knowledge on content for all the eight SOs results in some SOs being neglected. Teachers are inclined to give more assignments on the SOs that they are knowledgeable of. This was observed in the planning of teachers, in the tasks of learners included in their portfolios, as well as in the workbooks of learners.
- New or inexperienced teachers are selected to teach the relatively “easy” learning area. On visits to some schools, the researcher is often introduced to a “new” Life Orientation teacher. This arrangement influences the continuity and stability of the learning area.
- The learning area is “added on” after teachers have been allotted their workload, but more work needs be allocated to fill the spaces on their time tables. Teachers
are dissatisfied with this arrangement, and have shared their concerns for the learning area with the researcher during visits to schools.

The researcher was extremely concerned that Life Orientation was not being given its due in the curriculum. This was observed during conversations with teachers during visits to schools, at meetings with clusters of schools, and during training workshops, as well as with observations of lessons in classrooms, and during the moderation sessions.

During the actual research period for this study, the researcher selected three schools outside the sample and requested to observe the teaching strategies and methodologies employed by one Life Orientation teacher at the school. The purpose of this observation was to ascertain:

- how teachers addressed the specific outcome/s (DoE, 1997b) of Life Orientation in a learning activity,
- the teacher’s knowledge of the learning area to be able to apply integration across outcomes within the learning area,
- the planning, preparation and presentation of the learning activity,
- whether teachers were able to create a positive learning environment during Life Orientation lessons,
- whether the teachers had the necessary competence to create opportunities and monitor assessment of learners during the lessons.

This data will not be used to generalise the sample, as teachers and methods differ in many aspects: personality, experience, qualifications, training, resources available, size of the class and classroom. These aspects were not seen as affecting the purpose of this observation.

Criteria for selection were based on: rural and urban schools, small classes and big classes of learners, male and female teachers, advantaged and disadvantaged schools, language usage in English or Afrikaans for the presentation of the lesson. These criteria were not strictly adhered to, as this observation depended on the availability of both teacher and researcher at a time when schools were within a period of written
tests and examinations. This observation had to be done within school hours, and permission was applied for and obtained from the principals of the schools. Appointments were set up and a time for the lesson arranged with the teachers. The duration of the lesson depended on the length of a single period in a particular school timetable. This varied between 45 and 60 minutes. Teachers were free to choose the specific outcome/s (DoE, 1997b) to be addressed and the topic within which to address this outcome/s. Teachers were assured that this activity would be used for research purposes only and that their identity and that of the school would be protected. The researcher gave the teachers the assurance that she would not use her observations in official reports made by her in her role as curriculum advisor.

The observation of the lessons was done in the natural setting of the school environment that the learners are used to. The researcher remained “neutral, invisible and unobtrusive” throughout the lesson with no interference with either the teaching or the learning process. The researcher used the same lesson observation instrument for all three teachers. Care was taken to provide an account of the actual events in the classroom.

The researcher experienced the observation method as positive and reliable, as records were obtained of what was actually happening in the field. It revealed what the teachers were doing, and not what they said that they were doing. The natural settings of the observations contributed to the ease with which the respondents experienced the presence of the observer.

The instrument used for the observation of the lessons can be viewed in Annexure F.

3.5 ETHICS

Every research process includes an element of responsibility. The researcher has a responsibility towards the people participating in the research, and the people who will read and be influenced by the report of the results of the study. These individuals have a right to expect honesty and respect from the researcher, and the researcher must undertake to behave ethically throughout the research towards the people who may be affected by the research (Gravetter & Forzano, 2003:59).
Ethical issues related to research can arise and must be considered at every stage of the research activity, according to Thyer, in Gravetter and Forzano (2003:66). Some issues may emerge when the research question is formulated, others while the research is conducted (Gravetter & Forzano, 2003:66), while others may emerge at the conclusion of the study, particular relating to data analysis and the reporting of the results. Thyer in Gravetter and Forzano (2003:66) argues that researchers should always be knowledgeable about:

* the formulation of research questions. Will the results generate information that will enhance the topic?
* sample selection. The sample drawn must represent the entire population that the research is aimed at.
* informed consent. The human participants must be given complete information about the research and their roles in it, and voluntary decide to participate.
* institutional review. The researcher should ensure that the authorities concerned with the institutions or individuals used give consent for the research to be conducted.

Ethical concerns have long revolved around informed consent, right to privacy, and protection from harm, according to Fontana and Frey (in Denzin and Lincoln, 2000:662). These are still the major considerations, but the particular method used to collect data has introduced further concerns.

For the purpose of this study, procedures were conducted ethically from the inception of the research concept up until its conclusion. The research problem was observed and experienced by the researcher throughout schools in the EMDC Metropole North. The Director of the EMDC Metropole North was approached in writing for permission to conduct the research in selected schools. It is hoped that the results will have positive repercussions throughout this EMDC and other EMDCs in the Western Cape.

Teachers were requested to provide specific data with regard to the teaching of Life Orientation at their schools during the pre-research stage, and were informed that the information would be regarded as confidential. The sample was drawn after this
information was obtained from the population, categorised and then grouped. Chapter 1.8 of this study explains in detail how the sample was drawn to be representative of the entire population that this research is aimed at. The purpose of the research was explained to everybody involved in the research. All the participants were requested to assist with the research. They were assured about the confidentiality of the reports and the protection of the institution and the individuals.

The researcher applied for and was granted permission by the WCED to conduct the research at the schools involved. Letters were addressed to principals to inform them about this consent and to request their assistance with the research.

Case study research is often concerned with personal views and circumstances. The lives and expressions of individuals involved risk exposure and embarrassment. These people may face loss of standing, employment, and self-esteem (Stake, in Denzin & Lincoln, 2000:447).

The researcher has to take extreme care to protect the interviewees. It is important that issues that will be observed and reported on should be discussed with the respondents in advance. Reports should be truthful and reveal the data that was actually observed. Targeted persons should receive drafts revealing how they are presented, quoted, and interpreted.

Problems in this regard may arise due to the researcher’s involvement with the group in the study. They may be tempted to reveal data because of the relationships of trust between themselves and the researcher. This could lead to legal breach (Fontana & Frey, in Denzin & Lincoln, 2000:662).

The letter that accompanied the questionnaire to principals stated that no principal/teacher/school would be identified in the results of this research, thereby assuring them of the confidentiality of the data and the protection of the individuals and the institution. Completing the questionnaire was done on request, and respondents could choose not to complete it.
The lecturers from the universities and curriculum advisors completed their own questionnaires, or were given the opportunity to read what was written by the researcher in the report. They were given the opportunity to remove any inappropriate reporting. This questionnaire ended with a note of thanks and the assurance of the protection of confidentiality.

The interviews conducted with the school principals started with the introduction of the researcher and the assurance of the protection of the institution and the confidentiality of the interview. A tape recorder was used, with the permission of the principals, to record the interview. The interviews were then transcribed, read and signed by the respondents, as a token of agreement with the content.

For the observation of the lessons the teachers concerned were given a verbal assurance that the observations would be used for the purpose of the research only and that the results would not reflect the performance of individuals.

The researcher went to great lengths to ensure that every stage of this study would be done ethically. This was so that the results of this study would be an honest reflection of the findings of the research, making it possible for many schools and teachers to benefit.

3.6 VALIDITY AND RELIABILITY

The aim of a research design is to employ various measures to control for systematic bias, confounding variables and other errors, according to Mouton (1996:176). The researchers should therefore in the research design stage consider the factors that could prevent them from making valid inferences. Mouton (1996:176) argues that in empirical research the researcher should take into account a variety of confounding variables that could threaten the validity of his/her findings.

Mouton (1996:156) further argues that because various methods are used that complement each other in a single study, triangulation can ensure that the respective shortcomings of each individual method is balanced out. When the same phenomenon
is observed in different ways the researchers will always have grounds to revisit the interpretation of data.

Gravetter and Forzano, in Denzin and Lincoln (2000:136), argue that the validity of a research study is determined by the quality of the research process and the accuracy of the results. Schumacher and McMillan (1993:167) declare that validity depends on the purpose, population and situational factors in which the measurement takes place. Denscombe (1998:241) contends that validity refers to the extent to which research data and the methods for obtaining the data are accurate, honest and on target. In simple terms it means that the methods used to collect the data are correct. It seems as if a variety of factors needs to be taken into account when the researcher attempts to ensure the validity of the research.

Gravetter and Forzano (2003:137, 138) group validity into two categories:

- **Internal validity.** This is said when the research study produces a single, unambiguous explanation for the results.
- **External validity.** This refers to the extent that the results obtained in the research study can be generalised to people, settings, times, measures, and characteristics other than those used in the study.

In research design, reliability is based on the assumption that there is a single reality, which, if studied repeatedly, will produce the same results, according to Merriam (1988:170). This assumption can be problematic where persons are involved in the study, due to the fact that human behaviour is never static. To Schumacher and McMillan (1993:168) reliability refers to the consistency of measurement, and the extent to which the results are the same over different forms of the same instrument or amounts of data collection techniques. Denscombe (1998, 241) agrees that a good level of reliability means that the research instrument should produce the same data time after time on each occasion that it is used. The researcher should in one way or the other ensure that the data obtained is truthful and can be trusted. According to Merriam (1988:165) validity and reliability can be approached through careful attention to the conceptualisation of the research study and the way in which the data were collected, analysed, and interpreted.
This research study is concerned with the empowerment of teachers to implement the Life Orientation learning area in the Senior Phase of the GET Band. The instruments used for the study were questionnaires, interviews and observations. The inclusion of multiple sources of data collection increased the likelihood that the observations that were made on the phenomenon were reliable, according to Mouton (1996:156). The purpose of the multi-method of data collection for this study is to ascertain what the teachers in different situations needed to empower them to become Life Orientation specialists. Although individuals from different settings were engaged in the process, the results should produce the same data.

The results obtained from this study should be generalised to all the teachers in the EMDC Metropole North, to teachers in the Western Cape and teachers in South Africa. The process to select a representative sample for this study was explained before. The questions now are:

- Are these results valid and reliable?
- Can the results really be generalised?
- Did the instruments used measure what it claimed to have measured?

The truthfulness of these results can be verified by applying the procedure called triangulation, according to Stake (in Denzin & Lincoln, 2000:443). Triangulation is considered a process of using multiple perceptions to clarify meaning, and to verify repeatability of an observation or interpretation. Triangulation can also serve to clarify meaning by identifying different ways in which the phenomenon is observed.

In this research study triangulation is employed to ensure the trustworthiness of the questionnaires by piloting the questionnaires to principals and teachers who did not form part of the population for this study. The process that was applied to collect data from school principals during interviews also served as triangulation. Principals were asked to read and listen to the transcript of the interviews and had to agree in writing that the interview transcript was truthful. Whereas teachers were asked to respond by ticking in the appropriate column, they were expected to give reasons for their answers. In some cases the open-ended questions served to verify the answer given by teachers in previous questions.
3.7 CONCLUSION

In this chapter the researcher explained the research design and the processes used to collect data for this collective case study. The different methods of collecting data that were employed were described in detail. The advantages and disadvantages of each method were discussed in relation to the aims of the research problem and the procedures employed for data collection. Concepts such as ethics, validity and reliability were explained in the context of this research study. The outcome of this process can be described as a set of empirical information, as the data were obtained through the researcher’s interaction with other human beings.

Chapter 4 will concentrate on the process of analysis and interpretation of the collected data. The data should evolve around the knowledge and understanding of teachers on the Life Orientation learning area, and the orientation and training received to prepare teachers for C2005 (DoE, 1997b). The data should also indicate what needs have to be met before teachers can become learning area specialists in Life Orientation. The findings of the research will be presented and the results will be discussed.
CHAPTER 4
ANALYSIS AND INTERPRETATION OF RESEARCH DATA

4.1 INTRODUCTION

In the beginning of any qualitative case study, the researcher should know what the research problem is that will be studied (Merriam, 1988:124). The researcher has defined the case that will be studied to address the problem. The researcher does not, however, know what will be discovered or what the final analysis will be. Merriam (1988:124) further states that the final product will be shaped by the data that are collected and the analysis of such data

In the previous chapter the researcher reported on the methods and techniques that were used for the collection of data for this case study, as well as the instruments used to ensure reliability and validity of the data. The questionnaires, interviews and observations used are appended at the end of this thesis.

This chapter focused on analysing and interpreting the collected data relating to the research problem. The findings will be related to the research problem as set out in Chapter 1.4 of this study, as well as to the literature review as dealt with in Chapter 2 of this study.

4.2 DATA ANALYSIS AND INTERPRETATION

For the purpose of this study, the researcher used a collective case study to study the research problem as it existed in certain schools in the Western Cape. This research design empowered the researcher to obtain knowledge that could be related to a number of schools where the problems had been experienced.

Analysing data usually involves two steps: reducing the wealth of data that was collected to manageable proportions, and, identifying patterns and themes in the data, according to Mouton (1996:161). The researcher focused separately on the specific variables in the data set. Mouton (1996:176, 177) argues that empirical data can be analysed in different ways, and that different approaches could lead to different
research findings. Any procedures that were used to analyse data should be described in full. For the purpose of this study, the researcher used the descriptive strategy to describe all the processes for collecting data in full.

According to Mouton (1996: 161) interpretation refers to the stage where the researcher makes the connection between the collected data and the research problem. This is done by either relating the findings to the existing hypothesis or, as in the case of this research, the research question, or by formulating a new hypothesis that would give the best account of the data that was collected. The researcher should provide the interpretation and conclusion of the findings within the framework of the original research problem (Mouton, 1996:177). The data obtained for this study were interpreted in relation to the research question and the related problems regarding the research.

The aim of this study was to reflect on the Life Orientation learning area and to determine how teachers could be empowered to become true Life Orientation specialists, according to the description there of in the *Norms and Standards for Educators* (DoE, 2000a). By collecting specific data relating to the aim of this study and the research problem, the researcher attempted to find answers to the following questions as mentioned in Chapter 1.3:

- What was the teaching experience of the teachers in general and in teaching Life Orientation in particular?
- What kind of training and guidance for the teaching of Life Orientation had the teachers obtained since 1999?
- What kind of knowledge and understanding did the teachers have with regard to the Life Orientation learning area?
- What type of training, development and support would be required for the successful implementation of Life Orientation in schools?

To obtain possible answers to these questions, the researcher used questionnaires, interviews and observations, each with the purpose to provide data on the Life Orientation learning area, but also with the specific purpose to determine the specific needs as set out in the questions mentioned above. As mentioned in Chapter 3.3.1 of
this study, the researcher used qualitative and quantitative measures to interpret this data. Quantitative information was used to establish information on the bio-graphics of the respondents, as well as to determine how many respondents responded in the same way to specific questions. The qualitative data obtained from this research dealt with knowledge and views regarding the teachers’ perceptions of Life Orientation.

Although the researcher attempted to describe every procedure in full, Table 4.1 summarised all the processes used to collect that data.
**TABLE 4.1: Processes used to collect data**

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>RESPONDENTS</th>
<th>PURPOSE</th>
<th>ANALYSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaires</td>
<td>Principals/ Learning Area coordinators</td>
<td>To determine their knowledge of Life Orientation and their ability to support the teachers.</td>
<td>Their knowledge of Life Orientation seemed insufficient to support the teachers.</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>To determine their knowledge of and the training required to implement Life Orientation.</td>
<td>Insufficient in-depth content knowledge would require purposeful training in the specific outcomes.</td>
</tr>
<tr>
<td>Interviews</td>
<td>Principals</td>
<td>To determine their insight and attitude towards Life Orientation.</td>
<td>Life Orientation was easy and could be taught by any available teacher.</td>
</tr>
<tr>
<td></td>
<td>Curriculum Advisors</td>
<td>To obtain information regarding support to the teachers</td>
<td>Development and support should be an ongoing process</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>To ascertain the ways in which prospective teachers were trained in Life Orientation</td>
<td>Training appeared to be fragmented and not specific to the contents of Life Orientation.</td>
</tr>
<tr>
<td>Observations</td>
<td>Teachers</td>
<td>To determine their ability to implement Life Orientation in the classroom</td>
<td>Lessons were taught satisfactory, but teachers could not apply the guidelines for the planning processes as recommended by the WCED.</td>
</tr>
</tbody>
</table>
4.2.1 Data analysis and interpretation of questionnaires.

Using questionnaires as a method to collect information for this research was explained in Chapter 3.4.2 of this study. The design of the questionnaires was well thought through to ensure that the researcher would get answers that would capture the richness of the participants’ views, but could be relatively easy to analyse. Only questions that were essential for the research were included.

For the purpose of the research, schools were grouped according to categories, called SAMPLE 1, SAMPLE 2, SAMPLE 3, and SAMPLE 4 as mentioned in Chapter 1. These samples classified the schools in the order in which the Life Orientation learning area was offered by different groups of teachers in the GET Band, as explained in Chapter 1.8 of this research.

