AN INVESTIGATION ON FACILITATION OF LEARNING IN OUTCOMES-BASED EDUCATION (OBE) IN THE NORTH WEST PROVINCE, REPUBLIC OF SOUTH AFRICA: TOWARDS AN INSERVICE EDUCATION TRAINING PROGRAMME FRAMEWORK.

BY

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DECLARATION

I, Lydia Keneilwe Sebego, hereby declare that this thesis for the degree of Doctor of Education at the University of North West is my original work and has not been submitted by me or any other person at this or any other University. I also declare that all reference material contained in this study has been duly acknowledged.

Signed at Mafikeng on the 15th day of September 2003.



L.K. Sebego

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BY

Lydia Keneilwe Sebego in the Department of Teaching and Curriculum is hereby recommended for acceptance for examination.



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DEDICATION

To my husband, Mike, and our children, Gaofose, Keorapetse, Rebaone and Lefika who were always willing to sacrifice and support me in this challenging task.

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ABSTRACT

The purpose of this study was to establish how foundation phase educators in the North West Province facilitate learning in Outcomes-Based Education (OBE) classrooms. In essence the study looked into the manner and extent to which the educators implement OBE as envisaged in South Africa. The nature of the research question led to the study following a qualitative research paradigm. Observation and interviews were used to collect data in an explanatory approach.

The classroom observations were done by means of a schedule produced through literature review. The interviews were conducted in a one-to-one basis following each classroom observation, and were used to clarify any matters picked up from the observations. Two standard questions, what role do parents play in teaching and learning in your classroom? plus what do you use assessment for? were asked in every interview. In addition, any other question was asked flowing from the responses as well as matters and/or actions/behaviour picked up from the observation. The study culminated on recommendation for In-service Education and Training (INSET) programme framework.

The findings of this study revealed that the educators, who participated, although labelled the best in their cohort, were far from performing as expected. It was clear that although they tried their best to implement as directed, they need thorough training to do it right. Most of these educators have some insight of the theory of OBE but lack the skill to implement in their classrooms. For instance, although all of them indicated that assessment is an integral part of teaching in OBE, in practice it was not. These findings may be summarised by saying that the educators who participated need to be retrained to implement OBE. Also, if the subject advisors who chose the participants were right in labelling them best within their cohort, then the challenge is even bigger for OBE to succeed. As such, the INSET programme framework suggested in this study, would contribute a great deal towards retraining.

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CHAPTER 1

CONTEXT OF THE STUDY, RESEARCH STRATEGY AND PROGRAMME OF THE STUDY

1.1 ORIENTATION

The dawn of democracy in South Africa implied amongst others, a transformation of the education system. As it is, the old system was characterised by a curriculum framework based on separateness rather than common nationhood as well as disintegrated education and training. Therefore that curriculum was not only politically incorrect but it was also educationally irrelevant (Christie, 1991: 13). Integration of education and training into a coherent system has been a long awaited call in South Africa. To this end, the National Qualifications Framework (NQF) was proposed as early as January 1994. The NQF is described as a mechanism adopted by government to achieve its education and training goals.

The white paper on Education and Training (1995) emphasises the need for major changes in education and training in South Africa in order to normalise and transform teaching and learning. The main argument was for a shift from the traditional aims - and - objectives approach to Outcomes-Based Education (OBE). As the Department of Education in South Africa suggests, the paradigm shift is a necessary prerequisite for the achievement of the following vision for South Africa: *A prosperous, truly united, democratic and internationally competitive country with literate, creative and critical citizens leading productive, self-fulfilled lives in a country free of violence, discrimination and prejudice (Department of Education: 1997 a: 1).*

The new outcomes-based curriculum is based on a structure that begins by recognising the critical skills, knowledge and values that are important for all South Africans to acquire. The concept OBE acknowledges that everyone can learn. It defines what learners are to learn, emphasises on learning not teaching, measures

progress based on actual achievement, and helps the learner to develop the innate skills of knowledge construction.

Obviously, a move towards OBE would mean a new role for educators in South Africa. The implications are that the present educators will have to undergo a major paradigm shift with respect to their role. The new educator that would have to emerge to meet the challenges of OBE should, in the researcher's opinion, deliberately change his/her approach to teaching and learning. Lifelong learning would require a replacement of the approach of learning the facts of the new curriculum quickly. The old talk and chalk approach should be replaced completely by more learner involvement and participation. The intended outcomes of learning will have to occupy a central position in the educator's planning and preparation. Above all, learner centredness, and learner- paced approach to education will have to direct all classroom practice (Department of Education, 1997 a: 18).

Another argument for a need to undergo a paradigm shift can be based on the fact that almost all educators in South Africa have been trained through and for a content or subject matter based education system. In that system, unlike in OBE, the child or learner was not the starting point. The subject matter furnished the start, the end, and determined the method. OBE system on the other hand, places the learner at the beginning, centre and end of teaching and learning. As such the development and knowledge construction by the learner is crucial. The biggest question here is whether our present educators are ready to make a move into that new way of looking at things. Are these educators in anyway prepared to even consider the learner as their point of departure? Underlying to these questions is whether the necessary mechanisms are in place to ascertain the paradigm shift.

1.2 STATEMENT OF THE PROBLEM

Educators are at the centre of any curriculum implementation. The success and failure of any curriculum framework highly depend on them as practitioners. Therefore it

would be very important and useful for their role to be understood during the implementation process. Hence in the researcher's view the educators' role as facilitators of learning would inform all concerned with respect to the extent to which Transformational OBE is used in South African classrooms. Such information would enable those responsible for inservice education and teacher training to organise relevant interventions and/or courses. The fact that OBE is new in South Africa by itself, is sufficient reason that studies such as these should be undertaken.

The implementation of outcomes-based education (OBE) is viewed as a process that would involve a phasing in programme beginning with Grade 1 in 1998, Grade 2 in 1999 up to Grade 12 in 2005, with a major evaluation in the year 2005. This implementation, as the Department of Education (1995:10) argues, is expected to follow a cyclical principle of curriculum development. In effect, the principle implies that research will be conducted and that any amendments needed, will be done and implemented as soon as possible. It is with this in mind that the researcher views this study as an important step towards informing OBE implementation process in North West Province.

One of the implications of OBE for educators is that they should help learners to acquire, integrate, and use knowledge and skills. To do so, such educators would have to become facilitators of learning. As the Department of Education (1997 a: 23) puts it: "Outcome-based Learning development evidently provides a richly textured learning opportunity for the learner and enabling facilitative role for the educator since the onus for lifelong learning development rests with the learner primarily in achieving the stated outcomes".

The manner in which OBE educators are expected to facilitate learning was tapped through the following main question:

How do educators facilitate learning in OBE classrooms?

The following sub-questions were used to address the main question:

* What is the theoretical framework underpinning effective facilitation in OBE classrooms?
* How does facilitation present itself in OBE classrooms?

1.3 PURPOSE OF THE STUDY

The purpose of this study was to investigate how educators facilitate learning in OBE classrooms. The objectives that helped to achieve this aim were:

(1) to develop a theoretical framework of functions and/or role of a facilitator in an OBE classroom;

(2) to study OBE facilitation in action and within North West Province classrooms

(3) to make recommendations for an INSET programme framework for OBE classroom facilitators.

1.4 RATIONALE FOR THE STUDY

The majority of educators in South Africa were trained through and for an educator and content - based education. Naturally, an introduction of a learner centred outcomes-based education system would be challenging for such educators. In the opinion of the researcher an INSET programme is urgent to address this. Over and above the challenge that might be posed by pre-service education, which prepared the educators for a different system, many educators in the North West province are not qualified. These educators as the Department of Education - North West province argues, can be grouped into four categories, namely:

* educators with former standard six plus one year pre-service training (lower primary teachers certificate)

* educators with former standard eight (junior certificate) plus two years of preservice training;

* educators with matric plus two years preservice training; as well as

* educators with matric plus one year of inservice training.

The fourth category of educators is actually a product of ex-Bophuthatswana education department six weeks inservice education programme. As a result, although the certificate was rated equivalent to a one-year diploma, those educators were actually exposed to only six weeks of training plus an assessment through school visits. The scenario in terms of educator qualification is characteristic of many Provinces in South Africa (North West Teacher Qualification Survey, 1996: 5).

Clearly the educators categorised above would need some professional assistance to cope with the implementation of Outcomes-Based Education. Over and above that, the fact that OBE is new implies that almost all educators in South Africa need training in OBE. To this end, there should be careful planning to ensure successful implementation. According to Orstein and Hunkins (1993: 298) planning focuses on three factors: people, programmes, and processes. Any tendency to focus on only one factor might render implementation ineffective. For instance, the implementation of Primary Education Upgrading Programme (PEUP) in ex-Bophuthatswana schools mainly failed due to the fact that the planners thereof concentrated mainly on programmes and neglected educators support (Sebego, 1988: 17).

Unfortunately there has not been enough time to get ready for implementation of OBE which started in 1998. This claim is supported by the report of North West Department of Education on implementation of OBE at foundation phase as per the research conducted by Potchefstroom University (North West Department of Education 2001:15). Educators who are at the centre of curriculum implementation in

terms of making it happen, are not necessarily ready. The amount of training needed for educators as indicated by the overall educator qualification scenario in South Africa in general, plus North West Province in particular, is far more than what available time and resources can allow. For instance, in the North West Province, Grade 1 educators were trained for three days to implement OBE in 1998. Those educators were then expected to begin the implementation hoping to obtain support through Subject Advisory Services. The realities are that the Subject Advisors could not retrain nor visit all the educators due to costs containment measures as well as the fact that they were themselves not confident enough.

To address this challenge, there should be an INSET Programme that can empower educators to atleast begin proper implementation. This should be taken seriously if the cyclic approach to curriculum development, as argued for by proponents of OBE is to succeed. Time must be put aside to retrain educators and support them as they implement OBE.

As Ornstein and Hunkins (1993: 299) argue: One reason why many curriculum projects fail is that the curriculum innovators, especially from universities, centre most of their energies on changing the programme but pay scanty attention to the needs of educators, and minimal attention to the organization of their schools. The present research mapped out the practice displayed by OBE educators in their classrooms. That information was then used to recommend a possible INSET training programme to assist those educators to adapt to their new role of facilitation. By so doing the research will contribute to proper planning for successful implementation.

1.5 RESEARCH DESIGN

The nature of the question for the present research was such that procedures followed an exploratory approach. The reasons for adopting an exploratory approach was due to the fact that outcomes based education is newly implemented in South Africa and as such there is no sufficient knowledge of how facilitation of learning would

practically be carried out in South African schools. Therefore it is difficult to form any conjectures about OBE facilitation in South African classrooms. With the same token, procedures were not strictly formalized and a more philosophical mode of operation was adopted (Mouton & Marais, 1990). By the very nature of the main research question, it is imperative that several interpretations and/or meanings might result. The concept of facilitation of learning can be interpreted in a number of ways. As such qualitative research methods such as interviews and observations were used to elicit such interpretations and meaning.

It was essential to contextualise the recommendations for the INSET training programme in order to make it relevant and useful. This was necessarily possible through direct observations, which characterises qualitative research. As such the recommendations for the INSET programme were developed from the data. This is in line with one of the major characteristic of qualitative research, as Borg and Gall (1989) put it, major characteristic of qualitative research is its emphasis on grounded theory (sic). Theory that is grounded in the data, that is, developed from the data, is viewed superior to a priori theory because it will more accurately reflect the data (Borg & Gall, 1989: 386).

To develop recommendations for the INSET programme, educators had to be observed in classrooms. Therefore observation formed the centre of the investigation. Such observation enabled the researcher to describe how OBE facilitators operate. To this end, an observation schedule was developed and used during the classroom visits. The educators observed were interviewed to triangulate conclusions from observations. Literature was also used to control and to complete the triangulation.

1.6 DEFINITION OF CONCEPTS

This subsection seeks to clarify the main concepts in the present study, namely; Facilitation, Facilitator, Outcomes-Based Education (OBE), In-service Education and

Training (INSET), Educator, and Programme. These concepts are further discussed in chapters 2 and 5.

1.6.1 FACILITATION

Facilitation is generally defined as a way of making any process easier or less difficult (Lang, 1987: 3; Rees, 1991: 101; Kinlaw, 1993: 18; Redman 1996: 8). In the context of OBE and indeed for the purpose of this study, facilitation means:

- To enable learners to discover their existing knowledge;
- That learners may generate their own further learning;
- Learners are allowed to explore their potential;
- To allow and leave learners to consider different options; as well as
- To effectively guide learners towards responsible decision-making (Department of Education, 2000 c: 13).

1.6.2 FACILITATOR

Flowing from 1.6.1 above; a facilitator is, by extension a person who makes any process less difficult. In the Department of Education (2000 a), the Government Gazette No 20844, Norms and standards for Educators of 2000, the National Department of Education defines a facilitator of learning as someone who acts as a mediator of learning, interprets and designs Learning Programmes and materials, leads, administrates and manages, a scholar, researcher and lifelong learner, community member, a pastor, assessor and learning area specialist. Kinlaw (1993: 15) adds that a facilitator of learning needs to develop the following qualities:

- Flexible,
- Empathic,
- A skilled listener,
- Open and able to share,

- Organised,
- Accepting,
- Trustworthy,
- Modest,
- Enthusiastic, as well as
- Having a very good sense of humour.

1.6.3 OUTCOMES-BASED EDUCATION (OBE)

In the South African context OBE forms part of educational transformation based on the government's overall process aimed at redressing past inequalities. Generally OBE is defined as a system of education that is learner centred, result oriented design, based on the belief that all individuals can learn (Spady, and Marshall, 1991:68; Boschee and Baron, 1993:13, Department of Education, 1996 a: 5-7). As such, it is a system, which is driven by the outcomes displayed by the learners at the end of an education experience or process.

On the other hand; **outcomes** are defined as the results of learning process, formal, non-formal or informal and refers to knowledge, skills, attitudes and values within particular contexts. These are divided into critical and specific outcomes, defined as:

❖ **Critical outcomes**

They are broad statements from South African Qualifications Authority (SAQA), which indicates knowledge, skills, values and attitudes that learners should acquire. They describe what should be achieved in education and training and they are derived from the Constitution of South Africa.

❖ **Specific Outcomes**

These are exact or specific statements of what learners are expected to achieve at the end of a learning experience. They are related to a specific learning area and describe

the knowledge, skills, values and attitudes that should be demonstrated within each learning area and they are derived from critical outcomes.

1.6.4 IN-SERVICE EDUCATION AND TRAINING (INSET)

This concept is generally defined as a process of empowering and/ or developing a person in order to enable him/her to perform better. It is therefore a process of what some refer to as "on the job training". As such different terms such as career development, staff development, as well as professional development are usually used instead (Mashile; 1998; Mashile and Vakalisa, 1999). In the present study INSET is defined in terms of both personal and professional development.

1.6.5 EDUCATOR

This refers to a person who teaches or trains character as well as mind. In the present study, it is used to describe those who facilitate learning and is used instead of the term teacher.

1.6.6 PROGRAMME

In the present study, this concept refers to a plan of intended proceedings or steps to control operations. As such this would describe the framework or pattern that would be recommended for INSET.

1.7 PROGRAMME OF THE STUDY

The following programme guided the present study:

Step 1: This was the initial step, which involved the presentation of the context, research strategy and programme for the study and is reported in chapter 1.

Step 2: This involved an extensive review of literature to establish what is said about facilitation and OBE in general in order to develop a theoretical

framework for OBE facilitators as well as development of an observation schedule. This forms chapter 2.

Step 3: This involved a survey of literature on research methods and research paradigms focusing on observation and interviews as methods for data collection. It forms chapter 3.

Step 4: This involved classroom observation using the schedule developed in chapter 2 as well as an analysis of data so obtained. This is reported in chapter 4.

Step 5: The fifth step involved interpretation of data, summary and conclusions. It forms chapter 5.

Step 6: This involved making recommendations for INSET programme for OBE facilitators as well as recommendations for further research. It forms chapter 6.

1.8 SUMMARY OF THE CHAPTER

In this chapter, identifying the problem as well as describing procedures for the empirical study gave an introduction to the undertaken study. As a result, this chapter laid a foundation for the review of literature and, the research design that will follow in the next chapters to expand some of the preliminary explanations and/or definitions in 1.6 above.

CHAPTER 2

THEORETICAL FRAMEWORK FOR OUTCOMES - BASED EDUCATION (OBE) FACILITATION

2.1 AIM OF THIS CHAPTER

The aim of this chapter is to develop a theoretical framework for Outcomes - Based Education (OBE) facilitation in North Province classrooms. To this end, a review of literature on OBE (section 2.2) facilitation (section 2.3) and assessment (section 2.4) is presented. This information was used to develop an observation schedule (Appendix B) as well as to recommend an In-service Education and Training programme for educators implementing OBE.

2.2 OUTCOMES - BASED EDUCATION

This section deals with OBE in terms of its origin, philosophical base as well as its characteristics with special reference to South Africa.

2.2.1 THE ORIGIN OF OBE

Generally OBE is viewed as having three roots, namely competency-based education, mastery learning and criterion - referenced assessment (Chion-Kenney, 1994: 14; Department of Education, 1996 a: 1-2; Van der Horst & McDonald, 1997: 10-12; Brady, 1997: 59). As such, it seems as if OBE is neither pure mastery learning nor competency - based education, but it is an improvement of both to suit the present era (Department of Education 1996 a: 2).

2.2.1.1 Competency- Based Education

Capper and Jamison (1993: 427) argue that competency-based education was an attempt at narrowing the gap between education and the labour market in the late sixties. As the Department of Education (1996 a: 2) puts it, "The idea was that competency-based education should be built around the integration of outcomes,

goals, instructional experiences and assessment devices". This argument seems to be supported by King and Evans (1991: 74) as well as Van der Horts and McDonald (1997: 10-11). In theory, competency-based education was almost like OBE except that it would be measured by behavioural objectives structured around basic skills, whereas OBE focuses on knowledge, skills and attitudes (Van der Horst & McDonald, 1997: 11).

2.2.1.2 Mastery Learning

Mastery learning on the other hand, was based on the ideas of Bloom and Tyler of more than 50 years back. According to Bloom and his associates (in Van der Horst & McDonald 1997: 11 "...if proper conditions can be provided, 90-95% of learners can actually master most objectives". Ralph Tyler (1950:57) stated that a well-written objective should identify both the behaviour to be developed in the learner and the area of content in which it will be applied. On the other hand Van der Horst and McDonald (1997: 11) argue that "... the general aim of mastery learning is to ensure that learners are granted opportunities to be successful at most tasks, by providing an appropriate learning environment, materials and back-up guidance". OBE seems to rely to a greater extent on mastery learning especially with its philosophical stance that all learners can master a core curriculum if they are given the time and environment to do so (Capper & Jamison, 1993: 430).

2.2.1.3 Criterion - referenced assessment

Department of Education (1997 a: 28) maintains that criterion-referenced assessment is preferred in OBE over norm-referenced assessment. Criterion-referenced assessment is defined as testing in which learner's scores are compared to a set standard (Van der Horst & McDonald, 1997: 2). On the other hand norm referenced assessment is said to be based on comparison between learners (Pretorius, 1999: 83). Van der Horst and McDonald (1997: 12) go on to say that criterion-referenced assessment is especially appropriate for OBE since it places a learner's test outcome on a scale ranging from no proficiency to excellent or perfect performance. As King

and Evans (1991: 73) put it "Ideally, criterion - referenced measures, linked to outcomes, provide feedback to inform instruction and assist in evaluating courses of study".

In the final analysis, the three roots of OBE together form the theoretical foundation for OBE in general. As Capper and Jamison (1993: 430) argue proponents of OBE successfully took common elements between the three roots to produce OBE.

The following part discusses the theoretical underpinning of OBE.

2.2.2 THEORETICAL UNDERPINNING OF OBE

The underlying assumption of OBE seems to place it in what is referred to as critical theory paradigm. Capper and Jamison (1993: 432) maintain that critical theorists believe that individuals and groups are oppressed by actual or perceived structures in society. People are prevented access to knowledge and opportunity by real, tangible, social impediments or their beliefs, perceptions and interpretation that such a situation exist". According to Vermeulen (1997: 30) OBE advocates seem to be telling all education stakeholders that an outcome orientation will free them from the shackles of the past oppressive and ineffective system. To add on this, Nsibande (2002: 2) says that " In South Africa OBE forms part of an educational reform process based on the governments emphasis on introducing policies aimed at redressing past inequities".

The above description can easily be aligned with history of education and /or educational provisions in South Africa. That history has actually been used as the main social reason for a call to restructure and transform education in this country (Christie, 1991: 10). As such the new government of South Africa's very first challenge as far as education is concerned, was to engage in the process of "overhauling" the old segregated education system and replace it with a system that ensures access to education by all citizens. The division that existed before in South Africa in general and the quality of education that was available to majority of South

Africans helped to produce occupational and social class distinctions (Christie, 1991: 17). As a result it has been imperative to transform education in such a way that those who suffered all kinds of oppressions under the previous system, should be emancipated.

Many in South Africa view transformational OBE as having the potential to reverse the trend (Department of Education, 1995: 14). The National Qualifications Framework (NQF) has been moved for as a means to make education and training more flexible, efficient and accessible. It is envisaged that the approach through the NQF would facilitate integration of education and training into a single, unified system. As the Department of Education (1995: 15) sees it: "The Framework will prevent learners from being locked into one learning compartment or another, as happened in the fragmented system". The National Qualifications Framework (NQF) in this respect can be viewed as a mechanism to enhance the emancipatory function that Transformational OBE has to serve in South Africa. Vermeulen (1997: 23) affirms this with an agreement that "NQF is a mechanism for integrating education and training and increased access to lifelong learning". According to Vermeulen (1997: 23) the NQF provides guidelines on the kind of learning that should take place.

The consultation process that took place through several publications like the White Paper on Education and Training (Department of Education 1995); towards a National Qualifications Framework (Department of Education 1996 a) and a Curriculum Framework (Department of Education, 1996 b) and others was an effort to obtain a rationale, and logic for transformational OBE. By the very nature of that process, adoption of transformational OBE followed a pattern described by Capper and Jamison (1993: 432) as being characteristic of critical theory. They have this to say: "... critical theory relies on rational, logical, and reasonable thinking and discourse to help oppressed groups to recognise, understand, and act against the object of their oppression".

To summarise, the involvement of stakeholders including learners, educators, parents and communities at large in the curriculum development process that gave birth to the adoption of Transformational OBE in South Africa, is the foundation for the researcher's claim that OBE in this country follows a critical theory approach. The fact that the twelve critical outcomes were actually developed from the Constitution which above all, aims at liberating and/or emancipating citizens is yet another support for the claim. Capper and Jamison (1993: 444) put it clear: "An educational system which aims to emancipate its students will actively court students, parents, and community in developing the desired outcome of education and its resultant curriculum".

Given the above discussion of the origin of OBE, it is now essential to discuss what OBE is in general as well as the rationale for OBE with particular reference to South Africa. The advantages and disadvantages of OBE will also be reflected upon.

2.2.3 OUTCOMES-BASED EDUCATION (OBE)

Several authors use different words to define OBE. However, generally speaking, OBE is defined as a learner centred, result oriented design, based on the belief that all individuals can learn (Spady & Marshall, 1991: 68; Boschee & Baron, 1993: 13; Spady 1995: 123; Department of Education, 1996 a: 5-7; Klu, 1997: 10-11). As Klu (1997: 11) argues, "... it is therefore a commitment to the success of every learner, a process of continuous improvement and philosophy which focuses educational choices on the needs of each learner".

The Department of Education (1996 b: 7) explains that OBE is a system that should be results oriented, publicly defined, learner centred, focussed on life skills and context characterised by high expectations of and for all learners and should have sources from which all other educational decisions flow. This argument and/or claim differentiate OBE curriculum development process from previous processes where the public never had any say in educational decision-making. Various invitations for

comments on policy proposals like the White Paper, the National Qualifications Framework (NQF); and others demonstrated this.

Spady and Marshall (1991: 68) explain that OBE is founded on three basic assumptions, namely:

- **All students can learn and succeed** (but not on the same day in the same way)
- **Success breeds success**
- **Schools control the conditions of success**

These assumptions are particularly relevant to this study, which seeks to establish how educators facilitate learning in OBE.

2.2.3.1 All students can learn and succeed, (but not on the same day in the same way)

This assumption explicitly takes learners' individual differences into consideration. The rate at which each learner learns and engages in knowledge construction process as an individual is considered an important factor in designing learning and teaching experiences. As Spady (1995: 26) argues, "... it is an optimistic view of the learning potential of all students". With the same token, Boschee and Baron (1993: 3) argue that this first assumption of OBE ensures that education is committed to high expectations for successful learning of all learners.

2.2.3.2 Success breeds success

Spady (1995: 26) maintains that this assumption means that successful learning promotes even more successful learning. In agreeing, Mohope (1997: 32-33) claims that "Such a belief maintains that, if a learner experiences success he/she is motivated to work harder to succeed again". Dale (1972: 52) agrees by saying "success in learning will provide increasingly strong motivation." Put differently, this assumption could mean that prior learning influence further learning. The Department of Education (1997 b: 11) explains this by saying that recognition of prior learning is

one of the pillars of OBE and an important principle of the National Qualifications Framework (NQF). This seems to pose a serious challenge for schools. The challenge basically centres on the issue of having stronger schools that can help to make a strong cognitive and psychological foundation for learners.

2.2.3.3 Schools control the conditions of success

The bulk of formal learning in South Africa takes place in schools. As such if learning has to be successful, schools need to be conducive for success. Spady (1995: 26) believes that schools can function differently than in the past if educators and others who work with them choose to implement needed changes. This particular assumption seems to be based on the premise that those who implement OBE should be capable of changing how they operate to allow and encourage all learners to succeed.

Dale (1972: 51) argues that schools have to change to accommodate the fact that those who go through schooling are being prepared for an unpredictable world. As such all must be prepared to learn. As Dale (1972: 51) puts it," Indeed the chief product of learning may well be the process of learning". As such educators have to teach for transfer of knowledge to new situations, with clearer, more realistic and relevant statement of desired outcomes.

The present study seeks to establish how educators in the North West Province adapt to teaching in OBE approach, in order to meet the challenges posed by the key assumptions stated above. To accomplish this it will be necessary to understand the key principles of OBE.

2.2.4 THE FOUR PRINCIPLES OF OBE

Spady (1995: 27) refers to four principles of OBE which working together, strengthen the conditions enabling learners and educators to be successful. These are:

- **Clarity of focus**
- **Expanded opportunity**
- **High expectations and**
- **Design down**

2.2.4.1 Clarity of focus

Clarity of focus basically have to do with the extent to which educators understand what and how they want their learners to engage in so as to achieve the specific outcomes as laid down by policy. As Spady (1995: 27) puts it: "The principle suggests that the teaching process in the classroom begins with the educators sharing, explaining and modelling the outcome on day one and continually thereafter, so that the 'no surprises' philosophy of OBE can be fully realised". To affirm this, Vermeulen (1997: 33) explains that culminating demonstrations become the starting point, focal point and ultimate goal of curriculum design and instruction. In the South African context of OBE this simply means that teaching and learning begins and ends with outcomes (Department of Education 1998: 28).

