The in-service training of teachers and school managers for the implementation of Curriculum 2005 in the Sedibeng West District (D8)

Mailula Mokgalaka John

B.A., B.Ed., S.T.D.

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Supervisor: Prof. L.M. Vermeulen

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SUMMARY

This study focused on the in-service training received by school-based educators, including members of the School Management Teams (SMTs) for the implementation of the original outcomes-based Curriculum 2005 (C2005). This new outcomes-based approach is often described as a paradigm shift that is a change or shift in the way in which educators used to teach within the traditional content-based approach. As such the study evaluated the effectiveness of the in-service training of school-based educators for the implementation of C2005. In this regard the national Department of Education, (DoE, 2003:69) states in their national report on the Systemic Evaluation of the Foundation Phase that "...although educators have received in-service training on OBE, many do not feel confident enough to implement it".

In this sense the study focused on the determination of the nature and the quality of the in-service training received by school-based educators; whether educators were able to implement C2005 without difficulties; whether the SMTs received adequate training to facilitate the implementation at school level and to make recommendations for the more efficient training of school-based educators.

With regard to the training of classroom-based educators the study recommended that all provincial education departments should follow the example of the Gauteng Department of Education (GDE) to outsource the INSET of educators for the implementation of C2005 and the RNCS to the higher education institutions (HEIs). This recommendation concurs with the recommendation of the Review Committee (Chisholm, 2000:89) concerning the statutory location of teacher preparation in institutions of higher education.

With regard to the training of principals and other members of school management teams it was recommended that the principals and other members of the SMTs should, apart from special sessions in managerial aspects of C2005, receive INSET for the implementation of the new curriculum at the same time and preferably in the same lecture room as their classroom-based educators. It was the experience of the HEIs that this reduces implementation problems in the school situation.

OPSOMMING

Die fokus van hierdie studie is die indiensopleiding wat klaskamergebaseerde opvoeders en ook lede van skoolbestuurspanne ontvang het vir die implementering van die oorspronklike uitkomsgebaseerde Kurrikulum 2005 (K2005). Die nuwe uitkomsgebaseerde benadering word dikwels beskryf as 'n paradigmaskuif wat 'n radikale verandering behels ten opsigte van die wyse waarop leer en onderrig binne die tradisionele inhoudsgebaseerde kurrikulum plaasgevind het. Die studie was daarop gerig om die effektiwiteit van die indiensopleiding van opvoeders te bepaal. In die verband het die nasionale Departement van Onderwys (DvO, 2003:69) in hulle nasionale verslag (The Systemic Evaluation of the Foundation Phase) bevind dat: "...although educators have received in-service training on OBE, many do not feel confident enough to implement it".

Die doelstellings van hierdie studie was om die volgende te bepaal: Die aard en kwaliteit van die indiensopleiding wat klaskamergebaseerde opvoeders ontvang het; die wyse waarop klaskamergebaseerde opvoeders daardeur bemagtig is om K2005 in die praktyk te implementeer; die wyse waarop lede van die skoolbestuurspanne bemagtig is om K2005 binne skole te bestuur, en laastens om bepaalde aanbevelings vir die toekomstige indiensopleiding van opvoeders te maak.

Een van die belangrikste aanbevelings oor die indiensopleiding van klaskamergebaseerde opvoeders is dat alle provinsiale onderwysdepartemente die voorbeeld van die Gautengse Departement van Onderwys navolg deur die indiensopleiding vir K2005 en vir die Hersiene Nasionale Kurrikulumverklaring (HNKV) aan hoër onderwysinstellings uit te kontrakteer. Hierdie aanbeveling stem ooreen met dié van die Hersieningskomitee (Chisholm, 2000:89) aangaande die statutêre lokalisering van onderwysersopleiding by hoër onderwysinstellings (universiteite).

Oor die indiensopleiding van skoolhoofde en ander lede van skoolbestuurspanne vir die bestuur van die implementeringsproses word aanbeveel dat hulle, afgesien van enkele sessies oor bestuursaspekte, saam met die klaskamergebaseerde opvoeders wat aan hulle skole verbonde is, in dieselfde groep opgelei word. Daar is gevind dat hierdie werkswyse die implementering van K2005 in die skoolsituasie vergemaklik omdat hulle oor dieselfde inligting beskik.

THE IN-SERVICE TRAINING OF TEACHERS AND SCHOOL MANAGERS FOR THE IMPLEMENTATION OF CURRICULUM 2005 IN THE SEDIBENG WEST DISTRICT (D8)

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CHAPTER 1 ORIENTATION AND STATEMENT OF THE PROBLEM

1.1 Introduction

In March 1995 the South African Government announced their plans to implement an outcomes-based education and training system: "An integrated approach to Education and Training linked to the development of a new National Qualifications Framework based on a system of credits for learning outcomes achieved, will encourage creative work on the design of curricula and the recognition of learning attainments wherever education and training are offered" (White Paper, 1995:4). Outcomes-based Education (OBE) views itself as a drastic break from past educational practices and as a means of providing educational success for all students. Though not stated in overt terms, OBE also positions itself "...as a means of emancipating students and teachers from traditional practices which lead to educational inequity" (Capper & Jamison, 1993:427).

In February 1997 Professor Bengu, the Minister of Education announced the implementation of the Curriculum 2005 Project (C2005) as "...our new national curriculum for the twenty first century". In his official announcement (National Department, 1997a:1) he gave, among others, the following reasons for the new approach:

- The goal of the review process was to phase in, with effect from 1998, a new curriculum, which is based on the ideal of lifelong learning for all South Africans.
- Essentially, the new curriculum will effect a shift from one which has been content-based to one which is based on outcomes.

For the Department of Education (DoE, 2001a:21) C2005 is arguably one of the most progressive of the outcomes-based policies in the world. "Guided by principles of outcomes-based education and learner-centred education and the critical outcomes of the NQF, it defined specific outcomes and standards of achievement in eight learning areas. The critical and specific outcomes, together, represented major shifts in what is to be learned in schools, emphasising competencies rather than particular knowledge." The Department of Education (DoE, 1997b:31) stated: "South Africa has embarked on transformational OBE. This involves the most radical form of an integrated curriculum. This implies that not only are we integrating across disciplines into Learning Areas but we are integrating across all 8 Learning Areas in all educational activities".

In July 1997 Minister Bengu announced that C2005 will be implemented in 1998 in Grade 1; 1999 in Grades 2 and 8; 2000 in Grades 3 and 9; 2001 in

Grades 4 and 10; 2002 in Grades 5 and 11 and 2003 in Grades 6 and 12. The implementation in the FET (Grade 10) was later postponed to 2004 and Grade 12 to 2006 (Asmal, 2002:2).

This new approach can be defined as a curriculum that puts more emphasis on outcomes, with specific references to skills related to different learning areas, and also the emphasis is more on the learner as active participant than to be a recipients of information (DoE,1997a:1). Educators and School Management Teams (SMT) as advocated by the new approach, would no longer be the main source of information and the role model with regard to setting norms and standards, for reasons that outcomes-based approach is a learner-centred, result-oriented approach to education and training that builds on the notion that all learners need to and can achieve their full potential.

This study will focus on the in-service training received by school-based educators, including members of the School Management Teams (SMTs) for the implementation of the original outcomes-based Curriculum 2005 (C2005) and of the Revised National Curriculum Statement (RNCS) that will be implemented after 2004. This new outcomes-based approach is often described as a paradigm shift which is a change in the way in which educators are used to teach within the traditional content-based approach. As such the study will evaluate the effectiveness of the in-service training of school-based educators for the implementation of C2005. In this regard the national Department of Education, (DoE, 2003:69) states in their national report on the Systemic Evaluation of the Foundation Phase that "...although educators have received in-service training on OBE, many do not feel confident enough to implement it".

1.1.1 Curriculum 2005 (C2005) and the Revised National Curriculum Statement (RNCS)

Four years after the implementation of the original C2005 the Department of Education (DoE, 2001a:19) doubted their own decision to implement this most radical form of transformational OBE as propagated by Spady: "We had to decide whether we wanted a system driven by outcomes (especially learning outcomes), inputs (including syllabuses, texts and teaching methods), or some combination. The choice is more than a matter of philosophy; it greatly affects the curriculum in action. If we encouraged diversity across schools and classrooms, how would we monitor, at a national level, standards and learners' achievements? We knew, for example, that accountability based on national testing would be problematic if the details of what is learned varied greatly from one school to another".

In February 2000 the Minister of Education (Asmal, 2000a:1) appointed a Review Team to study the "national outcomes-based curriculum and progress with its implementation". In his press statement he concludes: "Outcomes-education is here to stay. Anyone or any political party that believes otherwise has a misplaced hankering for the past–of state sanctioned and funded quality education for the minority elite and gutter education for the majority poor." Asmal (2000a:2) stated that they are reviewing Curriculum 2005 and not OBE.

"I am convinced that OBE as a philosophy and approach to active learning is here to stay. C2005 as a planned process of curriculum change produced by fallible human beings can change from time to time". In response to accusations that the Ministerial Project Committee is not committed to transformation the Committee stated in March 2001 (DoE, 2001b:2) that their commitment "...to the basic goals, values and thrust of C2005 remains intact. Its commitment is evident in its desire to see a curriculum that is less complex, uses terminology that is user-friendly, accessible and clear. On the basis of available evidence, outcomes-based education in the form described in the Minister of Education's Call to Action is here to stay." With the launch of the process to simplify and clarify the original Curriculum 2005, the Minister of Education (Asmal, 2001:1) said that the application of C2005 has been constrained by factors related to our state of development and stress the need for a "...clear and simple statement of what is required to be taught and at what levels, so that it ensures that there is a strong sense of ownership of the principles of outcomes-based education and so that the plan for its implementation is feasible and clearly thought through".

In April 2002 Minister Asmal (2002:5) announced the new "revised, streamlined, strengthened" outcomes-based Curriculum 2005 in the form of an overview, and detailed statements with assessment standards for each of the eight learning areas. "The Council has approved that the revised National Curriculum Statement for Grade R-9 in schools be declared as policy, and this will be done shortly".

On the same day Minister Asmal (2002:2) also announced that the "implementation of OBE in the FET band (Grade 10-12), and decisions on the FET band have had to wait for decisions regarding implementation of the new GET curriculum". He indicated that nothing ("including the time frames for implementation") would be held as sacred or cast in stone and postponed the implementation of a new FET curriculum in Grade 10 to 2004: "In terms of this plan the Grade 10 cohort of 2004 will be the first to write the Further Education and Training Certificate (the FETC) in 2006. The 2003 cohort will continue to write the benchmarked matric exam in 2005, which has been significantly improved since 1994, including the setting of five national examination papers and the use of continuous assessment to evaluate learner achievement".

In July, 2001 the Minister (Asmal, 2001:2) stated that "we are now in Phase Two of C2005" when he released the Draft Revised National Curriculum Statement for public comment. He gave the following implementation timeframe:

- 2001: Public comment, revision and finalisation of the NCS (expected in June 2002)
- 2002: Piloting, preparation for educator orientation, development of learning support materials and learning programme guidelines.
- 2003: Incorporation of pilot results into a detailed implementation strategy, teacher orientation and development, development of learning support

materials, orientation of school and district-based management, development of learning programmes at school level.

- 2004: Implementation in Grades R-3.
- 2005: Implementation in Grades 4 to 6.
- 2006, 2007, 2008 Implementation in Grades 7, 8 and 9.

The Gauteng Department of Education (GDE, 2001a:2) emphasised in March 2001 that in 2001 all learning and teaching in Grades 1, 2, 3, 4, 7 and 8 will be based on outcomes-based education according to the existing National Policy and they (GDE, 2001b:1) also trained educators for the continued implementation of the original C2005 in Grades 5 and 9 for 2002 and Grade 6 for 2003.

1.1.2 In-service training (INSET) for the implementation of the outcomes-based curriculum

In official documents (Ministry of Education, 1997:5) the outcomes-based C2005 was often described as a paradigm shift that necessitates the retraining of all educators. The North West Department of Education (NWDE, 1997:6) described the paradigm shift as a competence-based curriculum and "...a new attitude to education where the emphasis is on learning not teaching on demonstrating competence, not cramming for exams, where competence is valued not partial knowledge; where the emphasis is on what learners are able to do, rather than what they cannot do. The system becomes outcomes-based or results oriented rather than input driven".

The radical changes brought on by the outcomes-based C2005 necessitate urgent attention to the retraining of educators. According to the Department of Education (DoE, 2002a:i) the implementation of C2005 took place in an environment characterised by enormous infrastructural backlogs, resource limitations, inadequate supply of quality learning support materials and absence of common national standards for learning and assessment. The review of Curriculum 2005 in 2000 found shortcomings in the cascade training model that was used to train educators for the implementation of C2005 (DoE, 2002a:155).

According to Bertrams, Botha, Desmond, Dlamini, Johnstone, Ntshigila-Khosa & Seery (1997:5) the outcomes-based C2005 involves a new way of looking at teachers: as facilitators, assessing learners to help them improve, nurturing and supporting, working in a team; guiding learning and not transmitting knowledge. For Zietsman (1997:40) the role of the teacher is crucial to the implementation of C2005. "Present and prospective teachers need to be trained to be fully equipped to deal with the OBE techniques of teaching. The teaching method will relate to the learner's personal experience which will require specific skills from the teacher. The innovative curriculum may be wasted should teacher presentation be inadequate. "Teaching and learning will have to change for OBE to be successful". This means that teachers and learners will have to make changes. (Bertrams et al., 1997:8). The Review Committee (Chisholm, 2000:10) refers to an official report that states that the paradigm shift required of C2005 cannot be accomplished in a few weeks of

training. "Curriculum change is an ongoing process that takes many years to achieve".
Since the quality of the education system is measured by the quality of its educators, it is imperative that the preparation and educator development be put in place to enable them to meet the demands and expectations of the outcomes-based C2005 as a new approach, and in turn be able to apply these skills to serve the society (Duke, 1990:132). The implementation of the original C2005 from 1998 and of the Revised National Curriculum Statement from 2004 demands a well-planned and effective in-service training (INSET) programme for all educators. In this regard the Review Committee (Chisholm, 2000:10) states that the implementation of an outcomes-based curriculum framework ultimately rests on adequately prepared teachers, motivated to teach and supported in their work.

From the lessons learned from 1997 it is imperative that this should involve all educators. This includes all classroom-based educators (teachers), educators who form part of the School Management Team (SMT, principals, deputy-principals and Heads of Departments) and also office-based educators at District, Regional and Head Offices.

Fullan (1992:82) states the necessity that the members of the SMT should also be trained as the principal is often cited as a key figure in promoting change in schools, and as such represents a fertile ground for considering the concepts of implementation in actions. As the quality of the education system is measured by the quality of educators as mentioned earlier in the above paragraphs, SMTs in schools should be introduced and be familiarised with any changes that are to be effected in schools, as their actions carry the message as to whether a change is to be taken seriously and also serve to support educators. Hord & Griffin (1980:26) support the above statement by stating that the degree of implementation of the innovation is different in different schools because of the actions and the concerns of the principals. All principals are unique, functioning and managing in unique schools, and this in-service training may change their role in influencing the implementation of specific innovations to their role in leading changes in the schools as an organisation. Training in the original cascade model was limited to classroom-based educators and the lack of a paradigm shift by education managers at all levels of the system impacts negatively on teacher training (Chisholm, 2000: 3/7).

Asmal (2000b:2) confirmed at the first meeting of the Curriculum Review Committee that "we may not have prepared well enough. We have to acknowledge that pressure for visible change provoked hasty responses". According to Mohamed (2002:14) the Revised National Curriculum Statements (RNCS) are being introduced in a context of two curriculum systems being operative until the end of 2004 – NATED 550 (current matric), and the existing Curriculum 2005.

If the streamlined C2005 is introduced in 2004 (for Grades R-3) as proposed, the system will have to deal with three curriculum systems for the years 2004 and 2005 and with two systems until the end of 2008. This will put severe

pressure on the system. Also, there are indications that the Further Education and Training System (FET, Grades 10-12) will also be introduced after 2004. Limited capacity in provincial and district offices will be presented with further tough challenges. According to Potenza (2001:20) it will take at least two more years for teachers to be trained in this new policy and for new textbooks to be developed. "Formal implementation of the revised Curriculum 2005 was therefore likely to begin in 2004. C2005 in its present form would continue to be implemented until it was overtaken by the revised policy. Several educators questioned the value of continuing (until 2004) to implement policy that had been found to be flawed."

Before 2001 the Gauteng Department of Education (GDE) utilised a cascade model to train educators. District officials were trained during June and July, and the district officials then trained the educators during the last half of the year. From 2001 the GDE has changed the training model.

Training was now outsourced to tertiary institutions (Khulisa Management Services and the Centre for Education Policy Development, Evaluation and Management, KMS & CEPD, 2002b:1) from 2001. School-base educators and managers (SMTs) from Sedibeng West were trained at the Sebokeng College of Education by experienced teachers and staff from the North West University (formally Potchefstroom University) and Sebokeng College of Education.

One of the major problems with the initial training for the implementation of the original Curriculum 2005 was that it was limited to the educator in the classroom. The National Report on Systemic Evaluation: Foundation Phase, Mainstream (DoE, 2003:46) reported that on average 68% of the Foundation Phase educators indicated that they attended INSET programmes on OBE.

The average duration of the INSET courses attended by educators from GDE before and during 2001 was 37,8 hours and in 2002 it was 17,6 hours. In-service training programmes presented by fellow educators and outside agencies were regarded as less successful than those presented by departmental officials. Also, nearly two-thirds of educators (62,6%) did not feel fully confident to implement OBE in classes. According to the report the low level of confidence in implementing OBE can be the result of:

- not all educators attending in-service programmes;
- school-based training (by teachers and principals) being rated lower than training by departmental officials; and
- the limited length of the in-service training courses.

The Review Committee (Chisholm (2000:16) recommended that all educators including school principals, teachers and managers should be trained as curriculum developers. The National Report (DoE, 2003:53) concludes that it is clear that with regard to the implementation of the outcomes-based curriculum strong school management and leadership are crucial to the smooth running of a school. It is essential, therefore, that the school

management team (SMT) is able to plan, lead, organise and control the implementation of a new curriculum.

1.2 Statement of the problem

In the previous paragraphs it was stated that the implementation of the outcomes-based Curriculum 2005 and the Revised National Curriculum Statement necessitates a well-planned training programme for all educators. In order to make recommendations regarding an in-service training programme for school-based educators this study aims to investigate and evaluate the training that school-based educators (educators and SMTs) received for the implementation of Curriculum 2005 and the Revised National Curriculum Statement. In this sense the study intends to focus on the determination of the nature and the quality of the in-service training received by school-based educators, whether educators are able to implement C2005 without difficulties, whether the SMTs received adequate training to facilitate the implementation at school level and to make recommendations for the more efficient training of school-based educators.

After evaluating the training, key success and inhibiting factors will be identified and from the training needs of school-based educators recommendations will be made for future training programmes.

1.3 Aims of the research

This study aims to investigate the quality of the in-service training received by school-based educators, i.e. the teaching and management staff for the implementation of outcomes-based curriculum. It will investigate the activities that are put in place by Gauteng Department of Education to inform educators and SMTs about C2005. In order to make recommendations for the training of school-based educators for the implementation of curriculum changes it is imperative to state the following objectives of this study:

- to determine the nature and quality of the in-service training received by school-based educators for the implementation of outcomes-based C2005;
- to determine whether school-based educators are able to implement C2005 without difficulties;
- to determine whether the SMTs received adequate training to facilitate the implementation at the schools;
- to make recommendations for the more efficient training of school-based educators.

1.4 Research methodology

The aims of this study will be achieved by means of the following methods:

1.4.1 Literature study

A review of both primary and secondary literature sources will be done in order:

- To investigate the demands made by an outcomes-based curriculum like the original C2005 and the new RNCS on the learning and teaching activities in the classroom and the management of the schools.
- To investigate the necessity and basic requirements of in-service training of all school-based educators for the implementation of a new curriculum that is often described as a paradigm shift.
- To investigate the training needs of all school-based educators and the way in which these needs were met by the in-service training received by educators.

The main objective of the literature study is to establish a theoretical basis for the evaluation and subsequent design of in-service training programmes for school-based educators that include both educators and SMTs.

A Dialogue and UCTD search was conducted with the help of the following key words: "outcomes-based education", "Curriculum 2005", "Revised National Curriculum Statement", "in-service training", "curriculum change", "management of change" and "change management".

1.4.2 Empirical research

An empirical research will be conducted to determine the nature, extent and quality of the current in-service training of school-based educators at both primary and secondary schools in the Sedibeng West District (D8) of the Gauteng Department of Education for the implementation of C2005 and the RNCS.

1.4.2.1 Instrument

An instrument refers to an appropriate research method used for gathering data from respondents about variables of interest to the researcher in order to achieve the aims of the study.

After the literature study a structured questionnaire was developed to assist the researcher in gathering information on the nature, extent and quality of the current in-service training programme for both the teaching and management staff of schools in the Sedibeng West District. The questionnaire consisted of 40 questions of which 12 can be classified as open-ended and 28 as closed questions. A preliminary questionnaire was tested with a group of twenty educators from both primary and secondary schools in order to finalise the document.

1.4.2.2 Population

The population of this study comprises all Grade R to 9 educators and the members of the School Management Teams of primary and secondary schools in the Sedibeng West District of the Gauteng Department of Education. The population is made up by some 2 895 permanent and 208

temporary educators at 154 primary and secondary schools in the Sedibeng District.

1.4.2.3 Sample

By means of a stratified sampling technique the researcher randomly selected a representative sample of forty schools from a total number of 154 schools in the district:

- Former DET primary schools (n = 13)
- Former DET secondary schools (n = 7)
- Former TED primary schools (n = 10)
- Former TED secondary schools (n = 10)

A total number of 10 questionnaires were delivered to each of the selected schools to be completed by the following groups of educators:

Secondary schools
- Four questionnaires for members of the school management team (SMT)
- Six questionnaires for educators in the Senior Phase (Grades 8 and 9)

Primary schools
- Four questionnaires for members of the School Management Team (SMT)
- Two questionnaires for educators in the Foundation Phase (Grades R to 3)
- Four questionnaires for educators in the Intermediate and Senior Phase (Grades 4 to 7).

1.4.2.4 Pilot study

A preliminary questionnaire was evaluated in a pilot study with a group of twenty educators from both primary and secondary schools. The aim of the pilot study was to determine the appropriateness and quality of the data collected and to adapt the questionnaire for the purpose of clarity and appropriateness.

1.4.2.5 Statistical techniques

The researcher was assisted by the Statistical Consultancy Services of the Vaal Triangle Faculty of the North West University in the analysis and interpretation of the data collected.

1.5 Feasibility of the study

The study is feasible in that there are sufficient literature sources on the topic and that study will be conducted in the Sedibeng West District of the Gauteng Department of Education where the researcher is also involved as a deputy principal at one of the schools.

1.6 Demarcation of the field of study

The study covers the in-service training (INSET) of school-based educators for the implementation of the outcomes-based Curriculum 2005 and the Revised National Curriculum Statement.

1.7 Division of chapters

Chapter 1 Introduction and statement of the problem
Chapter 2 The outcomes-based Curriculum 2005 and Revised National Curriculum Statement
Chapter 3 In-service training for the implementation of an outcomes-based curriculum
Chapter 4 Empirical research
Chapter 5 Presentation and analysis of the data
Chapter 6 Summary, conclusions and recommendations

1.8 Description of terms

- **Outcomes-based education**

OBE is based on a more learner-centred constructive teaching and learning approach. OBE provides opportunities to close the gap between the classroom and real life. It focuses on what we want learners to know (knowledge), to be able to do (skills) and what values we want to instil. Outcomes-based education realises also that people learn in different ways and at a different pace. According to Spady (1999:7), OBE is the design and organisation (of a curriculum) and the instructional planning, teaching, assessing and advancement of students around successful learning demonstrations for all students. A basic principle of OBE is that all learners are capable of learning and can achieve high levels of competency as educators should specify their expectations.

- **Educators**

According to the principle of outcomes-based education, an educator would focus on the outcomes of education rather than merely teaching information. Educators are referred to as facilitators rather than transmitters of knowledge (DoE, 1997c:28). Traditionally teachers were regarded as custodians of knowledge who are responsible to impart all the knowledge to the learner. In terms of OBE, the teacher fulfils a role of a mediator (Mothata, 2000:64). An educator is someone who assists and guides in taking the knowledge and learning forward without being directly involved in the learning process.

- **Learner**

A learner is seen as a person who is involved in any kind of formal or non-formal education and training activity (Mothata, 2000:94). In terms of OBE, a learner will be someone who will understand why he/she is learning, become analytical and creative thinkers, someone who is actively involved in classrooms where the curriculum is relevant and learner-centred.

- **In-service training (INSET)**

Doll (1996:333) regards INSET as an "agency of curriculum change and improvement to cause teachers to want to initiate worthwhile changes in their classroom practices".

Henderson (1977:163) argues that "in-service education and training may be taken to include everything that happens to the teacher from the day he takes up his first appointment to the day he retires which contributes, directly or indirectly, to the way in which he executes his duties". INSET in fact, embraces all the experiences that a teacher may undergo for the purpose of expanding his/her professional and personal education, that is, in-service training is taken to include all those courses and activities in which a serving teacher may participate for the purpose of extending his/her professional knowledge, interest or skill (Yule,1987:64).

- **Curriculum 2005**

C2005 involves an extreme form of curriculum transformation. According to DoE (1997b:29) South Africa has embarked on transformational outcomes-based education, which involves the most radical form of an integrated curriculum. This model can be regarded as a teaching philosophy that requires a paradigm shift in the way that we think about teaching and learning. C2005 is defined as a dynamic curriculum because in its design it comprises the involvement of different stakeholders at different levels. It is not a fixed recipe consisting of components and rules, but a process characterised by flexibility.

- **Lifelong Learning**

Lifelong learning implies that everybody is a learner throughout his lifetime and that everybody has opportunities to continue to be educated throughout life (Lynch, 1977:3). It must be realised that in a world of continually changing circumstances and values a teacher should be familiar with the times or he may be swept away in the wake. Lifelong process engages a teacher in a process of preparing himself every-time to adjust with the changing world.

King (1982:35) adds that lifelong learning and relearning are not empty phases but constitute the very condition of any school's relevance to those who leave it. Cropley and Dave (1978:11) contend that lifelong learning comprises the prerequisites for learning which constitutes the means of lifelong education.

1.9 Summary

The research will be conducted to compile evidence on the in-service training received by educators and SMT's in secondary schools in Sedibeng West District (D8) and support given by the Gauteng Department of Education.