SAMPLE 1: Four schools, where one teacher was responsible for teaching the learning area to the entire Senior Phase of the GET band.
SAMPLE 2: Four schools, where more than one teacher was responsible for teaching Life Orientation to different grades in the Senior Phase of the GET Band.
SAMPLE 3: Four schools, where different teachers were responsible for teaching different specific outcomes (as per C2005, 1997) of the learning area in the Senior Phase of the GET Band.
SAMPLE 4: Three schools, where teachers were teaching Life Orientation in the Senior Phase of the GET Band to fill spaces on their time tables.

Two questionnaires, A and B, were constructed. Questionnaire A was to be completed by either the school principal or the C2005 (DoE, 1997b) Coordinator (N=15) at the school. Questionnaire B was to be completed by all the Life Orientation teachers (N=61) in the Senior Phase of the GET Band of the selected schools.

Questionnaire A was directed at the school principal or the C2005 Coordinator (to be referred to as the principal) at the selected schools to obtain information with regard to:

- Their training and experience in C2005 (DoE, 1997b),
• Their personal training in the Life Orientation learning area,
• Their personal knowledge and understanding of the Life Orientation learning area,
• The training in Life Orientation of the teachers at their respective school,
• Their view of the Life Orientation learning area,
• The ways in which they were utilising the teachers at their school to teach the Life Orientation learning area.

Fifteen schools were involved in the case study. Of the 15 questionnaires distributed to principals, 12 questionnaires were returned, (N=15:12) as illustrated in Table 4.2. Questions 1 to 10 were formulated to obtain biographical information, while questions 11 to 15 focused on obtaining information regarding the Life Orientation learning area.

Questionnaire B was given to sixty-one Life Orientation teachers at the selected schools to obtain information with regard to:

• Their teaching experience in general and in teaching Life Orientation,
• The training and guidance received in Life Orientation,
• Their knowledge and understanding of the Life Orientation learning area,
• The type of training, development and support that will be required for the successful implementation of Life Orientation.

Fifteen schools were involved in the case study. They were the schools in which the principals completed Questionnaire A. Questionnaires were distributed according to the categories that the schools had been grouped into, as mentioned earlier in this chapter. Sixty-one questionnaires were distributed to Life Orientation teachers, and of these fifty-one questionnaires were returned and completed (N=61:51, 83,6%). Statistics with regard to the number of participants in this case study can be obtained from Table 4.3 below. Questions were formulated to obtain biographical information and to obtain information regarding the Life Orientation learning area.
The questions were grouped to accommodate the required information as indicated on the front page of each of the questionnaires. Questions did not necessarily follow in the order of the information required.

At the time of the research, the specific outcomes for Life Orientation as indicated in C2005 (DoE, 1997b) were being taught in the GET Band. For the orientation of teachers in the Western Cape, these specific outcomes were grouped into six focus areas, so that teachers could link them to previously taught subjects in Report 550 and ensure that they maintained the focus of the specific outcome. These focus areas were Life Skills, Religious Education, Human Rights, World of Work, Health Education and Physical Education. Some questions in the questionnaires referred to these focus areas.

Permission for the completion of the questionnaires was obtained from the WCED, the Director of the EMDC, the school principals and the Life Orientation teachers. The purpose of the questionnaires was explained in a covering letter to the principals and all involved had agreed to complete the questionnaires. Questionnaires were delivered to the schools by the researcher and collected within a month at an agreed upon date between the researcher and the persons involved.

The research data were captured according to the categories for the samples at Chapter 4.2.1, and to the two questionnaires.
### 4.2.1.1 Distribution and return of questionnaires

**TABLE 4.2:** Questionnaire A distributed to and returned by principal/ C2005 coordinator.

<table>
<thead>
<tr>
<th>SCHOOLS</th>
<th>DISTRIBUTED</th>
<th>RECEIVED BACK</th>
<th>COMPLETED</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample 1</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>Sample 2</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>75%</td>
</tr>
<tr>
<td>Sample 3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>75%</td>
</tr>
<tr>
<td>Sample 4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>66.6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>15</td>
<td>12</td>
<td>12</td>
<td>80%</td>
</tr>
<tr>
<td>TOTAL %</td>
<td>100%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
</tr>
</tbody>
</table>

N= 15:12 (80%)
TABLE 4.3: Questionnaires distributed to and returned by Life Orientation teachers in the GET Band.

<table>
<thead>
<tr>
<th>SCHOOLS</th>
<th>DISTRIBUTED</th>
<th>RECEIVED</th>
<th>COMPLETED</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample 1</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>Sample 2</td>
<td>10</td>
<td>9</td>
<td>9</td>
<td>90%</td>
</tr>
<tr>
<td>Sample 3</td>
<td>24</td>
<td>19</td>
<td>19</td>
<td>79.2%</td>
</tr>
<tr>
<td>Sample 4</td>
<td>23</td>
<td>19</td>
<td>19</td>
<td>82.6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>61</td>
<td>51</td>
<td>51</td>
<td>83.6%</td>
</tr>
<tr>
<td>TOTAL %</td>
<td>100%</td>
<td>83.6%</td>
<td>83.6%</td>
<td>83.6%</td>
</tr>
<tr>
<td>N=61:51</td>
<td></td>
<td></td>
<td></td>
<td>(83.6%)</td>
</tr>
</tbody>
</table>

4.2.1.2 Questionnaire A: School principals

4.2.1.2.1 Training and experience in C2005 (DoE, 1997b)

The experience of principals at all the selected schools with C2005 (DoE, 1997b) varied from 1 to 8 years. Of the 12 questionnaires that were returned, two principals (N=12:2) indicated that they had not received training in C2005 (DoE, 1997b). All the principals in Samples 1 and 2 had been trained in C2005 (DoE, 1997b).

This information established the necessity of the orientation towards the curriculum that must be undertaken by all principals. In the researcher’s view, when principals are orientated to the learning area, they have a greater understanding of the
importance of the learning area to the development of the learners, and will take a professional approach when selecting teachers to teach the learning area.

4.2.1.2.2 Personal Training in the Life Orientation learning area

Of the total (N=12:7), seven principals had been trained in Life Orientation specifics, while five (N=12:5) had not attended Life Orientation training sessions.

This information substantiated the lack of interest in the Life Orientation learning area as expressed by many of the principals at the high schools in the EMDC Metropole North when the schools were visited by the researcher.

4.2.1.2.3 Personal knowledge and understanding of the Life Orientation learning area

Five principals indicated that they had been involved in teaching Life Orientation, while seven had never taught the learning area.

This information confirmed the lack of knowledge and understanding of Life Orientation by some school principals. These findings explained the attitude of some principals to the importance of the learning area regarding the holistic development of the learners. These findings confirmed the notion of principals that Life Orientation could be taught by any available teacher.

4.2.1.2.4 The training in Life Orientation of the teachers at the schools

The principals indicated totals of teachers at their schools who had received training in Life Orientation during pre-service and in-service training sessions. It was apparent that a number of teachers at the selected schools had received training in Life Orientation, or aspects of it, during their pre-service training. A few principals did not have the correct information. Some principals were not sure of how many teachers had attended in-service training in Life Orientation programmes, or whether some of these sessions had been official training sessions arranged by the WCED.
Guidance and support to these teachers were provided by the learning area coordinator at eight (N=12:8) of the selected schools, while four principals (N=12:4) stated that the school management team did not have any knowledge of Life Orientation, had not been trained in it, or were too busy getting to understand their own respective learning areas and had no time to support any other teachers. From the motivations given in the questionnaires it seemed that the Life Orientation teacher was solely responsible for the planning and assessment of the learning area. With regard to the monitoring of the planning and assessment in Life Orientation, it seemed as if this had become the duty of the Head of Department at two of the schools (N=12:2). Seven of the principals were not altogether certain about the monitoring process, while five principals indicated that the learning area was never monitored at their schools.

The research further indicated that not one of the principals (N=12:0) was aware of any of their teachers currently being involved in any further studies in Life Orientation.

This information emphasised the fact that principals were not convinced that Life Orientation was an important or essential learning area, or that teachers required special training in order to teach the content embedded in the specific outcomes (DoE, 1997b).

Ten (N=12:10) of the principals thought that further training of teachers in Life Orientation would contribute to greater success in the teaching of the learning area. The nature of the training was regarded as critical, since appropriate training would increase the confidence of the Life Orientation teachers. It was also felt that thorough planning should be done and structures should be in place for the induction to the RNCS (DoE, 2002b). It was felt that the learning area should be made more “enjoyable”, as teachers were also not very motivated to teach the learning area.

The researcher was not sure how to define the concept “enjoyable” in the replies received, as this would depend on the methodologies and content interpretation of the teacher.
4.2.1.2.5 The view of the principals on the Life Orientation learning area

Life Orientation was accepted as a new learning area in C2005 (DoE, 1997b), yet some of the contents as described by the specific outcomes (DoE, 1997b) were not regarded as completely new. These aspects could be managed by former Physical Education specialists and Guidance teachers, according to the motivations given in the questionnaires. Six principals (N=12:6, 50%) were sure that the learning area could not be taught by any teacher who happened to be available, as the personality of the teacher played a role in the delivery of the content. Specific knowledge on the contents of the learning area was a necessary requirement. Four principals were unsure about this possibility and argued that the situation could be addressed by in-service training of teachers. Two principals said that the teaching and learning material for Life Orientation was not as difficult as that of Mathematics or Natural Science, and felt that any teacher with the necessary training would be able to teach the learning area.

Most principals indicated that there were many factors that were regarded as barriers to the successful implementation of Life Orientation. Limited in-service training of teachers, the non-status of the learning area in relation to other more “academic” learning areas, the influx of non-governmental organisations at schools, the negative attitude of many teachers towards the learning area, and the constant movement of teachers who were teaching the learning area were mentioned as factors. These problems could be addressed with more and constant training sessions, clear guidelines on assessment, more time to be given to the learning area, and examinations in the learning area in all grades.

The researcher acknowledged these disabling factors, and is of the opinion that a positive attitude of the principals towards Life Orientation would be a starting point for successful implementation of the learning area.
4.2.1.2.6 The ways in which the principals are utilising the teachers at their schools to teach the Life Orientation learning area

This question sought confirmation for the decision to categorise the schools into different samples (Chapter 4.2.1). The researcher regarded the answers to this question as one of the reasons why schools were experiencing different success rates in the implementation of the learning area.

On the question of the number of teachers teaching the learning area in the Senior Phase of the GET Band at the schools, all the principals of the schools in Sample 1 indicated that only one teacher was responsible for the learning area in both Grades 8 and 9 in the GET Band. Teachers of schools in Sample 2 only taught Life Orientation in one specific grade (either Grade 8 or Grade 9) in the Senior Phase, although more than one teacher was allocated to a grade. Many teachers were involved in teaching Life Orientation in schools in Sample 3, varying between 7 and 9 in number. Schools in Sample 4 had all used three teachers in both Grades 8 and 9 to teach Life Orientation. Principals were not requested to explain this statement, so the reasons behind this selection could not be established.

In the opinion of the researcher, various responses to the scenarios described above had been experienced. Although the implementation of the learning area seemed more stable in schools in Sample 1, teachers were burdened with massive loads of administration, including learner portfolios. This case scenario worsened when these same teachers were responsible for more than one learning area. Schools using the scenario described in Sample 3 seemed to have obtained reasonable success through using a specialist to teach certain focus areas.

The data indicated that principals preferred to have teachers remain within the learning area, to grow in the learning area, to settle with the planning and assessment, and for the stability of the learning area. However, when offering motivations for their selections of utilising teachers, it seemed that where teachers had been moved from one learning area to another learning area, it was due to new appointments, non-permanent teachers being involved, and other learning areas requiring subject specific knowledge. In the scenario where one of the principals was teaching Life Orientation,
it was stated that he could not always attend to the classes due to other official responsibilities.

4.2.1.3 Questionnaire B: Teachers
4.2.1.3.1 Biographical Information

Questions 1, 2, 15 and 23 requested biographical information. Twenty-two percent (22%) did not indicate the name of their school (N=51:2). All the participants were qualified teachers, with degrees and diplomas indicating specialisation in a variety of subjects. Some of the teachers in Samples 1, 2 and 3 specialised in Physical Education, Psychology, and Guidance. None of the teachers in Sample 4 indicated a focus area in Life Orientation as part of their pre-service training.

Eleven (N=51:11) of the total amount of teachers indicated that they had been appointed specifically to teach Life Orientation. Many of the other teachers had been given the learning area to teach due to their experience in the teaching of Physical Education, Guidance and Religion Education. Those who did not have experience or qualifications in the learning area indicated an interest in the learning area and knowledge of some aspects of the learning area.

All the teachers in Sample 3 indicated that they were part of a group of teachers who were teaching some of the specific outcomes (DoE, 1997b) of the learning area. In these cases the specific outcomes for Life Orientation were clustered as per focus area, or remained individually, and taught by specific teachers.

This scenario resulted in the learners experiencing the focus areas within Life Orientation as separate subjects. In the opinion of the researcher, the SOs (DoE, 1997b) of Life Orientation could be clustered and taught by existing specialists, like Physical Education and Health (SO7 and SO8, in C2005, 1997), or Religion and Human Rights (SO3 and SO4, in C2005, 1997), while the former Guidance teachers could teach Life Skills and World of Work (SO 1, 2, 5 and 6 in C2005, 1997). However, the research did not indicate that there were such specialists at all at the schools involved in the case study.
The teachers in Sample 4 indicated that they were teaching the learning area to fill spaces on their timetables.

Other reasons given by teachers for the utilisation of teachers in this way were: a shortage of Life Orientation teachers, too many class-groups per grade, and to accommodate the English-speaking teachers who could not teach the learning area to the Afrikaans-speaking learners.

Chapter 1.4 mentioned the appointments of teachers as part of the research problem. New or temporary teachers were given the learning area to teach because it was “not difficult” to teach. Knowledge, qualifications or experience seemed not to be a requirement for appointing Life Orientation teachers. Chapter 1.4 of this research also referred to the spaces left on a teacher’s timetable once the other “more important” learning areas had been allocated. Very often this scenario resulted in a teacher being negative towards the learning area and the learners. This teacher regarded the learning area as an add-on to the personal workload. A lack of commitment towards Life Orientation was evident among these teachers.

Allowing any available teacher to teach Life Orientation could lead to the learning area not being consolidated due to new or other teachers being involved in the teaching of the learning area constantly. The teachers used in Sample 4 of this research indicated that none of them had been trained or was qualified to teach the learning area.

What would be the result of the teaching of Life Orientation with under-qualified or non-interested teachers? This was the question that came to the mind of the researcher.

4.2.1.3.2 Their teaching experience in general and in teaching Life Orientation

Questions 3, 4, 9, 10, 11, 12 13, 14 addressed the above topic.

The research established that teachers used in this case study had a wide range of experience as professional teachers, and from 6 months to 4 years in the teaching of
Life Orientation in the GET Band. Seventy-and-half percent (70.5%) of these teachers were in permanent posts, while the rest were temporary teachers, in contract posts, or sport organisers at the school. Fifty-and-a-half percent (N=51:30) of the teachers indicated that they were also teaching other learning areas in the GET Band.

As indicated in the research problem in Chapter1.4, being involved in more than one learning area might lead to a lack of interest in one of these learning areas, especially if you were involved due to the fact that you have space on the timetable. This was found to be the case especially where teachers were teaching another learning area which was regarded as their specialist area. The researcher questions whether the teachers could really produce positive teaching and an interest in the learning area if it was forced upon them.

The teachers indicated their experience in the teaching in Life Orientation according to the selected samples. All the teachers used in Sample 1 indicated that they were teaching Life Orientation to all the grades in the Senior Phase of the GET Band. The teachers in the Samples 2, 3 and 4 indicated teaching Life Orientation in one grade only in the Senior Phase of the GET Band. Teachers were not asked to indicate the date when they had first started teaching Life Orientation, but in the experience of the researcher most of the teachers had been teaching the learning area since its staggered implementation in the Senior Phase of the GET Band.

If one teacher teaches all the learners in the Senior Phase of the GET Band it could lead to a neglect of some of the outcomes. This could be as the result of his/her inadequate knowledge of some of these specific outcomes (DoE, 1997b). This model often results in huge administrative problems for the teacher involved. If Life Orientation had been the only learning area that the teacher was responsible for, the model could result in the learning area being treated as very important by that teacher. Consolidation and stabilisation of the learning area will occur and this could be seen as a way of promoting the teaching of Life Orientation.