2.2.4.2 Expanded opportunity

Expanded opportunity generally means that learners' chances to succeed should be increased. Spady (1995: 28) particularly argue that expanded opportunity include ways and means of affording learners a second chance. As Vermeulen (1997: 34) puts it: "Time should be used as a flexible resource rather than a predefined absolute in both instructional design and delivery". The purpose of developing OBE curriculum therefore (as it is) should be in line with what Glasgow (1997: 11) refers to as provision of opportunities to practice and apply knowledge, techniques and skills. OBE as proposed in South Africa seeks to encourage acquisition of knowledge, skills and attitudes that would enable its beneficiaries to become worthwhile citizens (Department of Education, 1997 a: 2). The basic question is whether expansion of opportunities as advocated through the NQF and other related policies will be interpreted properly for implementation.

2.2.4.3 High Expectation

OBE emphasises high expectations for all to succeed as indicated by Spady (1995: 26). This is basically challenging and builds directly on the first assumption of OBE discussed earlier. The specific outcomes that were derived from the 12 critical outcomes, rooted in the Constitution of South Africa are said to represent the ultimate destiny of OBE (Department of Education 1996 a: 15). Vermeulen (1997: 33) maintains that outcomes should represent a high level of challenge for students to perform at high levels and be given credit for such performances whenever it occurs. This is in agreement with Chion-Kenney (1994: 12) who says that proponents of OBE see outcomes as an opportunity for high standards that learners can be held accountable for.

2.2.4.4 Design Down

Design down is generally defined as a process whereby staff (educators) begin their curriculum and teaching planning where they want learners to ultimately end up and built back from there (Vermeulen 1997: 33; Spady, 1995: 27; Gultig, et al, 1997: 24-27). This in essence, points back to the argument of Department of Education (1997 e: 23) that we begin and end with outcomes as we plan and design teaching and learning. The most important step in the process as Vermeulen (1997: 33) sees is "ensuring that all components of a successful culminating demonstration are placed". According to AlMamary in Chion-Kenney (1994: 13) who draws from 20 years of experience with OBE, teachers should know what they want learners to learn and then work backward. As it is put, "what you want kids to learn drive behaviour". This poses a challenge with respect to the level of preparedness by educators in South Africa who were trained for a content - based system.

To summarise, as Gultig, et al (1997:28) comment: "...all authentic OBE system make what and whether students learn successfully more important than when and how they learn it". To this end, the Department of Education (1996 b: 7) argues that

OBE is learner-based and learner-paced. The choice for OBE, it is argued, was made due to the fact that there has been emphasis and a general outcry for a learner centred education which basically focus on equipping learners with skills, knowledge and attitudes to enable them to fit in the workforce, (ANC, 1994: 68-70). To accomplish this, the former Minister of Education in South Africa, Professor Bengu, argued in his address when launching OBE that schools should adapt to become learning and teaching sites (Department of Education 1997 c: 3).

In order to continue to answer the question what OBE is, a brief description of kinds of OBE is given below.

2.2.5 DIFFERENT KINDS OF OBE

According to Department of Education (1996 a: 7) "People are drawn to an outcome-based approach in different ways and with different understanding of its potential applications and implications for curriculum design, instructional delivery, learner assessment and the awarding of credentials". Spady and Marshall (1991: 68-72) distinguish between three kinds of OBE, namely traditional, transitional and transformational. The three kinds are discussed to try and map out possible reasons for choosing transformational OBE.

2.2.5.1 Traditional OBE

Traditional OBE is described as an approach where outcomes are drawn directly from the content of an existing syllabus. To this end an existing curriculum is reviewed and then priorities are set for learning. Here the outcome resembles content-dominated categories and teaching and learning is controlled by rigid timetables (Spady & Marshall 1991: 69, Vermeulen 1997: 34). Emphasis is on finishing the syllabus on time and thus whether learners grasp or not, is not an issue. Capper and Jamison (1993: 431) have this to say: "In sum, Traditional OBE tries to render the current educational content process into a more efficient, streamlined system".

2.2.5.2 Transitional OBE

Transitional OBE is described as a kind, which can be located somewhere between traditional and Transformational OBE (Vermeulen, 1997: 34). To this end, Spady and Marshall, (1991: 69) argue that " Transitional OBE in the Twilight Zone (sic) between traditional subject – matter curriculum structures and planning process and the future-role priorities inherent in Transformational OBE". It is primarily concerned with students; emphasis is on the quality of graduates.

Unlike Traditional OBE, Transitional OBE begins by looking at the critical outcomes, the knowledge, skills, and attitudes the society has agreed are vital for all its citizens. The existing curriculum and/or syllabuses do not necessarily prescribe the outcomes of learning. However, the older content is kept and used to develop new approaches. Critics of Transitional OBE argue that irrelevant content remains and thus there is not enough change in the education system.

2.2.5.3 Transformational OBE

Transformational OBE uses critical outcomes as the beginning point for curriculum development. Unlike Transitional OBE, no thought is given to the existing curriculum, instead schools are told they can choose any content and use a wide range of teaching methods as long as they develop outcomes that display the agreed upon critical outcomes. According to Spady and Marshall (1991: 68), "Transformational OBE is a collaborative, flexible, trans-disciplinary, outcomes-based open system, empowerment-orientated approach to schooling." On the other hand Spady (1994: 21) describes Transformational OBE as a type where learning is based on operating with authentic life contexts, learners demonstrate "what real people do to be successful on a continuing bases in their career, family, and community." In this respect the content of learning is structured around themes for real life problems (Claasen, 1998: 35).

According to Capper and Jamison (1993: 430), " the guiding vision of the graduate is that of competent future citizen". The conditions of life that students are likely to

encounter in their future are viewed as the main thing by transformational OBE. In this manner the learner occupies a central position, which is informed by future expectations. The above description (Spady & Marshall, 1991; Spady, 1994; Claasen 1998) summarises the main reason why Transformational OBE is considered most relevant for South Africa. To this end, OBE in South Africa is seen as a vehicle to equity, redress, non-discrimination, democracy, access and justice. It is said to aim at equipping all learners with the knowledge, competence, and orientation needed for success after they leave school or have completed their training. Hence, its guiding vision is that of a thinking, competent future citizen (Spady, 1994: 7).

Seemingly, in Transformational OBE, success in learning environment is of limited benefit unless the learners are equipped to transfer that success to life in a complex, challenging society. The major characteristics of Transformational OBE are:

- Involves the integration of concepts in a cross-curricula approach which embraces not only the structure of the curriculum, but also the methods by which instruction is delivered and meaningful assessments made.
- Curriculum development should put learners first, recognising and building on their knowledge and experience, and responding to their needs;
- Learner-centredness is an important principle to the approach and gives considerable emphasis on constructivist approaches to learning;
- Promotion of co-operative learning which is regarded as one of the key elements to learning success;
- Progress is demonstrated through integrated tasks and the application of skills to real world problems, and is monitored through multi-dimensional methods of assessments;
- Include all learners;
- It remains the responsibility of educators to construct meaningful learning experiences that lead to the mastery of outcomes; and

- Learners do not fail but progress towards the mastery of outcomes at their own pace, and therefore at different rates (Capper & Jamison, 1993: 430-432; Spady & Marshall, 1991: 34/5).

The main question is whether schools in South Africa are ready to implement Transformational OBE.

The following section will focus on OBE in South Africa with a purpose of giving some background; advantages and disadvantages; as well as its implications for teaching and learning.

2.2.6 OBE IN SOUTH AFRICA

In this sub-section, some background on OBE in South Africa as well as advantages and disadvantages of OBE is briefly discussed. This is done in order to lay a foundation for the discussion on implication of OBE for educators in South Africa.

2.2.6.1 Background

When South Africa ultimately became a democratic country through the 1994 general elections, several things had to change to suit the ethos of democracy. Equally it became imperative to restructure the curriculum to reflect values and principles of the new democratic society.

According to the Department of Education (1996 a: 11-13) lifelong learning through a National Framework Document of 1996 which is informed by principles derived from the White Paper on Education and Training emphasises the need for major changes in Education and Training in South Africa in order to transform teaching and learning. The central issues in such a transformation is to shift from the traditional aims-and-objectives approach to outcome-based education, with an aim of improving the lives of the recipient of that education system. Glasgow (1997: 14) confirms this by saying: "There are increasing demands for designing curricula that connect students to a

concrete real-world purpose and that more closely align school instruction methodologies". The demands in terms of South African system are to lessen the gap between education and training in order to ultimately prepare students to successfully participate in the world of work once they exit school. Department of Education (1997 d: 15) argues that students themselves want experiences that make sense to them. As it is put " The abstract idea that all curricula will somehow be important later doesn't work anymore". In agreeing Dale (1972: 53) argues that "we learn best what is meaningful to us." To this end, after elaborate consultation and stakeholder involvement, it was decided that Outcome-Based-Education (OBE) is the route to take (Department of Education 1996 a: 14; 1997 b: 12-13).

Given the above background to OBE in South Africa a brief reflection on advantages and disadvantages of OBE is given below.

2.2.7. ADVANTAGES AND DISADVANTAGES OF OBE

OBE like any normal system would indeed have its own advantages as well as disadvantages. A lot of such would rely heavily on the manner in which programmes for all its implementation are developed as well as how the very implementation is carried out.

2.2.7.1 Advantages of OBE

The following can be singled out as advantages of OBE.

- **Learning with a purpose**

The key principles of OBE as well as its philosophy as discussed earlier presents it as a very attractive approach. The major advantage emanates from the premise that it presents a system in which all learning is relevant and with purpose, and that its learner-based and learner-paced approach, ensures that learners get opportunity to perform to their full potential (Van der Horst & McDonald, 1997: 5-13; Raboroko, 1998: 28, Mohope, 1997: 43 - 44). The fact that OBE focuses on acquisition of knowledge, skills as well as attitudes would encourage learners to find reason for

learning. As Raboroko (1998: 25) puts it "... learners will develop abilities rather than simply repeat content". With the same token, Van der Horst and McDonald (1997: 11) argue that OBE will offer learners an opportunity to appreciate and deal with realistic situations like those that they will encounter after school since the emphasis is on knowledge, skills and values and or attitudes.

❖ **Learners take responsibility for their learning**

Chion-Kenney (1994: 12) comments that the proponents of OBE say that it provides a framework for drafting high standards and for holding learners accountable to them. Once outcomes are identified, they are used to direct all teaching and learning, thus good quality outcomes produce learning of high standards (Chion-Kenney, 1994: 13, Department of Education, 1996a: 7-9; Van der Horst & McDonald (1997: 14-15). According to Mohope (1997: 44), in OBE learners are likely to use effective learning strategies and to attribute their success to effort. Learners are encouraged to try challenging tasks as the concern about their ability is reduced.

The learner-paced and the learner-based nature of OBE enable learners to feel in control of their own learning (Van der Horst and McDonald, 1997: 14). Through its emphasis on learner-centred education, curriculum 2005 (OBE) highlights the importance of taking responsibility for one's own learning and of developing the capabilities for lifelong learning.

To accomplish the above, OBE learners will have to engage in what Kruger and Adams (1998: 91) describe as self-regulated learning. Self-regulated learning is defined as "the extent to which a learner meta-cognitively, behaviourally, and motivationally is an active agent in his/her learning"(Kruger & Adams, 1998: 91).

❖ **Responsible facilitation**

The Department of Education (1997 c: 16) argues that OBE has impressive benefit for educators. " They (educators) will have encouragement and every opportunity to

expose and nurture the best talents of those in their care". This claim, together with others discussed above, is very encouraging. According to Van der Horst and McDonald (1997: 14), "the learning outcome guides the teacher's content selection and strategic planning". To this end, in OBE, educators are forced to plan and prepare with a clear purpose and direction given by the learning outcome. According to Spady (1994: 35) instead of being a transmitter of knowledge, the educator becomes a facilitator and education becomes a lifelong process, rather than a product. Knowledge is negotiable and ex-changeable. However, the fundamental question is whether all this will become real in South African classrooms.

❖ **Learner assessment**

Another merit for OBE is based on the manner in which every learner's progress is measured. The Department of Education (1996 b: 7-9) maintains that OBE defines clearly what learners are to learn and measure their progress based on actual achievement. Furthermore the Department of Education (1997 e: 19-29) argue that learner's progress is measured against clearly defined outcome rather than against his/ her performance. Learners who do not meet the criteria for attaining a standard can apply for re-assessment. Since assessment is ongoing, as Van der Horst and McDonald (1997: 15) comment "...learners must be allowed to try and try again! sic". As such failure is eliminated because learners who have not yet achieved the standard will still have the opportunity to do so (McGhan, 1994: 70). The fact that learners are made aware of learning outcomes, enables learners to measure their own achievement as well as focusing their efforts (Van der Horst & McDonald, 1997d: 14; Department of Education, 1997 e: 41).

The advantages discussed above shall now be balanced by reflecting on some disadvantages.

2.2.7.2 Disadvantages of OBE

OBE has received its fair deal of criticism since its introduction in both developed and developing countries. South Africa has been no exemption as stakeholders presented their views of what they think OBE entails.

❖ **OBE is expensive**

Some common criticisms include the fact that OBE is said to have worked best in countries that are very wealthy where amongst others, teacher-pupil ratio is manageable for instance in Norway (Raboroko, 1998: 27). Educators in South Africa have been quoted to say that their large classes as well as lack of resources would make it impossible to implement OBE (Department of Education, 1997e: 41; Raboroko, 1998: 27). As Van der Horst and McDonald (1997: 18) indicate "implementing OBE costs a great deal of money. Teachers need to be retrained, curricula revised and new assessment criteria and procedures developed". The basic question here is whether South Africa can afford OBE within her context of development and reconstruction.

❖ **Standards and values are compromised**

Many parents in South Africa have been sceptical about OBE, saying that standards and values are going to be compromised (Van der Horst and McDonald, 1997: 17). As a result many parents in South Africa are opting for different forms of private schooling such as home schooling, in an effort to be able to provide their children with the "values" which they fear government will not be able to provide (Van der Horst & McDonald, 1997: 17). This is not peculiar to South Africa since even in countries like America Traditional Christians have been quoted to condemn OBE saying that it (OBE) contradicts their values. As such OBE is not only challenged academically but also 'morally' (Burron, 1994: 73-74).

❖ **Development of outcomes**

Another disadvantage of OBE could be attributed to the manner in which outcomes are developed with respect to who develops those outcomes. According to Capper and Jamison (1993: 440 - 442) in state level implementation of OBE (such as in South Africa) the learners whom OBE seeks to asset are not included in the development of those outcomes. Also very often those who are expected to implement the system are involved very minimally if at all. Instead some selected policy makers drive the bulk of the work and influence the content of the outcome. With the same token Van der Horst and McDonald (1997: 17-18) argue that if not all stakeholders are consulted and if consensus is not reached, education can become indoctrination.

In conclusion, another ingredient for criticism is the frame for both development and implementation of OBE. Chion-Kenney (1994: 18) reports that John Artis, managing administration for the high success network and a former high school principal argues that " to some degree we were the victims of our own success... from 1991 to 1993 we had more work than we could keep up with... suddenly OBE became a national movement". This statement could be as a warning against a hurried approach to OBE implementation in South Africa.

Clearly a change from traditional teaching to OBE will have several implications for teachers in South Africa. The following section will deal with some of those implications.

2.2.8 IMPLICATIONS FOR EDUCATORS IN SOUTH AFRICA

The realization of OBE in South Africa will rely mainly on educators' ability to undergo a major paradigm shift. This is particularly true because the present educators in South Africa were trained for a completely different system of education. Operating in an OBE system would mean changing to a new way of working. Thus educators may have to set a new vision and approach for education. OBE by its nature of learner centredness demands that such educators should, move away from the old

"talk and chalk rote learning" system to being flexible and adapting to learner needs and different learning styles and preferences. Educators in an OBE system will have to bear in mind the fact that "Human learning is largely a constructive process"(Schoenfed, 1987: 52). The learner largely constructs new knowledge. Therefore educators have to create an environment that encourages learners to construct knowledge with ease. In so doing, the educator' role should become more and more facilitative to enable knowledge construction. This argument is elaborated upon later in this chapter under the section that deals with learning.

Furthermore according to the former Minister of Education, Professor Bengu, the new curriculum will require considerable commitment from all participants in the learning process. In this respect the message from the former Minister (Department of Education 1997 c: 3) states: "It will demand of you, the educators, a different way of working, and it will demand of learners a different way of learning". In his speech during the launch of Curriculum 2005, the former Minister emphasised that educators would need to change their attitude as they embrace the new education system. They (educators) would need to change from lifelong educators/teachers to life long learners. Planning and preparation should "enable the educators to play the different roles required: facilitator, assessor, researcher, community member, and mediator of learning" (Department of Education, 1997 c: 17).

Literature on OBE in general clearly indicates that educators in South Africa will be faced with exciting challenge. They will have to take charge of their teaching and learning, in a situation that demands a partnership between them and learners. These educators will mainly be responsible for enabling learners to construct knowledge and fit well into life outside the classroom once the learners graduate. The responsibility of the educators in OBE can be summarized by what the Department of Education (1997 c: 30) sees as one of OBE's key principles: " Take risks and be a lifelong learner by reflecting on your practice, reflecting – in – practice and reflecting – for – practice".

All that which is stated above needs to be reflected upon in terms of the calibre of educators that we have, compared to the state of readiness for OBE at large. In the researcher's opinion, there is need to create conducive structures for OBE in South African schools. Educators in particular need to be fully empowered to implement OBE according to its principles. Issues such as vigorous retraining programmes, availability of resources and others, would assist to prepare for proper implementation of OBE. However, the fact of life is that the amount of time that was available between OBE curriculum development and initial implementation did not allow for adequate preparations. For instance, in many parts of the country, school building, books and other necessary resources are still scarce commodities. Educators are still faced with very large classes often of high mixed age groups and educators support is not sufficient. As mentioned in chapter 1 in service support for educators is often lacking. Therefore, on the whole attractive arguments put forward for OBE with respect to its implications for educators may not necessarily materialize for most South African educators. Oncemore this poses a special challenge (Van der Horst & McDonald, 1997: 13-14).

Clearly, educators will be expected to change from traditional teaching to facilitating learning in order to implement OBE. It is therefore, essential to establish what facilitation of learning means.

2.3 FACILITATION OF LEARNING

This basically refers to the process of making learning easy (Rees, 1991: 101; Redman 1996: 8). To elaborate, it would be necessary to describe both learning and facilitation, separately.

2.3.1 WHAT DOES LEARNING MEAN?

Several authors define learning as a process of constructing knowledge and/or understanding (Schoenfeld, 1987: 52; Kruger & Adams, 1998: 61; Marlowe & Page,

1998: 11). In particular, Kruger and Adams (1998: 61) differentiate between behavioural and constructive learning. In constructivist learning, learners are regarded as active processors and constructors of knowledge who are trying to understand what they learn. In so doing, learners actively construct knowledge and develop their own understanding (Kruger & Adams, 1998: 67; Marlowe & Page, 1998: 11). On the other hand, Pollard and Tann (1994: 103-114) argue that there are three theories of learning that have been of particular influence on primary schools, namely: (1) Behaviourist theory; (2) Constructivist theory; and (3) Social Constructivist theory.

2.3.1.1 Behaviourist theory

This theory is based on the fact that "... living creatures, animal or human, learn by building up associations or 'bonds' between their experience, their thinking and; their behaviour" (Pollard & Tann, 1994: 105). The tenets of this theory are what is called the 'law of effect' which was reflected in reward and punishment of pupils responses, as well as the 'law of exercise' which was reflected in an emphasis on practice and drill. The theory is principally based on the work of Watson and Skinner who explained learning in terms of responses to specific stimuli (Papalia, & Olds; 1998: 237). The major thrust of the work of Skinner in particular has been in the area of operant conditioning, a type of learning in which an animal or person learns to make certain responses to get reward or to avoid punishment.

Behaviourist learning theory seems to consider the learner's role as passive and emphasise the role of the educator as central to learning and teaching. The educator is responsible for selection of learning content, pacing and evaluation of learning is solely cast on the educator. Learners sit still and listen whilst the educator imposes tight controls on movement as well as all learning activities. Classrooms are characterised by a high degree of adult control. As Pollard and Tann (1994: 106) comment the behaviourist model of roles in the teaching and learning process is characterised by the educator deciding on important knowledge and skills, instructing learners who in return respond to his/ her questions. The learners' responses are

subsequently assessed and corrected by the educator who uses them to explain further. The following diagram summarises the process.

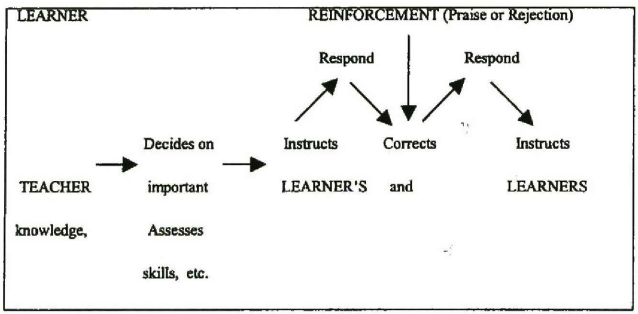


Fig. 1: A Behaviourist model of roles in the teaching-learning process (Adapted from Pollard & Tann, 1994: 106)

To summarise, it is clear that if this theory is adopted, as Pollard and Tann (1994: 106) argue traditional content-based methods are used. These would included methods such as traditional question and answer, lecture, telling; and demonstration, where the teacher does most of the talking whilst children are expected to listen and absorb the facts. In the process learners do their best to receive praise and / or avoid punishment, (especially condemnation and rejection) by giving 'correct' answers. The notion of observable behaviours and events and a strong believe on the role of the environment in shaping human nature seem to be aligned with the tenets of OBE. Therefore the behaviourist model do have a place in OBE in terms of how learning may happen.

2.3.1.2 Constructivist Theory

This theory suggests that people learn through an interaction between thought and experience, as well as through the sequential development of more complex cognitive structures (Pollard & Tann, 1994: 105). Marlowe and Page (1998: 11-12) argue that learning in constructivists terms is "... both the process and the result of questioning,

interpreting, analyzing information; and using this information and thinking process to develop, build and alter meaning and understanding of concepts and ideas". Therefore, the main proposition of constructivism seems to be that learning means constructing, and developing own knowledge and understanding. As argued by Kruger and Adams (1998: 74) constructivism is grounded in the work of Piaget and Vygotsky, which emphasise that learners actively construct understanding and that new learning depends on present understanding.

In terms of Piaget's theory, as explained by Belkin and Gray (1977: 8) the learner plays an active role in the construction of knowledge. This construction process, it is argued, entails assimilation and accommodation of 'new' knowledge into existing knowledge structures. According to Piaget, there is always a striving by the individual to maintain a balance between the construction processes of assimilation and accommodation. The state of equilibrium is attained whenever assimilated knowledge is well accommodated into the existing cognitive structures. This accommodation is attained by changing either the existing cognitive structures, or the 'new' knowledge through the process of equilibration (Belkin & Gray, 1977: 8-9).

The process of construction of knowledge, it is argued (Belkin & Gray, 1977: 65), starts with the disturbance of the equilibrium in the individual. As such any 'new' knowledge presented to the learner disturbs the equilibrium. As Piaget (in Belkin & Gray, 1977: 66-67) argues, through a process of equilibration, the individual attempts to overcome the disturbance. In that process the learner's existing cognitive structures are accommodated in order to make sense of and understand the new knowledge. As such it seems as if facilitation of learning have to do with enabling the assimilation and accommodation processes of knowledge construction.

In short, constructivism seems to be characterised by the following amongst others:

- Learners actively construct understanding. They do so by developing their own understanding that makes sense to them and do not merely receive knowledge from an outside source.
- New learning depends on present understanding. In this respect new learning involves recognising prior knowledge and interpreting new facts and/or content through the known.
- Learning is facilitated by social interactions. Learners work together to learn and in the process create 'communities of learners' (Kruger & Adams, 1998: 76).

Subsequently, Pollard and Tann (1994: 109) suggest that a constructivist model of roles in the teaching and learning process involves a learner and educator negotiating area of work and activity which leads to some experience by the learner who probes for further experience and make sense through accommodation and assimilation process. Ultimately the two, educator and learner, evaluate together the effect of the process. This can be represented as follows:

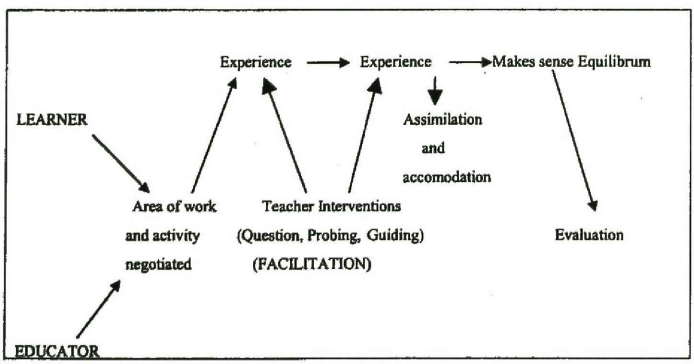


Fig. 2: A Constructivist model (Adopted from Pollard & Tann, 1994: 109)

This theory is to be in line with OBE. The original negotiation could be by clarifying outcomes and then having some activities for the educator and the learners

respectively. Evaluation would involve reflecting on the process to identify gaps as well as future anchors for further learning.

2.3.1.3 Social Constructivist Theory

This is a constructivist theory, which specifically emphasises the importance of social context in learning. Interaction between learners is viewed central to the success of making meaning. To this end, Vygotsky's zone of proximal development (ZPD) is taken as the basis of social constructivism. As Pollard and Tann (1994: 114) comments " If support is appropriate and meaningful, then, it is argued, the understanding of children can be extended far beyond that which they could reach alone".

According to Pollard and Tann (1994: 112), in social constructivism the teaching and learning process involves: learners and educators negotiating learning content and engaging in activities that lead to some participation and discussion amongst children. The educator then reflects with the learner and offers guidance and supports, which probes further activity and discussion. The route is repeated until the learners make sense of the learning content, which is finally evaluated and reviewed by both parties. This can be represented as follows:

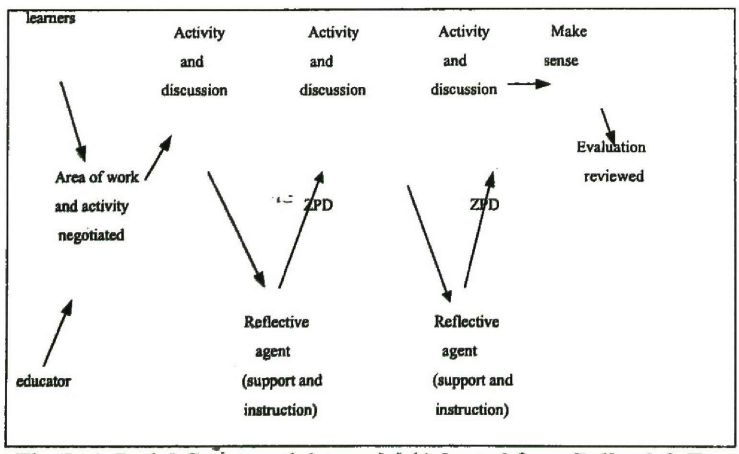


Fig. 3: A Social Constructivist model (Adapted from Pollard & Tann, 1994: 110)

In short, teaching based on social constructivism would call for the use of group work methods over and above individual learning. This would be over and above the use of child centred learner methods such as Role - play, Brainstorming, Discussion, Debate, Question and Answer, and others.