Methodology used to gather information involves a questionnaire to be distributed to teaching and management staff in schools in Sedibeng West District (D8). The questionnaire will be used to identify and formulate aspects involved in the training and development of teaching and management staff.

Having discussed the research methodology, it is necessary to clarify certain aspects to be used in this research project.

CHAPTER 2 THE OUTCOMES-BASED CURRICULUM 2005 (C2005) AND THE REVISED NATIONAL CURRICULUM STATEMENT (RNCS

2.1 Introduction

In the report of the Review Committee (Chisholm, 2000:18) the C2005 Project is described as probably the most significant curriculum reform in South African education of the last century. "Deliberately intended to simultaneously overturn the legacy of apartheid education and catapult South Africa into the 21st Century, it was an innovation both bold and revolutionary in the magnitude of its conception". The decision to replace Apartheid Education by an Outcomes-based Education (OBE) approach in the General and Further Education and Training Bands (GET and FET) was taken by the Council of Education Ministers (CEM) on 26 February 1997. This decision envisaged the phasing of OBE into both the GET and FET bands by 2005. Hence the brand name, Curriculum 2005. The Department of Education (DoE, 1997d:29) stated: "South Africa has embarked on transformational OBE. This involves the most radical form of an integrated curriculum". At the time of the appointment of Asmal as Minister of Education in 1999 an overwhelming majority of views expressed frustration with the design and implementation of Curriculum 2005 (DoE, 2002a:i).

An outcomes-based approach can be described as an approach in which all teaching and learning experiences and activities are planned and organised according to the expected learning results (learning outcomes) that should be attained. For the DoE (1997a:5) outcomes-based education is a learner-centred, results-oriented design based on the principle that all learners can learn and succeed. The OBE strategy implies the following:

- What learners should learn is clearly identified;
- A learner's promotion and development is based on demonstrated performance;
- Accommodation of each learner's needs by means of a variety of teaching and learning strategies;
- Every learner will get the time and help to fulfil his/her potential;
- The OBE approach is further described as learner-centred, based on constructivistic learning principles, active learner involvement, and an emphasis on co-operative teaching and learning and group work.

Taylor (1999:108) refers to Bernstein (1996) and distinguishes between a performance and a competence approach to the curriculum. The performance approach focuses on specific learning content and the educator plays a more overt (active/open) teaching role. Competence models are directed towards what the learner knows and can do at the end of learning. They focus on a destination rather than a specific prescribed path and the outcomes of learning may be achieved in a variety of ways. The learner is more active, creative and self-regulatory and the facilitation role of the educator is more covert (hidden) and he/she is seen as a guide and facilitator (Vermeulen, 2000:6).

For Towers (1992:293) OBE is based on the following highly systematised approaches to teaching and learning that were highly popular in vocational training in the 1980s:

- Competency-based education (or criterion-referenced instruction, CRI) in general refers to teaching and assessment activities aimed at a description and evaluation of learner performance in terms of fixed criteria and/or competencies (Assessment criteria).
- Mastery learning as a form of individualised teaching in which learners were given ample time to master one unit of learning before progressively moving on to the next unit.

The close ties between the outcomes-based Curriculum 2005 and vocational training is because the whole concept originated from the Department of Labour (DoE, 1998). Most of the examples that Spady (1998), Killen (1997) and other government consultants and spokespersons (DoE, 1997; Bertrams et al., 1997) use originate from the area of vocational training, the individual based training of apprentices and even from the Boy Scout Movement (Spady, 1998). The Northwest Department of Education (Northwest, 1997:1) uses a definition of SCOTVEC (Scottish Vocational Education Council) to compare the assessment of millions of school children with those of a few young adult apprentices in a job situation. To what extent the teaching/training, learning and assessment principles developed for the training of a few apprentices could be applicable for the massive general forming/education of millions of school children was never investigated. The facilitation and assessment task of a foreman or experienced worker responsible for one or two co-workers cannot be compared with that of an educator with up to 40 learners in a class.

Taylor (1999:108) classifies the OBE approach as a competence model and for Killen (1997:28) OBE has its roots in earlier work on educational objectives, competency-based education, mastery learning and criterion-referenced assessment. To this list of predecessors of OBE we can add the "activity analysis" of Bobbit (1918; Dlugosh, Walter, Anderson & Simmons, 1995:178), the identification of "dominant social ideals" (Charters, 1923), the objectives theory of Tyler (1949; Arjun, 1998:5) and Bloom's mastery learning based on his taxonomy of educational aims (Carl, 1995:53). Towers (1992:293) is also of the opinion that the competence-based and mastery-learning models were the origins of OBE.

According to Brandt (1993:66-67) the OBE approach was the result of the co-operation between Spady, known in South Africa as the "guru" of OBE (Garson, 1999:26), and Bloch who was members of Bloom's research team. After Bloom's mastery learning fell in disrepute as a result of poor implementation Spady suggested in 1980 that it should be replaced with the term "outcomes-based education". That was according to Spady (1993:68) the birth of OBE and of the worldwide "Network for Outcomes-Based Education" (Vermeulen, 2000:6).

2.2 What is a curriculum?

For the DoE (2001a:19) the curriculum is central to educational policy. "It provides a vision of what learning and teaching might be, which includes what is to be learned, processes of learning, teaching and assessment, relationships, power and authority in the system and in schools. Curriculum, as learners experience it in classrooms, defines their education and hence the quality and achievements of the system. Through the curriculum and learning outcomes, schools and learners' communities know and judge the system. For these reasons, we gave curriculum policies, curriculum development and curriculum support high priority, especially for the compulsory years of schooling. The flagship of this development was Curriculum 2005".

What should children learn at school? Does society have the right to expect that all school leavers should have reached certain levels of competence? Who should determine what these levels of competence should be? How might schools be made more responsive to changing social and technological demands? To what extent can educators be made more accountable to the communities they serve? From an outcomes-based perspective questions such as the following are relevant: What learning outcomes should learners master at the end of a learning experience? What are the knowledge, skills and attitudes that learners should display at the end of a schooling experience?

According to Kirk (1986:5) the answer to these questions for some people lies in introducing a national core curriculum which all schools should be expected to teach. For others, that solution is totally unacceptable: it undermines the professional autonomy of educators and it threatens the transformation of schools into agencies for political indoctrination. Whether nationally prescribed or locally determined all educators agree that some form of curriculum is a prerequisite for effective and accountable teaching and learning. The Latin origins of the word "curriculum" lie in the word "currere", which means "to run", thus "curriculum" implies a relatively fixed "track", "route" or "racecourse" (learning content, learning opportunities, activities and evaluation or critical and learning outcomes) which must be covered or mastered by the participant (learner) in order to reach the winning-post (learning result) (Kirk, 1986:5).

The notion curriculum may have a narrower (e.g. a list of content or a set of subjects) as well as a wider (all the learning experiences offered by a school during and after school hours) meaning depending on the context in which it is used. The national Department of Education (DoE, 2000:11) defines a curriculum as "all teaching and learning opportunities that take place in learning institutions. It includes the aims and objectives of the education system, the content taught, the skills imparted, strategies for teaching and learning, forms of assessment and evaluation, how the curriculum is served and resourced, and how it reflects the needs and interests of those it serves, including learners. In other words, curriculum is concerned with what institutions teach, and with what, how, and under what conditions learners acquire the required knowledge, skills, values and attitudes". Fraser, Loubser & Van Rooy (1993:92) described the curriculum as the interrelated totality of (1)

aims; (2) learning-content; (3) teaching and learning activities opportunities and experiences, (4) and evaluation procedures which guide and implement the didactic activities in a planned and justified manner.

What could be important, is not the question about changing the curriculum but rather what do we want to replace it with. First a decision has to be made about which knowledge, skills and attitudes will be passed on and whether it will be obligatory for all members of a community to acquire it or only for those persons who will prepare themselves for a profession or a special position in an organisation. Once this decision is made, the curriculum, that is the needs of the learner and society and the organised content for a certain subject, has to be designed and the number of years necessary to master it has to be estimated. Moreover this knowledge is organised in conceptual systems and theories often in a hierarchical nature, which means that to master the knowledge a certain sequence in the mastery of concepts and theories is necessary. Then the learners have to acquire the knowledge. The problem for education is how the students can develop or construct the "objectified" knowledge for themselves in such a way that it will be remembered, understood and used, that they can communicate about it with colleagues and teachers and that the process of development of the knowledge (and skills) will take place effectively and efficiently (Dijkstra, 1997:2).

In March 2001 the Department of Education (DoE, 2001b:3) reported: "What South African education needs to do is go forward by improving the alternative modes of teaching and learning that have started to be put in place. In the process the "what" of learning needs to be integrated with the 'how' and the 'when' with the 'whether'. 'Basics' cannot be polarised from 'outcomes'; this is as much a false opposition as those polarisations set up in some formulations of outcomes-based education".

In the 11 booklets (Learning Area Statements, LAS) that will comprise the new National Curriculum Statement (NCS) the Ministerial Project Committee (DoE, 2001c:11) states that Section 3 will contain the Learning Outcomes and Assessment Standards by grade and this should include:

- A list of learning outcomes for the learning area from Grades R to 9;
- A detailed list of learning outcomes and assessment standards by grade;
- Learning Outcomes should describe what learners should know and be able to do at the end of a grade or more than one grade;
- Specification of the sequence of core knowledge / content and skills to be taught in each learning area at each grade level;
- Representation of an integrated skill and content statement;
- Assessment standards describing the minimum level at which learners should demonstrate the achievement of learning outcome(s) and the range (breadth and depth) of demonstrating the achievement;
- Description of the expected level and range of performance for each learning outcome at each grade.

A curriculum may be regarded as a plan or recipe (an idea) of what one would like to happen in the classroom on the one hand, and what in fact happens in

the classroom, on the other. Curriculum development is concerned with the relationship between these two views of the curriculum - as an intention and reality. The central problem is to close the gap between the intentions of the curriculum and classroom realities.

The curriculum is a complex social process, and while the notion of curriculum as "purposive organised activity" may be appealing, it is an over-simplification that belies the real nature of the process which determines the selection from the culture which individual pupils encounter in schools (Dijkstra, 1997:2). This oversimplification is evident the range planned of compulsory and optional activities formally planned for an individual pupil at a school.

An assumption one could draw from this definition is that the selection from the culture facing a pupil would essentially be the same in all schools. Since the subjects are common to all schools, pupils would then face the same curriculum. Curriculum could be either covert or overt as it happens in schools. The covert curriculum could also be referred to as hidden curriculum, which officials seek to ensure does happen.

2.2.1 Trends in defining curriculum

Curriculum has for many years been defined in different ways. Now the definition of curriculum could be divided into four major categories, namely: learner-centred, content-centred, society-centred and an outcomes-based approach.

2.2.1.1 Learner-centred curriculum

In a learner-centred curriculum, a learner will have access to high quality education. The children learn from interacting with elders of the social structures, and these interactions become more complex as the society grow in complexity, thus the need for more formal education. Taba (Ornstein & Hunkins, 1993: 249) says that 'people learn what they experience, only learning that is related to active purposes and is rooted in experience translates itself into behaviour changes'. Here the learner is the focus of curriculum design, the teachers are mere facilitators of the learning experience.

A shortcoming of this curriculum is that not all learners learn and develop at the same rate, so the curriculum cannot be appropriate for all the learners. A new curriculum that is designed involves learners actively in the classroom because it is relevant and learner-centred. Learners will be able to find out what their particular talents are and how they can develop these. Learners will have greater self-esteem because they will be allowed to develop at their own pace. This learner-centred curriculum will train learners to work effectively in groups and will learn the value of teamwork and how to take responsibility for their own learning (DoE, 1997c:27)

The strength of the previous curriculum is that the learner is looked at holistically, all aspects of development such as the emotional, physical intellectual, and affective are taken into account.

2.2.1.2 Content-centred curriculum

Oliva (1997:4) suggests that the curriculum should include what is taught at school, a set of subjects, content, a set of materials and a programme of studies. This is the most traditional of curricula as it is the easiest to implement as all the knowledge necessary appears in textbooks and work schemes. Curriculum should in fact, include grammar, reading, rhetoric and logic and mathematics. Barber (1996:10) suggests that the most important approach over the last century is the liberal-humanist tradition. This view can be a very knowledge centred approach as the learners are exposed to a series of disciplines which examine specific aspects of human experience in the explanation of the world.

Doll (1996:15) adds that the curriculum is seen as the formal and informal content and process by which the learners gain knowledge and understanding, develop skills and alter attitudes, appreciations and values under the auspices of the school. This reflects the old transmission model of teaching and learning (Kraak, 1998:30), the content or knowledge was a given to all the learners and it was non-negotiable. The knowledge was then tested and graded and the learners could only move on once a body of knowledge was assimilated.

Knowledge or the subject is the centre of the curriculum, and a weakness of such curricula is which knowledge is decided as relevant and who makes the decisions. The inclusion of the knowledge must accurately reflect the external reality and this arrangement of the knowledge should be logical and all basic forms of human knowledge should be integrated.

The majority of this knowledge is dictated by the educator and textbook the teacher is using, with the assumptions that the learner knows nothing in relation to what is to be taught and learnt. Further than this the content prescribes the learning process and the teachers do not have a choice as to what the content is.

2.2.1.3 Society-centred curriculum

To function according to the norms of a more formal or structured society implies specific knowledge and skills. The society-centred curriculum deals with the needs of society as the point of departure, that is to say that the curriculum must cater for the needs of society. It is used as a tool to influence the learners in ways determined by the culture so that the outcome may be predictable by that culture.

A change in curriculum will be determined by the needs of the society. If the society does not see any need for change, then there will be no need for change. Sharpes (1993:37) questions whether the boundaries of society are

at school, culture, nation or the world? The educators' role in this curriculum is dictated by the needs of the society, that is the curriculum has to have a direct relationship with the needs of the society. Ornstein and Hunkins (1993:259) say that through the curriculum teachers can effect social change and "create a more just society".

The role of the curriculum is to equip the learner with the knowledge and skills that are derived from the surrounding society and can be applied to help obtain the necessity for life. As the demands on the society change, so too do the demands on the curriculum. If there is a need for vocational skills within a society the curriculum should change to fulfil that need.

2.2.1.4 Outcomes-based curriculum

Stenhouse (in Carl, 1975:35) suggests that the curriculum is a way in which 'educational aims are realised in practice'. The curriculum is what a learner can do at the end of the learning experience that has been facilitated by an educator. This curriculum embraces contents and methods, thus concentrating on the product rather than the process of education.

Tanner and Tanner (1995:158) contend that the curriculum is a series of well planned and guided learning experience, "formulated through the systematic reconstruction of knowledge and experience for the learner's continuous and wilful growth in personal-social competence". Thus the curriculum should stress the "process" (Reid, 1992:15), the new curriculum is to take us into a new area with new ideas and new terminology.

Curriculum 2005 is based on the outcomes-based approach that concentrates on the process of attaining outcomes and is learner-centred. The new curriculum has moved from the old subject-centred philosophy to a new learner-centred one. The paradigm has shifted from the learners being passive within the learning situation and the teacher being active in a situation where the learner is active within the learning experience and the teacher has become the facilitator of learning (Kraak, 1998:30).

Barber (1996:11) calls this curriculum the progressive tradition. Here the purpose of education is to "unlock the potential of the child". The child or be it the learner is offered a range of experiences and opportunities through which to discover the world, where learning is an active part of discovery, and where the process of learning outweighs the product.

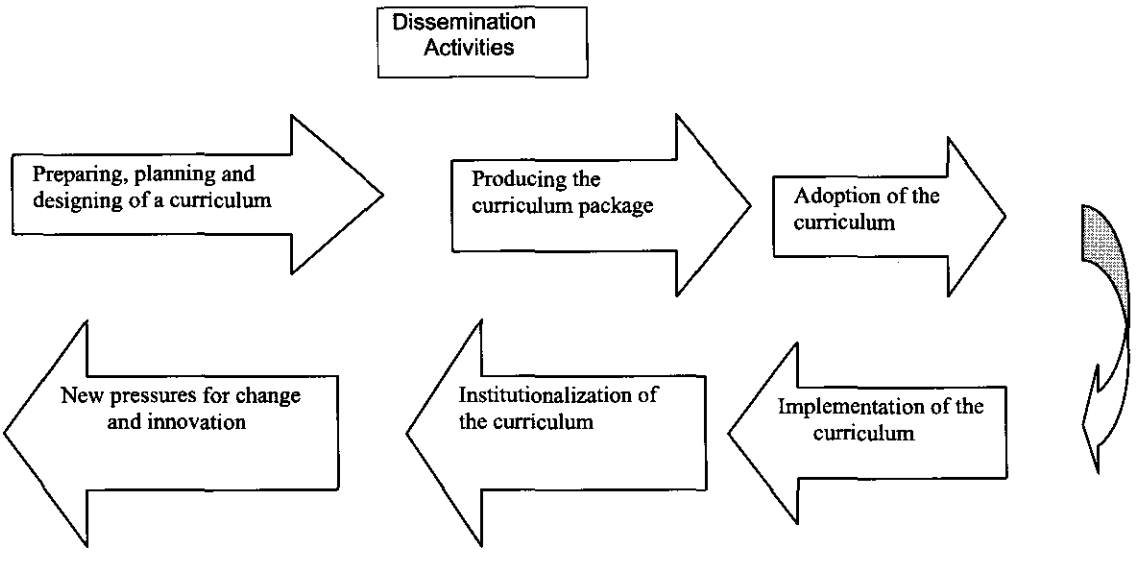
Curriculum 2005 is a curriculum that is outcomes-based, which concentrates on the learner, with the belief that all individuals can learn. Initially what a learner must learn was clearly identified, as a clear focus on culminating outcomes of significance in all teaching. Each learner is given an opportunity to become competent in the attaining of certain outcomes and with the facilitator's assistance realises his potential and demonstrates achievement. Each learner's needs are accommodated through multiple teaching and learning strategies and assessment tools.

2.3 Curriculum Development

A new curriculum does not just happen, it has to be designed, disseminated and evaluated. For Carl (1995:47-48) the curriculum development process is characterised by various possible phases such as: curriculum initiation, design, dissemination, implementation and evaluation.

Curriculum development focuses on planned change which is the conscious, deliberate, and collaborative effort to improve the operations of human systems through the utilisation of valid knowledge (Marsh & Willis, 1995:130). As there is curriculum development, there needs to be a new form of grouping structures, new materials, changes in practice, as well as change in beliefs and understandings (Marsh & Willis, 1995:130). The following diagram is a representation of a curriculum continuum.

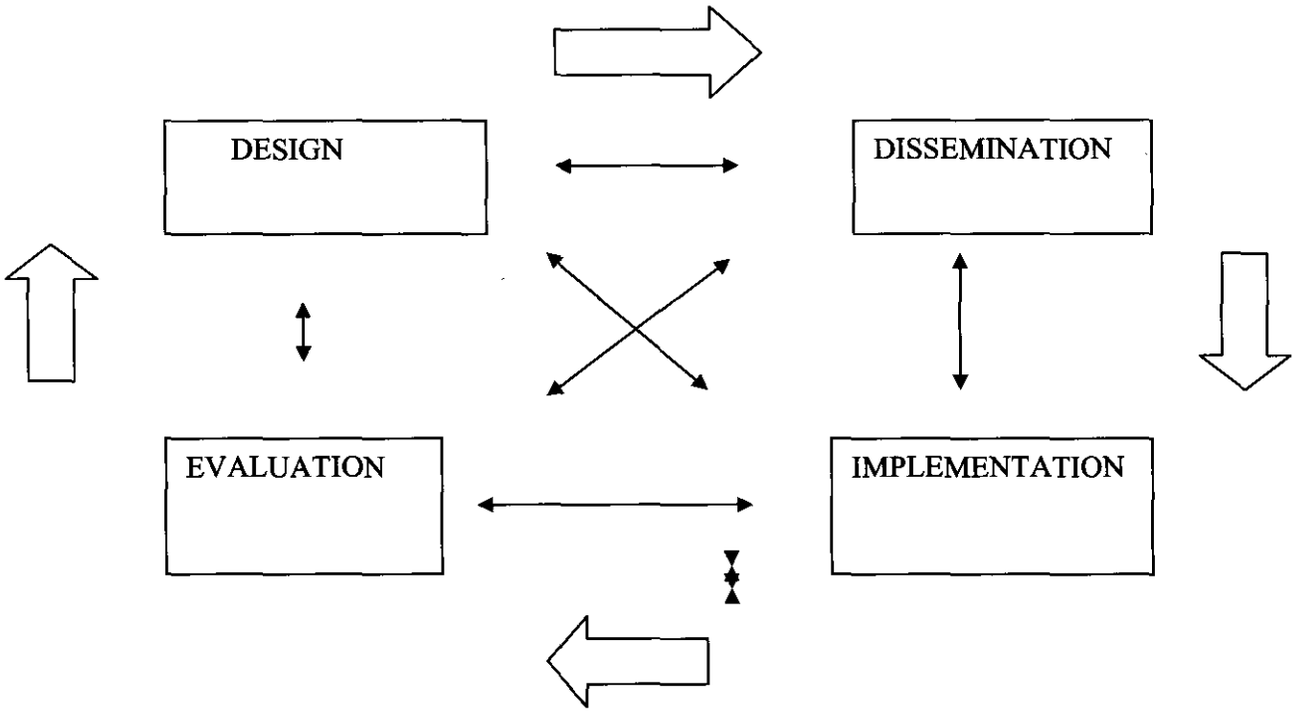
Figure 2.1 Curriculum continuum (Marsh & Willis, 1995:133)



As in all curriculum design there there is a need for a new curriculum. Once that need is ascertained, a new curriculum is planned and designed. A new curriculum package including all the material needed for the new curriculum is disseminated to the relevant role players to ensure that the new curriculum is adopted and ultimately implemented. Once the implementation is successful then the curriculum is adopted or institutionalised until there are new pressures for change. This continuum identifies change as a linear event that occurs only when necessary, and is not dynamic and interrelated.

Carl (1995:48) on the other hand designed a model for curriculum development where all the phases of curriculum development are interrelated and movement can occur between any phases at any point. This is reflected in fig 2.2 below:

Figure 2.2 Phases of curriculum development (Carl, 1995:48)



All these phases are interdependent and interrelated to one-another, as the arrows indicate. The curriculum is designed in order to assess its effectiveness, and has to be disseminated by the appropriate stakeholders. For a successful design, evaluation should take place through dissemination. To ensure successful implementation of the curriculum, the dissemination has to be evaluated and the cycle goes on. The one element of curriculum development relies on the other elements.

Curriculum design is the phase when a new curriculum has to be designed so that the new curriculum can be disseminated successfully. For the purpose of this study design is not one of the phases that will be looked into at in detail, as the focus of the study is to ascertain how effective the INSET was for the implementation of the new curriculum.

Curriculum dissemination (Carl, 1995:59) is a very important phase of curriculum development, If this phase is not carried out effectively by the relevant role players, it will influence the next phase of curriculum development negatively. This is the phase where the information is distributed to the relevant role players so that implementation can take place. Curriculum implementation is the phase when all the information that has been distributed to the relevant role players is put into practice. In C2005, the national curriculum was designed at national level by experts, disseminated to the provincial, district and school levels where implementation should take place.

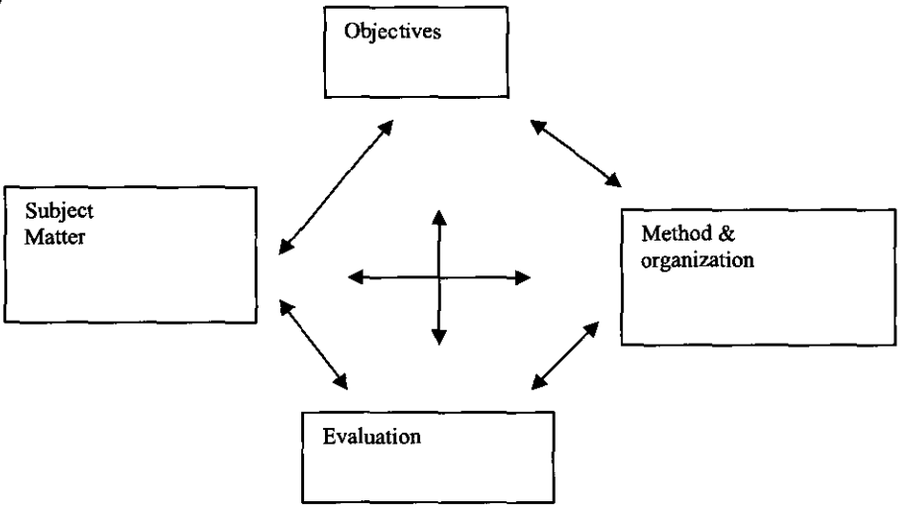
2.3.1 Curriculum design

For Carl (1995:81) curriculum design as a first phase within curriculum development relates both to the creation of a new curriculum as well as the re-planning of an existing one, after a more complete evaluation has been made. The dynamics of any curriculum is determined to a large extent by the quality of its design.

Curriculum design is about the interaction between four basic curricular components, being objectives, subject matter, method and organisation and evaluation (Giles in Ornstein & Hunkins, 1993:233). This interaction is ongoing and dynamic. Not all curriculum designs need to have the four components, but it does need "to provide a consistent framework of values and priorities for dealing with the operational decisions necessary for delivering the curriculum" (Ornstein & Hunkins, 1993:233). The diagram below shows the components of the curriculum design.

In all curriculum design, the designer should always have an objective in mind of what the goals for the curriculum are. These objectives should fit into one of the categories of curriculum design, the central goal of the curriculum should be decided upon, such as learner-centred or subject-centred or any other mentioned in fig 2.3.

Figure 2.3 Components of curriculum design (Giles in Ornstein & Hunkins, 1993:233)



A dynamic curriculum design comprises the involvement of different stakeholders at different levels or sectors of planning. Ideally the educator who is one of the stakeholders, and who is to implement the curriculum should be actively involved in the design of the curriculum. It is the educators who are involved in the implementation of the new curriculum, who know what the objectives of the curriculum are, who have the understanding for how to transmit the knowledge, and are the best participants at evaluating the curriculum design to ascertain its effectiveness.

Surely the adequate preparation of teachers for the classroom should include a study of curriculum design, including theory and practice so that teaching can be viewed as a profession and the educational opportunities for the learners can be adequately improved. Teaching is seen as a profession and every "professional knows how to act" (Tanner & Tanner, 1975:623). A teacher who is a professional should play a role in designing the curriculum and should be able to draw on previous knowledge to be able to synthesise this knowledge within the educational situation.

Educators should be seen as the primary group of curriculum designers. They should participate at all stages of the curriculum development. They should initiate proposals and carry them out in their classrooms.

After the curriculum has been designed and evaluated, development must occur and therefore be handed down to the people concerned for the process of implementation.

