Feminist Perspectives on Integration, Progression and Infusion as Principles of Curriculum Design in Life Orientation

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SUMMARY

This study explores teachers' beliefs, views and experiences of the design principles of integration, progression and infusion in the Life Orientation (LO) curriculum at the Intermediate Phase level. Integration, progression and infusion are integral to the South Africa Curriculum Statement and the LO curriculum in particular, as they serve the connection, sequence and technique of linking different learning contents. The aims of the study were: (i) to determine to which extent if any can the principles of feminism be used to influence curriculum integration, progression and infusion in the LO curriculum; (ii) to use different theories of feminism to enhance our understanding of curriculum integration, progression and infusion in the LO curriculum; (iii) to determine teachers' beliefs and experiences of curriculum integration, progression and infusion in the LO curriculum. To achieve these aims, on a theoretical level, I synthesised and analysed different theories of feminist discourses into different themes such as location, caring relations, knowing and thinking. These themes were related to the principles of curriculum integration, progression and infusion and these were used as a frame of reference to make suggestions on the various ways to enhance LO teachers' classroom practice of integration, progression and infusion at the Intermediate Phase.

Empirically, I explored the LO teachers' views, beliefs and experiences. Consequently, I situated the study in an interpretative paradigm. I used qualitative research design and methodology with a phenomenological approach, by means of unstructured interviews, classroom observations and focus-group interviews. Three primary schools were purposefully selected for the study. The three principals of the schools were interviewed for the unstructured interviews while nine teachers were interviewed in three focus groups. To strengthen the interviews, I observed nine LO classrooms.

The data that I generated as a result of the study were analysed by means of content analyses. The themes that emerged were categorised into different classes, namely: lack of adequate consultation, learning content repetition, learning content outdatedness, learning content irrelevancy, among others. It was deduced that these themes which formed the participants' experiences of integration, progression and infusion in the LO curriculum were arrived at as a result of their inherent approach which was described as a one-dimensional approach. A one-dimensional approach is that which stipulates a step-by- step approach to the design of curriculum. The Multi-dimensional approach embedded in multiple realities underpinning feminist discourses was suggested as an alternative. A multi-dimensional approach to the design of the curriculum includes the active contribution of various individuals to curriculum design.

Keywords: Feminism, Curriculum, Curriculum development, Curriculum design, Integration, Progression, Infusion, Life Orientation, Intermediate Phase level.

OPSOMMING

Hierdie studie ondersoek die oortuigings, beskouings en ondervindings van die Intermediêre Fase Lewensoriënteringonderwysers oor die ontwerpbeginsels van integrasie, progressie en infusie in die LO-kurrikulum in die Intermediêre Fase.

Integrasie, progressie en infusie vorm 'n integrale deel van die Suid-Afrikaanse Kurrikulumverklaring en die LO-kurrikulum in die besonder, aangesien dit dien as die skakeling, volgorde en tegniek om verskillende leerinhoude saam te bind. Die doelwitte van die studie is as volg: (i) om te bepaal tot watter mate, indien enige, die beginsels van feminisme gebruik kan word om kurrikulumintegrasie, progressie en infusie in die LO-kurrikulum te beïnvloed; (ii) om verskillende teorieë van feminisme te gebruik om ons begrip van kurrikulumintegrasie, progressie en infusie in die LO-kurrikulum te bevorder; en (iii) om onderwysers se oortuigings en ondervindings van kurrikulumintegrasie, progressie en infusie van die LO-kurrikulum te bepaal. Ten einde hierdie doelwitte op 'n teoretiese vlak te bereik, het ek verskillende teorieë van die feministiese diskoers geanaliseer en gesintetiseer tot verskillende temas soos plek, omgeeverhoudings, kennis en denke. Hierdie temas is toe belyn met die beginsels van kurrikulumintegrasie, -progressie en -infusie en is as 'n verwysingsraamwerk gebruik om voorstelle te maak oor hoe om LO-onderwysers se klaskamerpraktyk van integrasie, progressie en infusie in die Intermediêre Fase te bevorder.