Finally, Underhill (1994: 3) maintains that the process of learning often involves five steps i) doing something; ii) recalling what happened; iii) reflecting on that; iv) drawing conclusions; and v) using those conclusions to inform and prepare for future practical experience. To this end, the emphasis is put on the fact that the essential learning experience is " in doing the thing yourself" (Underhill, 1994: 3; Egan 1992: 61).

The argument for constructivism as a basis for effective and meaningful learning is apparent in most of the literature on OBE. To summarise, Kruger and Adams (1998: 72) explain that constructivists see the role of the educator as that of facilitator and mediator who guides learners to develop more 'useful' knowledge. In this respect teachers in South Africa will have to adapt their ways of teaching in order to operate in ways that encourages construction of knowledge. Such encouragement should result from conscious effort to keep learners involved and assisted. According to Forsyth, Towffe and Stevens (1995: 65) educators can afford that by "telling, showing, and doing". Overall, teaching methods that would be appropriate for this theory are characterised by learner involvement and centredness. The theory is more relevant to OBE. In the researchers view a combination of the three models would be reasonable to achieve the critical outcomes of OBE as set for South Africa.

It is now important to reflect specifically on how young learners learn, since the present study deals with facilitation of learning at foundation phase, thus involving young learners.

2.3.1.4 Learning by younger learners

Although it can be argued that all human beings basically learn in the same way, it seems that younger learners learn better through certain ways. Chazan, Laing and Harper (1991: 1-2) maintain that younger learners learn in a different way from older learners. They learn mainly through play, activity and through their own self-generated discovery. As Fisher (1996: 1) argues, "The years from 0-7 are a period in human development when the capacity to learn, in Brierley's (1994) words, is 'at flood readiness". Therefore, teachers of primary school learners need to make use of this natural opportunity to maximise learning. The fundamental question is, how exactly do young children such as those involved in this study learn. The following seems to be suggested mainly by Fisher (1996).

❖ **Young learners learn by being active**

This means that young children learn by doing in order to engage with experience actively as opposed to passively. As they do that, they bring their existing knowledge and understanding to bear on present learning. According to Fisher (1996: 9) " Being active is what causes children both physically and cognitively to construct their own view of the world, to personalise the experience and apply it in ways which make sense to them as individuals".

Basically, if young learners learn by being active, then it means that primary school educators need to create an environment with time and space to explore, investigate and question. This would mean that such teachers use strategies and methods that enable learners to actively interact with the learning content. Fisher (1996: 12) argues that " ... children need opportunities to engage with a range of materials, a learning environment that offers concrete experiences which are relevant, meaningful and worthy of active involvement". An example could be of learners who are asked to role-play selling and buying. In that respect the learners would learn how to count as well as making decisions about what to buy whilst they communicate to each other.

❖ **Young learners learn by organising their own learning experience.**

If learners learn by making 'bonds' between existing knowledge and present experience, then they should organise new experience to fit with existing knowledge. Fisher (1996: 9 to 10) indicates that actions by learners are not isolated entities but parts of a set of experiences co-ordinated by the learner. Flowing from this, teachers need to observe their learners' schemas or actions so that they can prepare and plan to offer experiences that would make sense to the learner and thus enhance learning. As Fisher (1996: 12 to 13) puts it "... teachers who believe in working with rather than against the interests of children will make time to observe and record the ways in which they organise their own learning experiences". To this end, proponents of OBE in general and Transformational OBE in particular assert that learners occupy a central position in learning and teaching. Thus the manner in which learners organise learning is crucial.

A typical educator in this respect would give learners activities that require them to organise and communicate how they have arrived at the answer. For instance in a lower primary school class, learners could be required to classify object by identifying differences amongst a group of objects in pictures or real toys. So, as they play they would sort and classify.

❖ **Young learners learn by using language**

Learners use language to learn, therefore educators must give opportunities to use language in a variety of ways. Learning activities should be such that learners vocabularies increase and that their capacity to use language for a range of purpose should grow. As Fisher (1996: 105 argues " Language provides not only a means of acting on the world, but also for reflecting on that action in an attempt to understand it". In Vygotsky's terms, language is a 'tool' of thought.

One of the critical outcomes of OBE is that learners should negotiate and make meaning. Basically this can only be achieved by using language. To accomplish this a

primary school educator would ask learners to work in small groups to identify what is missing in two pictures or more and then compare answers across groups by talking to each other.

❖ **Young learners learn by interacting with others**

The social constructivist theory discussed earlier emphasises the importance of social context for learning. It is argued that learners are social beings, as such everything that they learn is influenced by the environment in which they grow (Vygotsky, 1978: 86; Pollard & Tann, 1994: 111; Fisher, 1996: 11&14). According to Fisher (1996:11) "The young child is a social being, playing, talking and living alongside others, watching what they do and imitating them, questioning what is seen and responding to questioning drawing on the knowledge and expertise of others to interpret and make meaning of experiences".

Given the fact that social interventions contribute to learning, learners would need to encourage positive encounters through learning activities by means of facilitation. One of the critical outcomes of OBE is to encourage learners to work effectively with others as members of a team, group, organisation or community. To this end educators would have to organise their teaching in ways that children work together for the benefit of each other. Hence, co-operative learning is specifically encouraged in OBE (Jacobs, et al. 2000: 198).

The present study deals with learners in the of foundation phase, who are about 8-9 years old. To this end educators in those grades should organise learning activities to affirm the manner in which learners of that age learn. Therefore the above explanation should need to be kept in mind as facilitation of learning is discussed.

The following section deals with facilitation of learning with specific reference to teaching strategies relevant to primary schools mainly at foundation phase.

2.3.2 WHAT DOES FACILITATION MEAN?

Authors define the word facilitation in different ways. However, the basic understanding is that facilitation has to do with making things easier (Rees, 1991: 101; Lang, 1987: 3; Kinlaw, 1993: 18; Redman, 1996: 8 & 9). For instance, Rees (1991: 10) argues that facilitation has to do with creating an atmosphere of openness and trust. On the other hand, Redman (1996: 9) defines facilitation as drawing out the ideas, experience and beliefs of a group so that they arrive at conclusions and decisions that are really theirs and that they are able to take responsibility for.

Spaulding (1992: 191) explains that facilitation is an approach in which an educator or teacher avoids using direct instructional methods whenever it is possible. As such the educator will not stand in front of the class and give learners explanations, definitions or differences of concepts and expect them to listen and reproduce them. Instead learners are active and take responsibility for their learning (Vermeulen, 1997: 41). The educator, as a facilitator, encourages learners to use their different aptitudes and prior experiences to approach any new situation or learning experience (Lang, 1987: 4-5; Kinlaw, 1993: 2). Kinlaw, (1993: 2 – 5) particularly argues that in an attempt to encourage active participation by all learners, educators would have to "... be genuine, friendly, humorous and show that they are human". The facilitator in Spaulding (1992: 91) view, is there to give cues, guides and get every learner involved. These views are in line with norms and standards for educators (Department of Education, 2000a 315: 13) explanation on the role of a educator as a mediator of learning. To this end, Capel, et al. (1995: 251) argue that the educator as a facilitator plans the learners' learning programs on the basis of the level of cognitive development of the learners. This agrees with Schoenfeld (1987: 52) referred to earlier in section 3.2.7. These authors (Capel, et al. 1995: 251; Schoenfeld, 1987: 52) claim that once teachers have planned and prepared learning programmes around their learners' ability to discover and construct knowledge, real learning occurs.

In addition, Spady and Marshall (1991: 68) advise that for teachers to become facilitators of learning, they would have to be able to reflect on their own way of teaching. To this end, the teachers will have to bear in mind that the success of their learners is important and that "success breeds success". As such, it seems as if facilitators of learning can be distinguished by the different teaching strategies they use.

2.3.2.1 Different teaching strategies

In reflecting on their way of teaching; facilitators of learning in OBE will have to make use of teaching strategies that are mainly executed according to the constructivist approach. These strategies, which comprise a variety of teaching methods, include the following:

- **CO-OPERATIVE LEARNING**

This seems to be a way of teaching in which learners work together to ensure that all members in their group or class learn optimally (Adams & Hamm, 1994: 42). Jacobs (1999: 13) defines co-operative learning as a "... diverse group of instructional methods in which small groups of students work together and aid each other in completing academic tasks". This is in line with one of the critical outcomes of OBE, namely, that learners should be encouraged to work effectively with others as members of a team, group, organisation or community. Vygotsky's (1978) use of the concept called zone of proximal development (ZPD) as well as Brown and Palincsar concept of 'scaffolding' are good examples of arguments for co-operative learning (Croll & Hasting, 1996: 47). According to Vygotsky (1978: 84) ZPD refers to a "construct for the process during which an individual's cognitive development is initiated through interaction with, and guidance by, an experienced 'other'." As it is ZPD is where mediation between teacher and learner, and between more competent learner and learner takes place. This has implications for the structuring of peer groups, suggesting that learning might more effectively occur where learners come to a task with unequal knowledge and skills bases.

Two methods, namely (a) discussion and (b) group work are generally considered as essential methods of co-operative learning teaching strategy (Bosworth & Hamilton, 1994: 8 & 9; Papo, 1997: 64 - 65; Jacobs, et al. 2000: 198)

i) Discussion

Discussion refers to conversations that are deliberately structured and controlled to focus on a specific learning activity. As such educators who choose to use discussion as a technique must have planning, grouping and organizational skills as well as be able to give clear instructions and goals to be achieved. Such educators also need to know the various types of discussion as well as being able to set the correct atmosphere for the discussion (Ankiewicz & De Swardt, 2000: 30). Activities for both learners and educators should be planned and organised in such a way that learners benefit from each other. Thereby learners and educators form a learning environment for one another. Piaget placed some importance on the interaction of the learner with the environment. While part of that environment could be the educator, Piaget's view of effective learning required that in these interactions the learner should 'self regulate' the process. On the other hand, Vygotsky places greater emphasis upon the social as well as the cognitive aspects of learning. As such, the view of the researcher is that engaging learners through teaching methods like discussion would maximise gains from individual learning.

In using these methods, amongst others, learners may be allowed to share ideas on a problem and/or question posed by the educator in order to achieve a particular outcome. As such, educators who use these methods need to plan and organize their lessons such that the process is fruitful, as well as guiding learners as they share ideas. Such learners, as Ankievicz and De Swardt (2000: 31) comment, "... give a hail of ideas, and there is no fear of giving wrong answers". To accomplish this, educators would need to be warm, friendly, and encouraging. As such the educator

will have to develop a habit of making comments which support or praise the ideas or efforts of their learners (Rees, 1991: 103; Redman, 1996: 10).

According to Jacobs, et al (2000: 214) educators have an important role during discussion sessions, therefore they are bound to be in class with the learners and not use discussion to replace themselves. As they comment: " First of all, the teacher has to make sure that the class environment promotes the use of a discussion method. This may mean changing the arrangement of desks or tables so as to allow group members to face each other in the form of a circle or horse-shoe". Jacobs, et al (2000: 213& 214) further argue that for discussions to be effective the (i) topic should be meaningful; (ii) there should be full participation by all members; (iii) learners should express their ideas freely; (iv) there should be a group leader; and (v) a discussion should enable learners to develop skills. Above all, educators should be available throughout to ensure that the learners are supported and support each other as they learn.

In a primary school at foundation phase level, learners may be asked to discuss what is happening in pictures that depict real life situation such as a wedding or football match. In this respect an educator may ask leading questions to tap on learners prior knowledge about wedding, relationship; or working together such as in a football team. In the process the learners would be encouraged to talk to each other, negotiating meaning and sharing ideas as per one of the specific outcomes of OBE.

ii) Group work

This refers to the act of working together as teams for a specific purpose. According to Papo (1997: 60) group work is a basic tenet of cooperative learning. Two primary goals of group learning as identified by McManus and Gettinger (in Papo 1997: 64) are:

(a) assuming leadership responsibilities in the group and

(b) participating equally and actively in the group process. In essence, group learning enhances interdependence as well as individual accountability.

Each learner's contribution to his/her learning and the learning of others is maximised by individual accountability. To support this, Brombacher (2000: 1) argues that group learning involves learners working together being responsible both for their own and each other's learning. As a result the educator's main responsibility is to supervise and encourage positive interdependence by setting clear goals, as well as creating conditions for both co-operation and collaboration (Papo, 1997: 64; Bosworth & Hamilton, 1994: 8).

According to Bosworth and Hamilton (1994: 10) the teacher aids the collaboration process by assuming the managerial duties. These managerial duties include amongst others, helping learners to adhere to the time frames that have been set for the completion of individual tasks as well as seeing that the individual members of each group are fulfilling their roles. As such the educator becomes a task setter, a classroom manager and a synthesiser. Teaching becomes a process of creating conditions in which collaborative learning occurs. Wragg (1993: 19) argues that "Good management of classes containing children up to the age of seven was characterised by planning which provided opportunities for groups and individuals to work on task of intrinsic interest, allied to the ability to maintain an overview of the activities of all children and to intervene as necessary". It seems as if interest plays a magnificent role in the learning of young learners. Therefore educators have to make sure that the activities they choose for groups should be interesting in order to motivate young learners. Mainly these should involve a substantial amount of physical activity or play.

Furthermore, Papo (1997: 65) argues that group work fosters positive inter-dependence amongst learners, thereby ensuring that learners work together to learn. Energy is directed toward a specific learning goal. Ankievwicz and De Swardt (2000:

50) emphasise that group work requires that teachers plan and prepare lessons to ensure optimal achievement of specific outcomes. Clearly the educator's role is very different in a co-operative learning classroom. As they facilitate learning through active participation of learners, teachers will have to plan and prepare differently, develop monitoring skills to observe and guide learners working together. To accomplish this, educators will have to know their learners well so that they can group them most effectively. As Brombacher (2000: 4) argues, "teachers would do well to act co-operatively with colleagues as they prepare the materials for learning, sharing the load and increasing the quality of the material".

To summarise, teaching in an OBE system will equally require learners to understand content as well as to acquire the necessary skills (Vermeulen, 1997: 33). Spaudling (1992: 91-92) and the Department of Education (2000 c: 13) argue that educators will have to be able to interpret such content for the learners to ensure knowledge acquisition and construction. With the same token, it will be the responsibility of educators to create and manage a friendly learning environment so that their learners can be able to explore freely (Rees, 1991: 109). Such an approach could enable learners to give their best in a more creative and critical way. As Vermeulen (1997: 34-35) maintains, facilitation becomes a joined effort between educators and learners.

Croll and Hastings (1996: 44 to 45) warn against assuming that when children sit together they necessarily learn together. They argue that educators must find an appropriate balance between whole class teaching; group teaching and individual work.

❖ ROLE-PLAY

Generally speaking role-play is defined as in Jacobs, et al (2000: 232) words as a group of methods " typified by acting out make- belief situation". On the other hand Ankiewvicz and De Swardt (2000: 4) defines role-play as the "... spontaneous acting of a situation or incident to portray a problem". Gunter, et al (1990: 27) explain role

playing as an act of making and describing personal analogies. In this case, learners are made to select a situation, incident or object and then describe how it feels to act out such a situation or incident. An educator using this strategy would need to be able to control and manage a class to ensure that everyone is involved as well as ultimately relating the role-play events to the learning content in a meaningful manner (Ankiewicz and De Swardt 2000: 42).

Three methods, dramatisation; simulation games and socio- drama are typical of role-play strategy.

i) Dramatisation

Jacobs, et al (2000: 232) argue that in this respect learners may read out or act out roles from a written script. In primary school, especially during the foundation phase, learner may act out roles indicated by drawings, or actions learned at home. For instance a Grade 2 educator (with experience of 14 years) indicated to the researcher that learners in Grade 2 may act out roles as mother, father, or child from pictures. In this respect the educator could make use of a picture depicting father, mother, and child going shopping and ask some learner to act out.

ii) Simulation

This method makes use of situations when learners act as if they were actually involved in real life activities and compete for certain goals. As Jacobs, et al (2000: 232) explain, "... learners assume the roles of decision makers. In this case young learners may role-play buyers and sellers in a big supermarket, using paper money or real money and some goods such as sweets, drinks and chips. To this end, Jacobs, et al (2000: 233) maintain that in a simulation game " the entire class is involved in the make belief exercise a theme of the game relates directly to a programme organiser".

iii) Socio-drama

Jacobs, et al (2000: 234) define socio-drama as " group problem-solving which enables people to explore real life situations through spontaneous enactment followed by guided discussions". In this respect a small group of learners may act and then the entire class discuss the role play exercise with the guidance of the educator. As Jacobs, et al (2000: 234) put it " it is aimed at teaching learners life skills such as openness, assertiveness, self-acceptance, conflict resolution, community responsibility, and empathy". To this end, young children such as those involved in the present study may be asked to act out a decision to build a bridge or a football ground in their neighbourhood.

Lifelong learning, which forms the basis of transformational OBE in South Africa, has to do with ownership and participation. Therefore a good facilitator of learning should be prepared to involve learners actively throughout their learning experiences. This in particular agrees with one of the characteristics of OBE as outlined by Vermuelen (1997: 41) namely that OBE learners are active and that they take responsibility for their learning. In other words, the OBE facilitator does not view him/herself as the sole source of information but consider the fact that his/her learners also contribute. Several ways could be used to encourage active participation by learners. Amongst others, co-operative learning has been cited as an effective way of ensuring active learning (De Villiers & Grobler, 1997: 126; Papo, 1997: 60 - 61).

❖ **QUESTION AND ANSWER**

Question and answer characterises most interactions between educators and learners. As a technique, question and answer is used in most teaching and learning situations. OBE emphasises the importance of prior knowledge, as such an educator may use questions to link prior knowledge to new information. According to Jacobs, et al (2000: 223) "Questions may also be used to direct the attention of the learner to what is to be presented and also towards the achievement of learning outcomes".

In using questions and answer, the educator has to lead the learner step by step to the discovery of knowledge. The educator who choose to use this method, need to prepare fully because answers given by learners are often unpredictable. To this end, Jacobs, et al (2000: 224) advise that " Teachers need to be constantly alert and to ask questions which are based on that which the learners already know and gradually discover new knowledge". As such, question and answer would be used to probe prior knowledge and foster construction of new understanding.

To summarise, educators implementing OBE as a 'new' system, would need to work together to explore methods that will enable them to become facilitators of learning. Clearly the use of concrete experiences is emphasised for primary school learners (Stroker, 1990: 190). Above all a facilitator of learning in OBE should be able to flexibly move between high teacher control and low teacher control strategies and / or methods.

2.4 ASSESSMENT

This section deals with assessment as an integral part of teaching and learning in OBE.

2.4.1. WHAT ASSESSMENT IS.

The North West Department of Education (1999: 64) defines assessment as " . . . a process of identifying, gathering and interpreting information about learner's achievement, as measured against Nationally agreed outcomes for a particular phase of learning". As it is the process of assessment as explained by Department of Education (1998: 7) involves four steps, namely:

* generating and collecting evidence of achievement,
* evaluating this evidence against the outcomes;
* recording the findings of this evaluation; and

* using this information to assist the learners development and improve the process of learning and teaching.

Such an assessment process is specifically referred to a criterion referenced assessment (Van De Horst & McDonald, 1997: 2). The importance of assessment in Education cannot be overemphasised as Pretorius (1999: 81) argues, "unless assessment is properly aligned with curriculum reform and teaching practices, it is extremely difficult, if not impossible to implement". On the other had, concepts such as measurement, test and evaluation are often linked with assessment. As a result it would be useful to briefly explain what each means. Measurement answers the question how much; Test refers to an instrument that is usually used for measuring a sample of a learner's performance; and evaluation answers the questions how well are learners doing and what I as an educator should do to help my learners.

2.4.2. ASSESSMENT IN OBE

The explanations given about OBE in 2.2 clearly indicate that its (OBE) approach to curriculum design is strongly linked to assessment. Arguments for the type of assessment appropriate in an OBE approach depart from the premise that summative assessment as a single event is misleading, and that assessment has to be a developmental ongoing process, as well as the argument that all learners can learn and succeed (but not on the same day in the same way) as explained in section 2.2.3.1 (Pretorius, 1999: 82; North West Department of Education, 1999: 63 to 66). With the same token, North West Department of Education (1999: 64) goes on to argue that effective assessment must have an explicit purpose and must be authentic, continuous multi-dimensional, varied and balanced. This is as affirmed by Pretorius (1999: 83) who argues that "assessment should be: continuous, formative and summative; diagnostic; criterion referenced; performance driven; and authentic".

In OBE, emphasis is put on criterion referenced assessment rather that norm referenced assessment. Criterion referenced assessment makes use of agreed

standards to judge the quality of a product or performance. In this respect a number of learning outcomes in relation to which learners can demonstrate competence at various levels. As such criterion referenced assessment provides a measure of performance that is interpretable in terms of clearly defined standards, and specific outcomes. The performance of the learner is described in terms of a predetermined absolute standard regardless of the performance of other learners. As such this assessment provides meaningful information about the learner with respect to how much he/she has learned and the degree of effectiveness of instruction.

On the other hand, norm referenced assessment describes performance in comparison with a specific group of learners, the so-called norm-group or reference group. The reference group can be learners in the same grade or class, a minority group, a district, province or even the whole country. A norm-referenced assessment describes the performance in terms of the relative position of the learner or a specific group, for instance, by noting the percentages of learners in the group who obtained the same, or a lower score. In this case, learners are ranked and awarded pass or fail in relation to each other scores. As such it is difficult to determine how much a learner has learned as well as how effective instruction was. This form of assessment is discouraged in OBE.

OBE provides the framework for educators to implement continuous assessment in their classroom. Continuous assessment is viewed as an ongoing way of monitoring learner's development and/ or performance. It is part and parcel of teaching. Therefore, in Sieborger and Macintosh (1998: 20) words" continuous assessment, simply means assessment which takes place on and off throughout a course or period of learning". North West Department of Education (2001: 30) describe continuous assessment as being " systematic, cumulative and guidance oriented procedure that will provide an overall picture of a learner's performance/progress at any given time during the school year". They further argue that continuous assessment is **systematic** in that it requires an operational plan, **comprehensive** in that many assessment

strategies are used; **cumulative** in that decisions made on any learner are contingent on earlier decisions made on him/ her; as well as **guidance orientated** in that the information collected on any learner's further growth and development.

As such assessment in OBE serves three main purposes, namely to inform:

- educators about the learners in their class,
- educators about their teaching; and in the end, learners, strengths and weakness are identified and appropriate learning support strategies can be implemented before it is too late. Also educators are able to evaluate the effectiveness of the methods and strategies used so that they can change them if necessary. One of the biggest gains of Continuous Assessment in the researcher's view, is that because learners are aware that they are continually being assessed and that this will make a difference to their end of year mark, they are motivated to do their best consistently throughout the year.

Jacobs, et al (2000: 282) advise that a first step to implementing continuous assessment is for educators to work as assessment teams. This in the researcher's view, would be helpful to educators in South Africa who would be expected for the first time through OBE, to use assessment as an integral part of teaching.

Educators of young children, therefore have a difficult task among others, they are expected to understand child development in order to facilitate learning which to a great extent it seems, is generated by the learners themselves. This not withstanding, Chazan, et al (1991: 9 to 10) argues that "the most skilled infant educators are probably unaware of the extent to which they are selecting appropriate experiences and activities for their pupils. They see learning as being directed by the learners themselves". However, those educators need to plan thoroughly to ensure that the learners are exposed to experiences and activities that are not only appropriate to the learner's needs but also productive for further learning. At the centre of all is the fact that educators need to carefully observe their learners as they learn in order to know

them better. Such observation, it is argued (Chazan, et al, 1993: 13), should be actualised by being translated into records, which delineate learner's capabilities and progress.

To this end, assessment takes many forms, gathers information from several contexts and uses a variety of methods according to what is being assessed as well as the needs of the learner. This means that learners must be given many opportunities to show educators what they know and what they can do.

2.4.2.1 Types of assessment

Different types of assessment serve important functions in OBE. The following are outlined:

- **Formative assessment:** through which learning achievements of the learner may be recognised and discussed with a view of planning appropriate next steps for the development of the learner.
- **Summative assessment:** for recording the overall achievement of a learner in a systematic way.
- **Diagnostic assessment:** through which learning difficulties may be scrutinized and classified so that appropriate remedial help and guidance can be provided.
- **Evaluative assessment:** to compare and aggregate information about learner achievement so that it can be used to assist in curriculum development and evaluation of teaching and learning in general.

It is important to note that these types of assessment are not mutually exclusive and should be integrated in the overall assessment process. The bottom line is that what is being assessed is the learners' performance as they progress towards achieving the outcomes as stated by the National Department of Education. What seems to be essential for criterion-referenced continuous assessment to succeed in South Africa is that educators should be committed, understanding and skilled to apply sound

educational assessment principles and to draw from the variety of different assessment techniques available to them (Pretorius, 1999: 84).

2.4.2.2 Methods or Techniques of Assessment

It is important that educators in particular take note of how to assess. The intended outcome of any assessment process as an integral part of learning and teaching will dictate the most appropriate method. Some of those methods of assessment are discussed below.

1. Performance Assessment

Here learners are given activities that provide them with opportunities to demonstrate specific knowledge, skills, and attitudes. Pretorius (1999: 86) describes a performance assessment as "... a direct and systematic observation of an actual learner performance or an examination of products created". In this case the educator as an assessor would need to observe and follow very closely what the leaner does, says and/or acts.

2. Portfolio Assessment

This involves a deliberate collection of learner's work or any evidence of performance that demonstrate that learning has occurred. The collection is done over a period of time guided by learning outcome within a specific learning programme (North West Department of Education 1997: 37; Pretorius, 1999: 86). As such a teacher should build and look after the portfolio, that is, the collection made, to ensure that nothing is lost. According to the North West Department of Education (1997: 36) such a collection may accompany a learner from one grade to the other to assist with demonstration of prior learning.

3. Project Assessment

This method is mainly appropriate for advanced levels where learners can write reports about learning activities undertaken over a period of time. Pretorius (1999: 87)

explains that a project "often involves the collection and analysis of data and the preparation of a written report".

4. Pencil and paper Assessment

This is method that has been used to a very large extent in South Africa. It involves a situation where an educator sets questions for learners and they respond in writing within a specific time under specified condition (North West Department of Education, 1997: 38; Pretorius, 1999: 87). It would be important for educators in OBE to develop questions which will be linked directly to learning programme outcomes and flow from the lessons as normal classroom activities (Pretorius, 1999: 87).

