

**The impact of in-service educator professional development programmes
on Grade 10 Life Orientation educators**

LESANG P. MARUMO

STUDENT NUMBER: 13211722

Dissertation submitted in fulfillment of the requirements for the degree
Med in Learners Support and Life Orientation at the Potchefstroom Campus,
North-West University

Supervisor: Dr A Kok

Co-supervisor: Prof L W Meyer

November 2010

THE IMPACT OF IN-SERVICE EDUCATOR PROFESSIONAL DEVELOPMENT PROGRAMMES ON GRADE 10 LIFE ORIENTATION EDUCATORS.

SUMMARY

The post 1994 educational reforms in South Africa brought about a new thinking in the basic education system. The Curriculum 2005 introduces General Education and Training (GET) band comprising of Grades R–9 and Further Education and Training (FET) comprising of Grades 10–12. These changes necessitates that greater energy and investment be made in the development of appropriate programmes for professional development of educators at both pre-service and in-service levels in order to increase educator reorientation and competency in educating learners in the new education system.

The purpose of the study is to determine the impact of educator professional development programmes (pre- and in-service) on Grade 10 Life Orientation educators with regard to the implementation of the National Curriculum Statement (NCS) in the Francis Baard District. The study also aims to determine barriers encountered in the implementation of in-service professional development programmes for Grade 10 Life Orientation educators.

The study consists of a literature review concerning the National Curriculum Statement and professional in-service training programmes. A quantitative approach was followed to collect the relevant data. Grade10 Life Orientation educators in the Francis Baard District form the population of this study.

Two distinct conclusions are drawn from the findings of the study, namely;

- Educators professional programmes (pre- and in-service) had very little impact on the knowledge, skills and abilities of Grade 10 Life Orientation educators for the implementation of the National Curriculum Statement (NCS) in the Francis Baard District.
- Pre- and in- service educator professional development programmes attended by Grade 10 Life Orientation educators did not substantially improve their capabilities mentioned above to implement the National Curriculum Statement.

Four categories of recommendations are suggested, namely:

- The responsibility of the Department of Education towards the professional in-service training programmes.
- The teacher training institutions' responsibility towards the Life Orientation teachers.
- The formation of support groups in the different regions in the Francis Baard District.
- Further research should be conducted to improve successful implementation of educator professional development programmes (pre- and in-service) on Grade 10 Life Orientation educators.

Key words: Professional development programmes, National Curriculum Statement, Educator, pre-service and in- service training, Life Orientation. Outcome Based Education, General Education and Training, Further Education and Training

ACKNOWLEDGEMENTS

I would like to first and foremost use this platform to sincerely acknowledge, Dr A Kok, my supervisor who worked with me over the past years. Without his special support and persistence, I would not have been able to complete this research. May the good God continue to bless you to be a mentor and blessing to many more students who aspire to do research in the area of your specialisation.

Professor Meyer as my co-supervisor has been so important in helping me to sharpen my thinking of Life Orientation and research work.

I was privileged to be guided and mentored by such an exceptional supervision team.

My husband Victor, for believing in me and provided invaluable support in my endeavors. His enthusiasm and energy for the good things in life made it easier for our children: Tihelo, Pheny, Boitumelo, Melvy, Leigh-Anne and Little Mackenzie to rally behind and provided me with all the assistance and support that I dearly needed from each one of them. I can't believe my good fortune for being part of such a wonderful family. I love you all.

I wish to give special thanks to my mentor and friend of many years, Tselane Jenny Kgomo who took a chance on me when I was eager to find my way in the higher education environment as a lecturer way back in year 2000. She inspired me to study further, to offer lectures in new learning areas and encouraged me to do research in Life Orientation. She is an extraordinary lady who demonstrated what true friendship is all about and strengthened my faith by putting God first in everything we do. Friend, now I am able to say tons of thankfulness because our God reigns. To her wonderful husband Diale for even opening the doors of their home for me during that time. Thank you for "bo-tsala". You are truly sons of the Most High God who sacrifice their time for other people as well, keep on.

My friend Bonny for her prayers that sustained me, you truly hold my hand. To Cluwie, thank you my friend for opening your home for me in Klerksdorp. To my mother-in-law Sara

Marumo who has been my prayer partner throughout my journey and a role model to many including me, thank you mama. To my colleague Mr Nazir Hassan who also saw potential in me, thank you.

Thank you my library team - Moletsane, Keeme, Ingrid and Lumkile for assisting me patiently with the library materials. To all friends and colleagues who contributed to my studies and walked with me through this challenging journey, I humbly thank you.

I thank my editorial team - Miss M Van Deventer for assisting in editing references and bibliography and Miss M A Engelbrecht for language editing.

Dr I Kok for the technical editing and layout of the dissertation.

Glory be to Papa God – for giving me wisdom and patience to keep on relying on his understanding and not on mine. His goodness and mercy followed me throughout this journey. I give glory and honor to Him: AMEN.

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CHAPTER 1

INTRODUCTION, PROBLEM STATEMENT, AIMS, METHOD AND PLAN OF THE RESEARCH

1.1 INTRODUCTION

This study was undertaken to investigate the impact of in-service educator professional development programmes on Grade 10 Life Orientation educators in the Frances Baard District. The specific aims of this study were to determine whether the in-service educator professional development programmes attended by grade 10 Life Orientation educators, have improved their capabilities such as, knowledge, skills and facilitation abilities to implement the National Curriculum Statement successfully; to identify the major barriers experienced by the aforementioned educators; and to make recommendations on how to overcome the identified barriers.

This chapter commences with the problem statement, followed by a brief historical background and an indication of the study's relevance to the field of education. Thereafter follows an introduction of the research problem and aims, as well as a description of the research methodology and ethical practices followed during the course of the research. Chapter one concludes with an outline of the remainder of the study as well as a short summary.

1.2 PROBLEM STATEMENT

The Constitution of the Republic of South Africa, Act no 108 of 1996, introduced the Bill of Rights that became the cornerstone of democracy in South Africa. The Bill of Rights gave all South Africans democratic rights, such as that of human dignity, equality and freedom. The Constitution further accorded everyone the right to access basic education and placed the responsibility, among others, upon the state to make education available and accessible to all. The Apartheid education system was to be

redesigned to ensure equity, practicality and the need to redress the results of past racially discriminatory laws and practices. Educational reforms took centre stage as a vehicle to support societal transformation in South Africa.

Among the major educational reforms undertaken since 1994 are, inter alia, a paradigm shift from a content-based education system to an outcomes-based education [OBE] system, initially bearing the South African brand name of Curriculum 2005 [C2005], which has since been changed to the National Curriculum Statement [NCS] (Department of Education [DoE], 2000a:11; DoE, 2002:13; Chisholm, 2003:168).

Life Orientation was introduced as a compulsory subject for learners in Grades 10 to 12 in the 2005-policy document of the Department of Education. The implementation of Life Orientation in 2006 for learners in Grade 10 presented a challenge for the need of high-quality and focused in-service teacher professional development programmes to upgrade the pedagogical and didactical skills of Grade 10 Life Orientation Educators to a professional level that is required to successfully implement the NCS (DoE, 2005:5; Mutshekwane, 2002:6-15).

The National Curriculum Statement brought with it the need to upgrade the pedagogical and didactical skills of educators either through pre-service or in-service professional development programmes or both (Mtetwa & Thompson, 2000:313; Mutshekwane, 2002:6; Loock, Campher, Du Preez, Grobler & Mathebe, 2003:45).

1.3 BACKGROUND AND RELEVANCE OF THIS STUDY

According to Motswiri (1999:2), Mtetwa and Thompson (2000:314), Mutshekwane (2003:45) and Mbunyuza (2005:4) in-service teacher professional development programmes for educators are defined as a seamless experience beginning with pre-service training, extending through the first few years of teaching and providing opportunities to extend knowledge and skills throughout the educator's career. Pre-

service training entails formal teaching of student – educators to acquire formal educator qualifications. In-service teacher professional development programmes for educators on implementing the National Curriculum Statement [NCS] for Life Orientation in Grade 10 may include workshops, independent reading and study, conferences and consultations with experts and peers.

Recent literature and research on in-service teacher professional development programmes done by Craig, Kraft and Du Plessis (1998:8), Adler and Reed (2000:17) and Bertram, Fortheringham and Harley (2000:21) distinguish the concept of continuing in-service educator professional development [CEPD] from the general concept of educator professional development by defining continuing in-service educator professional development as comprising an ongoing range of activities by which in-service teachers and other categories of educationalists may improve and develop their personal education, professional competence, and the general understanding of the role which educators and schools are expected to play in their changing societies.

Continuing in-service teacher professional development programmes include the means whereby an educator's personal needs and aspirations may be met. Furthermore, it allows the system in which he/she serves to provide opportunities for qualified professional educators to update and upgrade their professional knowledge, skills and attitude to enable them to capture developments in the field of Life Orientation and remain in control of the subject.

Research on continuing in-service educator professional development programmes of Ireland is supported by Pretorius and Lemmer (1998:iv), Mutshekwan (2003:398) and Mbunyuza (2005:9-11) who identifies the main purposes of such programmes:

- the continuous revision of educators' subject knowledge and capabilities to provide appropriate learning strategies for learners;
- to improve educators' academic, professional and practical knowledge in order to improve job performance;

- to remedy the ills of poor pre-service educator training and other problems which surface when an educator is practising the profession;
- to upgrade the unqualified and underqualified educators to the status of qualified professional (especially in areas facing a severe shortage of qualified educators such as mathematics, science and technology);
- to update educators on changes in information and communication technology, particularly multi-media, geographic information system [GIS], World Wide Web (www), CD Rom technology and the internet; and
- to provide opportunities for educators to exchange ideas and work together to define and solve common problems experienced in their work environments. The value of peer interaction among educators has been stressed as a means to instil confidence to bring about change in classroom practices.

According to the Government Publication of Ireland (1995:122) and Mbunyuza (2005:10) the importance of ongoing educator professional development programmes, lies in equipping educators with the capacity to respond effectively to major changes in the economy and education system, such as changes in curriculum presentation methodologies, assessment, school organisation and management and to provide for educators' personal and professional development needs.

According to Finch (1999:4), Loucks-Horsly, Love, Mundry and Stiles (1998:36-37) and the American Education Research Association (2005:2-4), the following are some of the key features of high-quality ongoing educator professional development programmes:

- programmes are driven by a clear, well defined image of effective classroom learning and teaching. The emphasis, for example, is on enquiry-based learning, investigations, problem solving and application of knowledge. These programmes are based on an approach that emphasises an in-depth understanding of core concepts and challenges participants to construct new understandings and clear means to measure meaningful achievements;

- programmes provide opportunities for educators to build their knowledge and skills and broaden their pedagogical capacity, so that the educators can create better learning opportunities for learners. High quality in-service educator professional development programmes help educators to develop in-depth knowledge of their learning areas and help them in choosing and integrating curriculum and learning experiences;
- programmes provide opportunities for in depth investigations, collaborative work and reflection and connects explicitly with other professional experiences and activities of educators. This means that educators are not viewed as objects on which professional development is applied, but they are viewed as an integral part of the professional development programme. As such, educators' active participation in the professional development programmes are ensured from the planning phase to the evaluation phase;
- programmes help build a learning community. Continuous learning is part of school norms and culture and educators are encouraged to learn and be rewarded for learning;
- programmes help to support educators serving in leadership positions, such as being mentors or monitors of other teachers, as agents of change and as promoters of reforms;
- programmes provide links to other parts of the education systems, for example, educator professional development is integrated with other school, district or local community initiatives; and
- programmes help teachers to continuously assess themselves and make improvements to ensure that best practice is everyday classroom.

South Africa's current INSET programmes are not meeting the practical classroom needs of educators for the successful implementation of the NCS (Finch, 1994:4). This study will not only attempt to determine the impact of in-service teacher professional development programmes on Grade 10 educators for the successful implementation of the NCS, but will also identify barriers in this regard and finally make recommendations to overcome these barriers.

1.4 RESEARCH QUESTIONS

The following is the main research question that directed the study:

What is the impact of in-service educator professional development programmes on Grade 10 Life Orientation educators in the successful implementation of the National Curriculum Statement [NCS]?

The following sub-questions related to the main research question were formulated:

- Have the in-service educator professional development programmes undertaken by Grade 10 Life Orientation educators significantly improved their capacity to implement the National Curriculum Statement successfully?
- What are the major barriers that hinder the implementation of high quality continuing in-service educator professional development programmes, as experienced by Grade 10 Life Orientation educators?
- What recommendations can be made to overcome these barriers?

1.5 AIMS OF THE RESEARCH

The main aim of the research was to determine the impact of in-service educator professional development programmes on Grade 10 Life Orientation educators in implementing the National Curriculum Statement successfully.

The specific objectives of this research study were:

- to determine whether the in-service educator professional development programmes, as attended by grade 10 Life Orientation educators have improved their capacity to implement the NCS successfully,
- to identify the major barriers hindering the implementation of high-quality continuing in-service educator professional development programmes as experienced by Grade 10 Life Orientation educators, and
- to make recommendations on how to overcome these barriers.

1.6 METHOD OF RESEARCH

This research was undertaken by means of a literature study and an empirical investigation. For the theoretical section of the study, a literature review was conducted and for the purposes of the empirical study a survey was undertaken.

1.6.1 Literature study

Primary and secondary literature sources were consulted in reviewing literature on the professional development programmes of Grade 10 Life Orientation educators, as well as the pre-service and in-service training of educators. Sources that were consulted include documents of the Ministry of Education, White Papers on National Curriculum Statement and training manuals of the National and Provincial Departments of Education as well as various articles and books on the topic. The main aim of the literature review was not only to lay a theoretical foundation for the study, but to create a sound theoretical basis for the construction of the questionnaire which was used during the survey.

1.6.2 Empirical investigation

1.6.2.1 The research design

The researcher conducted a quantitative, non-experimental survey. The survey was conducted, firstly, to determine the impact of in-service educator professional development programmes on the ability of Grade 10 Life Orientation educators, who attended or were in the process of attending in-service professional development programmes, to implement the National Curriculum Statement. Secondly, the survey was conducted to identify the major barriers that hindered the implementation of high-quality continuing in-service educator professional development programmes, as experienced by Grade 10 Life Orientation educators.

1.6.2.2 Study population and participants

A stratified, disproportional random sampling technique was used to select a sample of sixty Grade 10 Life Orientation educators from a sampling frame of about 250 Grade 10 Life Orientation educators in the Frances Baard District of the Northern Cape. The sample accounted for over 20% of the total sampling frame. Over 80% of the schools included in the sample represented historically disadvantaged schools and over 90% of the participants came from historically dis-advantaged groups.

From the urban circuit a sample of four historically disadvantaged schools and two ex-model C-schools were selected. From the rural circuit a sample of six schools were selected. Thirty Grade 10 Life Orientation educators per circuit were selected, giving a total sample size of 60 Life Orientation Educators.

1.6.2.3 Data collection instrument

A questionnaire was designed for the purpose of the survey. The questionnaire was divided into three parts.

- Part one consisted of nine items related to the biographic and demographic information of the participants.
- Part two consisted of four general items related to the participants' pre-service training experiences of Life Orientation and/or the National Curriculum Statement and their exposure to professional pre-service programmes aiming at improving their capacity to teach more effectively and to implement the curriculum more successfully.
- Part three consisted of ten items related to the participants' in-service training experiences of Life Orientation and/or the National Curriculum Statement and problems that the participants encountered with in-service training programmes.

1.6.2.4 Data analysis

Data collected in parts one, two and three of the questionnaire were analysed using descriptive statistical techniques. Frequency tables were compiled for each of the items in the questionnaire.

The Statistical Consultancy Services of North-West University: (Potchefstroom Campus) assisted with the data analysis.

1.7 ETHICAL ASPECTS

Steps that the researcher took to adhere to the ethical research requirements included the following:

- Participation in the study was voluntary and anonymous.
- The purpose of the study was clearly explained to the participants.
- All information from the study was treated with the highest level of confidentiality.
- Permission to conduct the research was sought from the provincial Department of Education as well as the various school principals.

1.8 CONTRIBUTION OF THE STUDY

Many Grade 10 Life Orientation educators seem to be struggling to implement the pedagogical and didactic requirements of the NCS. In-service educator professional development programmes that these educators have attended, seem to be inadequate of assisting educators in solving their everyday classroom problems. This study will help to determine the impact of INSET programmes and will hopefully provide insight to alternative ways of implementing high-quality continuing educator professional development programmes.

1.9 CHAPTER DIVISION

This study is divided into the following chapters:

CHAPTER 1: ORIENTATION OF STUDY

This chapter focuses on the problem statement, followed by a short discussion of the historical background and relevance of the study. Furthermore, it presents the research problems and aims, as well as the research design and methodology.

CHAPTER 2: THE NATIONAL CURRICULUM STATEMENT FOR GRADE 10 LIFE ORIENTATION.

Chapter two contains the literature review for this study. The introduction commences with background information on how Life Orientation/National Curriculum Statement was introduced in the South African post 1994 educational reforms.

The main objective of Life Orientation as articulated by Prinsloo (2007) entails preparing learners to become fully fledged citizens capable of leading meaningful lives and accessing life opportunities in the same manner as their counterparts in the global arena. The holistic approach of modelling learner development nurtures the physical, spiritual, social, personal and intellectual beings of learners in the vulnerable age group 16 – 19 in Grade 10.

This chapter concludes by comparing literature from African countries with that of international countries.

CHAPTER 3: THE RELEVANCE OF PROFESSIONAL DEVELOPMENT PROGRAMMES TO THE IMPLEMENTATION OF LIFE ORIENTATION

Chapter three focuses on the need for continuous and relevant professional development of Grade 10 Life Orientation educators. It further elaborates on approaches and methodologies applied by educators in practice.

The first part of this chapter reviews literature on the conceptual framework of professional development, the second part discusses the purpose of professional development and the third part reviews literature on key features of effective educator professional development programmes and major barriers that prevent the successful implementation of effective professional development programmes. This chapter concludes by highlighting factors that strengthens the impact of effective professional development programmes

CHAPTER 4: RESEARCH METHODOLOGY

This Chapter starts with the introduction of the concept - research methodology, its definition, techniques and methods. The chapter proceeds to explain aims and objectives as well as research background. Method of research provides an overview on literature reviewed that laid the theoretical basis for designing questions for the questionnaire. The chapter continues to deal with the population and sample to the research, instruments to be used in measuring and analysing data. Ethical, practical, technical, financial and administrative issues are considered to create a balance in designing the research. The contribution of this study to the field of Life Orientation concludes this chapter.

CHAPTER 5: DATA ANALYSIS

The first part of this chapter discusses the finding of and analysis of the biographical data of the sample studied, the second part discusses the findings of analysis of data

of pre- service training of the sampled educators in the NCS and LO, the third part discusses the findings of the analysis of data in the in-service training of educators in NCS and LO as well as programmes offered. This chapter concludes by presenting results of the empirical study.

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS.

Chapter six presents conclusions drawn and recommendations made from the empirical study. Limitations of the study are also mentioned. This chapter is followed by the bibliography and the Addendums;

Addendum A: Letter to the Department

Addendum B: Letter to the principal and L.O. educator

Addendum C: Letter of response from the Department

Addendum D: Questionnaire

CHAPTER 2

THE NATIONAL CURRICULUM STATEMENT FOR GRADE 10 LIFE ORIENTATION

2.1 BACKGROUND AND INTRODUCTION

The post 1994 democratic government in South Africa brought about far reaching transformation in the educational system of the country. The adoption of the new Constitution for the Republic of South Africa (Act 84 of 1996) accorded everyone the right to access basic education and placed the responsibility upon, amongst others, the state, to make education available and accessible to all. The education system was to be redesigned to ensure equity, practicality and the need to redress the results of racially discriminatory laws and practices.