Ek het die LO-onderwysers se oortuigings, beskouings en ondervindings empiries ondersoek. Ek het die studie daarom binne 'n interpretatiewe paradigma geplaas. Ek het 'n kwalitatiewe navorsingsontwerp en metodologie met 'n fenomenologiese onderbou vir die ongestruktureerde onderhoude, leswaarnemings en fokusgroeponderhoude gebruik. Drie Llaerskole is doelgerig vir hierdie studie gekies. Ongestruktureerde onderhoude is met die drie skoolhoofde gevoer, terwyl die nege onderwysers in drie fokusgroepe verdeel is vir hulle onderhoude. Ten einde die onderhoude te versterk, het ek nege LO-lesse waargeneem.

Die data wat ek uit die studie gegenereer het, is deur middel van inhoudsontledings ontleed. Die temas wat na vore gekom het is in verskillende klasse verdeel, onderandere gebrek aan voldoende konsultasie, leerinhoud herhalings, verouderde leerinhoud, en irrelevante inhoud. Dit word afgelei dat hierdie temas, wat die deelnemers se ondervindings van integrasie, progressie en infusie beïnvloed, die gevolg was van hulle eie benadering wat as eendimensioneel beskryf kan word. Die eendimensionele benadering word gekenmerk deur 'n stap-vir-stap benadering tot

kurrikulumontwerp. Die multidimensionele benadering, wat vasgelê is in die vele realiteite wat die feministiese diskoers onderlê, is as 'n alternatief voorgestel. Die multidimensionelebenadering tot kurrikulumontwerp sluit die aktiewe deelname van individue aan die kurrikulumontwerps proses in.

Sleutelbegrippe: Feminisme, Kurrikulum, Kurrikulumontwikkeling, Kurrikulumontwerp, Integrasie, Progressie, Infusie, lewensoriënteringonderwysers, Intermediêre Fase

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ORIENTATION

INTRODUCTION

The curriculum design principles of integration, progression and infusion are inherent elements of the South Africa curriculum statement, including the Life Orientation (LO) curriculum; now Life Skills (LS) at the Intermediate Phase level (DoE, 2003, DoBE, 2011). It is therefore important that we know and understand the teachers' varied experiences of these design principles. These experiences encapsulate the teachers' multiple views, beliefs and understanding of the curriculum design which serve an important aspect in the process of curriculum development. This involves giving teachers the opportunity to share their thoughts with the education researchers, based on the classroom situations in their day-to-day experiences with learners for whom, the curriculum is made (Berlach, 2004).

This study investigates the teachers' experiences and beliefs about the LO curriculum regarding integration, progression and infusion in the Intermediate Phase. The South African education and training system are divided into three bands: General Education, Further Education and Training, and Higher Education. General Education falls into three phases, they are: Foundation Phase (Grades 1-3), Intermediate Phase (Grades 4-6) and Senior Phase (Grades 7-9). At the end of Grade 9, learners receive a General Education and Training Certificate. The Further Education and Training band (FET) incorporates Grades 10, 11 and 12, while the completion of this phase may perhaps earn learners' entry to higher institutions such as a university, a university of technology or college (Jacobs, 2004). On a theoretical level, I have used feminist perspectives to further the understanding of the curriculum design principles of integration, progression and infusion. The study does not only provide suggestions that can influence LO curriculum, but it offers suggestions that can contribute to the development of curriculum in South Africa. This chapter provides the structure and understanding of what the study entails and they are as following:

1. Background to the study.

2. Problem statement.

3. Aim of the study.

4. Clarification of concepts.

5. Review of relevant literature.

6. The research questions.

7. Research design.

8. Structure of the chapters to follow.

9. Summary.

1.2 BACKGROUND TO THE STUDY

The genesis of the new curriculum development process in South Africa was born out of the need to transform South African society (DoE, 2002a:1). This includes the desire to keep up with international trends in education and create opportunities for learners to equip themselves with knowledge, skills and values, to improve the quality of all citizens and free the potential of each person (DoE, 2002a:1; WCDE, 2009:2). During this process, the Department of Education (DoE) introduced a curriculum named Outcomes-based Education (OBE) in 1997, termed Curriculum 2005 (C2005). The department approved the draft of the curriculum statement in September 1997 as three policy documents for grades R-9, that is, Foundation Phase, Intermediate Phase and Senior Phase (DoE, 2002b:2). The first version of the OBE Curriculum was introduced in the Foundation Phase in 1997, although "the prospects of its implementation were surrounded with lack of teacher training, inadequate resources and teachers' varied understanding of the curriculum" (Jansen, 2002:73).