As argued throughout this section, assessment in OBE is not separate from teaching and learning. Assessment seems to be used as a way of reflecting so that teaching and learning can be reinforced. OBE being learner centred, demands that assessment should be an enabling tool for both teachers and learners. To this end, North West Department of Education (1999: 66) argues that " The best way to achieve a fair and balanced assessment of a learner's progress and achievement is to provide each learner with a variety of opportunities of demonstrating his/her competence in different ways and across different context". As it is therefore, no one method of assessment can be appropriate at all times. Educators will have to consider not only using a variety of methods but also to use a combination of methods in certain instances. The biggest challenge in the researcher's opinion is to convert educators in South African schools to use assessment to facilitate learning as well as reflect for learning and teaching in general.

2.5 CLASSROOM MANAGEMENT

This refers to the way in which the class and classroom are structured in order to facilitate the teaching and learning. Jacobs and Gawe (1996: 334) argue that "classroom management entails the teacher's ability to provide and maintain a teaching-learning environment that encourages successful learning by all pupils". On

the whole it seems as if proper planning and organisation of class, equipment, material and others enhance effective learning. Wragg (1993: 19) maintains that "children respond in kind to courteous and considerable treatment by adults, and that they will work with concentration and diligence at tasks which are suited to their abilities". Therefore as teachers plan and organise primary classrooms, they have to bear in mind the need to create warm and friendly classrooms with activities suited to the learners level of learning and development.

On the other hand, Scrivener (1994: 9) suggests that classroom management involves both decisions and actions. As he comments "The actions are what is done in the classroom –e.g. rearranging the chairs. The decisions are about whether to do these actions, when to do them, how to do them, who will do them, etc" (Scrivener, 1994: 9). Smith and Laslett (1993: 3-13) outline what they call four rules of classroom management. According to these two authors, "Four rules of classroom management applied by successful teachers which like the "four rules" in arithmetic, once assimilated, can be applied in many different situations" (Smith & Laslett, 1993: 3).

1) Rule one: get them in

This is described as a process that consists of three phases namely greeting, seating and starting. As such it refers to the first impressions that an educator creates for his/ her class. According to Smith and Laslett (1993: 47) to be successful educators should ensure that they are punctual to begin and immediately involve their learners, thereby setting a pace for learning and teaching. In terms of OBE, the educator could engage in asking questions to establish learners' relevant prior knowledge. The educator should make use of the opportunity to give learners confidence and sense of worth as well as drawing their attention to what they are supposed to learn.

2) Rule two: get them out

This refers to the manner in which a lesson is ended to set up for the next. Smith and Laslett (1993:5) argue that here educators should ensure that their lessons are

summarised and ended on a reinforcing note. In other words, the conclusion of one lesson should be such that it support assimilation of what is learnt as well as setting a foundation for what comes next. Here the educator could make use of questions to encourage further explanation. Also some assignment could be given to lay a foundation for further learning.

3) Rule three: get on with it

This rule is described as the most important as it has to do with how the teacher presents the main part of a lesson. Here Smith and Laslett (1993: 7) caution that the level and content should be correct and relevant to the level of learners. As such the educator should endeavour to reach his/ her learners to enable them to construct relevant knowledge and understanding.

4) Rule four: get on with them

Here the argument by Smith and Laslett (1993:8) is that educators develop good personal relationships with their learners by fostering mutual trust and respect. To accomplish this it is important for the educator to consider individual differences as well as knowing who is who in his/ her class. This could include knowing his/ her learners by name over and above understanding and accommodating their individual differences. One way to build mutual trust and respect in a classroom is to allow learners to participate by giving answers or comments without fear of judgement. In other words learner's point of view should be respected by both educator and peers.

On the whole, some of the strategies that would be essential for the paradigm shift (from teacher to facilitator) would be the ability to manage time, encourage relaxation, as well as provision of a non-threatening environment. In OBE, as Spady and Marshall (1991: 170) argue, time should be managed in a flexible way to allow learners to learn at their own pace. According to Vermeulen (1997: 78) " Educators should deliberately allow students more than one uniform routine chance to receive needed instruction and to demonstrate their learning successfully". Above all,

classrooms have to be changed into what Pretorius (1999: 44) refers to as "... interesting, stimulating, and challenging learning sites where teachers and learners can share common resources". As it is, changing from teacher to facilitator seems to be a very big challenge for teachers in most South African schools.

The central issue in facilitation seems to be the skill to enable or permit people to participate in achieving intended outcomes. To accomplish this, OBE educators will have to deliberately improve the way they communicate with their learners. This is important mainly because teaching and learning occur fundamentally through communication. As such, Rees (1991: 101) defines communication as a " process by which tutors work with their students towards the goal of building understanding and meaning through conveying ideas, feelings and beliefs to each other". Rees (1991: 101 to 109) goes on to define communication as an important technique to encourage participation. He further differentiates between verbal and non-verbal communication emphasising the importance of each in facilitation. According to Rees (1991: 101) " what the facilitator says, what the facilitator does, how the facilitator listens, how the activities are structured, and the room environment and set up" forms the verbal and non-verbal communication. He goes on to single out silence as a critical tool for good communication. As he comments, "Using silence wisely makes the group responsible for its own progress for good communicators knows when to pause, wait and say nothing" (Rees, 1991: 108). OBE demands that educators should communicate intended outcomes of every learning experience (Vermeulen, 1997: 33; Gultig, et al, 1997: 27; Department of Education, 1998: 28). In that way, both educator and learners would own the process(es) that would work towards attainment of such outcomes. The basic question is whether educators who were trained and socialised to be total authorities in their classrooms can adapt to such an open system.

To summarise, it seems as if for educators to facilitate learning in OBE classrooms, they would need to do the following amongst others:

- **Classroom Organisation**

In this respect chairs and tables (furniture) should be arranged in a manner that enables learners and the educators to move freely. Also teaching resources should be relevant to what is being taught as well as being accessible to learners. For instance the resources should be kept at learners' eye-level and within their reach.

- **Lesson Planning and Preparation**

For an educator to facilitate learning meaningfully, she/he needs to plan and prepare for all activities that would make up the learning experience in advance. The lesson preparation should reflect amongst others assessment as an integral part of teaching. To accomplish this, the intended assessment strategies should be clearly indicated in every activity.

- **Lesson Presentation**

Here the introduction of the lesson in particular should indicate use of learners' prior knowledge to facilitate knowledge construction. Also the activities involved should be relevant to each other and to the specific outcome(s). There should be clear presentation of content as well as relevant skills, attitudes and values. At foundation phase in particular, the lesson presentation should be characterised by ample physical activity to match up with the energies of the learners concerned.

- **Classroom Management**

There should be sufficient evidence of control and discipline to ensure fruitful interaction. However the classroom environment should be relaxed and friendly to maintain optimal participation by all learners. Overall the educator must provide and maintain a teaching - learning environment that encourages successful learning by all.

- **Assessment**

This should evidently be linked with teaching. Above all, learners should be given opportunities to demonstrate achievement of outcomes. Learners' progress should be

recorded clearly to assist continuity as well as using the performance to inform further teaching and learning.

2.6 SUMMARY OF THE CHAPTER

This chapter dealt with literature review on OBE, facilitation and assessment. This was done in an attempt to develop a theoretical framework for facilitation of learning in OBE classrooms. The information from the literature review was further used to produce a tool for data collection, the observation schedule. The observation schedule developed is attached as appendix B.

The next chapter deals with research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 AIM OF THIS CHAPTER

The aim of this chapter is to give an overview of the quantitative and qualitative research paradigms, in order to select an appropriate paradigm for this study. The format followed in the present study is deliberated on with specific reference to methods of data collection, data analysis as well as procedures followed in analysing the findings.

3.2 RESEARCH PARADIGMS

Research is conducted by making use of a particular approach depending on what the research problem is. There are basically two approaches available for research, namely quantitative and qualitative approaches. The reason for choosing any of the two or both depends on the research question, whether data can be quantifiable or not, as well as the overall purpose of the research (Mouton, 1996: 107-109; Crosley & Vulliamy, 1997: 1-5; Locke, Silverman, & Spirduso, 1998: 120).

3.2.1 THE QUANTITATIVE AND QUALITATIVE PARADIGMS

Research literature, especially in the social sciences, presents some perceptions around quantitative and qualitative research paradigms. The quantitative paradigm in particular has been built on research traditions that were developed in the physical and biological sciences. According to Howe and Eisenhart in Mahomed (1998: 74) quantitative research is based on positivist, rationalist or realist paradigms. It relies on "hard" or objective data that can be tested and verified using experiment method. This paradigm was accepted and used over a long time (Mouton, 1996: 17-19). However, it became apparent that its relevance in natural social settings was disputable. Consequently another paradigm, qualitative research paradigm, slowly gained acceptance and found more use especially in the social sciences (Symon & Cassell, 1998: 2-4).

Perceptions of the quantitative versus the qualitative research paradigms range from assertions that the two are incompatible and in direct conflict (Lincoln & Guba; 1985: 26) to the fact that each is best suited to certain research questions (Mouton, 1996: 107-109; Crossley & Vulliamy, 1997; 1-5; Locke, Silverman, Spirduso, 1998: 121). However, in the opinion of the researcher both quantitative and qualitative research have philosophical underpinnings and characteristics that make them uniquely suited for addressing certain research questions.

McMillan and Schumacher (1993: 14) argue that quantitative and qualitative research paradigms are based on different assumptions about the world, the research purpose, research methods, prototypical studies, the researcher role, and the importance of context in the study". According to McMillan and Schumacher (1993: 15) the difference between qualitative and quantitative is sharper with respect to the role of the researcher. Quantitative research emphasises objectivity and control over bias. To this end, the researcher is detached from the study and data is collected by means of an instrument. On the other hand, qualitative researchers become part and parcel of the phenomenon studied as they collect data in person and/or by use of other human beings.

Most quantitative research isolates phenomena studied from their context. As Hitchcock and Hughes (1989: 24) argue "...researchers have pointed to the problems involved in relying solely upon objective, quantifiable measures or indices of social phenomena without paying attention to the interpretation and meanings individuals assign to events and situations in a qualitative way". The qualitative researcher believes that human actions are strongly influenced by the settings in which they occur (McMillan & Schumacher, 1993: 15). Further, literature indicate that quantitative research attempts to establish universal context-free generalisations whereas qualitative researchers develop context-bound generalisations (Hitchcock & Hughes, 1989: 25-27; McMillan & Schumacher, 1993: 15; Marshall & Rossman, 1995: 25-26).

The present research seeks to establish how educators facilitate learning in OBE classrooms. As such classrooms are used as the natural setting for teaching and learning. The nature of the question (for the present research) is such that the kinds of meanings that the educators attach to OBE facilitation needs to be explored. As such qualitative research paradigm would be the best approach to adopt for the reasons that follow.

3.2.2 REASONS FOR CHOOSING THE QUALITATIVE PARADIGM

Qualitative research involves holistic inquiry carried out in a natural setting (Mcmillan & Schumacher, 1993: 15; Marshall & Rossman, 1995: 25 to 26). This involves field research in which the researcher or investigator attempts to collect information about all elements present in the setting in which the inquiry occurs. Klu (1997: 43) argues that the task of qualitative research is to provide an interpretation or understanding of events in terms of the participants' understanding. This is particularly applicable to the present research due to the fact that the ultimate intention is to produce an INSET programme for OBE facilitation. As such, educators' own understanding will assist to come up with a programme that addresses their needs. Qualitative methods are particularly oriented toward exploration, discovery and inductive logic. The researcher attempts to make sense of the situation without imposing pre-existing expectations on the setting (Silverman, 1993: 22-23). As Mouton and Marais (1990: 70) comment: ...the focus is on an inside perspective rather on an outside perspective".

In the context of the present study, the purpose of the qualitative research is to explore, and induce information with respect to facilitation in Outcomes-Based Education (OBE) classrooms. The intention is to put together a complete picture of how OBE facilitation occurs in order to inform the development of an Inservice Education programme for OBE educators in the North-West Province of South Africa. To this end, it is necessary that an exploratory approach be followed in order to gather as much information as possible of how OBE educators facilitate learning in

their classrooms. Exploratory study is also relevant because OBE is new in South Africa, thus there is very little information about its implementation to form any hypothesis and/or conjectures. According to Le Compte and Preissle (1993: 39) exploratory research is used to "examine events or phenomena, characterise something as it is. There is no manipulation of treatments or subjects, the researcher takes things as they are" (sic).

It is necessary that the present research adopt a flexible approach such as qualitative research that would enable the researcher to collect as much information as possible. This will also afford the researcher an opportunity to obtain information on participants' own perspective. To this end, researchers in the qualitative paradigm argue that a "systematic investigation in a natural environment will more readily lead to truthful results" (Silverman, 1993: 23).

3.3 RESEARCH DESIGN

A research design represents a scheme or plan that facilitates inquiry (Borg & Gall, 1989: 324; Le Compte & Preisle, 1993: 55) As Borg and Gall (1989: 324) argue, the fundamental purpose of educational research is to develop knowledge about educational phenomena. In the researcher's opinion, to develop such knowledge, a researcher needs to have some sort of plan of procedures. In order to answer the question for the present study, the following plan has been used in line with Le Compte and Preissle's (1993: 55) explanation that research design involves "...putting things together, bringing to the notebook as many aspects as possible of the researcher's planning and preparation for the inquiry".

3.3.1 POPULATION

The present study was conducted in the North West Province of South Africa. The Provincial Department of Education is divided into five regions for operational purposes. The province has 3 340 schools, 1467 of which are primary schools. There

are 5257 primary school educators 1080 of whom teach at foundation phase in the Central Region.

The sample for the present study was drawn from foundation phase educators from the Central Region only.

3.3.2 SAMPLING

Sampling refers to the act of extracting or selecting a smaller group from a larger one with a view of representing a larger group adequately (Le Compte & Preissle, 1993: 60). Several techniques can be employed to select participants for a research. In the present study, purposeful sampling was used in line with Crowley (1994: 59) as well as Miles and Huberman (1994: 27). In particular, Patton (1990: 29) has this to say about purposeful sampling." The sampling strategy began as a search for information-rich cases in order to study individuals who manifested the phenomenon intensely". According to Miles and Huberman (1994: 27) qualitative sampling has the following features:

* qualitative researchers usually work with small samples of people, vested in their context, and
* qualitative samples are purposive, rather than random.

In qualitative research, the sample chosen for the study cannot necessarily be taken to represent the entire population sufficiently enough to make generalisation beyond itself (Hitchcock & Hughes, 1989: 25-27; McMillan & Schumacher, 1993: 15; Marshall & Rossman, 1995: 25-26). With the same token, the samples for the two target groups in the present study were selected for their involvement with OBE implementation.

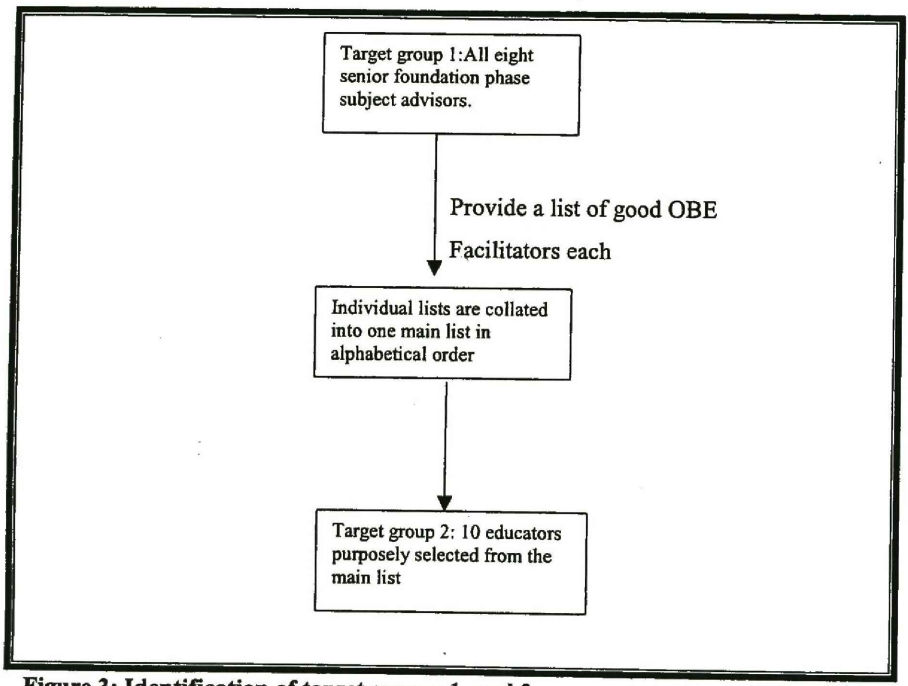


Figure 3: Identification of target groups 1, and 2.

3.3.2.1 Target Group 1

This group is made up of all eight senior subject advisors for foundation phase in the North -West Province. The subject advisors are responsible for training and supporting educators who are implementing OBE. Therefore they were purposefully selected because of their involvement with educators implementing OBE. Their contribution was to provide individually, a list of OBE facilitators in their districts whom, according to them, are good and / or effective. The individual lists were then collated into one main list by writing all the names in alphabetic order. The main list had twenty-seven educators.

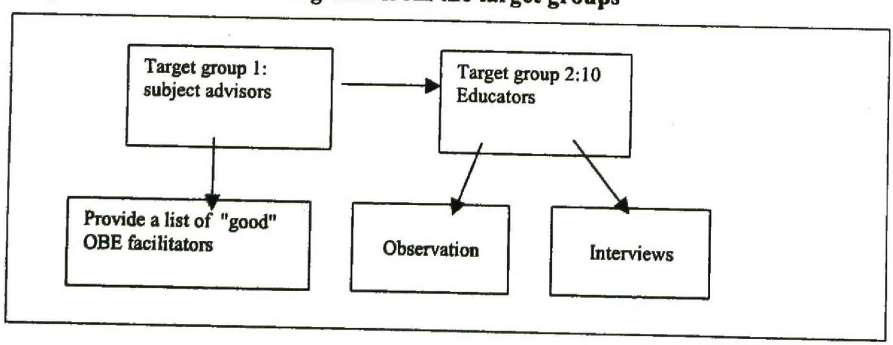
3.3.2.2 Target group 2

This group comprises educators implementing OBE. To select them, the list provided by the subject advisors as described above was used. Nine educators were randomly selected from the list. Given that everybody on the list was described as a good facilitator of learning by the subject advisors, the most appropriate technique of selecting the subject was random sampling. This technique as defined by most authors ensures that when subjects are selected, every member of the population has the same probability of being chosen (Cohen & Manion, 1989: 101; Mcmillan & Schumacher, 1997: 166). In the present study the twenty-seven names were each written on a small card of equal size and then all were put in a plastic bag, mixed up and pulled out nine cards one at a time. The names on the nine cards were then written down as the sample. These were then observed in their classrooms using an observation schedule that was developed using information from chapter 2.

3.4 METHODS OF DATA COLLECTION

In order to address the question(s) of the present study, data was collected by making use of two main methods of qualitative research namely interviews and observation. The beginning point for using these qualitative methods is simply an interest in observing and asking questions in real world settings.

Fig. 4: Methods of collecting data from the target groups



As indicated by the literature, interviewing and observation are mutually reinforcing qualitative techniques (Patton, 1990: 12; Steward & Shamdasani, 1990: 52; Cohen & Manion, 1994: 268-271;). Classroom observation and individual interviews were used to gather information with respect to how facilitation is done in OBE classrooms.

3.4.1 PILOT STUDY

The basic purpose of a pilot is to try out an instrument or activities in order to get ready and perfect for better performance later. Observation and interviews as methods of collecting qualitative data, are highly influenced by the researcher's capabilities (McMillan & Schumacher, 1993: 16). Therefore, in the present study these methods were piloted to ensure good practise before actual data is collected. Four educators were observed and subsequently interviewed for piloting purposes.

A video camera was used to capture what happens in the classrooms plus a tape recorder to capture the individual interviews.

3.4.2 THE INTERVIEW

Interview as a data collection technique or method is basically defined as direct verbal interaction or conversation between individuals (Cohen & Manion, 1989: 307). There are several types of interviews, the choice of one type depends on the purpose as well as the research question to be addressed (Hitchcock & Hughes, 1989: 79). To this end, Borg and Gall (1989: 453) as well as Cohen and Manion (1989: 309) identify four types discussed below:

3.4.2.1 Structured Interview

Literature distinguishes between structured and semi-structured interview (Hitchcock & Hughes, 1989: 80 to 85;Cohen & Manion, 1994: 287; De Swardt, 1998: 17). In the researcher's view, the basic difference between these two interviews is the extent to which the interviewer and interviewee enjoy freedom of speech. In semi-structured interviews such as the one that the present study adopts, the interviewer is allowed to

bring in new questions that may have not been thought of at the beginning. On the contrary, structured interviews limit the interviewer to the pre-formulated questions.

In structured interview, procedures are organised in advance. As such questions are prepared in a particular pattern that would then be followed by the interviewer with little freedom to make modifications. Therefore this kind of interview is characterised by being a closed situation (Cohen & Manion, 1989: 309). On the other hand, Hitchcock and Hughes (1989: 87) argue that the aim of semi-structured interview is to provide for a greater and freer flow of information between the interviewer and the interviewee.

3.4.2.2 Unstructured Interview

In contrast to the above, unstructured interview involves greater flexibility and freedom. However the questions are still prescribed by the research purposes. As Kerlinger in Cohen and Manion (1989: 309) notes: "...although the research purposes govern the questions asked, their content, sequence and wording are entirely in the hands of the interviewer. In the researcher's opinion this kind of interview requires a substantial amount of discipline and tact on the part of the interviewer to ensure that no irrelevant information is pursued. Borg and Gall (1989: 401) maintain that the interviewer should remain focused at all times when using this kind of interview. As it is, this kind of interview may be more relevant in situation other than in a study like this.

3.4.2.3 Non-directive Interview

The primary characteristic of this interview is the fact that the interviewer gives very minimal direction and control. On the other hand the direction of the interview is mainly in the hands of the interviewee. As Moser and Kalton in Cohen and Manion (1989: 309) put it: "The informat is encouraged to talk about the subject under investigation (usually himself) and the course of the interview is mainly guided by him". As Cohen and Manion (1989: 309) explain, this kind of interview is usually

used for therapeutic or psychiatric interviews. As such it was found irrelevant for the present study.

3.4.2.4 Focus Individual Interviews

In contrast to the non-directive interview, focused interview as a research technique introduces more interviewer control (Cohen & Manion, 1989: 326). This may be conducted for groups or individuals. Focus groups interview involves exchanges between a group comprised of individuals with certain characteristics in common, who focus discussions on a given issue or topic. As such focus groups interview differs fundamentally with other types of interviews. To this end Cohen and Manion (1989: 326) identify the manner in which focus groups interviews differ from other types by the following comment: "The persons interviewed are known to have been involved in a particular situation". This is affirmed by in De Swardt (1998: 15) who identifies six features of focus groups interview namely "(1) people, (2) assembled in a series of groups, (3) posses certain characteristics, (4) provide data, (5) of a qualitative nature, (6) in a focused discussion".

Individual focus interviews were conducted with the ten educators as follow-up from classroom observations. The purpose here was to clarify each educator's actions during observations, in order to seek more understanding on how they facilitate learning in OBE. A semi-structured question approach was adopted in order to explore the respondents' ideas about facilitation of OBE in North West classrooms.

Generally speaking, probing made the responses easy to understand. The semi-structured question approach made it possible to obtain more information by posing more questions or probing (Stewart & Shandasani, 1990: 15; Cohen & Manion, 1989: 324). Hitchcock and Hughes (1989: 80) have this to say about such interviews: "...much more flexible, allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewees' responses". This is particularly relevant for the present study because of the fact that although OBE may

be new in South Africa, facilitation of learning is not. As such the interviewees were able to speak about facilitation.

Information gathered through these interviews was used together with information from observations; as well as literature to suggest an INSET programme for OBE facilitators in the North -West province.

3.5 PROTOCOL FOR THE INTERVIEWS

The interviews were conducted in line with De Swardt (1998: 19-20). As a result the following was done (See Appendix E)

Step 1: The researcher thanked participant for being available and encouraged him/ her to participate.

Step 2: The purpose of the study was explained in each case.

Step 3: A guarantee of confidentiality was given as well as the status of the interviewer.

Step 4: Consent of each participant was obtained for using tape recorder.

Step 5: The questions "What do you use assessment for? And do parents play a role in teaching and learning in your situation? Were asked in all cases.

Step 6: Respondents were allowed to give as much information as possible, and the interviewer probed whenever it was necessary.

Step 7: The interviewer took field notes to capture information that cannot be contained in the tapes during and at the end of the interviews.

The interviewer wrote down all the steps outlined above on a card and carried it in every interview to ensure consistency.

3.6 OBSERVATIONS

Observation as data collection method was to gather information on how educators facilitate learning in OBE classrooms. To this end nine educators out of the list

provided by subject advisors were observed presenting lessons in their classrooms. These observations were controlled by pre-planned criteria discussed above using an observation schedule developed using information from chapter two. Therefore these are referred to (in this study) as structured observations. Bryman (1989: 207) describes structured observation as "the direct observation of individuals in field settings and the recording and encoding of observation according to a previously formulated schedule". The researcher decides in advance the items of interest and prepares the observation schedule to reflect those items. The criteria discussed in section 2.3.1.2 earlier plus information from literature was used to develop an observation schedule for the present research.

The nine educators were observed to find out how they facilitate learning in OBE classrooms. In these observations, the researcher used the observation schedule.

As indicated earlier it is important for the qualitative researcher to describe situations studied as they are. As a result, observation as a method is useful to understand the complexities of many programme settings. Observational data must be highly descriptive so that the reader can understand what happened and how (Patton, 1990: 12).

According to Eichelberger (1989: 130) "Observations have three primary uses in research, as (1) initial exploration of a setting or problem, (2) supplementary information in a study, and (3) primary data in a study". In the present study, observation as a method of data gathering was used for exploration as well as for providing primary data. As it is, observation therefore, was a useful method for the present study that seeks to obtain valid information about facilitation in OBE classroom. This enabled the researcher to obtain information that would otherwise be somewhat difficult using only the insights of others obtained through literature review. As such, Patton (1990: 12) argues that observation is a useful source of qualitative data to "understand the complexities of many program situations".

Observations made in the present study were of a non-participant nature. In this way the researcher minimised interactions with the subjects being observed and attempted to obtain a complete record of all activities and behaviour relevant to address the research question. This furnished as far as possible step by step accounts of what the subjects do and say. As Cates (1985: 99) advises, the observer will record behaviour as is and will not draw any inferences nor make any judgement. A video camera was used to capture with minimum obstructions, the lessons and / or activities observed. This was done in consultation with the educators to be observed.

Information so gathered was used hand in hand with that collected through subsequent interviews. This is in agreement with Crossley and Vulliamy (1997: 6) who argue that: "It provides descriptions and accounts of processes of social interaction in 'natural' settings usually based upon a combination of observation and interviewing of participants in order to understand their perspectives".

The choice of methods of data collection described above is on the strength of Patton (1990: 20) argument that: "Such field techniques as observation, interviewing, description, and case studies typically include portrayals of the world as understood by the people studied". This, in the view of the present researcher, is the essence of qualitative research.

3.6.1 PROTOCOLS FOR OBSERVATIONS

In the present study observation as a research technique was to obtain information about OBE facilitation. The observations were conducted as per the protocol in Appendix F. These observations were done in line with Bryman (1989: 207-213); Borg and Gall (1989: 474-475); as well as Hopkins (1993: 79-80). As such, the following steps were followed:

Step 1: The researcher got permission from the educators observed.