2.3.2 Curriculum dissemination

Dissemination is the planned transmission of new educational ideas and practices from the point of production (Kelly, 1989:125). During the dissemination process the climate for the envisaged change is created and all users are prepared for it. Dissemination occurs once the design has been finalised. This process comprises the preparation of curriculum dissemination through the distribution or promulgation of information, thoughts and concepts in order to make them aware of the envisaged curriculum. This is done through the distribution or publication of information, ideas and notions, in-service training in order to prepare all those involved and to inform them of the proposed curriculum (Carl, 1995:135).

In order to break resistance to change it is imperative that all stakeholders be involved in the design phase of curriculum. Carl (1995:137-146) mentions the following aspects with regard to dissemination:

- The level of preparedness for change of all those involved may exercise a meaningful influence during the dissemination phase.
- Curriculum change endeavours to make provision for and satisfy the needs of specific groups, like, the country, community, learners and teachers.
- Dissemination has as one of its prime functions the task of preparing consumers in this way so that they will be purposefully involved.
- Meaningful curriculum renewal is only possible if there is active involvement and dynamic leadership.
- Resistance to change is a complex phenomenon and fear of the unknown and new, security of the existing, and a lack of motivation is some of the reasons for this resistance.

Ruddock, Kelly and Hattingh (1989:27 in Carl 1995:147) propose the following phases for an influencing strategy of dissemination:

Phase 1
- A target group must be identified
- The response of the target group must be anticipated
- The needs of the target group must be determined and satisfied

Phase 2
- A general awareness and even interest must be cultivated
- Potential users must take note of the aims, methodology, the supplementary sources of information and the implications in respect of cost and time

Phase 3
- The application and evaluation of the initiative takes place
- The relevant users must have materials and objectives of the initiatives at their disposal
- A clear two-way network must come into being and be available

Phase 4
- The acceptance or rejection of the initiative takes place
- A structure which will keep the initiative going must continue to exist, for example in-service training and inclusion in formal curriculum
- The opportunity must be created for teachers to adapt the materials or initiative to local circumstances

In order for effective dissemination to occur a thorough study of dissemination models should be done so that an effective strategy can be developed for the effective dissemination of a curriculum for the teachers.

2.3.2.1 Models of dissemination

- Centre-periphery model

Schon (Kelly, 1989:126) says that there must be a primary source from which dissemination should be controlled and managed. The innovation must be thoroughly planned before any dissemination can occur. The process of dissemination can only occur in one direction, which is from the centre to all the consumers on the periphery. The strength of the central resources is of paramount importance as well as the length of the rays that information must travel (Kelly, 1989:126) Some of these centres are so distant that the information may never reach the destination.

- Proliferation of centres model

With this model, Kelly (1989:126) attempts to reduce the factors by creating secondary centres to extend the reach of the information being disseminated, thus improving the efficiency of the primary centres. The secondary centres support the message and the work done by those in the primary centres. The method of communication remains essentially one directional, thus giving the trainees no medium to expose problems and seek guidance to their solutions. This model still does not guarantee that all the people responsible for acquiring the information receives it and receives it timeously.

- Periphery-centre model

The consumer has a need and transmits this need to the centre for possible solutions (Carl, 1995:153). This means that the need arises in a school within a classroom, whereupon this need is transmitted to the central office where possible solutions could be developed. The need arises at the periphery and is transmitted to the core. There could be a problem with this model of dissemination as the information will not be the same, as the needs of the different schools are all different.

- Social interaction model

This model highlights the patterns that exist when information dissemination occurs within a social group (Havelock in Carl, 1995:151). Every individual belongs to a network of social relationship which "will influence their acceptance of change and renewal" (Carl, 1995:151). The individual's position in the societal structure is a good measurement at which tempo the information will be accepted. Informal contact at social functions is a method of influencing and accepting the information. Group identification and group membership are indicators of the acceptance of the individual. This method of dissemination is initially very slow, gaining momentum, then goes through a slow patch again, and continue in this manner.

This model is very effective and powerful when transmitting information, but as word of mouth moves between different members of society at different levels, it may be distorted. The information transmitted is of importance to the transmitter, and not necessarily information for the effective implementation of the curriculum. It is also an effective way of transmitting the affective domain of a curriculum, even if there are positive aspects to the curriculum, the negative seem to surface above those.

- Research development and diffusion model

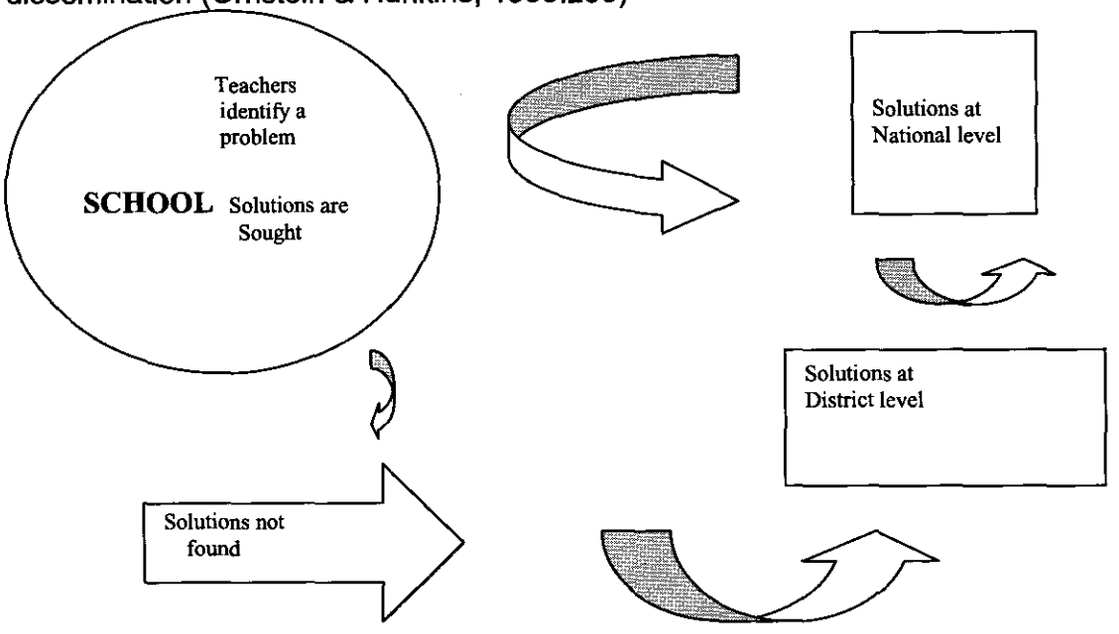
According to this model, curriculum development is a top-down process. Curriculum development is initiated at national level and develops on a "vertical basis" (Havelock in Carl, 1995:149). This model is very time consuming as the task is carried out by "means of co-ordination and team-oriented research" (Carl, 1995:149). This model begins with a rational sequence in the development and application of change and renewal, this should be followed with thorough planning over a long period of time. The curriculum should be developed and tested so that it may be produced and disseminated to all the consumers. Once again the method of communication is one way and the educators have once again been excluded.

2.3.2.2 Possible structures for dissemination

The ideal model for effective INSET to occur should consider the school as the primary centre for the dissemination. The educators within the school discuss and state the problem which will be researched and answers will pursue within the school using resources available. The solution to the problem has to be evaluated to ascertain if it is relevant to the problem. If a solution to the problem is not reached, then other resources outside the school are to be reached. These resources can be other schools in the area,

experts at district offices, all the way to experts at national level, as shown in figure 2.4 below:.

Figure 2.4 Diagrammatic representation of a possible structure for the dissemination (Ornstein & Hunkins, 1993:299)



The above structure contains all the guidelines for possible effective dissemination, these being:

- The people doing the implementation of the curriculum, in this case the teachers, should be able to be actively involved in the design and dissemination thereof, as well as deciding where there is a need for INSET;
- Many people fear change, even though many say they welcome change, they would prefer if the others would change (Ornstein & Hunkins, 1993:299). Educators should face change and face the responsibility that goes with change. A supportive environment should be created so that educators may feel comfortable to confront and voice their problems. Time is needed for trial of new ideas and reflection there upon;
- There should always be open communication channels between the teachers and colleagues, management, experts within and outside the school. Communication can flow vertically or laterally (Ornstein & Hunkins, 1993:300). If the message is coming from a superior to a subordinate, the recipient is likely to take the message seriously. Channels of communication that move upwards should always be kept open as it is the educators who have all the hands-on experience with the curriculum;

- Lateral communication is also important as peers need to network as this leads to restructuring and development (Ornstein & Hunkins, 1993:300);
- Curriculum designers need to provide the necessary support for the recommended programmes to facilitate rapid implementation (Ornstein & Hunkins, 1993:302). Teachers need time to feel comfortable with the new programmes. Such programmes should be designed in such a way that they address the needs of those they were designed for. Effective INSET should be continuously evaluated and redesigned accordingly.

After the design of an effective structure for dissemination, and the empowerment of the educators with all the necessary knowledge, skills and attitudes, then effective implementation can occur.

2.3.3 Curriculum implementation

Implementation is that phase during which the relevant design is applied in practice. Fullan (1992:216) defines implementation as the process of putting into place an idea, programme, or set of activities which is new to the people attempting to bring about change. Implementation focuses on what happens in practice that is concerned with the nature and extent of actual change, as well as the factors and process that influence how and what changes are achieved (Fullan, 1992:21). Schubert (in Carl, 1995:166) says that curriculum implementation was regarded as "the delivery process, a system of engineering that takes design specifications through various channels to the teacher and classroom. At present, policy documents state that "training is an essential component of the successful implementation of the curriculum" (GDE, 1999:24).

The success of the curriculum implementation depends on the extent to which all consumers are informed and have been exposed to in-service training for the envisaged change and whether they are also prepared to associate themselves with it.

The quality of the planning, design and dissemination done beforehand largely determine the real measure of success during this application phase. Curriculum implementation comprises aspects such as involvement of all consumers, credibility, acceptable pupil responses and competencies, and the accentuation of factors (Carl, 1995:167-169):

- Continuous contact with consumers in order to give them advice and help, to encourage mutual contact between consumers as well as effecting contact with pupils and parents;
- Clear communication to illustrate roles, to explain terminology, illustration of possible means of evaluation and to supply answers to the queries such as Who?, What?, When?, Where?, How? and Why?
- Provision of a support service, like, supplying materials, setting one's own example, creating a climate within which trust and security figure and through encouragement of teachers;

- Compensation, like, financial, praise, acknowledgement and intrinsic aspects of compensation;
- Development of educators' active involvement and the offering of support during implementation are key factors;
- Participation such as active involvement in the classroom is essential, and a relationship of confidence between initiators and implementers is necessary;
- Adoption, that is, consumers should accept the new or revised curriculum, as necessary;
- Pratt (1980:158) stresses pupil needs for the purpose of a curriculum design is still to supply the needs of pupils. It must make a real contribution in the school and classroom, whatever the educational level at which a curriculum is initiated.

2.3.3.1 Levels of curriculum implementation

Implementation has three levels that are macro-implementation, micro-implementation and meso-implementation (Jordaan, 1989:392 in Carl, 1995:169):

- Macro-implementation

This is the level of implementation that takes place at national level. Macro-implementation is the application of policy and curriculum initiatives as determined at national level by curriculum authorities. This level includes an interaction between the national authority and the practice within which it is implemented.

- Meso-implementation

Meso-implementation takes place at the provincial level. It is the role of the provincial departments to be a link between the national department and the schools. Education is a provincial matter and it is the responsibility of the provincial department to supply schools and teachers under their jurisdiction with inter alia:

- Information of the ministerial approved national core syllabi, and how and when it will be implemented;
- New syllabus and teaching and learning material;
- The relevant financial support for the acquisition of new learning materials and revised textbooks;
- In-service training for educators by means of courses on provincial, regional and district levels;
- Personnel like additional teaching staff, subject advisors and co-ordinators.

- Micro-implementation

Micro-implementation refers to school and classroom based implementation

- It is a process during which local decisions are taken that leads to application in practice and the eventual institutionalisation;

- It is the level at which the so-called curriculum consumer applies the curriculum;
- In practice it means that core syllabi must be implemented at school and classroom level by subject teachers;
- Educator participation and initiatives are normally high at this level;
- Micro-implementation may therefore in practice also include the implementation of a subject teacher's subject curriculum or the design of specific lessons in a particular classroom.

Further than that Steyn (1993:49) distinguishes the following steps for the implementation of a new curriculum:

- Create a climate for change

Educators are familiar with the existing curricula and are not quite sure if they would succeed in teaching the new curriculum. A climate for change should then be created to prepare teachers mentally to accept changes in curriculum.

- Communication

Communication is important to all phases of curriculum development. During the implementation phase, it reaches peak importance, from the try-out stage until final dissemination. The educators must be oriented towards the new curriculum in connection with the rationale for and the line of reasoning in designing the curriculum. Ways of communicating change to teachers are: workshops, small groups, bulletins and handouts.

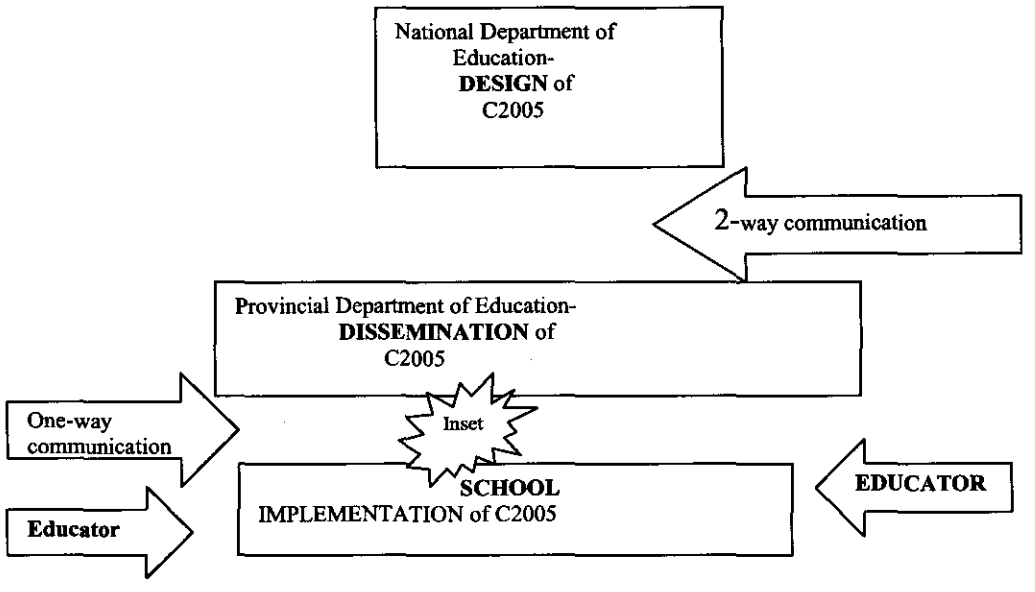
- Staff development

Teachers should receive in-service training to prepare them for new aspects of the curriculum.

- Instructional planning

Guidelines for selection of teaching methods and evaluation strategies, which are part of the curriculum design phase, are instrumental towards instructional design. The figure below further explains the way the curriculum C2005 has been designed:

Figure 2.5 Guidelines for teaching method (Lopez, 2001:44)



The department of education at national level or be it at macro level, made the decision on the type of curriculum that was to be designed.

The curriculum was designed without the major role players, who are the teachers, who have the responsibility of the implementation of the curriculum. These were represented at this level by representatives of educator organisations who were totally ineffective. The curriculum was then communicated to the provincial departments of education so that these in turn can disseminate the curriculum to the educators at school level. Communication between the provincial and national departments of education should be a two-way communication so that the programme that is to be disseminated should not be distorted (Lopez, 2001:44).

The next important step is that dissemination should occur. Dissemination occurs during INSET sessions, developed by the departments of education, to the teachers who are to be the implementers of the curriculum. Dissemination should be based on a model of dissemination that fulfils the needs of the national department of education. This is the stage where macro curriculum development becomes micro curriculum development. The facilitators and the teachers become the role players at this level. At this level there should be two-way communication between the facilitators and the teachers as this is to become an integral part of evaluation. During these sessions there should be a dynamic interaction between all the role players. The content of the programme should be standardised through all the provincial departments but the outcome need not necessarily be the same as the human element has been added in.

2.3.3.2 Factors influencing curriculum development

Carnoy and Samoff (Jansen, 1999:57) claim that the school curriculum holds important symbolic value in transition societies. Curriculum reform is not primarily concerned with what it claims - learning objectives, content to be covered, teaching strategies, assessment procedures, and so forth, but with addressing political constraints, conflicts and compromises in and around the State. OBE positions itself "as a means of emancipating students and teachers from traditional practices which lead to educational inequity" (Capper & Jamison, 1993:427). In this regard Asmal (2000a:2) regards the outcomes-based Curriculum 2005 project as "an ambitious process of post apartheid curriculum modernisation and change" and as bold steps taken to transform learning and teaching.

After the democratic elections on 27 April 1994 drastic changes were effected, and the government opted to transform the education system. The Policy Framework for Education and Training (ANC, 1994), among others have the following goals:

- All individuals should have access to lifelong education and training irrespective of race, class, gender, creed or age;
- The pursuit of national reconstruction and development, transforming the institutions of society in the interest of all, and enabling the social, cultural, economic and political empowerment of all citizens.

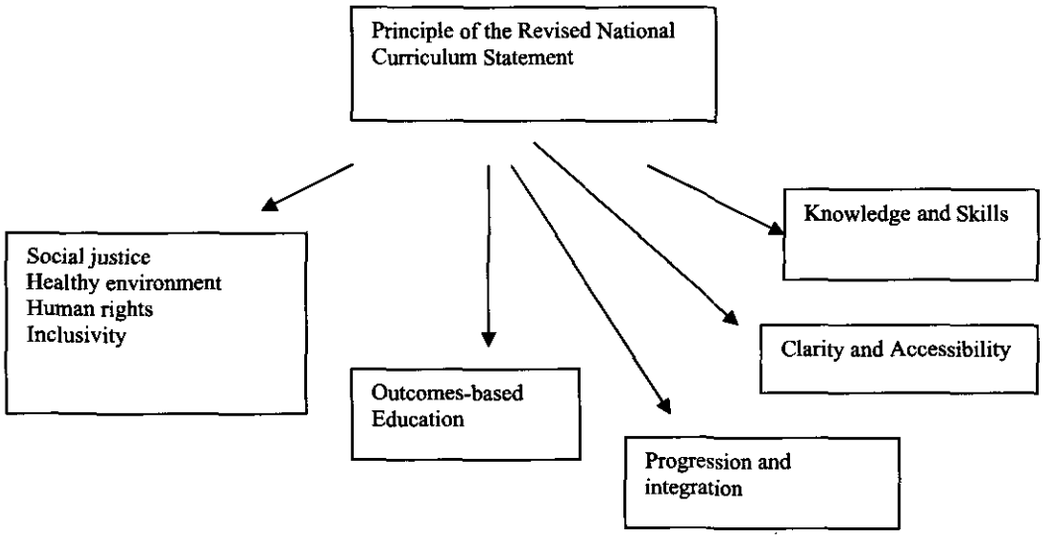
In the same publication (ANC, 1994:10) the replacement of the curriculum was considered to be essential. The reconstruction of the curriculum for the schooling and for other context will be essential in order to rid the education and training system.

With the development of C2005, emphasis is placed on the necessity for a shift from the traditional aims-and objectives approach to outcomes-based education. And this shift was regarded as necessary prerequisite for the achievement of a prosperous, truly united, democratic and internationally competitive country. For the Department of Education (DoE, 2001c:56) the "stipulation of knowledge or content is a contested issue". There is much controversy around content that derives from the association of content with rigid control over what is taught and not what is to be learnt. In other words it is associated with not providing the educators opportunities to choose the content or knowledge to be taught and learnt.

2.4 Underlying principles of the outcomes-based Curriculum 2005

For the Department of Education both Curriculum 2005 (DoE, 2002c:3) and the National Curriculum Statement (2001c:7) are underpinned by the following key principles that were derived from the vision and values of the Constitution. The diagram below represents the principles of the Revised National Curriculum Statement:

Figure 2.6 Principles of Revised NCS (DoE, 2002c:11)



2.4.1 *Human rights, Inclusivity, Environmental and Socio-Economic* Justice

The curriculum can play a vital role in creating awareness of the relationship between human rights, a healthy environment, social justice and inclusivity. In some countries this is done through subjects such as civics. The Revised National Curriculum Statement has tried to ensure that all Learning Area Statements reflect the principles and practices of social justice, respect for the environment and human rights as defined in the Constitution. In particular, the curriculum attempts to be sensitive to issues of poverty, inequality, race, gender, age, disability, and such challenges as HIV/Aids. The Revised National Curriculum Statement adopts an inclusive approach by specifying minimum requirements for all learners. The special educational, social, emotional and physical needs of learners will be addressed in the design and development of appropriate Learning Programmes. The Revised National Curriculum Statement attempts to embody and uphold a democratic vision of the society and the citizens that should emerge from our school system.

2.4.2 The outcomes of Curriculum 2005

An outcomes-based approach describes the skills, knowledge, understanding and values that are the results of learning. This will replace the traditional content-based approach, which defines what learners do during the learning process. It allows us to recognise achievement without an exaggerated regard to how the learning happens. Outcomes-based education does not consider the process of learning just as important as the content.

Both the process and the content of education are emphasised by spelling out the outcomes to be achieved at the end of the process. In the Revised

National Curriculum Statement (RNCS) learning outcomes and assessment standards were designed from the critical and developmental outcomes.

2.4.2.1 Critical and developmental outcomes

The critical and developmental outcomes are a list of outcomes that are derived from the Constitution and are contained in the South African Qualifications Act (1995). They describe the kind of citizen the education and training system should aim to create. The critical outcomes envisage learners who will be able to:

1. Identify and solve problems and make decisions using critical and creative thinking.
2. Work effectively with others as members of team, group, organisation and community.
3. Organise and manage themselves and their activities responsibly and effectively.
4. Collect, analyse, organise and critically evaluate information.
5. Communicate effectively using visual, symbolic and / or language skills in various modes.
6. Use Science and technology effectively and critically showing responsibility towards the environment and the health of others.
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

The developmental outcomes envisage learners who are also able to:

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

By means of the Learning Area Statements, the RNCS identifies the goals, expectations and outcomes to be achieved through related learning outcomes and assessment standards.

- The outcomes and assessment standards emphasise participatory, learner centred and activity-based education.
- They leave considerable room for creativity and innovation on the part of teachers in interpreting what and how to teach.
- The South African version of outcomes-based education is aimed at stimulating the minds of young people so that they are able to participate fully in economic and social life.
- It is intended to ensure that all learners are able to develop and achieve their maximum ability and are equipped for lifelong learning.

2.4.2.2 Learning outcomes

The learning outcome of the RNCS is derived from these critical and developmental outcomes. It is a description of what (knowledge, skills and values) learners should know, demonstrate and be able to do at the end of the General Education and Training band. A set of learning outcomes should ensure integration and progression in the development of concepts, skills and values through the assessment standards. Learning outcomes do not prescribe content or method. It is important that the curriculum sets out progressively more complex, deeper and broader expectations of learners. Conceptual progression is a term to describe this feature of a curriculum. In the RNCS, the assessment standards in each Learning Area Statement provide the conceptual progression in each Learning Area from grade to grade. At the same time, learners should not deal with assessment standards in isolation. Links must be made within and across learning outcomes and Learning Areas (Doe, 2002b:7).

2.4.2.3 Assessment standards

Assessment Standards describe the level at which learners should demonstrate their achievement of the learning outcome(s) and the ways (depth and breadth) of demonstrating their achievement. They are grade specific and show how conceptual progression will occur in a Learning Area. They embody the knowledge, skills and values required to achieve learning outcomes. They do not prescribe method. Links must be made within and across learning outcomes and Learning Areas. The achievement of an optimal relationship between integration across learning areas and conceptual progression from grade to grade are central to this curriculum. The learning outcomes and assessment standards should be seen as minimum or essential knowledge, values and skills to be covered but should not be all that is taught. They indicate what is essential for progression through the system and are designed in relation to the Grade 9 requirements (DoE, 2002b:7).

2.4.2.4 Learning Programmes

The Revised National Curriculum Statement Grades R-9 (Schools) will be implemented in schools by means of Learning Programmes. Learning Programmes are structured and systematic arrangements of activities that promote the attainment of learning outcomes and assessment standards for the phase.

A Learning Programme should be translated into year-long, grade specific work schedules and smaller activity-long learning unit. Work Schedule is a year-long programme of how teaching and learning will be sequenced and placed in a particular grade in the Revised National Curriculum Statement.

A delivery tool is a means of working towards the achievement of the Learning Outcomes specified in the Learning Programme, and incorporates the Assessment Standards that will be achieved in that grade.

A Learning Unit is the final level of planning for teaching and learning activities and is drawn directly from the work schedule. These describe concretely and in detail learning activities (lessons) or a sequence of learning activities that could range from a single activity to a term's teaching and learning.

A Learning Programme serves the following purposes:

- It maps out how learning outcomes and assessment standards will be attended to across the phase
- It maps out how learning outcomes can be transformed into coherent and meaningful learning experiences for a year and then in smaller units
- It provides educators with a structure for planning what teaching and learning is to take place, in a phase, a grade and in smaller units in a classroom
- It assists in mapping a learner's assessment and performance over a long and short period

A Learning Programme is further expected to be produced by teams of teachers who teach in that phase, and this team planning will promote coherence, integration and cohesion to the teaching and learning programme in the phase. It also provides for a good framework for the development and use of effective learning support material, classroom and extra-mural practices.

A learning programme is a tool for ensuring that the learning outcomes for each Learning Area are effectively and comprehensively attended to in a sequential and balanced way across the phase. It is a plan that:

- Describe the learning outcomes that learners are working towards;
- Sets out the assessment standards against which the learners will be assessed;
- Identifies and suggests the resources to be used to support teaching and learning;
- Indicates and considers the contextual knowledge and factors that should be included in the design of learning, teaching and assessment activities. These could be community realities and needs, national priorities and development needs of learners;
- Indicates how integration within or across learning areas should be done;
- Identifies and spells out the concepts and content that will be used towards achieving the outcomes (DoE, 2002b:4).

Learning Programmes are vehicles through which the curriculum is implemented. Whereas the RNCS stipulated the concepts, skills and values on a grade-by-grade basis, Learning Programmes specify the scope of learning and assessment activities per phase. Learning Programmes also contain work schedules that provide the pace and the sequencing of these

activities each year as well as exemplars of lesson plans to be implanted in any given period.