Teachers in Samples 1, 2 and 4 indicated that they were teaching all the focus areas within Life Orientation, while the teachers in Sample 3 taught between 1 and 5 of the focus areas. None (N=51:0) of these teachers was professionally trained to teach the
contents of all of the six focus areas. The assumption can be made that specialist
teachers in specific subjects were teaching the specific outcomes that they were
knowledgeable about. By contrast, other teachers who were not specialists were
randomly given specific outcomes to teach.

As indicated in Chapter 1.4 of this research, co-operative and integrated planning and
assessment within the learning area would be problematic where the specific
outcomes C2005, 1997) were not taught in a holistic way. Instead they were taught by
different teachers. Learners often experienced this model as separate subjects and not
as an all encompassing learning area.

Life Orientation was introduced as a new learning area in C2005 (DoE, 1997b).
Although the learning area (DoE, 1997b) was implemented in Grade 7 in 2000, Grade
8 in 2001 and in Grade 9 in 2002, it seemed that the same teachers had not been
offering the learning area every year since its inception. Teachers had also been
involved in teaching other learning areas in C2005 (DoE, 1997b). Based on their
interest in the learning area, and their previous experience in the above-mentioned
subjects, teachers had been appointed / indicated/ requested by the principal to teach
Life Orientation. Some teachers claimed that their personality and their interest in the
well-being of the learners made them suitable candidates to teach the learning area.

This research indicated that principals and teachers regarded Life Orientation as a
learning area that could be taught by any available teacher. Training, experience and
knowledge did not seem to have been a requirement for selection of the Life
Orientation teachers. This could be related to the status and history attached to the
subjects previously regarded as non-examinable subjects in Report 550 (1996), when
subjects like Physical Education, Guidance and Religion Education were regarded as
unnecessary and unimportant by some schools in the Western Cape and removed from
the school’s timetable. This assumption was based on the experience of the
researcher, who, as a Life Orientation Curriculum Adviser, dealt with many schools in
the Western Cape on a daily basis in the GET Band. The researcher was closely
involved in promoting the implementation of Life Orientation in the GET Band.
4.2.1.3.3 The training and guidance received in Life Orientation

This topic was addressed in questions 5, 6, 7 and 8.

All of the teachers used in Sample 1 indicated that they had attended the C2005 (DoE, 1997b) orientation programme in Life Orientation, at the time when it was offered to teachers of their specific grade. Of Samples 2 and 3, 60% of the teachers indicated that they had not been orientated to C2005 (DoE, 1997b). Ninety percent (90%) of the teachers in Sample 4 indicated that they had not attended any training programmes in Life Orientation at the time of the research. The rest of the teachers in these samples indicated that they had attended short information sessions or follow-up workshops on planning and assessment as offered at the cluster meetings, with a duration of two hours at a time.

Of the 51 teachers used in this case study, three had Life Orientation as part of a modular programme during their pre-service training (N=51:3). None of the teachers in Sample 4 had Life Orientation as part of their pre-service training or any other training.

Teachers indicated that they would appreciate more classroom visits by Curriculum Advisors and school management teams to ensure that they were implementing the learning area as they were supposed to.

The research indicated that most teachers felt that the orientation of teachers was not sufficient. The original four hours could not prepare teachers sufficiently to implement the learning area. The nature of the orientation programme was described as a systematic infusion of the old way of teaching to the new way, referring to C2005 (DoE, 1997b) and OBE. Some teachers described this orientation programme as information sessions. The researcher questioned the feasibility of such an orientation programme if so much new information needed to be assimilated and implemented by teachers.

The information obtained in these questions referred directly to the main aim of disseminating the education policy of teacher training as stated in Chapter 1 of this
research. Teachers had not been prepared sufficiently to implement C2005 (DoE, 1997b). Teachers indicated that literature and prescriptions on C2005 (DoE, 1997b) differed before and after the orientation session. The curriculum should have been thoroughly researched and finalised beforehand instead of expecting from teachers to implement an “unfinished” curriculum. Teachers seemed to be unsure of many issues, including how to implement OBE in huge classes, as was the case in many of the schools in the Western Cape. In the researcher’s opinion the structuring of a curriculum should be regarded as a process, and not as a finished product, as changes in education and education systems are constant.

In Chapter 1.2 it was mentioned that not enough time was spent on learning area specifics during the orientation sessions. This was confirmed by this research. Teachers had been orientated in the planning process for Life Orientation. Year plans, learning experiences, lesson activities and assessment of learners had been spelled out. It was not clear whether teachers knew enough about the knowledge, skills, attitudes and values that learners needed to know and be able to demonstrate when they exited the schooling system.

4.2.1.3.4 Their knowledge and understanding of the Life Orientation learning area

This topic was addressed in questions 14, 16, 17 and 18.

Of the total number of teachers involved in this case study, twenty-seven (N=51:27) indicated that they had no specialist knowledge in any of the focus areas of Life Orientation. Fifteen (N=51:15) teachers indicated that Physical Education was their specialist knowledge area. If this was the case at the time of the orientation sessions to the learning area, the researcher questions how Life Orientation teachers could have been expected to obtain the body of knowledge on the content of Life Orientation required by each of the specific outcomes (DoE, 1997b). Furthermore, how could the education department expect Life Orientation teachers to acquire the learning area related content knowledge in such a short space of time before the implementation date?
Only 50% of the teachers indicated that they were giving Life Orientation its due with regard to planning and assessment. Those being unsure or not sure, indicated a lack of training, knowledge and experience as reasons for their comments. Those who were sure that they were doing justice to Life Orientation mentioned that they were trying their best. They had found the content relatively easy to teach – life experience compensated for lack of knowledge. To the researcher this assumption of teachers indicated a backlog in the depth of content knowledge. The researcher questioned whether these Life Orientation teachers could have sufficient knowledge on each of the specific outcomes (DoE, 1997b) to do justice to the learning area. The researcher questioned whether this state of affairs regarding the learning area was acceptable to the education department, when Life Orientation was defined as the learning area which guided and prepared learners for life and its challenges.

For the first time in this questionnaire teachers mentioned a lack of teaching time for the learning area and too much administrative work as reasons for not treating the subject fair. Although this questionnaire did not require the teachers to mention the time allocated for Life Orientation per school, the experience of the researcher showed that the time awarded to Life Orientation did not always conform to the times prescribed (see Chapter 1.4).

With regard to their knowledge of all the specific outcomes (DoE, 1997b), sixteen (N=51:16) indicated that they had sufficient knowledge. The rest of the teachers stated that although the learners obtained good results in all the specific outcomes, the teachers needed more training and information on the specific outcomes. The teachers found it easy to ascertain the knowledge, skills, attitudes and values required by each of the specific outcomes (DoE, 1997b), as these were indicated in the guidelines received at the orientation sessions. The teachers indicated that they did require more guidelines from the WCED. The researcher questioned the depth of the knowledge, skills, attitudes and values achieved by the learners, and whether there was proof of in-depth research into the appropriate type of assessment tasks for learners at the various levels.

The teachers indicated that they had to do a lot of reading to obtain insight into the knowledge, skills, attitudes and values embedded in the specific outcomes (DoE,
1997b) to prepare them to implement the learning area. The researcher questions this admission by teachers.

Because Life Orientation teachers apply for other positions and promotions at schools, orientation training for new teachers is an ongoing exercise. This factor has hampered stabilisation and consolidation of the learning area at schools and influenced the learners’ level of interest and the value they accord the learning area. It also contributed to the fact that teachers and learners regard Life Orientation as an “easy” learning area.

4.2.1.2.5 The type of training, development and support that will be required for the successful implementation of Life Orientation

This topic was addressed in Questions 19, 20, 21 and 22. These questions required qualitative information, and will be reflected as such.

This research indicated that there is a need for Life Orientation specialists, as was argued in Chapter 2. A full programme of specialised and intensive training in Life Orientation would be required to ensure that Life Orientation teachers became specialist in the learning area, according to the teachers in Sample 2. Teachers in Sample 1 and 4 felt that teachers should be trained on the content of each focus area. Teachers should be trained to teach all the specific outcomes of Life Orientation (DoE, 1997b) and have access to learning material, according to teachers used in Sample 3 of this research.

Teachers required regular workshops, clear instructions, resources, continuous in-service training and methodology on teaching in an OBE-school. One important factor mentioned was that teachers who were interested in the learning area and capable of promoting its value should be appointed to teach Life Orientation. This fact consolidated the section of the research problem that indicated that teachers often regarded Life Orientation as an add-on to their time tables, with the teachers having no interest in the subject at all but being obliged to teach it.
Regular cluster meetings, contact with other Life Orientation teachers, being committed to the learning area, and time for consolidation by remaining with the learning area for some time were stated as reasons that would ensure that Life Orientation would be implemented as expected by the WCED and the DoE in South Africa. Supervisors needed to monitor whether the learning area was implemented as expected. Teachers would like to have access to clear guidelines that would explain how different topics should be addressed in each grade. Teachers would like to see more than one teacher at a school responsible for the learning area in the different grades. This would facilitate planning and administrative duties and would ensure that teachers could concentrate on a specific grade only and maintain a high level of achievement.

The WCED could support the Life Orientation teachers by supplying completed year plans, activities, assessment strategies and sufficient resources according to the teachers of Sample 1. This group of teachers were responsible for Life Orientation in the entire Senior Phase of the GET Band. Their responses could be related to the often huge numbers of pupils per grade, which created enormous administrative problems. This same request were echoed by teachers in Sample 4, who were the teachers filling spaces on their time tables. Frequent communication between teachers and curriculum advisors would be beneficial to the implementation of the learning area. The obligatory orientation of principals and school managers to the learning area were given as a reason why they should offer support to the learning area teachers.

A clear observation in some of the questionnaires on this topic was that some teachers, having had an opportunity to teach Life Orientation, had realised the value of the learning area in the curriculum and to the holistic development of the learner. They seemed to be eager for the learning area to be offered by specialist teachers, and that schools should be supported to ensure that the “right” persons were appointed or designated to teach the learning area. These teachers should receive training, support and continuous encouragement to implement the learning area as it is intended to be delivered. This observation made by teachers confirmed that although they might

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4 Every EMDC is sub-divided into circuits, residing under a Circuit manager. Within each circuit, a group of schools may be grouped together or clustered in geographical areas for the sake of intensive training or other purposes.
have regarded Life Orientation relatively easy to teach, they had soon realised that they lacked in-depth knowledge and understanding to teach the learning area successfully.

As described above, these seemed to be the basic needs that teachers would require to empower themselves to become true Life Orientation teachers. Despite this observation, not one teacher involved in this research was currently engaged in further studies in Life Orientation. The question to be asked is:” Who is ultimately responsible for a teacher’s life-long learning?”

4.2.2 Data analysis and interpretation of the Interviews

The decision to use interviewing as a mode of data collection for this study was explained in Chapter 3.4.3. This would ensure that the exact words of the participants would be captured and it would ensure that the kind of information that was required by the researcher would be obtained.

Three different sets of interviews were conducted. The purpose of each interview was explained in Chapter 3.4.3. The respondents were:

- Schools principals (face-to-face verbal interaction)
- Curriculum advisors (face-to-face verbal interaction and electronic mail)
- Lecturers at institutions for higher education in the Western Cape (electronic mail).

Although the same questions, developed specifically for each group of respondents, were asked to each group, the face-to-face interviews allowed the researcher to be guided by a set of pre-determined questions, and the electronic mail allowed the respondents to think through their responses and to reply in their own words.

Each interview process will be analysed and interpreted separately.
4.2.2.1 School Principals

The researcher asked three principals of schools involved in the case study whether they would allow her to interview them. They willingly agreed. Appointments were set up at a time that suited them best. The duration of the interview were stipulated as being thirty minutes. They agreed that the interview could be recorded and that the transcription would be read and agreed to by them at an appointed time. The researcher assured the principals of the confidentiality of the information to be derived from the interview. The purpose of the interview was explained to the principals at the start of the interview and related to the following:

- Their personal insight and understanding of the Life Orientation learning area;
- Their personal attitude towards the Life Orientation learning area;
- The manner in which the learning areas were offered at these schools.

The interviews were conducted by means of semi-structured and unstructured questions to the principals so that the researcher could obtain the required information and be allowed space to entertain open questions.

4.2.2.1.1 Personal insight and understanding of the Life Orientation learning area in the GET Band

From the responses of these principals it seemed that they had all been exposed to the orientation to C2005 (DoE, 1997b) in 1999 (N=3:3). The duration of this orientation programme was one week, and included generic training as well as specific training in all eight learning areas. Not one of these principals attended the session on the orientation to the Life Orientation learning area specifics during this initial session in 1999.

One of the principals had gained insight into the learning area at workshops arranged by the WCED because he had been involved in the teaching of the learning area before he became the principal of the school. The other two principals had not been exposed to any further training sessions for Life Orientation. This led the researcher to
question the ability of the school principals to support and monitor the implementation of Life Orientation. It also raised questions about the internal moderation of learner portfolios, which is an assessment requirement in the GET Band. Had this become the job of other members of the school management team, who had not received the necessary orientation to do so?

The principals agreed that Life Orientation teachers needed to be specifically trained to teach the learning area, specifically during their pre-service training and with any further studies in the learning area. This would ensure that pre-service teachers were interested to know more about the learning area and the teaching there of because it would be included in the curricula for further studies.

In-service teachers should receive guidance and assistance throughout the year, by means of school visits by the curriculum advisors and at cluster meetings held with regard to the learning area Life Orientation. The concern was expressed that not enough time was spent on orientation and training of the learning area. The comment was also made that there should be uniformity with regard to the manner in which planning and assessment was done within the learning area. This statement was puzzling to the researcher, as the programme for orientation to C2005 (DoE, 1997b) was the same for all the teachers in the Western Cape, and planning and assessment were dealt with in a uniformed manner.

The responses indicated that the principals had very little or no insight into or any understanding of Life Orientation. It also appeared, however, that the principals regarded specific training for teachers who were expected to teach the Life Orientation learning area as very necessary for the successful implementation of the learning area.

### 4.2.2.1.2 Personal attitude towards the Life Orientation learning area

Principals were asked to describe their personal opinion on the Life Orientation learning area as presented in C2005 (DoE, 1997b). These were their responses, in no particular order:
**Respondent A:** The principal stated that in his opinion the content of Life Orientation was directly relevant to everyday problems. He felt that the learning area was very important and that the school was doing all it could to ensure that all learning areas were treated equally.

The school time table at his school reflected the prescribed time allocation as recommended by the WCED, as the learning area was regarded as being as important as the other learning areas. This principal claimed that any teacher should be able to teach Life Orientation, given the necessary guidance. The only prerequisite for a suitable teacher to teach the learning area should be an interest in the learning area. This subject was relevant to things that learners experienced on a daily basis.

This response was regarded as positive towards the inclusion of the learning area into C2005 (DoE, 1997b), but the reference to the discrimination could imply be that the learning area was not treated as of equal weight or as important as the other learning areas, in the view of the researcher. This principal’s attitude towards the ability of any teachers to teach the learning area justified the researcher’s observation that the principals of so many schools appoint or allocate Life Orientation to any available teacher, because the only requirement would be an interest in the learning area. Could this be the result of a lack of knowledge, understanding, insight or interest in Life Orientation on the part of the principal?

**Respondent B:** This principal viewed Life Orientation as an important subject because it included so many aspects of the daily life. The one problem often experienced by schools was the numbers of outside organisations that wished to offer some aspects of Life Orientation during school time. This had a negative influence on the continuity of the teacher’s planning and assessment procedures when it was not discussed and planned beforehand with the teachers involved. This principal felt that more time could be allocated to Life Orientation, and specifically to Physical Education, because learners were no longer involved in physical activities on a regular basis.
Life Orientation was generally viewed as a very important and necessary learning area, and the principal recognised the need for it to be included in C2005 (DoE, 1997b).

**Respondent C:** This principal experienced difficulty in giving an opinion. The principal himself had never been exposed to the curriculum for Life Orientation. This principal listened to what his teachers were telling him about the learning area. He had often lost teachers who preferred not to teach Life Orientation. The general attitude of the teachers at this school was experienced as negative towards the Life Orientation learning area. The principal expected that the reason could relate to the fact that the learning area was experienced as an addition to the teachers’ personal time-tables. For instance, he would take the Mathematics teacher who was qualified to teach Mathematics, allocated thirty-six periods per week to this teacher to teach Mathematics, and add two periods of Life Orientation to fill up this teacher’s allotted time allocation per week. In the principal’s own words, this teacher then regarded Life Orientation as a “nuisance” and directed all kinds of criticism towards the learning area. The teachers often regarded the learning area as “a lot of nonsense”, in the principal’s words, and did not wish to teach it. At other times the teachers felt that the learning area included sensitive issues which teachers did not feel comfortable with or competent to address with learners. In these cases special arrangements needed to be made, like a specialist addressing all the Grade 8 learners in the hall on a specific topic.