Step 2: The purpose of the observations was explained.

Step 3: The video camera was set before hand to avoid disturbance. This was put out of the learners' and the educator's way to minimise distraction.

Step 4: The researcher located a strategic position that afforded an opportunity to have a full view of the class, and sat there before class began.

Step 5: Made a deliberate effort to remove any preconceived ideas and/ or record bias.

Step 6: Recorded on the observation schedule and made some field notes on a notebook where necessary.

Step 7: Thanked the educator and the learners at the end.

3.7 TRUSTWORTHINESS

Critics of qualitative research paradigm base their arguments on such issues as reliability and validity of the approach (Cates, 1985: 124; Anderson, 1990: 12-13; Huysamen, 1996: 10). For them reliability and validity in social sciences present more problems than in such quantifiable natural sciences. This, in their view, is because there are some conditions in social sciences associated with administration of any approach, which makes achievement of reliability and validity difficult (Cates, 1985: 124 Borg & Gall, 1989: 257; Anderson, 1990: 12). However, Krefting (1991: 214) and Agar in De Swardt (1998: 22) argue that "the terms reliability and validity are relative to the quantitative view and do not fit the details of qualitative research." To this end, researchers who follow this argument maintain that the terms reliability and validity in qualitative research should be explained in terms of trustworthiness and credibility (Krefting, 1991: 215; Hoepfi, 1997: 47).

De Swardt (1998: 23) argues that there is a vast difference of opinion with respect to trustworthiness in literature. To this end, Krefting (1991: 215) maintains that Guba (1981) model of trustworthiness of qualitative research is comparatively well developed conceptually and has been used by qualitative researchers for a number of years. With the same token, the present study will adopt Guba's model. This model, Krefting (1991: 215) argues, is based on four aspects: (a) truth-value, (b)

applicability, (c) consistency, and (d) neutrality. The following strategies in line with this model were be implemented in the present study:

(a) TRUTH-VALUE

This is defined as the extent to which the researcher has established confidence in the truth of the findings for the subjects or informants and the context of the study (Lincoln and Guba in Krefting 1991: 215). Several strategies can be used to establish the truth-value and/or credibility of a research. Amongst others, the researcher, in the present study, used triangulation and respondent validation as follows:

(i) TRIANGULATION

Triangulation is defined differently by different authors. However, what is common about these definitions, in the researcher's opinion, is that it is said to be a technique that is used to increase confidence and/or trustworthiness of research (Cohen & Manion, 1989: 269; Borg & Gall, 1989: 393; Krefting, 1991: 215; Hopkins, 1993: 123).

According to Krefting (1991: 215) there are four types of triangulation, namely: methods triangulation; data triangulation; triangulation through multi-analysts; and theory triangulation. Borg and Gall (1989: 393) sum all these types up by defining triangulation as: "Strategy of using several different kinds of data-collection instruments, such as tests, direct observation, interview and content analysis to explore a single problem or issue". The present research made use of these types in the following manner:

Methods triangulation

Cohen and Manion (1989: 269) define this type of triangulation as " the use of two or more methods of data collection in the study of some aspect of human behaviour". In the present study this was achieved by making use of observation and interview to collect data on how educators facilitate learning in OBE classrooms. Borg and Gall

(1989: 393) who define triangulation of methodology "as using several methods to study the same object" affirm this.

Data triangulation

Hopkins (1993: 152) argues that: "this involves contrasting the perceptions of one actor in a specific situation against those of others in the same situation". The use of subject advisors and educators as sources of data in the present study enabled the researcher to triangulate the data. To this end, Borg and Gall (1989: 393) comment: "Triangulation can also be achieved by collecting essentially the same data from different samples, at different times in different places". As such some degree of authenticity was achieved. Also, the manner in which observations and interviews were used added towards validating the findings.

Triangulation through multi- analysts

This refers to the use of more than one person to analyse data (Krefting, 1991: 215). In the present study the use of an independent coder for data analysis contributed towards the authenticity of the findings.

Theory triangulation

This refers to the use of expert information from literature to validate data. The present research made use of literature to obtain information with respect to facilitation of learning in OBE classrooms. This information assisted the researcher to understand and substantiate data from both the observations and the interviews (Lincoln & Guba, 1985: 314-316; Hoepfi, 1997: 60; De Swardt, 1998: 23).

(ii) RESPONDENT VALIDATION

This refers to the act by the researcher of verifying the responses with the respondents. In the present study, a sample of verbatim transcripts of the interviews was provided to most respondents to check whether they agree with what the

researcher reports. Also, the interview tapes were played over and over again to make sure that the transcripts are correct.

(b) CONSISTENCY

Consistency refers to the extent to which the same results are arrived at by different people at different times when using the same approach under the same conditions (Cates, 1985: 124; Borg and Gall, 1989: 257; Anderson, 1990: 12; Krefting, 1991: 216). To meet conditions for consistency, the present research explains consistency in terms of the researcher's interactive style, data recording, data analysis, and interpretation of participants' meanings from the data (McMillan and Schumacher 1993: 385). To accomplish such, observation and interviews were used in order to corroborate findings. In addition, respondents were asked to validate the interview transcripts and an independent coder was used for data analysis. Also, the researcher conducted both pilot observation and interview in order to rehearse the interactive style.

(c) NEUTRALITY

Neutrality refers to the freedom from bias in the research procedures and results (Sandelowski in Krefting, 1991: 216). In the present study the use of an independent coder assisted to confirm the findings as a function solely of the participants and conditions of the research and not of other biases, motivations, and perspectives. Also the researcher consciously removed all preconceived ideas and focused on the data.

3.8 PROTOCOL FOR DATA ANALYSIS

This involved the process of attempting to make sense of data collected in terms of the research questions. Marshall and Rossman (1995: 112) describe this step as "... the process of bringing order, structure, and meaning to the mass of collected data". McMillan and Schumacher (1993: 398) argue that: "Qualitative analysis, however, is a systematic process of selecting, categorising, comparing, synthesising and interpreting to provide explanations of the single phenomenon of interest". In the

present study, a sequence of steps to analyse data in terms of literature and expert information available with respect to OBE facilitation in the first instance, as well as data on how to develop an INSET programme, were used. According to in Klu (1997: 53) such analysis should comply with the following criteria:

- "Important issues, variables or themes should be identified;
- Discoveries ought to be made about how these variables, issues, or theme pattern interrelate.
- Explanation need to be given about how these interrelationships influence the phenomena under study; and
- Fresh new insights need to be advanced".

With the same token data collected from observations and interviews were analysed as follows:

3.8.1 PROTOCOL FOR ANALYSING OBSERVATION DATA

The researcher and the independent coder worked separately to analyse data in the following manner (See Appendix G) consistent with McMillan and Schumacher (1993: 485-486):

Step 1: All bias and/or preconceived ideas were removed.

Step 2: The videotapes were played to capture events during the observations.

Step 3: A descriptive narrative of the events was presented.

Step 4: Behaviour or activities relevant to the research question were identified.

Step 5: Similar behaviour or activities were grouped together to develop categories.

Step 6: The researcher and the independent coder exchanged notes and then discussed discrepancies with a view to establish some consensus, as well as how actions and/or behaviour patterns interrelate.

Step 7: Once consensus was reached, a descriptive narrative was presented.

3.8.2 PROTOCOL FOR ANALYSISING INDIVIDUAL INTERVIEWS

The following steps were followed (See Appendix H):

Step 1: All bias and preconceived ideas was removed.

Step 2: Tapes were transcribed.

Step 3: Similar responses to the same question were grouped into categories.

Step 4: The researcher and the independent coder compared notes and discussed for consensus.

Step 5: Claims and practice were compared giving a description.

Step 6: New insight was identified and reported.

3.9 SUMMARY OF THE CHAPTER

In this chapter, the research strategy, the research procedure, as well as protocols for data collection and data analysis are dealt with. As it is, the presentation was meant to explicate the systematic process the data followed from its collection through to its analysis and interpretation.

The next chapter deals with collection and analysis of data.

CHAPTER 4

DATA COLLECTION, PRESENTATION AND ANALYSIS

4.1 AIM OF THIS CHAPTER

The purpose of this chapter is to give an overview of data collection (section 4.2), presentation of the collected data (section 4.3) as well as analysis thereof (section 4.4).

4.2 AN OVERVIEW OF DATA COLLECTION

Data for the present study was collected by means of classroom observations and individual interviews. The individual interviews were used to clarify what was observed. In preparation for the collection of the data, a pilot was conducted in order to refine and/ or further develop the observation schedule developed using information from chapter 2 (Appendix B).

It became necessary to conduct two pilot observations as reported below

4.2.1 FIRST PILOT: OBSERVATION AND INTERVIEWS

An initial pilot observation and interviews were conducted in two schools in North West Province. The following Table shows the contexts in which the pilots were conducted.

Table 1: Context for first pilot

School	Location	Grade	Duration of lesson	Context
A	Rural village	1 and 2	45 Minutes	Limited resources, ex-Bophuthatswana rural school
B	Urban	1 and 2	60 Minutes	Well Resourced ex-model C school

The outcome of this pilot was that the original schedule (See Appendix A) posed some problems with respect to the five points scale and it had to be changed to comprise two columns for observation guidelines and descriptions respectively (See Appendix B). Furthermore it became necessary to add an item on whether the educator offers each learner opportunity to try again and one on how the lesson was ended respectively. Another item based on continuous assessment was removed since that could not be observed in a lesson. Instead, it was changed into a question for the interviews namely " what do you use assessment for?" After modifying the observation schedule, it became necessary to conduct a second pilot.

4.2.2 SECOND PILOT: OBSERVATIONS AND INTERVIEWS

The purpose of the second pilot was to try the modified schedule (See Appendix B) in order to further refine it (if necessary) for the main data collection. In this respect, only two lessons were observed at school B. The context, in which these observations and interviews took place, is the same as represented in Table 1 for school B.

The outcome of this pilot was that there was no need to change any more items, but a second standard question was added. This question was about the involvement of parents in their children's learning, it is posed as " what is the role of the parents in learning and teaching?" This was done in order to further determine variables and/ or external factors at play that may have an influence on how the educators facilitate learning. Furthermore, it was due to the fact that the educators in the pilot mentioned parental role such as helping with reading, homework as well as donating some resources as useful towards efficient facilitation of learning in OBE. After the second pilot, all was ready for the main observations and interviews.

4.2.3 MAIN OBSERVATION AND INTERVIEWS

The collection of data was done by means of the modified observation schedule (Appendix B), as well as individual interviews using the two standard questions and any other question

on actions and/ or behaviour observed that were not obvious to the researcher. A video camera was used in all the lessons observed. A total of nine lessons offered by nine female educators were observed. However, the ninth lesson had to be discarded since no real facilitation of learning occurred, instead the educator gave learners a set of questions to respond to as in a test or examination. This educator spent the entire duration of the lesson moving from one learner to the other looking at their individual work.

The context in which the eight lessons took place is as per the table below.

Table 2: Context in which the main observation took place

Context of school	Grade (s)	Class size	Duration	Status
Ex-model C school offering grades Reception to 4. Good buildings and well-maintained grounds, as well as electricity and water	2 and 3	28 and 32	40 minutes each	Well resources
Two ex-Bophuthatswana multiracial schools. Good buildings and well-maintained grounds, as well as electricity and water	1, 2 and 3	28, 26 and 28	45 minutes	Well resourced
Three ex-Bophuthatswana rural schools. Dilapidated buildings with uneven floors, dirty carpets and unmaintained grounds. No electricity. Overall dull surroundings.	1, 2 and 3	26, 28 and 30	45 minutes	Under resourced

For the purpose of the present study, a well-resourced school would be one with good building, extra books, photocopier, electricity, water, well-maintained grounds, sporting facilities, as well as teaching and learning aids plus some funds. On the other hand, an under resourced school would be described as the one with dilapidated buildings, no electricity, no water, no extra books, poorly maintained grounds, dull surrounding as well as lack of funds.

The data that was collected by means of observations and interviews is presented in section 4.3 below.

4.3 PRESENTATION OF DATA

4.3.1 In this part the data is presented as a descriptive narrative per the observation guidelines.

Table 3: Descriptive Narrative per the observation schedule

OBSERVATION GUIDELINES	DESCRIPTION
1. CLASSROOM ORGANISATION/ ADMINISTRATIVE	
1.1 Furniture is arranged in a manner that allows free movement, for both educator and learners.	1.1 Furniture used included small tables and chairs, as well as desks. The small tables and chairs were light enough to be lifted by 7 and 8 year olds. As a result they could be arranged into circles, box or rectangular shapes. On the other hand, the desks were big and difficult to lift or move. As such, they were arranged in rows and in twos to sit two learners each. The small tables and chairs were arranged to have learners in groups of four, five, six, seven, eight and nine members. Whichever way, the desks and / or tables and chairs were arranged, there was always an attempt to reserve space in front for learners to sit on a carpet facing the educator when explaining or demonstrating.
1.1.1 Access teaching and learning resources	1.1.1 In each of the six classes there was space in a corner where books, charts, and other teaching aids such as empty containers of different sizes were displayed. These were used for demonstrations, explanations, as well as story telling. In cases where no such space was reserved, educators had their teaching aids on the table, the educator's table, which was distinctively bigger than everyone's.
1.1.2 Work together in small groups.	1.1.2 Learners' sat in groups of 4,5,6,7,8 and 9 members most of the time. However in 6 out of 8 classes learners sitting together in-groups did not necessarily work together, they worked individually. In all such cases the educators

	supervised individual work very strictly. One class was mainly a lecture.
1.1.3 Move and assist learners as they work	1.1.3 In all instances whether learners worked individually (6/8) in pairs or in small groups (2/8), educators were able and did move and assist learners as they worked. However the one educator whose learners sat in between desks found it difficult to move to reach all the groups.
1.2 Tables/ desks are arranged so as to:	
1.2.1 Allow group members to face each other.	1.2.1 In six out of eight instances, tables and chairs were arranged to allow group members to face each other. In one class learners sat in groups of 7,8, and 9 members in between the desks. These learners were not able to move much. In another class learners sat on desks arranged in rows, all facing in one direction.
1.2.2 Work together and aid each other in completing academic tasks.	1.2.2 Learners worked together only when sitting in one big group at the start of the lesson. In all but two lessons learners sat together but worked individually.
1.2.3 Face the educator when explaining or demonstrating.	1.2.3 In all but one-instance learners sat in one big group in front as the educator explained or demonstrated. In the one instance learners sat in rows facing the educator who stood in front as she explained and pointed to pictures.
1.3 Relevant learning and teaching resources are used	1.3 In all instances there was an attempt to use some relevant teaching aids. However, more efforts could have been made. For instance, in an instance where the educator made use of a watch to teach time, she could have brought more models for each learner to use rather than using only one watch for more than 20 learners who had to draw in most instances. In another instance the educator cut out pictures depicting "my family". Here learners could have been asked to bring pictures of members of their family to make

	the lesson more interesting and to ensure equal participation.
1.4 All educators are punctual to begin and immediately involve the learners.	1.4 All educators but one, were punctual to begin and immediately involve the learners. The involvement ranged from getting learners together to read a story to them, ask them to sing, count and/ or recite things they learned in previous lessons such as multiplication tables.
1.5 Educator calls learners by their names	1.5 In most (7out of 8) instances educators called their learners by their first names. However one educator did not. She referred to learners as "you".
1.6 Educator manages time, encourages relaxation, as well as providing a non-threatening atmosphere	1.6 All the educators made efforts to create non-threatening atmosphere. This was apparent in the manner in which they spoke, like in the pitch of their voices as well as in their body language. Time was managed in a way that avoided pressurizing learners but to allow them to finish tasks at their own reasonable pace. However there was one particular instance where a learner was pressurized for time with the educator saying things like " you are wasting our time". This was done every now and then with the same learner. Also there was an educator who got impatient with learners who were slow. This educator went to the extent of redistributing some group members to join other groups. To do this she would say " what are you doing here? You go to that group! You two, to that group! Hey come get to that group!"
2. LESSON PLANNING AND PREPARATION	In all instances educators volunteered their

	written lesson preparations which covered a period of one to two weeks.
2.1The written lesson showed specific outcomes.	2.1 The written lesson showed specific outcomes picked from all eight learning areas and represented by way of a grid. In this respect a lesson on learning programme literacy would have more specific outcomes from Language Literacy and Communication (LLC) whilst other learning areas would have fewer specific outcomes. On the other hand, a numeracy lesson would have more specific outcomes from Mathematical Literacy, Mathematics and Mathematical Science (MLMMS). In addition, performance indicators were also indicated on the grid.
2.2 The intended assessment strategies were clearly indicated at every activity.	2.2 In many (5 out of 8) instances, the intended assessment strategies were listed below the grid without any elaboration of how they would be used. A few educators (3out of 8) listed assessment strategies at every activity.
2.3 Activities are clear and relevant to each other; and to the Specific outcomes, phase organiser, programme organiser and assessment criteria.	2.3 All the written preparations indicated activities that were relevant to each other and to the specific outcomes, phase organisers, programme organisers as well assessment strategy. The activities were clearly divided into educators' and learners' activities, showing step by step what was going to happen in every activity.
3. EDUCATOR ACTIVITIES	
3.1 Educator sets time frames for tasks.	3.1 Educators in all instances determined start and finish. In three classes learners were reminded now and then that they had to finish.

	This was done without necessarily referring to time directly.
3.2 Educator ensures that learners adhere to the time-frames set for completion of tasks	3.2 Educators ensured that learners adhered to time frames by encouraging them to finish as well as directing them from one activity to the other. In one instance the educator followed up one learner making statements like "You are wasting our time." Otherwise the same educator checked how far each group was, and said things like " You are at number3, 4, 5. I want all of you to do number 5 now!"
3.3 The educator makes use of the prior knowledge of the learners.	3.3 In all instances learners' prior knowledge was used in introducing "new" knowledge. This was mainly done by asking some questions at the beginning, about what was going to be dealt with. Otherwise lessons were introduced in different in-direct ways such as songs, stories and recitations, by both educators and learners.
3.4 The introduction is relevant to the rest of the lesson /learning experience.	3.4 In all instances the introduction was relevant to the rest of the lesson.
3.5 The educator asks questions, based on:	
3.5.1 Knowledge	3.5.1 In all instances the educators asked questions based on knowledge, especially recall questions.
3.5.2 Understanding / Comprehension	3.5.2 Some understanding or comprehension related questions were also asked.
3.5.3 Application	3.5.3 Very few application questions were asked and in those few instances where an attempt was made, it was very vague.
3.5.4 Synthesis	3.5.4 There were no synthesis based questions at all.
3.5.5 Evaluation	3.5.5 There were no evaluation-based questions at all.

3.6 Educator guides learners to work together in small groups and help each other to complete academic tasks.	3.6 In almost all instances (6 out of 8) learners sat together in small groups but worked individually. In few instances (2 out of 8) the educators guided learners working together in small groups and helping each other to complete academic tasks. In one instance learners sat in rows and worked individually and were discouraged to help each other.
3.7 Educator interprets content for learners where necessary.	3.7 Educators guided learners throughout, interpreting content and demonstrating specific knowledge and skills.
3.8 Learners are given activities that provide them with opportunities to demonstrate:	
3.8.1 Specific knowledge and skills	3.8.1 Learners were mainly given activities that provided them with opportunity to demonstrate specific knowledge and skills.
3.8.2 Comprehension	3.8.2 In a few instances learners got activities that provided them with opportunities to demonstrate comprehension.
3.8.3 Application of knowledge	3.8.3 Activities showing application of knowledge were few and generally vague.
3.8.4 Evaluation	3.8.4 Evaluation was absolutely absent
3.8.5 Synthesis	3.8.5 Synthesis was absolutely absent
3.9 Educator maintains an overview of the activities of learners and intervene when necessary.	3.9 In all cases educators maintained an overview of most learners by moving from one group or learner to the other helping and guiding by means of questions every now and then. In the case where groups sat between desks it was very difficult for the educator to keep an eye on many. Also in classes of 30 or more learners, the educator could not see everybody. As a result the learners were now and then destructed.

3.10 Educator observes and guides learners working together.	3.10 Only in two instances did the educators observe and guide learners working together, otherwise learners worked individually.
3.11 Learners are encouraged to express their ideas freely.	3.11 In all cases learners were encouraged to express themselves by spreading questions and calling them by their first names to ensure that all learners are alert and participating. Otherwise it was very formal.
3.12 Educator ensures equal participation of learners.	3.12 Questions were distributed fairly throughout the class and learners were called by their names to respond. This could have been done to ensure that each learner was asked each time. Otherwise written work was given where each learner had to work individually.
3.13 Educator supervises and encourages positive interdependence.	3.13 In only two instances the educators supervised and encouraged positive interdependence. Otherwise learners were strictly supervised to do individual work.
3.14 Educator records learners' performance continuously	3.14 Learners' performance was recorded only in one instance during the lesson. Otherwise no recording took place but some informal assessment was done as learners worked. However, during the interviews the educators indicated that they do record although not always during the lessons.
3.15 Educator uses questions to guide learners step by step to the discovery of knowledge.	3.15 Questions were mainly used to facilitate learning. Generally the questions were used to guide learners step by step to discover knowledge. However not all learners participated in answering questions, some kept quiet throughout.
3.16 Educator offers each learner opportunity to try again and	3.16 A few educators offered learners opportunity to try again. However in many instances the learners did not have such opportunity but they were rather expected to correct themselves by seeing what somebody else does. This could be attributed to the fact that learners were relatively

	many (30 – 35) and the time would not allow for individual attention.
3.17 Educator ends the lesson on a reinforcing note	3.17 Lessons were ended up by means of a summary by the educator, statement of what will happen next, as well as giving some work to learners.
4. LEARNER ACTIVITIES 4.1 Learners benefit from each other by:	
4.1.1 Sharing ideas on the tasks.	4.1.1 Learners appeared to benefit sharing ideas on the tasks only in two instances where they worked in small groups
4.1.2 Discussing about how to go about the tasks.	4.1.2 Learners discussed about how to go about the tasks only in the two instances where they worked in small groups. Otherwise they were discouraged to engage in any discussions.
4.1.3 Communicating and negotiating constructively.	4.1.3 In most instances (6 out of 8) learners did not get any opportunity to communicate and negotiate constructively as they had to work individually even when sitting in small groups. They were very quiet, restricted to finish individual work.
4.2 Learners are given chance to express themselves.)	4.2 Learners were mainly given a chance to express themselves by responding to questions, even though all of them got such opportunity.
5. INSTRUCTIONAL STRATEGIES 5.1 Educator applies direct instructional methods wherever it is necessary.	
5.1.1 Telling	5.1.1 Learning was mainly (in all cases)

	facilitated by telling.
5.1.2 Demonstrations, etc.	5.1.2 Demonstration was mainly limited to showing. For instance 3 educators used pictures showing cows, members of a family, a learner running; money (coins) etc. There was at least an instance when the educator brought containers of different sizes to show measurement. These would have been used to demonstrate that, for example, 200ml x2 = 1 litre or that 250 ml is half of 500ml. However the educator just showed measurements such as 1 litre, 2 litres, 500 ml and 250ml. Also where pictures or posters were used, they were rather small and difficult to see from a distance. Letter sizes on the posters were very small.
5.2 Educator applies indirect instruction. 5.2.1 Co-operative learning	5.2.1 Real co-operative learning was only evident in two lessons. Otherwise the educators instructed groups rather than having real co-operative learning.
5.2.2 Discovery	5.2.2 No discovery of knowledge was present in any lesson.
5.2.3 Experiential	5.2.3 There was no experiential learning in any of the lessons observed.
5.2.4 Inquiry	5.2.4 Inquiry was not used in any of the lessons observed.
5.3 Educator uses the following questioning technique:	
5.3.1 One word (yes or no)	5.3.1 One word (yes or no) questions were used in all instances for most of the time. These were mainly closed questions.
5.3.2 Probing [3.3.2.1 B and C)	5.3.2 There were very few instances in each lesson where probing was used.
5.3.3 Leading	5.3.3 Leading questions were used especially in two of the lessons where learners worked in small

	groups.
5.4 Educator facilitate learning by means of:	
5.4.1 Discussion	5.4.1 Educators facilitated learning on many occasions by means of discussions that took place in large groups at the beginning. Otherwise further discussions took place in the two instances where learners worked in small groups.
5.4.2 Role play	5.4.2 Role-play was not observed.
5.4.3 Question and answer	5.4.3 Facilitation of learning in all cases was done by means of questions and answers, most of the time. However not all learners could get a chance to respond to questions.
5.4.4 Group work	5.4.4 Group work was observed only in two lessons. Otherwise learners sat in groups whilst they worked individually.
5.4.5 Brainstorming	5.4.5 Brainstorming was seldom used (only in one out of eight instances). In this case learners were asked to talk about different modes of transport, describe, check pros and cons and then agree on a preferred mode of transport per group.
5.4.6 Debate	5.4.6 Debate was used in very few instances and limited to whether one or the other is right. For instance in the instance where learners had to choose one preferred mode of transport, some members would argue for a Venture or a bus whilst others argued against those and for smaller cars. In one-lesson learners were vehemently disagreeing with each other. They debated their different points of views until the educator came to their rescue.
5.5 Educator moves flexibly between high educator control and Low educator control.	5.5 In most instances educators stayed within high educator control. Atleast one educator flexibly moved from high educator control to low educator control. As such the educators maintained overall

	power and dominance whilst learners had to follow submissively
6. ASSESSMENT 6.1 The educator makes use of different methods to assess learners:	
6.1.1Portfolio	6.1.1 Portfolios were used in only one lesson. In that case the educator referred to the portfolios by way of reminding the learners to choose their best work for the portfolios to be assessed at the end of the week.
6.1.2 Project	6.1.2 Only one educator referred to group projects that had to be finished at the end of the week. To this end, learners' group work during the lesson was going towards completion of the projects.
6.1.3 Performance	6.1.3 Learners' work was collected at the end in most lessons, probably for marking by the educator. In one instance learners' work was marked during the lesson.
6.1.4 Pencil and paper etc	6.1.4 In all instances learners were simply given work to write in groups (2/8) and individually. The educators moved from one learner to the other looking at learners as they worked. It was backed-up by the fact that every now and then the educator would ask questions and guide learners to complete the task correctly.
6.1.5 Observation	6.1.5 In all instances the educators moved from one group or learner to the other looking at learners as they worked. It was assumed that they did so to help and understand how learners worked. This was backed – up by the fact that now and then the educator would ask questions and guide learners to complete the task correctly.
6.2 Educator uses:	

6.2.1 Self assessment	6.2.1 No self-assessment was observed.
6.2.2 Peer assessment	6.2.2 No peer assessment was observed.
6.2.3 Teacher assessment.	6.2.3 In almost all instances the only possible educator assessment was shown by marking learners' books or collecting them for possible marking later. However in one lesson the educator evaluated and recorded learner's progress on a piece of paper.
6.3 Learner's progress is recorded during teaching and learning.	6.3 In all but one case, no recording took place during teaching and learning.
6.4 Educator gives prompt feedback to learners as they work towards achieving the outcome(s)	6.4 Feedback to learners was mainly given by making comments such as " good, correct, that is it" or by nodding of head as well as asking learners to clap hands for themselves or for each other.