The underlying principles and values of the RNCS also underpin the Learning Programmes. Learning Programmes must ensure that all learning outcomes and assessment standards are effectively pursued and that each learning area is allocated its prescribed time and emphasis. Learning Programmes will be based on relationships amongst learning outcomes and assessment standards, without compromising the integrity of the Learning Area.

Learning Programmes per Phase:

- In the Foundation Phase, there are three Learning Programmes: Literacy, Numeracy and Life Skills.
- In the Intermediate Phase there are five Learning Programmes. Languages and Mathematics are distinct Learning Programmes.
- In the Senior Phase, there are eight Learning Programmes based on the Learning Area Statements.

The three learning programmes in the Foundation Phase should be seen as related and reinforcing each other by drawing on the concepts and skills acquired in the other. They provide contexts to practice and develop concepts and skills for the other. To cite an example, the Literacy Learning Programme has as its main focus language acquisition, development and various kinds of communication. It enables learners to think creatively, critically and reflectively, and to access, process and communicate information while building the foundations for a range of additional literacies. In this way, it supports and promotes competency in Life Skills and Numeracy.

Through these learning programmes, learners are holistically developed and ready to engage with the next phase of learning. Learning Programmes must ensure that the prescribed outcomes for each learning area are covered effectively and comprehensively. Schools may decide on the number and nature of other Learning Programmes based on the organisational imperatives of the school, provided that the national priorities and developmental needs of learners in a phase are taken into account.

Learning programmes integrate learning areas, since learning areas form the core around which learning programmes are developed. The learning programme is broader than the learning area. The Learning programme is generated by educators and it is flexible. They are not based on one learning area and are not the result of a predetermined syllabus. Learning programmes are not fixed. Educators will be responsible for the development of Learning Programmes. The Department of Education will provide policy guidelines for the development of Learning Programmes in order to support this process. Provinces will develop further guidelines where necessary in order to accommodate diversity. Teacher education programmes will build the capacity of educators, school management teams and departmental support personnel to develop, implement, manage and support the development of Learning Programmes (DoE, 2001c:12).

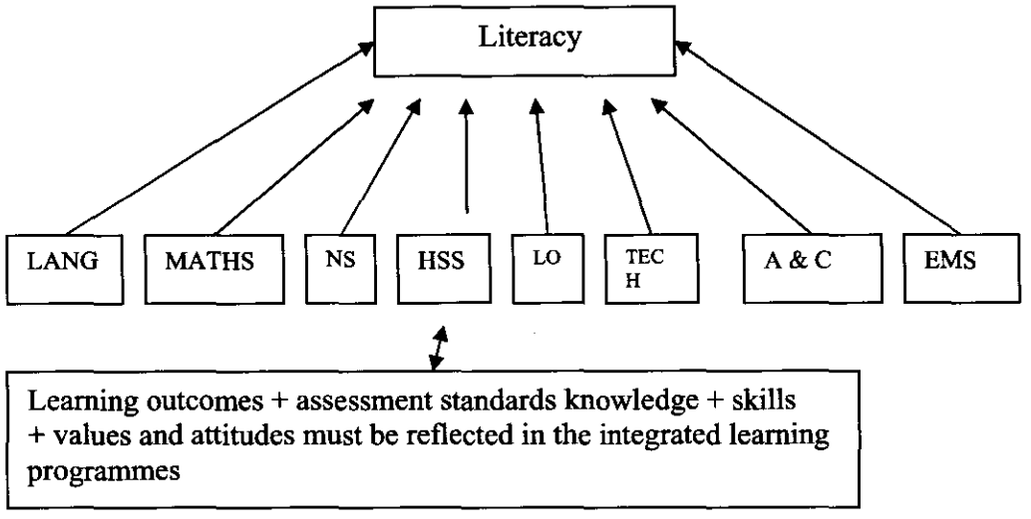
2.4.2.5 Integration and Progression

Integration, the development of broad skills, knowledge, understanding and values across and within different fields of learning, is an important element of the curriculum. The RNCS defines increasing levels of complexity and depth in learning as learners progress from grade to grade.

- The principle of integrated learning is integral to outcomes-based education. Integration ensures that learners experience the Learning Areas as linked and related.
- It supports and expands their opportunities to attain skills, acquire knowledge and develop attitudes and values encompassed across the curriculum.
- It is important that the curriculum sets out progressively more complex, deeper and broader expectations of learners. Conceptual progression is a term to describe this feature of a curriculum.
- In the RNCS, the assessment standards in each Learning Area Statement provide the conceptual progression in each Learning Area from grade to grade.
- At the same time, learners should not deal with assessment standards in isolation. Links must be made within and across learning outcomes and Learning Areas.
- The achievement of an optimal relationship between integration across learning areas and conceptual progression from grade to grade are central to this curriculum.
- The ongoing development of educators, school management teams and departmental support personnel is an important facet of this goal.

Integrated learning can be represented as follows:

Figure2.7 Integrated learning programme (DoE, 2002c:17)



2.4.2.6 Credibility, quality, efficiency and relevance

The RNCS will ensure that the quality of the curriculum meets internationally acceptable standards and that there is comparability in the qualifications gained at various learning sites and institutions.

2.4.2.7 A high level of skills and knowledge for all

The RNCS aims at the development of a high level of knowledge and skills for all. It sets and holds up high expectations of what South African learners can achieve. Social justice requires that those sections of the population previously disempowered by the lack of knowledge and skills should now be empowered. The RNCS aims to provide for a stronger base from which to enable the development of a high level of skills and knowledge by all. It does so by specifying the combination of minimum knowledge and skills to be achieved by learners in each grade and setting high, achievable standards in all the Learning Areas.

2.4.2.8 Clarity and accessibility

The RNCS aims at clarity and accessibility both in its design and language. Two design features – learning outcomes and assessment standards – clearly define for all learners the goals and outcomes necessary to proceed to each successive level of the system. In addition, the RNCS will be available in all-official languages and Braille.

2.5 The effect of an outcomes-based curriculum on the classroom situation

For the Review Committee (Chisholm, 2000:18) the outcomes-based C2005 signalled a dramatic break from the past. The key-principles of the outcomes-based approach that were discussed in the previous paragraph have especially an influence on the learning and teaching activities in the classroom. Although educators endorse the underlying principles of learner participation, activity-based education, emphasis on group work, relevance, flexibility, critical thinking and integration they are often confused about the design and implementation of the new curriculum.

Learning and teaching (didactic) activities take place within particular didactic situations. In this context, a situation can be defined as a coherent set of circumstances in which man finds himself at a particular time, in which he is in a specific relationship with other people or objects (aspects of reality) and which demand or suggest particular activities. The particular relationship in which the persons in the classroom situation find themselves is characterised by the learners' needs and expectations and the educator's willingness to supply educative teaching. To take part in the learning and teaching activities in the classroom is the reason why children go to school (to learn) and why the teacher is paid (to teach) by the state and/or the parents.

The teaching-learning situation indicates the activities that take place in the classroom of the school. The child (or learner), who is by nature a being craving for knowledge, attends school that holds the key to open up the world of knowledge for him. The educator and the learner communicate with each other by means of the learning content (subject matter). From this interaction between the learner and the learning content the learner constructs his own meaning by means of the integration of new knowledge into his existing cognitive structure (Vermeulen, 1998:7).

To the didactic triangle of Duminy & Söhnge (1977:6) "with its three interactive elements: teacher, content and pupil" Steyn (1988:160) adds two more aspects, Guided interaction and Goal/Intention, for his "Ontological-contextual model of the teaching situation" which takes place within a specific context/environment. "Traditionally the teaching or 'didactic situation' is treated in terms of the so-called 'didactic triad'. The 'ontological-contextual' view of the teaching situation as advocated by Steyn (1988) and Nieuwoudt (1998) is both a criticism and an extension of the 'triad-view' of teaching" (Drinkwater & Nieuwoudt, 1998:13).

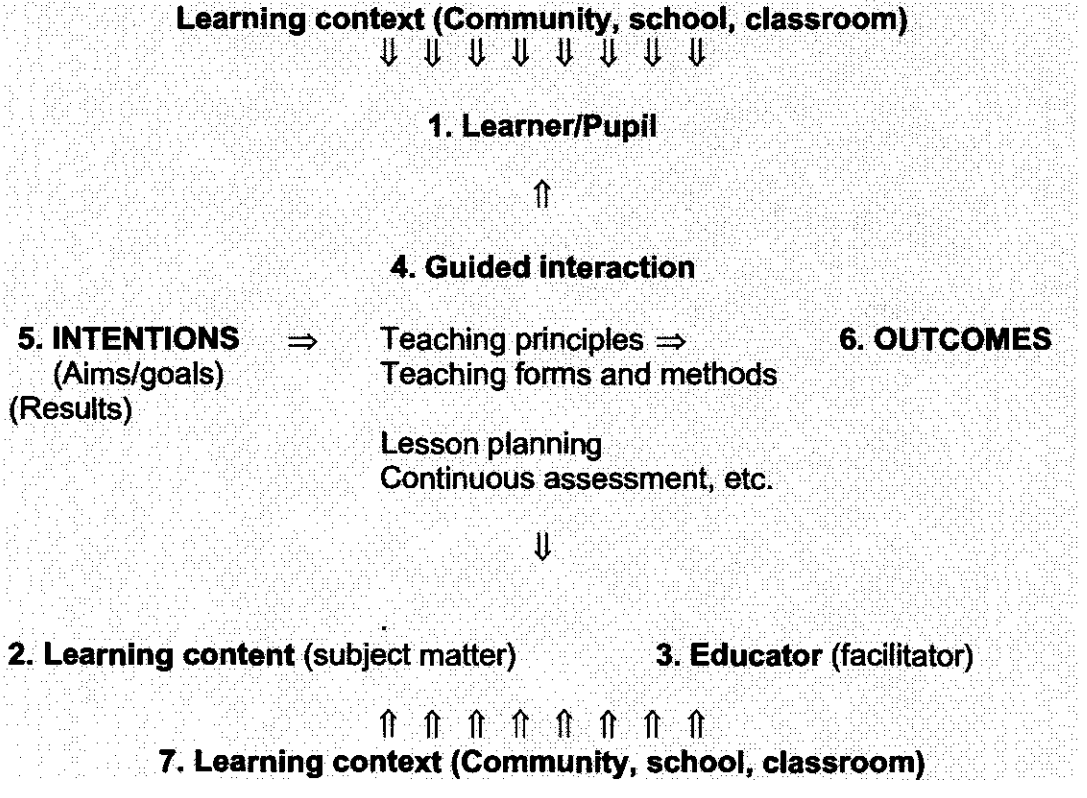
Ontology is the branch of metaphysics that deals with the nature of existence (Cowie, 1989:864) and has been made popular by the Phenomenological approach (from phenomenon - object of perception) to teaching and learning.

Ontology refers to the doctrine of being (reality); that part of metaphysics, which investigates and explains the nature of all things or existences and in this sense it refers to a study of the phenomenon of teaching as it reveals itself in practice. "The first presupposition of pedagogical thinking is the

acceptance of the ontic fact of the pedagogic. In other words negation of the reality of the pedagogic means negation of the possibility of pedagogical thinking" (Kilian & Viljoen, 1974:23 in Vermeulen, 1998:13). In explaining the phenomenon of teaching we should study the authentic (fundamental, actual, ontic) and basic structures of teaching with the aim of systematising them in a scientifically accountable and coherent structure. The ontological-contextual view means a study of teaching (as a phenomenon) as it reveals itself in a specific context or situation. Steyn (1988:160) defines a teaching situation as follows: "A particular situation can only be conceptualised as teaching when the following characteristics appear simultaneously and in an interrelated way: A teaching aim/intention (outcome); curriculum/content; teacher; learner(s); and a live, guided interaction between teacher and learner."

Nieuwoudt (1998:iii) developed a constructivist-based post-positivist view of effective teaching as an integrated ontological-contextual view of teaching in terms of six identified ontological essential features, and their contextual coherence, namely: (1) intention, (2) teacher, (3) learner, (4) interaction, (5) content and (6) context.

Figure 2.8 Structure of the teaching-learning situation adapted from Duminy & Söhnge (1977:6); Steyn (1988:160); Fraser et al. (1993:100); Drinkwater & Nieuwoudt (1998:21), Nieuwoudt (1998:3), and Vermeulen (1998:8)



The three main components (didactic triad) of the teaching-learning situation are therefore the teacher, the learner (child) and the learning content (subject content). The sides of the triangle represent the interactive and unique relationships (guided interaction, intentions, results, outcomes) that exist

between the constituent components of the didactic situation. The other components of the didactic situation, which are related to these constituent components, operate in a particular way within the framework of this triangle.

They include educational aims, teaching methods and evaluation (Fraser et al., 1993:9). Figure 2.8 is a representation of the seven different components involved in the teaching-learning situation as derived from the models of the mentioned authors. Please note that it is only a representation of the situational structure and not a teaching-learning model.

2.5.1 The influence of OBE on the learner

The outcomes-based approach is often described as a learner-centred approach and Bertrams et al. (1997:3) describes it as a system in which: "Every learner can succeed. A new way of looking at learners: Every learner is unique. Every learner can succeed. Not empty vessels. Not in competition. Not clever or stupid". In the new system, learners are central to the learning process. What has been learnt becomes important (outcomes), and not only what is taught (inputs). Teaching will become learner-centred, with emphasis on group work and developing the ability of people to think critically and research and analyse things for themselves.

2.5.2 The influence of OBE on the task of the teacher

For Bertrams et al. (1997:5) OBE represents a new way of looking at educators as facilitators, assessing learners to help them improve, nurturing and supporting, working in a team, guiding learning and not transmitting knowledge. The role of the educator is crucial to the process. "Present and prospective teachers need to be trained to be fully equipped to deal with the OBE techniques of teaching. The teaching method will relate to the learner's personal experience that will require specific skills from the teacher. The innovative curriculum may be wasted should teacher presentation be inadequate," warns Derek Zietsman (1997:40).

In the old curriculum teachers used the "transmission style" of teaching and the outcomes-based approach demands a "facilitation style" of teaching. Bertrams et al. (1997:5) note: "Most participants prefer the facilitation lesson". They see the "teacher" as being better prepared in this context. Many will comment on the fact that this "teacher" allows learners to ask questions, and lets them give their own opinions and ideas on things. Most will also appreciate the praise and encouragement given to learners throughout the "lesson". They see the facilitative teacher as one who is obviously prepared to learn new things from his/her learners. Teachers need to change some of their classroom strategies and practices for OBE to be successful.

The educators, as curriculum designers, will receive enhanced status. Educators should be equal partners in curriculum and materials development, while employers and other stakeholders have a major responsibility in helping to determine how learners should be prepared for adult life including the world of work (NWDE, 1997:9). As role models, rather than 'givers of information',

educators will need to implement a new framework of bringing teaching material alive for the pupils. As active facilitators, teachers will be able to utilize their skills creatively and initiate more than was the norm in the past (Zietsman, 1997:40). Teaching and learning will have to change for OBE to be successful. This means that teachers and learners will have to make changes. (Bertrams et al., 1997:8).

For the universal principle of the "actualisation of prior knowledge" or "recognition of prior learning" it is essential that new concepts should be developed from the basis of well-known concepts – and this principle also apply to in-service training of educators for the implementation of a new curriculum. It is therefore unproductive and self-destructing to expect from teachers to forget everything that they have learned and done up to the introduction of C2005. For Van der Horst & McDonald (1997:25) OBE is no new fad: "It has essentially been implemented for years by many excellent teachers who have been concerned about moving away from content-driven rote learning to one where pupils discover and construct knowledge". The deputy-minister of education (Mkhatshwa, 1997:22) stated that in many instances teachers have been using outcomes-based teaching strategies for years.

2.5.3 The influence of OBE on learning content

The question of what is taught focuses on the learning content selected and organized for the purpose of mastering the outcomes of the curriculum. Thus learning content is the means for teaching and educating the learner with a view of achieving the outcomes of the curriculum. The selection of learning content involves singling out and demarcating the content that may contribute meaningfully towards achieving the outcomes. This also implies relevant and contemporary learning content that is able to accommodate the potential, aspirations and needs of the learner, the educator and society.

In OBE the shift is away from objectives and prescribed content towards outcomes. An outcome is the result of learning hence we talk of outcomes-based education. It describes what learners should know, should be able to do, and should value because of their learning experiences. Teaching for outcomes develops the skills, knowledge and attitude of learners (Bertrams et al., 1997:8). "Teachers will no longer be passive recipients of a curriculum that is built within the walls of a distant Department of Education but will have access to the construction and production of knowledge that is meaningful for a globally competitive and successful nation. This is outcomes-based education rule number one: curriculum development is a task of teachers at the site of delivery. There is nothing that enhances the authority of the teacher other than the control of the curriculum itself" (Bengu, 1997:29).

With the introduction of C2005 the advantages of the OBE approach were to such an extent absolutised at the cost of the so-called old "content-based curricula" (DoE, 1997d:1) that the idea (myth) developed that learning content has no role to play. According to the (DoE,1997e:5) the content-based syllabi left no room for the local selection of learning content, were politically-

motivated, led to "rote learning" (DoE,1997e:5) and were generally considered to be "outdated, irrelevant and boring" (HSRC, 1997:55 in Vermeulen, 2001:13). It gave rise to the "era of schools without (text) books" (Rapport, 1998:8 in Vermeulen, 2001:13) and this is, according to Diphofa, Vinjevold & Taylor (1999:10); Chisholm, 2000) one of the myths that developed alongside C2005.

The 7 Critical, 5 Developmental and 66 Specific Outcomes were absolutised to such an extent that they are considered to comprise the "National Curriculum" (DoE, 1997a:i; DoE, 1998:34; GDE/GICD, 1998:I). In the past lists of learning content were never regarded as a curriculum (Young, 1995:174) and with the OBE approach a list of learning outcomes could not be regarded as the whole of a curriculum. The reality that specific outcomes that are not based on particular learning content in the form of knowledge and skills could be regarded as useless, superficial and worthless (Jansen, 1999:151; Van der Horst & McDonald, 1997:92; Yates & Chandler, 1991:131; Prawat, 1992:364) have been accepted by education leaders (Asmal in Garson, 1999:3; Chisholm, 2000:48) and other stakeholders. It seems as if a more balanced approach to learning content has developed with the development of the RNCS. The recommendation of the Chisholm Review Committee (2000:4) for the development of RNCS for each grade/phase is the recognition of the need for more guidelines with regard to learning content. "Content knowledge is conspicuous by its absence in C2005 policy documents. This is largely because C2005 designers have taken excessive care not to prescribe content" (Chisholm, 2000:48). All over the world education authorities have realised that prescribed learning content in the form of a "National Curriculum" (UK), "National Standards" (USA) and core syllabus content (Australia) is necessary in order to attain equal standards in all schools. With regard to History Asmal (2001:2) states: "It is, for example, inconceivable to me that ...we do not consciously ensure a certain non-negotiable content whose selection is linked to its role in nurturing a spirit of critical inquiry and conscious historical consciousness".

One or other form of a core syllabus is;,according to Taylor (1999:126), a prerequisite for teaching and learning: "In short, Curriculum 2005 is highly prescriptive in terms of policy and pedagogy and vague in the extreme in the area of content". For the development of learning programmes and for the selection of learning content the Free State Department of Education (FDE, 1999:145) advised schools to use "old textbooks" and the Western Cape Education Department (WCED 2000:3) advised teachers to use the prescribed learning content from the 1995 Interim Core Syllabi. "We need to ensure a curriculum that enables teaching and learning by providing guidance to teachers as to how this should be done within subjects and learning areas, when it should be done and in what possible ways it can be done" (Asmal, 2001:2).

The outcomes-based approach influences every aspect of the learning and teaching situation in our schools and for the proper implementation of this

approach urgent attention should be given to the in-service training of educators and school management teams (SMTs)

2.6 Summary

Chapter two has concentrated on outcomes-based education as a new approach introduced in the country. It is in this chapter where the term curriculum has been discussed in details.

This chapter has actually dealt with issues such as, the principles underlying the outcomes-based curriculum, its effect on the classroom situation, the influence of OBE on the learner, the outcomes of the Curriculum 2005, factors influencing curriculum development, the influence of OBE on the task of the teacher, the influence of OBE on learning content and trends in defining curriculum.

CHAPTER 3 IN-SERVICE TRAINING (INSET) FOR THE IMPLEMENTATION OF THE OUTCOMES-BASED CURRICULUM 2005

3.1 Introduction

This chapter deals specifically with the concept of in-service education and training (INSET) and more specifically with the nature and effectiveness of the training of both classroom-based educators and members of the school management teams (SMTs) for the implementation of C2005. Due to the time frame of this study it deals with the INSET for the implementation of the original C2005 and not with the INSET for the implementation of the Revised National Curriculum Statement (RNCS) that started in 2003 with the training of Foundation Phase educators by the higher education institutions (HEIs).

The Review Committee (Chisholm, 2000:i) described Curriculum 2005 as probably the most significant reform in South African education of the last century and as an innovation both bold and revolutionary in the magnitude of its conception. It also stated: "Implementation was not always carefully thought through, properly piloted or resourced and enormous stresses and strains were consequently placed on already over-burdened principals and teachers in widely-divergent educational contexts". For Taylor (1999:116) C2005 as a progressive curriculum model makes far greater demands on the teacher. He (Taylor, 1999:116) refers to Bernstein (1996) and predicts that a competence-based curriculum is likely to require high teacher training costs because of the sophisticated theoretical base of competence pedagogics.

Pluddeman, Mati and Mahlalela-Thusi (In Taylor & Vinvjevold, 1999:317) found that teachers in the Western Cape were critical of the abrupt introduction of C2005, and resentful towards the provincial education authorities for providing inadequate support and training. In a study of the nature and effectiveness of in-service teacher training and support of the implementation of OBE in the Sebokeng, Lanseria and Diepkloof areas, Gigabi and Mphuti (in Taylor & Vinjevold, 1999:342) found that the gains made by INSET that happens without classroom support are questionable as teachers are often left to deal with daunting conditions including overcrowded classrooms, lack of basic resources including manipulative material and lack of textbooks. The latterly mentioned conditions cause frustration among educators. With regard to the initial training for the implementation of C2005 the Review Committee (Chisholm, 1999:57) stated that principals had been marginalized and were not in a position to support teachers in the implementation process. With regard to the implementation of C2005 Taylor and Vinjevold (1999:160) stated that C2005 is succeeding well in the ideological domain, with teachers eagerly embracing its intentions. "However, amongst many teachers, particularly those working in poorly resourced schools, there is a vast gap between positive attitudes towards these new ideas and the ability to give effect to them in the classroom". INSET programmes for teachers can have a significant impact on the quality of learning and teaching. Improving the conceptual knowledge and teaching skills of educators is a prerequisite for the successful implementation of C2005.

For the Review Committee (Chisholm, 2000:47) the successful implementation of the outcomes-based Curriculum 2005 (C2005) depends on:

- the orientation, training and support process;
- the availability, quality and use of learning support materials;
- national, provincial and district level support for the process; and
- teachers in particular.

The Review Committee (Chisholm 2000:41) stated that the process for training and orientating educators for the implementation of C2005 began in 1997. The INSET programme for educators was to consist of:

- an advocacy phase to prepare for implementing OBE;
- a national mechanism for training Foundation Phase and Intermediate Phase educators;
- the distribution of policy documents, illustrative learning programmes and learner support material; and
- an evaluation and monitoring mechanism.

The national Department of Education (DOE) initially commissioned the Media in Education Trust (MiET), a non-governmental organisation, to provide a core of 20 officials from each province with a basic understanding of C2005. These "master trainers" would then cascade the knowledge and understanding that they gained to district officials. District officials would in turn cascade the information to classroom practitioners and other educators in their respective districts. This training model, commonly referred to as the Cascade Model became the primary means of preparing the majority of educators for the implementation of C2005 (Chisholm, 2000:47).

Already in the Review Report (Chisholm, 1999:43) the Gauteng Department of Education (GDE) argued that the Cascade Model was discredited and must be discontinued and in 2001 they changed from the Cascade Model to the HEI Model (KMS, 2002b:1). Training was outsourced to higher institutions (HEIs). Instead of training educators during the school sessions, training takes place during the school holidays so as not to interrupt the education process and to allow for the undivided attention of educators. Essentially, the role of the GDE and district officials is now that of coordination, monitoring and support (KMS, 2002a:1). This decision of the GDE is in line with the recommendation of the Review Committee (Chisholm, 2000:89) about the statutory location of teacher preparation in institutions of higher education: "It is crucial that higher education (universities and technikons) is involved in the planning of the curriculum and support for its implementation". The effect of these two INSET models will be discussed later (3.7 and 3.8) in this chapter.

The primary objectives of this study were stated as:

- to determine the nature and quality of the in-service training received by school-based educators for the implementation of outcomes-based C2005;

- to determine whether school-based educators were able to implement C2005 without difficulties;
- to determine whether the SMTs received adequate training to facilitate the implementation at the schools;
- to make recommendations for the more efficient training of school-based educators.

This chapter will deal with the nature, quality and efficiency of the training of both classroom-based educators and members of school management teams (SMTs) for the implementation of the outcomes-based C2005.

3.2 The advocacy of change

The objective of advocacy is to prepare educators for the acceptance and implementation of C2005. At the basis of C2005 is an outcomes-based approach that for Kearney (1994:1) necessitates a paradigm shift for all people involved with education and training. The implementation of a new curriculum means change and change could be a struggle between what is and what is desired. Change could affect all aspects of an educator's life, bringing about alterations in both personal and employment spheres. Before any change can be effected the primary stakeholders like the educators should be convinced of the need for change.

In 1994 the new South African government inherited a divided and unequal system of education. The National Curriculum Framework Document (1996) was the first major curriculum statement of a democratic South Africa. It emphasised the need for major changes in education and training in South Africa in order to normalise and transform the society into: "A prosperous, truly, democratic and internationally competitive country with literate, creative and critical citizens leading self-fulfilled lives in a country free of violence, discrimination and prejudice". It also stressed the need for a shift from the traditional aims-and-objectives approach to an outcomes-based approach" (Ministry of Education, 1997:5).

Spady and Marshall (1991:68) declared that OBE advocates are uncompromising in their stance that all students can benefit from this approach: "OBE has also, without doubt, presented itself as a radical departure from the current educational paradigm – indeed as paradigm pioneers." Capper and Jamison (1993:432) states that the outcomes-based approach positions itself as a means of emancipating students and teachers from traditional practises which lead to educational inequity - "...an outcomes-based approach will free them from the shackles of that oppressive and ineffective system" As a result of this, a great deal of the initial training for the implementation of C2005 was spent on discrediting the existing national core curriculum and the current teaching practises of educators. In this regard Taylor (1999:126) noted: "In short Curriculum 2005 is highly prescriptive in terms of policy and pedagogy, and vague in the extreme in the area of content".

