

FOUNDATION PHASE EDUCATORS'  
PERCEPTION OF CURRICULUM 2005 IN  
THE NZHELELE WEST CIRCUIT

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## DECLARATION

I, the undersigned, hereby delclare that the work contained in this assignment is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

Signature:.....

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## ABSTRACT

This study is centered on the perception of Foundation Phase educators in the Nzhelele West Circuit in the province of Limpopo of Curriculum 2005. The implementation of Curriculum 2005 created much uncertainty among these teachers. The study took the form of a survey of published and unpublished sources, questionnaires, interviews and observations. Respondents were made up of stakeholders affected by the introduction of the new curriculum.

Recommendations have been made about how the new curriculum should have been planned, developed and implemented to make foundation phase educators feel confident and able to help in the interpretation and implementation of the curriculum so as to help achieve the developmental goals of the South African Education System.



## OPSOMMING

In hierdie ondersoek na die persepsies van onderwysers in die Nzhelele-Wes onderwyskring in die Limpopo Provinsie ten opsigte van Kurrikulum 2005, is gevind dat die implementering van die kurrikulum baie onsekerhede onder die onderwyskorps geskep het. Die ondersoek is gedoen met behulp van vraelyste, onderhoude, observasie en literatuurstudie van relevante gepubliseerde en ongepubliseerde werke. Die respondente was almal diensdoende onderwysers wat direk beïnvloed is deur die implementering van die nuwe kurrikulum.

Aanbevelings is gedoen aangaande die beplanning, implementering en ontwikkeling van die kurrikulum sodat onderwysers in die grondslagfase groter selfvertroue sal ontwikkel in die interpretasie en implementering daarvan, ter uitbouing van die ontwikkelingsdoelstellings van Suid-Afrikaanse Onderwys.



## DEDICATION

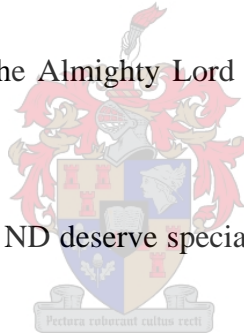
This dissertation is dedicated to all those who, in their own special ways, seek knowledge for understanding, truth and love to uplift mankind from the doldrums of all kinds of selfishness, greed, exploitation, domination and ignorance in order to make our world a peaceful place where all can live in peace and harmony for the present and future generations.

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## CHAPTER 1

### BACKGROUND TO THE RESEARCH PROBLEM

#### 1.1 INTRODUCTION

Without a well thought-out curriculum planned in consultation with the people who would be expected to interpret and implement it, as well as with those who would be the clients, there can be no effective and efficient education system that a nation can adopt to achieve its political, economical, social and religious development objectives. Curriculum implies a group of subjects prescribed by the National Minister of Education for use in the institutions of learning in the country. Curriculum is a vehicle through which educators lead their learners to learn useful skills to become useful and competent citizens in their communities and in the nation as a whole as they grow up to play their responsible roles.

Essentially, curriculum is not static. It is extremely dynamic in the sense that political, social, economic and religious conditions in a country may change and as a rule the curriculum should change in order to advance new needs and aspirations of the country. South Africa has been in a state of transformation in all sectors of the society since the new democratic dispensation became a reality in April 1994. This new dynamic requires a new, dynamic curriculum.

Before 1994 the South African education system was characterized by an unpredictable curriculum policy environment (Jansen & Christie 1999: 4) and has been described as racist because it perpetuated race, class, gender and ethnic divisions and emphasized separation instead of common citizenship and nationhood. As a result, much of South African education system literature shows that there has been severe conflict of interest between education and training because of different curricula in the Department of Education. Numerous investigations undertaken reveal that there is need to restructure the curriculum to reflect the values of the new democratic society born in April 1994 (Carl, Volchenk,

Franken, Ehlers, Kotze, Louw and van der Merwe 1988: 1; Bergh, Nieman & Sohng 1998:6; Cohen & Pahad 1997: 2).

Curriculum 2005, as a national curriculum was born out of this need and was designed for the new social, political and economic development needs of 21<sup>st</sup> century South Africa, capable of helping to transform the entire national education system at all levels and the country as a whole. It is based on the premise of life-long learning with outcomes-based education (OBE) as the main vehicle for the propagation of the idea that every learner is capable of a certain level of success (Cohen & Pahad 1997: 12).

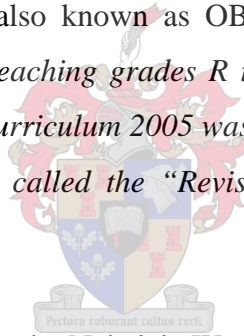
OBE is a radical paradigm shift from the traditional approaches of teaching and learning where the teacher (now educator or facilitator) is no more at the center of the teaching-learning stage in the educative process. In this paradigm shift, emphasis is placed on the acquisition of life-long learning skills. OBE, as an educational philosophy, is organized around the basic beliefs and principles that start with the premise that “all learners can learn, acquire useful skills and consequently succeed in life” (Schwartz & Carener 2001:28). In the acquisition of such life-long learning skills, learners are exposed to several alternative learning methods and are expected to demonstrate what they have been able to acquire in different ways through assessment (Department of Education, 2002:6). In this instance, the primary focus is on the application of the acquired skill to solve everyday problems encountered in real life situations (Discussion with Dr. Boaduo, 27<sup>th</sup> April 2003).

From the literature consulted, everything about OBE appears unique. OBE assessment technique deviates almost completely from traditional assessment techniques. While the latter has been specifically content-based, the former is continuous assessment-based, making it necessary to consider the learner’s performance from the beginning to the end of the school cycle (Bergh et al 1998:33). OBE emphasizes critical thinking and it is planned around the benefit of the learners whereas the educator (formerly teacher) becomes a facilitator, interacting with the learner only to provide correctional inputs to direct the learner towards the achievement of set goals and objectives.

Foundation phase educators are the pillars of successful future learners and if the foundation they lay is weak this weakness will be reflected in the successive and progressive stages in the learners' journey through the school system. As a result of this foundation phase educators find themselves in a very important position in laying the unshakeable foundation for the successful erection of a strong building on which the learners would be able to build a successful future. It is in the light of this that the perception of this group of educators in the school system will be sought, because they would be essential for the successful implementation of OBE in the foundation phase of the South African school system.

## **1.2 STATEMENT OF THE RESEARCH PROBLEM**

This study examines foundation phase educators' (that is educators teaching grades R to 3) perception of Curriculum 2005 (also known as OBE). *This study examines foundation phase educators' (i.e. educators teaching grades R to 3) perception of curriculum 2005. This study was conducted before curriculum 2005 was revised and therefore the researcher completed her study after it was called the "Revised National Curriculum Statement" (RNCS).*



Most foundation phase educators in the Nzhelele West Circuit Limpopo province are eager to teach effectively and efficiently, but since the introduction of OBE most of these educators have been caught in a dilemma for the following reasons.

They have not been involved in the planning and development of Curriculum 2005 (C2005). They have not had adequate orientation to understand OBE strategies and methods, as well as the use of resource materials, making them completely ill-equipped for the effective and efficient implementation of C2005. They find it difficult in the implementation and application of OBE principles as a result of other multiple problems such as lack of infrastructure, equipment and materials.

It is the opinion of the researcher that, had foundation phase teachers been consulted and represented and their opinions sought during the planning stages of the C2005, they would have contributed constructively and significantly to the successful implementation of OBE.

The researcher's observations reveal that there are signs of fear of the unknown among foundation phase educators. When questions about the interpretation and implementation of C2005 are asked, they seem to be in a fix. To them the introduction of confused, complex and identical terminologies, if not conflicting concepts, coupled with insufficient workshops, have contributed to them having different perceptions about the way of teaching C2005. As result of their fear of the unknown many are reluctant to move away from the traditional way of teaching, supporting the adage that 'the devil you know is better than the devil you do not know'. From what has been indicated, support and guidance is urgently needed to help this category of educators overcome their fears and be given adequate and proper orientation, work shopping and conferencing to bring back their confidence, dignity and aspirations to be able to play their roles constructively. It is the educators who make the interpretation and implementation of a curriculum a success or failure and they should be guided and consulted at all stages in the planning, adoption and implementation of curriculum. They must be provided with the required skills and training that they need to bring this about (Ornstein & Hunkins 1993:208).