7. CLASSROOM ATMOSPHERE	
7.1 Educator encourages relaxation and provides a non-threatening atmosphere	7.1 In most instances (6 out of 8) the educators were bright and friendly, smiling and speaking in a polite tone to their learners. However, two educators were very serious and spoke in authoritative voices.
7.2 Educator is friendly and warm	7.2 Most educators joked with their learners calling them by their names. One educator even went to the extent of hugging a learner.
7.3 Educator's overall approach is inviting.	7.3 Almost all educators (even those that are described as being very serious) nodded their heads as learners responded to their questions. Learners were in some cases patted on their shoulders as they worked.
7.4 Educator's body language encourages learner participation.	7.4 Many educators (5 out of 8) bent towards learners as they spoke smiling and nodding their heads as learners responded to their questions.
7.5 Educator encourages learners to help each other.	7.5 Only two educators encouraged learners to help each other throughout as they worked in their small groups. However, two educators did so when learners were sitting in a big group at the beginning of the lesson. In those instances learners were called to order when laughing at other learners who could not answer correctly. The educators made comments like " No, no, no, we do not laugh, we help, come who can help? What is wrong? Please correct her".

4.3.2 INTERVIEWS

Educators were told at the beginning, before they were observed, that it may be necessary to interview them after the lessons, It was explained that the purpose of the interviews was to clarify what was observed and not necessarily indicating that there was anything wrong.

Two questions were asked in every interview, namely;

- What do you use assessment for?
- What is the role played by parents in learning and teaching?
- Any other issue needing clarity from each observation.

The following transcripts are presented without any editing except for grammar. Special care was given to the fact that the minimal editing done here did not interfere with the content of each interview but was just done to correct grammatical errors and omissions.

INTERVIEW I

CONTEXT OF THE SCHOOL

An ex-model C school, relatively well resourced with a total of 40 learners. Length of lessons equal to 40 minutes...

Question : What do you use assessment for?

Answer : Well, that is interesting; I ... I, we use assessment to check whether learner understand, Hhm; to report to parents; as well as finding out where the learners is so that I, we ... can intervene.

Question : Ok, fine, what do you mean by intervene?

Answer : Right, there are several things, it could be to re-teach or

establish what went wrong and assist the learners. You see, I can also build a record such as using this form … ah ... the intervention form. That way, learners are given a chance to try again.

Question : What role is played by parents in learning and teaching?

Answer : Good, you see, I have quite a big group of children. So, I cannot listen to each one of them read but I communicate with parents through learners' diaries to help with reading, and other homework..

Question : Ok, in that way, how do you ensure that learners read at home and that parents actually listen and supervise?

Answer : There is no guarantee, but three days in a week I make time to listen to reading, and I listen to almost everybody in the end. Also parents sign the diary to indicate that indeed they read.

Question : Is there anything that you would like me to know about facilitation of learning in your classroom?

Answer : For sure, you see our subject advisors have grouped our school with four others in the vicinity so that we can help each other. Well I think it is good because we help each other a lot with ideas and producing teaching aids. Also, you know, I do not always keep children in the same group, plus I sometimes do not use groups. Oh, yeah… that's it.

Question : Thank you very much, once more I really appreciate your willingness to help me.

INTERVIEW II

CONTEXT OF THE SCHOOL

Lower Primary school offering Grades R to 3. Ex-model C, relatively well resourced school. A total of 39, learners. Length of observation = 45 minutes.

Question : What do you use assessment for?

Answer : Well, it depends, I ... I use assessment as part of teaching to reflect on my teaching mm ... facilitation methods ... so... so that I can see what needs to be improved. In the second instance, I use assessment to report to parents, for promotion from Grade 3 to say Grade 4.

Question : Oh ... Is it all?

Answer : Yes, no.... Nee, ek .... Well I use it to give learners to show me that they have learnt, and then intervene where possible.

Question : Do you make use of group work?

Answer : Yes sometimes, depending on what we are dealing with. As you saw, my learners use desks which make it difficult to re-arrange. So, I ... I prefer to use pairs... However, we sometimes go to the school to do small group work, especially if group activities are necessary... For instance, yesterday we spent most of the time in groups in the school hall.

Question : Do you involve parents?

Answer : Yes, a lot, parents help with homework I ... I ... mean written work and reading.

Question : Is there anything you wish to tell me concerning facilitation of learning in OBE classrooms?

Answer : Of course, you see ... mmm most people think that you only do OBE by letting learners sit in small groups. I do not believe that, well ... your specific outcome, programme organiser, phase organiser etc determines how you should teach. Yes, ... that's what I wish to tell everyone.

Question : Thank You, very much ma-am for your time..

Answer : Its my pleasure please share your research with us.. Good luck

INTERVIEW III

CONTEXT OF THE SCHOOL:

An ex Bophuthatswana multiracial school, well re-sourced. A total of 26 learners in class. Length of lesson equal to 40 minutes.

Question : What do you use assessment for?

Answer : Yes, ... good question. Well I use assessment for building a record on each learner. The record goes to parents and the next teacher. Learners gain a lot from assessment they ... you know sometimes I give each one of them a chance to tell me how they see their work and they actually choose the "best" work for the portfolios.

Question : Why did you reshuffle your groups during the lesson?

Answer : Well I do that a lot. You see I try to manage my class such that the groups go almost at the same pace. Also my groups are not static. For instance nobody remains

with the same members in a group. I mix my learners according to their ability.

Question : What do you mean by their ability?

Answer : Oh.... Ah.... I mean, you see if one is good in writing or reading or controlling, I put them in different groups. So no strugglers remain together. The thing is to make them learn something from each other.

Question : Do you involve parents?

Answer : Yes, mainly to help with reading and other home-work. I also speak to parents during our parents-teachers meeting.

Question : How do you record learners' progress?

Answer : Ok, you see ... The little papers I was carrying in my hand, I ... use them for recording as I move between groups. Thereafter I record on the progression schedule.

Question : I saw you particularly picked on some learners and groups, why?

Answer : Interesting ... As I move between groups I immediately spot some strugglers and I particularly guided them patiently until they get to everyone's level. As you saw I did not ask them the same questions.

Question : Is there any other thing you wish to tell me about facilitation of learning in OBE?

Answer : I am afraid not. Good Luck with your studies. Please send us a copy of our video.

INTERVIEW IV

CONTEXT OF THE SCHOOL:

A relatively well resourced ex- Bophuthatswana primary school. There are 39 learners in class and a single lesson takes 45 minutes.

Question : What do you use assessment for?

Answer : Assessment is part of teaching. Through it mmm … Assessment you can identify learners' problems and intervene on time.

Question : What do you mean by intervene?

Answer : Good, this means things like reassessing, re-teaching or changing your teaching methods. I must say ... You asked what I use assessment for… Well I build a record of each learner's performance so that I can make reports to parents.

Question : Do parents play any role in your teaching.

Answer : Yes, we meet with parents during parents' evening to view their children's books and discuss their performance. Also our parents assist with fund raising as well as supervising … Ahah … helping learners with homework and reading.

Question : Is there any other thing that you wish to tell me about facilitation of learning?

Answer : Oh!aah … yes! You see, learners in our school come from well to do families I I mean the parents are generally educated. So, there is a lot we get from them including donations of teaching aids and books.

Question : Ok ... I see. Is that all?

Answer : Of course, I wish you well.

Question : Thank you.

INTERVIEW V

CONTEXT OF THE SCHOOL:

A relatively well resourced school. An ex- Bophuthatswana multiracial school. Situated in a suburb. 34 learners in class with each lesson taking 35 minutes.

Question : What do you use assessment for?

Answer : Oh... Assessment is very important otherwise you do not know how you are doing or how are your learners are doing. Assessment is continuous you ... compile a record of each child and ... you ... and later you can use it to report to parents.

Question : What role do parents play?

Answer : We... I ... each one of us must atleast have three parents' evening in a year. We discuss learner's performance and urge parents to help their child. Also parents assist learners with homework and reading? Learners' dairy must be signed by a parent daily.

Question : Ok, I ... see, do you wish to tell me any other thing?

Answer : I am not sure, what would you like to know? Well coming back to your question about assessment, we record learners progress in a progression schedule supplied by government. I also use

assessment to check my teaching methods.

Question : What do you mean by checking your teaching methods?

Answer : You see, most of the time learners' performance can be attributed to your style as an educator. If you teach well they perform better.

Question : Ok, is that all?

Answer : I am afraid so.

Question : Thank you and keep well.

INTERVIEW VI

CONTEXT OF THE SCHOOL:

An ex model C school. Relatively well resourced. Total of 39 learners in class. Lesson offered for 45 minutes.

Question : What do you use assessment for?

Answer : Well, mainly to report to parents. But most important is to understand your learners so that you can help them.

Question : What role do parents play in your teaching?

Answer : We meet with parents during open days to discuss ahh.. report to them. They also view their children's books and portfolios. Besides parents help with children's homework and reading.

Question : What do you mean by open days?

Answer : This is the time, usually late in the afternoon, when parents are invited to school.

Question : Is there any other thing you wish to tell me?

Answer : Not exactly, thanks,

Question : Thank you.

INTERVIEW VII

CONTEXT OF THE SCHOOL:

A village (rural) school with very limited resources. A total of 28 learners. Lesson takes 40 minutes.

Question : What do you use assessment for?

Answer : I use assessment for... checking the learners' performance on what I taught them. Also ... we ... the school... ah ... expect us to send reports to parents every term.

Question : What role do parents play?

Answer : That is a problem, very few parents work with us. You see ... ah... children in this school come from poor families. They do not carry lunch boxes, they depend on the feeding scheme. We have all sorts of problems with their parents.

Question : What are the problems?

Answer : Aah! You see, children ... come to school but sometimes they do not come and nobody reports. When we give homework some children do not do it. I think it is because there is no supervision at home.

Question : Is there any other thing you wish to tell me?

Answer : No... yes... that's all.

Question : Thank you

INTERVIEW VIII

CONTEXT OF THE SCHOOL:

A village (rural) school, limited resources. A total of 21 learners, and a lesson takes 40 minutes.

Question : What do you use assessment for?

Answer : I use assessment for reporting to parents, promotions and for remedial teaching. What happens is that sometimes assessment can show that a learner has learning problems, then I do remedial teaching and observe the learner further. If he/ she does not improve, I refer to special education officers.

Question : What role do parents play?

Answer : Parents, well some help by giving material such as magazines And posters. Also some, a few assist with photocopies.

Question : Is there any other thing you wish to tell me?

Answer : Yes, maybe I should say more about assessment. At our school We also work with a team for assessment, especially with slow learners.

Question : Ok, how do you work together, what do you do?

Answer : We help each other. I may ask a colleague to come and assess a

learner's work with me and see whether we agree. Yes that is it we help each other.

Question : Thank you.

INTERVIEW IX

CONTEXT OF THE SCHOOL:

The school is poor, an ex Bophuthatswana public school. Buildings are very old. There are 35 learners in a class and each lesson takes 45 minutes.

Question : What do you use assessment for

Answer : To report to parents, management and to keep record for the next educator.

Question : What do you mean by keeping record for the next teacher.

Answer : I... I... ah... mean like now these learners will be going to control Grade 3 next year. So they must go with a record which shows how they have performed. You see we continuous assessment in OBE, so the record is important.

Question : Is there any other thing you wish to tell me?

Answer : No, thanks.

Question : Thank you very much for your time.

Comment : ***This educator was extremely uncomfortable, hence the very short interview. The reason for her nervousness was not apparent.***

4.4 ANALYSIS OF DATA

In this section analysis is done in terms of steps outlined in the protocol in section 2.7.1 and 2.7.2 respectively (see appendices G and H).

4.4.1 PROTOCOL FOR ANALYSIS OF OBSERVATION DATA (See Appendix G)

Step 1

All bias and/ or preconceived ideas were removed.

Step 2

The videotapes were played to capture events during the observations. This was done by capturing every event verbatim on the observation schedule as description per every guideline.

Step 3

A descriptive narrative of each lesson was presented.

Step 4

Behaviour or activities relevant to the research question was identified. To this end any behaviour or activity that was not relevant to facilitation of learning was discarded to remain only with behaviour and activities relevant to facilitation of learning.

Step 5

Similar behaviour or activities were grouped together to form categories.

Step 6

The researcher and independent coder got together to compare notes, discussed some discrepancies, and went back to the videotapes separately, and then together. Thereafter, consensus was established and there was an agreement on how actions and/ or behaviour patterns interrelate.

Step 7

Flowing from step 6, the researcher presented a descriptive narrative and/ or findings, which was then confirmed by the independent coder as emerging directly from the data collected. This descriptive narrative will form section 4.4. On the other hand the individual interviews were analysed as per the protocol outlined in section 2.7.2

4.4.2 PROTOCOL FOR ANALYSIS OF INDIVIDUAL INTERVIEWS (See Appendix H)

Individual interviews were conducted after every lesson observed. These took between 10 and 15 minutes each. Using a tape recorder. When transcribing, some minimal editing was done as acknowledged in 4.3.2 above.

Step 1

All bias and/ or preconceived ideas removed.

Step 2

The tapes were transcribed verbatim as presented in Appendix C. These were also given to the independent coder for separate transcription.

Step 3

Similar responses to the same question were grouped into categories.

Step 4

Related responses in each category were grouped to form themes.

Step 5

The researcher and the independent coder compared notes, established some discrepancies, rechecked, discussed and then agreed. At this point it was agreed to discard some responses as irrelevant to the research question.

Step 6

Categories and themes established in step 3 and 4 were incorporated into the descriptive narrative.

Step 7

New insight was identified and has been reported as finding.

4.4.3 THE FINDINGS

In this section, findings are reported as a descriptive narrative flowing from the observation schedule guidelines are submerging categories as well as categories emerging from the data. To this end, the observation guidelines are used as heading for the description, which will be the basis for emerging categories.

4.4.3.1 Classroom organisation/ administrative

a) Arrangements of furniture

Furniture used comprised small tables and chairs as well as desks in some instance. These were all arranged to sit learners in small groups of 4,5 or 6 as well as in pairs and the tables and chairs, were not moved during the lessons observed. In one class, the tables and chairs were arranged along the walls of the classroom allowing learners to face each other with a big space in the middle. Here learners could move to sit on either sides of table to face each other in pairs. In the last class only big desks were used. These were arranged in rows sitting two learners each. In here all learners faced the chalkboard like in a cinema, with some space in between the rows and not

between individual desks. As a result it was difficult for the educator to move freely from one learner to the other.

b) Sitting of Learners

Learners sat together as per arrangements of their tables and chairs desks. In most instances they sat in groups of 4, 5 and 6 facing each other as they worked individually and with each other. In one class learners sat in-groups of 7,8 and 9 in between tables and chairs on the floor. In this case learners and the educator did not have enough space to move around. Learners were squeezed together with very little chance to move. For instance one learner could not even stand up to respond to the educator.

It was also difficult for the educator to have an overview of all learners as they worked in small groups. She only managed by moving from one group o the other and she did, the class became chaotic as learners were trying to get her attention.

In one class where learners worked together, they sat in small groups of 4 and 5 sharing a work sheet with word sums. Here, one of the learners, the group leader, was asked to read out the questions one by one; another was a scribe with the rest of the group working out the sum/ problem step by step and ensuring that the scribe recorded each step correctly. They negotiated, discussed and agreed on each step up to the answer.

In the case where learners sat in pairs on desks facing the chalkboard, there was no group work at all. The educator openly discouraged group work and emphasised individual work.

c) Learning and Teaching Aids

All the educators observed made an attempt to make use of some learning and teaching aids. These were mainly displayed on the front table, the educator's table,

which was significantly bigger than the rest. In two of the classes observed learning and teaching aids were displayed at a corner. In all cases the learning and teaching aids were accessible to everyone. The following aids were used:

i) Books

All educators used books ranging from educator's references to big reading books with pictures for demonstrations, as well as learners' workbooks.

❖ **Educator's reference/ resource books**

Educator's references were books that were used by educators only. These were normal textbooks with different activities for both learners and educators. All the educators looked into the books every now and then as they moved from one activity to the other. The educator indicated during the individual interviews that the educators' resource books were supplied by the Department of Education. One educator used more than one such book by different authors. She indicated that she prefers not follow just one author for variety purposes.

❖ **Learners' work books**

Learners used books with different activities for them. In here, there was space for the learners to work individually on specific tasks. The tasks chosen matched with what was taught. However in some classes these workbooks were not used but instead learners were given work sheets and pieces of papers to work on. When asked about this during the interviews the two educators involved both indicated that the Department of Education has not supplied enough workbooks, as a result they rather let learners work on pieces of paper.

❖ **Ordinary exercise books**

On yet another instance, learners used ordinary exercise books. Here the educator indicated that due to insufficient supply by the Department, she asked parents to buy exercise books for the learners as it used to be.

❖ **Big reading books**

The other types of books used were big reading books. These had big pictures with large letters and/ or words that could be seen at a distance. Educators used these to read stories to learners moving slowly with the learners reading aloud and pointing at every word and then pictures. Also the educators used the pictures in the book to ask questions about the stories read. The educators indicated that the 'big books' are handy since one is able to capture everyone's attention unlike if each learner had their own small book. Also the 'big book' helps since it would be expensive to buy more books as when each learner had to have one. Two of the educators indicated that they mainly use books supplied by the Department of Education but sometimes some learners bring storybooks from home to share.

ii) Self-made learning and teaching aids.

All the educators observed used different aids that they made themselves. These ranged from charts to paper coins.

❖ **Charts**

These had different pictures drawn as per the lesson at hand. For instance, in one lesson the educator had pictures showing different members of a family, father, mother, sister, brother, grandmother, and grandfather made up on a chart with questions about relationships and individuals learners' realities at home. Here the learners had to relate to the pictures as per their own families. Learners also had to draw pictures showing members of their immediate and extended families. In all the instances where charts were used, pictures were clear and visible from the back but the words and/ or names written on them were too small and as such learners at the back could not read them.

❖ **Paper coins**

In one class the educator brought samples of coins made up on paper from 1cent to 11cent. Learners were asked to use that for addition, subtraction and multiplication as

they made decisions about buying and selling. The educator led the learners with questions and asked them to paste the coins showing subtraction, addition and/ multiplication depending on the question. The paper coins were too small as a result that learners could not see what was on the board as the educator and learners in front pasted the coins.

In both cases, where charts and coins were used, class size was not taken into consideration. The educators consistently used very small letters and as such only learners sitting in front could participate fully when those aids were used.

iii) Recyclable materials

Recyclable materials refer to materials such as empty containers and other waste materials collected for use in the classroom to teach concepts such as measurements and marketing.

- **Empty containers of milk**

Here the educator used empty containers of different sizes like 250ml, 500ml, 1 litre and 2 litres to show different quantities in which milk is sold. She also asked learners to use the containers to show relationships between different sizes like 250ml + 250 ml = 500ml; 500ml +500ml = 1litre; 500ml =1/2 of litre etc. Learners had to pour water into the containers to show the relationships. To do this one learner would demonstrate to the rest of the class who would confirm by checking the water level. Learners also used the quantities to agree on why a 500ml of milk costs less than a litre. For instance, they also discussed about what would be the best buy between ½ litre at R3.50 and 1 litre at R4.50.

- **Simba chips and peanuts packets**

These were used in a lesson where learners' role-played selling and buying. The learners used pictures, colour and make of the container to discuss how best they would market their product. For instance one group that was to market simba chips

argued that the lion on the packet symbolises richness in nutrients and power of high-energy content. The ones who had to market peanuts referred to the different sizes as well as the fact the packet is safe and would not crush the peanuts.

In the end the educator promised learners that they would discuss the technology involved to make the containers and how they as learners could benefit from collecting used materials to clean their surroundings as well as selling them for re-use.

d) Overall use of space

Over and above arrangement of furniture, the educators used space in different ways. Generally, there was enough space for learners and educators to move around depending on how furniture was arranged.

i) Learners were confined to one place

In the case where desks were arranged in rows without space in between the desks the learners could not move around except for turning on their desks. Also in larger classes of more than 25 learners it was difficult for learners to move from one place to the other. For instance, in one such class, learners sat in groups of 7,8 and 9 between tables and desks. As a result there was no space left for tem to move about even when it was necessary.

ii) Learners had some space to move

In six of the eight classes there was some space for learners to move up and down as they worked. They (learners) sat in small groups of 4,5 and 6 and they could move from one group to the other as well as to the table where learning and teaching resources were each time they needed to. Their movements from one group to the other was limited to sharing resources such as pencils, rubbers, sharpeners, crayons and others as they worked together and individually.

iii) Educator movement

Most educators could move from one group of learners to the other observing and/ or supervising their work. In the case where learners sat in rows like in cinema, the educator could not reach each closely as she could only move between rows. Also, in the class where learners sat in between desks it was difficult for the educator to move without disturbing the learners as they worked. She had to ask learners to let her pass through every now and then.

Generally the educators were the ones who moved most of the time whilst learners were given activities that more or less confined them to one place. Therefore apace was not much of a problem in that context.

4.4.3.2 Lesson planning and preparation

All the educators volunteered their written lesson preparation. These were on average, for a period of one to two weeks.

i) The format of the written lesson preparation

All the educators used the same format of preparation comprising phase organiser, programme organiser, performance indicators, assessment criteria as well as specific outcomes picked from all learning areas and presented on a grid. In this respect a lesson on literacy would have more specific outcomes from Language Literacy and Communication (LLC) whilst other learning areas would have fewer specific outcomes. The educators indicated (during the interviews) that the format of preparation is prescribed (see appendix C) and/ or given as guidelines from the Department of Education. They also indicated that the Department has developed a booklet of guidelines known as 'the companion for foundation phase educators' and that there are samples of lesson preparations in that booklet that they use as guidelines and/ or examples.

ii) Learners' and educators' activities

The written lessons had activities clearly divided into educators and learners' activities. These were presented on a table with two columns for educators' and learners' activities respectively. The activities were matched and relevant to each other indicating what each one would do when, for instance in a lesson on Literacy a typical educator activity was educator reads a story about cows", learners listen and then interprete the story by referring to pictures on the big book".

Following the length or duration of every lesson preparation the activities were numbered as 1,2,3,4...up to the last activity and they were followed as such.

Educators' and learners' activities as observed are discussed below in section 4.4.3.3 and 4.4.3.4 respectively.

iii) Assessment strategies

This was dealt with in two ways, named listing of a few strategies and indicating the strategies at every activity.

- **Listing below the grid**

In five out of eight lessons, the educators listed some intended assessment strategies below the grid. This was done without any elaboration of how they would be used or any indication of how the list related to the rest of the lesson.

- **Indicating at every activity**

Three of the eight educators observed had assessment strategies indicated at every activity. This was indicated as educator assessment, peer assessment, and self-assessment without necessarily indicating how each strategy would be used.

During the actual observations the listed or indicated strategies were ignored. The educator's simply marked or collected learners' works probably for marking at a later

stage. The manner in which the educators dealt with assessment as observed is discussed later in section 4.4.3.6

4.4.3.3 Educator activities

These include (i) time management, (ii) discipline and (iii) lesson presentation.

i) Time management

Time management refers to the manner in which the educators used and controlled time in their classrooms.

- **Educators manage time quietly**

In this respect it was observed that almost all the educators determined start and finish of every activity without necessarily indicating that to learners directly. Instead the educators checked how far the learners were, gave some time and then instructed everybody to move on to the next activity or stop for a break or a different lesson. Overall, learners were just simply directed from one activity to the other without any reference to time.

- **Educators talk to learners about time**

One educator particularly became vocal about time. She even became impatient and told a learner who seemed to be slower not to waste her time. This particular educator also changed members of groups that were working slower to team-up with faster group to save time. When asked about this during the interviews she indicated that it is important for her to be strict with time in order to complete her work.

ii) Class discipline

Class discipline refers to the extent to which learners remained focused in their work with minimal (if at all) disruptions or distractions as a result of high educator control.

❖ **Learners remained focused with constructive discussion**

In cases where learners worked in small groups with specific tasks and responsibilities they remained focused without any disturbances. These learners only spoke to each other about the tasks in terms of how to go about it. This was even so with learners who sat between desks and tables and could not be seen all the time, there were no major disruption as learners' attention was captured by the work at hand.

❖ **Educators' input with respect to discipline**

Here the educators can be divided into two groups namely the serious and strict as well as the relaxed and friendly

❖ **Serious and strict**

Two of the educators observed were very serious and strict. Thru displayed a body language that got learners becoming serious and rigid as they worked. The overall atmosphere was tense and without any room for jokes or casual talks. As such the learners seemed to be unrelaxed.

❖ **The relaxed and friendly**

These educators allowed learners to interact with themselves as well as their peers. For instance one educator went to an extent of hugging a learner when responding to her question correctly. Also those educators made jokes now and then encouraging learners to relax as they express themselves and share their ideas freely.

iii) Overall lesson presentation

Generally the lessons were dominated by educator talking as against learners participation. Also learners worked individually most of the time. The situation was different only in two classes where there was group work.

❖ **More educator talk**

Here the educator had all learners sitting together on a carpet in front with the educator facilitating by means of telling and some showing. The learners were only given a chance to speak when responding to short questions, mostly yes or no question. The educators either brought pictures (as in the lesson about my family) or drew on board (as in the lesson on time) and led learners by telling them about what they see. Flowing from that the learners were asked to go back to their seats where they mainly worked individually sitting together in small groups or in pairs.

4.4.3.4 Learners' activities

a) Learner participation

The participation and/ or involvement of learners was mainly restricted to answering question with almost no chance to try again.

❖ **Learners responding to questions**

All the educators involved learners throughout by asking them questions on what they were teaching and/or establishment some prior knowledge. The questions asked were mainly based on recall of facts, some understanding or comprehension with very few application related questions. There was no attempt by any of the educators to ask questions based on synthesis or analysis.

❖ **Opportunity for learners to try again**

A few educators offered learners opportunity to try as they attempted to respond to questions asked. However in most cases there was no such chance but learners were expected to correct themselves by watching what somebody else did.

b) Group work

In two of the eight lessons observed, learners worked in small groups of 4,5 and 6 as well as relatively bigger groups of 7,8 and 9.

c) Small group work

In this case the learners sat in small groups of 4,5 and 6 working together to solve word sums. Each group had a scribe and a leader who read out the question to everyone. The rest of the group co-operated and discussed step by step as they answered each question. The scribe recorded every step up to the answer once everybody agreed. On the other hand the leader kept order as group members negotiated towards the task at hand.

The educator kept on checking how each group was performing. She every now and then asked leading questions to guide learners as they worked. Groups called the educator over as they finished and whenever they could not agree or were unable to continue. The educator marked group work as they finished, praising and correcting where necessary.

❖ **Larger group work**

In another class, the educator divided learners into groups of 7,8 and 9. These were given work on Transport, where they had to list all modes of transport they individually used to come to school. The educator gave them five questions on transport including different means of transport; preferred transport; similarities and differences as well as a project that was supposed to be handed in by the end of two weeks. Each group had a leader but everyone had to write.