Lewin (1947:363-364) identifies three steps in the change process, namely, unfreezing, movement and refreezing:

3.2.1 Unfreezing

The unfreezing process is seen as the replacement of old ideas and practices by new ones within a school (Davis & Newstrom, 1985:245). By implication, unfreezing means that the existing forces in the education system that give a school its character have to be altered. In the present situation in the country, this process refers to changing the content-based approach to an outcomes-based approach as a new system of teaching and learning. The Review Committee (Chisholm, 1999:44) noted that in most cases the training has played an advocacy rather than a skills development role and often what was called training was actually orientation.

It seems that the INSET for the implementation of C2005 often got stuck in the unfreezing phase. The Review Committee (Chisholm, 1999:44) noted that the main problems experienced by teachers with the INSET for C2005 revolved around the training being too abstract and insufficiently focused on what the theory meant in practice. The training had provided increased levels of understanding of OBE but there were real difficulties with what it meant in practice for designing learning programmes, integration and continuous assessment.

3.2.2 Movement

In this regard, a process is set in motion that would change the established practices in favour of new procedures and behaviour. During this step, the new ideas that are to be implemented are subjected to close scrutiny, developed and then applied in practice (Davis & Newstrom, 1985:245). Movement involves the development of new norms, values, attitudes and behaviour through the identification with changes in the structure. What is important here is the action of several forces that enable movement and change to occur. As soon as the forces of change and sufficient impact to bring about the desired changes have been made, the next step, refreezing can commence.

The Review Committee (Chisholm, 1999:45) noted that the training materials tend to alienate classroom practitioners because they were "peppered with unnecessary terminology" and contain very little practical guidance. The Report expressed a need for more specific and practical training in assessment, designing learning programmes, planning integrated activities, producing support material, handling large classes, cooperative learning and team building.

3.2.3 Refreezing

Refreezing is the final step in the change process. In this step, all that was learned during the previous steps of unfreezing and movement is realised in practice. Since 1998 the implementation of the original C2005 had been

subjected to several minor changes that culminated in the implementation of the Revised National Curriculum Statement (RNCS) in the Foundation Phase in 2004. South African educators need to be given the opportunity to implement the RNCS in the classroom and to return to the core task of teaching.

3.3 In-service education and training (INSET)

In-service education and training (INSET) means many things to many people, for example, graduate courses, workshops, conventions, conferences, television programmes, one-shot lectures, and all of these often come under the general heading of in-service training efforts. For Mischeke (1998:6-8) the outcomes-based C2005 is a demanding system that requires creative and innovative teaching in a sophisticated system by well-trained educators. These requirements are currently lacking in South Africa and necessitate in-service education and training (INSET) to a very large scale.

Training and professional development is a core activity in any educational programme (Dapper, 1989:309). Initial training only prepares an educator for his introduction to the teaching profession. In-service training is one of the most common means of providing support for teachers and compensating for gaps in their initial training (Tracey, 1996:63). Dean (1991:1) emphasises the influence that the rapid development of knowledge has on the need for INSET. Due to this rapid development, existing knowledge becomes out-of-date very quickly, which necessitates the re-training of teaching professionals. The speed of change and the explosion of knowledge require people to learn afresh at intervals throughout their lives.

The terms "staff development", professional development" and "in-service education and training (INSET)" tend to be used interchangeably for both the process of individual development and organisational growth (Dean, 1991:5). According to O'Sullivan, Jones and Reid (1988:13) professional development is a much broader term that refers to the individualistic and personal process of continuing professional education. For Dean (1991:5) the term professional development suggests a process whereby teachers become more professional. Dean clarifies the term professional as referring to "someone who is having a substantial background of knowledge and skills, which was acquired during initial training and thereafter.

Dillon-Peterson (1981:3) describes staff development as a process designed to foster personal and professional growth for individuals within a respectful, supportive, positive organisational climate having as its ultimate aim better learning for students and continuous, responsible self-renewal for educators and schools. Staff development is regarded as what individuals engage in to overcome their weaknesses and pursue new interests. It comprises a whole basket of activities that would cater for the improvement of educators in their jobs. Bradley (1987:192) presents a summary of these that go beyond providing courses for INSET:

- the teacher's improved performance in the present job - developing new ideas, solving problems, overcoming difficulties - thus ensuring continued job satisfaction;
- the enhancement of the teacher's progress of career development – preparation for the perceived next stage;
- the teacher being able to help the school strengthen its present performance in a situation where the school, but not the teacher, is perceived to be deficient; and
- the school being able to prepare itself to meet future demands on it.

O'Sullivan et al., (1988:13) differentiates between professional development and staff development. For them professional development is a much broader concept which refers to the individualistic and personal process of continuing professional education. Staff development, on the other hand relates to the development of an individual teacher as a member of staff in a particular school, or to the development of the whole staff of a school.

The concepts "in-service training" and "in-service education" have been used almost interchangeably depending on the preferences of the authors. In-service education is intended to support and assist the professional development that educators ought to experience throughout their working lives. In-service training actually consists of any experience to which an educator may be exposed. In this regard, professional development will be strengthened by almost all activities undertaken by an educator after he/she has started to teach (Morant, 1981:1).

In-service training, according to Morant (1981:2) includes all those courses and activities in which a serving teacher may participate for the purpose of extending his/her professional knowledge, interest or skill. The in-service programmes are planned to bring about certain changes that will lead to a subsequent improvement in the teachers' performance in school, and extend their personal education, develop their competence and improve understanding of educational principles (Morant, 1981:2). Henderson (1978:12) concludes by indicating that the word "training" is more appropriate in the context of in-service since it is easier to evaluate "training" outcomes than it is to evaluate "education" outcomes. Morant (1981:3) on the other hand prefers to use the concept "in-service education" because it is more comprehensive as it also involves both the educative (forming) and training (knowledge and skills) aspects.

Educational writings have recently reconciled the two terms, as there seems to be a close connection between them. The terminology in recent usage is therefore in-service training and education with the acronym INSET (Hopkins, 1986; Bolam; 1982). Training educators for the outcomes-based C2005 involves the educator as a totality. The educator should not only acquire new knowledge, understanding and skills (training) but also a new attitude (educative) towards learning and teaching. The acronym INSET will therefore be used in this research to refer to both in-service education and training.

Finally Henderson (1977:163) suggests an omnibus definition of in-service education and training: "In-service education and training, may, in the most general sense, be taken to include everything that happens to the teacher from the day he takes up his first appointment to the day he retires which contributes, directly or indirectly, to the way in which he executes his professional duties". Morant (as quoted by Dean, 1991:5) defines in-service education as the education intended to support or assist the professional development that teachers ought to experience through their working lives. Van der Westhuizen, Loots, Mentz, Oosthuizen en Theron (1992:53) gives the following definitions for in-service training: "Indiensopleiding is die totale professionele en persoonlike ervarings deur die onderwyser opgedoen wat bydrae dat hy effektiewer in sy taak as opvoeder kan optree". These definitions are in keeping with the commonly accepted view that INSET embraces all the experiences that an educator may undergo for the purpose of expanding his professional and personal education.

Grabowski (1975:11) proposes the following description of in-service training: In-service training is that phase of organised learning experience, which is provided by the employee's agency throughout the employment period. It is training directed towards developing understanding of job operations and standards, agency philosophy, policies and procedures as well as current technical research findings. It includes induction training for new workers and on-the-job training in both subject matter and in educational methods for experienced personnel at all levels of the organisation. It does not include courses taken as part of a planned graduate study program leading to an advanced degree. For the objectives of this study INSET refers to the preparation of both classroom-based educators and members of the SMTs for the implementation of the original C2005.

3.3.1 The aims of in-service education and training (INSET)

A number of programmes described the aims of training as empowerment, providing general life skills and developing critical thinking (Motala, 1992:21). The greatest challenge of the training situation according to Motala is to link education to training, to create a learning environment, to develop skills and knowledge, to equip the educator with the ability to make the link between theory and practice and to develop the ability to critically reflect on his/her teaching.

Brown (as quoted by Motala, 1992:21) points out that although teachers might follow and understand theory in the training course, they find it difficult to apply it in the teaching situation. With regard to the INSET for the implementation of C2005 the Review Committee (Chisholm, 1999:77) found that the training tended to focus on terminology rather than on how and what to teach within an outcomes-based framework. Cawood and Gibbon (1981:15) formulated the aims of in-service education as the promotion of professional growth of teachers so that they may teach more efficiently and be exposed and respond to educational change and innovation. Better teaching and more effective learning, together with a richer sense of fulfilment for

educator and learner, are the goals of in-service education. It incorporates an attempt to improve the competencies of educators.

Bradley (1991:2) highlighted the following fundamental purposes of staff development:

- to make people feel valued in the job they do;
- to enable them to do this job well so that they receive the possible feedback for job satisfaction;
- to help to anticipate and prepare for changes in their work;
- to encourage them to derive excitement and satisfaction from their involvement in change; and
- to make them feel willing and competent.

These purposes allow a wide variety of activities to contribute to staff development. Bradley (1991: 2) divided these activities into four categories:

- activities which improve teachers performance;
- activities which enhance career development;
- activities which help the school to strengthen its present performance; and
- activities which help the school to meet future demands upon it.

Van der Westhuizen et al. (1992:55) identified the following communal aims:

- the transfer of knowledge and information about new ideas and planned innovations and changes;
- the development of competencies;
- the accomplishment of abdication; and
- an attitude necessary for the correct application of knowledge.

According to Fitch and Kopp (1990:5) effective staff development will move professional staff from "what is" to "what should be". They highlighted the key term of INSET as follows, "change, not change for the sake of change, but rather, for improved education".

Bagwandeen and Louw (1993:42) state that INSET is increasingly regarded as the weapon to combat societal problems and challenges brought about by changes in education. These changes would insist that the quality of teaching be maintained, and as such INSET would ultimately improve it. Smith (1972:151) states that as long as knowledge about education continues to increase and new techniques and devices are contrived, there will be something new for the teacher to learn regardless of his degree or years of experience. INSET would then serve the purpose of dealing with it. Initial training will only equip the teacher to make a start and thereafter development should constitute practice.

In the world of expanding knowledge and technologies, educators need frequent and substantial periods for INSET in order to reach their objectives.

This is regarded as the primary and conventional goal of INSET. Extension of knowledge means that educators must "run to keep from falling behind" because there is an enormous increase of knowledge, and educators must be kept abreast of it. Moffitt (1963:10) referred to Franklin D. Murphy's statement: "The central fact of our age is the explosion of human knowledge. We must realise that we are not dealing with mere change but with totally new dimensions". INSET would then be a tool to mould better educators by improving their knowledge and providing ways to help them improve their effectiveness in the classroom.

Even well qualified educators need to refresh and improve skills and knowledge. Maybe during pre-service training time was not available enough to learn all the concepts, it is then through INSET that all of these could be consolidated and a teacher be provided with the necessary tools to cope with these changed circumstances. Educators participate in INSET courses in order to increase, extend or modify their knowledge. The pace of change and increase in knowledge imply that the educator will have to adapt two or even three times during his/her lifetime.

In the United Kingdom the National Union of Teachers (NUT, 1971:62) stated that the growth of knowledge and rapid changes engender, threaten the professionalism of the teacher, which in itself has serious consequences for the educational system. It stated that only through in-service education throughout his career would the educator be able to cope with the challenges. This emphasises that an educator should continually update his knowledge, skills and competencies, and this could be done through INSET courses. Teachers must continue to learn, to grow, to renew themselves, so that their interactions with ideas and clients are reflective of the best knowledge and skills available to them (Griffin, 1979:127).

These objectives of INSET encourage educators to keep on learning as professional development is to be continued throughout an educator's career. In respect of methodology, INSET can also assist in replacing mere expedience with sound skills in classroom management. This continual acquisition of knowledge and skills, in the current era in South Africa, with its expansion of knowledge and continuing changes on all fronts, takes even greater significance for the continued professional growth of teachers.

3.3.2 Types of in-service education and training (INSET)

In-service education and training (INSET) may take the form of a training session that may involve one or more individuals in a variety of activities. These activities may be school-based or career-oriented or even directed towards the acquisition of specific qualifications (Bagwandeen & Louw, 1993:106). In actual fact, all courses developed and designed for teacher development should be different in response to the varying needs of individuals and changing conditions.

- **Short courses**

  Short courses are and always have been the most widely used form of INSET. They refer to a wide ranging set of activities which may not have a great deal in common except the duration of time. Short courses generally constitute one of a rich array of INSET possibilities (Bagwandeen & Louw, 1993:110).

Simmons (1980:12) states that short courses can be valuable for up-dating purposes and for meeting other colleagues. They have the benefits of immediate feedback and can be more closely monitored for their effect. According to Rudduck (1981:32-34) the choice of a course structure should fit the objectives of the training and the following objectives are relevant for short courses:

- The dissemination of information. The primary purpose is the communication of a body of knowledge or a structured set of experiences.
- An arena for small-scale experiments. It is often called a workshop and the presence of a predetermined task is essential.
- An opportunity for teachers to define, discuss and solve their own problems within a fairly and well-defined framework is often referred to as a clinic.
- A seminar appears to be another way to present a short course.

Reti (1982:112-116) provides a slightly different typology of short courses. He relates the choice of a course type to the needs and personality of the teacher and the unique situation of the target group. The content of short courses could be regarded as of individual teacher relevance, of job relevance or of theme relevance. He distinguishes between the following descriptions:

- Interest courses which are offered by experts to educators on a local, regional or national basis;
- Aspirant courses designed for staff who aspire to a more responsible post;
- Proving courses which involve a range of performances that are critical for the successful discharge of responsibilities;
- Expertise development courses which impart knowledge and develop skills that are important for the development of specific aspects of teaching;
- Shortfall courses that could be highly personal and teacher-specific, helping to remedy deficiencies in individual performance.

Bagwandeen and Louw (1993:111) mentioned the fact that short courses provide teachers access to ideas that they can explore.

- **The workshop**

A workshop can be a series of field trips or a scientific expedition for the intensive study of educational problems (Moffit, 1963:25). A workshop can be regarded as a tool most valuable for INSET activities. It is in the workshops

where provision is made in terms of the polling of information and at the same time participants are able to share their experiences. INSET for the implementation of the outcomes-based C2005 are often conducted in the form of workshops during the afternoons and over weekends.

3.4 INSET for classroom-based educators

With teacher participation and involvement in curriculum, the teacher would probably play the most important role because he is the one who initiates the learning process in the classroom situation (Van der Merwe; Carl; Volschenk; Frank; Ehlers; Kotze & Louw, 1988:14). In re-organising the institutions of learning, Fullan (1992:101) suggests that educators should be introduced to a new role in the classroom situation. To re-organise classroom and school activities in line with outcomes-based principles and methodologies, the issue of overcrowding in the classroom should be addressed.

The Review Committee (Chisholm, 1999:46) noted that under normal circumstances, teacher education and training in itself does not change teachers' classroom practice. Educators' classroom practice is informed by a range of factors which includes how they are taught, their own ideas of what good teaching and the needs of learners are and what is possible within different teaching and learning environments. New ideas are assimilated into already-existing frameworks and practices. Different submissions to the Review Committee stressed that expecting educators to change a lifetime of practice after a three-day workshop is not realistic and that short workshops cannot be a substitute for longer-term preparation and orientation.

With the changing curriculum, it is further the role of educators to cultivate positive attitudes to learners by conducting motivational talks with parents and learners by giving them the necessary information about how the outcomes-based C2005 approach as a new system works in a classroom situation. This exercise will enable parents and learners to know exactly what the change asks of them and the way in which this issue of implementation of the outcomes-based approach could be handled. Tanner and Tanner (1975:243) support this by referring to teachers as technicians who, with their expertise, can carry out the instructions on the task. Cheng (1996:147-148) concurs by stating that teacher development programmes are necessary because educator competency in the changing curriculum needs to be developed to meet the new demands.

The Review Committee (Chisholm, 1999:45) found that although new learning areas were introduced there was no attempt to train educators in the knowledge and skills aspect of these new learning areas. One or other form of a core syllabus is for Taylor (1999:126) a prerequisite for teaching and learning: "In short Curriculum 2005 is highly prescriptive in terms of policy and pedagogy, and vague in the extreme in the area of content". This aspect of INSET addresses the issue of individual learning areas that are taught at a school by an educator. It has to do with the educators' knowledge and practices in the classroom. Taylor and Vinjevold (1999:159) as quoted by (Adler & Reed, 2002:135) argues that when reforms are initiated at revitalising

teacher education and classroom practices, there is a need to get to grips with what is likely to be a far more intractable problem. In view of this, teachers' conceptual knowledge and skills need to be upgraded to meet the challenges of his or her individual subject.

Knowledge of subject matter in any learning area or subject is of primary importance, for without it, educators would not be able to engage their learners in high-level conceptual thinking. The emphasis should be on the educators' subject knowledge or what is referred to as "teachers' conceptual knowledge". This refers to disciplinary knowledge, for instance, of Science, Mathematics or English language as an individual subject or learning area.

The in-service courses arranged, should also address the issue of individual subject knowledge as teachers' conceptual knowledge is significantly improved through subject-focused in-service training, and eventually this leads to improved students' learning. INSET programmes can have a significant impact on the quality of learning, as improving it alone can give confidence and resources to engage learners at more challenging levels and undertake more adventurous learning talks.

Improvement in students' learning is a function of teachers' knowledge of their subject matter, which are, in turn, are a function of subject-focused pre-service and in-service teacher education (Adler & Reed, 2002:138). They agree that pedagogy in teacher education should not occur in isolation from conceptual knowledge, because the quality of teaching and learning can only yield its promise of better learner attainment if teachers have a deeper conceptual understanding of the subject.

Thembela (quoted in Ashley & Mehl, 1987:50) argues that it is not merely the absence of knowledge and skills to deliver or use knowledge that is critical, it is rather in the area of attitudes, dispositions, habits of work and the professional ethos that the critical problem lies. An educator with the right attitude and a sense of professional responsibility will acquire knowledge and skills with very little outside assistance. But there is no amount of in-service training courses that will improve the performance of an educator who is not being assisted to develop a commitment to professional etiquette.

For Ashley and Mehl (1987:52) the participatory strategy that involves teachers in their own self-development assumes that:

- In the process of enacting a variety of teaching roles by the teachers themselves, they will learn concepts about human behaviour that they can generalise into real life situations.
- In the process of participating in planning, organising and implementing the INSET programmes, teachers test their own ideas, opinions and behaviours through interactions that are likely to lead to an in-depth understanding of problems and teaching situations.
- In the process of interacting and determining their own goals they increase their own awareness of their own motives, values, fears and external pressures that influence their actions - areas which no

outsider, however knowledgeable and skilful he may be, can probe and in doing this themselves they learn to define, confront and cope with many interpersonal problems.

- By getting really involved in self-management programmes, they attain personal growth and skills for performing efficiently and effectively because of their active participation to effect attitudinal change.

This aspect needs educators to participate in determining and deciding for themselves what they ought to learn and why they should learn, and as a result educators should consider how learning is going to take place in schools. In this process then, the involvement of experts from universities and elsewhere shall be considered to assist in facilitating the activity rather than coming with ready made theories (Ashley & Mehl, 1987:52). Through the process of interaction, educators determine what knowledge, what skills and attitudes they will need to acquire in order to be effective in the implementation of the outcomes-based C2005. This would also refer to a situation where a participatory strategy is accepted. If ever the management of INSET is entirely left in the hands of other organisations or agencies, activities may be very efficiently conducted, but will fail to achieve any effectiveness at all because of the passive and non-participatory role of the teachers themselves (Ashley & Mehl, 1987:53).

Most of INSET courses organised by other agencies are usually held somewhere (universities and central in-service centres) away from the teacher' own settings, which creates an atmosphere of artificiality and remoteness. In this regard, educators find it difficult to relate what they learn in those centres to their own natural environment. It is then suggested that the best physical setting for the conducting of in-service training courses is the teachers' own centre.

For the implementation of C2005 the classroom-based educators are dependent on the assistance of a knowledgeable and understanding principal and other members of the SMT.

3.5 INSET for members of the school management team (SMT)

In the context of educational management, change means that school principals are exposed to new controls and regulations, growth, increasing competition, technological developments and changes in the workforce. With the above definition, principals are often forced to redesign their organisational aspects and procedures, redefine priorities and re-deploy resources. What is usual or status quo, according to the change process, should deliberately be restructured, by influencing or modifying the functions, structure, and technology of an organisation. The main purpose of change is always improvement that is a systematic, sustained effort aimed at altering the process of learning and related matters with the sole purpose of attaining educational goals.

Goodchild and Holly (1989:163) equates the task of a school manager with that of a conductor of an orchestra who serves the crucial role of seeing that the right work gets done at the right time, that it flows together harmoniously, and that the overall performance has the proper pacing, coordination and desired impact. With regard to C2005 school managers need to plan, organise, lead and control the implementation process. For Conner (1992:2400) principals are primarily responsible for the implementation of change at their schools. To manage the implementation of C2005 the principal and other members of the SMT should have a thorough understanding of the principles, methodologies and organisational aspects of the new curriculum. It was already indicated that the principals and other members of the SMTs were marginalized during the initial training for C2005 and they were not in a position to support educators in the implementation process (Chisholm, 1999:57).

The members of the SMTs as change agents are supposed to 'turn the school around' in order to create a conducive environment for teaching and learning (Goodchild & Holly, 1989:25). The successful implementation of C2005 requires a transformation of the school's organisational structure and in order to achieve this goal, members of the SMTs should possess a thorough knowledge and understanding of the new curriculum. The expectations in the implementation of C2005 in both theory and practice of effective schooling will be that a school manager is the leader of the school as headship is equated with leadership (Goodchild & Holly, 1989:163).

The role of the principal therefore, is to be able to visualise this ultimate objective of change and to convey the vision. In view of this, the vision of the principal as the change agent has to be of such a nature that he is able to anticipate the reactions and behaviour of those members of the school community who will be affected by the changes. Once it is agreed that the old ideas and practices be replaced, the next step of movement comes into place as a form of dissemination of information to educators at school level.

It is necessary on the part of the school management to raise the morale of both educators and learners in their institutions. School managers are expected to develop a strategy for changing attitudes in both educators and learners, thus laying the foundations for the implementation of C2005. To this end educators should receive guidance from the SMTs for the implementation of the outcomes-based approach (Nkabinde, 1997:51). According to Goodchild and Holly (1989:25) the SMTs are faced with a task of creating the basis for a management structure that could incorporate proven management strategies, and this could allow interpersonal relationships and skills in an institution. In order to manage the implementation of C2005 in their schools, members of the SMTs need to be involved with the initial training for C2005.

For Dean (1993:40) the management tasks of the SMT involves among others, articulating the curriculum philosophy of the school which entrusts the principal with the responsibility of ensuring that there is a curriculum philosophy in school which is more than the sum of the subjects taught. Tanner and Tanner (1975:670) argue that principals as supervisors may and

often do make decisions about what an educator should teach and how the educator should teach it. These decisions tend not to be based on a precise knowledge of the patterning of events in that particular classroom, similarly, they must rely on others insofar as implementation of those decisions are concerned, which warrants that the members of the SMT should also receive training from specialists on the implementation of outcomes-based Curriculum 2005. With regard to the principal's role Fullan states that the principal is in the business of change management. In terms of the role of the principal Buckley (1985:27) states the following aspects:

- The principal needs certain basic knowledge and skills.
- The principal needs to be effective in a particular situation in a particular school. This effectiveness will depend upon an awareness of and a sensitivity to the school environment particularly with regard to the needs of the learners and educators.
- A principal will need to give increasing attention to the future and to the development of the school into that future. Future developments for which particular training may be necessary are in the important area of the curriculum. Curriculum change may become an increasing concern of the principal, and its implementation will certainly require the full involvement of the principal.

The attitudes of the members of the SMTs towards the implementation of C2005 are of decisive importance for the successful and effective implementation of Curriculum 2005. The members of the SMTs are regarded as the organisational leaders who have the authority to approve or disapprove, to promote or retard, to encourage or to discourage renewal actions or changes in curriculum. Dull (1981:71) regards the principal as a change agent who has to accept the entire responsibility for managing change. As the head, he/she occupies an exceptional position of leadership in the school and in the community. As a result, the principal is expected to initiate change, to facilitate and implement it. For Dull (1981:71) it is expected from principals to manage change and to accept the following responsibilities:

- To determine the objectives of the proposed change;
- To determine the procedures and methods for implementing change;
- To scrutinising the literature related to the proposed change; and
- To contact other principals who have already had experience of the proposed change.

The Review Committee (Chisholm (1999:47) noted "principals had been marginalized and were not in a position to support teachers". The lack of a paradigm shift by education managers at all levels of the system impacts negatively on teacher training and the implementation of C2005.

3.6 INSET and office-based educators at the district offices

A clear understanding of the management responsibilities encompassed by the District Co-ordinators on the implementation of the outcomes-based C2005 approach provides a framework from which to assess their present

role and a starting point for the development of training requirements. According to Fullan (1992:191) the task of the district administrator is to lead the development and execution of a system-wide approach that explicitly addresses and takes into account all those causes of changes at the district, school and classroom levels. This perspective emphasises the importance of the leadership role of the district administrator within the context of managing change in the education system. Firestone (1996:405) mentions the following leadership roles for the district administrators, namely:

- Providing and selling a vision

Besides the capacity of the District Administrator to manage the change process at school level, other leadership function are to provide and sell a vision of what change is all about. The task is to clarify organisational goals and ensure that the school or district work to meet them. If these goals are clear, subsequent implementation of the outcomes-based C2005 approach is more likely to be successful because people understand why they do what they are doing. Firestone (1996:405) contends that a vision must be provided in both conceptual and operational terms. Educators and principals must know not only what procedures they are expected to follow, but also what the broader purposes are.

- Providing encouragement and recognition

Educational change often creates special costs for educators, principals, supervisors and others in the form of extra effort, increased uncertainty, stress and deviation from preferred goals. It therefore remained the task of the district coordinators to provide support and encouragement to those educators attempting to implement changes (Firestone,1996:408). Providing recognition for the trying educators requires shrewdness because individuals want to stand out from the crowd while being part of the winning team. As a result, informal acknowledgement is not only easier, but often more effective. Offering recognition and encouragement should be viewed as an essential aspect of motivating school based personnel especially in the light of the low morale. Providing motivation as one of the leadership functions of the district administrator, Firestone (1996:409) accepts the need to continually improve and build up the morale of educators.

Although the national department (DOE) has led the process of orientation and training, provincial departments were seen as the key to the implementation of C2005 through provincial implementation teams. The provincial and district officials attended annual training workshops where they interacted with draft training manuals prepared by DOE officials and NGOs to help them facilitate workshops in their districts.