### **1.3 THE PURPOSE OF THE RESEARCH STUDY**

The purpose of this study is to investigate foundation phase teachers' perception with regard to the C2005 to be able to

- outline and describe the factors that lead to ineffectiveness and inefficiency among foundation phase educators to implement C2005;
- outline and describe the extent of lack of supporting structures for the effective and efficient implementation of C2005; and

- provide a brief survey of foundation phase educators' readiness regarding the implementation of C2005.

#### **1.4 RESEARCH QUESTIONS**

The main research questions that need attention in the study are the following:

- Are foundation phase teachers sufficiently equipped to implement OBE effectively and efficiently?
- How can foundation phase teachers move away from the traditional style of teaching?
- How can foundation phase teachers be made to understand new concepts?
- Were foundation phase teachers actively involved in the design and planning of C2005?
- What are the attitudes and perceptions of foundation phase teachers towards C2005?



#### **1.5 METHODOLOGY**

The use of research methods is to be able to get rich and relevant information through the use of various data collection techniques and tools. Through these techniques, the researcher is able to interact with the subjects, preferably in their natural setting, so as to gather the required data.

For this study, qualitative methodology is appropriate, because it helps the researcher to study the research problem in its context, i.e. the subjects in their school setting (McMillan & Schumacher 1993:372). They further indicate that qualitative research methods are naturalistic inquiry and allows for the use of non-interfering data collection strategies to discover the natural flow of events and processes and how participants interpret them. This approach helps to describe, explain and analyze a subject's individual and social actions,

beliefs, thoughts and perceptions (Schofield 1990:202-232; McNiff 1988:45, 83 & 140; Boaduo 1998:28; Rubin & Rubin 1995:2).

From what has been indicated, qualitative methodology is concerned with understanding the social phenomenon from the participants' perspective. In-depth understanding is acquired by analyzing the many contexts of the participants and by narrating participants' meaning of these situations and events (McMillan & Schumacher 1993:372-376).

## **1.6 SAMPLE AND SAMPLING TECHNIQUE**

This study was conducted in Nzhelele West Circuit in the Limpopo Province. There are 35 primary schools. This makes it necessary to select a few schools as a representative sample for the study, so as to be able to generalize the findings. It is therefore necessary to apply the sampling method to be able to select the required number of schools.

A sample is a group of subjects selected from a large group for a study. Sampling is the process through which a small sample is selected from a large group. In this study, it was necessary to take a sample because the researcher could not contact all the foundation phase educators in all the 35 primary schools in the circuit. It would have been too costly and time consuming. A representative sample was required, hence the use of the sampling technique (Schumacher 1993: 300). Out of the total of 35 primary schools, five were randomly selected for the administration of questionnaire, interview and observation. The circuit was divided into five zones, each with seven (7) primary schools. The five zones were assigned with letters A, B, C, D, and E. The names of the schools in each zone were written on five pieces of papers with the same size, folded and placed in five different cups labeled A to E. The paper in each cup was shuffled and one randomly picked out of each cup. The name of the school that appeared on the picked paper was chosen for the study.

The selection of the educators was based on the following approach. Each of the five chosen schools has four foundation phase classes making a total of 20(5x4) classes and 80(4x20) educators. Five educators were selected for the study and the selection was done in the same way as the selection of the schools described above.

This technique placed all the schools and subjects on equal footing to be selected for the study thereby avoiding biased sampling.

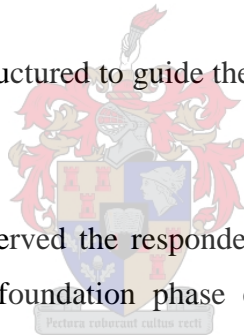
## **1.7 OTHER TECHNIQUES USED**

Once the school and subjects were selected there was a need to collect the required data and the following data techniques were used.

**Questionnaire:** Two types of questions were integrated. These were closed and open-ended questions. The closed questions gave alternative answers from which respondents were required to make a choice. In the open-ended questions, respondents were asked to express their opinion with no limitations.

**Interview:** The questions were structured to guide the respondents to provide data relevant to the study.

**Observation:** The researcher observed the respondents without their knowledge thereby providing the exact reaction of foundation phase educator on matters concerning the C2005.



## **1.8 DEFINITION OF CONCEPTS**

The concepts listed below are defined in the context in which they are used in the study report.

### **1.8.1 Educator perception**

Educator perception is the way an educator understands, interprets and attributes meaning to situations.

## **1.8.2 Curriculum**

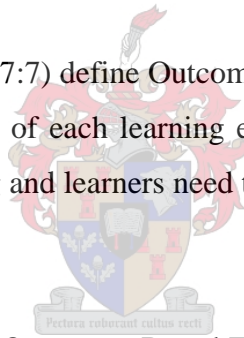
Curriculum consists of intentionally undertaken activities that are planned so that certain objectives will be reached, so that learners will come to know certain things and have habits and patterns of emotional response (Skillbeck, 1996:212). Furthermore, a curriculum is a planned system of action to deliver learning content.

## **1.8.3 Curriculum 2005**

Curriculum 2005 is the curriculum which was planned and introduced by the National Department of Education in South African schools in 1998.

## **1.8.4 Outcomes-Based Education (OBE)**

Van der Horst and McDonald (1997:7) define Outcomes-Based Education as education that focuses on the desired end-results of each learning experience. These desired end-results are called the outcomes of learning and learners need to demonstrate that they have attained them.



The researcher's understanding of Outcomes-Based Education is that it is an approach that considers the learner's performance as a priority. Proper and accurate performance of the learner is an indication that the learner has gained knowledge and has also acquired the expected skills required of him/her (Libago 2001: 8).

## **1.8.5 Foundation phase**

The foundation phase is the first four years in the formal school system (Grades R, 1, 2, and 3).



### **1.8.6 Educator**

An educator is a trained professional who provides guidance to learners in the formal school system.

### **1.8.7 Learner**

A learner is a school-going child or an adult.

### **1.8.8 Circuit**

A circuit is a designated structure with a group of schools under its jurisdiction headed by a Circuit Manager.

## **1.9 SUMMARY OF CHAPTERS**

Chapter 1 provides the background to the study. It states the problem under investigation, the purpose of the study, the research questions and the methodology applicable for data collection and interpretation. The definitions of major concepts used, are given.

Chapter 2 deals with the main literature reviewed and the researcher's view about the literature consulted.

Chapter 3 discusses data collection, analysis and interpretation.

Chapter 4 is devoted to the main findings of the study, recommendations and conclusion. Problems identified that need further research have been also listed in this chapter.

## CHAPTER 2

### TRANSFORMATION OF EDUCATION IN SOUTH AFRICA: LITERATURE REVIEW OF HISTORICAL TRENDS

#### 2.1 INTRODUCTION

Educational change in South Africa is a fundamental process involving the national education system, curricula, teaching and learning in the classroom. This study concentrates on C2005, with OBE as the approach.

Fraser , Loubser & Van Rooy (1990:186) define education as “the activity during which an adult who has superior knowledge and insight purposefully teaches a child, adolescent child who has inferior knowledge and insight in order to help him or her to become intellectually independent and responsible”.

Historically, one cannot improve the present without adequate knowledge of the past. According to Schubert & William (1997:54) “...we can chart out the future clearly and wisely only when we know the path which has led to the present”. With regard to C2005, they go on to indicate that the historical account emphasizes that C2005 did not emerge out of coherent and comprehensive curriculum reform in South Africa but as a result of political influence.

The timeline indicated in table 1 below highlights the milestone of curriculum transformation in South Africa as well as those that one could expect in the near future (Potenza 2000:4). The table has been modified to suit the objectives of the researcher.

**TABLE 1: MODIFIED CURRICULUM REFORM TIME LINE FROM 1799-2009**

<b>YEAR</b>	<b>CURRICULUM REFORM AND REFORMERS</b>
1799-1947	Introduction of formal schooling.
1948-1993	The National Party (NP) came to power. Introduced segregation in education.
1994	Democratic transition and the new Government's intention to transform all sectors of the education.
1995-1996	National Education and Training Forum (NETF) prepared for the development of the core interim syllabi. The Constitution of the Republic of South Africa. The promulgation of the School Act.
1997	The appointment of the National Education Policy Investigation Committee (NEPI). The introduction of C2005 in grade (1) one. The establishment of School Governing Bodies and the dispensation of power.
1999	Implementation of C2005 in grade 2 (two) and the piloting of C2005 in grade 7 (seven).
2000	The implementation of C2005 in grade 3 (three) and 7 (Seven). The review of C2005 and its piloting in grades 4 (four) and 8 (eight).
2001-2005	Implementation of RNCS in grades 4 (four) and 8 (eight). Revision of C2005 and the development of Revised National Curriculum Statement (RNCS).
2006-2007	Proposed implementation of RNCS in grades 8 (eight) and piloting in grade 9 (nine). The development of learning support materials.
2008	Proposed implementation of RNCS in grade 9 (nine). On-going training of educators and development of learning support materials based on RNCS.
2009	Possible review of RNCS.