The time allocated for the learning area was in keeping with the WCED guidelines.

This principal repeatedly assured the researcher of his honest opinion in his replies to the questions. The researcher sincerely valued this. The researcher interpreted the responses as a sign that the teachers and the principal of this school regarded Life Orientation as an “unnecessary and unimportant” learning area that this school could do without. It seemed as if the principal had accepted that Life Orientation could be taught by any teacher, even those who lacked training in and experience of the learning area.
4.2.2.1.3 The manner in which the learning area is offered at these schools

The principals responded as follows, in the same order as above:

Responded A: This principal sketched the history of the teachers involved in Life Orientation at this school, before explaining the following:

Three teachers were currently involved with the teaching of the learning area in Grade 8, and three teachers in Grade 9 because of the number of learners in the GET Band. These teachers dealt with seven of the specific outcomes of Life Orientation (DoE, 1997b), while a “teacher aid” dealt with the Physical Education focus area (SO 8 in C2005, DoE, 1997b) with each of these classes. There were six fifty-minute periods for Life Orientation in a cycle of ten days, five being used by the teacher and one period by the “teacher aid”\(^5\).

The reason for using the teachers in this manner was that the school could not afford to employ only one teacher to teach Life Orientation only. One teacher was responsible for the learning area in the Senior Phase of the GET Band, but other teachers had been given some of the specific outcomes (DoE, 1997b) of the learning area to teach because of available spaces on their personal timetables after their specialist subject or learning area had been allotted to them. This was the only way that the school could allocate teachers for Life Orientation, but certainly not the best way, according to the principal. The researcher related this information as a typical case where Life Orientation was referred to as the “gap” learning area. It filled all the gaps in the teachers’ timetables.

Some of these teachers had attended Life Orientation workshops offered by the WCED, and others had not. Some teachers had been involved in workshops on HIV and AIDS. This covered the extent of their training in Life Orientation.

\(^5\) The teacher aid was the result of a job creation project by the Department of Recreation and Sport in the Western Cape Government. Young men and women are involved in a project whereby they receive training in specific sports codes on one day of the week and are expected to “teach” the sports at selected schools involved with the project.
This principal argued that any teacher should be able to teach Life Orientation, as long as the teacher was interested in the learning area.

Life Orientation was regarded as an add-on to the timetable of any available teacher. The principal gave the assurance that a core team had been involved in teaching the learning area year after year. However, because of circumstances at the school he was forced to make use of any available teacher to teach the learning area. In the opinion of the researcher having six teachers involved with the teaching of Life Orientation in the Senior Phase of the GET Band could be problematic for the planning of continuous assessment required in an OBE approach.

**Respondent B:** The principal said that one teacher was responsible for teaching Life Orientation to all three grades in the Senior Phase of the GET Band, a total of seven classes. The current Life Orientation teacher was a specialist teacher in Physical Education. This was his first year as the Life Orientation teacher in the Senior Phase of the GET Band. A different teacher who had left the school offered Life Orientation in the previous year, so a new teacher had to be found to teach it. This was the third teacher teaching Life Orientation in the three years of its implementation in the Senior Phase of the GET Band at this school. The principal argued that teachers were not eager to teach Life Orientation and not comfortable with some of the sensitive issues that had to be addressed within the learning area.

The principal felt that allocating the learning area to one teacher was the best that the school could do under the circumstances. He admitted that Life Orientation had never been regarded as an important learning area at this school.

This principal was convinced that the Life Orientation teacher should have a specific attitude towards the learning area, if it were to be taught successfully. Not any teacher could teach the learning area. He claimed that teachers had to be comfortable with certain things that they were required to teach as part of the learning area.

The fact that the current teacher had specialist training in Physical Education meant that he was able to deal with Specific Outcomes 7 and 8 (DoE 1997b), which were
about the Health and Physical Education focus areas included within Life Orientation. Having one teacher teach the learning area to all the learners in the Senior Phase also meant that he would be able to plan the contents of the learning area across the Senior Phase of the GET Band. This person was in the position to know exactly what outcomes learners had achieved at what level in the previous grade in order to plan the assessment tasks for the next grade, according to the principal.

It can be argued that the status of the learning area at this school was a matter of concern since the principal admitted that Life Orientation was not regarded as very important.

**Respondent C:** No specific decision had been taken beforehand about which teacher should teach the Life Orientation learning area. As per tradition, this school worked out a time-table to allocate “work” to different teachers. The “academic” learning areas were allocated to all teachers first, and teachers who had open spaces on their timetables were given Life Orientation to teach in the GET Band. The principal argued that more experienced teachers were being used for Life Orientation, because as he put it, discipline and general order should be maintained. To his knowledge, one of the teachers had attended all of the programmes offered on Life Orientation. A different teacher from the one mentioned previously had been put in charge of the learning area. This was because he had indicated an interest in the learning area after the sudden departure of the teacher who had been in charge of the learning area for the two previous years.

This principal did not mention the number of teachers involved in teaching Life Orientation, but he indicated that the Physical Education specialist was used to teach Specific Outcome 8 (DoE, 1997b), and the other teachers covered the other seven specific outcomes (DoE, 1997b). The principal admitted that this might not be the best for the learning area, but it was the best that the school could do for Life Orientation. He claimed that the school could not afford to allow teachers to teach Life Orientation only, as the teachers should firstly teach the “academic” subjects, and only then could Life Orientation be fitted in.
The principal was not sure whether any of the teachers had received any training in Life Orientation offered by any institution while teaching at this school. He claimed that the same group of teachers had always been involved with the learning area, but that the coordinator of the learning area varied.

This principal was convinced that any dedicated disciplined teacher should be able to teach the learning area. He argued, however, that some areas could prove to be too sensitive for some teachers to address, in which case problems could be experienced. He found that younger female teachers were more comfortable and confident about teaching the learning area than older female teachers.

The response of this principal confirmed many of the problems observed by the researcher with regard to the teaching of the learning area mentioned in Chapter 1.4 of this study. It seemed as if many of those problems were evident at this particular school. The learning area could never fulfil its rightful place in the curriculum if so many factors worked against successful implementation. The learning area was regarded as of secondary importance to “academic” learning areas, so teachers were allocated the learning area merely to fill spaces on their personal timetable. The team of Life Orientation teachers seemed to change constantly, depending on the teachers who had available spaces; specialist training or orientation did not seem to be a requirement for allocating the learning area to a teacher and it seemed that any available teacher was viewed as being suitable.

4.2.2.2 Life Orientation Curriculum Advisors

Six curriculum advisors were asked whether they would be willing to assist the researcher with this study. Four responded positively to the request (N=6:4). The interviews were done face-to-face or by means of a questionnaire sent to them by electronic mail. Semi-structured and unstructured questions were used. The respondents were assured that the contents of the interview would be used for the purpose of the research only and that their identity and that of their EMDC would be protected.
The purpose of the interview was explained to the respondents at the beginning of the interview. The researcher wanted to obtain information with regard to the ways in which the different EMDC’s in the Western Cape had been involved in preparing and training the teachers in those regions to implement Life Orientation.

Interviews with the curriculum advisors were conducted to obtain information on:

- the duration of the orientation,
- the nature of the orientation,
- teachers’ perceptions of Life Orientation,
- the level of preparedness of Life Orientation teachers to implement the learning area,
- follow-up training sessions,
- the level of success being experienced in the implementation of Life Orientation, and
- recommendations made by the curriculum advisors to address the challenges facing teachers who were trying to implement Life Orientation.

The researcher was aware that the EMDCs were constituted in 2000 in the WCED, and that curriculum advisors were attached to specific regional offices when C2005 (DoE, 1997b) were introduced since 1999. The delivery of the orientation programmes was done with the financial assistance of a conditional grant from the DoE. The original orientation workshops planned and delivered by the curriculum advisors in all regions took on the same format.

Due to the similarity of the orientation of teachers in the different districts, the researcher was able to do an analysis of a summary of the responses provided by the curriculum advisors during the semi-structured interviews.

4.2.2.2.1 Preparation and Training of teachers in various regions or EMDCs of the WCED

4.2.2.2.1.1 The duration of the orientation sessions

The official training dates for Life Orientation teachers in the Senior Phase in C2005 (DoE, 1997b) were in 1999 for Grade 7 teachers, for implementation in 2000. Grade 8
teachers were orientated in 2000 (for implementation in 2001) and Grade 9 teachers were orientated in 2001 (for implementation in 2002). Each region/district, called an EMDC, was divided into six circuits. Orientation and training lasted for one week per circuit. The total time spent on the original orientation to C2005 (DoE, 1997b) for all the teachers in the WCED per grade per year was six weeks. During the training sessions in 1999, 2000 and 2001 the curriculum advisors worked in pairs to present orientation sessions to teachers of the Life Orientation learning area in the various circuits over the Western Cape Province.

4.2.2.1.2 The nature of the orientation sessions

The first day of these five-day orientation sessions was used to introduce the teachers to C2005 (DoE, 1997b). This generic session focused on the principles of OBE and the principles and methodologies of C2005 (DoE, 1997b). The following four days were used to introduce each of the eight learning areas to teachers, i.e. four hours per learning area. Lectures and hands-on activities were based on understanding the rational for the learning area, the critical and specific outcomes, and the planning procedures.

4.2.2.1.3 The teachers’ perceptions of Life Orientation

The respondents mentioned that there had been mixed reactions to the Life Orientation learning area. According to the respondents, some teachers were sceptical about Life Orientation. Others were extremely anxious about the implications. Many teachers did not have background knowledge on any of the former subjects now condensed into one learning area. Teachers felt that the scope of what they had to plan for and assess was “too wide”, and there were some who thought that it was too subjective. Physical Education specialists and Guidance teachers welcomed the inclusion of these former “subjects” into the fold of Life Orientation, while other teachers felt the learning area should not have been compulsory. The feedback received from teachers after the workshops were generally positive, with some teachers looking forward to the challenges offered by Life Orientation.

6 A circuit is a sub-division within an EMDC, residing under a circuit manager.
4.2.2.1.4 Preparedness of Life Orientation teachers for implementation

Only basic information could be shared in four hours. The specific outcomes (DoE, 1997b) and different foci of the learning area were well researched and sufficiently unpacked. Learning area documents were informative and explanatory with clear guidelines with regard to planning procedures. The initial workshops in 1999 and 2000 were followed up with a series of assessment workshops. In 2001 assessment were dealt with as an integral part of the planning process and much attention was given to the assessment processes during the orientation to the learning area. The general feeling of curriculum advisors was that the orientation sessions were too short and that teachers were not adequately prepared to implement the learning area successfully.

4.2.2.1.5 Follow-up training sessions

Within the first three months of each orientation session per grade the curriculum advisors followed up with additional planning and assessment workshops arranged by the WCED and funded with the conditional grant. This occurred in three-hour sessions after school hours to groups of schools. Curriculum advisors visited schools on a daily basis to assist, support and develop the teachers with the implementation process.

4.2.2.1.6 The successfulness of the implementation of Life Orientation

The responses from curriculum advisors indicated that this was regarded as a difficult question to answer. Life Orientation was implemented in the Senior Phase of the GET Band by all schools in the WCED. The curriculum advisors felt that educators should accept responsibility for their own learning, however inappropriate this might appear. Many teachers were not prepared to face the challenges offered by Life Orientation. The cascade model, in which some teachers were invited to workshops and then had to report back to colleagues at schools on the training at the workshops, had failed. The returning teachers either did not share the information gained appropriately or no opportunity was created for reporting back to colleagues. Some curriculum advisors felt that the success of the implementation could only really be established by
observing the lessons taught inside the classroom, and not by monitoring whether the teachers had planned for the implementation or not.

According to the researcher, the job description of a curriculum advisor entailed support and development of teachers, focusing on their understanding of the planning and assessment procedures. These procedures did not indicate whether the understanding of the learning area was reflected in the delivery of the learning area in the classroom. Moderation of the Grade 9 portfolios on the implementation of the C2005 (DoE, 1997b) continuous assessment model had for the past three years given an indication that the specific outcomes (DoE, 1997b) were being addressed to various degrees, and at a variety of levels in the way that tasks were set, criteria developed and work produced by learners. These results varied from school to school in the different EMDCs.

4.2.2.1.7 Recommendations by the curriculum advisors on ways to improve on the successes or to address the challenges of the implementation of Life Orientation

- Where there was evidence of teachers producing outstanding work, acknowledgement should be given in the form of public praise to Life Orientation teachers, according to the advisors. These teachers could be used as lead teachers, or cluster coordinators, to encourage other teachers to achieve successes within the learning area.

- Problems with regard to the teachers’ knowledge of contents of specific outcomes could be addressed by means of short programmes to teachers held after school.

- Schools should try to maintain the same Life Orientation teacher for a few years, instead of changing teachers for the learning area every so often.
• Schools should regard Life Orientation as an important learning area necessary for the holistic development of learners and should promote any activities that deal with aspects included within the learning area.

• Schools should be provided with resources and equipment suitable for use in the learning area.

• Classroom visits by senior staff and curriculum advisors could serve as a means of improving delivery of the learning area.

• Teachers should obtain a formal qualification in Life Orientation. This could be done through PRE-SET or INSET at institutions for higher education.

• The website for Life Orientation should be developed to include an active forum where questions could be posed and answered by colleagues. This could solve some problems immediately.

4.2.2.3 Lecturers at Higher Education Institutions

The lecturers of three universities and two technikons in the Western Cape were approached via electronic mail to respond to an interview that was designed in the form of a questionnaire. Semi-structured questions were used to obtain the required information. Five lecturers from four institutions responded. The researcher could not ascertain the number of lecturers involved in teaching the learning area at each of these institutions. They were given the assurance by the researcher that their identity and that of their institution would remain confidential and that their responses would be used for the purpose of this research only. For this reason the institutions will be referred to as A, B, C and D.

The purpose of this electronic interview was given to the respondents at the beginning of the interview:

7 At the time of the research this was the name given to the institutions that is currently named Universities of Technology
The researcher wanted to ascertain the ways in which these institutions trained prospective teachers to implement the Life Orientation learning area.

The responses to the questions were summarised and analysed according to the responses received to the different questions mentioned in Chapter 3 of this study, as not all of the respondents answered the questions in the order in which they were set. Their responses are given in reported form rather than verbatim.

4.2.2.3.1 Does your institution offer Life Orientation in any of the programmes for prospective teachers?

**Respondent A:** The lecturer reported that the institution offered a full-time four-year BEd programme to all prospective teachers. Life Orientation was included as part of this BEd programme and was called Skills and Life Orientation (SKLO). SKLO is included as part of the first, second and third year of the BEd programme. No SKLO was offered in the fourth year of the programme.

Because the BEd programme at this institution was a professional degree for teachers, it appeared to the researcher that Life Orientation, as one of the learning areas for every phase in the GET Band, formed part of the curriculum for every year of the programme.

**Respondent B:** The programme was called BEd GET: Intermediate and Senior Phase. The methodology of Life Orientation is part of the compulsory subjects in the first, second and third year of the programme. Introduction to Human Movement, and Religion, were compulsory major subjects in the first year of the BEd programme. In the second year of the programme the students were offered a variety of electives, from which they choose five. These included Human Movement 1 and Religion 1. These two subjects were the only subjects that focused on some aspects of Life Orientation. The elective subjects were reduced to three subjects in the third year of the programme, amongst others Human Movement 2 and Religion 2. In the fourth year of the BEd programme the students selected two electives, and along with them the specific subject didactics of their two elective subjects.
This institution provided for Life Orientation as part of the preparation of teachers. The subjects Human Movement and Religion Studies gave students insight into the content knowledge of these subjects, which was necessary for the teaching of Life Orientation.

**Respondent C:** This institution offered Life Orientation as part of the year-long Post Graduate Certificate in Education (PGCE). These were students who had obtained an initial degree, and intended to become future teachers.

It appeared to the researcher that this institution made provision for students to be able to teach the learning area. Whether the learning area was offered in any other programmes that the students might be enrolled for was not indicated.

**Respondent D:** Life Orientation was included as part of the BEd programme and was dealt with during the subject didactics of School Guidance and Education Practice. School Guidance had been adapted to cover some of the outcomes of Life Orientation, although the learning area had not officially become part of the programme. Life Orientation was also included in the PGCE in the Sports Science programme where the focus area Physical Development and Movement was dealt with specifically.

It appeared to the researcher that a great deal of emphasis was placed on School Guidance. This was important for the aspects of Life Orientation that dealt with Life Skills, and the preparation of learners for the World of Work.

4.2.2.3.2  **How much time is spent on Life Orientation in each of these programmes?**

**Respondent A:** SKLO was offered as a semester programme in the first and second year of the BEd, and as a year-long programme in the third year of the BEd programme.