For the Gauteng Department of Education (GDE, 1997b:2) the district officials (co-ordinators) were faced with the major responsibilities in the training of educators for the implementation of the outcomes-based C2005 approach:

- Provisioning of in-service training programmes for the educators
- Supervision of the implementation of the outcomes-based approach

- Support and guide educators on an on-going basis daily in their attempt to implement outcomes-based approach
- Support and develop school management.

According to the GDE Annual Report (1997/8:5), the success of the department in relation to the implementation of C2005 depends entirely on the expertise and success of the district co-ordinators. This is because they are in direct and daily contact with educators and learners. They have ultimate responsibility for policy implementation and co-ordination of education plans, and their training and influence in this regard will be of utmost importance in terms of the success of the implementation process. What the department did not realise was that most of the district officials never taught in an outcomes-based classroom and that the district offices lack expertise in all the different learning areas or learning programmes.

In this regard the Review Committee (Chisholm (1999:37) found that district officials who conducted training were criticised for not understanding the terminology themselves and for using teaching methodologies that were not in line with outcomes-based education. It was also reported that too many of those who do the training have been out of the classroom for too long. A Khulisa evaluator reported as follows on a facilitator used by an HEI: "They strongly felt that this was the best facilitator they ever came across. They said she knows exactly what she is doing and is able to simplify the concepts. During the previous training sessions, the facilitators were inspectors (*sic, district officials*) who were not familiar with the subject, nor could they answer questions" (KHS, 2002b:28). Most of the HEIs trained experienced and currently serving school-based educators as facilitators. Another educator also referred to the hands-on experience that is needed by training facilitators. "The content was more relevant because what was presented has already been tested by the facilitator, i.e. has been practically done in the classroom by the facilitator" (KHS, 2002b, 29). The National Union of Educators (in Chisholm, 1999:45) also referred to the "disastrous attempts at training Grade 7 teachers in most districts". In this regard Khulisa (KMS, 2002b:305) reported: "Training was sometimes seen as problematic when provided by the latter stakeholders (district officials) because they did not have first-hand experience with OBE/C2005 in the classroom and hence were viewed by some as less credible".

In line with the findings of the Review Committee (Chisholm, 1999:47) that district officials were not competent facilitators and the recommendation that the HEIs should be involved in the training of educators for the implementation of C2005 (Chisholm, 1999:81) the GDE outsourced the training to HEIs and the role of the GDE and their district officials changed to that of coordination, monitoring and support (KHS, 2002b:1).

3.7 School-based INSET for the implementation of C2005

In the last step of the Cascade Model, lead teachers from schools or clusters of schools were selected and trained by the district officials and they had to pass this knowledge on by means of in-school training to their peer educators.

The training was enhanced by encouraging schools to form clusters, in order to continue dialogues on C2005 and to develop learning activities and support materials. The two teachers from each school were expected to run the six two-hour sessions with all the staff in their schools after normal working hours, over a period of six weeks (Botha, Dlamini and Johnstone, 1997:8).

Within the Cascade Model school-based INSET formed an integral part. School-based training is also referred to as on-the-job training that gives a choice of activities within the school to enable educators to gain competency and knowledge experientially. Good (1973:617) remarks that on-the-job training constitutes "supervision and other supplemental instruction furnished to the learner while he is employed as a beginner or trainee in the regular duties of a position or job".

On-the-job training therefore reinforces experiential learning and implies that the teacher, at any rate, learns to observe his own classroom activities as well as those of others (Bagwandeen & Louw, 1993:34). This is INSET taking place on a school's premises and is planned by the staff of that particular school for the teachers' own professional advancement.

These patterns can be supportive in a sense that within the learning community of the school's educators and learners, needs can be identified more easily, in-service experience can be devised and related more closely to their needs, and resistance to implementation of teaching and learning outcomes of the experience is likely to be less (Morant, 1981:40).

There are also limitations attached to school-based in-service education such that if the school relies entirely on its own resources, they may encounter severe problems. Members of staff drawing exclusively from their own resources may risk becoming over-insular in their attitudes and outlook, while individual teachers may be confirmed in existing prejudices. In this event, schools may be hindered by practical constraints in mounting in-service activities that could meet all staff requirements. With regard to the development of learning and teaching support material the Review Committee (Chisholm,1999:4) stated that teachers were desperate for illustrative learning and support material and units developed by the Laerskool Wonderboom in Pretoria were widely used by all schools (including ELSEN schools) visited in the Eastern Cape. Educators found them to be of great assistance to the extent that these materials have replaced the use of policy documents.

Due to this problem, there is another term used in place of school-based education, and this is referred to as school-focused education. Morant (1981:40) prefers to use the concept school-based education as any in-service work that is conducted on school premises in response to the initiatives of the school staff, meaning that in-service programmes are school-directed.

A distinction is drawn between school-based education and school-focused education. Hopkins (1989:85) makes a deliberate distinction between school-based and school-focused INSET. He describes school-based as: "...as being

the type of ongoing activity, usually teacher initiated, which focuses on the teacher's role as a curriculum developer and researcher within a specific setting or school situation". School-focused as "an attempt on the part of teachers and external consultants to direct professional and development efforts towards the identified needs of the school with the major goal of improving the quality of life in the classroom".

The school-focused in-service education comprises a large group of individuals, the learners, and a second group of individuals, the educators, every child and each adult possessing his own specific needs. School-focused in-service education is referred to as all the strategies employed by trainers and educators in partnership to direct training programmes in such a way as to meet the identified needs of a school, and to raise the standards of teaching and learning in a classroom.

The school-focused in-service may further meet minor and major innovation in the school including curriculum or organisation change. Since many planned changes will be responses to a school's new policies and will be reflected in its stated aims and objectives, school-focussed education may well have the additional important function of supporting staff development that was the declared purpose.

When organising school-focused in-service programmes, the following aspects must be considered:

- **The purpose and scope of the programme**

The school-focused in-service education should be adapted and planned to meet the innovation connected with curriculum and organisation development. It would therefore have the additional task of supporting and development of the staff. Accordingly, the in-service programmes should unfold in its purpose and scope in parallel with such staff development, in keeping with decisions determined by the head and his colleagues (Morant, 1981:44).

- **The size of the school**

A large school with a large number of staff members will have a greater range and variety of resources available for sustaining a school-focused programme of in-service education.

3.8 The Cascade Model of INSET for C2005

As mentioned in the introductory paragraph (3.1) the Cascade Model became the primary means of preparing the majority of educators for the implementation of C2005. According to Havelock (in Bagwandeen and Louw, 1993:77) the Cascade Model is a model that can be used to disseminate knowledge through the social system. Another form of dissemination of knowledge is the social interaction as described by Havelock (in Bolam (1974:18). This is historically the earliest approach to knowledge diffusion. Essentially this caters for the transmission of knowledge by individuals. One assumption of this model is that, the individual user or adopter belongs to a network of social relations that largely influences his adoptive behaviour.

The national Department of Education (DOE) used the Media in Education Trust (MiET) to provide a core of 20 officials from each province with a basic understanding of C2005. These "master trainers" then cascaded the knowledge and understanding that they gained to district officials. District officials would in turn cascade the information to classroom practitioners and other educators in their respective districts (Chisholm, 2000:47).

From this stage the INSET was done at another three provincial levels, that is training of district officials, training of lead educators from schools or clusters of schools and the in-school training of peer educators. The training was enhanced by encouraging schools to form clusters to continue dialogues on C2005 and to develop learning activities and support materials.

During the orientation process, participants were expected to pass the course content with the aid of a comprehensive manual, on to two educators from each school and a two-day period was recommended for this process. The two educators from each school were expected to run the six two-hour sessions with all the staff in their schools after normal working hours, over a period of six weeks (Botha et al., 1997:8).

The following is a summary of the sessions of the orientation process as compiled by (Botha et al.,1997:8-9). It is clear that the content of this course was based on the publication "Curriculum 2005: South African Education for the 21st Century" provided by the Media in Education Trust (MiET, 1997) and that many of the problems and misinterpretations that teachers experienced originate from this document:

Session 1: South African education for the 21st century
Prepare people for change - Group activity to persuade most participants that the education system needs change

Session 2: Outcomes-based education.
Outline the differences between Critical and Specific Outcomes and Learning Areas. Introduce the National Qualifications Framework (NQF).

Session 3: Teaching in an outcomes-based classroom
Compare authoritarian "chalk and talk" with varied and nurturing methodologies.

Session 4: How learning happens best
Encourage a variety of methods to be used in the classroom: also demonstrate that classroom activities are not only limited to one learning area.

Session 5: Using resources creatively
Break the stereotype of the textbook being the only resource available, by encouraging participants, in their groups, to utilise a packet of chips as a teaching aid.

Session 6: Outcomes-based assessment
Compare "traditional" and "outcomes-based" assessment, providing some examples of how outcomes-based assessment will work.

According to the Review Committee (Chisholm, 1999:43) the greatest strength of the initial Cascade Model lay in the ideological domain. As an advocacy strategy it was a bold attempt to popularise the outcomes-based approach and demystify C2005 at a time when there was a great deal of confusion and anxiety.

3.8.1 Problems that educators experienced with the Cascade model

The Cascade Model has been widely criticised as an inadequate model for delivering effective training. It failed to prepare either officials or school-based educators for the complexity of C2005 implementation. In the first instance the 'cascading" of information resulted in the "watering down" and/or misinterpretation of crucial information.

Whereas in the North-West Province a team of core trainers move from district to district conducting workshops and the Western Cape formed regional teams, the training in Gauteng Province was delegated to individual district offices who often lacked the required experts on all learning areas. According to the Review Committee (Chisholm, 1999:45) these problems are related in part to the design flaws in C2005, in part to the use of unnecessary jargon in departmental documentation and in part to the shortness of the training. It was also stated that it is unrealistic to expect teachers to change a lifetime of practice after a three-day workshop.

Educators experienced various problems with the implementation of the outcomes-based C2005 (Jansen, 1997:1). These problems included learning materials that were considered thick and inaccessible, requiring Grade 1 teachers to master a sophisticated and technical exercise of clustering critical and specific outcomes, assessment criteria and performance indicators with the aim of developing learning programmes (Motala, 1997:10). This overload of information not only subvert the intention from OBE practises, but also underlines the reality that changing educators' classroom habits and practices will not occur in one or two training sessions and that much longer-term planning is required, including the proper re-orientation of PRESET courses (Motala, 1997:10).

3.8.1.1 Facilitators

The efficiency of the Cascade Model depends on the quality of the training and especially of the facilitators. Waja (in Chisholm, 1999:43) states: "The weakness of this approach is aptly encapsulated in the proverb the blind leading the blind".

- The district officials as facilitators lacked confidence, knowledge and understanding to manage the training process.

- District officials did not understand the terminology themselves and were not using the outcomes-based teaching methodologies
- Too many of the District officials have been out of the classroom for too long (Chisholm, 1999:43).
- Principals have been marginalized and were not in a position to support teachers (Chisholm, 1999:45).
- In 2002 the HEIs (GDE Grade 6 training) used mostly experienced and currently serving educators. This factor alone may have impacted positively on satisfaction for course content, since the educators could provide more practical examples of OBE/C2005 (KMS, 2002b:305).

3.8.1.2 Teaching content

- The training was too abstract and insufficiently focused on what the theory meant in practice.
- The training focused on teaching the terminology rather than engaging with the substance underlying the terminology.
- The complexity of the terminology has not allowed teachers to come to grips with the basic implications of outcomes-based education for the classroom.
- Although new learning areas were introduced there was no attempt to train primary school teachers in the knowledge and skills aspects of the new learning areas such as Economic and Managerial Sciences, Life Orientation, Arts and Culture, and Technology.
- The perception was created that in C2005 "everything goes" and educators left the workshops not knowing what they ought to teach.
- The facilitators created misconceptions such as that textbooks, content knowledge and tests and exams were no longer necessary in the new paradigm

3.8.1.3 Time constraints

Time constraints affected the process and often impacted on the organisation, management and other logistical arrangements relating to training. It was noted in the Review Report (Chisholm, 1999:43-6) that there is no quick fix because the process of change requires time, commitment and constant engagement:

- Teachers feel that the minimal time set aside for training and classroom support was not sufficient (Chisholm, 1999:42).
- The Khulisa Study (in Chisholm, 1999:34) found that the training was too short and there were insufficient hands-on training.
- The recent restriction of training to out-of-school hours has led to dissatisfaction amongst some teachers.

3.9 INSET by the higher education institutions (HEIs)

In 2001 the Gauteng Department of Education (GDE) changed from the national Cascade Model to the HEI Model. The INSET for the implementation

of the original Curriculum 2005 was outsourced to higher educational institutions (HEIs). During the 2001 school holidays the Grade 5 and 9, and in 2002 the grade 6 educators, were trained for the implementation of the original C2005. During the 2002 school holidays all the Foundation Phase (Grades R-3) educators were trained for the implementation of the Revised National Curriculum Statement (KMS, 2002a:8 and KMS, 2002b:1). The training of educators from Sedibeng West was contracted to the School of Educational Sciences at the Vaalpukke Campus of the Potchefstroom University of Christian Higher Education (since 2004 the North-West University). In 2001 the facilities of the Sebokeng Teachers' College were used but since 2002 the Vaalpukke Campus used the facilities at Suiderlig High School and Carel de Wet Technical School.

This change was initiated by the following long-term recommendations of the Review Committee (Chisholm,1999:89):

- A co-ordinated national strategy for the preparation of teachers which links pre-service education and in-service training of teachers and teacher education with the Norms and Standards for Educators framework, labour agreements such as the 80 hours INSET, and support policies like the Education Management Development Policy Framework.
- The statutory location of teacher preparation in institutions of higher education. It is crucial that higher education (universities and technikons) is involved in the planning of the curriculum and support for its implementation.
- The development of partnerships between provincial departments should be encouraged with NGOs and tertiary institutions to strengthen ongoing professional support and development at school level.

Universities are well placed as providers of INSET as they possess the assessment, evaluation and diagnostic expertise needed to arrive at logically related goals and objectives of the school system and the individual educator (Bagwandeen & Louw, 1993:94). These institutions also have the ethical and social responsibility to assist in fulfilling the primary purpose of INSET, that is, in enhancing the capability of teachers to facilitate learning. Further, universities have a distinctive contribution to make, because they have a national responsibility to assess the current position with regard to any intellectual discipline. As institutions of higher education, they can relate new knowledge to the individual needs of educators in their settings, and as providers of INSET, also upgrade programmes for educators. These institutions, as providers of INSET are ideally placed to accept the responsibility to work cooperatively with the local school system so as to integrate the resources of both agencies into the design and delivery of INSET programmes, which will also meet the needs of educators for the classroom and their personal development (Bagwandeen & Louw, 1993:97). The majority of the staff at the School of Educational Sciences at the Vaalpukke Campus are experienced educators who were involved with teacher training at the former teachers' colleges or at the district offices of the Gauteng and North-West Education Departments.

3.9.1 The HEI training process

The following training process was followed by all the institutions:

- Forty hours of training for the implementation of the outcomes-based C2005 was offered in the July holidays. Educators had the option to register for a 120 credit course for entrance to a National Professional Diploma in Education (NPDE) or an Advanced Certificate in Education (ACE).

The forty hours of training consisted of:

- 14 Hours (Days 1 and 2): Basic OBE: What is OBE? Policy, constructivism, anti-bias, learners with special needs, etc.
- 26 Hours (Days 3, 4, 5 and one Saturday session): Learning Area specific training.
- Educators need to have enough skills to start with basic lesson preparation, and this knowledge should be built on in the full year course once they are implementing the new curriculum.
- The district officials' role has now changed. Their official responsibility is no longer that of training but rather includes monitoring and support which may require some re-training (KMS, 2002a:2).

3.9.2 Evaluation of the training process

Khulisa Management Services was contracted for an evaluation of both the generic and the learning area specific training. The aim was to follow the same group of educators throughout the week of training. The evaluation included the following:

- A Pre-test. It is essential to recognise prior learning for the generic component of the training.
- A Mid-test. It is essentially a combination test – a post-test for the generic component and a pre-test for the learning area specific component of the training.
- A Post-test: It is essentially a post-test for the learning area specific component of the training and a general evaluation of the training sessions (KMS, 2002a:3).

Satisfaction is an attitudinal measure and is a very important aspect of training as participants need to be satisfied with the training sessions in order for learning to occur, which in turn is essential to ensure sustainability of learning and transfer of knowledge and skills to the classroom situation. In their evaluation KMS focused on the extent to which participants were satisfied with the following aspects of the training conducted by the Vaalpukke:

- Organisational aspects
- Course materials
- Content of the training sessions

- Facilitators and methodology
- General satisfaction with the training

Here follows the report of the findings of the OBE/C2005 training conducted by the Vaalpukke Campus of the Potchefstroom University for Christian Higher Education for educators from Sedibeng West. For now the research shall focus on the results of the training conducted by the Vaalpukke at the Sebokeng Teachers' College (2001, Grades 5 and 9 and 2003 Grades 6) in comparison with the results of the training done by Soweto and East Rand Campuses of Vista University; UNISA; Wits College of Education (WCE) and Technikon Witwatersrand (TWR) which shall be referred to in the research as other HEIs.

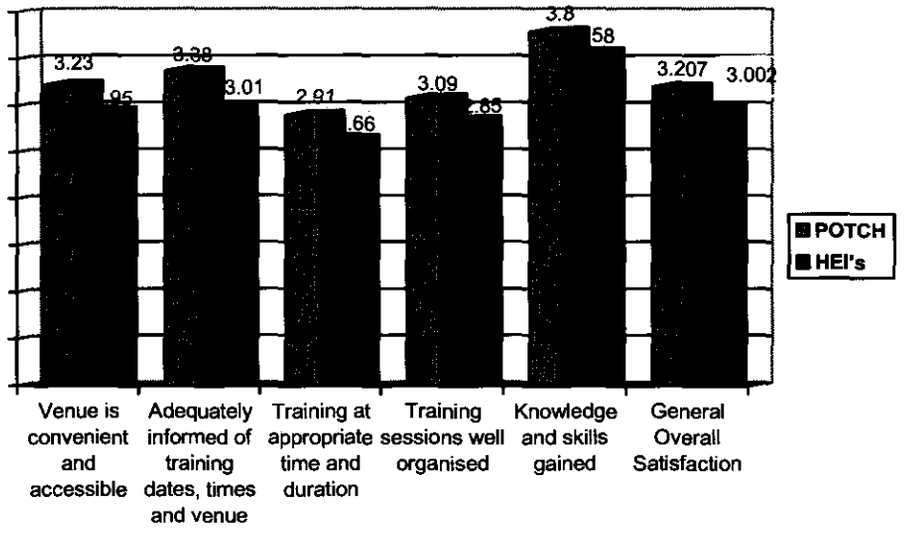
3.9.3 Organisational aspects

This first category pertains to the degree to which participants were satisfied with the general elements of the training facility and organisation. The individual elements measured within this category of organisational aspects were:

- The training venue is convenient and accessible
- I was adequately informed of the training dates, times and venues far enough in advance
- The training is conducted at an appropriate time and duration
- The training session is well organised

Figure 3.1 Evaluation of organisational aspects

Grade 5 and 9 training in 2001: Comparison of the mean score of Vaalpukke with the other HEIs (KMS, 2002a:11-14)



Differences between Vaalpukke and the mean score for the other training institutions were statistically significantly different across four of the five items. From the results it was clear that the educators from Sedibeng West were more satisfied than the educators that received their training elsewhere.

- The greater number of participants at the Vaalpukke (mean 3.23 vs. 2.95) was satisfied that the training venue was convenient and accessible to them.
- A larger proportion of participants from Vaalpukke (3.38) indicated that they were adequately informed of the *training dates, times and venues far enough in advance* as compared to the mean score of the other institutions (3.01).
- On average, more participants attending the training at Vaalpukke indicated that the training was conducted at *appropriate times and duration* (2.91), as compared to the mean score for the other training institutions (2.66).
- Lastly, a significantly larger number of participants attending the training at Vaalpukke indicated that the *training sessions were well organised* (3.09), as compared to the mean score for the other training institutions (2.85).

In addition to comparing each item to the average of the other institutions, a score was obtained from the overall satisfaction of participants at Vaalpukke. Findings indicate that educators who attended training at Vaalpukke were more satisfied at the start of the training with the general organisational aspects of the training than educators at the other institutions. (KMS, 2002a:15). These differences were statistically significant on total satisfaction with organisational aspects for Vaalpukke (3.207) compared to the mean score for total satisfaction on the other institutions (3,002).

With regard to the training of Grade 6 educators in 2002 the findings indicate that educators who attended training at Vaalpukke were more satisfied with the general organisational aspects of the training than educators at other institutions (KMS, 2002b:108).

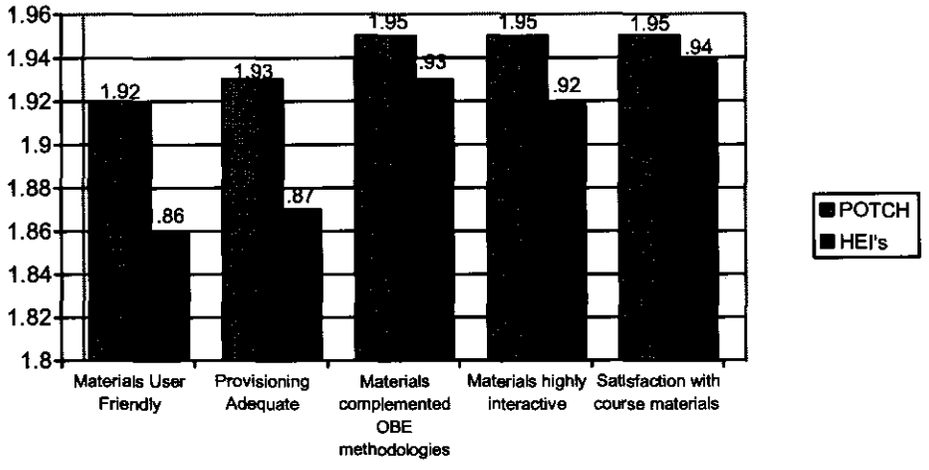
3.9.4 Course materials

Khulisa also evaluated the course materials that were developed by the different HEIs to train educators. Participants were subjected to some statements in which they have to agree or disagree, and these statements were whether:

- the workshop materials and training materials were user-friendly, easy to understand and relevant;
- provisioning of materials was adequate; training/course
- materials complementing OBE methodologies in the training;
- the materials being highly interactive; and
- use a co-operative learning approach.

The following diagram compares the responses of the Vaalpukke participants with the other HEIs.

Fig 3.2 Average level of satisfaction with course materials (KMS, 2002a:18)



An average was obtained for the total satisfaction of course materials and this mean score was compared to the total average of the other institutions that also offered the same training. The proportion of Vaalpukke participants who were satisfied with the course materials was 88%.

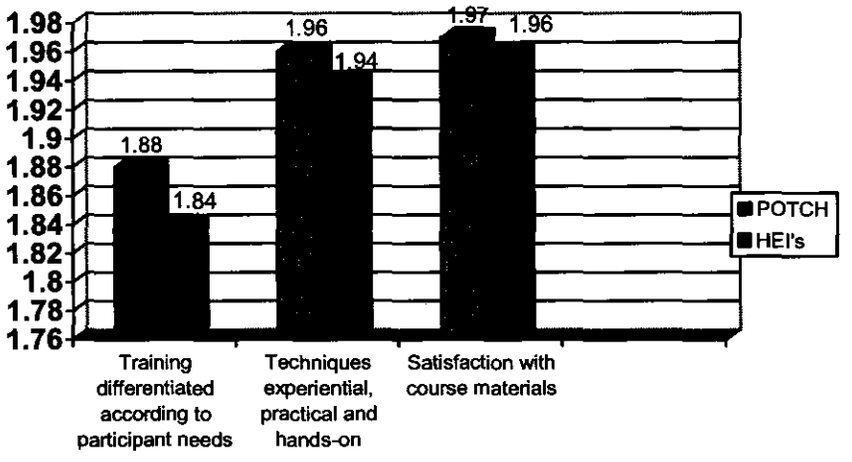
With regard to the course materials used for the training of Grade 6 educators in 2002 the educators who attended training at Vaalpukke responded as follows:

- 92% indicated that the workshop materials and training modules were user-friendly, easy to understand and relevant;
- 89% agreed that the provisioning of the material was adequate;
- 91% agreed that the training materials complemented the OBE methodologies in the training; and
- 93% indicated that the materials were highly interactive and used a cooperative learning approach.

3.9.5 Content of the training sessions

Another aspect was the assessment of the degree to which educators attending the training sessions were satisfied with various aspects of the content of the training sessions. The individual items within this aspect were *the degree to which the training was differentiated in accordance with the participants' needs, and the extent to which the training techniques were experiential, practical and hands-on enough for educators to implement OBE/C2005.* The diagram below represents the responses on these aspects:

Fig 3.3 Average level of satisfaction with course content (KMS, 2002a:23)



In comparison with the other HEIs the Vaalpukke participants responded relatively more positive about differentiation, that the training techniques were experiential, practical and hands-on and on the satisfaction with the course material. Participants were further asked how they feel about the knowledge or skills they have gained so far during the training. The answer-options differed for this question. Respondents were required to indicate whether they felt satisfied, neutral or unsatisfied with the knowledge and skills gained. A mean score was obtained for each item on general satisfaction with organisational components. In addition, a mean score was obtained for each institution on the overall general satisfaction for the pre-test measure. This figure above illustrates the mean score for each institution on each item as well as overall satisfaction.

Findings portray that participants from Vaalpukke showed the greatest level of satisfaction at the pre-test measure (3.21), followed closely by participants attending training at UNISA (3.2). WCE participants reported being the third most satisfied (3.12) with participants from Vista Soweto ranked fourth (3). Participants from TWR and Vista East Rand showed the least satisfaction when compared to all the other institutions (2.8 respectively)

With regard to satisfaction with course content in the training of Grade 6 educators in 2002 the findings indicate that educators who attended training at Vaalpukke were more satisfied with the course content in comparison to the combined score of the other HEIs:

- Training differentiated according to participants needs: 1,88 versus 1,84;
- Techniques were experiential, practical and hands-on: 1,96 versus 1,94;
- Overall satisfaction with quality of material: 1,97 versus 1,96 (KMS, 2002b:113).

3.9.6 Facilitators and methodology

In response to the eight questions (see next paragraph) pertaining to the facilitator and the methodologies 90% plus of the Grade 5 and 9 participants at the Vaalpukke indicated that they were satisfied with their facilitators methodologies.