Source: Potenza 2000:4 as modified by the researcher.

## **2.2 CURRICULUM CHANGE**

According to Kimbrough and Burkett (1990:131), change is a deliberate effort to alter the status quo by influencing or modifying the functions, structure, technology and or purpose of an organization. In addition, change is a complicated process that requires thorough strategic planning in order to reach prescribed goals. Change can be defined as a planned, systematic process. Furthermore, Walker (1987:34) defines change as a phenomenon that affects all aspects of a person's life. Change has a technical and human aspect; it begins and ends with individuals acting in unison to make any organization effective. Moreover, change represents the struggle between what is and what is desired. Change, in particular,

may be described as the adoption of an innovation, where the ultimate goal is to improve outcomes through an alteration of practices (Hall, 1998: 2).

We live in a country faced by numerous challenges. The introduction of democracy has brought challenge in all spheres of life. It is important to transform all sectors of the South African society. Change forms all the basic initiatives of development. In South Africa curriculum change has been necessary since 1994. It forms the basis of learning in all institutions and contributes towards the achievement of all development objectives.

After April 1994 South Africa found itself at the crossroads of change that was inevitable due to the political past of the country. This change was fuelled by the political strategy to drive the change. C2005 with all its principles was seen fit to change the traditional apartheid curriculum that was content-based instead of skills-based. In short, C2005 is understood to be a planned process and strategy of curriculum change underpinned by elements of redress (of the past imbalances), equity, and development (Department of Education 2000:8).

In every society change does not come about without resistance of some sort. People who may be affected, in this case foundation phase teachers, may resist the change altogether, be it positive or negative. However, if they are motivated and consulted and made to understand the reasons for the change and how they would be affected, such involvement will place them in a position where they would be able to make a contribution towards bringing about the change as required.

With regard to curriculum change, Ornstein and Hunkins (1993:306) suggest that to avoid resistance to change the leaders of institutions should be the ones to have a mindset shift as the change is initiated. They indicate that sometimes people resist innovation and its implementation because they lack knowledge of understanding about the change being initiated. There is a need to furnish all affected parties – educators, learners, parents and communities – with information about the nature and extent of the change that is being initiated. This would make it easier for the people affected to accept change and get

involved. Ornstein and Hunkins (1993:303) further suggest that people must recognise a need for change and how change works so that progress could be assured.

Social change is often viewed by some people as a progress of some kind towards a golden age. Others fear that change is the process by which things get worse rather than better. There is a tendency to respond to this by attempting to stop things from getting worse and to take them back to where they used to be (Blenkin, Edwards & Kelly 1992:186).

The researcher believes that change is driven by new knowledge after thorough investigation of the present and past state of affairs. Therefore there should be planned strategies to make sure that the change brings about the required and expected results to improve the present conditions and not to worsen them. With reference to C2005, it is a way of moving away from the past to a better situation, addressing the legacies brought about by the apartheid regime that aimed at segregation in all sectors of South African society.

C2005 is a sophisticated and well-thought out curriculum. The basis of it is the outcomes framework. As an approach to inculcating skills development in the provision of education in formal schools of learning, it promotes life-long learning and leaves the learner with something to build on after all else learned at school has been forgotten. In fact, C2005 is a dynamic vehicle that can be used for the realization of aims and objectives towards the acquisition of useful and applicable skills by the learners. This will definitely bring about great improvement in the quality of the South African education provision once C2005 has run through its cycle (Discussion with Dr. Boaduo, April 2003).

### **2.3 THE RATIONALE FOR CHANGE**

Change is a phenomenon that affects all aspects of a person's life (Mampuru, 2001: 188). In other words, change represents the struggle between what is not and what is desired. Change may be described as the adoption of an innovation, where the ultimate goal is to improve outcomes through an alteration of practices. In the context of education, for example, change means that the foundation phase educators are exposed to new teaching

methods, growth, technological developments and changes in the curriculum (Kotter & Schlesinger, 1979:106). Therefore, change has both technical and human aspects. It begins and ends with individuals acting in unison to make schools effective.

In short, change is a planned, systematic process affected by individuals. Obviously, this process takes time to come to fruition. It may take some months, years or decades before it can be completed. Furthermore, change may be initiated in a systematic way at any level in the organizational structure.

Before the introduction of C2005 South Africa never had a truly national system of education and training (White Paper, February 1995). The main aim of C2005 was to link the National Qualifications Framework (NQF) and the South African Qualifications Authority (SAQA). In view of this there was a need to develop a new curriculum relevant to the South African context after thorough evaluation of the old curriculum.

## **2.4 CURRICULUM DEVELOPMENT**

Curriculum development is a gradual act, an instance of growth and advancement. This process is strongly influenced by the context and reflects the community's view of knowledge and learning. That is why the process warrants involvement of all stakeholders and role players.

According to Zais (1981:32) curriculum is a plan for education or a field of study. Dreckmeyr (1993:72–73) believe that curriculum is scientifically selected and systematized teaching material which creates a program for teaching in which there is a demonstrable interrelationship between situation analysis, aims, planned learning experiences, opportunities, actualization and evaluation. This enables the curriculum to be assessed and remedial actions taken to improve it still more.

Tanner and Tanner (1975:45) provide a comprehensive treatise of the concept curriculum. They regard it as "...planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experience,

under the auspices of the school for the learners' continuous and wilful growth and social competence. Therein lie the dynamic aspects of knowledge and skills acquisition". Blenkin Edwards & Kelly (1992:40) see curriculum as a statement of procedural principles in the light of which educators will seek to support and promote the process. The educators' task in supporting and promoting the educational process is seen as one of transmitting knowledge and to achieve the aims.

Stenhouse (1995:51) regards curriculum development as an object for the betterment of schools through the improvement of teaching and learning. According to Schubert and William (1997:4) curriculum development is a process of deciding what to teach and learn. Due to their involvement in the interpretation and implementation, educators should be involved at all stages of curriculum planning and development. Lack of educators' involvement in the planning and development of C2005 has led to educators struggling to interpret and implement it. According to Blenkin et al (1992:99) curriculum planning, design and development should be done by a team that should comprise people engaged in practical teaching.

Table 2 below summarizes the process of curriculum development adopted by the C2005 review team. In the process of curriculum development there should have been maximum participation of educators in all the structures in table 2 since they are principal implementers of the curriculum. The researchers experience is that in the process of curriculum development, educators were not involved and this is one of the reasons why curriculum 2005 was a failure.

**TABLE 2: PROCESS OF CURRICULUM 2005 REVIEW**

<b>STRUCTURE</b>	<b>COMPOSITION</b>	<b>DATE</b>	<b>FUNCTIONS</b>
Consultative forum on Curriculum (CFC)	Representatives of national and provincial stakeholders	August 1995	To oversee the process of curriculum restructuring.
National Curriculum Development Committee (NCDC)	Replaces CFC as a more representative structure	March 1996	To consider public response to the above document. To reach consensus on life-long learning development framework for South Africa.
Learning Area Committees (LAC) for each learning area (LA)	30-40 nominated members on each LAC	July 1997	To write a rationale for their LA and Learning area outcomes which reflected cross-field outcomes.
Coordinating committees (one for each phase)	Representative of education stakeholders (26 per each coordinating committee)	January 1997	To identify cross-curriculum issues in the learning areas and to cluster the LAC outcomes for the development of learning programs.
Technical Committee	Appointment made by nominations through the Government Gazette. Reference group: 3 Representatives from each LAC and 2 educators from each LA	February 1997	To develop the work of the coordinating committee towards one broad curriculum. Reduce specific outcomes (SO), endorse assessment criteria (AC) and range statements (RS).
Committees	Department of National Education officials and provincial representatives	September 1998	To develop performance indicators.
Committees	Department of National Education officials and provincial representatives	Nov 1998 February 2000	To develop expected levels of performance.