**Respondent B:** The didactics of Life Orientation was offered as a year-long programme in the first, second and third year of the BEd programme. Introduction to Human Movement and Religion as compulsory subjects was offered in the first year as a year-long programme. In the second, third and fourth year of the BEd
programme, Human Movement 1, 2 and 3 and Religion 1, 2 and 3 were offered as elective year-long programmes.

Respondent C: Each PGCE-student was expected to complete two method-programmes for the year, depending on their major subjects in the undergraduate studies. This could be in Psychology and Human Movement, or Sports Science and Life Orientation.

Respondent D: The duration of the programme was one semester in the first year of the programme.

The researcher considered that the time allocated to Life Orientation in each programme offered at each of the above mentioned institutions confirmed the importance that each institution placed on Life Orientation as a compulsory learning area in the GET Band.

4.2.2.3.3 Can you mention the contents of the Life Orientation programmes?

Respondent A: The nature of the programme included aspects like:

- Personal development: ‘know thy self’
- Life skills: self-esteem; effective study methods
- Decision making skills: financial discipline
- Health promotion: HIV & AIDS; first aid and occupational safety in the workplace
- Social development: comparative studies of the world’s major religions
- Physical development and Movement: in the third year of this programme students are expected to specialise in two sports codes.

This institution offered topics such as Health Promotion, Social Development, Personal Development, and Physical Development and Movement, which were the learning outcomes of the RNCS (DoE, 2002b) in the GET Band. However, the assessment standards for each of these learning outcomes expects of students to have knowledge on a wide variety of aspects, and the researcher questioned whether the
content knowledge mentioned above would be sufficient to implement the learning area successfully. In addition, this lecturer did not mention including the content of Orientation to the World of Work, the fifth learning outcome (DoE, 2002b), applicable to the Senior Phase of the GET Band only. Although studies of the world’s major religions were addressed, the research could not ascertain whether aspects of human rights, which are included in the social development of the learners, were addressed.

**Respondent B:** Curriculum studies for Life Orientation dealt with the content as set out in the policy documents for C2005 (DoE, 1997b) and the RNCS (DoE, 2002b).

Introduction to Human Movement and Religion covered the content of the Learning Outcomes 2 and 4 (DoE, 2002b) and the corresponding assessment standards of the RNCS (DoE, 2002b) for Grades 4 to 6 relating to Life Orientation.

Human Movement 1, 2 and 3 gave the student a broad background to the different aspects of the subject Human Movement, in theory and practice. Theoretical aspects included didactics or methods relating to the teaching of the subject, theory and coaching of sports, and knowledge of anatomy and biochemical aspects of human movement. Practical participation in gymnastics, games, dance and rhythmical movement, as well as in particular sports codes was dealt with. The modules Religion 1, 2 and 3, dealt with the knowledge of the different religions of the world, and specifically with the religions being practised in South Africa. Learning Outcome 3 of Life Orientation (DoE, 2002b) and the corresponding assessment standards for the Senior Phase of the GET Band were focused on. Students were also provided with theoretical information relating to Religion as a school subject.

Because this institution dealt with all the learning outcomes (DoE, 2002b) of Life Orientation, the researcher was convinced that the accompanying assessment standards were also dealt with. This information should provide students with knowledge on what was expected to be taught in each phase of the GET Band.

**Respondent C:** The method programmes dealt with “how to teach Life Orientation” in the GET Band and the FET Band. This programme covered the knowledge, skills,
values and attitudes that should be demonstrated by the learners in Life Orientation. Students were guided towards the development of learning programmes and learning activities, integration of Life Orientation with other learning areas, and assessment in Life Orientation.

The researcher was not able to ascertain the contents of these “method” programmes, besides the teaching aspects. It seemed to the researcher that the students were getting some insight into the content of Life Orientation, depending on the combination that they had elected.

**Respondent D:** With regard to the curriculum studies of School Guidance, the content for the GET Band and FET Band was combined. The rational for Life Orientation (DoE, 2002b) was dealt with, and the learning area statement (DoE, 2002b) was dealt with. Facilitation skills, group work skills and counselling skills also received attention. A variety of life skills were dealt with, specifically so that learners would internalise them. The content also covered career education, as dealt with in the aspects regarding the Orientation to the World of Work in the learning area outcomes (DoE, 2002b).

For the programme in Sports Science, the RNCS (DoE, 2002b) and the NCS (2003) served as the basis for addressing Life Orientation. Considerable attention was given to the development of learning programmes and the integration of Life Orientation with other learning areas. Assessment formed part of the daily planning. The aspiring teacher was taught the skills to become a good facilitator.

Although the level of insight into the learning area differed, the research established that Life Orientation was offered at each of the above-mentioned institutions. The researcher questioned whether it was really possible for any training institution to offer all the aspects included within Life Orientation. The researcher also questioned whether it was fair to expect pre-service students to obtain such in-depth knowledge in one learning area, when training in all eight learning areas should be included in pre-service training.
Is this perhaps the place where space should be created for the training of a learning area specialist?

4.2.2.3.4 Is it expected of students to teach Life Orientation during their practical experience sessions?

Respondent A: Students were expected to teach Life Orientation lessons during their teaching experience.

Respondent B: Students were expected to teach lessons in Human Movement and Religion during their teaching experience if they had elected these subjects in the second, third and fourth year of the BEd programme.

Respondent C: During teaching practice the students had to take a certain number of Life Orientation classes to teach in order to get a pass mark for the programme.

Respondent D: It was expected of students to integrate the focus areas of Life Orientation so that the learners experienced a true learning experience and not just games being played. They should teach Life Orientation lessons during their practicum periods. There were also opportunities to teach Life Orientation lessons within the Faculty of Education on Wednesdays. Students should be able to plan lessons within the learning outcomes (DoE, 2002b) and should present it in such a way that it touched the world of the adolescent and brought about change within the learners themselves.

The research found that ample opportunities were being created for students to obtain experience in the teaching of Life Orientation-lessons at all of the mentioned institutions.

4.2.2.3.5 How would you summarise the attitude of students towards Life Orientation in your classes as well as during practical experience sessions?

Respondent A: Positive. They seemed to be interested in the learning area. The topics were varied and students had a wide selection of topics to choose from.
Respondent B: The students had elected to do the subjects, Life Orientation and Religion, and showed an interest in the subjects. They enjoyed teaching Human Movement-lessons and indicated that Religion was very interesting.

Respondent C: Students were expected to teach a certain number of lessons to pass the programme. They were normally very interested, especially if they were going to be teachers. Others only elected the programme because it allowed them to enter for other programmes, like an Honours programme in Psychology. The students were not very interested in all the learning outcomes.

Respondent D: The students doing Sports Science could be described as excellent as far as an interest in the learning area was concerned. They realised the value of integration. The attitude of the students doing School Guidance as a subject varied, depending on whether this was one of their major subjects. Those students to whom Life Orientation was a major subject, wanted to make a difference in the lives of the learners. They realised the value of the learning area in schools. In the cases where Life Orientation was a third subject, the students would decide themselves how much they wanted to put into the learning area.

The research found that the attitude of the students towards the learning area was positive. Students enjoyed teaching the learning area.

4.2.3 Data analysis and Interpretation of the Observations

Observation was used as a method of collecting data for this research because the researcher found that this was the best way to observe what was actually happening in the Life Orientation classrooms. Observation as a research method was discussed in Chapter 3.4.4 of this study. This method gave the researcher a firsthand account of the implementation of Life Orientation, and recordings were made on a lesson observation instrument. This instrument was adapted from the Educator Assessment Documents (WCED, 2002d), which was developed and used by the WCED during the whole school evaluation process.

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8 The whole school evaluation process determined the functionality of a school in the Western Cape.
Three teachers were selected from schools not used in the case study to teach a Life Orientation-lesson. Permission to approach these teachers were applied for and obtained from the school principals. The researcher requested of the selected teachers permission to visit their classrooms while they were teaching a lesson in Life Orientation. They all agreed to this request. Teachers were given the assurance that the findings of this lesson observation would not be held against them. The researcher would not be acting in her capacity as curriculum adviser during these sessions.

Teachers were free to select the specific outcomes (DoE, 1997b) to be addressed, the topic within the outcomes, the resources to be used, the teaching methodology to be applied, as well as the date of and duration for the lesson. The criteria for the selection of these teachers were explained in Chapter 3.4.4 of this study. Each lesson had to be presented to a class in the senior phase of the GET Band.

Due to the nature of the research and the fact that the researcher wanted to obtain accurate information, the observation instrument was not discussed with the teachers before the time.

This lesson observation instrument focused on four areas of the teaching process:

- The knowledge of the teacher on the curriculum and learning programmes.
- The procedures for lesson planning, preparation and presentation of the lesson.
- The ability of the teachers to create of a learning environment.
- The achievements of the learners during the lesson: learner assessment.

The level of performance of the teacher was described as:

- unacceptable
- satisfied minimum expectations
- good
- outstanding.

The data were analysed and interpreted according to the questions set out on the lesson observation instrument that was mentioned before.
4.2.3.1 **Did the teachers demonstrate adequate knowledge of the learning area to create meaningful experiences for learners?**

The researcher found that not one of the teachers made any attempt to interpret or conceptualise the learning programme to the learners. The teachers did not mention to the learners the specific outcomes (DoE, 1997b) of the learning area that were going to be addressed during this lesson or the focus area within Life Orientation where the topic of the lesson fitted into. This was observed despite the fact that the critical outcomes of the curriculum and the focus areas of Life Orientation (DoE, 1997b) were displayed on the walls in one of these teachers’ classroom. The researcher found that the teachers’ knowledge on the topic addressed was adequate but not comprehensive enough to extend the knowledge of the learners. The attitude created to the topic of the lessons satisfied the minimum requirements for the lesson. All the teachers were able to involve the learners skillfully in the learning area by getting them to engage positively with the topic of the lesson. All the teachers satisfied the minimum requirements for this aspect of the lesson.

4.2.3.2 **Is lesson planning clear, logical and sequential and is there evidence that individual lessons fit into a broader learning programme?**

Only one of these teachers presented the researcher with evidence of a planned learning experience⁹, which formed the second stage of the planning procedure. This stage follows the “year planning” and comes before the “lesson activity”-planning, according to the WCED training guidelines for C2005 (DoE, 1997b). The planning for the learning experience should describe the skills, knowledge, attitudes and values (SKAVs) that would be experienced and demonstrated by learners over a period of time, and specifically during this lesson. This teacher was rated “good” for this aspect of the lesson preparation. The learning experience mentioned a number of critical outcomes and specific outcomes (DoE, 1997b) that would be addressed. Learners were expected to obtain information on all the topics mentioned during the allotted fifty minutes of the lesson.

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More time should have been created for the extension of the individual’s personal knowledge, the fixation of SKAVs and assessment of the learners. It appeared that this teacher was not clear on the difference between a learning experience (± three weeks) and a lesson activity (± fifty minutes).

The researcher was not able to determine the logical and sequential planning of all three lessons due to the absence of the evidence of the planning processes. This information would have given the researcher insight into the teachers’ understanding of the planning processes for Life Orientation according to the guidelines given by the WCED. Year plans were not presented or discussed with the researcher by any of the teachers. It was thus not possible to establish whether the individual lesson presented by the teachers fitted into a broader learning programme. This was evaluated as unacceptable for the delivery procedure.

The topics selected for presentation by all teachers fitted in with what was currently happening in the world and could be linked to the specific outcomes (DoE, 1997b) of Life Orientation. The topics were suitable for the grades that it was presented to. All three teachers were rated well on this section.

Despite the absence of evidence of planning, all the teachers presented the lessons in a clear and logical way. This was very good.

The research did not establish whether these teachers had been orientated during the programmes offered by the WCED. The researcher found that all three teachers required specific training in the planning aspects of Life Orientation.

4.2.3.3 Does the teacher create a suitable climate for teaching and learning?

The atmosphere experienced during all three lessons was observed as lively and stimulating. Overall this was rated as excellent. All three teachers used group work strategies, where group discussions took place around specific topics. This was observed as the best technique under the circumstances to ensure the best use of the classroom space to accommodate the large number of learners. Groups were provided with resource materials, which had been collected and distributed to the groups by the
teachers. The learners had to scrutinise the materials, summarised their findings, and reported back to the bigger group. Learners enjoyed the involvement in groups and great individual contributions were observed in the groups. The inclusion of diversity of learners and different language groups in the same class were observed, and this contributed to the success with which these lessons developed. Throughout the lessons it was observed that teachers recognised and valued individual contributions. Teachers encouraged the learners positively to become part of the discussions. All teachers were successful in creating a very suitable climate for the teaching and learning of Life Orientation.

4.2.3.4 Is assessment in order to promote teaching and learning?

Due to the absence of recordings of the planning procedures, it was not clear to the researcher whether the teachers had planned to use this lesson for assessment purposes. In outcomes-based education, which forms the basis of C2005 (DoE, 1997b), assessment of learners should form part of the planning procedures.

Although the individual teachers commented on the presentations delivered by group representatives during the lesson, they did not state beforehand that these presentations would be used for assessment purposes. No criteria were given according to which learners had to develop their group presentations for the purpose of assessment. This aspect was specifically noted due to the fact that the lesson observation instrument was not discussed beforehand with the teachers.

The researcher did not inquire about records of previous assessments and was not able to ascertain whether the teachers understood the different types of assessment required for C2005 (DoE, 1997b). It seemed apparent that much more emphasis should be placed on the important role of continuous assessment in Life Orientation.

4.3 CONCLUSION

In this chapter the researcher focused on analysing and interpreting the data collected. The findings have been related to the research problem as set out in Chapter 1.4 of this research and to the literature review in Chapter 2.3.3. The case study was selected
as the research design because in-depth understanding could be gained of this particular situation and the meaning there of for those involved. The findings of the data and the analysis of this collective case study could be summarised as follows:

- Principals and learning area coordinators showed very little understanding of the specific outcomes (DoE, 1997b) of Life Orientation and therefore, the learning area itself. This information was apparent in the way that they had replied to questions relating to their understanding of the learning area. Although some of them they had been given a general orientation to the background to C2005 (DoE, 1997b) and had received clear guidelines with regard to the planning processes in the learning area, not enough detail was given to learning area specifics, which would include the content embedded within each specific outcome (DoE, 1997b).

- The research revealed that teachers did not have a clear understanding of the content that they were expected to teach in Life Orientation. Teachers perceived the specific outcomes (DoE, 1997b) as too many to deal with in each grade. Teachers did not know how to differentiate between the content in the different grades as the content required for C2005 (DoE, 1997b) was not specified per grade. The teachers who participated in the questionnaires did not have access to the learning outcomes of Life Orientation in the GET Band as set out in the RNCS (DoE, 2002b) at the time of this research. The teachers in the Senior Phase of the GET Band would be teaching according to the specific outcomes (DoE, 1997b) until all the grade teachers in the Senior Phase had been to an orientation session on how to implement the RNCS (DoE, 2002b). This observation by the researcher related to the teachers’ lack of in-depth knowledge in the learning area. The research found that the teachers were not clear on the planning processes for Life Orientation.

- The research found that curriculum advisors realised that development and support should be regarded as part of the ongoing growth and development of every Life Orientation teacher. The WCED should put structures in place that would ensure that teachers were kept abreast of the latest developments in the
learning area. This could be done at regular workshops, cluster meetings and daily visits to schools and classroom visits by the curriculum advisors. Monitoring of the implementation process and immediate feedback was regarded as important by many teachers to ensure that the learning area would be implemented in the way that it was supposed to be implemented.

- Higher Education Institutions should include the specifics of the learning area as part of their pre-service training programmes. The research found that providing education and training to enable students to become specialist Life Orientation teachers seemed to be a high priority to all involved in the implementation process. It seemed, however, as if some of the programmes offered at these institutions focused more on how to teach Life Orientation and not necessarily ensuring that teachers obtain sufficient knowledge on the content embedded within the specific outcomes (DoE, 1997b). Teachers indicated that accredited one-year programmes should be developed that teachers could attend on a part-time basis, or an Advanced Certificate in Education in Life Orientation should be offered to empower the teachers to implement the learning area successfully.

In Chapter 5 the researcher will provide recommendations with regard to empowerment of teachers to implement Life Orientation in the Senior Phase of GET Band. This aims at ensuring that the errors made in the earlier implementation of C2005 (DoE, 1997b) will not be made again during the implementation of RNCS (DoE, 2002b) or the implementation of Life Orientation as a fundamental\textsuperscript{10} subject in the FET Band.