The OBE Curriculum "formed the foundation of the education curriculum in South Africa" (DoE, 2002b:12). The curriculum statement can be understood to have developed out of two teaching-learning theories, namely competency-based teaching and mastery learning. The competency-based teaching theory was introduced in America towards the end of 1960 (Malan, 2000:23; Jacobs, 2004:57). The introduction was in reaction to the concerns that students in America were then not taught the skills they require after school. The mastery learning theory was described to be initially introduced as an intervention programme for learners with mild disability (Malan, 2000:23). Furthermore, the fundamental rationale for this theory was that the provision of ample opportunities with sufficient learning materials will aid all learners' success. Both competency-based and mastery learning theories were based on the idea of American curriculum specialist Johnson in 1977 (Jacobs, 2004:57). The conviction of Johnson was based on what learners will be able to achieve and do as a result of schooling. This idea was later embraced by scholars such as Posner and Spady (Jacobs, 2004:57-59).

Nevertheless, the aim of OBE was to focus on relevant outcomes the learners would be able to achieve at the end of the teaching and learning activities (Botha, 2002:364). The theoretical

background of OBE was based on four distinct paradigms: experientialism, behaviourism, critical inquiry and constructivism (Jacobs, 2004:58). Its introduction in SA can be seen as a transformation from the old form of curriculum to a new form of curriculum (Jacobs, 2004:58). New terminologies were introduced as a result of the new developments: among other things teachers became facilitators or educators, students or pupils became learners, subjects turned into learning areas and teaching plans were changed to teaching programmes (Chisholm, 2005). Also prominent to the new Curriculum 2005 Statement was learner centeredness rather than teacher centeredness, where teachers stand as custodians of knowledge (Botha, 2002). The focus of the old form of curriculum was on how well teachers could teach rather than on what learners could do as a result of the learning-teaching process (Botha, 2002:364). What learners know and can do from this perspective shows acquisition and application of knowledge, skills, value and attitudes as a result of teaching and learning (Botha, 2002).

In the year 2000, public comments and concerns of teachers and other education stakeholders, due to the curriculum flaws, led to the suggestion that the OBE Curriculum document should be reviewed to strengthen it (Chisholm, 2005). Significant in the review process regarding the public comments was the role of the voices of all the stakeholders regarding "positionality and authority" (Chisholm, 2003:1). In terms of the issue of positionality and authority, Jansen (2002:207) believed the teachers were only called for the elaboration and implementation of OBE, as they were not involved in the formation of OBE curriculum. It is believed that "multiplicity of interest and influence that had an interest in the curriculum to shape it did not all have an impact on the curriculum outcome" (Chisholm, 2003:1). This may be as a result of their power and positions which did not have much weight (Chisholm, 2003:1). Significantly, not all voices were equally represented despite the public comments (Chisholm, 2003).

Consequently, some of the curriculum flaws, such as the curriculum language, design and structure, were streamlined and simplified (DoE, 2002b). This included making all the ambiguous statements simple and clear, and orienting teachers towards the development through training and support materials (DoE, 2002b:5). According to Jansen (2002:203) "the three to five days training offered to teachers did not stipulate steps on how to implement this new curriculum policy at the classroom levels."

The review started in January 2001 with 150 curriculum developers led by Professor Linda Chisholm and ended in July 2001 (DoE, 2002b:2-3). The suggested changes "were integrated in December 2001 and resulted in the approval and release of Revised National Curriculum Statement Grades R - 9 in May 2002" (DoE, 2002b:2). The introduction of the curriculum was then slated to be implemented in the Foundation Phase in 2004 (DoE, 2002b:6). The introduction of the curriculum came with the development of the eight learning areas, of which the LO learning area was one. The principles of integration, progression and infusion as

curriculum design principles were also stressed. This new development also called for the active involvement of teachers and learners in the curriculum design at the school level (Carl, 2005). As a result, "teachers are expected to take additional roles such as mediators, interpreters and designers of curriculum" (Abraham, 2008:18; Carl, 2005:223). These roles include teachers' contribution to the curriculum design regarding integration, progression and infusion at school and classroom levels, but without specification of the steps of how this should be done (Jansen, 2002).