**Source: Department of Education 2000:27-28**



## **2.5 PHASES OF CURRICULUM DEVELOPMENT**

Reddy (2001:30-31) outlines the following phases of curriculum development as: curriculum design, curriculum dissemination, curriculum implementation/adoption followed by evaluation. All the above mentioned phases which lead to the development of curriculum product or document are described below

### **2.5.1 Curriculum design**

Curriculum design does not only have to do with creation or design of a new curriculum but also has to do with possible re-planning of an existing curriculum after a thorough assessment has been made. Curriculum design includes the following aspects as enumerated by Print (1993:67):

1. Curriculum criteria
2. Curriculum procedure
3. Educational and teaching aims
4. Knowledge of subjects
5. Subject didactic knowledge and expertise required
6. Production of textbooks



The Department of Education (2001:36) remarks that the curriculum design of C2005 is learner-centred and problem-centred as opposed to the former subject-centred approach for the traditional curriculum. The Department of Education (1995:45) called for the transformation of the school curriculum and the establishment of democratic structures to develop C2005. It was envisaged that this would be a fully participating process with the teaching profession, subject advisors and other learning and teaching practitioners playing leading roles along with academic subject specialists and researchers (Department of Education 1997:5). This actually never materialized as this study reveals.

In the designing phase of the national curriculum, Berg et al (1998:23) list the following components as significant and which should be considered:

1. The integration of education and training
2. Production of life-long learning
3. Outcomes-based instead of content-based learning
4. Equipping all learners with practical and applicable knowledge, competencies and orientations needed to be successful after leaving school
5. Fostering a culture of human rights, multilingualism, multiculturalism and sensitivity to the values of reconciliation and nation building
6. Aimed at producing thinking competent citizens.

The DOE adopted the principle that the curriculum should evolve and should not be designed as a finished package for implementation by educators so as to allow educators to be innovative and reformers (Blanckenberg et al 2000:30).

### **2.5.2 Curriculum dissemination.**

Curriculum dissemination involves disseminating or introducing information, ideas and concepts so that all those who will be involved in implementing the curriculum stage are kept up to date on what is envisaged (Reddy 2000:31). It involves distribution of thought-out information and ideas to all those involved after the design phase. Dissemination keeps all those involved up to date and also prepares them for the required change. The following is a diagram that portrays the path along which dissemination occurs:

**FIGURE 1: CURRICULUM DISSEMINATION**



Source: Researcher

The responsibility for the production of textbooks lies with the provinces. According to the C2005 textbooks should originate locally to serve the needs and interests of each community in each province:

**The arrangement of courses:** Courses are arranged to provide support and guidance to educators according to their needs. These arrangements are made at both area and circuit levels. They are meant to orientate educators to be able to produce learning and teaching materials.

**Presentation of newspapers, compilation and issuing of manuals:**

Some of the cheap and easy to find resource materials are newspapers and manuals. The media is a very rich resource in this respect and the DOE is playing a positive role in this respect too.

### **2.5.3 Curriculum implementation**

Curriculum implementation follows design and dissemination. The educator is the one who shoulders all the responsibilities at the implementation stage. According to Reddy (2001:31) effective guidance is very important for effective and efficient teaching and learning. This, in effect, entails the practical application of the broad curriculum. It is clear that educators face inordinate pressure and demands in their everyday lives. However, the cumulative impact of negative public image combined with a multitude of changes making themselves felt in schools and classrooms are likely to backfire on the implementation of the new innovative curriculum because educators have not received enough orientation and training about the C2005 (DOE 2001:13). This guidance would set the educators' mind at ease and their ability to do effective schoolwork would be enhanced.

According to Claasen (1998:31) educators should be innovative and creative to be able to create their own learning materials and programs; learners should be orientated and must be made aware to take responsibility for their own learning; flexible time frames

should exist to help the learners catch up; and the whole community should be encouraged to give inputs and be involved in the education of their children.

The above listed innovations warrant a new breed of educators. These educators do not resist change. Such new educators should have the ability to disseminate knowledge keeping in mind respect, dignity and the rights of all persons without prejudice to race, religious beliefs, colour, race, sex, age, language or citizenship. These new educators seeking to implement C2005 should:

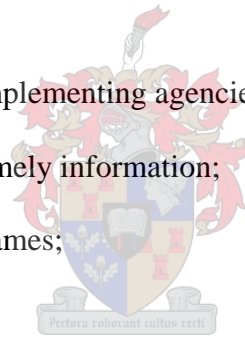
- be creative, innovative and able to search for the most effective and appropriate methods for teaching and learning;
- be ready to provide guidance to all learners irrespective of their specific learning and socio-economic problems;
- provide parents with feedback about their children's performance in a manner that empowers them to make a contribution towards the success of their children in their pursuit of education; and
- must participate in decision-making structures at all levels in the education system as well as in their communities (SADTU 1998:6).

DOE reiterates that motivated and dynamic educators are well prepared and are valued as assets (DOE 2001:13).

Carl et al (1988:25) maintain that it is desirable that the principal and other leaders must maintain close contact with educators in order to give support, advice and guidance. The researcher's view in this respect is that the educators alone cannot effectively and efficiently implement a curriculum. They need support and guidance at all times. Professional development should be part and parcel of all processes in the implementation as well as after the implementation. In effect, professional development should be an on-going process.

According to DOE (2001:12) a number of submissions and reports have drawn attention to the conditions affecting the implementation of C2005. These submissions underline the fact that the considerable variation in the success of implementation has depended among other things on:

- resources, information, instructional materials, materials like exercise books, pens and pencils and departmental circulars;
- infrastructure like classrooms, desks, tables and chairs, electricity, toilets, telephones, photocopy machines and fax machines;
- conditions in the schools, for example large classes, pupil-teacher ratio and diversity in the classrooms;
- local and institutional capacity: staffing, administration and management;
- support from implementing agencies;
- adequate and timely information;
- feasible time frames;
- participation;
- pressure in the form of policy mandated implementation; and
- the will to implement.



Improved implementation requires more attention to be paid to those systematic and institutional features.

A comprehensive plan for implementation was phased in March 1997 which conceptualized the reform timeline shown in table 3 (Potenza 1997:3). The Council of Education and DOE agreed on phasing in C2005 as shown in table 3.

**TABLE 3: PHASING IN OF C2005 TIMELINE**

<b>GRADES</b>	<b>YEAR OF IMPLEMENTATION</b>
1 AND 7	1998
2 AND 8	1999
3 AND 9	2000
4 AND 10	2001
5 AND 11	2002
6 AND 12	2003

**Source: Potenza (1997:3)**

In the time frame, it was agreed that the period 2002-2005 would be devoted to an evaluation of the new curriculum with a view to improving and refining it.

The planned timeline did not go according to schedule despite the fact that it has been revised on several occasions.



### **2.5.4 Curriculum Evaluation**

According to (Carl et al 1988:27) evaluation involves assessing the effectiveness as well as the results and outcomes for the learner. Attempt is made to determine the extent to which the objectives have been realised. Assessment can take place either throughout or at the end of the whole process.

Brinkerhoff (Bomela 1997:7) defines curriculum evaluation as the systematic investigation of a curriculum to assess its worth or merit. Curriculum evaluation entails both formative and summative evaluation. Formative evaluation is done at an early stage as an integral part of the design and implies gathering evidence and revision during the process of developing a curriculum. The aim of formative evaluation is to revise and improve the curriculum. It

also aims at making a pronouncement or a value judgement, based on a series of criteria, about a curriculum implemented over time (Van Heerden: 1990:48).

During summative evaluation, the overall effectiveness and the quality of a curriculum is assessed and further improvements and adjustments are devised and introduced in the nation's schools.

## **2.6 WEAKNESSES IN THE IMPLEMENTATION OF C2005**

It is argued in the Review Report (DOE 2001:23) that implementation has been hampered by the structure and design of the curriculum, the quality and quantity of training provided, the quality and availability of and use of learning support materials. Provincial capacity to ensure proper training and support for educators did not take off. Other barriers to implementation are a shortage of both human and financial resources, as well as the language and terminologies used, which are difficult for educators to absorb.