Educational reforms commenced with the paradigm shift from a content-based education system (CBE) to an outcomes-based education (OBE) system (Department of Education [DoE], 2000a:11; DoE, 2002:5; DoE, 2004:1). In 1998, the outcomes-based education system was introduced into the school system (General Education and Training Phase, Grade R – 9). An enormous amount of work has been done in the review and improvement of outcomes-based education. The Ministerial Committee review of May 2000 identified, among other problems, issues of teacher orientation, training and development, provision of learning support material, provincial support to teachers in schools and implementation time frames (DoE, 2002:5; Rooth & Stielau, 2004:VI).

The Ministerial Review Committee recommended that in order to enhance the quality of the implementation of C2005, its design features needed to be streamlined and its language simplified through the production of an amended National Curriculum Statement. The Review Committee further recommended that the National Curriculum Statement reduce the design features to a total of three critical features, namely, developmental outcomes, learning outcomes and assessment standards (DoE, 2002:5; Coetzee, 2002:290-304). An important recommendation made by the Review Committee was that the implementation of the National Curriculum Statement for Grades R-9 needed to be strengthened by

improving teacher orientation and provision of learning support material. Further recommendations regarding national, provincial and district-level support for teachers in the classroom, as well as the pace and scope of implementation were made. The experience of implementing Curriculum 2005 within rigid time-frames suggests that a more flexible approach was needed in order for all aspects to be addressed thoroughly and thoughtfully (DoE, 2002:5; Coetzee, 2002:290-304).

The Council of Education Ministers accepted the recommendations of the Review Committee in June 2000. The revision of C2005 resulted in a draft National Curriculum Statement (Grades R-9) which was made available for public comment on 30 July 2001. The new curriculum was further revised in the light of public comment during 2001/2002. The final version of the National Curriculum Statement (Grades R-9) was declared policy in 2002 and introduced into schools in January 2004 (Coetzee, 2002:290-304). When the National Curriculum Statement for Grades R-9 was introduced into schools in January 2004, an immediate need to develop the NCS-FET schools arose. Many of the principles and design features for the NCS (Grades R-9) were retained in the NCS-FET schools. Implementation for the NCS-FET schools was scheduled for January 2006 (DoE, 2002:6; Rooth & Stielau, 2004:VI).

2.2 The importance of Life Orientation for Grade 10 Learners in the FET Band

The Further Education and Training (FET) Band offers a holistic education to learners in the age group 16 to 19 years. This age group provides greater risks in the development of learner into adulthood. The age group represents the period when a learner is battling between moving from being a teenager into an awareness of the self or an independent being in society. Some of the characteristics of the 16 to 19 years age group are:

- A need for greater independence and freedom as opposed to support from family units and other authoritative figures.
- A sense of rebellion can be described as a know-it-all attitude that creates the impression that this age group tends to take uncalculated risks. (Prinsloo in Van Wyk & Lemmer, 2003:65)

Prinsloo (2007:155-170) supports this assessment wherein he described this age group as having little respect for their own dignity, suffering from negative self-concepts and having the tendency to rebel against any authority. This age group demands critical and focused education, which is catered for by Life Orientation.

The 2003 reforms in the Education sector of South Africa introduced among others, Life Orientation as a compulsory Learning Subject in the FET band. The objective of the Life Orientation Learning Area includes offering critical and focused attention to this age group (who are usually at Grade 10 level of educational progression), as well as effectively resolving any significant risks and vulnerability faced by learner development (Richter, Brookes, Shisana, Simbayi & Desmond, 2004).

According to Prinsloo (2007:155-170), the objective of Life Orientation is to equip learners with the ability to respond positively to social demands, assume responsibility and optimise their opportunities. The findings further indicate that South Africa was requested to respond urgently to this risk-infected age group by introducing Life Orientation in order to reach children at risk in a holistic support system. Extensive research undertaken in South Africa, the United States, the United Kingdom and Europe attested to the need for Life Orientation programmes that prepare learners adequately for the complex and dynamic life in the 21st Century (Prinsloo, 2007:180–182).

2.3. OVERVIEW OF LIFE ORIENTATION IN OTHER COUNTRIES

2.3.1 Life Orientation in African Countries

In Burundi, the Basic Education Curriculum Framework has, among others, the Junior Secondary Education System that is the equivalent of the South African NCS senior phase. In Botswana, Life Orientation for Grade 10 learners is taught as Guidance and Counselling, a subject that is similar to the learning subject of Life Orientation in South Africa. As with Life Orientation, Guidance and Counselling prepares learners for the world of work and equip them to successfully acquire competencies for everyday life. Dakmara, et al (2008:65) summarises the Botswana basic education (Junior Secondary - Botswana learners in Grade 10 - 12) objective as the promotion of:

- The all-round development of the individual;
- Fostering of intellectual growth and creativity;
- Enabling of citizens to achieve their full potential;
- Developing of moral, ethical and social values;
- Cultural identity, self – esteem and good citizenship;
- Preparing citizens to actively participate in the further development of democracy and preparing them for 21st century life.

Dakmara *et al.* (2008:96–98) summarised the Burundi Basic Education Curriculum as follows: the competencies and skills development related to life and work as dealing with life and socio-political issues that are country specific, Burundi's recent past is characterized by issues of war, ethnic and hatred related issues. Therefore Life Orientation mirrors the emphasis on life skills in learning, such as the importance of togetherness, human rights and children's rights. The above mentioned aspects on the Burundi syllabus for age group 16 to 20 compares favourably to the South African NCS Senior FET phase Life Orientation objective. The only shortcoming of the Burundi Curriculum is that it is more theoretical and lacks the practical applications that ought to show actual learner development.

In Kenya, competencies and skills that are being developed and nurtured within the Life Orientation learning area appears to be traditional in their structure and scope. The comparative analysis of how learners in the age-group 16 to 20 are being prepared for the world of work and in dealing with life's competencies.

In comparison, Burundi and Kenya curricula, confirms that South Africa NCS: FET Phase Life Orientation learning subject, has evolved and developed to greater and comparable standards and would in future provide greater insight to the Basic Education Framework in Africa, where people of the continent would learn to live together as one.

The NCS must be ready to take a leading role in uniting learners through the learning subject of Life Orientation, together with countries in the SADC, such as Botswana. Life Orientation should become a tool for uniting nations of Africa.

2.3.2 Life Orientation: International Perspective

The Upper Secondary School Act (629/1992) of the Finish Education in Finland defines the objectives of the Life Orientation Learning Area as the promotion of the development of learners into good, balanced and civilised individuals and members of society and to provide them with the knowledge and skills necessary for further studies, working life, personal interest and versatile development of their personalities (Dakmara *et al.*, 2008:68). Life Orientation is a vehicle that supports learner's opportunities for lifelong learning and self-development, therefore contributing to better economic and social activities and the leading of better and rewarding lives. The Finnish approach to Life Orientation compares favourably with the South African perspective as articulated by Prinsloo (2007:185).

A comparison of the Life Orientation Learning Subject in the age group 16 to 20 in South Africa was made with international countries such as the United Kingdom and Australia. In the UK, life skills and employability are taught in the compulsory education band up to the age of 16 years. These life skills are intended to produce young people who are confident individuals and have developed spiritual, moral, social and cultural skills that make each learner a responsible citizen (Prinsloo, 2007:185).

The New South Wales Curriculum of Australia, as reported earlier, quoted articles by Dakmara *et al.* (2008:121–131), which confirms that a strong focus is placed on the development of competencies and skills related to learning, life and work. This approach is consistently reflected in the curriculum framework, syllabi and other programmes. The emphasis on this approach is evident in the number of work, employment and related subjects available to students as elective courses. The emphasis placed on the achievement of specific competencies and skills in all subjects, serves as further proof of the focus of this curriculum.

2.3.3 Comparative Analysis of Life Orientation

As in other countries, the South African National Curriculum Statement (NCS) in the Further Education and Training (FET) band seeks to develop further competencies and skills that would prepare learners for the world of work and adulthood. In her qualitative study report Prinsloo (2007:167) concluded that the positive aspect of the implementation of the Life Orientation Learning Area was that the programmes were well developed and well structured, containing all the communication, life and survival skills necessary to provide guidelines for learners to achieve responsible and fulfilled adulthood.

Dakmara *et al.* (2008) assert in their comparative study on preparation for life and work that, all over the world, contemporary curricula are demonstrating a trend towards achieving an appropriate balance of knowledge, skills, values and attitudes in the outcomes delivered to learners. Contemporary curricula are equipping learners to respond positively to local, national and international challenges and opportunities. Grade 10 Life Orientation learners in South Africa are being equipped to respond successfully to challenges such as embracing the democratic principles enshrined in the Bill of Rights, as well as other challenges such as child-headed families and HIV/AIDS. Learners in the same age group in Burundi are equipped to respond positively to challenges of poverty, ethnicity, hatred and the aftermath of war.

Reference countries such as Australia as mentioned in Dakmara *et al.* (2008) study provided an excellent example of how Life Orientation in Grade 10 can reduce the risk of producing ill-prepared learners for the world of work and adulthood. The international perspective reviewed in the aforementioned paragraphs supports Prinsloo's (2007) findings that contemporary curricula (with reference to South Africa) ought to prepare learners to respond successfully to the challenges and opportunities of the world of work and adulthood. Prinsloo (2007) emphasises that Life Orientation is one of the most successful accomplishments in the construction of the new dispensation in South Africa. The comparative research performed in South Africa (Prinsloo, 2007) and internationally (Dakmara *et al.*, 2008) validate that Life Orientation in Grade 10 is critical in the nurturing and development of learners into responsible, spiritually and emotionally grounded, fulfilled and confident citizens.

The authors in the above mentioned comparative studies elaborate on the need for appropriate and continuous training for educators in order to successfully carry out the task of developing learners to become responsible citizens of integrity and honour.

2.3.4 Concluding Remarks on the Comparative Analysis

The focus on the Learning Subject of Life Orientation in the contemporary curriculum of South Africa is imperative for learners' development. Reports (see par.2, page 16) from the Grade 10 educators confirm that more than before, learners in this age group must be equipped for the world of work and adulthood in the areas of physical, emotional, spiritual, moral and social maturity. As a developing state, South Africa's Grade 10 learners must be equipped to respond positively to the diverse socio-economic and cultural background and embrace opportunities of diverse democratic values and globalisation.

Recent classroom challenges, particularly in the age group 16-20, such as learner violence, highlight the need to focus on learners' social relations in the classroom environment. Life Orientation Learning Subject developers and experts must take this aspect of learner relations into consideration for future improvements. The Grade 12 final year results of the past three years can be seen as an indication of the need to have more work done in the Grade 10 Life Orientation learning subject.

2.4 NATIONAL CURRICULUM STATEMENT FOR LIFE ORIENTATION IN SOUTH AFRICA

2.4.1 National Curriculum Statement (NCS)

The National Curriculum Statement was introduced in 2003 with the objective of focusing primarily on the coherent and focused development of learners in response to the new priorities of nation building and creating national identity in the South African multicultural society. The rationale is to build a nation with unity of purpose that valued

and respected new democratic principles and human rights contained in the Constitution, whilst embracing opportunities for different cultures to grow and gain independence (Prinsloo in Landsbergh, 2005:20–25).

The National Curriculum Statement was revised in 2005 and more recently in September 2009. In the draft report titled “Reports of the Task Team for the Review of the Implementation of the National Curriculum Statement “(DoE, 2004:11) Curriculum 2005 outlines a multitude of roles that should be addressed in response to the new nations’ needs such as the promotion of the new Constitution and the promotion and establishment of a sense of national identity and socially valued knowledge to be transmitted to generations to come (Prinsloo in Landsbergh, 2005:39).

The National Curriculum Statement for the FET Phase was developed in 2002. In the three years that followed and having learnt lessons from the development of policies, guidelines, contents and assessment of the GET Band, the FET Band was developed from 2005 and implemented from 2006 (DoE, 2004:3). Life Orientation is offered from Grade R to 12 with contents of Grade 10 Life Orientation targeted to deal with at risk learners at vulnerable stages of development. The Learning Area of Life Orientation in the FET Band, plays a crucial part in dealing with a multitude of roles in the curriculum, as articulated in the Constitution with emphasis on nation building and nurturing of respectable citizenship (DoE, 2004:6; Rooth & Stielau, 2004: xiii).

The holistic approach model focuses on the learner’s personal, spiritual, intellectual, moral and physical being. In this regard Life Orientation aims at preparing a learner to lead a balanced life of quality and to contribute meaningfully to society. The Bill of Rights and principles articulated in the Constitution are best realised in learner education in the Life Orientation scope for Grade 10 FET Band (DoE, 2003:11-12). Table 2.1 below illustrates a summary of the focus areas, learning outcomes and assessment standards intended to shape a holistically balanced learner.

Table 2.1 Summary of Focus areas, Learning Outcomes and Assessments standards for Life Orientation Grade 10

FOCUS AREA	LEARNING OUTCOMES	ASSESSMENT STANDARDS
Personal well-being	The learner is able to achieve and maintain personal well-being	<ul style="list-style-type: none"> • Apply various strategies to enhance self-awareness, • Explain different life roles and how they change and affect relationships, • Describe the concepts of power and power relations and their effect on relationship genders.
Citizenship education	The learner demonstrates, understands and appreciates the values and rights that underpin the Constitution in order to practice responsible citizenship and to enhance social justice and environmentally sustainable living	<ul style="list-style-type: none"> • Identify social and environmental issues and participate in a group project to address a social environmental issue e.g. abuse, • Explain the values of diversity and discuss the contribution of individuals and groups in addressing discrimination, • Participate in democratic structures and know the principles.

Recreation and well-being	The learner is able to explore and engage responsibly in recreation and physical activities to promote well-being	<ul style="list-style-type: none"> • Participate in programmes to promote well-being and describe the relationship between physical fitness and physical, mental and socio-emotional health, • Participate and practice skills in a variety of a games and sports, • Plan and participate in a self-designed, environmentally responsible outdoors recreational group activity.
Career and career choices	To demonstrate self-knowledge and the ability to make informed decisions regarding further study, career fields and career paths	<ul style="list-style-type: none"> • Demonstrate self-awareness and explore socio-economic factors as considerations in subject, career and study choices, • Display an awareness of trends and demands in the job market, as well as the needs for lifelong learning, • Explore a range of study skills and apply the selected study method.

(DoE, 2006:42–43).

2.5 CRITICAL ANALYSIS OF THE CONTENT OF TABLE 2.1

The 2005 and 2009 National Curriculum Statement Reviews demonstrate the fact that there have been major challenges experienced in the implementation, assessment and intended outcomes of the NCS in general and the National Curriculum Statement in the FET Band in particular (DoE, 2006:44-48).

The learning outcomes, as outlined in Table 2.1, constitute the desired state of nationality that the new National Curriculum Statement should aspire to, as it instils national identity in Grade 10 learners. The focuses are noble and ideal, yet it is also polarised in the sense that the South African society is complex in its racial composition, socialisation patterns, rural-urban location, beliefs and poverty-wealth patterns. The contradiction in application is that a particular learning outcome will yield positive outcomes in one location and unsatisfactory outcomes in another location, due to resource availability or cultural differences among learners. Unlike societies such as Finland where there is a greater homogeneity and common values and cultural norms, South Africa is heterogeneous in its societal outlook and values.

Considering for example, the learning outcomes of recreation and physical activities, it is not unusual to find a learner in a multi-racial Grade 10 classroom in 2009 not participating in common recreational and physical activities. Learners of one race group would be interested in particular activities such as rugby while other learners would be more interested in soccer, as is the case with learners in the Frances Baard district. The differences in recreational interests based on racial and socialisation background of the learners still continue three years after the implementation of Life Orientation in the FET Band.

The conclusion can be drawn that government and experts in education need to work harder to comprehend the attitudes and mind-sets of different race groups, in order to better formulate the outcomes of Life Orientation, to ensure that it contributes in building a national identity in South Africa. The same observation was made regarding other focus

areas, such as careers and career choices (Prinsloo, 2007:4).

Prinsloo (2007:4) further observes that the socio-economic circumstances, cultural background and diverse learners in the school system present many challenges for both curriculum developers and the schools that have to implement the programmes.

Similarly, learning outcomes attached to a particular focus area would present similar location and/or cultural differences. A Grade 10 learner who is brought up and socialised in a rural, poverty stricken community in South Africa, would exhibit a lack of personal hygiene, unlike the one who is brought up in an urban well-off South African environment. The assessment reveals that a great deal of effort and resources are required to balance out interpretation of each focus area in relation to the actual real-life situation learners find themselves in.

The observations made above would require an adaptation of assessment models and approaches that are applied in different cultural/societal environments in the country. The assessment standards would, in this instance, be influenced by the language of instruction and not the learner's mother tongue. Cultural and socialisation values are also likely to have an impact, whether positively or negatively, on the learner's response to the assessment standard in use (Van Aart, 1994:164).

In some South African cultures, such as IsiZulu or IsiXhosa, female learners are taught not to display assertiveness, which would have an impact on how a learner responds to a focus area, such as career and career choices, as it is still unusual for females in rural South Africa to be, for example, engineers or agricultural scientists. Lack of exposure to science and mathematics minimises opportunities for Grade 10 learners from such cultures to display assertiveness. Differences in cultural background and socio-economic imbalances in different parts of South Africa confirm that there is a great deal of work that must be done in order to move towards achieving the good intentions of the National Curriculum Statement. Grade 10 Life Orientation scenarios would be different in countries like Botswana, where national homogeneity and demands of living are not far apart (Van Aart, 1994:168).

The overarching challenge for the National Curriculum Statement and in particular the core elective of Life Orientation, is educator capabilities and skills required to excel in teaching Life Orientation. South African educators come from a variety of education, moral and socialisation backgrounds. This observation supports Van Aart (1994:168) finding that Life Orientation in Grade 10 is not achieving the maximum outcomes as was intended. Educators are also required to adapt their attitudes, mind-sets and experiences to be effective in the new environment.

Educator in-service and on-going development in Life Orientation demands that sufficient time and resources be devoted to educator re-skilling as well as teaching Life Orientation. The 2009 Curriculum Review (Dakmara et al., 2008) is a positive step in listening to and capturing what educators are experiencing and thinking about in relation to the intended outcomes. The review is therefore part of the continuous improvement of the curriculum.

2.6 Classification of Concepts

The following are key concepts in Grade 10 Life Orientation (DoE, 2002:1-28; Rooth & Stielau, 2004:1–91):

Life Orientation (LO): Life orientation is the study of the self in relation to others and society. Life orientation moreover implies a holistic approach to the self-concept and is also concerned with personal, social, intellectual, emotional, spiritual, motor and physical growth and development of individuals and the way in which these dimensions are interrelated and expressed in life (DoE, 2004:6).

Outcomes-Based Education (OBE): OBE forms the basis of Curriculum transformation in post-apartheid South Africa. OBE promotes a learner-centred and activity-based approach to learning, unlike the former regime where educators were the centre of learning. The National Curriculum Statement included learning outcomes that were inspired by the Constitution and developed through a democratic process using OBE as a method to achieve these outcomes (DoE, 2002:1-28)

Critical and Developmental Outcomes: This can be described as a list of outcomes derived from the Constitution that are contained in the South African Qualifications Act (DoE, 1995: iv). These outcomes specify the kind of learner that the South African education system aims to create, namely a learner who acts in the interest of society, showing respect for democracy, human dignity, life and social justice. This learner will also have respect for the environment and participate actively in matters concerning society (DoE, 2002:10).