Despite all the investment and efforts to improve on the curriculum document, up till now there is still a huge gap between education policy and practice and it seems that only little change has occurred in the system (Jansen, 2002). Apart from the fact that some schools are still under-resource, learners' scores are still far below expectation while some learners are still not able to read properly in the first three years of primary education (Chisholm, 2004). Jansen (2002) contends that it appears as if the government's concern is mainly on policy imbued with political interest, rather than on improvement of educational practice. As a result, the issue of implementation of the curriculum has been retarded in a way.

Since the initial curriculum changes, another review process has taken place and resulted in the *National Curriculum Statement - National Curriculum Assessment Policy* (NCS-CAPS) planned for implementation from 2012 (DoBE, 2009). The motivation for more curriculum transformation, as given by the Department of Basic Education (DoBE), is strongly related to Jansen's explanation and critiques of the *South Africa Curriculum Statement* a few years ago (Jansen, 1998; Jansen, 2002).

Despite these curriculum reviews and changes, the notions of integration, progression and infusion remain important albeit at different levels and intensities. The term integration and progression were highlighted as part of the key principles and values that underpin the South Africa curriculum (DoE, 2003:1). Integration from this perspective was related to "applied competence of knowledge with the aim of promoting theory, practice and reflection" in the content of general education (DoE, 2003:3). Similarly, progression was called a process of developing more advanced knowledge and skills (DoE, 2003:3). This is in term of progression from grade to grade including progression within learning content in a conceptual manner (DoE, 2003:3). In addition, the importance of infusion was also emphasised in *The Manifesto on Values, Education and Democracy* in 2001 "as part of the strategy to familiarise young South Africans with the values of the constitution, for example, infusing the classroom with a culture of human rights" (WCDE, 2009:3).

The LO curriculum, now called Life Skills at the Intermediate Phase level, was used in this study as a context due to its present structure and changes made to it by the South Africa Department of Basic Education (DoBE, 2009; DoBE, 2011). The LO learning area is viewed to have the

tendency of "equipping learners with the skills, knowledge, values and attitudes that will make them confident and responsible citizens" (Van Deventer, 2009:128; WCDE, 2009:153). Furthermore, Van Deventer (2009:129) contends that the focus of the LO is "life-in-society" and self-in-society. One can argue that this assumption was based on its various elements such as "health promotion, social development, personal development, physical development and movement and orientation to the world of work" (DoE, 2003:19-20; WCDE, 2009:153).

The LO curriculum incorporates elements with varying levels of relationships (DoBE, 2009). These elements include aspects such as religious education with physical education and/or personal development and social development (DoBE, 2009:43). The fragmented nature of LO renders the potential to study integration, progression and infusion in a particular context, but the outcomes of this study might nevertheless have wider implications for curriculum design and might not be limited to the context of LO only.

1.3   PROBLEM STATEMENT

As mentioned earlier, integration, progression and infusion are integral to the South African education system. They are among the basic principles on which the South Africa curriculum is based (DoE, 2003:6). According to Nsubuga (2009:9) "interest in curriculum integration began in the 1980s as a result of the concern of the *People's Education Movement* over the division between the theoretical and practical, and mental and manual work". Furthermore, the interest in curriculum integration becomes prominent in the South Africa education system because of the quest to bridge the gap between school knowledge and everyday knowledge (Taylor, 2003). It is believed that integration has the potential to address the relationship and connection between the school knowledge specified in the curriculum policy and the learners' everyday experience in the home, church, and the street (Taylor, 2003:90). In line with this, the DoE (2002b:5) argues that integration does not only enable learners to see learning areas as linked and related, but it helps them to acquire values, knowledge and skills across the curriculum (DoE 2002b:5).

Bernstein (2003:99) argues that the level of integration involves the relationship between different learning contents, which includes the boundaries between one set of contents and another. For instance, looking at the level of relationship between health promotion and social development in the LO curriculum and determining about whether they are integrated with each other or fragmented (collected).