The following is an elaboration of the main barriers to implementation:

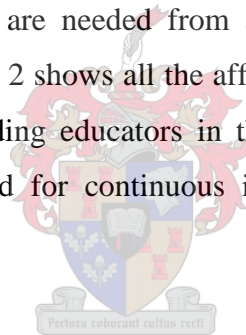
- The educator is the engine of curriculum implementation. Reddy (2001:3) argues that the people most intimately involved with the day-to-day social reconstruction of curriculum are educators who have been disenfranchised in the discourse of schooling. This view is echoed by Modiba (1996:117) who writes that black educators' perception of their practice have been politicized by the education they have received and their experience in the apartheid system. The issue of disenfranchisement is making educators struggle with the implementation at institutional level. The researcher is of the view that educators should be given proper and adequate reorientation through workshops and retraining so as to be able to play a positive role in the successful implementation C2005.

At the time of transformation the escalation of change demands ingenious leadership. A leader is one who sets the pace and takes directions and aligns people

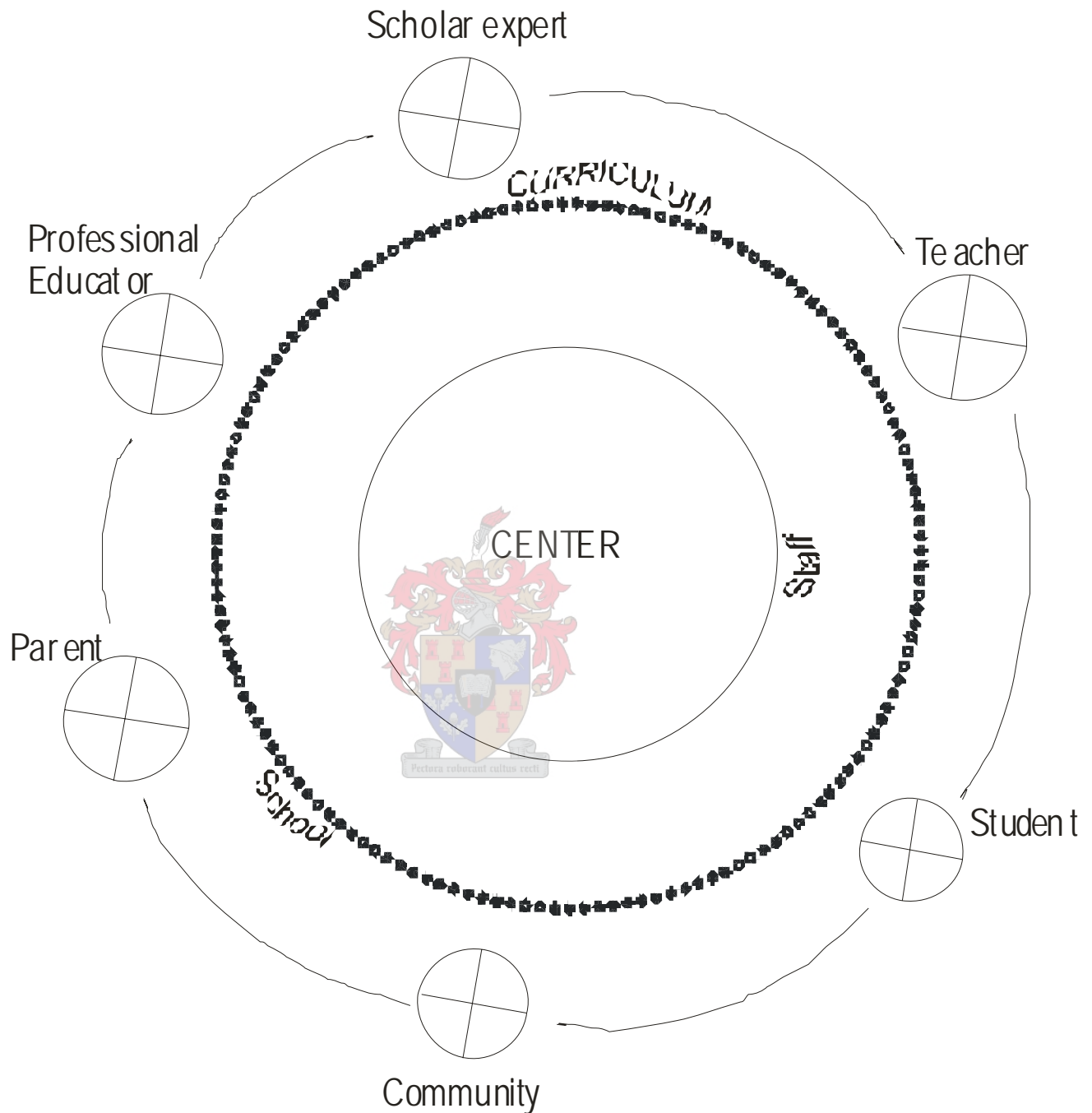


by motivating and inspiring individuals to keep moving ahead in spite of major obstacles and resistance to change. Principals should feel compelled to demonstrate to the communities they serve that schools are not adrift, but are headed in a positive direction (Fuhrman, JC 1995:287). Principals should be capacitated and be empowered so that they become conversant enough with the qualities of transformed leadership and the roles thereof. According to Ornstein and Hunkins (1993:287) the principals must be visionary leaders who possess a clear vision of the mission of their schools and a strong belief in professional values. Although this kind of leadership may differ nationally, provincially and even institutionally, such leaders need to align peers, parents, educators and all stakeholders to be able to cope with change effectively and efficiently so that they make contributions in supporting curriculum implementation.

- Support and guidance are needed from all role players. The diagrammatic representation in figure 2 shows all the affected parties who should be involved in supporting and guiding educators in the successful implementation of the C2005. There is need for continuous interaction among all parties in the implementation stage.



**FIGURE 2: CURRICULUM PLANNING AND IMPLEMENTATION**



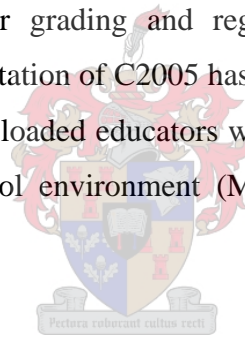
Source Macdonald (in Ornstein and Hunkins 1993:200)

The above figure shows curriculum planning and implementation. The Department of Education is at the center of curriculum planning whereas the educators are the principal implementers of the curriculum. In order to support the educators to effectively implement

the curriculum, the department of education should offer professional support in the form of subject specialists. It is very interesting to discover in figure 2 that parents are allowed to participate in curriculum implementation. The researcher's view is that the Department of Education should consult and guide teachers in their planning and implementation stages.

According to the diagram the DOE should encourage staff, scholar expert, professional educators, parents, community as well as the student in supporting and guiding the teacher for effective learning and teaching. According to this researcher the teacher and staff do differ. The staff is the whole complement of teachers in a school whereas the teacher as part of the staff becomes an entity in his classroom dealing with different learning material suitable for his class.

- Much time is needed for grading and regrading as well as planning. The introduction and implementation of C2005 has added countless hours and confusion to the already heavy work-loaded educators who have to grapple with their day-to-day activities in the school environment (McNeil 1997:154; Fuhrman 1995:34; Jansen 1998:3)



Rogan (1999:37) reiterates that C2005 is costly and time-consuming. It places demands on the schools they cannot cater for. Most schools are under-resourced and the government has shifted the responsibility to the school governing bodies to provide for the shortfalls. Administrators who are supporters of educators feel helpless and incapable, finding it difficult to persuade staff and others to respond enthusiastically and to carry out proposed changes efficiently because of constraints on the budget (Fuhrman 1995:36).

- The terminologies and language used in C2005 are complex and even confusing if not contradictory. According to Jansen (1999:147) educators attempting to make sense of C2005 will not only have to come to terms with more than fifty different terms, concepts and labels but also keep track of the changes in meaning and

- priorities accorded to these different labels. The language of C2005 has gone to the extent of confusing and alienating the most important role player – the educator.
- C2005 places high demand on the availability of resources of all types for its successful implementation. This demand requires complete restructuring of all the schools in the country. However, the government took unilateral action and closed down all the colleges of education without due consideration of retaining them and using the resources in those colleges for the retraining and orientation and in-service training of the educators whose training was incompatible with the demands of C2005. According to Minister Kadar Asmal (1999:1) inadequacy of resources was hampering the effective and successful implementation of the C2005, making it difficult and at times impossible for educators to deliver effective teaching in the schools.