Learning Field – A learning field is described as a category that serves as a home for cognate subjects and that facilitates the formulation of rules of combinations for Further Education and Training (FET) (DoE, 2002:1-28). It is important to note that the demarcation of the Learning Field for Grade 10 to 12 created opportunities for a smooth flow and integration of skills and competencies between the General Education and Training (GET) and Higher Education bands (DoE, 2004:6).

Subject: According to the Department of Education (2004:6–7), a subject has been historically defined as a specific body of academic knowledge and this type of definition emphasises knowledge at the expense of skills, values, norms and attitudes. In the NCS, Life Orientation, as a subject, is broadly defined by learning outcomes and not only by its body of content.

Learning Outcomes: Learning outcomes are defined as statements derived from the critical and developmental outcomes which describes what knowledge, skills and values learners should be familiar with, demonstrate and apply at the end of their Grade 10 Life Orientation course (DoE, 2002:14; Rooth & Stielau, 2004:xii; DoE, 2004:7). A set of learning outcomes should ensure integration and progression in the development of concepts, skills and values through the assessment standards.

In conclusion, the aforementioned definitions of the used concepts emphasise that there has to be continuous empowerment and support of educators. Life Orientation requires educators to familiarise themselves with new terminology in order to ensure successful teaching. The in-service training of educators becomes even more important in this regard.

2.7 ASSESSMENT IN THE LEARNING SUBJECT OF LIFE ORIENTATION

According to Oliva (1982:46), assessment is a continuous, planned process of gathering information and/or work on a learner's performance, measured against the assessment standards.

2.7.1 The purpose of Assessment

Assessment in teaching and learning in LO is performed in order to:

- Establish what learners know and understand about the learning subject of Life Orientation, as well as to identify any problem areas
- Support teaching and learning in Life Orientation
- Provide a basis for feedback
- Monitor and control standards in Life Orientation
- Determine whether learning outcomes in Life Orientation are being achieved;
- Diagnose Life Orientation learning problems and needs
(Stimpson, n.d.:20-21).

2.7.2 Definition of Assessment Standards

The Department of Education (2002:14) defines assessment standards as an instrument which measures learners' ability to achieve the specific learning outcomes for a specific subject. It is important to note that assessment standards are grade specific and show how conceptual progression will occur in a learning subject (DoE, 2004:7; Rooth & Stielau, 2004:xii). For the educator to measure a learner's competence he/she has to apply or use a specific method that will provide the needed information.

2.7.3 Types of Assessments

According to Van Rooyen and Prinsloo (2003:42) the type of assessment depends on the evidence required, time and resources available and the number of learners to be assessed.

Various assessment types are indicated below:

2.7.3.1 Baseline Assessment

Baseline assessment is important at the start of a grade, but can occur at the beginning of any learning cycle and is used to establish learners' knowledge and abilities. Baseline assessment assists in the planning of activities and in learning programme development. The recording of baseline assessment is usually informal (Rooth & Stielau, 2004:xviii; DoE, 2004:38).

2.7.3.2 Diagnostic Assessment

Diagnostic assessment is used to discover the cause or causes of a learning barrier and assists in deciding on support strategies or identifying the need for professional help or remediation. Diagnostic assessment plays the role of a check point to assist in redefining learning programme goals (Rooth & Stielau, 2004:xviii; DoE, 2004:38).

2.7.3.3 Formative Assessment

Formative assessment is used to provide feedback to the learners on their progress and is an important element of the learning-teaching process, as it supports the learning process. All educators use formative assessment to compile information on the progress of learners. Formative assessment provides constructive feedback to the learners (Rooth & Stielau, 2004:xviii; DoE, 2004:38).

2.7.3.4 Summative Assessment

According to Rooth and Stielau (2004:xviii), summative assessment is used to compile a judgement on the learner's progress. The assessment provides information on the learners' progress at a given point in time and usually occurs at the end of a learning cycle or learning unit, such as a term, semester or year.

2.7.3.5 Authentic Assessment

Authentic assessment is an assessment done on real life activities such as career counselling and not on what the learners can memorise. It serves as a good indication of how learners perform in natural settings and how they behave outside the classroom settings (Woolfolk, 2006:692; Bezuidenhout, 2004:236).

2.7.4 Method of collecting Assessment Information

It is important for educators to collect assessment information from learners in order to establish if they have achieved their goals, or to diagnose obstacles in learning and teaching. Furthermore, this assessment information is also necessary to assist the learner in making subject selections and to provide guidance in other aspects of life, as well for the promotion to next level and certification of completion of a specific level. Learners, as partners in teaching and learning, should also be given the opportunity to assess themselves and their fellow classmates. Below are examples of methods of collecting information.

2.7.4.1 Self-assessment

Learners know what is expected of them, because all learning outcomes and assessment standards are transparent. In this way learners can play an important part in the learning and teaching process through self-assessment, as reflecting on one's work, before submitting it to the educator is an important component in the learning process (Rooth & Stielau, 2004:xviii; DoE, 2004:35-38).

2.7.4.2 Peer Assessment

Peer assessment is also an important method of compiling information on learner performance. Sharing assessment criteria allows learners to evaluate their own, as well as their classmates' work and performance, which gives them a sense of empowerment. In this way learners are also able to compare their own performance with that of others (Rooth & Stielau, 2004:xviii; DoE, 2004:35-38).

2.7.4.3 Group Assessment.

According to Rooth & Stielau (2004:xviii), the ability to work in teams or groups are one of the critical outcomes of Life Orientation as it involves looking for evidence that a team of learners can co-operate with one another, assist one another, divide work between one another and combine individual work into a single, composite assessable product. Team or group assessments looks at the process, as well as the product and it also involves assessing learners' social, time management, resource management and team or group dynamic skills, including the output of the whole team.

The Department of Education (2006:41-42) explains that the assessment of Life Orientation requires all grade 10 learners to complete five internal tasks and two certificate tasks. Of the five internal tasks, two must be tests, one must be a practical assessment task and the remaining two tasks can take any form of assessment mentioned below. The two other tasks can be selected from the following list, which provides a selection of forms that are best suited to the subject:

- Projects
- Research assignments
- Design and making of models
- Practical application, performance or demonstration
- Case study

The practical assessment task should focus only on Learning Outcome three, the movement outcome, which states that the learner is required to explore and engage responsibly in recreational and physical activities, in order to promote well-being. These activities may be broken down into three or four smaller parts in order to accommodate the practical movement. The practical assessment task should be administered across all four-school terms to ensure that learners engage in movement activities once a week (DoE, 2006:41).

As far as the two external certificate tasks are concerned, the setting and moderation thereof should be handled externally. Examples given are First Aid Level 1 or learner Driver's License. It is also specified that no marks are allocated internally to the certificate tasks and that learners have to meet the requirements of the assessing body or organisation, before being awarded a certificate of competence (DoE, 2006:41).

It is required that at least one certificate task must be completed per semester, which can be done either within the Life Orientation contact time or after school, depending on the nature and requirements of the particular certificate course being offered (Rooth & Stielau, 2004:xviii-xix; DoE, 2004:38-44).

The internal tasks should complement the external certificate tasks by supporting learners to achieve such a certificate where no course work is undertaken. An example given is that internal tasks can address the skills and knowledge that learners will need when sitting for a learner driver's license. Internal tasks can also test the skills, knowledge and other values learners have developed through course work to achieve the certificate (DoE, 2006:41; DoE, 2000b:18).

The Assessment schedule is given in the tables below:

Table 2.2 Grade 10 Life Orientation Assessment structure

PROGRAMME OF ASSESSMENT: INTERNAL ASSESSMENT TASKS	EXTERNAL ASSESSMENT: EXTERNAL CERTIFICATE TASKS
100% (400 MARKS)	0% (0 MARKS)
2 Tests	2 tasks
2 Other tasks	
1 PAT (LO3= movement)	

(DoE, 2006:41).

At the end of grade 10, for a learner to be promoted, he/she must:

- achieve a minimum of 40% for the five internal tasks, and
- attempt at least two external certificate tasks.

For the five internal tasks, the marks are allocated as shown in the table below:

Table 2.3 Mark allocation schedule for the five internal tasks

TASKS	MARKS
2 x tests	100
2 x other tasks (50 marks each)	100
1 x Practical Assessment Task (PAT)	200
TOTAL	400

(DoE, 2006:42).

As with many forms of assessment, assessment in Life Orientation requires careful attention during implementation and interpretation to ensure an accurate assessment of learner skills and capabilities. Greater sensitivity and understanding are vital if Life Orientation is to successfully deliver the outcome of harnessing positive self-awareness and responsible citizenship in the learner.

A combination of the different assessment tools is desirable in order to make a better assessment of learner capabilities.

2.8 RATIONALE, PRINCIPLES, STRUCTURE AND DESIGN AND FEATURES OF THE NCS.

This section will discuss the rationale, principles, structure and design features and of the Grade 10 Life Orientation NCS.

2.8.1 The rationale

The rationale for change to the NCS is based on the reasoning that when the Revised National Curriculum Statement for Grades R-9 was introduced into schools in January 2004, an immediate need to develop the NCS- FET (band) arose. Many of the principles and design features for the NCS (Grades R-9) were retained in the NCS-FET (band) for the learning subject Life Orientation. Implementation of this band was scheduled for January 2006 (DoE, 2002:6; Rooth & Stielau, 2004:vi).

2.8.2 The Principles of the NCS

The design of the NCS for Grade 10 Life Orientation is based on key principles, some of which are discussed below (DoE, 2002:10-12; Rooth & Stielau, 2004:x):

2.8.2.1 Social transformation

The purpose of this principle is to address the educational imbalances of the apartheid era so that educational opportunities are made available to all sectors of our population. Empowering learners and teaching values and attitudes will ensure that these imbalances are corrected. It is important that acceptance and celebration of diversity is grounded in an anti-bias approach to avoid promoting stereotyping and ensuring that emphasis is placed on possible solutions for community problems (DoE, 2002:10; DoE, 2004:2; Rooth & Stielau, 2004:x).

2.8.2.2 Outcomes-based education (OBE)

One of the strong points of OBE is that it considers the process of learning as important as the content thereof. Both the process and the content are, for example, emphasised by specifying the outcomes to be achieved at the end of the process. Furthermore, all learners are expected to achieve their maximum learning potential by the end of the educational process. OBE encourages learner-centred and activity-based teaching and learning (DoE, 2004:2; Rooth & Stielau, 2004:x).

In each unit of Grade 10 Life Orientation a range of interesting activities, which vary in difficulty, are offered, thus giving each learner the opportunity to achieve and/or excel. Self-assessment and reflection activities, for example, are given at the end of each unit, enabling learners to assess their own progress. Enrichment activities are also included to ensure that all learning activities are learner centred, interactive and participatory (DoE, 2004:2; Rooth & Stielau, 2004:x).

According to the Department of Education (2002:12) the South African version of OBE is aimed at stimulating the minds of young people to empower them to participate fully in economic and social life.

2.8.2.3 A high level of knowledge and skills

The NCS aims to develop a high level of knowledge and skills for all. The aim of social justice is to empower the sections of the South African population that were previously disempowered by a lack of knowledge and skills. The NCS aims to provide a stronger base from which to enable the development of a high level of knowledge and skills for all. The NCS does this by specifying the combination of minimum knowledge and skills to be achieved by learners in Grade 10 and by setting high, achievable standards in all the learning subjects (DoE,2002:12; DoE, 2004:3; Rooth & Stielau, 2004:x).

2.8.2.4 Integration and applied competence

The purpose of this principle is to ensure that learning units, from all subjects, integrate easily with each other. An example given is that learning outcomes which deals with self-esteem and self-knowledge is linked with outcomes dealing with careers and career knowledge. Further links are made with languages, where issues concerning career choices can be debated, career adverts in the media can be analysed and letters to the press can be written (DoE, 2002:12; DoE, 2004:3; Rooth & Stielau, 2004:x).

2.8.2.5 Progression

The principle of progression refers to the need of the curriculum to, progressively, set out deeper, broader and more complex expectations of learners. Each learning outcome is followed by an explicit statement of what level of performance is expected for the outcome and assessment standards are arranged in a format that shows an increased level of expected performance per grade. The content and context of each grade will also show progression from simple to complex (DoE, 2002:12; DoE, 2004:3; Rooth & Stielau, 2004:x).

2.8.2.6 Clarity and accessibility

The NCS aims at clarity and accessibility both in design and language. It is important to note that the two design features, learning outcomes and assessment standards, both clearly define the goals and outcomes that learners need to achieve, in order to proceed to the next grade (DoE, 2002:12; DoE, 2004:3; Rooth & Stielau, 2004:x).

The rationale for NCS is, clearly, to increase the gains of a democratic society with new values based on the Bill of Rights. It recognises that issues of national identity and ownership of the country can take root in the young minds and be progressed into adulthood.

The participatory and interactive approach adopted is intended to break the walls of separation and begin to build a society in accordance with its members' wishes. Social transformation can only be successful if the notion thereof is implanted and reinforced in the minds of the youth, particularly during the critical ages of 16 – 19 years.

2.8.3 Structure and design features of the NCS

The NCS learning outcomes and assessment standards were adapted from the critical and developmental outcomes. The critical and developmental outcomes are a list of outcomes that are derived from the Constitution and are also contained in the South African

Qualifications Act (SAQA: 1995). They describe the kind of citizen the education and training system should aim to produce (DoE, 2000a:11; DoE, 2002:5; DoE, 2004:1).

The critical outcomes are designed to produce learners who will be able to:

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

(DoE, 2000b:11; DoE, 2002:5; DoE, 2004:1).

Critical outcomes focus on developing learner's knowledge and competency base.

The developmental outcomes are designed to produce learners who are also able to:

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

(DoE, 2002:9-10).

Developmental outcomes therefore focus on building learners as respectable citizens capable of making positive contributions to the society.

The structure of the NCS provides for the following Learning Subjects:

- Languages
- Mathematics

- Natural sciences
- Technology
- Social Sciences
- Arts and Culture
- Life Orientation, and
- Economic and Management Sciences.

(DoE, 2002:9-10).

The structure of the NCS contains Learning Subjects that prepare learners to display critical and developmental outcomes therefore, focus on building learners as creative citizens capable of applying knowledge and capabilities to operate intelligently and successfully in producing solutions to challenges.

2.9 Learning Programme for Life Orientation

Life Orientation outcomes can best be achieved by a well-designed Learning programme plan that is used in all of the NCS' learning subjects. A Learning programme (LP) is a phase long plan that provides a framework for planning, organising and managing classroom practice for each phase. It also specifies the scope for teaching, learning and assessment for the phase. Focusing on Life Orientation for a minimum of two hours per week makes it possible to complete two chapters in a term. The chapters are structured in such a way that educators can discuss units from a range of chapters to suit local needs, with clear links made between the chapters. Other aspects that appear in the Learning Programme are:

- The arranging and pasting of topics for the year.
- Extensive portfolio and assessment plans.
- Enriching activities for different ability groups e.g. physical fitness, exercises and sports activities that are given at the beginning of the year and continue throughout the year.
- Types and forms of assessment for each grade.
- NCS policy documents to assist educators with preparing the learning subjects of Life Orientation

(Rooth & Stielau, 2004:xiii; DoE, 2004:7).

Given below is an example of the Learning Programme of Life Orientation for term 1, extracted from the 2006 teachers guide (DoE, 2006:3).

Table 2.4 Term 1 Learning Programme Guideline: Grade 10 Life Orientation

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Lesson Plan	Studying for success					Test	Opening the doors to lifelong learning.				
	Ball games using hands					Ball games using feet.					

(DoE, 2006:3).

Time allocation

The educator's guideline suggests the time allocation for each activity. The table below shows an example of time allocation in the teachers' guide.

Table 2.5 Time allocation

LESSON PLAN 1	Duration: Term 1, Weeks 1-6 (11-12 hours)
Context: Understanding trends, settings and activities.	
Learning Outcomes and Assessment Standards:	
LO 4: The learner is able to demonstrate self-knowledge and the ability to make informed decisions regarding further study, career fields and career planning.	LO 3: The learner is able to explore and engage responsibly in recreation and physical activities, to promote well-being.

<p>AS 4: Explores a range of study skills and applies selected study method.</p>	<p>AS 3: Participates and practices skills in a variety of games and sport, and analyses the value of own participation in such activities.</p>
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(DoE, 2006:3-4).

The structure and design features of the NCS are intended to stimulate individual creativity and integrative abilities in students. Life Orientation for Grade 10 has a particular challenge that the structure and design features ought to recognise, that is the vulnerability of this age group to issues of peer pressure and personality development. It is not unusual to find educators battling to capture the attention of learners in this age group whose minds are wandering whilst lessons are proceeding. Highly dedicated and experienced educators are able to rescue learners who would have otherwise lost opportunities for realising their self-worth through Life Orientation.

2.10 KEY STAKEHOLDER PROFILE FOR THE SUCCESSFUL IMPLEMENTATION OF THE NCS

The change from a content-based education system to an outcomes-based education (NCS) system imposed new demands on key stakeholders. The key stakeholders are discussed below.

2.10.1 School Governance and Management

According to Smith, Thurlow & Foster (1997:1-4), management should not be seen as being the task of a few; instead it should be seen as an activity in which all members of educational organisations engage. It is important to note that management is about doing things and working with people to make things happen as Life Orientation Learning Outcome 1 denotes. Management as such, is a process to which all contribute and in which everyone in an organisation ought to be involved.

The approach advocated by Smith *et al.* (1997:1-4) emphasises that everything is driven by the values and mission of the school, which are developed and owned by more than just the principal or a school management team.

As an example, a true culture of teaching and learning, as well as a supportive management culture, can only thrive in a school where the majority of stakeholders feel ownership of the school's mission and ethos.

The South African Schools Act 84 of 1996 made it a mandatory requirement for every public school to have a governing body (Republic of South Africa [RSA], 1996:section 16). According to this Act school governance and school management are two different functions to be undertaken by two different teams. The professional management of the school, that is, the daily teaching and learning activities and support services needed in the school, are the responsibility of the principal and the School Management Team (SMT). On the other hand school governance, that is, policy and budgetary issues, *inter alia*, are the responsibility of the School Governing Body (SGB).

2.10.2 Educators

The Department of Education (2000a:6-7) asserts that the transformation from content-based education to outcomes-based education introduced into South African schools in 1998 was a major paradigm shift. It imposed new pedagogical demands on educators. The National and Provincial Departments of Education are faced with the enormous task of first designing and implementing mass in-service professional development programmes for educators to re-align their pedagogical skills with the demands of the new curriculum, and secondly the National and Provincial Departments need to create and maintain an environment that motivates educators to undertake life-long private, professional development to keep their pedagogical qualifications in line with the demands of the new curriculum.