The learners discussed and debated amongst themselves. As they worked, the educator checked them and started to dismantle some groups saying that they were too slow. When asked about this during the interview, this educator indicated that she prefers to mix slow and fast learners in the interest of time.

❖ **Individual work**

In six out of eight lessons observed, learners sat together in a small group and in pairs but worked individually. The educators gave specific instructions for individual work

and actually supervised that. The learners were only allowed to share pencils, rulers, rubbers and worksheets, but they were not allowed to communicate and co-operate.

4.4.3.5 Instructional strategies

The instructional strategies used comprised direct and indirect instructional methods.

a) Direct instructional methods

All the educators facilitated learning through telling and/ or lecturing plus some demonstration. This was done in different ways that include:

i) Lesson introduction

This involved an educator telling learners about what she will be teaching, for instance, two educators gave a background of what they were to deal with, like in the lesson about human skeleton. Here the educator told learners about different types of skeletons that different animals have. She then labelled the human skeleton for them before she dealt with different bones and their functions.

ii) Story telling

In this case the educator told learners a story about a cattle farm. Thereafter she taught the learners about different types of food taking milk as something that has a lot of nutrients. As it was, she used the story to teach learners about essential foods as well as dairy products.

iii) Demonstration limited to showing

Most educators used demonstration as a method. However, in all instances it was limited to showing by the educator. For instance the educator brought pictures of cows, members of a family, a boy running etc. Learners were then asked questions based on the pictures.

iv) Real demonstration by learners

There was at least one instance where learners were given empty containers of different size to demonstrate relationships. Here learners were asked questions like 'How many 500ml are there in 1 litre?' and 'How much of 500ml is equal to 500ml?' To respond, the learners poured water into the smaller container and check how many of it will fill the bigger container. For example one learner demonstrated that 500ml x 2=1litre, another demonstrated that 250ml is half of 500ml. As one learner demonstrated, the rest of the class watched and confirmed the answer

b) Indirect instructional methods

Indirect instructional methods were not used by most educators. The following was observed.

i) Co-operative learning

It became apparent that educators got learners in groups without any effort to make them co-operate or work together. On the face of it, the arrangement of furniture could lead one to assuming that learners would co-operate. However, as indicated earlier, co-operation was only evident in two classes where there was group work.

ii) Other indirect instructional methods

On the whole indirect methods such as discovery, experiential, and inquiry were not used. The only attempt was by way of asking leading questions to step by step get learners to the answer. Otherwise the rest was direct.

iii) Questioning techniques

All the educators used question and answer to facilitate learning. This was done by means of one word (yes or no), probing as well as leading questions.

d) One word/yes or no questions

The better part of questioning centred on yes or no type of questions. These were used mainly when learners were to check each other's responses and when the learners had

to confirm that they understood what the educator was explaining or saying. For instance, the educator would say 'we do homework at home neh?" and the learners will answer "yes" or our first break is at 10:00?

e) Probing questions

These were used to follow up on some of the learners' responses. For instance, when a learner indicated that if he has nine sweets and buys six and then receives two from a friend, he will have fifteen sweets in total, the educator followed up by asking how he got fifteen. That learner ultimately realised that he did not add the two sweets from a friend. Furthermore probing was used when learners discussed about the different roles that members of their families perform.

f) Leading questions

In here educators used questions to lead learners step by step to the answer. Providing some clues for the answer mainly did this.

iv) Discussions

The educators facilitated learning by means of discussions that took place when the entire class sat together on the carpet as well as in those cases where there was group work.

g) Discussion in the big group

Here the educators introduced the lessons mainly by telling some short questions. Learners would then raise their views. To this end the rest of the class had to listen when one picked individual talked. As a result not all learners got an opportunity to speak.

h) Discussion in small groups

This happened in the two classes where there was group work. The learners were given tasks that needed them to work together for their completion. As such they had to discuss on how to go about the tasks.

i) Debate

Debate was used only in one lesson where learners had to choose one mode of transport for their group. In this case some learners argued for a venture whilst others argued for smaller cars. In one group learners were vehemently disagreeing with each other. They debated their points of views until the educator intervened and directed them to point where they agreed and/ or accommodated each other.

4.4.3.6 Assessment

Although all the educators indicated during the individual interviews that assessment is an integral part of teaching and learning, this was not evident during their lessons.

a) Methods of assessment

i) Marking of learners' work

The only form of assessment was by marking learners' work as they worked as well as collecting their books at the end of a lesson, probably for marking later.

ii) Use of portfolios

Only one educator used portfolios to assess learners' work. Here the educator had collected learners work on the theme of the week, and gave more tasks to build on what was already done. The educator indicated during the interview that learners had to choose their best work for assessment. These consisted of areas where they had to do one thing over and over again until it was satisfactory.

iii) Project

In the one class where portfolios were used, the educator also referred to some group projects that had to be done by the end of the two weeks. Learners were given opportunity to share any challenges they faced as they work towards completing the project. The educator also went on to randomly check whether each learner contributed towards the group projects.

b) Types of assessment

Although the educators listed types of assessment such as self-assessment, peer assessment; and educator assessment, in reality there was no evidence for any of them except for mere marking of books in most incidences.

i) Self-assessment

This was reduced to learners being asked to mark their work after being provided with answers. As such learners simply ticked right or wrong as they compared their work with the answers supplied by the educator.

ii) Peer assessment

This involved learners exchanging their books and marking following answers supplied by the educator

iii) Teacher assessment

This involved marking of learners work as well as discussing the work with learners especially where they were wrong. As such the educators guided the learners by means of questions step by step to the correct answer. However in some cases the educators asked the learners who got the task correct to explain to the others on the board so that they could all see and correct themselves.

iv) Recording of learners' work

There was no recording of learners' performance during the lesson except for one educator who recorded on a piece of paper. When asked about this during the interviews, the educators said that they regularly record learners progress on a progression schedule after every few lessons. They indicated that due to numbers in the classes they couldn't afford to record progress in every lesson. One educator also said that she needed several assessments before she can say whether a learner made it or not. The educators offered a sample of the progression schedule and indicated that everybody used the same since it was supplied by the Department of Education (See Appendix D)

v) Feedback to learners

This was mainly done by means of comments such as "good, that is it", or by nodding of head as well as asking learners to clap hands for themselves and for each other. Otherwise the educators indicated that more feedback is given during parents' meeting where each learner comes with his/her parent or guardian. Also, learners get reports quarterly with elaborate notes on each learning programme.

4.4.3.7 Classroom atmosphere

Classroom atmosphere as used here refers to the overall feeling in the classroom. As such it is made up of interactions between learners and between learners and between learners and educators.

a) Interaction between learners

All the learners seemed to be relaxed and free with each other. As it were, they would easily work together to complete any tasks. This was mainly evident in the manner in which they shared pencils, rulers, rubbers and others each time there was a need.

b) Interaction between learners and educators

In this case different educators interacted differently with their learners. However basically learners found it easy to relate to their educators irrespective of their moods.

i) Educator encourages relaxation and provides a non-threatening atmosphere

Most of the educator did encourage relaxation and non-threatening atmosphere. However, there were two educators who were very serious and learners seemed to be tense and afraid of them. As such the learners were scared to make mistakes. This ended up with very few learners wanting to participate.

ii) Educator is friendly and warm

Except for two educators, the rest of them were very friendly and warm even when learners made mistakes. They corrected with a smile.

iii) Educator's body language encourage learner participation

In this case there were two groups of educators, those who really encourages and those for whom learner participation was a means to escape punishment.

❖ **Body language that encouraged free participation**

The tone of voice, gestures and overall body language of most educators encouraged learners to participate. Here the educators smiled, nodded their heads, bent towards learners, basically showing interest and assuring learners that their ideas are good and useful. As such learners participated to receive praise as well as to obtain fulfilment of adding to each other's learning.

❖ **Body language that threatened learners**

Two of the educators were particularly very serious, rigid and strict. Their body language seemed to convey a warning that learners should better be right. This got learners participating obviously to avoid punishment or condemnation.

iv) Educator encourages learners to help each other

In six of the eight lessons (as discussed earlier) learners strictly worked individually. The educators moved from one learner to the other ensuring that learners did not help each other. However in the other two lessons as already explained, learners were encouraged to help each other as members of a group.

4.5 SUMMARY OF THE CHAPTER

In this chapter, an overview of data collection, presentation of data plus analysis is given. The next chapter presents an interpretation of the findings, summary, and conclusions.

CHAPTER 5

INTEPRETATION OF RESULTS, SUMMARY AND CONCLUSIONS

5.1 AIM OF THIS CHAPTER

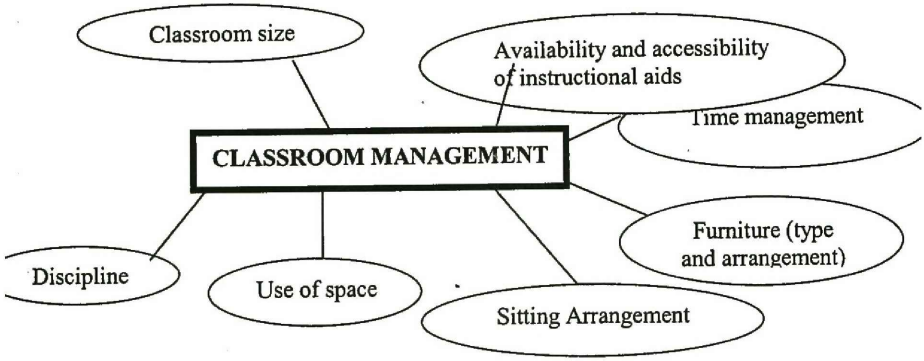
The aim of this chapter is to give the interpretation of results, (5.2) as well as a summary and conclusions (Section 5.3).

5.2 INTERPRETATION OF RESULTS

This section seeks to unpack the results as obtained through both observations and individual interviews. To accomplish this, the categories as per the observation guidelines are grouped into themes. Thus similar categories are addressed together as a theme. For instance, classroom organization and classroom atmosphere are grouped together as classroom management (sub-section 5.2.1.), lesson planning and preparation (sub-section 5.2.2) and lesson presentation (sub-section 5.2.3). The following 'mind map' represents the manner in which these themes are established and/or constituted from different categories.

5.2.1 CLASSROOM MANAGEMENT

Fig. 5: Theme – Classroom Management



Classroom management is used here to refer to all administrative and disciplinary activities of the educators. With the same token, the discussions that follow depart from Jacobs and Gawe (1996: 334) argument that "classroom management entails the teacher's ability to provide and maintain a teaching – learning environment that encourages successful learning by all pupils". In the context of OBE, the teaching and learning environment should be characterised by relaxation, freedom of speech and movement, flexibility, encouragement, proper planning and organisation of class equipment, teaching and learning material, clear instructions, etc.

In the case of the present study, all the observed educators had total control over all actions and decisions in the classroom. The actions ranged from the arrangement of furniture to membership of groups as well as who sits with whom in cases where learners were paired. In addition, the educators made most of the decisions. These (decisions) included what learners had to do, when, how as well as who does what. This restricted learners' movement over and above the many instances where arrangement of furniture allowed very little movement. These arrangements

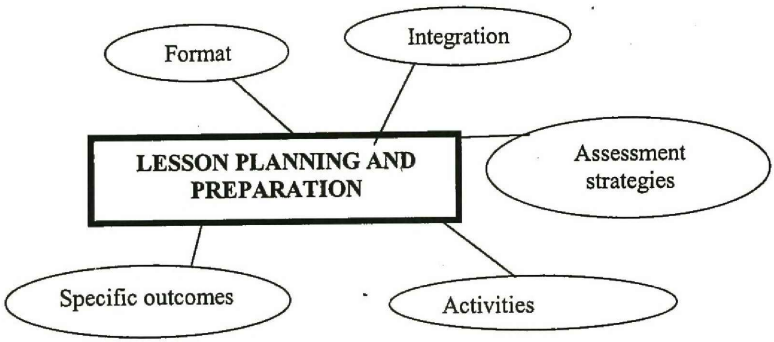
contradict the interventions of OBE especially at foundation phase level where it is confirmed that such learners learn better by being active, moving about and playing. Overall classroom discipline proved to be rigid with very high educator control. As such, the learners were not necessarily allowed to learn at their own pace. Time was strictly controlled and the learners had to change from one activity to the other within a particular time. All this happened besides the educators argument that OBE is different and requires more flexibility.

In all the lessons some instructional aids were available but not necessarily accessible to the learners. The educators used the aids to demonstrate and in all but two cases, learners hardly touched any instructional aid. Interestingly, the instructional aids (other than those used for showing) were mainly just displayed. As such, the classroom appearance and/or set-up could be misleading, giving an impression that learning and teaching was going on in line with OBE principles. This raises a question as to whether the educators have reached the correct level of use for implementation of OBE. As it is, it could well be that these educators have the theory but still need to apply it in their classrooms.

All things being equal, one may have to interpret the above in its contexts. In particular, class size may be one of the main variables that could have had an influence on classroom management. As indicated in the previous chapter the class size ranged from 26 to 30 learners. Given the age of these learners, this may prove to be a bit difficult to deal with. As such, the educators might need to be trained to implement OBE in relatively large classes with few resources. A second option could be to schedule time beyond the average 45 minutes, in order to reduce the apparent pressure on the educators so that there could be space for individual attention.

5.2.2 LESSON PLANNING AND PREPARATION

Fig. 6: Theme– Lesson Planning and Preparation



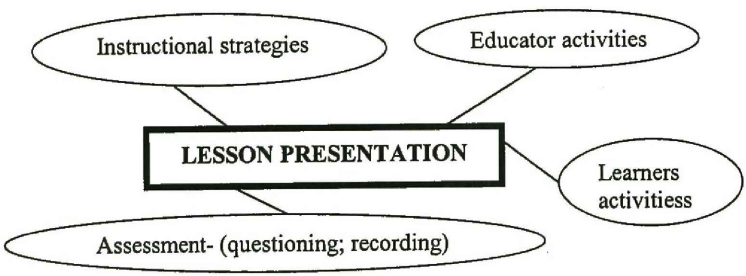
Lesson Planning and Preparation refers to all activities that an educator undertakes before actual teaching and learning takes place. This is where an educator puts all his/her "ducks in a row" in advance to ensure smooth facilitation of learning. In the present study, all the educators used the same format of written lesson preparation, which they volunteered (See Appendix D). The written preparation of every lesson well demonstrated integration across the eight areas of learning with elaboration on the core learning area for each learning programme. Here the educators claimed that assessment is the integral part of teaching and they listed some clear assessment strategies. However, in practice as it was evident during the observed lessons, assessment was mainly absent.

Another clear contradiction between the written lesson preparation and actual lesson was the evident emphasis on learners doing as against educators, whilst, in practice the reverse was true. These educators were only conforming to the prescribed format on paper without necessary understanding how to use the very written preparation. As such it would be necessary to ensure that educators understand and can use tools as well as information given to them by experts and/or senior officials who are

supposed to assist them to implement OBE. Another challenge is whether prescribing a format is a good option. In my view, it would have worked better if educators were allowed a chance to come up with a format that they understand and can use effectively to facilitate learning in OBE. This would give some insight into whether the educators indeed are ready to implement OBE as well as any possible intervention strategies to help them.

5.2.3 LESSON PRESENTATION

Fig. 7: Theme – Lesson Presentation



Lesson presentation refers to the manner in which the educator facilitates learning. In the case of OBE, especially at foundation phase level, lesson presentation should be characterised by ample physical activity to match up with the energies of the learners involved. The educators are therefore expected to involve learners throughout the lessons, allowing them enough chance to explore, discover, communicate, negotiate and fully express their views. However, in the present study, the educators directed almost every action. Learners got very little chance to explore and discover knowledge.

Most of the learners were strictly made to work individually. There was very little co-operative learning as a result. It was apparent that the educators assumed that when learners sit together, they necessarily work together. Both the observations and

interviews clearly indicated that the educators did not find a balance between whole class teaching and individual work. The question is whether this is due to lack of skill, status quo, or simple negligence. Whichever way, the researcher would like to argue that, although the educators may have an idea of what is supposed to happen they lack the confidence to try it out in their classrooms.

Overall, the educators resorted to direct teaching strategies and methods such as telling, showing, as well as question and answer in the main. As such the fundamental difference between OBE and traditional teaching was only as far as the written lesson and not necessarily displayed in any way during actual teaching. The claim that assessment is an integral part of teaching and learning was not obvious during lesson presentation. This, together with the use of indirect teaching methods seem to be far from being understood by any of the educators.

Another challenging finding is the fact that all the educators could neither involve learners through challenging application, synthesis or evaluation questions. This was also lacking from the activities that learners were given. The most likely explanation for this situation may be the lack of relevant skill as well as simple lack of knowledge in the theory of learning by young children. To this end, the educators may have ended up teaching the way they were taught rather than trying the new way they are supposed to implement. The basic question here is, how best can these educators be assisted to freely explore new ways of teaching as advocated by OBE? It may well be that these educators lack the necessary confidence to fully change into real facilitators of learning due to perceived inadequate training. This may easily be attributed to the fact that the educators were given minimal training and very little on site support and/or mentoring as they implement OBE for the first time in their lives. Worst still these educators' level of education and training could easily be one of the hindrances.

Flowing from all of the above, the following summary and conclusions are made.

5.3 SUMMARY AND CONCLUSIONS

5.3.1 To summarise, the findings of the present study, an exploratory study in nature, cannot necessarily be generalised beyond the sample used. However, given that the main participants, the educators, were randomly selected from a list of educators that are deemed the best within their cohort in the Province, the findings are significant. These results may therefore inform decisions with respect to a possible intervention strategy to enhance effectual implementation of OBE in the Province.

As it is, it would be necessary to interprete the findings in context. This would enable anyone to suggest relevant and feasible intervention. For the researcher issues such as teacher qualification, content of pre-service training, pre-implementation training, mentoring and support as well as class size are fundamental for a proper understanding of the findings.

Over and above, the socio-economic background of the learners, availability of resources as well as parental participation make up another set of issues for concern. However one needs to admit that no single piece of research can address all these. As a result for the sake of the present study, the researcher wishes to concentrate on highlighting some fundamental challenges for implementation of OBE in the Province, emanating from this study.

❖ CLASS SIZE

A quick look at educator – learner ratio in the Province seems to suggest that on average, class size equals to between 25 and 35 learners. This being the case, educators would then need to be empowered on how to facilitate learning using OBE approach in such large classes.

❖ LEARNING

Looking at how the educators tried to assist learners to learn, one got an impression that they all were trying to do as they were told (maybe be at a workshop). As such it

became difficult to practically engage learners meaningfully in knowledge construction.

❖ **ASSESSMENT**

Although all the educators acknowledged the importance of assessment in OBE, very little of it took place. Also the manner in which assessment was catered for in the written lesson showed that they did not necessarily understand the different types, techniques and/or approaches.

❖ **TEACHING AND LEARNING STRATEGIES**

The inability of the educators to use indirect teaching strategies and methods relevant to OBE is a cause for concern. This could well be an indication that the educators lack the necessary knowledge and skills. Also, it could be a reflection on pre-implementation training.

❖ **RECORDING AND REPORTING**

Although the educators indicated that they have a prescribed recording and reporting schedule on each learner's performance, most of them did not record anything during the lesson. This could be linked to the inability to integrate teaching and assessment. However, given the background of the current core of educators, a special effort is necessary to assist them.

The challenges outlined above, should form a basis for any intervention strategy for successful implementation of OBE in North West Province.

5.3.2 CONCLUSIONS

In the final analysis, one is led to the following conclusions: -

* Educators started to implement OBE without necessarily being ready. The preparatory workshops that were cascaded by officials of the Education

Department were not sufficient. As a result the educators need a comprehensive on the job training and support in order to succeed.

* The educators do have an idea of what is expected of them. As such they would be resourceful in formulating the strategy to empower them.

* Any intervention strategy to assist educators in implementing OBE must be coupled with a full support system involving peers as well as mentors who understand OBE implementation and/or learning and facilitation.

* Given the qualifications of the educators, especially for foundation phase, the envisaged strategy should cover both career and personal development of the educators.

5.4 SUMMARY OF THE CHAPTER

In this chapter the results are interpreted and summarised. Furthermore some conclusions are made and flowing from same, an INSET framework is recommended in the next chapter.

The next chapter deals with an INSET programme framework for OBE facilitators as well as recommendations for further research.

CHAPTER 6

AN INSET PROGRAMME FRAMEWORK FOR OBE FACILITATORS AT FOUNDATION PHASE AND RECOMMENDATIONS FOR FURTHER RESEARCH

6.1 AIM OF THIS CHAPTER

The aim of this chapter is to recommend an in-service Education and Training framework for OBE facilitators at foundation phase (grades R-3). To this end, some theoretical underpinnings of In-service Education and Training (Section 6.2) is presented together with recommendations for In-service Education and Training (Section 6.3) emanating from the outcome of classroom observations and individual interviews presented and discussed in chapter 4 (Section 6.3). Finally a suggested approach to the recommended INSET is presented (Section 6.4) as well as recommendations for further research (Section 6.5).

6.2 INSERVICE EDUCATION (INSET)

This section deals with some theoretical underpinning of In-service Education and Training for OBE facilitators at foundation phase in terms of its definition as well as application to the South African situation.

6.2.1 Definition of INSET

There are several ways in which INSET is defined and understood. As such different terms such as career development, staff development, professional development and human resource development are commonly used in the literature (Mashile, 1998, Mashile and Vakalisa, 1999). On the other hand, Taylor (1996:13) identifies two aspects of the professional development of educators, namely, development and further professional studies. Taylor defines further professional study as being orientated to the needs of the individual educator while staff development is rooted in the needs of institutions.

Generally speaking staff development can be defined as an activity of ensuring the personal and professional development of the staff of the school. This definition goes further to identify the fundamental role of the individual within the institution and implies the need to devise processes for professional development that will attempt to secure the professional growth of the educator, fundamentally anchored by assumptions that suggest a very close relationship between success and condition. Most importantly, Elmore, (2001: 7) suggests that the essential purpose of professional development of educators should be the improvement of the schools and school systems not just the improvement of individuals who work in them. He further argues that professional development should be harnessed to meet the goals of improved learning, rather than be driven by preferences of its beneficiaries.

For the purpose of the present study, INSET will be defined as a programme organised for a specific target group to fulfil a specific purpose. As such the specific target group would be foundation phase educators in the North West Province of South Africa and the purpose would be to assist those educators with specific knowledge and skills to facilitate learning in OBE classrooms.

6.2.2 INSET PROGRAMME

The majority of educators in South Africa and specifically in North -West come from a history where INSET programmes consisted of short courses that were narrow and focused solely on curricular changes. In this respect, officials from Department of Education gathered educators under one roof for a day or two to inform them about specific curriculum changes and other related matters. As such the courses were mostly irrelevant and nobody bothered to find out exactly what educators needed. Thus there has been a lot of criticism for that INSET (Mashile & Vakalisa, 1999: 93). Personal practical knowledge of educators was never an issue. This contradicts Green (2001: 135) warning that "... in our zeal to harness education to the task of transformation we have perhaps been too ready to overlook the very real ways in which teachers are NOT the same". Green (2001) suggests that educators like

learners, learn by starting from the known to the unknown. As such, as long as educators' person-practical knowledge is ignored, it will interfere with an understanding of the new curriculum. In agreement with Green, the challenge for INSET is therefore to identify and respect the personal- practical knowledge of educators as well as their tacit theories.

Obviously with the introduction of OBE, the need for an effective INSET is even more real. This is mainly so because as the National Teacher Education Audit of 1995 indicates, many educators in North West Province are either unqualified or under qualified for the levels they are expected to teach. This on its own implies that we need an INSET programme, which is different and relevant to OBE as a new system as well as rich enough to augment Preservice Education and Training that these educators received. It is the researcher's view (especially after observing educators trying to implement OBE) that more cognisance needs to be taken of the work difficulties experienced by educators in responding to the new expectations of OBE, to learn and develop the level of commitment and energy necessary, new practices, as well as the uncertainty of externally developed solutions working in specific and unique contexts.

The government of South Africa has demonstrated its concerns about investment in Human Resources to an extent that an Act of Parliament, Skills Development Act, has been passed to regulate Human Resource Development. Mashile and Vakalisa (1999: 90) argue that "INSET programmes can equip educators to deal with problems encountered in schools, for example, overcrowding, disciplinary problems, and educational change". The educators who were involved in this study face similar problems everyday in their classrooms. Therefore as per Mashile and Vakalisa (1999: 90), as well as Robinson (2001 a : 9) above, one is convinced that INSET would come in handy for those educators and probably their colleagues.

One of the basic assumptions of OBE is that schools control the conditions of success. This poses a challenge in terms of what INSET can do to ensure that schools have conditions that are conducive to learning in the context of OBE. Such schools would need to act as rational, problem-solving organisations engaging in any necessary corporate professional development rather than those that react in a reflexive trial and error way. According to Easen (1989: 129) there is a widespread assumption that school-centred INSET helps to create "thinking" schools. As he puts it "Thinking schools begin with reflecting teachers; teachers who establish for themselves what are their limits and how they can reach beyond them; teachers who establish an inner dialogue between the action they take and the reflections they make; teachers who establish their own vision for their own practice". In the South African situation this assumption should be considered with some basic challenges in mind. For us to have an enabling framework for educator development, we need to deal with issues of educators' morale, working conditions of educators, quality of preservice education for most of our educators, etc.

This has also been recognised by the present Minister of Education who, in his call to Action Mobilizing Citizens to build a South African Education and Training System for the 21st Century (Statement by Professor Kader Asmal, Minister of Education, 27 July 1999), highlights the fact that among the "most troubling features" of the system is "the serious state of the morale of the teaching force". He suggests broad areas for intervention, such as the need to improve working conditions, to design and adapt existing buildings, to provide housing for educators in rural areas, and most importantly for educator development to provide "learning resources centers" (Department of Education, 1999: 3).

In the Tirisano statement, the Minister adds that professional educator development must be combined with "effective professional support services, the efficient provision of learning support materials; a mobilisation campaign to make the school

the centre of community life, and the progressive elimination of inhuman physical conditions in schools" (Department of Education; 1999: 14).

Following the above, Robinson (2001 b: 18) correctly argues that in addition to a suitable framework and the necessary conditions for the effective INSET interventions, educator development has to involve professional developers with considerable academic background and skills, as well as with capacity to model, in their own practice, what they expect of the educators. For the educators in question programmes for the envisaged INSET should be well designed with careful attention being paid to developing learning experiences and materials and/or instructional aids which are appropriate and meaningful to experienced educators.

The basic question is how do we create "thinking schools" through INSET. Fundamentally the educators observed demonstrated a challenge in terms of how they used to teach against how they are supposed to teach/ or facilitate learning in OBE classrooms. To this end, the view of the researcher is that those educators need to engage in curriculum change, personal change, and interpersonal change as proposed by Easen (1989: 130). According to Easen (1989: 130) the three are elements of effective school centred INSET which involves a process where:

i) Curriculum change deals with the process of identifying, defining and solving problems specific to the particular school.
ii) Personal change is concerned with the process of perspective transformation or seeing the world in new ways, which is often implicit in any real change.
iii) Interpersonal change on the other hand has to do with the process of effective communication, so that mutual support may be sought and given.