## **2.7 SUMMARY**

The literature on curriculum transformation reveals that there has been several attempts by the various South African governments at change but most changes were meant for political gains and not for the benefit of the nation. However at the dawn of the new democratic dispensation in April 1994, bold attempts have been made to restructure and streamline the national curriculum to be able to provide education that is compatible with the needs of the 21<sup>st</sup> century. This has led to the adoption of C2005 with its OBE emphasis. Despite the resistance and the inadequacies pertinent to the planning, development and implementation of C2005, there is hope that with the time and effort and the total commitment of all educators and stakeholders, RNCS will deliver the required education provision for the development of South African communities.

## **CHAPTER 3**

### **DATA COLLECTION, ANALYSIS AND INTERPRETATION**

#### **3.6 INTRODUCTION**

Data were gathered for this study through questionnaires, interviews and observation. What follows is the summary of the respondents' responses. The data collected were with regard to

- how foundation phase educators perceive C2005;
- the role educators played in the planning, designing and development of C2005; and
- training and retraining or orientation of educators before the implementation of C2005.

#### **3.7 QUESTIONNAIRE ADMINISTRATION**



The questionnaire was structured and personally administered to the sampled respondents. All the questions were distributed to respondents between 3<sup>rd</sup> and 10<sup>th</sup> December 2002. Questionnaires were collected after ten days. Those distributed on the 3<sup>rd</sup> of December were collected on the 13<sup>th</sup> and the rest on the 20<sup>th</sup> of December respectively. As a result of this time-consuming approach, all questionnaires were returned.

#### **3.8 QUESTIONNAIRE ANALYSIS AND INTERPRETATION: THEORETICAL AND PRACTICAL PERSPECTIVES**

The purpose of collecting data using the instruments and methods (cf. 1.5) is to be able to address the research problem (Tuckman 1978:398; Dey 1993:14-29; Strauss 1993:10-26; Mason 1994:89-110; Ritchie & Spencer 1994:173-194). Dey (1993:10) further explains

that quantitative data deals principally with numbers while qualitative data deal with meanings. These meanings are expressed through language and action (Carspecken 1996:93-98). Like meanings, numbers are also important at all level of measurements in research. However, numbers must be based on meaningful conceptualizations. In real world of research quantitative and qualitative methods complement each other (Dey 1993:17; Giarelli 1988:66).

Furthermore, concepts are constructed in terms of an inter-subjective language that allows for intelligible communication and effective interaction to convey meaning (Sayer 1992:32). Meaning is bound up with the contrast between what is asserted and what is implied not to be the case (Tuckman 1978:389). Meaning therefore resides in social practice, like this present area of study. As a rule, social phenomena are concept dependent and are not impervious to the meanings ascribed to them (Sayer 1992:30).

Qualitative data therefore convey meaningful information in a form other than numbers (Strauss, 1993:22; Maykut & Morehouse 1994:122). However, at different levels of measurement numbers and meanings are related (Dey 1993:17).

There is also the issue of categorization. Categorization brings together a number of observations that could be considered similar or different in some respects by implied contrasts with other observations and data obtained from the questionnaire (Dey 1993:20). For the present study the respondents were categorized and questions structured for a specific category of respondents. Such classification helps to differentiate between observations and adds to information about the data obtained from the field, for example, through interviews (Merton 1968:444; Conrad & Reinhartz 1984:4-5; Dey 1993:215; Delamont 1992:150; Bryman & Burgess 1994:216-217). This enables the researcher to give accurate analysis and interpretation depending on the classified grouping and categories of questionnaire responses.

In the interpretation that follows attention has been paid to meaningful categories (Yin 1994:102). This will help to minimize any problems that might arise from the interpretation and analysis of the collected data. In sum, social science without qualitative data would not

connect up with the real world in which we live (Bryman & Burgess 1994:219; Dey 1993:26).

### 3.9 QUESTIONNAIRE ANALYSIS AND INTERPRETATION

The structured questions were categorized into eight areas and are all attached as addendum A. Each category of questions required respondents to answer specific questions within the specific frame of importance to the researcher in relation to the collection of relevant data. The list below specifies each category of questions for specific information regarding the study.

**TABLE 4: CATEGORIZATION OF QUESTIONNAIRE.**

<b>CATEGORY (SECTION)</b>	<b>DATA REQUIRED</b>	<b>NUMBERS OF QUESTIONS</b>
A	Curriculum Development	4
B	Educators' orientation about C2005 and OBE	7
C	Resources, materials and equipment	6
D	Curriculum cycle	6
E	Involvement of role players	6
F	The role of the educators	4
G	Infrastructure availability and development	3
H	Opinion about the implementation of C2005	1

#### 3.9.1 SECTION A: CURRICULUM DEVELOPMENT

In this category four questions were put to the respondents (see addendum A). The questions were intended to find out if respondents were involved in the planning, design and development of C2005. All the respondents (100%) indicated that they had not been involved because none of them had ever been consulted during the time C2005 was being initiated.

### **3.9.2 SECTION B: EDUCATORS' ORIENTATION ABOUT C2005 AND OBE**

Seven questions were put to respondents in this category (see addendum A). The questions were meant to extract data from respondents about the kind of training they had received prior to the implementation of the C2005 and OBE. Some of the questions wanted respondents to indicate in their responses about the kind of support they received from DOE in relation to the subject under discussion. All the respondents indicated that they had their training over ten years previously and had never been orientated before they were told that the C2005 and the OBE ‘monster’ were to appear before them for implementation. Generally, all respondents (100%) indicated that orientation started only after C2005 and OBE had already been implemented. About the workshops that started after the implementation, most respondents indicated that there had been confusion everywhere during such workshops and believed that very little or nothing had been achieved at those orientations.

### **3.9.3 SECTION C: RESOURCES, MATERIALS AND EQUIPMENT**

Six questions were put to respondents (see addendum A). They were meant to find out from them if there were resources, materials and equipment that would support the successful implementation of the C2005 and OBE. Some of the questions required respondents to indicate if they were involved in the selection, planning, designing and building of some of the equipment and materials. The responses of the respondents indicate that there were no adequate materials, equipment and resources. Since C2005 demands that learners should be the centre of the teaching-learning continuum, there was need for self-instructional materials and equipment. Schools do not have even the most basic of the equipment like overhead projectors, television monitors and video recorders. Furthermore, respondents indicated that they had not had training in improvisation of teaching aids to help them in the day-to-day classroom activities. This left them incapable, unmotivated and above all discouraged and they wondered how the C2005 would be able to deliver and achieve the objectives it was supposed to reach.



### **3.9.4 SECTION D: CURRICULUM CYCLE**

Respondents had to answer six questions (see addendum A). The intention was to find out from respondents if they had an idea about how the curriculum cycle worked. First they revealed that the curriculum cycle was the number of years that the curriculum would run from the reception grade through to grade twelve. This was an indication that the respondents knew what the curriculum cycle was about. Their responses to other questions were that the C2005 should have taken 13 years to run its full cycle. But looking at the phasing in of the C2005 (cf. table 3) the curriculum was to be phased in within six years; that is from 1998 to 2003. The respondents were of the opinion that the phasing in of C2005 should be reconsidered and introduced gradually for it to run its cycle smoothly. By doing this all aspects would be able to be met, especially resources development and use, assessment and evaluation. The necessary correctional procedures could be made and aspects of the curriculum improved upon.

### **3.4.5 SECTION E: INVOLVEMENT OF ROLE PLAYERS**

In this category six questions were put to the respondents (see addendum A). The questions were to find out from them what support they got from all the role players, for example from educators like themselves, parents, the inspectors of schools and subject specialists who were involved in the retraining of the educators whose training had been done years prior to the introduction of C2005 and OBE. All the respondents were of the same opinion that there had not been adequate consultation during the planning, designing and development of C2005. And as a result of this role players could not give inputs to the whole process, let alone their views about the C2005 and OBE. What was discovered from the respondents was their willingness to join hands to support each other in their quest to get something to enable them do their best to implement the C2005 and OBE. They indicated that every year they held general meetings with all those involved to disseminate ideas and discoveries made so that they were able to put together ideas and distribute them

to all stakeholders to enable them to come abreast with curriculum developments that had surfaced in the year and to plan for the year ahead.

#### **3.4.6 SECTION F: THE ROLE OF EDUCATORS**

The questions in this category were put to respondents because they are the interpreters and implementers of the curriculum (see addendum A). Their responses show that they have been sidelined right from the beginning of the whole curriculum change process. However they indicated that whatever the case may be, they were the only ones who could make sure that C2005 would succeed and had been doing their best to acquire the necessary training to be able to implement C2005. Asked about how they got their training apart from what the DOE was doing, some of them indicated that they had registered with correspondence schools, both local and international, to be able to get the required training and expertise to be able to implement C2005 to the best of their abilities.