The NCS requires educators to be qualified, competent, dedicated, caring and able to fulfil the various roles outlined in the Norms and Standards for Educators of 2000 (DoE, 2000b), such as that of the educator as a learning mediator, interpreter and designer of learning

programmes and material, as well as that of leader, administrator, manager, scholar, researcher and life-long learner (DoE, 2000b: vii)

2.10.3 Learners

The NCS encourages learner-centred and activity-based teaching and learning. In each unit of grade 10 Life Orientation a range of interesting activities, which vary in difficulty, are offered, thus giving every learner the opportunity to achieve and/or excel. Self-assessment and reflection activities, for example, are given at the end of each unit, enabling learners to assess their own progress. Enrichment activities are also included to ensure that all learning activities are learner centred, interactive and participatory. Learners will need to re-orientate their approach to learning as they are required to play an active role in the whole process (Manthosi, 2001:17-21; DoE, 2004:2; Rooth & Stielau, 2004:x).

2.10.4 Parents

The NCS requires parents to be equal partners in the education of their children. When parents are meaningfully involved in the schools' and educators' work, they will have a positive attitude towards the children's school. They will be prepared to deliver services to the school, contribute financially towards the school activities, co-operate with educators and support educators in their endeavours to improve their circumstances.

The Department of Education and schools will need to design and implement strategies that will promote high-level participation of parents (DoE, 2004:2; Rooth & Stielau, 2004:x; Andersen, Logio & Taylor, 2005:431).

According to South African Schools' Act (RSA, 1996:section 23(9)) the number of parents in the SGB must be one more than the combined total of other members in the SGB. This majority representation of parents in the SGB is a clear indication of the intention to empower them with decision-making authority with regards to all major school issues. Effective parental involvement in the education of their children, is vital and that legislation in South Africa has been designed to promote active participation of parents in school matters.

2.10.5 The local community

Successful implementation of the NCS requires the local community (including the local business community) to be brought in as equal partners in the whole process. The local business community, for example, can assist in many areas such as contributing learning support material and fund raising (Manthosi, 2001:17-21; DoE, 2004:2; Rooth & Stielau, 2004:x).

Parents as one of the most important stakeholders need to participate effectively. It is an observable fact that most parents have full workloads at their respective workplaces and, therefore, cannot always be involved in their children's school work. Life Orientation requires that all stakeholders must participate fully for the successful development of learners.

2.11 WHAT DO GRADE 10 LIFE ORIENTATION LEARNERS HAVE TO LEARN?

According to the Department of Education (2006:1) the following are some of the important lessons that Grade 10 Life orientation learners need to learn:

- Applying various study skills.
- Developing and implementing a study year plan.
- Applying National Senior Certificate requirements.
- Applying Higher Education requirements.
- Valuing adaptability in the work place.
- Explaining various routes into the job market.
- Analysing trends and demands in the job market.
- Describing work place skills.
- Identifying and acting on environment, community and social issues.
- Analysing what other people have done for human rights.
- Designing and implementing project plans.
- Explaining human development in the five developmental domains.
- Debating the changing roles of men and women.

- Explaining life roles.
- Applying decision-making skills.
- Making healthy life choices.
- Structuring a variety of aerobic exercise programmes.
- Describing the health-related components of fitness.
- Describing the benefits of exercise.
- Playing various ball games.

The contents of Life Orientation for Grade 10 attempts to sufficiently cover all the aspects that a learner in this age group would require to develop into a respectable and successful member of society. The responsibility is on all stakeholders, whether at home, in the community or at school environment to encourage and stimulate full learner engagement.

2.12 THE RESOURCES GRADE 10 LIFE ORIENTATION EDUCATORS WILL NEED

The following are some of the resources Grade 10 Life Orientation educators can use to achieve the expected outcomes (DoE, 1995:5; DoE, 2001:14; DoE, 2006:2):

- Textbooks.
- Case studies on life roles.
- Literature on life roles and indigenous rites of passage.
- The 1st South African National Youth Risk Behaviour Survey 2002 (Department of Health [DoH], 2004).
- DRUM, TRUE LOVE, YOU or HUISGENOOT-letters from teenagers asking for advice as well as NGO pamphlets and government gazettes on substance abuse
- Map of school grounds or area to be used for orienteering activities.
- Cards to record codes for each location.
- Scorecards for learners to record codes.
- Newspaper articles on discrimination and human rights violations.
- Extracts from the biographies of human rights campaigners.
- Pamphlets on the activities of various community organisations.

- Task cards which give the name and instructions or diagrams for the exercise at each workstation.
- Planning templates for group projects.
- Texts on reading, comprehension and association skills.
- Texts on studying skills.
- Texts for speed reading, comprehension and association skills.
- L.O. texts for summary writing
- A Grade 10 Guide: Into Higher Education (National Information Service for Higher Education 2005)
- Texts for opportunities after school
- Texts on short courses offered to those employed, and
- Sunday Times: Relevant articles from the Careers section.

Learners in Grade 10 must be encouraged to be imaginative and seek to obtain as much information as possible. Rural and poor community schools are encouraged to collaborate and to collectively create a pool of resources that learners can use for optimal learning.

2.13 BARRIERS THAT MIGHT HINDER THE SUCCESSFUL IMPLEMENTATION OF THE NCS: GRADE 10 LIFE ORIENTATION

The following barriers were identified and addressed to successfully implement the learning subject of Life Orientation:

2.13.1 School Environment

In most previously disadvantaged schools, the school infrastructure is inadequate for the successful implementation of the NCS. The number of physical classrooms is usually inadequate in accommodating the learner population. So, in many cases learners have to share desks, classes are overcrowded, there is usually a chronic shortage of learning support material and a sizeable number of educators are underqualified. Unless these issues are resolved as a matter of urgency, it will be difficult to implement the RNCS successfully (Nwagu, 1997:89; American Educational Research Association, 2005:1-2).

2.13.2 Home Environment

According to the Nelson Mandela Foundation (2005:xiii-xv), many learners in previously disadvantaged schools come from poor families. In most of these families, there is no food security and the number of people living in the house is large, which is not conducive to studying. The parents themselves have no capacity to help their children with homework, because of low levels of education. Poverty and financial insecurity cause parents to stay away from school activities in support of their children's education. Most parents are not able to supply their children with learning support materials, which severely disadvantages these learners.

2.13.3 Learner profile

The NCS requires learners who have many social skills, such as language proficiency, team skills for group work projects, leadership attributes and a general positive approach to school work to perform well in the classroom situation. The everyday knowledge that a learner brings to school is also an important asset. In everyday life television, radio, newspapers, magazines and other types of publications impact positively on the everyday knowledge of learners. But most learners from historically disadvantaged families have no access to these items and they have limited learning capacity. This puts them at a disadvantage when compared to middle class learners (Fiske & Ladd, 2004:164-167).

2.14 CLARIFICATION OF CONCEPTS

2.14.1 Acronyms

The following acronyms are useful in the literature review of Grade 10 Life Orientation (DoE, 2004:ix):

AIDS	-	Acquired Immune Deficiency Syndrome
CASS	-	Continuous Assessment
CBO	-	Community-based Organisation
CEDAW	-	Committee on the Elimination of Discrimination Against Women

DO	-	Developmental Outcome
FOB	-	Faith-based Organisation
FET	-	Further Education and Training
GET	-	General Education and Training
HIV	-	Human Immunodeficiency Virus
IKS	-	Indigenous Knowledge Systems
NCS	-	National Curriculum Statement
RNCS	-	Revised National Curriculum Statement
NGO	-	Non-Governmental Organisation
NQF	-	National Qualifications Framework
OBE	-	Outcomes-Based Education
SAQA	-	South African Qualifications Framework
SETA	-	Sector Education and Training Authority
STI	-	Sexually Transmitted Infection

2.15 CONCLUSION

The aim of the National Curriculum Statement for Grade 10 Life Orientation is to promote the development of learners into fully fledged citizens capable of leading a successful life in a competitive global world, accessing opportunities in the same manner as their counterparts and adapting to changing environments as and when the demands of the world dictate it.

The designed methodologies, systems and approaches are all intended to bring maximum value to the development of a Grade 10 learner. It is a powerful learning framework and ought to be supported by honing and harnessing gaps and challenges as and when encountered.

Successful implementation of the NCS for Grade 10 Life Orientation will need a multi-sectoral approach in which all stakeholders are required to play an active part. The Department of Education and schools will need to create and maintain an environment conducive to the active participation of all stakeholders. It is only through such an approach that adequate resources will be raised to implement the new curriculum

successfully. An integrated approach will ensure that the problems of under-resourced schools are effectively addressed and that this becomes a fundamental prerequisite for the successful implementation of the NCS.

The problem of under qualified educators, especially in historically-disadvantaged schools, is a major constraint on the successful implementation of the Revised National Curriculum Statement. In-service teacher professional development has been used as an instrument to re-skill and up-skill educators for successful implementation of the NCS.

Chapter three will focus on the need for continuous and relevant professional development of educators in Life Orientation Grade 10. It will elaborate further on approaches and methodologies applied by professional educators.

CHAPTER 3

THE RELEVANCE OF PROFESSIONAL DEVELOPMENT TO THE IMPLEMENTATION OF LIFE ORIENTATION

3.1 INTRODUCTION

Prinsloo (2007) identified barriers that effect the implementing of Life Orientation as among others, professional development of educators, socio-economic differences, lack of resources and inadequate pre-service professional development of educators. The presentation of Life Orientation programmes require expert skills, such as diversity management, classroom management and the ability to teach life skills in the areas of emotional, social and spiritual nurturing to learners. Continuous and intensive professional development must be given to Grade 10 Life Orientation educators in order to equip them with the necessary resources to present the subject, to improve their professional life-skills and increase their confidence in handling the Learning Subjects of Life Orientation.

In South Africa, issues of cultural diversity, varied socio-economic background, languages and different value systems must all be taken into account when planning professional development for Grade 10 Life Orientation educators, as it will aid them in upholding the democratic rights of learners.

Life Orientation educators are required to be well-informed in the learning subjects of Life Orientation. The expertise that educators bring to the task of teaching is a renewable resource (Tuckman, 1988) and there is a reciprocal obligation with the Department of Education to provide continuous professional development programmes to educators in order to ensure that this expertise can be maintained.

In South Africa, it is recognised that the national resources are heavily stretched to accommodate and successfully meet all national obligations, including the obligation of

continued educator development. What compounds the need for continuous professional development in South Africa is the fact that the majority of educators who are required to teach Life Orientation to Grade 10 learners are not always experts in this field. Educators in many instances have obtained their professional teaching qualifications in the 1990s or earlier when the Life Orientation curriculum was not outlined in the manner it is today.

The democratic dispensation in the country has brought about new ways of socialisation, inter-racial interactions and emerging value systems foreign to those that educators were exposed to during their years of training as educators. It is the complexity of this evolution of Life Orientation as a Learning Area, from the teaching of life skills in the traditional Career Guidance subjects that exacerbate the need for continuous professional development (Lambert, 1998:20; Fullan, 2001:15-16).

Despite limited national resources, an increasing amount of educational resources are being allocated to a wide variety of educator professional development programmes. As a result, key stakeholders, such as policy makers, education managers, private sector partners and the local communities are requesting evidence of the effectivity of professional development programmes, not only on classroom practice, but also on learners' learning outcomes (Cohen & Hill, 2000:294-343; Ingvarson, Meiers & Beaves, 2005:3-4; Stoll, Bolam, McMahon, Wallac, Thomas, Hawkey & Smith, 2003:2-5).

It is apparent that there exists a need for more reliable and transparent methods of evaluating the impact of professional development programmes. This need is especially urgent in the context of the South African schools' system, which has undergone a spectrum of educational reforms since the new political dispensation in 1994. The quality of professional development programmes that have accompanied the educational reforms in South Africa is a cause for concern and there is need for new approaches (DoE, 2000a:1-8; DoE, 2002:1-15; Garet, Porter, Desimone, Birman & Yoon, 2001:915-945).

This chapter seeks to vouch for the need for continuous and relevant professional development of educators, particularly those involved in teaching Life Orientation to Grade 10 learners. It further elaborates on approaches and methodologies applied in professional development of educators. The first part of this chapter will review literature on the conceptual framework of professional development, the second part will discuss the

purpose of professional development, the third part will review literature on the key features of effective educator professional development programmes and the fourth part will discuss major barriers that hinder effective professional development programmes. Alternative professional development models are discussed. The chapter concludes by highlighting factors that strengthens the impact of effective educator professional development.

3.2 THE CONCEPTUAL FRAMEWORK FOR PROFESSIONAL DEVELOPMENT OF EDUCATORS

3.2.1 Professional Development of Educators (PDE)

According to Mbunyuza (2005:1-6), professional development can be defined as a continuous process consisting of activities that enhance professional growth and may include workshops, independent reading and study, conferences and consultation with peers and experts. Since the primary purpose of educator professional development is to benefit the individual, professional development should be planned and managed by an individual. Professional development and in-service teacher education involves life-long learning.

Professional development is considered to be the result of a learning process which is directed at acquiring a coherent overview of the knowledge (both practical and theoretical), insights, attitudes and repertory that an educator needs for the everyday practicing of the profession (Mbunyuza, 2005:1-6; Loock, Campher, Du Preez, Globber & Mathebe, 2003:45; Mutshekwane, 2002:6; Motswiri, 1999:2). Professional development programmes of educators should be made available to educators on a continuous basis in order to be effective.

Mtetwa and Thompson (2000:313) have identified the following dimensions of professional development of educators:

- The personal dimension, that involves the self-concept of the educator and which includes the teacher's self-knowledge and ideas about good practice.

- The environmental (or ecological) dimension involves the educator's interaction with his/her environment. It covers aspects such as adaptation to the school environment, new responsibilities, constraints, conflicts and motivation that characterise the educator's work environment.
- The knowledge and skills dimension is concerned with pedagogical content knowledge, classroom knowledge and management skills, as well as presentation and facilitation skills.
- Career dimension includes aspects such as obtaining higher qualifications, promotion prospects, job satisfaction and higher salary prospects.
- Practitioners' dimension, which covers various aspects relating to practice, such as improving classroom teaching skills and other performance competencies, increasing the professional knowledge base for practice, that is, better understanding of content or becoming aware of alternative instructional strategies and reading more research-based studies.
- The political dimension, which relates to regulatory aspects of national life that impinge on the teacher's location, style of practice, self-definition, attitudes and other affective orientations, such as level of commitment and self-efficacy which can be shaped by the macro-work environment (Motswiri, 1999:2).

The assertion of this study is that these dimensions are in a content state of fluidity. Changes in the political landscape of South Africa impact on the societal and educational development as well as on other dimensions such as personal, environmental, knowledge and skills. The major drive for continuous professional development of educators is curriculum reforms. The NCS is therefore a key driver in reforming professional development of educators in general and Life Orientation Grade 10 educators in particular.

The conclusion can be drawn that curriculum reforms demands greater involvement and participation of ordinary classroom educators, who are directly interacting with learners in

real life classroom environments, rather than office-based educators and National and/or Provincial directors. Such an approach of allowing greater involvement and participation by ordinary classroom educators will create a sense of ownership and commitment in understanding, defining and implementing new curriculum reforms. The additional benefit of such an approach is that a classroom educator will begin to affect attitudinal and behavioural reforms in the above mentioned dimensions as part of adapting to the new environment for optimal benefit in meeting learner needs (Brown, Smith & Stein, 1996).

3.2.2 In-service training of educators [INSET] in Life Orientation

Mbunyuza (2005:6) defines INSET as the whole range of activities by which serving educators and other categories of educationalists may extend and develop their personal education and professional competence in their area of expertise. The impact of INSET on Grade 10 Life Orientation educators cannot be denied. In a country where major political shifts and socio-economic reforms have taken place, a new mindset of how to equip learners to live in a new democratic dispensation ought to take root. Professional development of educators for the new way of societal living becomes a key factor for learner adaptation.

In-service education and training may, in the most general sense, be taken to include everything that happens to the educator from the day he/she takes up first appointment to the day of retirement, which contributes directly or indirectly to the way in which he/she has executed duty (Adler & Reed, 2000:17; Bertram, Fortheringham & Harley, 2000:17; Hustler, McNamara, Jarvis, Londora & Campbell, 2003:17-58; Mutshekwane, 2003:40).

Mutshekwane (2003:40) agrees with Mbunyuza (2005:6) that INSET is *the sum of diverse processes in which the practical specialist becomes the object of the educational process*. It therefore stands to reason that curriculum reforms require that professional development specialists must be on top of his/her game, especially in the revision of activities of equipping and serving educators with contemporary curricula and classroom interaction with learners. Sadly, there is no guarantee that the professional development trainers of educators will readily adopt the new way of thinking about the revised curriculum. This aspect should be taken into account when reviewing options to improve appointment and upgrading trainers of educators. Case in point is challenges that educators have been

facing in understanding and adopting NCS and OBE reforms. Professional development specialists ought to rally behind and buy into the new reforms in order to conduct successful INSET.

3.2.3 Continuing Educator Professional Development

Adler and Reed (2000:17) assert that continuing educator professional development refers to the provision of opportunities for qualified professional educators to update their professional knowledge, skills and attitudes to enable them to capture ongoing developments and remain in control. Professional development programmes should be viewed as an integral and important part of ongoing educational reforms in South Africa (Heller, Dacler & Shinohara, 2003:36-42). It is important to ensure that educators are not made slaves of change, but are rather empowered to explore new ideas, influence policy and continuously adapt to change (Mbunyuza, 2005:1-11).

Continuing professional development of educators is recognized as an important part of successful educational reforms. There is a rising interest in research that identifies features of effective professional development programmes, such as research conducted by Lee (2004:39-49) which attempted to create a professional development programme model based on specific classroom needs of educators.

The current study proposes that the framework for professional development of educators require deeper thinking, fresh approaches and a new mindset. The reason being that South African society is undergoing reforms in all spheres of society. The country's resources, as indicated earlier, are under pressure and the amount of resources allocated to professional development of educators' programmes have not yielded the expected results.

The new thinking could be an approach where serving educators owns the process of INSET. A community of Grade 10 Life Orientation educators could, for example, take charge of forming district forums where lessons are shared on classroom experiences and where such experiences are consolidated to find workable solutions for challenges experienced. The selection of educators who teach Life Orientation should be made with utmost care.

In addition to being passionate about and an expert in the field, the educator should understand and promote morals and ethical behaviour of learners.

Appreciation of the diverse nature of the South African society, the impact of globalisation and information technology and, most importantly, the “moral gap” in the generational differences are some of the factors that should be taken into account in the selection of Grade 10 Life Orientation Educators. This is important, considering that this age group comprises of learners with greater challenges in managing emotional, spiritual, psychological and social aspects of their lives. This age group is confronted with peer pressure, exposure to drugs, violence, abuse, unemployment etc. and in many cases, the absence of father figures.

The country’s Grade 12 examination results of the past three years could be an indication of the inability of Grade 10 Life Orientation to equip learners with the right set of skills and competencies. The proposed district forums could go a long way in reviewing current challenges in the base grade (10) for FET Phase, instead of concentrating on grade 12 examination results as the main critical national yardstick for twelve years of schooling. Life Orientation’s goal is to prepare learners for the world of work and to cope with life challenges and opportunities (Rooth & Stielau, 2004:25).