With regard to satisfaction with the facilitator and the methodologies used in the training of Grade 6 educators in 2002 the following percentages of educators who attended training at Vaalpukke responded positive about the facilitator and methodologies:

- Actively engaging educators – 90%;
- Accessible, and helpful – 94%;
- Use of OBE-based methodologies – 88%;
- The facilitator is qualified, knowledgeable – 93%;
- The outcomes were stated at the start of each session – 90%;
- The outcomes were achieved – 90%;
- The facilitator communicated clearly and understandable – 89%; and
- Satisfaction with knowledge and skills gained – 74% (KMS, 2002a:26).

Vaalpukke participants were more satisfied with the facilitation and methodologies than other institutions, ranking third most satisfied with this aspect (KMS, 2002b:135).

3.9.7 General satisfaction with the training

With regard to both the 2002 (Grades 5 and 9) and the 2002 (Grade 6) training the majority of the participants at the Vaalpukke training were satisfied (KMS, 2002a:23). More than 80% of the respondents indicated that there expectations were met and the training was viewed as positive. Coverage of most topics occurred and educator expectation item analysis revealed expectations were met for most items (20/21 of 22 items) across the learning areas. These results reveal an extremely high level of satisfaction with the training contribution overall for the Vaalpukke training (KMS, 2002b:136). The following are some of the comments made by both participants and evaluators with regard to the Vaalpukke training at Sebokeng Teachers' College:

- "They strongly felt that this was the best facilitator they ever came across. They said she knows exactly what she is doing and is able to simplify the concepts. During the previous training sessions, the facilitators were inspectors who were not familiar with the subject, nor could they answer their questions. They suggested that the criteria to be used to employ the facilitator should include experience working on the subject on a daily basis, and someone who where they are coming from. They were overall very impressed with the facilitator" (Sebokeng COE Follow-up, KMS, 2002b:28).
- "She is very knowledgeable and showed a passion for what she was doing. It is very apparent that she practices what she is teaching. She

was very comfortable with the subject matter. It was easy for her to simplify the concepts simply and consequentially" (Sebokeng COE follow-up, KMS, 2002b:29).

- "She frequently asked questions so as to determine and gauge their knowledge level and the facilitator adjusted her instruction accordingly" (Sebokeng COE, Mid-test (KMS, 2002b:32).
- "During the beginning of the lessons they did an overview of prior learning. By asking questions to educators and giving them practical tasks to verify if they are still on track and understands the concepts, she adjusted accordingly" (Sebokeng COE, Grade 5, follow-up. KMS, 2002a:33).
- "The facilitator asked the educators questions related to assessment to establish their prior knowledge. It was discovered that assessment is a big problem and confusion to the educators. More so, since the policy is not clear about assessment and the previous training session failed to answer their questions in this regard" (Sebokeng COE, Grade 5 – follow-up, KMS, 2002a:33).
- "Educators should be able to transfer the newly acquired knowledge/information to the classroom situation given the skills of the facilitator. The facilitator did provide some practical skills to enhance the theory from the manual" (Sebokeng COE, Pre-test. KMS,2002a:34).
- "The educator is very knowledgeable, has passion for her work, had her own developed material (slides). She kept on asking if the educators were still with her (do they understand?). She relates to stories to clarify her concepts and terminology. The educators were a bit withdrawn or passive, but were listening attentively and with interest" (Sebokeng COE, Pre-test. KMS, 2002a:36).)

3.10 Summary

With regard to the HEI training model Khulisa concludes with the following findings:

- In general, material were viewed as good in most institutions;
- Generally, tutors were viewed as excellent and accommodating an appreciation for diversity;
- Most sessions focused on practical classroom strategies; tutors were mostly educators. This was viewed as positive.
- Some district officials in their eagerness to be helpful created tension in the classroom, causing tutors to feel threatened, challenged or frustrated; and
- District officials appeared more engaged than in previous years and OFSTED officials participating actively (KMS, 2002b:334).

In comparison with the Cascade Model that was used before 2001 Khulisa (KMS, 2002a:14) reported as follows: "In general, however, it should be noted that the satisfaction with course material is higher for the Grade 5 and 9 training than was observed in previous years – especially the Grade 4 and 8

training in 2000 and the Grade 3 and training in 1999/2000". Educators were satisfied that the HEI training accommodated them at their level of understanding and they see this as a departure from the earlier Cascade Model of training where there was little indication of trends toward transfer to the classroom (KMS, 2002a:25).

CHAPTER 4 THE EMPIRICAL RESEARCH

4.1 Introduction

In the previous three chapters the outcomes-based Curriculum 2005 and the different forms of in-service education and training that the educators received for the implementation thereof were discussed. The literature study in the first three chapters, form the framework for the empirical research. In Chapter 1 the objectives of this study were stated as:

- to determine the nature and quality of the in-service training received by school-based educators for the implementation of outcomes-based C2005;
- to determine whether school-based educators were able to implement C2005 without difficulties;
- to determine whether the SMTs received adequate training to facilitate the implementation at the schools;
- to make recommendations for the more efficient training of school-based educators.

This chapter the empirical research undertaken by the researcher will be described. The aim of the empirical research was to determine the nature, extent and quality of the current in-service training of school-based educators at both primary and secondary schools in Sedibeng West District of the Gauteng Department of Education for the implementation of C2005 and the RNCS. This chapter proposes to present the research design with regard to the research approach, methods, the population, sample and the pilot study.

4.2 Research approach

In this study a combination of qualitative and quantitative techniques were used. Interviews held with both classroom-based educators and members of school management teams (SMTs) provided qualitative information on the in-service training needs of the school-based educators. This information together with the information gathered by the literature study was then used to compile a questionnaire that was then administered to a representative sample of school-based educators in the Sedibeng West district. The information collected from the questionnaires provided quantitative information on the perceptions of the educators about the in-service training that they received for the implementation of C2005.

The formulation of items for the questionnaire was based on Liethwood's suggestions (1995:4) that the knowledge, skills and attitudes of school management teams can be categorised into four general areas, namely, functional domains, programmatic domains, interpersonal domains and contextual domains. Each domain has a variety of management aspects related to how the school management teams can lead, control and manage and even guide educators in their schools for the implementation of outcomes-based C2005. These four domains are relevant to the management

of the implementation of outcomes-based approach both at classroom, school and district levels.

4.3 Research methods

In this study a questionnaire was used to gather data on the effectiveness of the in-service training that school-based educators in Sedibeng West received for the implementation of the outcomes based Curriculum 2005.

4.3.1 Interviews

In Phase 1 face-to-face interviews were conducted by means of a preliminary questionnaire in order to identify the important aspects with regard to educators perceptions about the training that they received for the implementation of C2005. Camel and Cahn (in Chadwick, Bahr and Albrecht, 1984:103) define the research interview as "a two-person conversation, initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction, or explanation". According to Marshall and Rossman (1991:82) interviews may range from casual conversation to more formal, lengthy interactions. The format of the interviews used in this case was semi-structured and consisted of both closed and open-ended questions. More specifically the objectives of these interviews were to determine the nature of the INSET that the educators received, to confirm or verify the important aspects identified by the researcher from the literature study and to finalise the questionnaire.

4.3.2 Questionnaire

The questionnaire that has been formulated in this research is intended to evaluate the in-service training received by educators and SMT in the implementation of outcomes-based C2005 in Sedibeng West District (D8). After the questionnaire was designed and piloted, it was then distributed to educators and SMTs to be completed. In Phase 2 the researcher used a self-administered questionnaire for the collection of data.

Mahlangu (1987:14) defines this method as the one that describes what it is. It involves the description, recording, analysis and interpretation of the present nature, composition, or process of phenomenon. It further, to a certain extent, interprets the meaning or significance of what it describes. Thus, this method would assists in the interpretation of the data collected from the questionnaires distributed to educators and school management teams on the in-service training conducted to them for the implementation of outcomes-based C2005.

This method is also preferred by Gay, (1976:10) because it involves the collection of data in order to test hypothesis or answer questions concerning the research, the in-service training because it reports the way things are.

The research was conducted to:

- to determine the nature and quality of the in-service training received by school-based educators for the implementation of outcomes-based C2005;
- to determine whether school-based educators were able to implement C2005 without difficulties;
- to determine whether the SMTs received adequate training to facilitate the implementation at the schools;
- to make recommendations for the more efficient training of school-based educators.

A questionnaire was used in this research to elicit information on the in-service training received by educators and SMTs for the following reasons as stated by Van Dalen (1979:154):

- Wider coverage makes for greater validity in the results by promoting the selection of a larger more representative sample;
- It lends itself well to the collection of data which can be obtained in no other way; and
- It is useful when it is possible to interview individuals personally.

Mahlangu (1987:85) indicated the following disadvantages of the use of a questionnaire for research purposes:

- Because of its simplicity, it appeals to the amateur investigator and may be abused;
- There are usually a high percentage of questionnaires which are not returned, and if the response is poor, the validity of the results will be affected;
- Bias may arise from the respondent's lack of understanding of the questions or resentment may be felt at the interference in his/her personal affairs;
- The ability or willingness of the respondent to provide information will affect the validity of the results;
- Members of lower intellectual and lower educational groups tend not to answer questionnaires and, if they do, they usually introduce an element of invalidity by their inability to interpret the questions and to express their responses clearly;
- The respondent may have little interest in a particular problem and therefore may answer the questions indiscriminately
- The question may be misinterpreted and such misinterpretation may be almost impossible to detect
- The completion of a long questionnaire is time-consuming.

Mahlangu (1987:80) stated the following principles of questionnaire construction:

- A questionnaire should be as short and concise as possible without affecting the quality of the responses, because a long questionnaire would lead to fatigue and boredom
- The maximum of thirty questions is generally assumed
- The order of questions on the questionnaire should be arranged from simple to more difficult
- Words or terms that are not generally known, should be avoided or clarified
- It is essential to test a questionnaire with a pilot study

The questionnaire was designed after the literature study and the interviews consisted of both structured and unstructured questions.

4.3.2.1 Structured questions

This consists of YES or NO responses that are designed to collect information from selected educators and members of school management teams in Sedibeng West District (D8). These are types of structured questions which Van Dalen (1979:154) believes that will keep the respondents' mind riveted on the aim of this research.

4.3.2.2 Unstructured questions

These types of questions do not suggest any response to set questions. They are open questions that do not force the respondents to choose between rigidly limited responses, instead permits them to answer in their own frame of reference. This method would allow information about the in-service training to be provided in a wider scope without limitations.

4.3.3 Structure of the questionnaire

The questionnaire (Annexure A) designed for use in this study consisted of three sections:

Section A: Biographic and demographic information

- Items in this section relate to the biographic and demographic information of the respondents such as current post, grade, type of school, home language, language of learning and teaching, teaching experience.

Section B: General questions on in-service training

- Items in this section relate to particulars about the training that both classroom-based educators and members of the school management teams received for the implementation of Curriculum 2005. Items in this section dealt with the following aspects of the received training: length, service-providers, certification, and general satisfaction with different aspects of the training.

Section C: Questions regarding the management training of SMTs

- Items in this section dealt with the influence that the training had on the managerial tasks of the members of the SMTs in order to promote change, and to plan, organise, lead and control the implementation process.

4.4 Administering the questionnaire

4.4.1 The population

Population is a term that sets boundaries on the study units which also refers to all the individuals in the universe who possess specific characteristics. A population is further defined as the totality of persons, events, organisation units, case records or other sampling units with which a specific research problem is concerned (De Vos, Strydom, Fouche, Poggenpoel and Schurink, 1998:190). This study targeted the in-service training that Grades R to 9 teachers and school management teams (SMT) in both primary and secondary schools in Sedibeng West District (D8) received up to 2002.

In this study the population can be described as all the Grades R-9 classroom-based educators and the school management teams (SMTs) employed by the primary and secondary schools situated in the Sedibeng West District (D8) of the Gauteng Department of Education. The investigation was limited to Grade R to 9 educators because the implementation of the outcomes-based Curriculum in Grades 10 to 12 was postponed until 2006. The population comprises 2 895 permanent educators and 208 temporary educators at 154 primary and secondary schools in the Sedibeng District.

Until 2000, the Grade R to 4 educators were trained by means of the Cascade Model by the officials from the Sedibeng West (D8) district office. The Grade 5 and 9 educators were trained in 2001 and the Grade 6 educators in 2002 by staff from the Vaalpukke Campus. In 2003 the Vaalpukke Campus re-trained the Grade R to 3 (Foundation Phase) educators and the SMTs from primary schools for the implementation of the Revised National Curriculum Statement (RNCS) that was implemented in 2004. The training for the RNCS was not included in this study.

4.4.2 The research sample

A sample is the element of the population considered for actual inclusion in the study. Seaberg (1988:240 in De Vos et al, 1998:191) describes a sample as a small portion of the total set of objects, events or persons that together comprise the subject of our study. From a total number of 154 primary and secondary schools in Sedibeng West District (D8), a probability sample of 40 (25,9%) schools were selected by means of a stratified random sampling technique (table of random digits) to ensure that the sample reflects the variety of school types according to their type (primary and secondary) and origins (ex-TED and ex-DET). De Vos et al., 1998:193) states that random sampling is the only technique available that will ensure an optimal chance of

drawing a sample that is representative of the population from which it was drawn. Stratified random sampling is suitable for heterogeneous populations because inclusion of small subgroups percentage-wise can be ensured (Van de Walt 1984:78 in De Vos et al., 1998:197). In this study a stratified random sample was selected from each one of the following subgroups by means of a table of random digits (De Vos et al., 1998:196):

- Ex-DET Secondary schools (13)
- Ex TED Secondary schools (7)
- Ex DET Primary schools (10)
- Ex TED Primary schools (10)

The researcher distributed ten (10) questionnaires to each one of the 40 schools that were included in the sample and were completed by the following staff members at each school:

Secondary schools		Primary schools	
Principal	1	Principal	1
Deputy principal	1	Deputy principal	1
Heads of Department	2	Heads of department	2
Grade 8 educators	3	Grade R-3 educators	2
Grade 9 educators	3	Grade 4-7 educators	4
Total number of questionnaires distributed - 400 Total number of completed questionnaires returned – 336 (84%)			

4.4.3 Pilot study

According to Creswell (1994:17), a pilot study assists a researcher to detect the validity of the instrument. The questionnaire that was originally developed was pilot tested at one of the secondary and one of the primary schools. The total number of 20 respondents were requested to respond to the questions with great care and to make notes of any problems they might notice concerning the phrasing, confusing statements or any ambiguity in the questions. As a result of their comments the researcher adapted the questionnaire and made final adjustments in cooperation with the Statistical Advisory Services at the Vaalpukke Campus of the North-West University.

4.5 Questionnaire distribution

Permission to carry out the research at the schools was obtained from Mr Mkhize the Senior Manager of Sedibeng West district (Annexure B). In March 2003 the researcher personally delivered the questionnaires to the principals of the schools that were selected. A covering letter was enclosed to give guidelines for the completion of the questionnaires and to assure the respondents of complete anonymity and confidentiality (Annexure C). A total number of 400 questionnaires were distributed to schools to be completed by 240 classroom-based educators and 160 members of school management teams (SMTs).

Out of the 400 questionnaires distributed to the 40 schools the researcher was able to collect 336 (84%) from the schools at the end of April 2003. Landman (1980:112) regards a response rate of 70% as sufficient to make reliable and valid conclusions. In most instances, the principals of the ex-TED schools initially were not keen to accept the questionnaires, citing reasons that their staff was too busy, though they were the first to return them. The principals from the ex-DET received the questionnaires but the researcher struggled to retrieve them because they were not completed in time. In this regard Molete (2004:119) experienced similar problems at the township (Ex DET) schools: "...it took four weeks for the distribution, completion and return of questionnaires at ex-Model C schools, while at township schools it took almost six months and some of the questionnaires were not returned. This weak response from township schools was a great disappointment as they were the primary target".

4.6 Data-analysis

The Statistical Services of the Vaalpukke Campus of the North-West University analysed and processed the data collected by means of the SAS-programme. The programme was used to find frequencies, means and standard deviations. Frequency tables were used to present the results in a graphic format in order to represent the educators' perceptions of the in-service training for the implementation of the outcomes-based Curriculum 2005.

4.7 Conclusion

This chapter has briefly outlined the research design with regard to the research method, the research population, sampling, pilot study and the administering of the questionnaire. Semi-structured interviews and a structured questionnaire were chosen as the ideal research instruments.

In the next chapter details will be given of the results of the empirical research and this data will be analysed and interpreted.

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In this chapter, a theoretical framework for the design of the questionnaire was discussed. A questionnaire was drafted which consists of three sections, which will assist to elicit information from educators and school management teams from selected schools in Sedibeng West District (D8).

The population to be researched about its in-service training was explained in details and sampling selection of schools was discussed. Presentation and analysis of data shall be done in the next chapter.

CHAPTER 5 DATA ANALYSIS AND INTERPRETATION

5.1 Introduction

This chapter represents a report of the empirical investigation conducted by means of the questionnaire (see APPENDIX A) to determine the extent and success of the in-service training that the respondents received for the implementation of the outcomes-based Curriculum 2005 (C2005). Of the 400 questionnaires distributed a total number of 336 (84%) were returned and were used in the data capturing process. The responses to the following sections of the questionnaire will be discussed:

- Section A: Biographical and demographical information
- Section B: General questions on the in-service training
- Section C: Responses of the members of the SMTs.

It is important to emphasise here that the empirical research was conducted in March 2003 before the training of educators for the Revised National Curriculum started. In this regard the results refer to the implementation of the original C2005 and the in-service training thereof.

5.2 Section A: Biographical and demographical information

This section of the research deals with the current post, grades, types of schools, learning areas, qualifications, languages and service providers. Each item is then treated separately.

5.2.1 Current post level held by respondents (Question A1)

Post level	Number	%
Educator	206	61,3
Head of Department	70	20,8
Deputy Principal	26	7,7
Principal	34	10,2
Total	336	100

From the total number of 336 respondents, the school-based educators constituted 61,3% and the members of the school management SMTs 38,7% that reflects the objectives of this study to evaluate the effect of the INSET on both classroom-based educators and members of the SMTs.

5.2.2 Phases (Grades) that the respondents teach (Question A2)

Grade teaching	Number	%
Foundation Phase	58	17,3
Intermediate Phase	112	33,3
Senior Phase	166	49,4
Total	336	100

5.2.3 Type of school

Type of school	Number	%
Primary	158	47,3
Intermediate	10	2,9
Secondary	166	49,8
Total	334	100

5.2.4 Responses on Learning Areas for Grade 1 to 9 (Question A5)

From Question A5 it is clear that the educators in the Foundation Phase teach all three Learning Programmes (Literacy, Numeracy and Life Skills). The responses for the educators teaching in Grades 4 to 9 is as follows:

Learning area	Number	%
Human and Social Sciences	52	11,5
Natural Sciences	44	9,7
Life Orientation	46	10,2
Arts & Culture	34	7,5
Economic and Management Sciences	48	10,7
Languages Literacy and Communication	128	28,4
MLMMS	64	14,2
Technology	34	7,5
Total	450	99,7

5.2.5 Respondents' highest qualification

Qualifications	Number	%
JSC/PTC/PTD/STD	146	46,5
HDE/ACE/ACE	108	34,4
DEGREE	60	19.1
Total	314	100

The purpose of this question is to focus on the qualifications held by the respondents who are tasked with the responsibility of implementing the new curriculum in the district. A large number of respondents (46,5%) in the district have only a three year-qualification. With the change to a more demanding curriculum, it is possible that they are teaching above the level for which they were trained.

5.2.6 Respondents' (educators) home language (Question A7)

The objective with the inclusion of the following three questions is to indicate the mismatch between the home language of the educators and learners and the official language of learning and teaching (LOLT) in the majority of the schools.

Language	Number	%
Afrikaans	152	45,8
Sesotho	110	33,1
IsiTsonga	4	1,2
IsiZulu	14	4,2
IsiXhosa	20	6,0
Sepedi	6	1,9
TshiVenda	2	0,6
English	6	1,8
Tswana	16	4,8
IsiNdebele	2	0,6
Total	326	100

5.2.7 Responses on official language of teaching and learning (Question 8)

Language	Number	%
English	186	67,7
Afrikaans	72	26,3
Sesotho	10	3,8
IsiZulu	6	2,2
Total	275	100

5.2.8 Responses on home language of learners (Question A8)

Language	Number	%
Sesotho	146	56,6
Sepedi	6	2,3
Afrikaans	68	26,4
IsiXhosa	2	0,7
English	32	12,4
IsiZulu	4	1,6
	258	100

Like the rest of the country a vast diversity of languages are used in Sedibeng West. The objectives with Questions A6 to 8 were to investigate the different languages spoken by both educators and learners in the schools of the district. The majority (67,7%) of the 275 respondents who responded on Question A8 indicated that English is the official language of learning and teaching (LOLT) at their schools. In contrast only 1,8% of the respondents indicated that English is their home language and only 12,4% indicated that English is the home language of the majority of the learners in their schools. With the exception of the educators (26,4%) at Afrikaans medium ex-TED schools and the Foundation Phase educators at ex-DET schools who indicated that the official LOLT at their schools are SeSotho (3,8%) or IsiZulu (2,2%) we can infer that the majority of the educators in the Sedibeng district teaches in an additional language. More serious is that with the exception of Afrikaans (26,4%), English (12,4%), Sesotho (3,8%) and IsiZulu (2,2%) the

vast majority (55,9%) of the learners in the district receives their education in an additional (second) language. With the single exception of the 15 ex-TED schools who use Afrikaans as LOLT the rest of the schools use English as LOLT. Although SeSotho is the home language of the majority (56,6%) of the learners in ex-DET schools they prefer to use English in order to cater for the needs of the different cultures and languages in the schools' populations. Ex-DET schools prefer to use English as the language that is "understood" by everybody and because of the status that English enjoys as general lingua franca in South Africa.

With the Cascade Model the INSET sessions were exclusively conducted in English and all the learning materials were only available in English. Especially with regard to the Foundation Phase educators that usually use the home language of their learners as language of learning and teaching (LOLT) it could present difficulties in understanding the C2005 terminology. In this regard the Review Committee (Chisholm, 1999:45) stated: "The complexity of the terminology has not allowed teachers to come to grips with the basic implications of outcomes-based education for classroom practice".

5.2.9 Respondents' years of teaching experience

Period	Number	%
1-5 years	54	16.2
5-10 years	38	11.3
10-15 years	60	18,0
15-20 years	54	16.2
20 years plus	128	38.3
Total	334	100

The outcomes-based Curriculum was introduced in 1997 and only 16,2% of the respondents indicated that they have less than six years' teaching experience. From this we can infer that the vast majority (83,8%) of the educators in the district received their initial training before the introduction of the C2005. Since the general introduction of democracy in 1994, the education system in South Africa has experienced a steady growth, both in terms of its new approach to teaching and learning, and learner enrolment. The new approach demands that educators should acquire new skills, techniques and understanding in order to implement it. The majority of the educators need re-training, because according to their experience and qualifications, it is clear that they received training long before OBE was introduced in schools and into the pre-service training (PRESET) programmes of the universities.

5.3 Section B: General questions on the in-service training

The questions in Section B relates to the kind and effectiveness of INSET that the respondents received for the implementation of C2005. In this regard it is important to note that most of the respondents received their C2005 training under the Cascade Model (1997-2000) from district office officials. In 2001 the

grades 5 and 9 and in 2002 the grade 6 educators were trained by staff of the Vaalpukke Campus of North-West University.

5.3.1 Number of days INSET received (Question B12)

Number of days	F	%
1-3 days	36	11.3
4-5 days	76	23.7
5-10 days	76	23.7
10 days plus	132	41,3
Total	320	100

A large percentage (40.7%) of the educators indicated that they received more than 10 days of training for the implementation of C2005.

5.3.2 Providers of in-service training

In response to Question B13 the following percentages of educators indicated that they received training from the following institutions: District Office 51.5%, Vaalpukke Campus of North West University 48,5%.

5.3.3 Certification (Question A14)

The majority (57,3%) of the educators indicated that they did not receive a certificate for the INSET that they received.

5.3.4 The efficiency of the training (Question A15)

Only 42,7% of the respondents indicated that the training that they received were sufficient for the successful implementation of C2005. The majority (57,3%) of the respondents regarded the INSET as not sufficient for the implementation of C2005.

5.3.5 Simultaneous training of the SMTs (A16)

The majority (74,3%) of the respondents indicated that the SMTs did not receive INSET at the same time as the classroom-based educators. Whereas the INSET training conducted under the Cascade Model was restricted to the classroom-based educators the SMTs were since 2001 included in the training conducted by the HEIs. In the case of the training done by the Vaalpukke Campus they spend four of the five days with their classroom-based colleagues in the same lecture rooms.

5.3.6 Attendance (Questions B18 to B20)

The vast majority of the respondents indicated that they were offered C2005 training (90,8%); attended the C2005 training (95,1%) and 84,4% indicated that they attended more than one workshop or training session. From this we can infer that the majority of respondents did in fact receive C2005 training while a small minority (7,9 to 9,2%) did not receive any C2005 training.

5.3.7 General efficiency of the C2005 training (Questions B20, B21, B24, and B25)

In general terms the respondents were positive about the efficiency of the training that they received with regard to the following aspects:

- A majority (69,3%) feels that they were assisted in the implementation of C2005 (B20);
- A majority (80,1%) is of the opinion that they understand the terminology associated with the outcomes-based C2005 (B21);
- A majority (61,5%) indicated that they were trained to link the curriculum with their learners' background to increase the relevancy thereof (B24);
- A majority (74,3%) of the respondents indicated that they were trained how to administer continuous assessment of their learners' performance (B25).

5.3.8 Monitoring of implementation in the school situation (Questions B22 and B23)

In spite of the general satisfaction with the general efficiency of the INSET mentioned in paragraph 5.3.7, more than half of the respondents (54,6%) experienced problems with the implementation of C2005 in their schools. With regard to these problems nearly half of the respondents (48,1%) indicated that they do not receive on-going guidance and monitoring in the implementation process.

5.3.9 Responses on the open questions (B26 to B36)

- The responses of the respondents indicated that they received INSET from 1998 up to 2002 (B26). There was a steady increase in the number of educators trained in recent years – 1997 (1,2%); 1998 (1,3%); 1999 (5,4%); 2000 (9,5%); 2001 (16,7%) and 2002 (29,2%). This indicate an increasing need for INSET (B26).
- The respondents indicated that they received training at different venues ranging from the District offices, the Teachers' Centre at Vista University and at schools (Cascade Model) and at Sebokeng Teachers' College, Suiderlig High School, Carel de Wet Technical School, General Smuts High School and the Vaalpukke Campus of the North-West University (B27).
- On the question of how the training was conducted the respondents gave the following indications: Poor (41,1%); Fair (10,7%); Good (41,1%) and Excellent (0,1%). A number of respondents indicated that they were not satisfied with the way the officials from the District Office conducted their training. They have indicated that the information given was vague and not well implemented. In most cases, manuals were read without proper explanation (B28).
- About 16.1% of respondents indicated that facilitators presented the courses by encouraging group-work among the educators. Facilitators emphasised group discussions during the conduction of the

workshops. About 2.5% of respondents mentioned that the workshops were more practical, even though 5.9% of respondents indicated that the facilitators were more theoretical, citing reasons that they were reading purely from the manuals and used the lecturing method (B29).