#### **3.4.7 SECTION G: INFRASTRUCTURE AVAILABILITY AND DEVELOPMENT**

Respondents' revealed that a perception that a state of chaos reigned in the implementation of C2005 (see addendum A). The indications were that infrastructure availability and development were the two most important things that seemed to stifle the successful implementation of C2005 and OBE. To them most of the schools did not have permanent classrooms, let alone adequate tables and chairs as well as other required resources (cf. SECTION C above). The indications were that both national and provincial governments should allocate sufficient funds to make sure that adequate infrastructure was made available and that there should be on-going development to make sure that the C2005, which had come to stay, developed in a dignified manner, supported by dignified educators and delivered to dignified learners who should receive dignified education to enable them to play dignified roles in their lives after school.

### **3.4.8 OPINION ABOUT THE IMPLEMENTATION OF OBE**

Only one question was put to respondent (see addendum A). The question simply asked respondents to express their opinions about the C2005 as a whole. This attracted a variety of responses. To many the introduction of the C2005 and OBE was wrongly done. They believed this should have been done at stages and properly assessed and evaluated before the next phase was introduced. Others indicated that there should have been two to three years of retraining of all old educators who received their training during the apartheid era to be able to acquaint themselves with the modalities of the new curriculum. To them this would have helped them to be confident and be responsive to the challenges posed by C2005 and the OBE. Others believed that the C2005 was not something very new as compared to the former curriculum. They indicated that it was not the central role played by the learner that needed to be emphasised. As a whole the feeling of the respondents led to the conclusion that C2005 and OBE possessed laudable ideas but that the introduction had been ill-timed, without adequate preparation for successful implementation.

### **3.10 INTERVIEW RESPONSES**

As a follow-up to the questionnaire, the same questions were put to respondents to find out if they would not contradict the responses in the questionnaire. The most fascinating finding in this respect was that they all referred to the questions that had been posed in the questionnaire and reminded the researcher that what they were saying in the interview was not different from what they had already indicated in the responses to the questionnaire.

## **CHAPTER 4**

### **SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION**

#### **4.1 INTRODUCTION**

This chapter gives a summary of all the data gathered for the study and revelations that have come out as a result of the data. The data come from the literature consulted, the questionnaire and interview questions administered to respondents and the personal observation that the researcher made as an educator teaching the foundation phase as well.

#### **4.2 SUMMARY OF FINDINGS**

From the colonial era to the present the South African education system has been grappling with various problems. These problems have different levels of magnitude that have hindered the provision of effective and efficient education to the citizens of the country. Since 1948 when the Nationalist Party Government came to power and introduced the degrading Bantu Education system until the democratic dispensation that took place in April 1994, no critical attempts were made by the subsequent governments to resolve the problems the education system was fraught with. The need for practical, skills-based education provision in South Africa has been much overdue. It is only after April 1994 that the new democratic government took bold steps to transform the South African education system.

According to Boaduo (1998:257-260) findings of research studies need to be identified and listed to show what the studies were able to accomplish. Without this a study cannot be said to have been successful. This study made the following findings based on the observations, documented sources, interviews and the questionnaire, and is listed below:

- The planning, design and development of C2005 were hurriedly done by the Government and such haste led to the problems faced in the implementation of the program.
- The practical implementation of C2005 and OBE is non-existent in most schools, especially those in the rural areas. As a result the educators do not understand what the C2005 and OBE have to offer them and have been left in the dark even after the introduction.
- There is a need to revisit the implementation stage and make adequate preparations for the re-introduction of C2005. There is no need to forge ahead when the foundation is weakly laid. We need strong a foundation to be able to build on for future successes.
- There is a need to have a steering committee for each phase of the C2005 in relation to all aspects of planning to be able to make sure that resources and infrastructure are made available at all stages of the implementation.
- Concerns voiced by educators at workshops and conferences do not receive attention by the provincial and national departments of education.
- There is general lack of the following:
  1. Infrastructure
  2. Sufficiently trained educators
  3. Teaching and learning support materials
  4. General support from the National and Provincial governments
  5. General support from the era and circuit managers as well as support from the principals.
- Lack of consultation during the planning, designing and development stages of C2005 has led to resistance and opposition by stakeholders.
- The introduction and implementation of C2005 were rushed and this has contributed to the negative attitude that educators have.
- The change that was envisaged was right but the time was wrong and has contributed to the problems that are faced in the implementation of C2005.

### 4.3 RECOMMENDATIONS

Having considered all that has been revealed by the study, the researcher is of the opinion that the following recommendation would help to contribute towards the alleviation of some of the problems encountered during the implementation of C2005, with special reference to the preparation that foundation phase educators have had for the C2005 and OBE:

- The National Department of Education should reassess plans and contact educators and seek their opinions and re-plan and re-implement C2005. This will make educators play a positive role to ensure that C2005 succeeds.
- Educators need to be empowered if they are to be able to deliver what is expected of them. It is not too late for the National and Provincial Governments to go back and retrain all the educators whose training does not meet the requirements of the C2005. Such retraining should take the form of in-service orientations. To be able to do this successfully, the National and Provincial Governments should reopen all the colleges of education and use the resources available to augment the retraining of educators.
- Educators should be trained in curriculum development so that they are able to make positive inputs at school, circuit, provincial and national levels if the need arises for such. Had this been done by the previous government, this problem would not have arisen.
- Educators should be encouraged to organize themselves into forums in designated clustered areas so that they are able to pull resources together and disseminate these to other educators. This exchange of ideas, expertise and experiences would enhance efficiency and effectiveness.
- Foundation phase educators should also form a forum and concentrate on the development of their practices so that the foundations that they lay would be unshakeable. This will make successive progression in the school system by learners achievable.

- There is a need to revisit the implementation stage and make adequate preparations for the re-introduction of 2005. There is no need to forge ahead when the foundation is weakly laid. We need strong a foundation to be able to build on for future successes.
- There is need to have a steering committee for each phase of C2005 in relation to the all aspects of planning to be able to make sure that resources and infrastructure are made available at all stages of the implementation.
- There must be what the researcher calls “a pool of materials, resources and equipment” in designated centres within specific areas in each circuit where schools who lack such would be able to borrow and use and return for others to continue the process of borrowing.
- There must be a special inspectorate division in the National and Provincial Departments of Education which should be assigned visitations to such centres and schools to inspect, evaluate and add new resources to the store for continuous availability and usage by educators. This inspectorate should form a committee which would be responsible for the acquisition of resources, materials and equipment, as well as the design, planning and development of such resources.
- Funding should be made available in all schools so that schools are able to acquire their own pool of resources, materials and equipment for use.
- All educators should be given adequate training in the use of the equipment.
- Sources of power supply should be made available. Solar panels should be installed in the rural schools where electricity is not available. This will promote the use of electrical teaching aids in the schools.
- There must be continuous professional development of educators. The National and Provincial Departments of Education should make funds available in this respect so that deserving educators are able to develop professionally and be able to carry on their duties efficiently and effectively.
- Educators should be given guidance and all forms of support so that they are able to build confidence and actualize it in good teaching. This will in turn

make them contribute positively in their profession and make learners able to benefit from their expertise.

- The National and Provincial Governments should invite the private sector and the Non-Governmental (NGO's) to make a contribution, especially in the field of training and provision of materials and equipment to schools.
- There must be close cooperation among the schools and business so that what business needs is provided by the school and vice versa. This should be seen as reciprocal arrangement addressing the needs of both school and business.

#### 4.4 CONCLUSION

The study revealed that there is urgent need to reconsider the reintroduction of C2005 and OBE. The designing, planning and development of C2005 seem to have been hurriedly done, leaving all stakeholders in the dark. This has contributed to the negative attitude that educators show during the implementation stage. At the moment there is a need for almost every sector of the education system to brace itself for a shake-up if the C2005 is going to be a success.

There are many educators who are willing to implement curriculum 2005 in their classrooms in a professional way but for some reason they find it difficult to implement curriculum 2005 classrooms. These includes: lack of OBE related learner support materials; inadequate educator training; lack of clarity regarding assessment; policy overload; time frames; difficult terminology and language; large classes and lack of support mechanisms to help educators in the implementation of C2005 (Rogan 1999:20). Each problem is discussed in the following subsections.