The collected (clear-cut) perspective Bernstein (2003:101) refers to is "when learning contents are more insulated to one another." This is a situation where the boundaries between two

learning contents do not allow for an overt reference to each other during the learning and teaching process (Bernstein, 2003). Furthermore, it is a situation where learning contents are fragmented and isolated from one another as a result of bringing together of contents with distinct rigidity (Slabbert & Hattingh, 2006). From the view of Slabbert and Hattingh (2006) the fragmentation of contents still prevails in today's schooling. In addition, these authors contend that this prevalence is as a result of the inherent "reductionist worldview that believes in dividing the world into departments and subjects for mechanised efficiency and scientific management" (Slabbert & Hattingh, 2006:702). However, they reason that the fragmented curriculum might lead to confusion and misconception and thereby results to unresolved problems (Slabbert & Hattingh, 2006:703).

The integrated perspective is referred to as "when learning contents are not separated from one another" (Bernstein, 2003:101). This is a situation where we can make open or explicit reference within, and across learning contents (Bernstein, 2003). Of note here is that we need to avoid isolation between learning contents to make learning contents freely and conceptually connected without boundaries.

This study treated the issue of progression as an integral aspect of integration. In some instances, progression is also called vertical integration (Muller, 2000). However, to avoid any confusion, the term progression will consistently be used in this study. Progression is an increase in the conceptual level of learning outcomes and refers to the connections between snippets of knowledge and concepts in a particular area of study (Adey, 1997). This denotes the importance of knowledge from complex to the deeper and broader acquisition of knowledge (DoE, 2002b:5). At times, the process of knowledge acquisition from this perspective might be in either a vertical or a horizontal manner, which is from top to bottom or in a parallel form (Muller, 2000). However, the one being referred to is the vertical form, which is arranged in a very conceptual manner and signifies the level of difficulty for learners' better understanding of learning contents (Muller, 2000:70). Of importance here is the need to permit progression of learning content to influence conceptual progression. Infusion is described as the entity that "pierces boundaries or collapses the boundaries between two contents to flow freely into, and through each other" (Carrim & Keet, 2005:100-101). Thus, infusion from this perspective can be described as that which connects different learning contents, for example connecting human rights and religious aspects of the LO curriculum. Therefore the view of infusion as an entity to penetrate boundaries can be termed a method or strategy that can be used to freely and conceptually integrate learning contents. Carrim and Keet (2005:100) regard infusion as a technique or process of curriculum design which aims at easing integration. From this perspective, it appears that infusion is integral to integration and one can view it as an important tool for successful practice of integration and progression. Infusion as a process has been used or set as a model to merge real life issues and everyday knowledge such as alcohol abuse,

HIV-Aids and Human Rights Education into the school curriculum (Glick, Joleaud & Messerer, 2006; DoE, 2001).

Thus, curriculum connectivity, easy flow and sequence, as opposed to isolation and distinct rigidity of content are crucial in designing a curriculum; these attributes are to assure the relevancy of learning content to learners (Jacobs, 1989:11). Of equal importance here is not only that learning contents should be arranged in a conceptual order, flow easily to one another, and be adequately related or connected, but teachers need to know and understand how to connect and relate these learning contents. Against this backdrop, it is believed that some of the teachers still find the basic tenet of OBE confusing, perhaps because of insufficient and inappropriate training (Jansen, 2002; Berlach, 2004).

In sum, teachers' inadequate understanding and confusion of the curriculum statement in part might also be based on the failure of the education policy makers in carrying teachers along through empirical investigation (Jansen, 2002; Berlach, 2004). For instance, regarding the principle of integration, Nsubuga (2009:11) believes that the field of curriculum integration has suffered from a lack of empirical studies on which to base informed decisions on curriculum integration from grassroots level. Although the role of research, consultation and context is central, it is believed that the politicians do not only hurriedly produce borrowed education policy without consultation and research, but they produce policies without consideration of the context (Cross, Mungadi & Rouhani, 2002). Cross *et al.* (2002:180) emphasise that this includes taking into account the historical, political, social and cultural settings of where curriculum is manifested.

Considering the central role of research, consultation and context regarding the curriculum statement, Berlach (2004:4) suggests that the way to test any curriculum model is to take it to the teachers and ask*:* Is this workable? Is its meaning clear? And, does it help in planning programmes for students? Further, it is believed that without answers to these questions, curriculum implementation may be difficult, especially regarding the effort to put curriculum design principles into practice (Berlach, 2004).