\textsuperscript{10} Fundamental subject refers to the compulsory subjects that all learners in the FET Band would have to include in their choice of subjects from 2006.
CHAPTER 5
FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

The term Life Orientation had been given to a learning area in the newly adopted curriculum in South African schools in 1997. This name was used in C2005 (DoE, 1997b), the RNCS (DoE, 2002b), and had been given to a new subject in the FET Band (DoE, 2003b). Although aspects of previous non-examinable subjects had been included in the content for this learning area, new content had been developed and included in the specific outcomes (DoE, 1997b), and learning outcomes and assessment standards (DoE, 2002b) of this learning area.

This study focused on the preparedness of teachers in the Senior Phase of the GET Band to teach this new learning area within an outcomes-based curriculum. The research aimed at the possibility of ensuring that teachers would obtain the competencies of a learning area specialist as described as one of the roles of teachers according to the Norms and Standards for Educators (DoE, 2000a).

The findings of this research indicated that teachers were not ready and sufficiently prepared to implement Life Orientation in C2005 (DoE, 1997b) and the RNCS (DoE, 2002b). Principals and teachers lacked:

- well-grounded knowledge and understanding relevant to the learning area, specifically those embedded in the specific outcomes (DoE, 1997b) for Life Orientation,
- knowledge of the outcomes-based methodologies and approaches to be applied to Life Orientation lessons, and
- a positive attitude towards the learning area that would help to emphasise the importance of the learning area to the holistic development of the learners.

This Chapter summarises the findings of the research, makes recommendations for further research, synthesises the research and offers concluding comments.
The research in this study was shaped by the information discussed in Chapter 4, which provided the analysis and interpretation of the data that was collected. In Chapter 4 the findings obtained from each of the instruments used by the researcher to collect data was discussed.

5.2 FINDINGS OF THE RESEARCH

5.2.1 Questionnaires

Questionnaires were used to obtain information from the school principal or the C2005 (DoE, 1997b) Co-ordinator at each of the schools involved in the case study, and from the teachers teaching Life Orientation at the schools. Descriptions of the samples were explained in Chapter 1.8 of this study. The purpose of each of these two questionnaires was mentioned in Chapter 4.2 of this study.

The research indicated that the attitude of the principals involved in the study was not conducive to the successful implementation of Life Orientation. Principals need to be convinced of the importance of the learning area to the development of the learners so that they will regard Life Orientation as equal in importance to any of the other learning areas. Once this is so, allocation of the learning area is more likely to be based on who would be best suited to teach it.

The questionnaires to teachers indicated that the Life Orientation teachers had not been adequately prepared and so was not ready to implement the learning area in C2005 (DoE, 1997b). The orientation programmes offered were too short and did not include any in-depth knowledge on content. Although the teachers who had attended the programmes understood the planning process, they were not clear on what to plan for. The research showed that too many new and “untrained” teachers were expected to teach the learning area. Insufficient support from the DoE and WCED did not improve the situation, according to the research findings. Teachers involved in this case study indicated that they needed more information and training on the content included in the specific outcomes (DoE, 1997b) of this learning area. The absence of additional guidelines meant that teachers were expected to do continuous research to ensure that learners were able to demonstrate and achieve the outcomes of the learning area. This wider reading was necessary for them to obtain insight and
understanding into the knowledge, skills, attitude and values included in the specific outcomes (DoE, 1997b).

5.2.2 Interviews

Interviews were conducted with three school principals, with curriculum advisors, and with lecturers at Higher Education Institutions. Although some of these structured and semi-structured interviews were face-to-face, in the case of some of the curriculum advisors and lecturers these were conducted via electronic mail.

The interviews with principals related to specific topics as mentioned in Chapter 4.2.2.1 of this study. The research found that principals were treating Life Orientation as less important than other learning areas in the Senior Phase of the GET Band, although they realised that all learners needed the knowledge, skills, attitudes and values offered by the learning area. They regarded an interest in the learning area as the only pre-requisite to allocate the learning area to a teacher to teach. They acknowledged that they had added Life Orientation to the timetables of any available teachers. Principals were not able to report on the knowledge and training of their current Life Orientation teachers.

These research findings indicated that these principals needed to be orientated to the learning area. They needed to obtain insight into the expectations of the learning area, so that they could realise the importance of allocating the learning area to the best-qualified and most knowledgeable teacher in Life Orientation, if the learning area is to be implemented successfully at their schools.

The interviews with curriculum advisors were conducted to establish the similarities in the preparation and training of the teachers in each of the EMDCs in the Western Cape. The findings indicated that the orientation of teachers was arranged, developed and delivered in the same format by the WCED-officials in all EMDCs in the Western Cape. The curriculum advisors indicated that they had to support and develop the teachers’ understanding of the planning and assessment procedures. The research could not establish the success of the orientation to the curriculum, as the understanding of the learning area could only be reflected in the delivery in the classroom, and not by monitoring whether teachers had attempted the planning procedures, according to the curriculum advisors. These departmental officials did not
visit the classrooms of the teachers very often, as this had become the task of the school management teams. The curriculum advisors made recommendations (Chapter 4.2.2.2.1) for this study that could improve the success and address the challenges of Life Orientation.

Interviews with lecturers at Higher Education Institutions were conducted to ascertain how these institutions were training prospective teachers to implement Life Orientation. The researcher found that the institutions involved did include the teaching of Life Orientation in various programmes. Some of the contents were dealt with in separate subjects and modules, and appeared fragmented rather than geared towards developing a Life Orientation specialist. There appeared to be a problem in establishing the importance of Life Orientation as a separate learning area or subject, against the emphasis that is placed on other more “academic” learning areas which allowed for specialisation at different levels of the programmes offered. The researcher found that there was a difference in the attitudes of the pre-service students towards Life Orientation, depending on their motives for including the learning area in their specific programme. Some students had no intention of becoming teachers, but a programme in Life Orientation would allow them entry to other programmes. Most students seemed to be reasonably interested and enjoyed teaching the different content areas and the integration of the specific outcomes (DoE, 1997b) of Life Orientation. The researcher felt that collaboration between the WCED and the Higher Education Institutions was imperative for successful implementation of Life Orientation in the classrooms.

5.2.3 Observations

A lesson observation instrument was used during the observation of lessons to determine four areas of the teaching process as mentioned in Chapter 4.2.3. The data was recorded, analysed and interpreted in relation to the questions set out on the instrument.

The findings of the research indicated that the knowledge of the teachers on the selected topics was adequate, but not comprehensive enough to extend the interest and the knowledge of the learners. Although the teachers created meaningful experiences for learners, a lack of depth in the level of the knowledge that was shared with the
learners was demonstrated. In view of the lack of evidence of planning processes, the researcher was not able to determine whether the teachers were able to plan lessons in a logical and sequential manner and whether the lessons formed part of a broader learning programme. The order of the lesson presentation indicated that the teachers were able to teach in a logical and sequential manner. All the teachers were found to be able to create and maintain a positive climate for teaching and learning. Assessment was not mentioned in any of the lessons observed and the researcher could not establish whether assessment formed part of the teaching and learning process. The research instrument indicated that sufficient knowledge on the topics, evidence of the planning process and assessment of learners as part of the teaching and learning process needed to be addressed. These findings indicated that the teachers were not able to apply the planning structures for the curriculum as prescribed or recommended by the WCED.

5.3 RECOMMENDATIONS

Teachers are the deliverers of the curriculum. They can only deliver successfully if they are empowered to do so. If teachers are expected to display competency, interest and dedication, and be qualified to fulfil this role, as explained in Chapter 2.1 of this study, then proper training and development should ensure the they become competent and confident teachers who would be empowered to deliver the curriculum for Life Orientation successfully.

To answer the research question the following recommendations are made to argue that teachers can be empowered to teach Life Orientation successfully in the GET Band. The recommendations could also be used to assist the process for the orientation and training of the teachers in the FET Band in 2006:

- School principals and school management teams should be part of the entire orientation programme for teachers. This will ensure that they are empowered to manage the entire curriculum and be familiar with what is expected from teachers and learners. This orientation process should aim at building a positive attitude towards Life Orientation.

- Principals should advertise posts for Life Orientation teachers, and appoint the most suitable teacher, with the necessary qualification and teaching
experience pertaining to the subject or learning area. The teaching of Life Orientation should not be allocated to any available teacher, or to a teacher with extra time and space on the timetable. Specialist knowledge of many content aspects is required, as well as knowledge that only a trained teacher would possess.

- Principals should be encouraged to maintain the same Life Orientation teacher or team of teachers for a few consecutive years. This will ensure that the learning area stabilises, that teachers grow in their knowledge and understanding of the learning area, and that they would be able to address the challenges that they had experienced in the previous year/s.

- The orientation of teachers to a new curriculum should be phased in gradually, and not be delivered as a once-off event a few months before the implementation date. More time should be spent on the clarification and understanding of concepts and terminology which teachers are expected to become familiar with and to apply during delivery of the curriculum.

- Teachers need to be given time to apply what they have been orientated to do in the classroom. They have to discover the challenges that they are likely to face when attempting to teach their newly gained knowledge. These challenges should be addressed to ensure that they do not re-occur once implementation has started. This phasing-in stage should be linked to the prior knowledge of the teachers; their prior knowledge should be emphasised when introducing the new knowledge that they are expected to obtain. Structures should be created so that the challenge of obtaining new knowledge can be addressed.

- Training of teachers on the content of the learning area should become part of the orientation processes. Teachers cannot be expected to empower themselves to handle new content pertaining to a new learning area when the content has not been part of their pre-service or any further studies undertaken. Opportunities should be created for teachers to obtain new knowledge, skills and methodologies applicable to the learning area before
the implementation date. The DoE and the Provincial Education Departments should be responsible for ensuring that teachers are given the in-service training that they need.

- Teacher training programmes should be developed that will ensure that Life Orientation is recognised as a fully-fledged subject at pre-training level, ensuring that prospective and in-service teachers obtain the knowledge they need on content and teaching approaches. Higher Education Institutions (HEIs and Non-Governmental Organisations (NGOs) should be approached to develop training programmes and guidelines in collaboration with the education department to ensure that the training needs of the teachers in the field are addressed. These programmes should be offered to pre-service and in-service teachers and the teachers should obtain an appropriate and accredited qualification.

- A variety of short programmes should be designed on specific aspects or focus areas of Life Orientation by HEIs and NGOs and offered at the expense of the DoE or the Provincial Education Department to ensure that immediate training needs are addressed. These programmes could vary from one day (on a specific aspect) to three weeks in length and be presented at teacher centres, over weekends, full-time or after-school time.

- Financial assistance should be provided so teachers can obtain expertise in the teaching in Life Orientation. This is a newly implemented learning area in C2005 (DoE, 1997b) and the RNCS (DoE, 2002b). This new content and the related methodologies were not included in earlier curricula. If the improvement in their personal teaching qualifications is not tied specifically to Life Orientation, they might not choose to study this learning area. Financial support, specifically for such programmes, could increase the number of qualified Life Orientation teachers.

- Development and support should be part of the ongoing growth and development of teachers. Support in the form of regular cluster meetings, websites, published articles, etc., should be available to ensure that
teachers are kept abreast of the latest developments in Life Orientation and the upskilling possibilities.

- Monitoring the implementation process should become a regular feature in the delivery of the curriculum. Curriculum advisors and members of school management teams should be tasked with visiting the classrooms of Life Orientation teachers on a regular pre-arranged basis. Feedback to teachers on their performance should be delivered immediately if the teachers are to improve their performance.

- The development of learning area guidelines should be an ongoing process. This process should involve all the role players in the delivery process, so that teachers and learning area curriculum advisors can discuss and give input on the realities in the classrooms when developing such guidelines. This should serve as hands-on material to guide and assist teachers throughout the implementation process and especially guide them through the planning procedures.

- Where teachers are producing outstanding work, these efforts should be acknowledged through learning area committees or similar structures. These teachers should be utilised as lead teachers or cluster co-ordinators to encourage other teachers to achieve success within Life Orientation. Lead teachers could also be offered incentives such as special or short programmes in Life Orientation. These would empower them to improve their own standard of performance and encourage them to share new knowledge with their fellow teachers at the schools and in the province.

- Schools should be encouraged to obtain or be provided with the resources and equipment necessary to implement the learning area. A learning outcome in the RNCS (DoE, 2002b) includes participation in physical fitness exercises, water activities, sports and gymnastics. It would be beneficial to the learners to know how to utilise the suitable equipment, provided the teacher have been trained in the use of it and the safety measures pertaining to such equipment.
Finally, from the research it is clear that the structure of Life Orientation needs to be reconsidered, especially since it is a fundamental subject in the FET Band. It could be argued that the content of Life Orientation could be arranged into three clustered content groups:

1. Health promotion, physical development and movement;

2. Values Education, which should include social development, religion, human rights and democracy education;

3. Personal development, life skills and orientation to the world of work.

These clusters would ensure that the learning outcomes and assessment standards stated in the RNCS (DoE, 2002b) and the NCS (DoE. 2003b) remain the same for Life Orientation, but specialist training in the content embedded within the learning outcomes would be easier to access. Teachers would still be implementing the outcomes-based curriculum.

Current specialist teachers, who are being trained for these subject groupings at HEIs in different degree-programmes, would then be able to offer a specific clustered group, ensuring specialist knowledge on content. This arrangement would ensure that content knowledge of Life Orientation is dealt with in a specialised manner. This would also ensure that teachers deal with all the learning outcomes with the same amount of interest and enthusiasm, since they would now have specialist knowledge of their specific clustered group.

It could be argued that learners will now experience Life Orientation as three separate subjects, as mentioned in Chapter 1.4. This challenge could be addressed by ensuring that the assessment of Life Orientation is integrated. This structuring of the learning area could pose an immediate solution to the absence of a Life Orientation specialist, and for the implementation of the subject in the FET Band in 2006.
5.4 SYNTHESIS OF THE RESEARCH

5.4.1 Contextualisation of Life Orientation

Chapter 1 of this study dealt with the background to the research problem and the format in which this study would be conducted. Chapter 1 also clarified the concepts used in this study.

The need for curriculum change in a changing South Africa was addressed. The reaction of the teachers to the new curriculum was described. The chapter focused on the ways in which the teachers were prepared to implement the new curriculum and the Life Orientation learning area and their reactions to the training model.

The research indicated that many of the current Life Orientation teachers had years of teaching experience, but very little or no training in Life Orientation. Most of these teachers had undergone their basic teacher training (pre-training) in the apartheid South Africa, when teacher training was designed to suit the needs of the people it served as determined by the government of the day. This teacher-training process did not serve the needs of the learners of a democratic society, and training in this regard would be a priority.

The research further indicated that teachers had not undergone sufficient in-depth training to implement Life Orientation. Teachers were not sufficiently prepared to implement the Life Orientation learning area and could therefore not be successful at implementing the outcomes-based curriculum.

The research also indicated that school principals were not involved in the initial orientation to C2005 (DoE, 1997b) in 1999 and very few had been involved since then. Their knowledge and understanding of Life Orientation was basic, regarding it as a learning area that could be taught by any available teacher. This was a serious shortcoming in the attitude of principals and in their management of the Life Orientation learning area.
If the research problem as described in Chapter 1.4 is not addressed, it will result in far-reaching consequences when Life Orientation becomes a fundamental subject in the FET Band. Prior knowledge of the learning area, its learning outcomes and assessment standards (DoE, 2002b) would then be required, by both teachers and learners, in order to meet the demands of the FET Band.

5.4.2 Review of literature related to Life Orientation and with regard to the training of teachers

Research into Life Orientation, as a new learning area particular to the South African curriculum, C2005 (DoE, 1997b), posed a major challenge to the researcher. Departmental documents (national and provincial), white papers, policies and discussion documents were very useful in determining the essence of the learning area.

In Chapter 2.1 of this study, the Norms and Standards for Educators (2000a) challenged teachers to become a learning area specialist, complying with a range of competencies. This chapter addressed the scope of the research, explained the detail of the Life Orientation learning area and discussed the professional development of teachers.

The research indicated that it was unrealistic to expect Life Orientation teachers to fulfil the role of a learning area specialist without specialist training in Life Orientation. Insufficient or no training in the content of the specific outcomes marred the implementation of C2005 (DoE, 1997b). Many teachers involved in the case study had never been exposed to any training in Life Orientation, yet the expectation was that they should be well grounded in the knowledge, skills, values, principles, methods and procedures relevant to the learning area.

The competencies mentioned in Chapter 2 regarding the learning area specialist described the “perfect” Life Orientation teacher, who would be competent and confident and able to fulfil not only the role of the specialist, but be suitably qualified to fulfil all the roles as expected from the educators. The research indicated that the
realities within the classroom could not have been a consideration when the required competencies for the subject specialist were established.

Teachers had a clear understanding of the Senior Phase as the continuation of the Intermediate Phase in the GET Band. The specific outcomes (DoE, 1997b) for Life Orientation were the same throughout the GET Band, yet careful planning was required to ensure that the same content was not repeated at the same level in each grade. The lack of knowledge and understanding of the Life Orientation learning area of the teachers reflected in the data collected could be an indication that teachers were not aware of the need for continuity of the specific outcomes (DoE, 1997b).