3.3 THE PURPOSE OF CONTINUING PROFESSIONAL DEVELOPMENT OF EDUCATORS

A review of literature on the purpose of continuing professional development of educators (Mbunyuza, 2005:8-12; Mutshekwane, 2003:398; Hawley & Valli, 1999:127-150; Heller *et al.*, 2003:36-42) has identified the following major reasons for continuously renewing educators’ skills:

- to continually update teachers’ subject knowledge and capabilities to provide appropriate learning strategies for learners;
- to improve teachers’ academic, professional and practical knowledge in order to improve job performance;

- to remedy the mistakes of poor pre-service educator training and other problems which surface when a teacher is practicing the profession;
- to upgrade the unqualified and under-qualified educators to the status of a qualified professional, especially in the critical areas of mathematics and science and Life Orientation;
- to update educators on changes in information and communication technology, particularly in the areas of multi-media, geographic information system [GIS], world wide web [www], the internet, CD-ROM technology, satellite technology and others;
- to provide an opportunity for educators to meet, exchange ideas and work together to identify and solve common problems experienced in their working environments. The value of peer interaction among educators has been stressed as a means to instill confidence to bring about change in classroom practice; and
- to create a professional learning community of educators characterised by shared values and vision, collective responsibility for learners' learning, reflective professional inquiry, collaboration, and the promotion of group as well as individual learning (Stoll *et al.*, 2003:3-4).

Supovitz (2001:81-98) and Killion (2003:14-21) both contend that continuing educator professional development has also been cited as necessary for development of a national system in which the management and professional support of educators is conceived as a coherent and integrated process. The argument is that there is a need for revival, renewal, resuscitation, re-engineering and rejuvenation of professional development activities to facilitate educational transformation that will benefit the country's educational system.

Mbunyuza (2005:3-12) explains that the importance of continuing professional development programmes, which, by nature is a life-long process, lies in equipping educators with the capacity to respond effectively to major changes in the economy and in the educational system, including changes in curriculum presentation methodologies, assessment, school organisation and management, and to provide for educators' personal and professional development needs. Ideally, the school climate should be one which welcomes and seeks to manage change.

3.4 KEY FEATURES OF EFFECTIVE EDUCATOR PROFESSIONAL DEVELOPMENT PROGRAMMES IN RELATION TO LIFE ORIENTATION

The following aspects have been identified as some of the major key features of effective educator professional development programmes (Loucks-Horse, Love, Stiles, Mundry & Hewson, 1998:36-38; Mtetwa & Thompson, 2000:312; Law & Glover, 2001:96; Sun & De Jong, 2001:98; Ingvarson *et al.*, 2005:1-19; American Educational Research Association, 2005:2-4) and can be related to Life Orientation.

3.4.1 Effective classroom learning and teaching

Effective educator professional development programmes are driven by a clear, well defined image of effective classroom learning and teaching and are based on an emphasis on inquiry-based learning, investigations, problem-solving, and application of knowledge and skills. Professional development programmes that are effective use an approach that emphasises in-depth understanding of core concepts and that challenges learners to construct new understandings and design clear means to measure meaningful achievements (American Educational Research Association, 2005:2-4).

3.4.2 Opportunities for educators to build their knowledge and skills

Loucks-Horse *et al.* (1998:36-38) argue that effective educator professional development programmes make adequate provision for educators to build their knowledge and skills and to broaden their teaching approaches so that they can create better learning opportunities for their learners.

Professional programmes that are effective help educators develop in-depth knowledge of their disciplines as well as pedagogical content knowledge, by listening to learners' ideas, posing questions and recognising naïve misconceptions. Furthermore, it also helps in choosing and integrating curriculum and learning experiences.

3.4.3 Emphasising strategies teachers will use in class

Effective professional development programmes indicate to educators which strategies they should use with their learners in the classroom, for example, starting where learners are and progressing from there. Professional programmes that are effective provide ample time for in-depth investigations, collaborative work and reflection, and connect explicitly with educators' other professional experiences and activities (Mtetwa & Thompson, 2000:312; Law & Glover, 2001:96).

3.4.4 Focusing on building a professional learning community

Successful professional development programmes focus on building an effective professional learning community which is characterised by shared values and vision, collective responsibility for learners' learning, reflective professional inquiry, collaboration and the promotion of group as well as individual learning. An effective professional learning community has the capacity to promote and sustain the learning of all professionals and other staff in the school community with the collective purpose of improving learner performance (Stoll *et al.*, 2003:4-5).

3.4.5 Building the leadership capacity of educators

One of the major aims of effective professional development programmes is to build the leadership capacity of educators. Such programmes support educators to serve as monitors of other educators, or to work as agents of change and as promoters of reforms (Sun & De Jong, 2001:98). The kind of educators that are described in the Learning Subject of Life Orientation are mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators, managers, researchers, life-long learners, pastors, assessors and Learning Area specialists (DoE, 2003:3). These programmes play a key role in helping educators develop a wide variety of teaching strategies to meet the needs of all learners (Coleman, Campbell, Hobson, Mc Partland, Mood, Weinfeld & York, 1996:32).

3.4.6 Built-in self-assessment

Effective professional development programmes should be assessed on a continuous basis to ensure that they have a positive impact on educator effectiveness, learners, learning, leadership, and the school community (Mtetwa & Thompson, 2000:312; Speck, 2002:1719).

According to Garet *et al.* (2001:915-945) the following aspects impact on the effectiveness of professional development programmes:

- **Focus on content knowledge** - in a study of a federal programme supporting professional development, educators reported that focus on content knowledge was one of the two elements that had the greatest effect on their knowledge and skills and led to change in instructional practice.
- **Coherence** – coherence was the other element which was reported to have a significant impact and included building on what educators had already learnt, aligning professional development with national and provincial standards and assessments, and encouraging communication among educators who are striving to transform their instruction in a similar way (Desimone, et al, 2002:81-112).

Garet *et al.* (2001:915-945) describe other considerations that were reported as having less of a significant impact on the effectiveness of professional development programmes, such as *time span*, that is, how long the training lasted, and *contact hours*, that is, the number of hours spent on professional development. The findings on contact hours seemed to suggest that professional development is likely to be more effective if it is sustained over time and involves a significant number of hours. Collective participation, which involves professional development designed for groups of educators from the same school, department or grade level, was also found to have a considerable impact on the effectiveness of professional development programmes.

Findings on collective participation seems to suggest that active learning among educators, for example, observing and being observed while planning and teaching, reviewing

learners' work, giving presentations, leading discussions and producing written work, impacted significantly on teachers' knowledge and skills (Garet *et al.*, 2001:915-945).

A similar study was conducted by Ingvarson *et al.* (2005:2-20) and produced similar findings. The following programmes, for example, were found to profile an effective educator professional development strategy:

- providing opportunities for educators to focus on what learners are to learn and how to deal with problems learners might have in learning that subject matter;
- providing opportunities for educators to examine learners' work collaboratively in relation to standards for what learners in question should know and be able to do;
- leading educators to actively reflect on their practice and compare them with high standards for professional practice;
- engaging educators in identifying what they need to learn and in planning the learning experience that would help them meet these needs;
- providing time for educators to test new teaching methods and to receive follow up support and coaching in their classrooms where they face problems of implementing the changes; and
- activities that lead educators to de-privatise their practice and gain feedback about their teaching from their colleagues.

The findings from studies conducted by Ingvarson *et al.* (2005:2-19) on profiles of effective professional development programmes strongly suggest that there is a strong relationship between content focus and reported impact on practice, and that the strongest influence on educators' reported levels of impact on efficacy was the extent to which educators observe how the programme had an impact on their learners' learning outcomes. Programmes that model effective practice, and invite educators to try them out, tend to be more successful than programmes that tend to focus on changing teachers attitudes in the hope that this will in turn change classroom practice.

Furthermore, Ingvarson *et al.* (2005:2-20) also suggest that the relative success of professional development programmes depends on the extent to which they were extended in time and planned so that they included activities that strengthened interaction and collaboration in the school, that is, the level of professional community activities. The

level of follow-up was found to increase significantly to the extent that educators reported a sense of increased knowledge, perhaps reflecting the critical role of *at the elbow* coaching and support in the classroom.

The findings of Garet *et al.* (2001:915-945) and Ingvarson *et al.* (2005:2-20) are both in agreement and seem to strongly suggest that there is a strong relationship between content focus, active learning, collaborative examination of learners' work and follow up. Findings of both studies also strongly suggest that programmes with an emphasis on the subject matter that is being taught, how it is learned and how to teach it, tend to facilitate more active school-based professional learning processes.

The next section will review literature on major barriers that hinder effective professional development programmes.

3.5 MAJOR BARRIERS THAT HINDER THE IMPLEMENTATION OF EFFECTIVE PROFESSIONAL DEVELOPMENT PROGRAMMES IN LIFE ORIENTATION

Research has identified the following major barriers that prevent effective professional development of educators (Garet *et al.*, 2001:915-945; Hustler *et al.*, 2003:11-70; Ingvarson *et al.*, 2005:4-20):

3.5.1 Inadequate funding

One of the obstacles in the design and implementation of effective teacher professional development programmes is inadequate funding. The new political dispensation led by the ANC and its democratic alliances decentralised the funding of schools to the provinces. The resource capacity of the nine provinces is not the same. The provinces in turn passed on some of the funding responsibilities to the schools. Although education still takes up a major share of the national budget in South Africa, the education budget, both at national and provincial levels still falls short of what is required.

Professional development programmes are planned and implemented within a context of inadequate funding and as a result their quality and sustainability is seriously compromised (Little, 2001:5-8; Wiley, 2001:1-33).

3.5.2 National Qualifications Framework Credit Points

Another problem influencing professional development of educators is that not all providers of professional development services are accredited by the National Qualifications Framework [NQF] and as a result the programmes they offer do not earn any credit points. Educators are not motivated to enroll for programmes which do not earn NQF credit points (Hustler *et al.*, 2003:11-70; Ingvarson *et al.*, 2005:4-20).

Most professional development programmes offered by institutions of higher education are accredited by the NQF. Not every educator, however, has reasonable access to programmes offered by higher education institutions, especially educators in rural areas (Hustler *et al.*, 2003: 1-70; Whitehead & Fitzgerald, 2006:37-52; Klingner, et al, 2003:411-429).

3.5.3 Lack of meaningful participation by educators

The approach that is taken by the National and Provincial Departments of Education is that professional development is adopted as a way of planning and designing education programmes and school policies for educators and not in conjunction with educators. Educators are not seen as equal and important partners in the whole process. The participation of educators both in the planning and implementation of professional development programmes is minimal (Naicker, 1999:41-87; Sants, 2000:9-12; Parker, Sader, Stieleu, Sweet & Gren, 2001:11-113).

Research findings which strongly suggest that a high level of participation by educators at all phases of professional development programmes is necessary if they are to be effective. Lack of meaningful participation by educators is one of the reasons why most of the professional development programmes fall short on content focus and feedback (Ingvarson *et al.*, 2005:2-20; Williams & Soares, 2002:91-107).

3.5.4 Lack of sustainability and continuity

Hustler *et al.* (2003:24-67) argue that it seems that South Africa's professional development programmes of educators are not viewed as an important and integral part of ongoing educational reforms. These programmes are rather viewed as short-term solutions to temporary educational crises. Although on paper professional development of educators is listed as a priority aspect, in practice commitment in terms of resource allocation and monitoring of continuity is lacking. The sustainability and continuity of the programmes are seriously compromised, as one series of professional development programmes should build on to the next series, something which is lacking in South Africa.

Proposals discussed in the last two paragraphs of 3.2 are relevant to challenges identified in this section. Recommendations in Chapter six will include these proposals.

3.6 CONTINUING PROFESSIONAL DEVELOPMENT MODELS IN SOUTH AFRICA

Hustler *et al.* (2003:24-25) points out that during February 2000, the South African Government produced its consultation document on professional development which set out a framework for professional development and a set of underpinning principles.

The document asserted that professional development required time to reflect and set out objectives, recognition and commitment, opportunity for work-based learning, a focus on schools and teachers and high quality provisions. The government consultation document also asserted that professional development should reflect three perspectives, that is, individual teachers' needs and aspirations, the needs of the school and national strategic priorities.

Within the national teacher professional development framework, as specified by the government document cited above, a number of professional development models such as the Cascade Model, the Mobile Training Model, the Simultaneous Model and the Morrow-Samuel Model are alluded to (Hustler *et al.*, 2003:24-25; Smith & Mclay, 2007:35-54).

The Cascade Model was selected because it was the initial instrument for professional development of educators for implementation of the new curriculum in South Africa (Coetzee *et al*, 2001:325-327). After unpleasant experiences with the Cascade Model, the Spiral Model was offered as an appropriate alternative. These two models are chosen for discussion in this study, because they were used in facilitating Life Orientation educators and are regarded as relevant to the training of these educators.

3.6.1 The Cascade Model

According to Coetzee *et al* (2001:325-327), the Cascade Model, also known as the Ripple or Pyramid Model, was the initial instrument for the large scale professional development training of educators in the implementation of Curriculum 2005. The process involved the thorough training of small groups of educators in both functional and training techniques. These small groups of educators would in turn train another small group of educators, producing the required ripple effect. Using the Cascade Model, the National Department of Education commissioned the Media in Education Trust [MiET], a non-governmental organisation, to train a selection of 20 officials from each province and provide them with a basic understanding of Curriculum 2005.

The 20 trained officials from each province were required to cascade the knowledge and understanding that they had gained to district officials. These officials used the Cascade Model to facilitate educators from different regions so that they can also facilitate smaller groups in their regions and in their schools (Coetzee *et al*, 2001:325-327).

A literature review on the Cascade Model identifies the following as some of its advantages and disadvantages (Coetzee *et al*, 2001:325-327):

Advantages	Disadvantages
The Cascade Model is a cost effective way of building the capacity of a large number of educators.	Requires a large number of non-professional trainers capable of having training skills developed in a relatively short time.
Through the use of small groups, the model enables a high level of participation by educators.	Requires a huge and reliable system of trainers' support material.
The model requires few logistical resources, as the bulk of the training is localised within the district or school.	Non-professional educators may not be able to make effective use of group activities and training support material. It is difficult to monitor the quality of the service delivered. Furthermore, the model requires central monitoring to ensure that sessions are conducted according to plan.

According to Coetzee *et al* (2001:326-327) and Furlong (2000:12-20), the Cascade Model was largely a failure because the information is often reduced to a trickle by the time it reaches the classroom educator and, therefore, there was an urgent need to search for more viable alternative models. One such alternative was the Spiral Model which will be discussed in paragraph 3.6.2.

3.6.2 The Spiral Model

Lotz (1999:5) indicates that the Spiral Model was adopted in the Learning for Sustainability Pilot Project [LFS], which was funded by the Danish Co-operation for Environment Development [DANCED] between 1997 and 2000. The Spiral Model was

piloted as an educator professional development alternative to the Cascade Model in two provinces, namely Gauteng and Mpumalanga. According to the project training manual the process of continuous professional development of educators should be designed to:

- help educators move from a content-centered to an outcomes-centered approach of teaching;
- illustrate and promote learner-centeredness;
- support educators in the process of practice reflection as a basis for curriculum development and solving curriculum problems;
- employ action research as a mechanism for diagnosing and solving curriculum problems; and
- be participatory in approach.

(Foster, 2004:401; Lotz, 1999:5; Lopez-Real & Kwan, 2005:15-24).

Lotz (1999:5) argues that the name Spiral Model is reflective of its areas of emphasis, which include the development of practice reflection processes, focus on content and impacting on learner outcomes. The Spiral Model is sometimes referred to as the Cluster-Based Model, as it comprises formally constituted groups of educators from different schools. The shared experiences, knowledge and insights of the participants are combined with new information and knowledge, as presented by the facilitator, to develop solutions and new approaches to problems at hand. The solutions are then modeled in conditions very much the same as classroom situations (Lotz, 1999:5-8; Reading Today, 2002:1; Mayotte, 2003:681-695).

The Spiral model emphasises the importance of communication in the successful development of clusters of educators. For example, the participating educators need to be timely informed about the date, time and venue of the professional development programme, because clusters can be chaotic and unfruitful if communication is poor (Lotz, 1999:5; Lee, 2004:39-49; Brookes, 2005:43-61).

Among the issues covered in the Spiral model approach, adopted as the standard professional development model for the Learning for Sustainability Pilot Project, were:

- building confidence;
- familiarity with education concepts and theory;
- sophistication of understanding and meaning;
- the ability to see links and relationships between concepts;
- skills and capacity as facilitators of learning;
- profession;
- peer support systems and trust.

(Lotz, 1999:5; Mead, 2007:309-321; Ernest & Monroe, 2004:507-522).

The above-mentioned attributes has the well-being of individual learners and the well-being of others in mind, as Learning Outcome 1 of Life Orientation states.

Lotz (1999:5) asserts that in the Spiral Model, educator cluster groups have certain characteristics, which help them to model effective professional development. For example, the clusters should be guided by the applied competencies outlined in the Norms and Standards Policy document (DoE, 2000b). Formal cluster meetings serve to mediate continuous professional development and it is through the cluster meetings that educators engage with different readings, reflect on tasks done, experiment with new methodologies and devise new ways of classroom practice.

Du Toit et al (2000:29) explains that given the Spiral model's emphasises on collaborative approaches to classroom-based problems, educators are provided with adequate opportunities to put into practice new pedagogical approaches and receive feedback in the next cluster meeting. The feedback gives them the opportunity to modify their previous approaches and instills more confidence in them to keep on testing the new approaches until they have mastered them.

Du Toit et al (2000:29) also advises that the clusters should not be more than twenty educators and suggests that the number can vary from eight to twenty. Clusters of less than eight can turn out be ineffective and costly. When clusters are being set up, one needs to consider the location of the schools and geographical issues. Three types of clusters have been suggested:

- School-based clusters;
- Circuit-based clusters;
- District-based clusters.

The choice of cluster will depend on a number of contextual factors such as the distance between schools, the quality of supporting infrastructure, the number of educators and the resource base upon which the clusters have to rely.

3.6.3 Evaluation of the Cascade model and the Spiral model for Life Orientation

Both the Cascade Model and the Spiral Model were used in facilitating Life Orientation programmes because both models interact and meet the needs of the educators and the learners. The attributes of the two models produce the kind of educator and learner that is envisaged. The group numbers in both models are manageable, thus allowing effective interaction with the facilitators.

An evaluation of both the Cascade Model and the Spiral Model, using profiles of effective professional development models as suggested by Garet *et al.* (2001:915-945) and Ingvarson *et al.* (2005:2-20), shows that the Spiral Model is superior to the Cascade Model on all fronts. The Spiral Model, for example, scores higher than the Cascade Model on content focus and on active learning.

Even on the aspects of feedback and school support, the Spiral Model scores higher than the Cascade Model. The Spiral Model scores equally high on the main advantage of the Cascade Model, namely cost-effectiveness.

3.7 CONCLUSION

The literature review on the factors affecting the impact of professional development programmes on educators' knowledge, efficacy and learner outcomes (Garet *et al.*, 2001:915-945; Ingvarson, 2005:2-20) seems to strongly suggest that educator professional

development programmes that emphasise focus on *content*, *active learning*, *effective feedback* and *follow-up support*, tend to be more effective than other approaches to professional development. Research findings seem to suggest that professional development approaches, complying with the profiles cited above, have a significant impact of educators' knowledge, classroom practice and efficacy and learner outcomes.

Chapter four deals with the research methodology used in this study.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

Welman, Kruger and Mitchell (2005:8-9) assert that research methodology is a concept wider in scope than research methods and they describe research methodology as the process which considers and explains the logic behind research methods and techniques. This definition of research methodology is consistent with what White (2003:58) describes as aspects belonging to research methodology, which include research design, population and sample, data collection and data analysis.

The first part of this chapter will discuss research methodology in terms of the literature review, the second part will discuss the research design, the third part will describe the population, the fourth part will describe the sampling procedure that was followed in the selection of the participants and the last part will describe methods of data collection, analysis and interpretation.