- Problems that educators encounter with the implementation of the outcomes-based C2005 were cited as follows (B30):
  - The assessment of learners' activities was mentioned by 19,1% of the respondents as a problem: *"Te veel assessering (tyd) veroorsaak dat daar nie werklik by die leerlinge uitgekom word nie"*.
  - Another problem mentioned by 13.1% of the educators has to do with teacher-learner ratio. Classes are overcrowded, and this has a negative impact on the new teaching methods and on the issue of assessment.
  - A total of 18.1% of the respondents indicated that OBE involves too much paperwork or is too administrative. Educators struggle a lot in recording learner performance using different forms GDE (450's) that consumes a lot of teaching time.
  - A total of 6.5% of the respondents mentioned that they are unfamiliar with the C2005 terminology. Educators struggle to understand and differentiate between the many terms used in OBE. This concern agrees with what Jansen (1997:1) has mentioned in his article, "Why OBE will fail", that the terminology associated with OBE is confusing and contradictory.
  - A number of respondents (7,1%) indicated that they experience various problems in putting in practice the principles of outcomes-based C2005, because of the lack of learning support materials that will assist educators in the presentation of OBE lessons in the classroom. There are basically no relevant or enough learning support materials in schools.
  - Some of the respondents also indicated that the learners cannot practise outcomes-based learning principles and practices and that it leads to poor performances and disciplinary problems.
  - A number of respondents identified the time frame of the implementation process as a problem. They have indicated that the time allocated for in-service training was not enough to clear off all the myth and misconceptions around the implementation of outcomes-based C2005.
  - A small number of respondents (1,8%) indicated that the training facilitators were not conversant with the content of outcomes-based C2005 and as such could not train educators effectively.
  - A number of the respondents mentioned it as a problem that there is no uniformity in the implementation of outcomes-based education in different schools. Schools seem to operate as individuals, and this creates problems when a learner has to move from one school to another.
- With regard to successes that educators experience with the implementation of C2005 a number of respondents (6.5%) indicated that their learners really enjoy and do well in the OBE classroom. These learners enjoy working in groups and could assist one another

during the lessons. The learners are actively involved and as such they easily accumulate knowledge.

- With regard to failures some of the respondents indicated that they experience a number of frustrations in the process of implementing outcomes-based C2005. Some of the frustrations are similar to the problems mentioned earlier in question 30 (B32):
  - A total of 18.5% of respondents indicated that assessment of learners frustrate them a lot. They are not yet sure of how to assess performance of learners in the classroom.
  - A number of respondents experience frustration with the integration of themes across learning areas/programmes. They find it difficult to bring themes from various learning areas to make a whole.
  - Disciplinary problems in the classroom increase with the presentation of OBE lessons. The educators complain that there is a lot of chaos during teaching periods, which can be caused by learners who are supposed to be active.
  - A number of respondents mentioned that large numbers of learners in the classroom create disciplinary problems and prevent the educators from giving individual attention to learners.
  - A substantial number of respondents identified the cumbersome assessment system (Forms GDE450's) as a cause of a lot of frustrations.
  - In the final instance the respondents still perceive the issue of outcomes-based terminology as a source of frustration.
- With regard to the recommendations for future in-service training the respondents recommended (B36):
  - More practical and intensive in-service training so as to enable educators to implement outcomes-based education.
  - That the facilitators should be more conversant with the principles relating to the outcomes-based C2005, and better prepared to conduct more practical workshops.
  - Some of the respondents recommended that the facilitators should make follow-up visits to schools to monitor the progress of educators and give guidance in an on-going process.
  - A number of respondents recommended that the different learning areas should be treated separately to make the training more relevant.
  - Respondents once more highlighted the issue of paperwork that is too much and should be reduced as it takes up precious teaching and learning time.
  - A number of respondents indicated that the training should be conducted in the home language of the attendants.

5.4 Section C: Responses of the members of the SMTs

Section C was completed by the members of the school management teams (SMTs) as the questions relate to the responsibilities of SMTs with regard to

the implementation of outcomes-based education. The responses of the SMTs are reflected in the following table:

	Question	Yes	%
Q37	Would you be able to assist your educators in implementing the outcomes-based C2005?	158	77.5
Q38	Were you exposed to learning support materials to be used in C2005?	130	72.2
Q39	Would you be able to further train your educators to use these learning materials in the classroom situation?	112	62.9
Q40	Did the in-service training help to understand the practical and theoretical implications of cultural congruity in your school?	100	56.1

Although the majority of the SMTs indicated that they will be able to assist their staff in the implementation of C2005 (77,5%) and that they were exposed to the learning support material of C2005 (72,2%) only a small majority (62,9%) indicated that they will be able to train their staff in the implementation process. The issue of culture is still a problem among members of the SMTs and only 56.1% of the SMTs understand the theoretical and practical implications of cultural congruity. These responses are in agreement with the general responses that SMTs should be trained at the same time as their staff members (Q34) and that the SMTs should play an active role to assist their staff members (Q35) with the implementation of C2005.

5.5 Summary

In this chapter an analysis and interpretation of the empirical data was undertaken. In what way the data confirms the findings of the literature study undertaken in Chapter 2 and 3 will be discussed in the next chapter.

Chapter six will deal with the findings from the data and important recommendations shall be made.

CHAPTER 6 SUMMARY, FINDINGS AND RECOMMENDATIONS

6.1 Introduction

This last chapter represents a summary of the study and will focus on important aspects highlighted by both the literature study and the empirical study. It will also represent the findings of the study and make recommendations for the in-service education and training (INSET) of both classroom-based educators and members of the school management teams (SMTs) for the implementation of the outcomes-based Curriculum 2005. Although the study was limited to the INSET for the implementation of the original C2005, the findings and recommendations could also be relevant for the INSET for the implementation of the Revised National Curriculum Statement (RNCS) that started in 2003.

In Chapter 1 of this study it was stated that the implementation of the outcomes-based Curriculum 2005 (C2005) and the Revised National Curriculum Statement (RNCS) necessitates a well-planned training programme for all educators. In this regard the Review Committee (Chisholm, 1999:47) found that the Cascade Model of INSET for the implementation of Curriculum 2005 was not effective to prepare educators for the implementation of C2005. The Committee's recommendation "that the dominant cascading model has weaknesses, and so needs to be strengthened" (Chisholm, 1999:89) was accepted by the Minister of Education (Asmal, 2000c:2) "Teacher orientation is an essential ingredient of curriculum change, and it is accepted that this was inadequate with regard to C2005".

In order to make recommendations regarding an in-service training programme for school-based educators this study investigated and evaluated the training that school-based educators (educators and SMTs) in the Sedibeng District received for the implementation of the original Curriculum 2005. In this sense the study focused on the determination of the nature and the quality of the in-service training received by school-based educators, whether educators were able to implement C2005 without difficulties, whether the SMTs received adequate training to facilitate the implementation at school level and to make recommendations for the more efficient training of school-based educators.

The final findings and recommendations shall be done by means of the following research objectives of this study:

- to determine the nature and quality of the in-service training received by school-based educators for the implementation of outcomes-based C2005;
- to determine whether school-based educators were able to implement C2005 without difficulties;
- to determine whether the SMTs received adequate training to facilitate the implementation at the schools;
- to make recommendations for more efficient training of school-based educators.

6.2 Summary

The first chapter outlined the rationale for this study that finds its origins in the implementation of the transformational outcomes-based Curriculum 2005 that was first implemented in 1998. It was stated that the orientation, training and support of educators were crucial to enable them to meet the demands and expectations of the new outcomes-based curriculum in the classroom. The members of the school management teams were identified as key figures in the school environment that could promote the implementation of C2005. It was found that principals had been marginalized in the original training model, displayed a lack of paradigm shift and were not in a position to support classroom-based educators (Chisholm, 1999:47). In Chapter 1 the reader was also guided regarding the research problem (see 1.2), the objectives of the study (see 1.3), the research methodology (1.4), feasibility of the study (1.5), demarcation of the study field (1.6) and the contents of the research (1.7).

Chapter 2 focused on the nature and implementation of the outcomes-based Curriculum 2005, the Revised National Curriculum Statement (RNCS) and the implications that the implementation thereof had on educators and schools. The Department of Education (DoE, 1997d:29) classified C2005 as a transformational OBE model and as the most radical form of an integrated curriculum. In Chapter 2 the concept curriculum was discussed (see 2.2), the curriculum development process (see 2.3), the underlying principles of the outcomes-based C2005 (see 2.4), and the effect of C2005 on the classroom situation (see 2.5) that necessitates in-service education and training (INSET).

Chapter 3 focused on the INSET for the implementation of the outcomes-based C2005. The chapter dealt with the concept of INSET as the advocacy of change for classroom-based educators, members of the SMTs and for office-based educators at the district offices (see 3.1 to 3.6). The original Cascade Model of INSET and the problems that educators experienced with this model were discussed (see 3.8). Chapter 3 was concluded with a discussion and evaluation of the HEI Model of INSET that the Gauteng Department of Education started in 2001. Due to time constraints the study was limited to the INSET for the implementation of the original C2005 and the INSET that Foundation Phase educators received for the implementation of the RNCS from 2003 was not included.

Chapter 4 focused on the empirical research. It outlined the research approach (see 4.2); the research methods (see 4.3); the administering of the questionnaire (see 4.4 - 4.5) and the data-analysis (see 4.6).

In Chapter 5 the data-analysis and interpretations are presented by means of tables and other means that represents the perceptions of both the classroom-based educators and the members of the SMTs (respondents) on the questionnaire.

Chapters 6, entails a general summary, conclusions and recommendations for the school practice.

6.3 Findings

In order to conclude and make recommendations for the training of both classroom-based educators and members of SMTs, the findings will be classified in terms of the stated objectives of this study.

6.3.1 Findings with regard to the nature and quality of the in-service training received by classroom-based educators for the implementation of outcomes-based C2005

6.3.1.1 With regard to the nature of the INSET this study concurs with the findings of the Review Committee that there were shortcomings in the Cascade Model that was used to train educators for the implementation of C2005 (see 3.8; 3.9.6; 3.10; 5.3.4; 5.3.9).

6.3.1.2 The district officials who acted as facilitators in the Cascade Model often lacked the required experience in all learning areas. In this regard many of the district officials have been out of the classroom for too long or had no hands-on experience in the teaching of the relevant learning areas in the classroom (see 3.6; 3.8.1; 5.3.9).

6.3.1.3 The training was too abstract and insufficiently focused on what the theory meant in practice. The complexity of the terminology has not allowed educators to come to grips with the basic implications of outcomes-based education for the classroom (3.8, 5.3.4, 5.3.8, 5.3.9).

6.3.1.4 Although new learning areas were introduced there was no attempt to train primary school educators in the knowledge and skills aspects of the new learning areas such as Economic Management Sciences, Life Orientation, Arts and Culture, and Technology (3.4; 5.2.5).

6.3.1.5 With regard to the responsibility for INSET this study concurs with the recommendation of the Review Committee (Chisholm, 2000:89) concerning the statutory location of teacher preparation and training at higher education institutions (3.10; 5.3.9).

6.3.1.6 This study also concurs with the Khuliza Report (KMS, 2002a:1) that the role of the GDE and district officials within an HEI Model is that of coordination, monitoring and support (3.9.1; 5.3.8).

6.3.1.7 With regard to the quality of INSET this study concurs with the finding of Khuliza that the educators were more satisfied with the HEI Model than with the Cascade Model (3.10; 5.3.8).

6.3.1.8 The implementation of the C2005 assessment policy remains a source of constant problems for educators in the classroom (5.3.9;)

6.3.2 Findings with regard to the ability of classroom-based educators to implement C2005

6.3.2.1 With regard to the ability of classroom-based educators to implement C2005 it was found that the outcomes-based C2005 project is regarded as an ambitious process of post apartheid curriculum modernisation and change that necessitates serious attention to the INSET of both classroom-based educators, members of SMTs and district officials (see 2.3.3.2; 3.3.1; 5.2.5).

6.3.2.2 With regard to the implementation of C2005 it was found that amongst many educators, particularly those working in poorly resourced schools, there is a vast gap between positive attitudes towards these new ideas and the ability to give effect to them in the classroom (see 3.5; 5.2.5).

6.3.2.3 Although educators might follow and understand theory in the training course, they find it difficult to apply it in the teaching situation. It was found that the training tended to focus on ideology and terminology rather than on how and what to teach within an outcomes-based framework (see 3.3.1; 5.3.8).

6.3.2.4 Improving both the conceptual knowledge and teaching skills of educators is a prerequisite for the successful implementation of C2005 and in this regard the current INSET seldom gave any attention to the conceptual (subject or disciplinary) knowledge of the new learning areas such as Economic Management Sciences, Arts and Culture and Technology. Knowledge of subject matter in any learning area or subject is of primary importance, for without it, teachers would not be able to engage their learners in high-level conceptual thinking (see 3.4; 5.2.5; 5.3.8).

6.3.2.5 The successful implementation of the outcomes-based Curriculum 2005 (C2005) depends not only on a once-off training session but also on more permanent provincial and district level support and monitoring in the classroom situation. Expecting educators to change a lifetime of practice after a three-day workshop is not realistic and short workshops cannot be a substitute for longer-term preparation, support and monitoring (3.3.1; 3.4; 5.3.8).

6.3.3 Findings with regard to the INSET that members of the SMTs received to facilitate the implementation of C2005

6.3.3.1 For the implementation of C2005 classroom-based educators are dependent on the assistance of knowledgeable and understanding principals and other members of the SMT. The members of the SMTs are regarded as the organisational leaders who have the authority to approve or disapprove, to promote or retard, to encourage or to discourage renewal actions or changes in curriculum at school level (see 3.4; 3.5; 5.3.5, 5.3.8; 5.4).

6.3.3.2 With regard to C2005 school managers need to plan, organise, lead and control the implementation process. To manage the implementation of C2005 the principal and other members of the SMTs should have a thorough understanding of the principles, methodologies and organisational aspects of the new curriculum (see 3.5; 5.4).

6.3.3.3 It was found that the principals and other members of the SMTs were marginalized during the initial training for C2005 and they were not in a position to support teachers in the implementation process (see 3.5; 5.3.5; 5.4).

6.3.3.4 The successful implementation of C2005 requires a transformation of the school's organisational structure and in order to achieve this goal, members of the SMTs should possess a thorough knowledge and understanding of the new curriculum (3.5; 5.3.5; 5.4).

6.3.4 Findings with regard to the more efficient training of classroom-based educators

6.3.4.1 The original Cascade Model has been widely criticised as an inadequate model for delivering effective training. It failed to prepare either officials or school-based educators for the complexity of C2005 implementation. In the first instance the 'cascading" of information resulted in the "watering down" and/or misinterpretation of crucial information (see 3.8; 3.8.1; 5.3.9).

6.3.4.2 Within the Cascade Model it was found that district officials who conducted training were criticised for not understanding the terminology themselves and for using teaching methodologies that were not in line with outcomes-based education. It was also reported that too many of those who did the training have been out of the classroom for too long. Educators often refer to the hands-on experience that is needed by training facilitators and the 12 district offices often do not have the necessary specialist in every phase, grade and learning area (see 3.6; 3.8.1.1; 5.3.9).

6.3.4.3 In comparison with the Cascade Model that was used before 2001 the respondents were more satisfied with the HEI training that employed mostly practising classroom-based educators as facilitators. These facilitators accommodated them at their level of understanding and they see this as a departure from the earlier model of training where there was little indication of trends toward transfer to the classroom (see 3.10; 5.3.4).

6.3.4.4 It was found that the INSET did not cater for the vast diversity of languages that are used in Sedibeng West. Although only 1,8% of the respondents indicated that English is their home language and only 12,4% indicated that English is the home language of the

majority of the learners in their schools, English was the only language used for the INSET (see 5.2.8; 5.3.9).

6.4 Recommendations of the study

The ultimate objective of this study is to make relevant recommendations for the in-service education and training to empower educators to implement the outcomes-based Curriculum 2005 in their classrooms. In order to realize this objective, a literature study was undertaken that served as the foundation for the empirical research that was done in the Sedibeng West district of the Gauteng Department of Education. In the light of the literature study and empirical research findings the following recommendations are made:

6.4.1 Recommendations for the in-service training of classroom-based educators for the implementation of outcomes-based C2005 and RNCS

With regard to the training of classroom-based educators it is recommended that:

6.4.1.1 All provincial education departments should follow the example of the Gauteng Department of Education (GDE) to outsource the INSET of educators for the implementation of C2005 and the RNCS to the higher education institutions (HEIs). This recommendation concurs with the recommendation of the Review Committee (Chisholm, 2000:89) concerning the statutory location of teacher preparation in institutions of higher education.

6.4.1.2 The higher education institutions (HEIs) should select and train currently serving classroom-based educators (practitioners) for each phase, grade and learning area/learning programme to enhance the practicality (hands-on nature) of the INSET. This recommendation also concurs with the Khuliza Report (KMS, 2002a:1) that the role of the GDE and district officials is now that of coordination, monitoring and support.

6.4.1.3 INSET programmes should give attention to both the teaching skills and conceptual (subject/learning area/disciplinary) knowledge and understanding of classroom-based educators. Without conceptual knowledge of their learning area/programme educators would not be able to engage learners in the high-level conceptual thinking that the new curriculum demands. This is especially relevant for "new" learning areas such as Economic Management Sciences, Arts and Culture and Technology for the Intermediate and Senior Phases.

6.4.1.4 INSET programmes should address the serious problems that educators experience with assessment. Continuous assessment of learners' performance according to OBE principles remains a serious problem for educators in the classroom. Especially with regard to recording the prescriptions of provincial departments

should be aligned with the national policy on assessment to reduce the administrative burden on educators.

6.4.1.5 INSET programmes should cater for the vast diversity of languages that are used in South Africa. In accordance with Section 29(2) of the Constitution of the RSA (South Africa,1996): educators should receive INSET in the official language or languages of their choice where that education is reasonably practicable. This is especially important for educators in the Foundation Phase that use the home language of their learners as language of learning and teaching (LOLT).

6.4.2 Recommendations for the in-service training of members of SMTs for the implementation of outcomes-based C2005 and RNCS

With regard to the training of principals and other members of SMTs it is recommended that:

6.4.2.1 That the principals and other members of the SMTs should, apart from special sessions in managerial aspects of C2005, receive INSET for the implementation of a new curriculum at the same time and preferable in the same lecture room as their classroom-based educators. It was the experience of the HEIs that this reduces implementation problems in the school situation.

6.5 Conclusion

The Review Committee's (Chisholm, 1999:89) recommendation "that the dominant cascading model has weaknesses, and so needs to be strengthened" was accepted by the Minister of Education (Asmal, 2002d:2): "Teacher orientation is an essential ingredient of curriculum change, and it is accepted that this was inadequate with regard to C2005. It is agreed by Council that the brief of the task team appointed by the Department to develop a national framework for teacher education, be extended to include the content of training, modes of delivery and related aspects".

Evidence from this research undoubtedly shows that outcomes-based education is an on-going process, and as such it needs educators to be kept abreast of any developments in relation to its implementation. It is therefore imperative that INSET courses be established at the institutions of higher learning to keep educators on track with curriculum change. What is needed is a co-ordinated national strategy for the over-all training of educators that links pre-service education and in-service training of educators with the Norms and Standards for Educators Framework, labour agreements such as the 80 hours INSET, and support policies like the Education Management Policy framework (Chisholm, 1999:89).

It is also imperative for the further education and development of all educators that in-service education (INSET) should also be linked to further education and training that will help educators to upgrade their qualifications. To attain

this objective the partnerships between provincial education departments and the higher education institutions should be encouraged with the purpose that educators can obtain credits for INSET courses that they attended. Only by setting up the important links between pre-service, in-service and further education the goal of well-trained and competent educators could be reached.

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ANNEXURE A: QUESTIONNAIRE

THE IN-SERVICE TRAINING OF TEACHERS AND SCHOOL MANAGERS FOR THE IMPLEMENTATION OF C2005 IN SEDIBENG WEST DISTRICT

SECTION A: DEMOGRAPHIC INFORMATION

The following questions should be answered by educators and SMTs:

1. Indicate your current post at the school:

Educator	Head of Dept	Deputy Principal	Principal

2. What Grade(s) do you teach this year?

1	2	3	4	5	6	7	8	9

3. Indicate your school with regard to:

Primary school	Secondary school	Combined school

4. Name of school: _____

5. Learning area that you teach:

HSS		EMS	
NS		LLC	
LO		MLMMS	
ARTS & CULTURE		TECHNOLOGY	
LITERACY (Grade R-3)		NUMERACY (Grade R-3)	
LIFE SKILLS (Grade R-3)			

6. What is your highest qualification in this learning area?

PTC/STD/SPTD		HDE		Degree (3rd year)	
ACE		FDE		Other	

7. What is your home language?

Sesotho		IsiZulu		English	
Afrikaans		IsiXhosa		Tswana	
XiTsonga		Sepedi		isiNdebele	
IsiSwati		TshiVenda		Any other (specify)	

8. What is the official language of teaching and learning in your school?

English	Afrikaans	Sesotho	IsiZulu	Other

9. What is the home language of the majority of the learners in your school?

Sesotho		Sepedi		Tswana	
IsiZulu		IsiXhosa		XiTsonga	
Afrikaans		English		ThsiVenda	
SiSwati		IsiNdebele			

10. What language do learners use for group discussion?

Sesotho		IsiXhosa		IsiZulu	
N.Sotho		Tsonga		Venda	
Afrikaans		English		IsiSwati	

11. How many years of teaching experience do you have?

1-5 years	5-10 years	10-15 years	15-20 years	20 years plus

12. How many days of in-service training for the implementation of the outcomes-based Curriculum 2005 did you received?

1-3 days	4-5 days	5-10 days	10 days plus

13. Who offered the in-service training in Curriculum 2005?

District Office	Potchefstroom University	Vista University	Sebokeng College	Other

14. Did you receive a Certificate for the training mentioned in Question 13?

YES	NO

15. Was the training that you received sufficient for the implementation of Curriculum 2005?

YES	NO

\

16. Were the SMTs trained at the same time?

YES	NO

SECTION B: General Questions on workshops for educators, head of departments, deputy principals and principals

PART 1

Please answer with an X in the YES or NO column:

	YES	NO
17. Were you offered training on the implementation of outcomes-based Curriculum 2005?		
18. Did you attend that training offered?		
19. Did you attend more than one workshops/training session?		
20. Do you feel that the workshops attended, assisted you in implementing C2005?		
21. Do you understand the terminology associated with the outcomes-based C2005?		
22. Do you receive on-going guidance from the District Officials in implementing outcomes-based C2005?		
23. Do you experience problems in the process of implementing C2005?		
24. In the workshops that you attended, were you trained to link the continuity of the curriculum with the learners' background?		
25. Did your training include the application of continuous assessment of learners' performance?		

PART 2

26. When was the in-service training conducted in your District? (month/year)

_____

_____

_____

27. Where was the training on the implementation of C2005 conducted?

_____

_____

_____

28. How was training on the implementation of C2005 conducted?

29. What was the nature of the in-service training conducted?

30. Explain the problems you are encountering in this process of implementing outcomes-based C2005.

31. Explain your successes in implementing outcomes-based Curriculum 2005.

32. Explain your failures in implementing outcomes-based Curriculum 2005.

33. Will changes brought about by Curriculum 2005 have an influence on the role of an educator? Explain:

34. Do you think that educators and SMTs need training on the implementation of outcomes-based C2005? Explain

35. Do you think that it would be of assistance if heads of departments and principals can be trained to be master-trainers to give help to the staff? Explain

_____

_____

_____

36. What recommendations would you have for future training?

_____

_____

_____

SECTION C: Questionnaire for SMTs only:

Please indicate with an X in the YES or NO column

	YES	NO
37. Would you be able to assist your educators in implementing outcomes-based C2005?		
38. Were you exposed to learning support materials to be used in C2005?		
39. Would you be able to further train your educators to use these learning materials in the classroom situation?		
40. Did the in-service training help you to understand the practical and theoretical implications underlying the endorsement of cultural congruity in your school?		

ANNEXURE B LETTER FROM THE SENIOR MANAGER SEDIBENG WEST

UMnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement van Onderwys

ENQ : Ms V L Rathinasamy
DATE : 02 April 2003

M J MAILULA
2 Krister Street
Bonanne
VANDERBIJLPARK
1900

RE: APPROVAL TO CONDUCT RESEARCH: M J MAILULA

Approval is hereby granted for Mr M J Mailula to conduct research on School Management for the implementation of Curriculum 2005 in schools in Sedibeng West District.

This permission is granted subject to the provision that the Principal of the school is contacted. Such research may only be conducted after school hours so that the normal school programme is not interrupted.

Yours in Tirisano

MR V MKHIZE
DISTRICT SENIOR MANAGER
SEDIBENG WEST DISTRICT (D8)

OFFICE OF THE SENIOR MANAGER
SEDIBENG WEST DISTRICT (D8)
Cnr Goodyear & Shakespear Street
Goodyear Building
TEL: (016) 933 3300/1/94
Private Bag X067
Vanderbijlpark, 1900
Fax: (016) 933 2108

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ANNEXURE C ACCOMPANYING LETTER

Dear Sir/Madam **15 September 2003**

John Mailula is a postgraduate student at this university. His research topic is:

THE IN-SERVICE TRAINING OF TEACHERS AND SCHOOL MANAGERS FOR THE IMPLEMENTATION OF CURRICULUM 2005 IN SEDIBENG WEST DISTRICT

The ultimate aim of this research project is to make recommendations for the improvement of the in-service education and training (INSET) for the implementation of the outcomes-based Curriculum 2005 and of the Revised National Curriculum Statement (from 2004 in the Foundation Phase).

The objective of the questionnaires is to obtain the opinions of classroom-based educators regarding the in-service training that they received for the implementation of C2005.

PLEASE NOTE

1. The questionnaires are for research purposes only and your name and that of your school will not be exposed.
2. Your honest response will be of great value to both the research project and for future INSET programmes.
3. Please note that there are no right or wrong answers.
4. The questionnaire should not take more than 30 minutes of your time to complete.
5. Please hand the completed questionnaire as soon as possible to the person that you received it from.

Thank you very much for your co-operation with this research project.

With kind regards.

....

John Mailula Prof. Tienie Vermeulen