Although lifelong-learning is regarded as an effective tool for change, the research found that not one of the current Life Orientation teachers involved in the case study was involved in any further studies. Further studies would enhance their knowledge of Life Orientation and empower them to implement the learning area successfully. Further training would be required to empower them with knowledge, skills and proficiency in Life Orientation to enable the teachers to develop the potential of every learner optimally.

The absence of written evidence of learning programmes during the observation of lessons could indicate that the teachers were not able to develop suitable learning programmes. It could be argued that teachers were not trained in these processes or that school management teams or curriculum advisors did not monitor the work of teachers.

Interviews that were conducted with lecturers at Higher Education Institutions in the Western Cape indicated that the curriculum studies of Life Orientation was being addressed in the teacher training programmes, but this training appeared to be fragmented and differed from one institution to the next. From the responses it seemed that Life Orientation was offered due to the fact that it was one of the learning areas in the GET Band, and that students should be trained to teach this learning area. This could be an indication that theory and practice were integrated into the practical teaching aspect for the qualification.
The researcher could not find evidence that the in-service programmes attended by some Life Orientation teachers widened and deepened their knowledge and understanding of Life Orientation. The research indicated that none of the teachers involved in the research had received any training in the contents of Life Orientation. The literature indicated that the programmes to empower teachers with the necessary knowledge, skills and proficiency in the content of Life Orientation were on offer long after the implementation of C2005 (DoE, 1997b) had started. This research indicated clearly that there were major gaps in the teachers’ knowledge and understanding of the Life Orientation learning area. These shortages were not dealt with satisfactorily by the education department, by the Higher Education Institutions in the province, and by the teachers themselves. The research also found that none of the teachers involved in the case study had made a personal effort to be empowered and developed as a Life Orientation specialist.

The research concluded that no effort had been made to develop Life Orientation specialists, by either teachers themselves or training institutions, according to the requirements and characteristics mentioned in Chapter 2.1.

5.4.3 Research design, methodology and the processes used for collecting data for this study

Chapter 3 outlined the details of the research strategy that was undertaken to arrive at trustworthy solutions to the research problem through the planned and systematic collection, analysis and interpretation of data. A descriptive approach was employed to describe the situations, events and procedures conducted for this study, while the researcher used observation techniques during the interviews with the principals and the lessons that were presented by teachers. Careful recordings were made of the findings to describe the reactions and behaviour of these individuals during the processes.

A case study was employed for this research to obtain an in-depth understanding of the research problem. A collective case study was found to be the appropriate type of study to explore the research problem, as it existed in particular schools as indicated in Chapter 1.4 of this study. The process was carefully planned. Data were collected
by means of questionnaires, interviews and observations. Results were systematically recorded, analysed and interpreted.

The findings of this research could now be generalised to a larger number of schools in the EMDC Metropole North from which the samples were extracted. Research data could now also be generalised to all schools in the Western Cape, as the questionnaires with Life Orientation curriculum advisors in the other EMDCs indicated that the situation was similar in the schools in their districts.

5.5 LIMITATIONS OF THE RESEARCH

The scope of this study was limited to the empowerment of Life Orientation teachers in the Senior Phase of the GET Band. Life Orientation as a learning area in C2005 (DoE, 1997b) had been implemented from Grade R to Grade 9 during 2000 and 2002. The orientation of teachers to the implementation process required by the RNCS (DoE, 2002b) started with the Foundation Phase teachers in 2003. In 2004 the Intermediate Phase teachers were orientated and in 2005 Grade 7 teachers had been orientated to the RNCS (DoE, 2002b).

This research study could not address all of the issues pertaining to the empowerment of teachers. Obvious areas that deserve attention are the empowerment of teachers in the Foundation Phase and in the Intermediate Phase of the GET Band.

As mentioned in Chapter 1.8 of this study, this research was limited to a selected sample of schools in the EMDC Metropole North. The research was also limited to principals and teachers in the Senior Phase of the GET Band. The findings of this research indicated that all selected schools complied with the categories for selection as mentioned in Chapter 1 of this study.

The research findings could, therefore, be applied to all the schools in the same EMDC, since all schools had been observed by the researcher as having similar problems. The problems (reflected in the description of the research problem) seemed to have been experienced in other EMDCs in the Western Cape, as the findings of the interviews with curriculum advisors indicated. In the view of the researcher, this makes it possible that the findings of this research could be applicable to all schools in the Western Cape that offer Senior Phase classes in the GET Band.
5.6 RECOMMENDATIONS FOR FURTHER STUDY

The findings of this research could serve as recommendation for further investigation into the empowerment of teachers. The following suggestions for further study are given in the form of the title of the recommended research:

- The teachers’ knowledge and understanding of outcomes-based education and its application in Life Orientation lessons.
- The empowerment of teachers to teach Life Orientation in the RNCS (DoE, 2002b) to learners with special educational needs.
- The teachers’ knowledge of assessment in the RNCS (DoE, 2002b) and its application to Life Orientation.
- The development of suitable programmes to address the needs of Life Orientation teachers at higher education institutions.
- Teacher-centred and learner-centred teaching and other learning methodologies that Life Orientation teachers could apply.
- Empowering Life Orientation teachers to fulfil all of the different roles expected of them.
- The role and obligations of the DoE with regard to the training of teachers for a new curriculum.
- The role of departmental officials in empowering teachers to implement a new curriculum.

5.7 CONCLUSION

Teachers need to be empowered with knowledge and skills to cope with the Life Orientation curriculum, to cope with learners in a democratic South Africa, and to cope with the conditions in which teaching occurs in South African schools. The
research indicated that most teachers, once they were involved in the teaching of Life Orientation, realised the value of the learning area and the contribution the learning area could make to the growth and development of every learner in the school. The research also indicated that the teachers involved in this case study realised that Life Orientation was not, as sometimes assumed, the learning area that could be taught by any available teacher. The varied nature of the focus areas dealt within the specific outcomes (DoE, 1997b) and the learning outcomes (DoE, 2002b) requires specialist’s knowledge that could only be obtained through specialist’s training.

It was this varied nature of Life Orientation that left the researcher with questions related to the feasibility of training a Life Orientation specialist. Was it really possible for any teacher to be skilled in such a variety of content issues that related to one learning area or subject only? Was it possible for a Higher Education Institution to develop a four-year programme that could include all these aspects of Life Orientation? Was it possible that a teacher could obtain the specified competencies of a learning area specialist while being a full-time student?

If teachers were to be empowered to teach Life Orientation as a fundamental subject for all the learners in the FET Band from 2006, measures would have to be taken to ensure that teachers were ready and prepared to do so. If the recommendations mentioned in this study were put in place and adhered to, Life Orientation teachers would be better prepared to implement the learning area in the RNCS (DoE, 2002b) and as a subject in the NCS (2003) than they had been to implement C2005 (DoE, 1997b).

Orientation and training should bring about responsibility and accountability in teachers to the learning area and its specific outcomes (DoE, 1997b). The DoE will have to view ongoing encouragement, motivation, support and training as a priority if the benefits of Life Orientation as a learning area or subject are to be experienced by all the learners in the education system.
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*e-mail:* j.dean@lmu.ac.uk


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http://wced.wcape.gov.za/operations/emdc_contact.html


ANNEXURES

ANNEXURE A: Questionnaire A: School Principals / C2005 Coordinators
ANNEXURE B: Questionnaire B: Life Orientation Teachers
ANNEXURE C: Interview: School principals
ANNEXURE D: Interview: Curriculum Advisors
ANNEXURE E: Interview: Lecturers
ANNEXURE F: Observation: Instrument used for lesson observations
ANNEXURE G: Letter of permission: Western Cape Education Department
THE PURPOSE OF THE QUESTIONNAIRE:

This questionnaire is addressed to EITHER the principal of the school OR the C2005 (DoE, 1997b) Co-ordinator at the same school, to obtain the following information:

- Your personal training in the Life Orientation learning area
- Your personal knowledge and understanding of the Life Orientation learning area
- The training in Life Orientation of the teachers at your school
- Your view of the Life Orientation learning area
- The ways in which you are utilising the teachers at your school to teach the learning area

I trust that you will complete the questionnaire as comprehensive as possible in order to assist with the purpose of the research.

LIFE ORIENTATION

BIOGRAPHICAL INFORMATION

1. Name of school:

2. Years of experience with Curriculum 2005 (C2005):

3. Have you received training in C2005?

   YES    NO
4. Have you been trained to teach Life Orientation in the Senior Phase?

YES  NO

5. Are you/ have you been involved with the teaching of Life Orientation in the Senior Phase?

YES  NO

6. Amount of teachers involved with the teaching of Life Orientation in the Senior Phase at your school?

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
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<tbody>
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</tbody>
</table>

7. Amount of teachers at your school who have received training in Life Orientation during their basic training as a teacher?

8. Amount of teachers at your school who have attended in-service training-sessions for the teaching of Life Orientation since 1999?

9. Do the teachers receive guidance and support from the school management team with regard to the planning and presentation of Life Orientation?

YES  NO  UNSURE

Motivate:.................................................................................................
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10. Does the school management team monitor the planning and assessment of the Life Orientation teacher?

NEVER  SOMETIMES  OFTEN
INFORMATION REGARDING THE LIFE ORIENTATION LEARNING AREA

11. Is Life Orientation, in your opinion, a learning area that can be offered by any teacher?

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<tr>
<th>YES</th>
<th>NO</th>
<th>UNSURE</th>
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Explain your point of view: .......................................................... 
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12. Have you, during the past three years, often moved teachers in the senior phase from teaching Life Orientation to teach other learning areas?

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<tr>
<th>YES</th>
<th>NO</th>
<th>UNSURE</th>
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</table>

Motivate your answer: .......................................................... 
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13. Do you think that further training of teachers in Life Orientation will contribute to greater success being experienced with the presentation of the learning area?

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<th>YES</th>
<th>NO</th>
<th>UNSURE</th>
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</table>

Motivate your answer:

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14. What, in your opinion, can be seen as disabling factors in the successful implementation of Life Orientation?

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15. Are any of the teachers at your school currently engaged in further studies to empower them with the presentation of Life Orientation or with any of the focus areas of Life Orientation?

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<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>UNSURE</th>
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If yes, please mention the name of the programme/degree and the duration there of:

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Thank you for your cooperation.
THE PURPOSE OF THE QUESTIONNAIRE:

This questionnaire is addressed to every Life Orientation teacher at the chosen schools, to obtain the following information:

- Your teaching experience in general and your experience in teaching Life Orientation
- Your training and guidance received in Life Orientation
- Your knowledge and understanding of the Life Orientation learning area
- The type of training, development and support that will be required for the successful implementation of Life Orientation

I trust that you will complete the questionnaire as comprehensive as possible in order to assist with the purpose of the research.

LIFE ORIENTATION

BIOGRAPHICAL INFORMATION

1. Name of school:

2. Professional Qualifications:

3. Years of experience as a teacher:
4. Are you in a permanent post?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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</thead>
</table>

If NO, explain the type (contract/ temporary) of post and the duration there of:

………………………………………………………………………………..
………………………………………………………………………………..
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5. Have you received training to present Life Orientation in Curriculum 2005 (1997) as offered by the Western Cape Education Department?

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<thead>
<tr>
<th>YES</th>
<th>NO</th>
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If YES, what was the nature and duration of the training?

Motivate:……………………………………………………………………..
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6. In your opinion, was this training sufficient to prepare yourself adequately to implement Life Orientation successfully?

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<tr>
<th>YES</th>
<th>NO</th>
<th>UNSURE</th>
</tr>
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Motivate:……………………………………………………………………..
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7. Have you received training in the teaching of Life Orientation during your basic teacher training programme?

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<thead>
<tr>
<th>YES</th>
<th>NO</th>
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</table>

If YES, what was the nature and duration of the training?

E.g. one module; contents of Life Orientation; in the third year of the H.D.E.; six
8. Have you attended any follow-up workshops or cluster group meetings for Life Orientation?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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If YES, what was the nature of the workshops?

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9. In which grade/s in the Senior Phase are you teaching Life Orientation?

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<tr>
<th>Grade 7</th>
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<tbody>
<tr>
<td>Grade 8</td>
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<tr>
<td>Grade 9</td>
<td></td>
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</tbody>
</table>

10. Are you also teaching other learning areas in the Senior Phase of the GET Band?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

If YES, please mention the learning area/s:

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INFORMATION REGARDING THE LIFE ORIENTATION LEARNING AREA

11. Which of the following focus areas of Life Orientation are you currently teaching?

<table>
<thead>
<tr>
<th>Focus Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Skills</td>
</tr>
<tr>
<td>Religion Education</td>
</tr>
<tr>
<td>Human Rights</td>
</tr>
<tr>
<td>World of Work</td>
</tr>
<tr>
<td>Health Education</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
</tbody>
</table>

12. Years/ months of experience in the teaching of Life Orientation?

13. Years/months of experience in the teaching of one of the following subjects which are now incorporated into Life Orientation:

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>Health Education</td>
</tr>
<tr>
<td>Religion Education</td>
</tr>
<tr>
<td>Guidance</td>
</tr>
</tbody>
</table>

14. You do have specialist-knowledge in any one of the above mentioned subjects/focus areas?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
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</table>

If YES, state the subject area and explain the nature and duration of your training in the specific subject.

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15. Have you been appointed specifically in the post as Life Orientation teacher?

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<thead>
<tr>
<th>YES</th>
<th>NO</th>
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</table>

If NO, are there specific reasons why you have been allocated to teach Life Orientation?

………………………………………………………………………………
………………………………………………………………………………
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16. If Life Orientation is not your specialist-area, you do think that you are treating Life Orientation fair with regard to the planning and teaching there of:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>UNSURE</th>
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</thead>
</table>

Motivate:……………………………………………………………
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17. Do you think that you have enough knowledge on each of the specific outcomes/learning outcomes of Life Orientation to be able to implement the learning area successfully?

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<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>UNSURE</th>
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Motivate:…………………………………………………………
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……………………………………………………………………
……………………………………………………………………
18. Do you know what knowledge, skills, attitudes and values the learners should be able to demonstrate in each grade in the Senior Phase of the GET Band?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>UNSURE</th>
</tr>
</thead>
</table>

Motivate: .................................................................
...........................................................................
...........................................................................
...........................................................................

19. What, in your opinion, will ensure that Life Orientation is implemented as expected within C2005 (DoE, 1997b) and also in the Revised National Curriculum Statements (2003)?
...........................................................................
...........................................................................
...........................................................................
...........................................................................

20. What kind of training, in your opinion, will be required to ensure that Life Orientation teachers will become specialist-Life Orientation teachers?
...........................................................................
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21. What kind of support, in your opinion, should be offered by the education department to the teachers of Life Orientation to ensure that the learning area will be implemented successfully?
...........................................................................
...........................................................................
...........................................................................
...........................................................................

205
22. Are you currently involved with further studies that will empower you to teach the learning area or specific focus areas of the Life Orientation learning area?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

If YES, mention the programme, the institution, the duration and the name of the module:

…………………………………………………………………………..
…………………………………………………………………………..
…………………………………………………………………………..
…………………………………………………………………………..
…………………………………………………………………………..

23. Indicate the category that best describes the Life Orientation post that you are currently occupying:

<table>
<thead>
<tr>
<th>The only educator teaching Life Orientation in Grade 9</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The only educator teaching Life Orientation in Grade 8</td>
<td></td>
</tr>
<tr>
<td>The only educator teaching Life Orientation in both Grades 8 and 9</td>
<td></td>
</tr>
<tr>
<td>One of more than one educator teaching Life Orientation in Grade 8 only</td>
<td></td>
</tr>
<tr>
<td>One of more than one educator teaching Life Orientation in Grade 9 only</td>
<td></td>
</tr>
<tr>
<td>One of a few educators teaching Life Orientation in both Grades 8 and 9</td>
<td></td>
</tr>
<tr>
<td>The specific outcomes of Life Orientation are subdivided amongst more than one educator in the Senior Phase and I teach some of the specific outcomes</td>
<td></td>
</tr>
<tr>
<td>One of a few educators in the Senior Phase who teaches Life Orientation in the Senior Phase to fill up spaces on their personal timetable</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

Thank you for your co-operation
RESEARCH: 2004

MEd. Curriculum Studies – LIFE ORIENTATION

INTERVIEW WITH SCHOOL PRINCIPALS AT SCHOOLS IN EMDC METROPOLE NORTH IN THE WESTERN CAPE PROVINCE WHO WAS INVOLVED IN THE RESEARCH.

Principals had been informed beforehand that the conversation will be recorded, and they had agreed to it.