4.2 AIMS AND OBJECTIVES OF THE STUDY

The aim of the study was to determine the impact of (pre- and in-service) educator professional development programmes on Grade 10 Life Orientation educators for the implementation of the National Curriculum Statement [NCS] in the Francis Baard District in the Northern Cape Province.

The following sub-questions were formulated in conjunction with the main research question:

1. To what extent did the in-service educator professional development programmes, attended by Grade 10 Life Orientation educators, improved their capacity to implement the National Curriculum Statement?

2. What are the major barriers preventing the successful implementation of in-service educator professional development programmes as experienced by Grade 10 Life Orientation educators?
3. What recommendations can be made to overcome these barriers?

From the above sub-questions, the specific objectives of this study can be formulated as follows:

1. To determine whether the in-service educator professional programmes attended by Grade 10 Life Orientation educators have improved their capacity to implement the National Curriculum Statement.
2. To identify the major barriers in the implementation of in-service educator professional development programmes as experienced by Grade 10 Life Orientation educators.
3. To make recommendations on how to overcome these barriers.

4.3 METHOD OF RESEARCH

In the theoretical part of the study, a literature review was conducted and for the purpose of the empirical study a survey was undertaken.

4.3.1 The literature review

Primary and secondary sources were consulted in reviewing literature on the professional development programmes of Grade 10 Life Orientation educators and the in-service training of educators. Sources consulted included the White Paper on Education and Training in a Democratic South Africa: First Step to Develop a New System, White Papers on National Curriculum Statement (DoE, 1995) and training manuals of the National and Provincial Departments of Education Government Gazette:357(16312), and various articles and books on the topic.

The literature review laid a theoretical basis for the construction of the questionnaire used during the survey.

4.3.2 Research design

A research design is a plan, strategy or outline specifying the procedure to be used in gathering information to answer the research questions (McMillan & Schumacher, 2001:166-180; Leedy & Ormrod, 2001:147-200). According to Fisher and Foreit (2002:58-59), a number of issues have to be considered before one selects an appropriate research design. Some of these research designs include careful consideration of ethical issues and the need to balance technical issues with practical, financial and administrative aspects.

The research design that was used in this study was a quantitative, non-experimental *survey*. Leedy & Ormrod (2001:196-197) describe a survey as something where the researcher poses a set of questions to willing participants and then summarises their responses with percentages, frequency counts, or more advanced statistical techniques, from which the researcher will draw inferences about the population from which the sample was taken. A survey normally employs face-to-face interviews, a telephone interview, or a written questionnaire.

There are several other reasons why a survey was chosen. Firstly, a survey supported the attainment of the research objectives. The first objective of this study, for example, was to determine whether the in-service professional development programmes undertaken by Grade 10 educators had effectively addressed their capacity to implement the NCS. According to Coetzee (2002:235-237), the Cascade Model for in-service professional development programmes has failed to address classroom capacity needs of South African educators. There is a correlation between the quality of in-service professional development programmes and the capacity of educators to implement the curriculum successfully (Cawood & Gibbon, 1981:17).

The second objective of the study was to identify major barriers in the implementation of in-service educator professional development programmes as experienced by Grade 10 Life Orientation educators. Research findings on major barriers that hinder effective professional development of educators; have identified a number of barriers such as inadequate funding and a low level of participation by educators (Garet *et al.*, 2001:915-945; Hustler *et al.*, 2003:11-70; Ingvarson *et al.*, 2005:4-20).

The third objective was to make recommendations on how to overcome these barriers. Lists of recommendations were given in the questionnaire. Respondents were requested to rate the recommendations from the least important recommendations to very important recommendations. Hustler *et al.* (2003:24-25) for example, points out that in February 2000, the South African Government produced its consultation document on professional development which set out a framework for professional development and a set of underpinning principles. The document asserted that professional development required time to reflect on set objectives, recognition and commitment, the opportunity for work-based learning, a focus on schools and educators and high quality presentations (Bagwandeem & Louw, 1993:112).

4.3.3 The questionnaire

Best & Kahn (1993:230) describe a questionnaire as a self-report instrument used for gathering data about variables of interest to the researcher. A questionnaire has a number of items or questions that a participant reads and answers. The researcher uses a questionnaire to convert information given by respondents into statistical data (Tuckman, 1988:216). The researcher used a questionnaire as a data collection tool to gather information about the impact that professional development programmes have on Grade 10 Life Orientation educators' capacity to implement the National Curriculum Statement.

It is important to note that a questionnaire has both advantages and disadvantages, which will be discussed below:

4.3.3.1 Advantages of using a questionnaire

According to Fraenkel & Wallen (1990:336), the following are some of the requirements that a questionnaire should adhere to:

- Simple and clear language must be used to avoid ambiguity by the participants;
- Items must be formulated clearly to avoid confusion and misinterpretation;
- The questionnaire must be short and not difficult to interpret and time consuming to complete;
- Participants' responses must be anonymous; and
- Participants must be given ample time and freedom to complete the questionnaire.

The researcher tried her best to adhere to the requirements.

4.3.3.2 Disadvantages of using a questionnaire

There are certain disadvantages in using questionnaires Fraenkel & Wallen (1990:336), Best & Kahn (1993:230) and Tuckman (1988:216) identified the following disadvantages:

- Participants may avoid answering certain items or responding in a manner that they believe the researcher expects them to do. The researcher avoided this pitfall by ascertaining the anonymity of the questionnaire to allow participants to express their views without fear of being victimised.
- The questionnaire does not make it possible to investigate deeper into the participants' beliefs, attitudes and inner experiences.
- Long questionnaires may result in careless or incorrect responses. The researcher formulated questions in the questionnaire in simple and clear language to avoid confusion and misinterpretation.
- Participants may feel that their opinions are not considered. The researcher assured participants in the introductory letter to the questionnaire that each participant's responses are valuable to the enhancement of understanding how to improve the learning subject of Life Orientation.

4.3.3.3 Administration procedure

The questionnaires were distributed to the sampled educators who were given one week to respond. At each sampled school, one Grade 10 Life Orientation educator was selected to administer the questions in the questionnaire. This co-ordinator was also responsible for collecting the completed questionnaires. He/she received prior training and guidance from the researcher about the questionnaire administration. After the week had elapsed, the researcher collected the questionnaires from the co-ordinators at each school. Questionnaires that were not returned on the day of collection were counted as non-returns.

4.4 Compilation of the questionnaire

Questions in the questionnaire were formulated to solicit responses to the aims and objectives of the research study of determining the impact of (in- service) educator professional development on Grade 10 Life Orientation educators for the implementation of the National Curriculum Statements in the Francis Baard District of the Northern Cape Province.

The questionnaire has been structured as follows (Please consult Appendix D for a copy of the questionnaire). The questionnaire was divided into three parts and twenty-three items were formulated

- Part one consisted of nine items related to the biographic and demographic information of the participants such as their gender, age, marital status, home language, learning areas that they teach, teaching experience and qualifications;
- Part two consisted of four general questions related to the participants' in-service training experiences of Life Orientation [LO] and/or the National Curriculum Statement [NCS] , and their exposure to professional in-service programmes aiming at improving their capacity to teach Life Orientation more effectively and to implement the curriculum more successfully; and

- In part three, ten items were formulated about participants' in-service training experiences of LO and/or the NCS and barriers that the participants encountered with in-service training programmes.

4.5 POPULATION AND SAMPLE

According to McMillan & Schumacher (2001:169-170), a population refers to the total Critical outcomes therefore focus on building learners as creative citizens capable of applying knowledge and capabilities to operate intelligently and successfully in producing solutions to challenges .

number of individuals that conform to specific criteria and to which researchers intend to generalise the results of the research study. It is also defined as the totality of persons, events, organisation units or other sampling units with which a specific research problem is concerned (De Vos, 1998:190). For the purposes of this study the population was defined as two hundred and fifty (250) Grade 10 Life Orientation educators in the Francis Baard District of the Northern Cape. Grade 10 educators were chosen because Grade 10 is the entry point to the Further Education and Training Band at school level and the quality of education at the entry point impacts heavily on the future performance of learners in FET Band.

There were both male and female educators in the population, although the number of female educators far outweighed the male educators. The age group of the target population varied from young educators between the ages of 20-30 years and those above 50 years. Most of the educators were (between 35-50 years). The majority of the target population came from underprivileged backgrounds in the Francis Baard District in the Northern Cape Province.

4.5.1 Sampling techniques

According to De Vos (2001:197), sampling is defined as the simultaneous existence of a population of which the sample is a smaller section. Fisher and Foreit (2002:63-72) distinguish between two general types of sampling techniques, that is, probability sampling and non-probability sampling. Large-scale descriptive studies, for example, almost always

use probability sampling. In probability sampling, as contrasted with non-probability sampling, each member of the population has a known, non-zero probability of being included in the sample.

One commonly used technique of probability sampling is simple random sampling in which each person in the population is assigned a unique number, and a table of random numbers or a lottery technique is used to select participants, one at a time, until the desired sample size is attained (Fisher & Foreit, 2002:63-72).

For the purposes of this study, the sampling frame was defined as all Grade 10 Life Orientation educators teaching in the Francis Baard District of the Northern Cape Province. The researcher requested a list of all employees from the Human Resources unit of the provincial education department for the sampling frame.

Stratified, disproportional random sampling was used to select a sample of sixty Grade 10 Life Orientation educators from a sampling frame of about 250 Grade 10 Life Orientation educators in the Francis Baard District. The sample accounted for over 20% of the total sampling frame.

Over 80% of the schools included in the sample can be described as under-resourced and over 90% of the sampled participants were from under privileged groups. These schools and groups experienced the worst form of educational disadvantages under the apartheid policies of separate development. If the gap between the historically disadvantaged schools and groups and the historically advantaged schools and groups is to be narrowed, these schools and educators need to be given priority in terms of resource allocation and the number and quality of in-service professional development programmes (Nelson Mandela Foundation, 2005:24-49; Fiske & Ladd, 2004:155-160).

4.5.2 Reliability and Validity

The reliability of a data collection instrument refers to the consistency of the scores obtained by the same persons when they are re-examined with the same instrument on

different occasions, or with different sets of equivalent items, or under other variable examining conditions (Anastasi & Urbina, 1997:84).

In this study, descriptive statistics were used to come to certain conclusions regarding the research questions. No theoretical constructs such as personality, attitude, intelligence, motivation, etc. were assessed by the questionnaire and therefore the statistical reliability of the questionnaire was not calculated. However, care had been taken to motivate the respondents to give their honest responses to the items in the questionnaire.

The validity of a measuring instrument refers to the extent to which the instrument measures what it is supposed to measure. Construct validity refers to the extent to which an instrument accurately measures a theoretical construct or trait, such as personality, attitude, intelligence, etc. (Anastasi & Urbina, 1997:113).

Due to the fact that no theoretical constructs were measured by the questionnaire, the construct validity of the questionnaire was not determined. For the purposes of this study, the content validity of the questionnaire was an important consideration. In other words; *Would the contents of the questionnaire enable the researcher to come to certain conclusions regarding the research questions?*

In order to ensure the content validity of the questionnaire, care was taken with the questionnaire construction so that the different sections and items would directly relate to the stated research questions.

4.5.3 Ethical Consideration

According to Leedy & Ormrod (2001:107), most ethical issues in research can be classified into four categories, namely, protection from harm, informed consent, right to privacy, and honesty. The researcher adhered to these ethical considerations as follows:

- All participants were asked to give their informed consent to participate in the research.
- All participants were informed that their identity would not be revealed.

- Participants were informed that all information provided by them would be treated confidentially and that the information would not be used for any other purpose except for the research.
- All participants were clearly informed about the purpose of the research and before the questionnaire administration; they were briefed so that they clearly understood what they were required to do when answering the items in the questionnaire.

4.6 CONCLUSION

In this chapter the research design and methodology that were followed in the study were described. In the next chapter the results that emanated from this study will be presented.

CHAPTER 5

RESEARCH RESULTS AND FINDINGS

5.1 INTRODUCTION

In this chapter the results emanating from the empirical study will be presented.

5.2 BIOGRAPHICAL INFORMATION ABOUT THE PARTICIPANTS

In this section, biographical information about the participants will be presented.

Table 5.1 Gender of the participants

Gender	Number	Percentage
Female	36	60%
Male	24	40%
Total	60	100%

From Table 5.1 it is clear that 60% of the sampled educators were female and 40% male. The results are consistent with other research findings (Stoll *et al*, 2003:1-3) that have strongly suggested that teaching is predominantly a female dominated field.

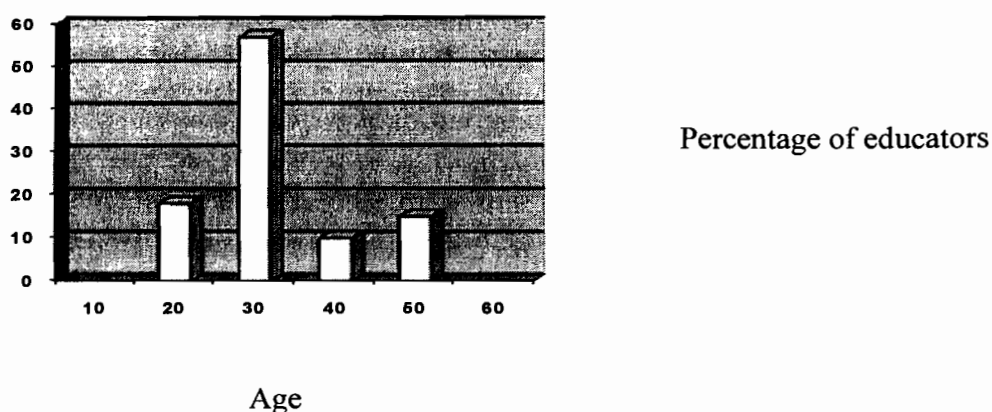
Table 5.2 Age of the educators

Age	Number	Percentage
20 < 30 years	11	18%
30 < 40 years	34	57%
40 < 50 years	6	10%
50 < 60 years	9	15%
Total	$\Sigma=60$	100%

Table 5.2 indicates that 82% of the participants were older than 30 years. Thus, it can be assumed that the largest majority of the participants would on the basis of their age, be able to share valuable information about their and in-service experiences of teacher development programmes.

Figure 5.1 Age distribution of participants

The following histogram provides visual information about the participants' age distribution:



The histogram confirms that, in terms of the participants' age distribution; they can be described as experienced teachers. On the other hand, most of them (75%) were younger than 40 years, which suggests that they are still young enough to be open to changes in the educational system. It follows that well managed in-service professional development programmes should impact positively on their capacity to implement the National Curriculum Statement [NCS].

Information about the marital status of the participants can be found in Table 5.3.

Table 5.3 Marital status of the participants

Status	Frequency	Percentage
Single	27	45%
Married	16	27%
Divorced	11	18%
Widowed	6	10%
Total	$\Sigma f = 60$	100%

Table 5.3 shows that 45% of the participants were not married, 18% were divorced and 10% were widowed. Thus, the majority of the participants (73%) did not have marital obligations which could give them more freedom to attend in-service professional development training programmes.

Information regarding the home language of the participants can be found in Table 5.4

Table 5.4 Home language of the participants

Language type	Frequency	Percentage
Setswana	39	65%
Sesotho	3	5%
Isixhosa	8	13%
Isizulu	-	-
Isivenda	-	-
Sepedi	-	-
Afrikaans	7	12%
English	3	5%
Total	$\Sigma f = 60$	100%

Table 5.4 shows that the majority of the respondents (65%) speak Setswana at home, while 13% speak IsiXhosa and 12% speak Afrikaans. A small percentage (5%) speaks English and Sesotho at home. The home language of the participants may impact on their ability to benefit optimally from training programmes. Most in-service professional development programmes are either offered in English and/or in Afrikaans and participants whose home language is neither English nor Afrikaans may be disadvantaged by the language of presentation.

Information about the highest pre-service academic qualifications of the participants can be found in Table 5.5

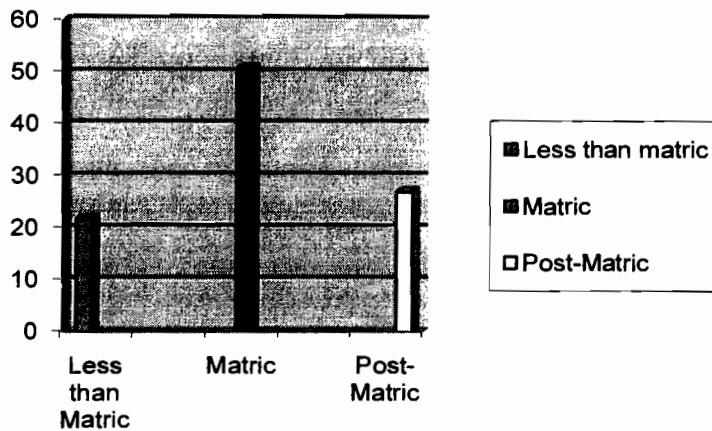
Table 5.5: Highest pre-service academic qualifications

Academic qualification		
Variable	Frequency	Percentage
Less than Matriculation	14	23%
Matriculation	31	52%
Post-matriculation qualification	15	25%
Total	$\sum f = 60$	100%

As far as participants' pre-service academic qualifications were concerned, slightly more than half of the participants (52%) only possessed a matriculation certificate, whilst a substantial number (23%) were not even in possession of such a certificate. Twenty three percent held a post-matriculation qualification.

The histogram below displays the pre-service academic qualifications of the participants:

Figure 5.2 Pre-service academic qualifications of participants



The bar graph in Figure 5.2 shows that the majority of the participants had a matriculation qualification (52%) whilst 25% of them possessed a post-matriculation qualification. It is alarming that almost an equal proportion of the participants (23%) did not even possess a matriculation qualification. Pre-service academic qualifications are necessary prerequisites to benefit optimally from in-service professional development programmes. Past academic success tends to motivate someone to continue studying, whilst past academic failure can be a demotivating factor.

Table 5.6 Highest pre-service teaching qualifications

Pre-Service Professional Qualification		
Variable	Number	Percentage
No teaching qualification	7	12%
Teaching certificate	17	28%
Teaching Diploma	32	54%
B.Ed	2	3%
Honours Degree	2	3%
M. Ed	0	0
Ph.D	0	0
Total	∑=60	100%

Table 5.6 shows that the majority of educators in the sample (54%) had a teaching diploma and a reasonable number (28%) had a teaching certificate. In other words, 82% of the sampled educators were in possession of a recognised teaching qualification. Only 6% had either a Bachelors degree in Education (3%) or an Honours degree in Education (3%). What is worrying is that 12% of the educators possessed no professional teaching qualification. A closer analysis of those educators who had no pre-service professional qualifications in teaching showed that all of them were from the rural and farm schools in the Francis Baard District of the Northern Cape Province. Unqualified and under-qualified educators contribute towards educational inequality between urban and rural schools. One of the most prominent goals of the in-service professional development programmes for educators is to reduce, if not eliminate, the number of unqualified/under-qualified educators in the South African education system.

5.2.1 Teaching Experience

Table 5: Years of teaching service

Period	Frequency	Percentage
1990-1992	5	8%
1993-1995	8	13%
1996-1998	10	17%
1999-2001	25	42%
2002-2004	3	5%
2005-2007	4	7%
2008	5	8%
Total	$\Sigma f=60$	100%

Forty two percent of the participants joined the teaching service between the years 1999 and 2001, 17% joined between 1996 and 1998 whilst 13% joined between 1993 and 1995.