Generally, these three processes necessitate amongst others, reflection upon our present practice or challenging the status quo and related assumptions according to

how we view reality. In the present study educator's ways of teaching have the assumptions that:

- All learners can learn (but not at the same time in the same way)
- Success breeds success;
- Schools control the conditions for success, the three processes are essential for any INSET to be effective.

OBE poses challenges that would call for the entire school to get involved to ensure proper support for educators. The paradigm shift as contemplated by Bertam (1997: 1) would call for INSET programme that would assist educators to deal with the fact that they are no longer regarded as autonomous centres of knowledge and authority, but rather as facilitators of knowledge and skills who fill a nurturing and supportive role as regards the educational needs of each learner (Bennell, 1993: 67). Such a challenge is fundamental to the implementation of OBE, thus any INSET programme for educators in South Africa must take an approach that change all learning and teaching institutions into "thinking institutions" which enable educators to even challenge how they relate to each other. To this end one can suggest that such INSET should be based on team building. As such, educators and school managers should work hand in hand to establish performance plans, which would guide day to day interactions. There should be team leaders who provide support and supervision of individual educators in terms of their needs. In the context of the educators observed, such team leaders could be subject advisors (for supervision) and heads of Departments and/ or learning area heads for day to day on site support.

To summarise, it is fundamentally important for anyone who ventures into educator development in South Africa, to appreciate that it is driven by both the transformation agenda of the state and the need to redress in terms of overcoming the negative legacies of apartheid education. In that respect the inherent change demands both the

knowledge that outside experts can bring to educators, as well as personal involvement and construction of knowledge by educators themselves.

Finally it would be necessary to use the theory of INSET together with the lessons observed to recommend areas of need that the envisaged school-centred INSET programme would have to address.

6.3 RECOMMENDATIONS FOR INSET PROGRAMME

This section deals with a recommended INSET programme framework for OBE educators at foundation phase. The recommendations have been shared with some of the observed educators for confirmation and all those that are listed below were confirmed.

6.3.1 A programme to empower educators on child development with respects to how young learners learn.

6.3.2 A programme on learning and teaching strategies relevant to OBE, especially co-operative learning strategies.

6.3.3 A programme on theories of learning and their application to OBE.

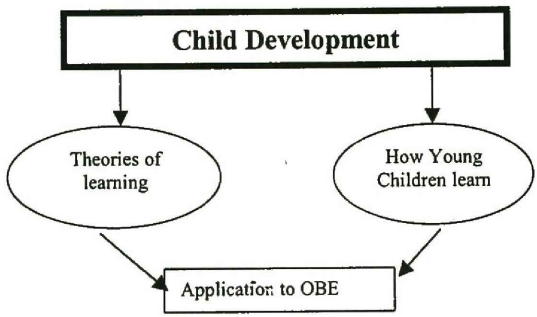
6.3.4 A programme on assessment as an integral part of teaching and learning with particular reference to assessment strategies within different contexts.

6.3.5 A programme to train educators in group assessment to ensure that justice is done to all learners.

These programmes will have to be presented in a particular sequence to ensure maximum benefit. To this end, the following depicts such a sequence as well as framework for content.

1. Programme on child development

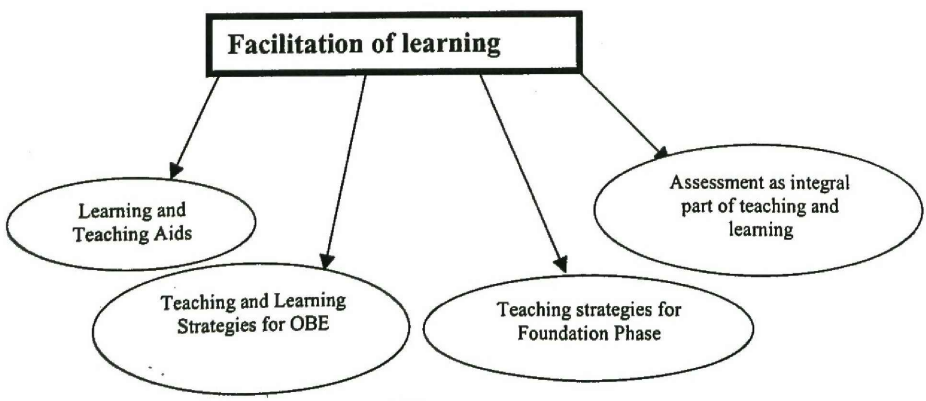
Fig. 8: Child Development



This would be a programme that deals with some basics of Development Psychology followed by a full module on theories of learning. Once theories of learning are presented in general, the educators will then offer another module concentrating in 'how young children learn'. This last module should be concluded by specific examples based on the OBE approach. As such the educators will produce some learning experiences applying the theories learned.

2. Programme on Facilitation of Learning in OBE

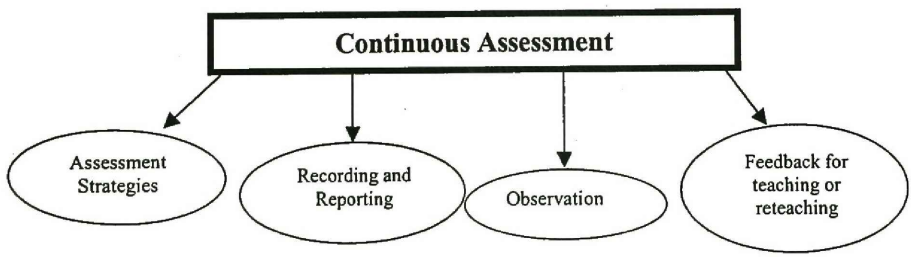
Fig. 9: Facilitation of Learning



Following the programme on child development the educators should be trained in facilitation of learning applying what they learned in the first programme. They will have to be trained on indirect teaching and learning strategies with special emphasis on teaching at foundation phase. Also, these educators would need to be trained on assessment strategies and finally produce teaching aids relevant for OBE. The educators should be able to use teaching aids produced here back in their classrooms.

3. Programme on Continuous Assessment

Fig. 10: Continuous Assessment

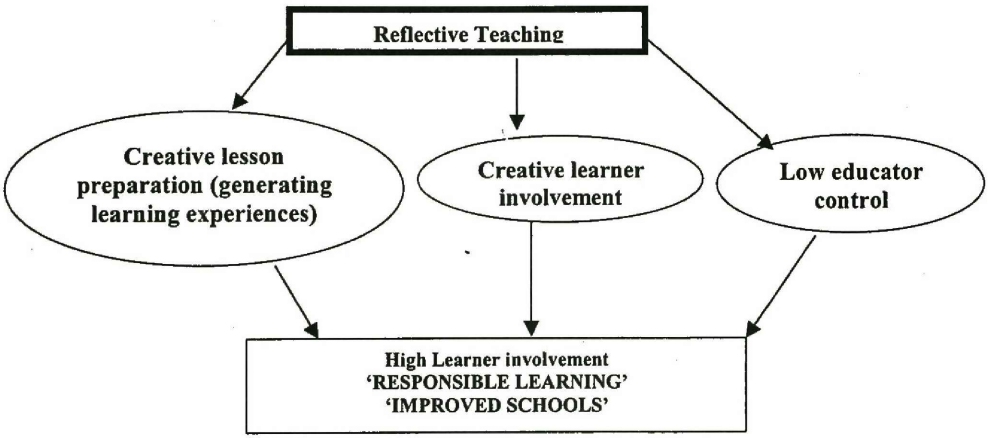


Once the educators understand the role and how assessment can be part and parcel of teaching, they should now be trained on how to choose relevant assessment strategies for their lessons. In addition, the educators should be trained on observation as a skill that they can use in their classrooms. In this respect the programme could culminate with some classroom research using observation as a tool. Finally the educators should be trained to use assessment to reflect on their practises in general.

This programme should be a consolidation of the first three. Here the educators should be work-shopped on generating lesson plans, modelling lessons with a lot of learners' involvement aimed to creatively assist their learners to explore and construct knowledge that they can apply in real life. As such the educators will leave with packages or 'tool kits' that can immediately be of use in their classrooms.

4. **Programme on Reflective Teaching**

Fig. 11: Reflective Teaching



In completing the programmes, the educators may be expected to produce a mini-classroom research report on application of what they have learned. This piece of research should be handed in for evaluation within three months of completing the programme in order to allow time for some real practical work. The INSET monitors could then use these to inform further interventions.

6.4 SUGGESTED APPROACH TO THE INSET

This part deals with a structure that could be adopted for the recommended INSET programme. For INSET to be effective, issues such as duration, actual content and status must be considered.

6.4.1 Duration

This refers to the time taken for each session and topic. Duration basically depends on the "what" (content) of the course as well as the intended outcome. As it is, the educators would need frequent sessions of short courses with intervals to allow for

practice. For instance the short courses of about two to three days could be offered on a monthly basis with longer courses of one to two weeks during winter and spring holidays.

6.4.2 Content

The content would depend on the topic or theme of the course. Experts on different topics should be invited to conduct workshops or seminars for the educators. Further content for the courses could be gathered from the participants themselves by means of well thought out questionnaires. Such information would then be used to generate content for further courses. This content should be presented as modules, with a clear assessment plan.

When deciding on the actual content for the courses, it is essential to remember that educators do not need presentation of content as if they were real foundation phase learners, but they need to have content that says how to teach foundation phase learners. The emphasis will be on recognising educators' prior learning and their position to avoid a situation where they feel undermined. To this end a study reported in Mashile and Vakalisa (1999: 97) confirms that educators do not like to be presented with facts as though they were school kids. As they comment "... it's like the lecturer has a group of standard 8 pupils in front of him, not teachers, ... they teach me what I teach in my class. So they don't want to find out about my problems."

6.4.3 Status of INSET

Rather than forcing educators to attend workshops occasionally conducted by subject advisors and/ or consultants commissioned by Department of education, it may be more useful to form partnership with institutions of higher learning to design special programmes for such educators. The educators would then be encouraged to attend those courses. These would be programmes already registered on the National Qualifications Framework (NQF) leading to acquisition of South African

Qualification Authority (SAQA) approved credits. Credits so obtained would of necessity count towards admission to further higher education programmes that may even lead to advanced diplomas or degrees. As such a lifelong learning would be a reality for educators. For quality assurance purposes each programme should be concluded by some formal assessment.

In addition to accreditation of INSET, educators could be given some incentives on completion of the programme. One way of implementing this could be to establish performance-based remuneration based on how the educators use and/or apply what they learn from the programmes in their classrooms. This notwithstanding, it is important to warn that performance-based remuneration do have some disadvantages such as being vulnerable to manipulation to extract the maximum benefit from it. As such quality assurance officials of Department of Education as well as subject advisors and school managers would have to be charged with full responsibility to guard against manipulation.

In conclusion, the adoption of any particular approach to INSET would require proper planning as well as working with those (educators & learners) who must benefit from it. To this end, learners in OBE context would also need to be consulted in some way to establish what they require from their educators. Overall, Department of Education should have well qualified people to be monitors and evaluators of INSET programmes to ensure maximum benefit.

6.5 RECOMMENDATIONS FOR FURTHER RESEARCH

Implementation of OBE is not only new in South Africa but it is also challenging throughout the world. In view of the position taken in South Africa that curriculum development for OBE will follow a cyclic approach, it is necessary to identify relevant research to inform decision-making. The present research will definitely throw some light into what happens in OBE classrooms within the Province. However it would be important to expand by undertaking the following research

studies: -

6.5.1 Evaluation of the impact of training offered to prepare educators for implementation of OBE.

6.5.2 Identification of educators' level of concern and use of OBE.

6.5.3 Investigation of how educators deal with assessment as an integral part of teaching in OBE.

6.5.4 An analysis of parental involvement in the implementation of OBE, to check support systems available for learners and educators.

6.5.5 An investigation into learners' needs as users of OBE.

6.5.6 An investigation into the impact of the recommended INSET programme once implemented.

6.6 SUMMARY OF THE CHAPTER

This is a final chapter presenting an INSET programme framework for OBE facilitators at foundation phase as well as recommendations for further research.

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APPENDIX A

OBSERVATION SCHEDULE

CRITERIA	ASSESSMENT					
	1	2	3	4	5	FIELD NOTES
1.CLASSROOM ORGANISATION/ ADMINISTRATIVE						
1.1 Furniture is arranged in a manner that allows free movement, for both teacher and learners to:]						
1.1.1 Access teaching and learning resources						

CRITERIA	ASSESSMENT					
	1	2	3	4	5	FIELD NOTES
1.1.2 Work together in small groups.						
1.1.3 Move and assist learners as they work						

CRITERIA	ASSESSMENT					
	1	2	3	4	5	FIELD NOTES
1.2 Tables/ desks are arranged so as to: 1.2.1 Allow group members to face each other. 1.2.2 Work together and aid each other in completing academic tasks. 1.2.3 Face the teacher when explaining or demonstrating.						

CRITERIA	ASSESSMENT					
	1	2	3	4	5	FIELD NOTES
1.3 Relevant learning and teaching resources are used.						
1.4 Educator is punctual to begin and immediately involve the learners.						
1.5 Educator call learners by their names.						

CRITERIA	ASSESSMENT					
	1	2	3	4	5	FIELD NOTES
1.6 Educator manages time, encourages relaxation; as well as providing a non-threatening atmosphere.						

CRITERIA	ASSESSMENT					
	1	2	3	4	5	FIELD NOTES
2. LESSON PLANNING AND PREPARATION						
2.1 The written lesson showed specific outcomes.						
2.2 The intended assessment strategies were clearly indicated at every activity.						
2.3 Activities are clear and relevant to each other; and to the Specific outcomes, phase organiser, programme organiser And assessment criteria.						

CRITERIA	ASSESSMENT					
	1	2	3	4	5	FIELD NOTES
3. EDUCATOR ACTIVITIES						
3.1 Educator sets time frames for tasks.						
3.2 Educator ensures that learners adhere to the time-frames set for completion of tasks						
3.3 The educator makes use of the prior knowledge of the learners.						

CRITERIA	ASSESSMENT					
	1	2	3	4	5	FIELD NOTES
3.4 The introduction is relevant to the rest of the lesson /learning experience.						
3.5 The educator asks questions, based on:						
3.5.1 Knowledge						
3.5.2 Understanding / Comprehension						
3.5.3 Application						

CRITERIA	ASSESSMENT					
	1	2	3	4	5	FIELD NOTES
3.5.4 Synthesis						
3.5.5 Evaluation						
3.6 Educator guides learners to work together in small groups and help each other to complete academic tasks.						
3.7 Educator interprete content for learners where necessary.						

CRITERIA	ASSESSMENT					
	1	2	3	4	5	FIELD NOTES
3.8 Learners are given activities that provides them with Opportunities to demonstrate: 3.8.1 Specific knowledge and skills 3.8.2 Comprehension 3.8.3 Application of knowledge. 3.8.4 Evaluation 3.8.5 Synthesis						

CRITERIA	ASSESSMENT					
	1	2	3	4	5	FIELD NOTES
3.9 Educator maintains an overview of the activities of learners and intervene when necessary.						
3.10 Educator observes and guides learners working together.						
3.11 Learners are encouraged to express their ideas freely.						

CRITERIA	ASSESSMENT					
	1	2	3	4	5	FIELD NOTES
3.12 Educator ensures equal participation of learners.						
3.13Educator supervises and encourages positive interdependence.						

CRITERIA	ASSESSMENT					
	1	2	3	4	5	FIELD NOTES
3.14 Educator record learners' performance continuously.						
3.15 Educator uses questions to guide learners step by step to the discovery of knowledge.						
3.16 Educator offers each learner opportunity to try again.						
3.17 Educator ends the lesson on a reinforcing note.						

CRITERIA	ASSESSMENT					
	1	2	3	4	5	FIELD NOTES
4. LEARNER ACTIVITIES						
4.1 Learners benefit from each other by:						
4.1.1 Sharing ideas on the tasks.						
4.1.2 Discussing about how to go about the tasks.						
4.1.3 Communicating and negotiating constructively.						
4.2 Learners are given chance to express themselves.						

CRITERIA	ASSESSMENT					
	1	2	3	4	5	FIELD NOTES
5. INSTRUCTIONAL STRATEGIES						
5.1 Educator applies direct instructional methods wherever it is necessary.						
5.1.1 Telling						
5.1.2 Demonstrations, etc.						

CRITERIA	ASSESSMENT					
	1	2	3	4	5	FIELD NOTES
5.2 Educator applies indirect instruction. 5.2.1 Co-operative learning 5.2.2 Discovery 5.2.3 Experiential						

CRITERIA	ASSESSMENT					
	1	2	3	4	5	FIELD NOTES
5.2.4 Inquiry 5.3 Educator uses the following questioning technique: 5.3.1 One word(yes or no)						

CRITERIA	ASSESSMENT					
	1	2	3	4	5	FIELD NOTES
5.3.2 Probing						
5.3.3 Leading						
5.4 Educator facilitate learning by means of:						
5.4.1 Discussion						

ASSESSMENT

1 2 3 4 5 FIELD NOTES

5.4.2 Role play

5.4.3 Question and answer

5.4.4 Groupwork

ASSESSMENT

1 2 3 4 5 FIELD NOTES

5.4.5 Barinstorming

5.4.6 Debate

5.5 Educator moves flexibly between high educator control and Low educator control.

CRITERIA	ASSESSMENT					
	1	2	3	4	5	FIELD NOTES
6. ASSESSMENT 6.1 The educator makes use of different methods to assess learners e.g.: 6.1.1Portfolio 6.1.2 Project						

CRITERIA	ASSESSMENT					
	1	2	3	4	5	FIELD NOTES
6.1.3 Performance						
6.1.4 Pencil and paper etc						
6.1.5 Observation						

CRITERIA	ASSESSMENT					
	1	2	3	4	5	FIELD NOTES
6.2 Educator uses: 6.2.1 Self assessment 6.2.2 Peer assessment 6.2.3 Teacher assessment.						

ASSESSMENT

1 2 3 4 5 FIELD NOTES

6.3 Learner's progress is recorded during teaching and Learning.

6.4 Educator gives prompt feedback to learners as they work towards achieving the outcome(s).

CRITERIA	ASSESSMENT					
	1	2	3	4	5	FIELD NOTES
7. CLASSROOM ATMOSPHERE 7.1 Educator encourages relaxation and provide a non-threatening Atmosphere 7.2 Educator is friendly and warm 7.3 Educator's overall approach is inviting. 7.4 Educator's body language encourages learner participation. 7.5 Educator encourages learners to help each other.						

APPENDIX B

OBSERVATION SCHEDULE

OBSERVATION GUIDELINES	DESCRIPTIONS
1.CLASSROOM ORGANISATION/ ADMINISTRATIVE	
1.1 Furniture is arranged in a manner that allows free movement, for both teacher and learners to:	
1.1.1 Access teaching and learning resources	
1.1.2 Work together in small groups.	

1.1.3 Move and assist learners as they work	
1.2 Tables/ desks are arranged so as to: 1.2.1 Allow group members to face each other.	
1.2.2 Work together and aid each other in completing academic tasks.	
1.2.3 Face the teacher when explaining or demonstrating.	

1.3 Relevant learning and teaching resources are used	
1.4 Educator is punctual to begin and immediately involve the learners.	
1.5 Educator call learners by their names	
.6 Educator manages time, encourages relaxation; as well as providing a ıon-threatening atmosphere	

2. LESSON PLANNING AND PREPARATION 2.1 The written lesson showed specific outcomes. 2.2 The intended assessment strategies were clearly indicated at every activity. 2.3 Activities are clear and relevant to each other; and to the Specific outcomes, phase organiser, programme organizer and assessment criteria.	

3. EDUCATOR ACTIVITIES	
3.1 Educator sets time frames for tasks.	
3.2 Educator ensures that learners adhere to the time-frames set for completion of tasks	
3.3 The educator makes use of the prior knowledge of the learners.	
3.4 The introduction is relevant to the rest of the lesson	

/learning experience.	
3.5 The educator asks questions, based on: 3.5.1 Knowledge	
3.5.2 Understanding / Comprehension	
3.5.3 Application	
3.5.4 Synthesis	
3.5.5 Evaluation	

3.6 Educator guides learners to work together in small groups and help each other to complete academic tasks.	
3.7 Educator interpret content for learners where necessary.	
3.8 Learners are given activities that provides them with Opportunities to demonstrate: 3.8.1 Specific knowledge and skills	
3.8.2 Comprehension	

3.8.3 Application of knowledge 3.8.4 Evaluation 3.8.5 Synthesis 3.9 Educator maintains an overview of the activities of learners and intervene when necessary. 3.10 Educator observes and guides learners working together.	

3.11 Learners are encouraged to express their ideas freely.	
3.12 Educator ensures equal participation of learners.	
3.13Educator supervises and encourages positive interdependence.	
3.14 Educator record learners' performance continuously.	

3.15 Educator uses questions to guide learners step by step to the discovery of knowledge.	
3.16 Educator offers each learner opportunity to try again.	
3.17 Educator ends the lesson on a reinforcing note.	

4. LEARNER ACTIVITIES	
4.1 Learners benefit from each other by:. 4.1.1 Sharing ideas on the tasks. 4.1.2 Discussing about how to go about the tasks. 4.1.3 Communicating and negotiating constructively. 4.2 Learners are given chance to express themselves.	

5. INSTRUCTIONAL STRATEGIES 5.1 Educator applies direct instructional methods wherever it is necessary. 5.1.1 Telling 5.1.2 Demonstrations, etc. 5.2 Educator applies indirect instruction. 5.2.1Co-operative learning	

5.2.2 Discovery	
5.2.3 Experiential	
5.2.4 Inquiry	

5.3 Educator uses the following questioning technique: **One word(yes or no)** 5.3.2 Probing 5.3.3 Leading 5.4 Educator facilitate learning by means of: 5.4.1 Discussion	

5.4.2 Role play 5.4.3 Question and answer 5.4.4 Groupwork 5.4.5 Brainstorming 5.4.6 Debate 5.5 Educator moves flexibly between high educator control and Low educator control.	

6. ASSESSMENT	
6.1 The educator makes use of different methods to assess learners e.g.:	
6.1.1Portfolio	
6.1.2 Project	

6.1.3 Performance 6.1.4 Pencil and paper etc 6.1.5 Observation 6.2 Educator uses: 6.2.1 Self assessment 6.2.2 Peer assessment	

6.2.3 Teacher assessment.	
6.3 Learner's progress is recorded during teaching and Learning.	
6.4 Educator gives prompt feedback to learners as they work towards achieving the outcome(s)	

7. CLASSROOM ATMOSPHERE 7.1 Educator encourages relaxation and provide a non-threatening Atmosphere 7.2 Educator is friendly and warm 7.3 Educator's overall approach is inviting.	

7.4 Educator's body language encourages learner participation. 7.5 Educator encourages learners to help each other.	

APPENDIX C
LEARNING EXPERIENCE PLANNING FORM

LEARNING PROGRAMME: _____
PHASE ORGANISER : _____
PROGRAMME ORGANISER: _____
NOTIONAL TIME: _____

LA	SO's	AC's	PI's	
ACTIVITY		RESOURCES	ASSESSMENT STRATEGIES	OTHER (enrichment, remedial, homework, comments by facilitator)
FACILITATOR	LEARNERS			

LA	SO's	AC's	PI's

ACTIVITY		RESOURCES	ASSESSMENT STRATEGIES	OTHER (enrichment, remedial, homework, comments by facilitator)
FACILITATOR	LEARNERS			

APPENDIX D
PROGRESS SCHEDULE

FOUNDATION PHASE (GRADE 1 TO GRADE 3)

SCHOOL_____**CIRCUIT**_____**DISTRICT**_____**GRADE**_____**YEAR** _____

PARTICULAR OF LEANERERS						PLACEMENT HISTORY			LEANERS'S DEMONSTRATED ACHIEVEMENT							REMARKS FOR NON-ACHIEVEMENT
NUMBER	ADMISSION NO.	SURNAME (alphabetical) (boys and girls mixed)	FIRST NAME & INITIALS	ID NUMBER /DATE OF BIRTH	AGE (as on 31 December)	Year 1: 1998	Year 2:.....	Year 3.:.....	Year 4 :.....	NUMBER OF YEARS IN FOUNDATION PHASE	LIFE SKILLS	LITERACY	NUMERACY	FINAL DATE OF INTERVENTION BY PROGRESS COMMITTEE/ EXTRENAL MODERATORS	PROMOTION TO NEXT PHASE (TO BE COMPLETED AT END OF FOUNDATION PHASE ONLY)	KEY 1 Not Achieved 2 Partially Achieved 3 Achieved 4 Outstanding/Excellent Achievement

Number Promoted (only end of Grade 3) _____

Number of Learners _____

Signature of Teacher _____ **Date :** _____ **Signature of Circuit Manager** **Date :** _____

Signature of Principal _____ **Date** _____

APPENDIX E

PROTOCOL FOR INDIVIDUAL INTERVIEWS

Step 1: The researcher will thank participant for being available and encourage him/ her to participate.

Step 2: The purpose of the study will be explained in each case.

Step 3: A guarantee of confidentiality will be given as well as the status of the interviewer.

Step 4: Consent of each participant will be sought for using a tape recorder.

Step 5: The question " What do you use assessment for? And what role do parents play in teaching and learning in your situation? Will be asked as standard for all participation.

Step 6: Respondents will be allowed to give as much information as possible and the interviewer will probe whenever it is necessary.

Step 7: The interviewer will take field notes to capture information that cannot be contained in the tapes during and at the end of the interviews.

The interviewer will write down all the steps outlined above on a card and carry it in every to ensure consistency.

APPENDIX F

PROTOCOL FOR THE OBSERVATIONS

Steps 1: Seek permission from the educators to be observed.

Step 2: Explain the purpose of the observations.

Step3: Set the video camera before and to avoid disturbance. This will be put out of the learners' and educators' way to minimise distraction.

Step 4: Locate a strategic position that would afford the researcher an opportunity to have full view of the entire class, and sit there before class begins.

Step 5: Make deliberate effort to remove any preconceived ideas and/ or bias.

Step 6: Record on the observation schedule and make some field notes on a note book where necessary.

Step7: Thank the educator and the learners at the end.

APPENDIX G

PROTOCOL FOR ANALYSING OBSERAVTION DATA

Step 1: All bias and/ or preconceived ideas will be removed

Step 2: The videotapes will be played to capture events during the observations.

Step 3: A descriptive narrative of the events will be presented.

Step4: Behaviour or activities relevant to the research question will be identified.

Step 5: Similar behaviour or activities will be grouped together to develop themes.

Step 6: The researcher and the independent decoder will exchange notes and then discuss any discrepancies with a view to establish some consensus, as well as how action and/ or behaviour patterns interrelate.

Step 7: Once consensus is reached, a descriptive narrative will be presented.

APPENDIX H

PROTOCOL FOR ANALYSING INDIVIDUAL INTERVIEWS

Step 1: All bias and preconceived ideas will be removed.

Step 2: Tapes will be transcribed.

Step 3: Similar responses to the same question will be grouped into categories

Step 4: Related responses in each category will be into themes

Step 5: The researcher and the independent decoder will compare notes and discuss for consensus.

Step 6: Claims and practise will be compared giving a description.

Step 7: New insight will be identified and reported.