STUDENT: DALEEN CHRISTIAANS

Student: Good day, I am Daleen Christiaans. I am a student for the Med-degree at the University of Stellenbosch. I am researching the empowerment of Life Orientation teachers to implement the learning area successfully in the Senior Phase of the General Education and Training band.

I would like to talk to you about your personal insight and attitude towards the learning area and the presentation of Life Orientation at your school.

I would like to give you the assurance that everything that will be talked about will be treated as confidential and that neither you nor your school will be identified in the results of the research.

May I ask you a few questions? I will appreciate it if you would answer the questions honestly so to assist with the aim of the research.

Respondent:………………………………………………………………………………………………………..

Student: Will you please introduce yourself; will you please mention your title and the name of your school?

Respondent:………………………………………………………………………………………………………..
Student: Thank you. For how long have you been holding this current position?

Respondent:

Student: Have you personally received any training in the implementation of Curriculum 2005 since 1997?

Respondent:

Student: If YES, in which year? What was the nature of the training?

Student: Have you received training in the implementation of Life Orientation specifics?

Respondent:

Student: Are you, of have you been, involved with the teaching of Life Orientation in the senior phase? If YES, can you please indicate in which grade/s, in which year/s and for how long? How did you experience the learning area?

Respondent:

Student: Will you please describe to me your personal opinion regarding the Life Orientation learning area as per Curriculum 2005?

Respondent:
Student: Except for Languages and Mathematics, the time allocation and weighting for Life Orientation are the same as for all the other learning areas in Curriculum 2005. What is your opinion about this?

Respondent: …………………………………………………………………………………
……………………………………………………………………………………………………

Student: Life Orientation is a new learning area in the GET Band. How did you decide which teachers should teach Life Orientation?

Respondent: …………………………………………………………………………………
……………………………………………………………………………………………………

Student: Can you inform me about the way in which Life Orientation is currently being offered in the senior phase at your school?

Respondent: …………………………………………………………………………………
……………………………………………………………………………………………………

Student: Are there specific reasons why the teachers are being used in this manner?

Respondent: …………………………………………………………………………………
……………………………………………………………………………………………………

Student: Would you say that this arrangement of teachers would ensure the best results for the learning area?

Respondent: …………………………………………………………………………………
……………………………………………………………………………………………………

Student: Have any of the teachers at your school received any training, what so ever, in the presentation of Life Orientation, or in any of the focus areas of Life Orientation, since the implementation of Curriculum 2005 in the senior phase? Please mention it.
Student: Life Orientation in Curriculum 2005 had been implemented for the first time in Grade 8 in 2001 and in Grade 9 in 2002. Have you, in the past three years, often changed your Life Orientation teachers? If YES or NO, what would you say have been the reasons for doing so?

Student: In your opinion, do you regard Life Orientation as a learning area that could very easily be taught by any teacher?

Student: Do you think it is necessary that teachers should be empowered to teach the Life Orientation learning area, with either in-service training, during their pre-training, or with further studies, especially considering that the Revised National Curriculum Statements will be implemented from 2006 in the senior phase, according to the national implementation dates?

Student: Looking at the future. Life Orientation will be a fundamental subject in the FET Band. Have you considered which teachers would be teaching the subject in the FET Band from 2006?
Student: Mister ……….., sincere thanks for giving up your time to assist me with this research. I do appreciate it.

I am now going to transcribe the interview. I will return it to you as soon as possible so that you can ascertain whether what you have said, has been transcribed correctly. I want to assure you again that whatever you have revealed will only be used for the purpose of the research, and that your identity and the identity of the school will be protected at all times.

Best wishes for your school.
RESEARCH

LIFE ORIENTATION

INTERVIEWS WITH CURRICULUM ADVISORS OF LIFE ORIENTATION
IN THE EDUCATIONAL AND MANAGEMENT DEVELOPMENT CENTRES
(EMDCs) OF THE WESTERN CAPE PROVINCE

STUDENT: DALEEN CHRISTIAANS
M. Ed. Curriculum Studies (Life Orientation)

Student: Good day, I am Daleen Christiaans. I am a student for the MEd–degree at the
University of Stellenbosch. I am researching the implementation of Life Orientation
and the ways in which teachers are being trained to implement the learning area in the
senior phase of the General Education and Training-band. I would like to talk to you
about the ways that your EMDC are involved in preparing and training the teachers to
implement Life Orientation. I am aware that the EMDC came into being in 2000, and
that your area belonged to an area office before that. May I ask a few questions?

Respondent:...........................................................................................................

Student: Please introduce yourself and mention your job description.

Respondent:...........................................................................................................
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Student: For how long are you in this post?

Respondent:...........................................................................................................

Student: Since what year has your area office/ EMDC been involved in the training of
teachers to implement Life Orientation in the Senior Phase, in Curriculum 2005?
Student: Can you mention the official dates of training for Life Orientation teachers in the Senior Phase in C2005 as arranged by the Western Cape Education Department (WCED), as well as the official implementation dates?

Respondent: ………………………………………………………………………….
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Student: Can you describe the duration and the nature of these training sessions?

Respondent: ………………………………………………………………………….
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Student: What, in your opinion, were the teachers’ reaction / involvement / understanding/ contextualization of Life Orientation during this initial training?

Respondent: ………………………………………………………………………….
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Student: In your opinion, do you think that teachers were adequately prepared to implement Life Orientation in C2005 after the initial training?

Respondent: ………………………………………………………………………….
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……………………………………………………………………………………
……………………………………………………………………………………
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……………………………………………………………………………………
Student: Has any subsequent training been arranged by the WCED for Life Orientation teachers, since the initial training, to support teachers in your EMDC? If yes, can you mention the duration and nature of such training?

Respondent:………………………………………………………………………
…………………………………………………………………………………….
…………………………………………………………………………………….
…………………………………………………………………………………….
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Student: Have you taken the initiative to arrange training sessions for Life Orientation teachers in your EMDC? If yes, mention the nature and duration of such sessions.

Respondent:………………………………………………………………………
…………………………………………………………………………………….
…………………………………………………………………………………….
…………………………………………………………………………………….
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……………………………………………………………………………………

Student: Is Life Orientation being implemented successfully in the senior phase in your EMDC? If yes, can you mention some of the successes? If no, can you mention some of the problems experienced with implementing the learning area?

Respondent:………………………………………………………………………
…………………………………………………………………………………….
…………………………………………………………………………………….
…………………………………………………………………………………….
…………………………………………………………………………………….
Student: In your opinion, how can these successes be improved upon, or how can the problems be addressed?

Respondent: …………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
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…………………………………………………………………………………………

Student: The Revised National Curriculum Statements (RNCS) will be implemented in the Senior Phase from 2006. Have the Life Orientation teachers in your EMDC had insight/training into the Learning Area Statement for Life Orientation?

Respondent: ……………………………………………………………………………

Student: What, in your opinion, can the WCED do to ensure that Life Orientation is implemented successfully from the introductory stages of the RNCS?

Respondent: ……………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

SINCERE THANKS TO EVERYBODY WHO PARTICIPATED IN THE INTERVIEW. THE CONTENTS OF THIS INTERVIEW WILL BE USED FOR THE PURPOSE OF THIS RESEARCH ONLY. I WANT TO GIVE YOU THE ASSURANCE THAT YOUR IDENTITY AND THAT OF YOUR INSTITUTION WILL BE PROTECTED.

Daleen Christiaans
RESEARCH

LIFE ORIENTATION

INTERVIEWS WITH LECTURERS OF TERTIARY INSTITUTIONS IN THE WESTERN CAPE PROVINCE INVOLVED WITH TEACHER TRAINING.

STUDENT: DALEEN CHRISTIAANS
M. Ed. Curriculum Studies (Life Orientation)

Student: Good day, I am Daleen Christiaans. I am a student doing the M.Ed –degree at the University of Stellenbosch. I am researching the implementation of Life Orientation and the ways in which teachers are being trained to implement the learning area in the Senior Phase of the General Education and Training-band. I would like to talk to you about the ways that your institution trains the prospective teachers to implement Life Orientation. May I ask a few questions?

Respondent:…………………………………………………………………………………

Student: Please introduce yourself and mention your job description.

Respondent:…………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

Student: For how long are you in this post?

Respondent:…………………………………………………………………………………

Student: Does your institution offer Life Orientation to students in any of the programmes for prospective teachers? If yes, can you mention these programmes?

Respondent:…………………………………………………………………………………
Student: Can you indicate how much time is spent on Life Orientation in each of these programmes?

Respondent:

Student: Can you mention the contents of these Life Orientation-programmes?

Respondent:

Student: Are you yourself involved with the presentation of Life Orientation? If yes, what is your involvement?

Respondent:
Student: Is it expected of student-teachers to teach Life Orientation during their practical experience sessions? If yes, can you please explain your expectations from the students during such sessions?

Respondent: …………………………………………………………………….
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

Student: In your opinion, how would you describe the attitude of the prospective teachers towards Life Orientation, in your class, as well as during the practical experience sessions?

Respondent: ……………………………………………………………………..
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

SINCERE THANKS FOR PARTICIPATING IN THE INTERVIEW. THE CONTENTS OF THIS INTERVIEW WILL BE USED FOR THE PURPOSE OF THIS RESEARCH ONLY. I WANT TO GIVE YOU THE ASSURANCE THAT YOUR IDENTITY AND THAT OF YOUR INSTITUTION WILL BE PROTECTED.
TITLE: EMPOWERING TEACHERS TO IMPLEMENT THE LIFE ORIENTATION LEARNING AREA IN THE SENIOR PHASE OF THE GENERAL EDUCATION AND TRAINING BAND

STUDENT: Daleen Christiaans

M. Ed.: Curriculum Studies: Life Orientation

RESEARCH: LIFE ORIENTATION LESSON OBSERVATION:
LESSON OBSERVATION INSTRUMENT adapted from: Educator assessment documents. WCED)
**FOCUS AREA: CREATION OF A LEARNING ENVIRONMENT**

**EXPECTATIONS:** The teacher creates a positive learning environment that enables the learners to actively participate and achieve success in the learning process

**DOES THE TEACHER CREATE A SUITABLE CLIMATE FOR TEACHING AND LEARNING?**

<table>
<thead>
<tr>
<th>Level of performance</th>
<th>Strengths</th>
<th>Notes on contextual factors</th>
<th>Recommendations for development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unacceptable</td>
<td>-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|                      | • No effort to create a learning space conducive to teaching and learning  
                      | • Organisation of learning space hampers teaching and learning    
                      | • Educator appears uninterested  
                      | • Learners appears uninterested  
                      | • No discipline/class control  
                      | • Much time is wasted  
<pre><code>                  | • Educator insensitive to racial, cultural and gender diversity |
</code></pre>
<table>
<thead>
<tr>
<th>2. Satisfies minimum expectations</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Some attempt is made to create a suitable atmosphere</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Environment support group and / or individual learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Learners are engaged in activities for most of the lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Discipline is maintained</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Environment free of obvious discrimination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Organisation of learning space makes use of relevant resources to aid teaching and learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Learning space encourages group and / or individual activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lively and stimulating environment with purposeful activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Positive reinforcement, encouragement and appropriate admonition of learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Inclusive strategies are being used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Acknowledges and promotes respect for individuality and diversity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. **Outstanding**
   - Organisation of learning space encourages questions, exchanging ideas and experiences, cooperative learning, productive activity
   - Relevant resources are used and updated
   - Learners are motivated and self-disciplined
## FOCUS AREA: LESSON PLANNING, PREPARATION AND PRESENTATION

### EXPECTATIONS:
The teacher demonstrates competence in planning, preparation, presentation, and management of learning programmes

### IS LESSON PLANNING CLEAR, LOGICAL AND SEQUENTIAL AND IS THERE EVIDENCE THAT INDIVIDUAL LESSONS FIT INTO A BROADER LEARNING PROGRAMME?

<table>
<thead>
<tr>
<th>Level of performance</th>
<th>Strengths</th>
<th>Notes on contextual factors</th>
<th>Recommendations for development</th>
</tr>
</thead>
</table>
| 1. Unacceptable      | • Little or no evidence of planning  
                       • Lesson not presented clearly  
                       • No records are kept  
                       • No resources are used  
                       • No involvement of learners in lesson presentation |                        |                                 |
<table>
<thead>
<tr>
<th></th>
<th>2. Satisfies minimum expectations</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Lesson have structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Presented relatively clear</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Essential records of planning are kept</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Learner progress of learners are maintained</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>3. Good</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Generally clear, logical and sequential</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Planning fits into broader learning programme by building on previous lessons and anticipates future learning activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Essential records of planning are maintained</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Learner progress are kept</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Outstanding
- Planning abundantly clear, logical, sequential and developmental
- Essential records of planning and learner progress are maintained
- Clear sense of purpose in achieving the outcomes of the overall learning programme
## FOCUS AREA: KNOWLEDGE OF CURRICULUM AND LEARNING PROGRAMME

**EXPECTATIONS:** The teacher possesses appropriate content knowledge which is demonstrated in the creation of meaningful learning experiences

**DOES THE TEACHER DEMONSTRATE ADEQUATE KNOWLEDGE OF THE LEARNING AREA AND DOES HE/SHE USE THIS KNOWLEDGE EFFECTIVELY TO CREATE MEANINGFUL EXPERIENCES FOR LEARNERS?**

<table>
<thead>
<tr>
<th>Level of performance</th>
<th>Strengths</th>
<th>Notes on contextual factors</th>
<th>Recommendations for development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unacceptable</td>
<td>• Educator conveys inaccurate and limited knowledge of the learning area</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• No skill in creating enjoyable learning experiences for learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Little or no evidence of goal-setting to achieve curriculum outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Makes no attempt to interpret the learning programme for the benefit of the learners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Satisfies minimum expectations
   - Educator’s knowledge is adequate but not comprehensive
   - Has some skill in engaging learners and relating the learning programme to learners’ needs and background
   - Evidence of some goal setting to achieve curriculum outcomes
   - Makes some attempt to interpret the learning programme for the benefit of learners

3. Good
   - Uses knowledge and information to extend the knowledge of learners
   - Involves learners skilfully in learning area
   - Good balance between clarity of goals of learning programme and expression of learner’s needs, interest and background
4. **Outstanding**
   - Inspires learners through own engagement with learning area to further reading, activity and involvement outside school hours
   - Excellent balance between clarity of goals of learning programme and expression of learner needs, interest and background
**FOCUS AREA: LEARNER ASSESSMENT / ACHIEVEMENT**

**EXPECTATIONS:** The teacher demonstrates competence in monitoring and assessing learner progress and achievements

**IS ASSESSMENT IN ORDER TO PROMOTE TEACHING AND LEARNING?**

<table>
<thead>
<tr>
<th>Level of performance</th>
<th>Strengths</th>
<th>Notes on contextual factors</th>
<th>Recommendations for development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unacceptable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No evidence of meaningful feedback to learners, or feedback irregular and inconsistent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assessment results do not influence teaching strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Does not demonstrate an understanding of different types of assessment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No evidence of records or records is incomplete and irregular</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. **Satisfies minimum expectations**
   - Some evidence of feedback, but not regular or consistent
   - Some evidence of corrective measures and remedial activity
   - Assessment is a technical exercise, some degree of variation in strategy
   - Maintains essential records

3. **Good**
   - Feedback regularly and timeously provided
   - Lessons address learners’ strengths and weaknesses
   - Variety of techniques are used
   - Choice of strategies allows learners to demonstrate their talents
   - Records are systematically, efficiently and regularly maintained
4. **Outstanding**

- Assessment techniques cater for learners from diverse backgrounds, with multiple intelligences and learning styles
- Regular meaningful and timeous feedback with intervention strategies for both exceptional learners and underachievers
- Records easily accessed and provide clear insights into learners’ abilities
Mrs Daleen Christiaans  
45 Nerina Avenue  
MALMESBURY  
7300

Dear Mrs D. Christiaans

RESEARCH PROPOSAL: EMPOWERING TEACHERS TO IMPLEMENT THE LIFE ORIENTATION LEARNING AREA IN THE SENIOR PHASE OF THE GENERAL EDUCATION AND TRAINING BAND.

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators’ programmes are not to be interrupted.
5. The Study is to be conducted from 1st August 2004 to 31st August 2004.
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December 2004).
7. Should you wish to extend the period of your survey, please contact Dr R. Cornelissen at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the Principal where the intended research is to be conducted.
9. Your research will be limited to the following schools: (See attached list).
10. A brief summary of the content, findings and recommendations is provided to the Director: Education Research.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:  
   The Director: Education Research  
   Western Cape Education Department  
   Private Bag X9114  
   CAPE TOWN  
   8000

We wish you success in your research.

Kind regards.

Signed: Ronald S. Cornelissen  
for: HEAD: EDUCATION  
DATE: 17th June 2004