Sixty two percent of the participants had less than 10 years experience in the teaching profession and 20% had between 1 and 5 years experience. Thus, the majority of the participants were not old and sometimes disillusioned educators who became set in their ways and who are not willing to embrace changes and innovations of the educational system.

Table 5.8: The number of learning subjects taught by the participants

Variable	Frequency	Percentage
1 learning area	28	47%
2 learning areas	22	37%
3 learning areas	10	16%
4 learning areas	0	0%
Total	$\Sigma f=60$	100%

Table 5.8 indicates that 47% of the participants were teaching in one learning area whilst 53% were teaching in two and three learning subjects. The number of learning subjects an educator teaches impacts on their available time to attend professional development programmes and educators who specialise in teaching one learning subject tends to be more focused than those who are teaching in more than one learning subject.

Table 5.9: Participants' highest professional qualifications in the learning subject(s) that they were teaching

Variable	Frequency	Percentage
No professional qualification	4	7%
Teaching certificate	11	18%
Teaching Diploma	36	60%
B.Ed	5	8%
Post Graduate	4	7%
Total	$\Sigma f=60$	100%

The results in Table 5.9 indicate that 60% of the participants had a teaching diploma in the learning subject they were teaching, 18% had a teaching certificate, 8% had a Bachelor of Education degree and 7% had a post-graduate qualification. What is

worrying is the fact that 7% of the participants did not possess a professional qualification in the learning subject(s) that they were teaching.

5.3 PRE-SERVICE TRAINING IN LIFE ORIENTATION (LO) AND THE NATIONAL CURRICULUM STATEMENT (NCS)

In this section, information is given about the pre-service training that the participants received in Life Orientation [LO] and the National Curriculum Statement [NCS].

Table 5.10: Participants' pre-service training opportunities in LO and NCS

Question 1: Did educators receive any pre-service training in LO/NCS?		
Pre-service training in LO/NCS	Frequency	Percentage
Yes	21	35%
No	39	65%
Total	$\Sigma f=60$	100%

On the issue of pre-service training opportunities in Life Orientation [LO] and/or the National Curriculum Statement [NCS], the findings show that the majority of the sampled educators (65%) did not receive any training. Only 35% received some training. The pie chart given below displays the findings on the pre-service training opportunities in LO and NCS regarding the sampled educators.

The large number of educators (65%) who received no pre-service training in LO and NCS does not bode well for the teachers' capacity to teach Life Orientation successfully and to implement the curriculum effectively. On the other hand, it is true that in-service professional development programmes can only impact positively on the educators' capacity to teach effectively, if the programmes are effectively and efficiently designed and presented.

Table 5.11: The quality of pre-service training programmes in LO and NCS

Question 2: Rating the quality of pre-service training in LO/NCS that educators received																						
Variable	Planning and Timing		Course Facilitator				Course support material						Class application relevance		Funding		After Training Support Services of NCS					
	Frequency	%	Course Content		Presenta-tion Skills		Quantity		Quality		Timing		Frequency	%	Frequency	%	Facilitator		School Manage-ment		District Office	
Frequency			%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency					%	Frequency	%	Frequency	%	Frequency
Rating the quality of pre-service training																						
Very Good Quality	0	0	2	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Good Quality	3	15	1	4	0	0	0	0	0	0	4	19	0	0	0	0	0	0	0	0	0	0
Average Quality	4	18	6	29	9	43	5	23	0	0	1	5	0	0	0	0	0	0	0	0	0	0
Poor Quality	11	52	12	58	10	48	1	48	1	71	8	38	4	19	1	62	2	10	11	52	0	0
Very Poor Quality	3	15	0	0	2	9	6	29	6	29	8	38	17	81	8	38	1	90	10	48	2	100
Total	21	100	21	100	21	100	21	100	21	100	21	100	21	100	21	100	21	100	21	100	21	100

With reference to question two, which dealt with the quality of pre-service training that educators received in LO and NCS, presented in abovementioned Table 5.11, the following finding emerged:

Participants' ratings of the quality of pre-service training programmes in Life Orientation [LO] and/or the National Curriculum Statement [NCS] reveal very interesting results.

When the sampled educators were requested to rate the quality of the planning and timing of the training programme, 52% rated it as poor and an additional 15% rated the planning and timing of the programme as very poor, giving it a total poor rating of 67%. Eighteen percent of the sampled respondents rated the planning and timing component of the training programme as average and only 15% rated it as good. Most educators rated the planning and timing as poor, because they were not involved in this phase of the programme at all.

Participants were also requested to rate the quality of the programme facilitators in terms of course content and presentation skills. Fifty eight percent rated the course content as of poor quality, 29% rated it as average and only 13% rated it as either good (4%) or very good (9%). On the issue of rating the programme facilitator's presentation skills, almost half (48%) rated presentation skills of poor quality and an additional 9% rated it as very poor. Forty three percent of the participants rated the facilitators' presentation skills as average.

Another important aspect related to the quality of pre-service training in LO and NCS that the participants were requested to rate, was the quantities of course support material. Forty eight percent rated it as of poor quantity and an additional 29% rated it as of very poor quantity, meaning the quantity of the course support material was significantly less than what would normally be expected.

Participants were also requested to rate the quality of the course support material. One hundred per cent rated it as of poor or very poor quality. This result is certainly a cause for concern.

A third aspect on course support material which participants were requested to rate was the timing of the availability of the course material. Seventy six percent rated the timing as poor (38%) or very poor (38%). This suggests the course support material came too late to be of any significance to the participants.

As far as the class application relevance of the pre-service training programmes were concerned, 100% of the participants indicated that the training programmes had no relevance for class application. In fact, 81% of the participants rated the programmes as very poor in terms of their class application relevance.

As far as the funding of the pre-service training programmes were concerned, all the participants (100%) rated the funding as either poor (62%) or very poor (38%). This is an issue of great concern, because most of the educators who could benefit from these programmes are from a historically disadvantaged background and a lack of sufficient funds to attend these programmes means that these educators are denied of educational opportunities.

A very important component of pre-service training, which the sampled educators were requested to rate in quality, was after-training support services. The findings show that 100% of the participants did not receive any after-training support from the course facilitators, school or district office. It is important that educators be given the necessary support to implement new ideas in classroom situations. If such support is not forthcoming, the entire training programme will be viewed as a theoretical exercise which has little or no practical implications. Service providers should ensure that adequate after-training support is put in place to motivate students.

Table 5.12: Relevance of pre-service training for addressing classroom application problems

Question three focused on whether pre-service training in LO and NCS adequately addressed the participants' classroom problems:

Question 3: Educators were requested to indicate whether their pre-service training in NCS adequately addressed their class room application problems										
	Strongly disagree		Disagree		Uncertain		Agree		Strongly Agree	
	1		2		3		4		5	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
My pre-service training in LO/NCS adequately addressed all my class room application problems	27	45%	28	47%	5	8%	0	0%	0	0%

The results in Table 5.12 indicate that 92% of the participants either disagreed (47%) or strongly disagreed (45%) that these programmes were effective in addressing their classroom application problems.

5.4 IN-SERVICE TRAINING IN LIFE ORIENTATION (LO) AND THE NATIONAL CURRICULUM STATEMENT [NCS]

Part three of the questionnaire dealt with the in-service training of educators in Life Orientation [LO] and the National Curriculum Statement [NCS].

Table 5.13: The attendance of in-service training in LO and NCS

Question 1: Participants were asked whether they had attended any in-service training in LO/NCS over the past year		
Response	Frequency	Percentage
Yes	60	100%
No	0	0%
Total	$\Sigma f=60$	100%

Table 5.13 indicates that all of the participants attended in-service training in LO and NCS over the past year. This finding is encouraging, but the quality of the training programmes will determine whether a positive impact on the educators' capacity to implement the NCS has been made. There has been a major paradigm shift in the South African schools' education system since 1998 and in-service professional development programmes have been the main vehicle through which the National Department of Education is trying to capacitate educators to successfully implement the NCS.

TABLE 5.14: Level of effective participation in LO and NCS in-service training programmes

Question 2: Rate your active participation in the most recent LO/NCS in-service training programmes you have attended.												
Programme Phase	Rating the level of participation											
	Very low		Low		Uncertain		High		Very High		Total	
	1		2		3		4		5			
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Planning Phase	30	50%	25	42%	5	8%	0	0%	0	0%	60	100%
Implementation Phase	27	42%	29	48%	4	7%	0	0%	0	0%	60	100%
After-Training Support Services Phase	32	53%	28	47%	0	0%	0	0%	0	0%	60	100%

Table 5.14 indicates that 92% of the participants rated their participation as low or very low. It is difficult to justify such a low level of participation in a training programme, because one assumes that any training programme will be based on a training needs analysis. Educators should actively participate during the planning stages of in-service teacher training programmes.

Table 5.14 also reveals that 93% of the participants rated their participation level during the implementation phase of in-service training programmes in LO and NCS as either low (48%) or very low (45%).

All participants (100%) rated their participation levels during the after-training phase as either low (47%) or very low (53%). In fact, during one-to-one discussions with the researcher, most educators reported that after-training support services do not exist. These educators felt that they were abandoned by service providers after the last day of the training programme. One wonders how programme facilitators would be able to assess whether their programme outcomes have been achieved, without conducting any after training consultations with teachers. Maybe in-service professional development programmes are regarded as a theoretical concept that educators must attend to, to comply with departmental prescriptions.

5.5 QUALITY OF RECENT IN-SERVICE TRAINING PROGRAMMES

Participants were requested to rate the quality of the most recent in-service training programmes that they have attended.

Information about participants' ratings of the quality of the in-service training programmes can be found in Table 5.15 below:

Table 5.15: Recent in-service training

Variable	Programme Planning		Course Facilitator		Course Support Material		Relevance in terms of class room Context		After-training support services	
Very Good	Length of Programme	%	0	0	0	0	32	40	0	50
		Frequency	0	0	0	4	19	24	0	30
Good	Notice Period	%	0	0	0	0	0	0	15	22
		Frequency	0	0	0	0	9	13	0	30
Average	Funding	%	0	0	11	0	0	0	0	68
		Frequency	0	0	11	0	0	0	0	41
Poor		%	0	0	0	0	0	0	0	0
		Frequency	0	0	0	0	0	0	0	0
Very Poor		%	0	0	0	0	0	0	0	0
		Frequency	0	0	0	0	0	0	0	0
Total		%	0	0	0	0	32	40	0	50
		Frequency	0	0	0	4	19	24	0	30

1. The funding component was rated by all participants either as poor (57%) or as very poor (43%). Planning for funding a programme tends to affect its quality in many dimensions, such as the quantity, quality and timely availability of support material and its overall sustainability. Programmes that are not sustainable will have very little impact in terms of achieving the intended outcomes.

2. A second aspect of planning the in-service professional development programme that participants were asked to rate in terms of quality was the notice period. Adequate notice is necessary as it gives educators time to adjust their teaching loads and develop the required peace of mind necessary to give the in-service professional development programme the necessary attention it deserves. Eighty five percent of the sampled educators rated the notice period of the most recent in-service programme they had attended either as poor (63%) or as very poor (22%).

3. The third and final aspect of planning in-service programmes that participants were asked to rate in quality, was the duration of the programme. This is a difficult aspect to specify, because educators cannot stay outside the classroom for too long and yet, programmes that are scattered over long periods of time do not tend to produce the intended outcomes very well. Sixty five percent of the participants rated the quality of the length of the programme as poor and 35% rated the quality as average.

Participants were also requested to rate the quality of the programme facilitator with specific reference to course content and presentation skills. The findings are discussed below:

1. Course content: The majority of participants (60%) reported the course content as of average quality and only 18% reported it as good.
2. Presentation skills: Regarding the facilitator's presentation skills, the majority of the participants (78%) rated it as poor, while the remaining 22% rated it as average. It is important to note that poor presentation skills tend to dilute the impact of the entire training programme. A revival of the South African school system requires a change in the pedagogical skills of the educators and programme facilitators should be regarded

as knowledgeable and skilled mentors and role models by educators in order to optimally develop their pedagogical skills.

Another major aspect related to the quality of any in-service professional development programme is support materials. Participants were requested to rate course material in terms of three criteria namely, quantity, quality and timing of its availability. Participants rated the quantity of the support material as either poor (70%) or very poor (30%). In many cases participants reported that they were required to share support material. Participants again rated the quality of the support material as either poor (87%) or very poor (13%). The last criterion that participants were asked to rate was the availability of course material. The majority of the participants (94%) either rated it as poor (77%) or very poor (17%). Support material that are not available or arrives too late greatly reduces the value of the training programme.

The participants were also asked to rate the relevance of the in-service training professional development programmes in terms of assisting educators to solve practical classroom problems. The majority of the participants (68%) rated this aspect as either poor (40%) or very poor (28%). An in-service professional development programme that has very little practical relevance can be regarded as a waste of resources. Programme facilitators are supposed to be modelling techniques that educators can use in classroom practice.

The last aspect of the in-service professional development programmes that participants were requested to rate in terms of quality was the matter of after-training support services. Sixty eight percent of the participants reported that the after-training support services were poor and 32% rated it as very poor. One important way through which programme facilitators can determine whether training outcomes have been achieved is by conducting regular after-training classroom visits and by rendering the necessary support.

The question whether the school management team was offering after-training support services to educators by, for example, regularly visiting those educators who had just come back from an in-service professional development programme, revealed that the majority of participants (85%) reported not receiving such support. Sixty three percent of the participants

rated this aspect as poor and 22% rated it as very poor. It appears as if district offices do not offer any after- training support to educators as well. Fifty percent of the participants reported services rendered by district offices as poor and the other 50% reported it as very poor.

Question four requested participants to rate their attitudes toward LO and NCS in- service professional development programmes soon after attending such training programmes. Table 5.16 displays participants' answers to this question.

Table 5.16: Rating of attitudes towards LO and NCS in-service professional development programmes.

Question 4: Participants were requested to rate their attitudes toward LO and NCS in- service professional development programmes soon after attending the training sessions		
Attitude towards LO and NCS in-service programmes	Frequency	Percentage
Very Negative	11	18%
Negative	30	50%
Uncertain	4	7%
Positive	15	25%
Very Positive	0	0%
Total	Σf=60	100%

Table 5.16 indicates that 50 % of the participants had either a very negative attitude, or a negative (18%) attitude towards LO and NCS in-service professional development programmes soon after attending such training programmes. Only 25% had a positive attitude. These results are alarming, because one would suspect that participants should have a positive attitude towards training after having attended a well presented training programme. Thus,

these findings must be interpreted against participants' negative evaluations of the quality of LO and NCS in-service professional development programmes.

Information about the application relevance of these training programmes to address classroom problems can be found in Table 5.17 below:

Table 5.17: Classroom application

Participants were asked to rate the extent to which the LO and NCS in-service programmes helped them to address their classroom problems. The findings are shown in the table below:

Question 5: My in-service training in LO and NCS helped me to address most of my classroom problems		
Rating Scale	Frequency	Percentage
Strongly disagree	14	23%
Disagree	6	60%
Uncertain	8	3%
Agree	2	4%
Strongly Agree	0	0%
Total	$\Sigma f=60$	100%

Eighty three percent of the participants either disagreed (60%) or strongly disagreed (23%) that the LO and NCS in-service programmes they had attended helped them to address their classroom problems. This finding tends to suggest that programme facilitators do not carry out a training needs analysis before they plan and design their in-service programmes. Hence, their programmes have very little practical relevance to educators. In-service professional development programmes, which are not modelled along classroom pedagogical skills that educators need to acquire and use, tend to have very little relevance in terms of classroom application for educators.

In Table 5.18 information is given about the extent to which follow-up LO and NCS in-service programmes were designed to build on previous training programmes.

Table 5.18: Follow-up in-service programmes in LO and NCS

Question 6: Are follow-up in-service programmes in LO and NCS structured to build on previous training programmes?		
Rating Scale	Frequency	Percentage
Strongly Disagree	6	10%
Disagree	29	48%
Uncertain	15	25%
Agree	10	17%
Strongly Agree	0	0%
Total	$\Sigma f=60$	100%

Table 5.18 indicates that over half (58%) of the educators strongly disagreed (10%) or disagreed (48%) that follow-up LO and NCS in-service programmes were designed to build on previous training programmes. This finding implies that if in-service modules have not been planned and implemented sequentially to link with and support each other and therefore, educators do not benefit from follow-up programmes.

Information about the frequency of educators' attendance of follow-up LO and NCS in-service training programmes can be found in Table 5.19 below:

Table 5.19: Frequency of attendance of follow-up LO and NCS in-service training programmes

Question 7: How frequently have you attended follow-up LO and NCS in-service programmes to build on to your previous training?		
Frequency of attending follow-up LO and NCS in-service programmes	Frequency	Percentage (%)
Every Month	0	0%
Every School Holiday	37	62%
Uncertain	13	22%
Every Six Months	10	16%
Every Year	0	0%
Total	$\Sigma f=60$	100%

The majority of the educators (62%) reported that they attended follow-up LO and NCS in-service programmes every school holiday. Twenty two per cent were uncertain as to how frequently they attended LO and NCS in-service programmes.

The question about the attainment of a professional development qualification in teaching is addressed in Table 5.20 below:

Table 5.20: Attainment of a professional development qualification in teaching

Question 8: Have you attained any professional development qualification in teaching in the past three years without the assistance of the department?		
Response	Frequency	Percentage
Yes	23	38%
No	37	62%
Total	$\Sigma f=60$	100%

Thirty eight percent of the participants attained a professional development qualification in teaching during the last three years, without the assistance of the department. The majority of the participants (62%) had not obtained any qualification and cited financial incapacity as the main reason. They alleged that teachers in South Africa are poorly paid and that most of them come from historically disadvantaged backgrounds. Some farm and rural educators cited the problem of access to professional development facilities as an obstacle.

Educators' opinions about taking responsibility for professional development are reflected in Table 5.21 below:

Table 5.21: Responsibility for professional development.

Question 9: Who must take responsibility for your professional development?		
	Frequency	Percentage
Definitely Yourself	9	15%
Yourself	11	18%
Yourself and the Department	18	30%
The Department of Education	22	37%
Definitely the Department of Education	0	0%
Total	$\Sigma f=60$	100%

Only 33% of the participants thought that they themselves were definitely responsible (18%) or responsible (15%) for their own professional development. Thirty seven percent reported that the Department of Education was responsible and 30% thought that they and the Department of Education are jointly responsible for their professional development. The results suggest that, despite the widespread discourse about life-long learning, many educators still have a long way to go in accepting responsibility for their own professional development.

Participants' opinions about their current professional development capacity to implement the NCS for Grade 10 Life Orientation successfully are given in Table 5.22 below:

Table 5.22: Current professional development capacity to implement the NCS for Grade 10 Life Orientation successfully

Question 10: Rate your current professional development capacity to implement the NCS for Grade 10 Life-Orientation successfully.		
	Frequency	Percentage
Very Low Capacity	17	28%
Low Capacity	21	35%
Uncertain	15	25%
High Capacity	7	12%
Very High Capacity	0	0%
Total	$\Sigma f=60$	100%

The majority (63%) of the participants rated their current professional development capacity to implement the NCS for Grade 10 Life Orientation successfully as either low (28%) or very low (35%). This state of affairs is alarming because an educator's perceived professional development capacity to implement the NCS successfully will affect his/her confidence and self-esteem in class. Thus, it can be concluded that the majority of participants doubt their abilities to teach LO successfully to Grade 10 learners.