Foundation Phase educators postulates that new terminology and difficult language posed problems for them, as they struggle first to understand the learning area and its contents.



For successful curriculum implementation in the classroom, adequate learning and teaching support materials are necessary as they form a crucial part of the exercise. Unfortunately the educators cannot implement curriculum 2005 classrooms effectively in the absence of the necessary support materials. According to foundation phase educators the availability of learning support materials in schools for C2005 is unequal. There is an overall low use of learning support material (LSM). The absence of basic resources such as pencils, textbooks, exercise books, worksheets and duplicating machines in many schools exacerbate the problem. Educators felt that officials did not value their work. There was a widespread sense that the department and school management provided too little support .The provincial and district capacity to conduct workshops for the implementation of curriculum 2005 and provide support to the educators in classrooms is hampered by problems in the organization of curriculum support structures, shortages of personnel, inadequate expertise of personnel and lack of resources for supporting curriculum 2005.

The researcher believes that even though the RNCS and its principles are considered to be a costly venture, time-consuming and taxes educators to their maximum, if properly implemented, provide all the required training to educators, making available resources, materials, equipment and infrastructure, C2005 would be the best investment that the government of South Africa has ever initiated because our learners would be educated, skills-oriented and thinking citizens. This will contribute to an excellent future of the country as a whole.

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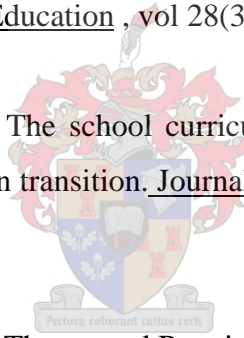
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# ADDENDUM A: QUESTIONNAIRE FOR THE EDUCATORS

## QUESTIONNAIRE

**INSTRUCTIONS:** The questions contained in this package are for research purposes. You are kindly requested to answer all the questions. There is no right or wrong answer; only your opinion is needed in this exercise. Where alternative answers are given, select the one that expresses your opinion. Where there are no alternative answers, write down your own as fully as you can in the space provided.

### 6.1 SECTION A: CURRICULUM DEVELOPMENT

1. Were you involved in any way in the design of the outcomes-based curriculum? Yes / NO [Answer Q2 if your answer is YES or Q3 if your answer is NO].

2. How were you involved? .....

3. Why were you not involved?.....

4. What is your opinion about the introduction of Curriculum 2005 in relation to each of the following?

4.1. Teachers' orientation:.....

4.2. Textbook development:.....

4.3. Infrastructural provision:.....

.....  
.....

4.4. The availability of equipment and materials:.....

.....  
.....



## **SECTION B: EDUCATORS' / TEACHERS' ORIENTATION**

1. Did you receive any formal training to implement OBE? YES / NO
2. Did you receive any form of orientation before the introduction of Curriculum 2005 in 1998? YES / NO. If YES answer 3 and if NO answer 4.
3. Was the orientation done before or after the introduction of OBE?  
.....  
.....
4. If you were not oriented, how are you coping with OBE?  
.....
5. How often do you attend workshops on OBE? Select one.  
Monthly / Quarterly / Annually / Never.
6. If you have attended workshops how will you describe what takes place at the workshops?  
.....  
.....
7. Who conducts the workshops? Circuit Manager/Regional Office/ Provincial department officials/ Union representatives/Principals.
8. To whom do you communicate difficulties you encounter with OBE?  
HOD/principal/subject committee/ inspectors/subject advisors.

# SECTION C: MATERIALS AND EQUIPMENT AVAILABILITY

1. Are there resources available to assist you in the implementation of OBE?

YES / NO. If YES answer 2 and IF NO answer 3.

2. What resources do you have in your school? List as many as you can.....

.....  
.....  
.....

3. How do you cope with OBE if you have no resources?.....

.....  
.....

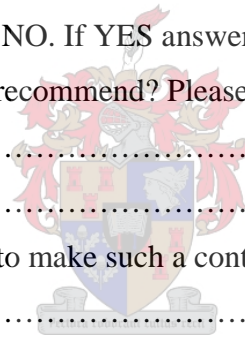
4. Have you ever been approached to help in selecting materials for use in the implementation of OBE? YES / NO. If YES answer 5 and if NO answer 6.

5. What kind of materials did you recommend? Please list them.....

.....  
.....

6. Why have you not been invited to make such a contribution?

.....  
.....



## SECTION D: THE CURRICULUM CYCLE

1. How was Curriculum 2005 introduced in your school?.....

.....  
.....

2. Do you consider it appropriate for the phasing in of the OBE in various grades in your school? YES / NO. If YES answer 3 if NO answer 4.

3. What is good about the way the grades were phased in?.....

.....  
.....

4. What is bad about the way the grades were phased in? .....

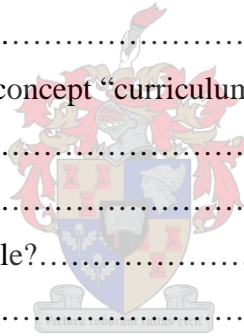
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.....

5. What do you understand by the concept “curriculum cycle”?.....

.....  
.....

6. Did Curriculum 2005 run its cycle?.....

.....  
.....



## SECTION E: ROLE PLAYERS' INVOLVEMENT

1. Are parents involved in the implementation of the OBE? YES / NO. If YES answer 2 if, NO answer 3.

2. How are they involved? .....

.....  
.....

3. Why are they not involved?.....

.....  
.....

4. How often does the HOD/ principal assess your classroom activities?

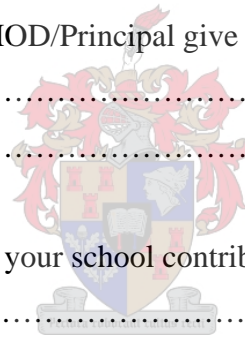
Daily/ Monthly/ Quarterly/ when there is need/ never.

5. What kind of support does the HOD/Principal give you?.....

.....  
.....

6. Describe how all the teachers in your school contribute to helping each other in the implementation of OBE.....

.....  
.....  
.....





## SECTION F: THE ROLE OF THE LEARNER

1. If all learners are required to succeed in their learning, what role do they have to play to make this objective achievable?.....

.....  
.....  
.....

2. How would you make learners learn at their own pace?.....

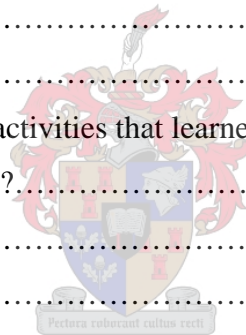
.....  
.....  
.....

3. How do you make learners active participants in their learning?

.....  
.....  
.....

4. OBE places much emphasis on activities that learners have to perform. How do you make this possible in your class?.....

.....  
.....



# SECTION G: INFRASTRUCTURAL AVAILABILITY AND DEVELOPMENT

1. How resourced is your school to enable you implement OBE successfully?.....

.....  
.....

2. What kind of support do you get from the community?.....

.....  
.....  
.....

3. What kind of support do you get from the following?

3.1. National Department of Education.....

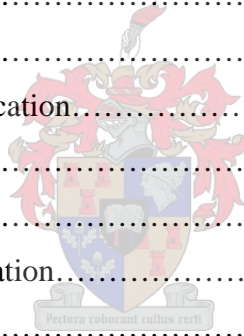
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3.2. Provincial Department of Education.....

.....  
.....

3.3. Regional Department of Education.....

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.....





**ADDENDUM B**

**REF: RESEARCH  
ENQ: RASELABE M.J  
CELL NO: 084 555 4024**

**P O BOX 2671  
DZANANI  
05 NOVEMBER 2003**

**The School Manager  
Nzhelele West Circuit**

**P O Box 1004  
Dzanani  
0955**

Dear Sir / Madam

**REQUEST FOR PERMISSION TO CONDUCT RESEACH**

**The matter stated above refers.**

I am requesting permission to use the schools listed below which fall under your inspection as sample schools for my master's degree research thesis.

**List of school**

- A. Mapakophele
- B. Kokwane A and B
- C. Maranikhwe
- D. Tshiluwi



Please find attached a certified copy of a letter from my supervisor, lecturer at the University I have registered, for your attention.

The whole exercise will take place before the end of this school calendar year immediately after you grant me permission to do so.

Kindly consider my humble request.

Yours faithfully

-----  
JOHANNAH MATODZI RASELABE