5.6 SUMMARY OF FINDINGS

In this section the findings emanating from the empirical study will be summarised

5.6.1 Findings regarding pre-service educator professional development programmes for teaching the National Curriculum Statement [NCS], Life Orientation [LO] to Grade 10 learners.

- The following findings emanated from the study: The majority of the participants did not receive any pre-service training in LO and NCS (see Table 5.10).
- In general, the quality of the pre-service educator professional programmes was evaluated as poor (see Table 5.11). The following factors contributed towards the negative evaluation:
 - Poor planning and duration of the programmes
 - Inadequate funding to attend the programmes
 - Poor course contents
 - Poor presentations by programme facilitators
 - Inadequate quantity of course material
 - Poor quality of course material
 - Inadequate provision of after-course material and after training support
 - Classroom application potential of programmes was poor

5.6.2 Findings regarding in-service educator professional development programmes for teaching the National Curriculum Statement [NCS]: Life Orientation [LO] to Grade 10 learners

The following findings emanated from the study:

- All the participants attended in-service educator professional development programmes for teaching LO and NCS (see Table 5.13).
- The majority of participants rated their levels of participation during the planning, implementation and after-training phases of the in-service training programmes as low to very low (see Table 5.14).

- In general, the quality of the in-service educator professional programmes was evaluated as poor (see Table 5.15). The following factors contributed towards this negative evaluation:
 - The programmes were inadequately funded
 - The notice periods were too short
 - The programmes were too lengthy
 - The course content was of average quality
 - Facilitators' presentation skills were poor
 - The quantity, quality and availability of the course material were poor
 - The relevance of the in-service training professional development programmes in terms of assisting educators to solve practical classroom problems was poor
 - The after-training support services were poor.

- The majority of the participants had a negative attitude towards LO and NCS in-service professional development programmes soon after attending such training programmes (see Table 5.16).
- The majority of the participants were of the opinion that attending the LO and NCS in-service programmes did not help them to address their classroom problems (see Table 5.17).
- More than half of the participants disagreed that follow-up LO and NCS in-service programmes were designed to build on previous training programmes (see Table 5.18).
- The majority of the participants reported that they attended follow-up LO and NCS in-service programmes every school holiday (see Table 5.19).
- The minority of the participants attained a professional development qualification in teaching during the last three years without the assistance of the department (see Table 5.20).
- The minority of the participants reported that they themselves are responsible for their own professional development (see Table 5.21).
- The majority of the participants rated their current professional development capacity to implement the NCS for Grade 10 Life Orientation successfully as low (see Table 5.22).

5.7 CONCLUSION

In this chapter, the results emanating from the empirical part of the study were presented. On the basis of the findings, conclusions will be drawn and recommendations will be made in Chapter 6.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

In Chapter five the findings emanating from the empirical part of the study were presented. In this chapter conclusions will be drawn and recommendations will be made to optimise grade 10 Life Orientation educators' capacity to implement the NCS successfully.

6.2 CONCLUSIONS WITH REGARD TO THE AIM AND OBJECTIVES OF THE STUDY

6.2.1 Conclusions with regard to the aim of the study

The aim of the study was to determine the impact of in-service educator professional development programmes on Grade 10 Life Orientation educators for the implementation of the National Curriculum Statement [NCS] in the Francis Baard District in the Northern Cape Province. Based on the findings, the researcher came to the conclusion that:

Educator professional development programmes (in-service) had very little impact on Grade 10 Life Orientation educators for the implementation of the National Curriculum Statement [NCS] in the Frances Baard District in the Northern Cape Province

6.2.2 Conclusions with regard to the objectives of the study

The first objective was to determine the extent to which in-service educator professional development programmes attended by grade 10 Life Orientation educators improved their capacity to implement the National Curriculum Statement.

Based on the findings, the researcher concluded that:

In-service educator professional development programmes attended by Grade 10 Life Orientation educators, did not substantially improve their capacity to implement the National Curriculum Statement

The second objective was to identify the major barriers in the implementation of in-service educator professional development programmes as experienced by Grade 10 Life Orientation educators.

Based on the findings, the researcher came to the conclusion that the following are major barriers in the implementation of in-service educator professional development programmes as experienced by Grade 10 Life Orientation educators:

- The absence of any in-service training in LO and NCS for a majority of educators;
- Educators' lack of participation during the planning, implementation and after-training phases of the training programmes;
- The poor quality of in-service educator professional development programmes due to:
 - Poor planning and timing of the programmes
 - Inadequate funding of the programmes
 - Too long duration of programmes
 - Poor course contents
 - Poor presentations by programme facilitators
 - Inadequate quantity, quality and availability of course material
 - Inadequate provision of after-course material and support
 - Poor classroom relevance and application potential
- Educators' negative attitudes towards in-service professional development programmes, due to the poor quality of these programmes
- The lack of linkage and progression between previous and subsequent in-service professional development programmes; and

- Educators' unwillingness to take responsibility for their own professional development.

6.3 RECOMMENDATIONS

Based on the above findings and conclusions, the following recommendations are made to optimize the impact of pre- and in-service educator professional development programmes on Grade 10 Life Orientation educators' capacity to implement the National Curriculum Statement effectively:

6.3.1 Recommendations for the Department of Education

6.3.1.1 Full engagement of all education stakeholders

The findings of the research revealed that the successful implementation of LO and NCS depends on the involvement and commitment of all education stakeholders, that is, government departments, school governing bodies, communities, parents, educators, as well as the learners. These findings confirmed that stakeholders should be skilled and empowered to be able to help educators in achieving their expected outcomes in Life Orientation.

6.3.1.2 Educators with matric but no teaching experience

In-service training is imperative and most urgent for this category of educators. There has to be a continuous learner support improvement, classroom teaching monitoring and continuous feedback given to these educators. They will require regular professional coaching and mentoring which must be put in place to enable educators in this group to get to the desired LO and NCS level.

6.3.1.3 Educators with teaching experience but no matriculation certificates

Funding and study opportunities must be made available to allow educators in this category to upgrade academic qualifications to matriculation level. On-going and appropriately scheduled refresher courses must be designed and offered to increase educator proficiency in acceptable levels of knowledge and skills on LO and NCS. The above mentioned recommendation also applies to educators who joined teaching from 1999 to 2001.

6.3.1.4 Addressing the barriers that hinder the implementation of LO and NCS

There is an urgent need for the upgrading of infrastructure at previously disadvantaged schools if successful implementation of LO and NCS should be realised. This can only be achieved by allocating funds to the above mentioned schools. To achieve this, a summit on infrastructure development, where all stakeholders participate, should be held and a well thought of action plan put in place for the successful completion of this project. It is also recommended that allocated funds accommodate adult schools [ABET] to assist the parents in improving their learning abilities that will enable them to aid their children in school affairs.

6.3.1.5 Classroom application programmes

Lack of planning of workshops and content knowledge can be addressed through meticulous planning by facilitators in order to conduct the programmes effectively and efficiently. Planning of workshops can be achieved through using necessary support materials, sufficient time allocation and solid infrastructure. Regular feedback from educators is also required for learning subjects managers to enrich and improve classroom application of the programmes.

6.3.2 Recommendations for teacher training institutions

To rectify the poor quality of training and timing issues, facilitators need to be patient and supportive to educators in need of LO and NCS, particularly the previously disadvantaged educators. Teacher training institutions also require the necessary information, support, funding and quality training to be able to deliver the desired outcomes to the educators.

6.3.3 Recommendations for teachers

6.3.3.1 Advanced Grade 10 subject knowledge

The purpose of continuing professional development programmes for educators is to advance their subject knowledge capabilities. Benefits of continuous professional development are, among others, provision of appropriate learning strategies for learners, opportunities for educators to network and grow through the exchange of ideas and identifying and solving common problems that they experience in day-to-day interaction with students in various learning platforms.

6.3.3.2 Formation of District Forums of Grade 10 Educators

It is recommended that Life Orientation Grade 10 educators form Communities of District Forums where lessons are shared on classroom experiences and workbooks containing common solutions for challenges experienced are developed.

6.3.3.3 Lessons from Past Grade 12 Examination Results

The country's Grade 12 results of the past three years serves as evidence of the fact that Grade 10 Life Orientation is not coping with equipping learners with the right set of skills and competencies as the base grade for FET Phase. It is recommended that greater emphasis be placed on scrutinizing and strengthening Grade 10 curriculum development instead of concentrating on Grade 12 examination results as the main critical national yardstick for twelve years of schooling.

6.3.4 Recommendations for future research

The findings of this research suggest that there is a need to undertake further research on a multi-dimensional approach in order to improve the quality of in-service professional development programmes in the Francis Baard District in particular and in South Africa in general.

6.4 BRIEF SUMMARY OF THE STUDY

Chapter one introduced the problem statement of the study, followed by a description of the background and relevance for this study.

Chapter two addressed all literature reviewed on the research topic. The introduction commenced with background information of how Life Orientation and the National Curriculum Statement were introduced in the South African post 1994 educational reforms. This chapter concluded by comparing literature from African countries with that of international countries.

Chapter three focused on the need for continuous and relevant professional development of educators in Grade 10 Life Orientation. It elaborated further on approaches and methodologies applied in the profession, by educators.

Chapter four addressed the following topics: Introduction, aims and objectives, background and relevance, research questions, Methods of Research, Literature Review, Research Design, Study Population, Measuring Instruments, Data Collection, Data Analysis and Ethical Aspects. Contributions of the study to the field of knowledge in Life Orientation concluded this chapter.

The first part of chapter five discussed the findings of the analysis of the biographical data of the sample studied, the second part discussed the findings of the analysis of data of pre-service training of the sampled educators in the LO and NCS. The third part discussed the findings of the analysis of data in the in-service training of educators in LO

and NCS and programmes offered. This chapter concluded by presenting results of the empirical study.

Chapter six presented conclusions drawn and recommendations made from the empirical study. Limitations of the study were highlighted.

6.5 CONTRIBUTIONS MADE BY THE STUDY TO THE FIELD OF LIFE ORIENTATION

The study made the following contributions:

- 6.5.1 The research is the first of its kind to be conducted in the province. It investigated the impact of in-service educator professional development programmes undertaken by Grade 10 Life Orientation educators to implement the NCS successfully.
- 6.5.2 The survey questionnaire can also be adopted for other Grade 10 to 12 Life Orientation educators in the province and in other provinces.
- 6.5.3 The study identifies the need to re-orientate school governance and management to support successful implementation of best educator professional development programmes.

6.6 LIMITATIONS OF THE STUDY

Due to a lack of understanding of the questionnaire and negative attitude towards them, some of the educators failed to complete the questionnaire fully. This resulted in an inconsistency in the number of responses in the various analyses.

6.7 CONCLUSION

The study supported the findings of Van Aart (1994: 168), that in-service educator professional development programmes are having little impact on the classroom practice of teachers and are not modelled along profiles of best practice.

The study further supported the Department of Education's challenge of introducing a major paradigm shift from content-based to outcome-based education (DoE, 200b: 6,7). This shift requires that pedagogical skills required by educators to successfully implement the NCS be re-align with the demands of the new curriculum.

The study agrees with Little (2000:1 – 5) and Wiley (1; 33) that professional development programmes of educators are planned and implemented within a context of inadequate funding and as a result the is quality and sustainability is seriously compromised.

Hustler et al (2003: 24 – 67) observed that although on paper professional development of educators is listed as apriority aspect, in practice commitment in terms of resource allocation and monitoring of continuity is lacking. The current study supported the observation and concluded that schools are poorly managed and under-resourced.

The shortcomings of in-service professional development programmes mentioned can be overcome by taking a multi-stakeholder approach. Furthermore, this research suggests that in-service educator professional development programmes, undertaken by Grade 10 life orientation educators, are set to improve their skills and knowledge of the content to be successfully implemented in the Learning Subject of Life Orientation. If there will be continuity in the in-service training workshops, the high-quality programmes will be sustained and the intended outcomes of the new curriculum will be achieved. All education stakeholders, for example, the Department of Education, community, parents, churches and learners must give support in order to ensure the success of the facilitation of high quality continuing programmes.

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Addendams

N.I.H.E
PO BOX 305
KIMBERLEY
8300
27 August 2007

District Manager : Francis Baard Region
The Department of Education
Barkly Road
Kimberley
Northern Cape
8300

Dear Sir / Madam

Re: Letter of Introduction: Research Project.

This serves as a letter of introduction of **Lesang Marumo**. I am currently studying for an **M.Ed** at North-West University (Potchefstroom). As part of my studies, I am required to undertake a research project in an area related to my work. I have chosen to undertake research in the area of Life Orientation (FET Phase-Grade 10). I am serving as a lecturer at National Institute for Higher Education.

I am currently at the field- work phase of my research project which involves the use of a questionnaire to collect the relevant information. The questionnaire focuses on the **in-service development of educators** for implementation of the **RNCS in Frances Baard District.**


I hereby request your permission to undertake research at the following schools:

- | | |
|--------------|-----------------|
| 1. Town | 4. Barkley West |
| 2. Galeshewe | 5. Warrenton |
| 3. Roodepan | 6. Douglas |

I will ensure that my presence at these schools will be of minimal impact on the school programme, as well as ensuring that my research will be of benefit to these schools.

Your favourable response in assisting in my studies will be highly appreciated.

Yours in Education


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L. Marumo



DEPARTMENT OF EDUCATION
DEPARTEMENT VAN ONDERWYS
LEFAPHA LA THUTO
ISEBE LEZEMFUNDO

156 Barkly Road
Homestead
KIMBERLEY 8301
Education Building
Private Bag X5029
KIMBERLEY 8300
Republic of South Africa
Tel. (053) 8396500
Fax (053) 8396539

Enquiries :
Dipatlisiso : O. Ntsie
Imibuzo :
Navrae :

Date :
Leshupelo : 21/01/08
Umhla :
Datum :

Reference :
Tshupelo :
Isalathiso :
Verwysings :

Ms L Marumo
National Institute of
Higher Education

RESEARCH PROJECT

Kindly be informed that permission is hereby granted to you, to conduct research on the said topic of Pre-service and In-service Training for Educators.

Permission is granted on condition that the research will not disrupt teaching and learning. As far as possible, arrangements to conduct the research with the pilot group should be made after teaching hours.

Regards,



H.H. Esau

Acting Head of Department

COVERING LETTER

25/08/2007

The Principal

I am an M.Ed student in School Counselling and Support at the North West University, Potchefstroom Campus under the supervision of Dr. A Kok.

As part of the process towards the completion of my studies, I need to research on the pre-in-service and in-service training of educators on educator professional development programmes for successful implementation of Grade 10 Life Orientation RNCS.

Enclosed herein are copies of questionnaires of which all sections are to be completed by Grade 10 Life Orientation educators in your school.

I therefore request permission to conduct my research at your school where I will have the opportunity to interact with the educator.

Your considerations towards this request will be well appreciated. Please find below my contact details:

Thank you

Yours sincerely

Lesang P. Marumo
Researcher

053 8612068 (h)
053 8711108 (w)

To whom it may concern

I hereby certify that I have language edited the dissertation prepared by Ms LP Marumo entitled The impact of in service educator professional development programmes on Grade 10 Life Orientation educators and that I am satisfied that, provided the changes I have made are effected to the text, the language is of an acceptable standard.



Miss M R Engelbrecht

QUESTIONNAIRE: IN-SERVICE TRAINING FOR EDUCATORS.

Section 1: Biographical data

1. Gender

Female	
Male	

2. Age

50 yrs plus	
49 ≤ 40 yrs	
39 ≤ 30 yrs	
29 ≤ 20 yrs	

3. Marital Status

Single	
Married	
Divorced	
Widow	

4. Home language

Setswana	
Sesotho	
Isixhosa	
Isizulu	
Isivenda	
Sepedi	
Afrikaans	
English	

5. Highest pre-service teaching qualification.

<u>Academic qualification</u>	<u>Year attained</u>
(a)	
<u>Professional qualification</u>	
(a)	

6 . Date of becoming a teacher

7. Total teaching experience in years

8. List the subject(s)/learning area(s) that you are currently teaching

Subject/Learning area
(a)
(b)
(c)
(d)

9. List the highest teaching qualification you have obtained in the subject(s)/learning area(s) you are currently teaching.

Qualifications..... Year obtained

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.....

.....

.....

Section 2 : Pre-Service Training in NCS: Life Orientation

10 . Did you receive any pre-service training in NCS: Life Orientation?

NO	
YES	

11 . If yes, list the four major topics of your pre-service training in NCS: Life Orientation

TOPIC	Year attended
(a)	
(b)	
(c)	
(d)	

12. Rate the quality of your pre-service training NCS: Life Orientation in the following areas: (Please use a √)

	Planning and Duration	Course Facilitator		Course Support Material			Relevance for teaching	Funding	After-training support from:		
		Content Knowledge	Presentation skills	Quantity	Quality	Duration			Facilitator	School management	District office
Very Good											
Good											
Average											
Poor											
Very Poor											

13. My pre-service training in NCS: Life Orientation helped me to overcome most of the problems with the teaching of Life Orientation in the class room (Please use a √)

Strongly agree	
Agree	
Neither agree nor disagree	
Disagree	
Strongly disagree	

Section 3: In-Service Training in NCS: Life Orientation

14. Have you attended any in-service training in NCS: Life Orientation?

NO	
YES	

If yes, give details of the five most recent workshop topics.

Topic
(a)
(b)
(c)
(d)
(e)

15 . Rate your active and effective participation in the five most recent in-service training programmes you attended in the following areas (use a √)

Programme Phase	Rating (Level of your participation)				
	Very high	High	Average	Low	Very low/none
Planning phase					
Implementation phase					
After-training service phase					

16. Rate the quality of five most recent in-service training workshops you have attended in NCS: Life Orientation in the following areas: (use a √)

	PROGRAMME PLANNING			COURSE FACILITATOR		COURSE SUPPORT MATERIAL			RELEVANCE IN TERMS OF CLASS ROOM CONTEXT	AFTER TRAINING SUPPORT FROM:		
	Funding to attend	Notice Period	Length of Programme	Programme content	Presentation skills	Quantity	Quality	Duration	Implementation	School Management	District Office	Course Facilitator
Very Good												
Good												
Average												
Poor												
Very Poor												

17. Rate your attitude towards NCS: Life Orientation immediately after attending the in-service training programme(s). (use √)

Very Negative	
Negative	
Neither Negative nor Positive	
Positive	
Very Positive	

18. My in-service training in NCS: Life Orientation helped me to overcome most of the problems with the teaching of Life Orientation in the classroom. (use √)

Strongly Agree	
Agree	
Neither agree/nor disagree	
Disagree	
Strongly disagree	

19. Follow-up training programmes in NCS Life Orientation are structured to build on the previous training programmes (use a √).

Strongly disagree	
Disagree	
Neither disagree nor agree	
Agree	
Strongly agree	

20. How frequently have you attended follow-up/incremental NCS: Life Orientation workshops to build on your previous training? (use a √)

Every month	
Every school Holiday	
Uncertain	
Every six months	
Every year	

21. Have you attended professional development programmes in NCS Life Orientation without the assistance of the Provincial/District Education Office in the past two years?

NO	
YES	

22. Who do you think is responsible for you getting sufficient professional development in NCS Life Orientation? (use a √)

Definitely Yourself	
Yourself	
Yourself and the Department of Education	
The Department of Education	
Definitely the Department of Education	

23. Rate your current professional development capacity in successfully implementing the NCS Life Orientation in the classroom (use a √).

Very inadequate	
Inadequate	
Uncertain	
Adequate	
Very adequate	