The formulation of South Africa's school curriculum policy is observed to remain top-down despite the attempts to make it democratic and participatory (Jansen, 1999). Teachers are still regarded as mere receivers of the curriculum, based on their limited participation in the conceptualisation and design of the curriculum (Jansen, 1998:327; Jansen, 2002:200; Cross *et al.,* 2002:182). Additionally, in the South African context, it has often been the case that teachers are subjected to the implementation of curriculum that has already been developed at the national and provincial levels (Carl, 2005:223) with little or no contribution based on their own beliefs and experiences. It is argued that teachers' beliefs and experiences might

determine their approach to teaching and learning (Prawat, 1992) as they dictate their roles and dispositions towards learners, learning content, knowledge and its acquisition. The assumption that teachers' beliefs and experiences might have a positive impact on the structuring of curriculum design is as a result of the epistemological view with relation to multiple realities embedded in varied human lived experiences of their situation (3.2). An epistemological perspective of teachers' experiences is important to this study because involving teachers in the issue of curriculum design principles of integration, progression and infusion might have a positive impact on the curriculum structuring (Noddings, 2006). It is believed that varied beliefs and experiences of these teachers' classroom situations might have the propensity for directing them in making decisions on how they may structure learning contents. Teachers' varied beliefs and experiences might also influence the extent to which they consider curriculum integration, progression and infusion when designing curricula. This is in term of their ability to integrate their classroom experiences and beliefs into the structuring of learning contents, for example, making critical decisions on whether learning contents should be taught in an "open or closed relation to one another" (Bernstein, 2003:100).

In another perspective, Jansen (2002:200) and Muller (2000:70) argue that much credence is being laid on the production of the curriculum statement rather than its implementation; hence the Department of Education fails to provide concrete steps on how the curriculum will be executed with regard to the curriculum design and its effective dissemination at classroom level. These steps are concerned with how to bring different clusters of knowledge or contents together to enhance learning (Muller, 2000:70). The steps are also concerned with how to manage the curriculum with regard to "its conceptualisation, formulation, adoption and implementation in the classroom" (Cross *et al.*, 2002:181). In short, the curriculum was viewed to lack clarity at the design level and as a result, the teachers find it difficult to know what to teach (Cross *et al.*, 2002, 182). The lack of clarity here according to Hoadley (2011) (personal communication) includes repetition of learning contents and changing of grammar and phrases instead of giving attention to conceptual sequence and progression of knowledge. One can argue that clarity is important when it comes to the design of a curriculum, this is because of the ontological view which stipulates the nature of knowledge and how knowledge is conceptualised by people (Nieuwenhuis, 2007a:47-48). The ontological view is relevant to this study because teachers need to be provided with adequate guidelines that will help them to know and understand the description of the knowledge sequence when it comes to integration, progression and infusion in the LO curriculum.

Leaning on teachers' beliefs and classroom experiences in curriculum integration, progression and infusion regarding their involvement might boost their morale and thereby positively affect their varied learners' understanding as well. For instance, giving individual teachers opportunities to contribute to the design of curricula based on what they think and believe is

important to learners as this might enhance co-construction of knowledge. These opportunities involve the design of curriculum with teachers rather than designing it for them when it comes to knowledge construction and its integration, progression and infusion.

Given the complexity underpinning curriculum design integration, progression and infusion such as teachers' understanding of levels of connection or boundary, closeness of learning content and learning content clarity, one of the aims of this study was to determine the extent to which the principles underpinning feminism could improve our understanding of integration, progression and infusion in the LO curriculum. This however involves drawing on the feminist discourses regarding the three basic theories of feminism, such as liberal, social and radical feminist theories; this would help to suggest alternative ways to configure integration, progression and infusion in the LO curriculum at the Intermediate Phase level.

Feminism is precisely a way of rethinking the "usual" (Greene & Griffiths, 2005:73). In this sense, the theories of feminism might help in widening our perception and understanding of "usual" concepts such as integration, progression and infusion to explore extensively their place in the LO curriculum.

Feminist principles offer a way of thinking and enable one to explain oneself by showing one's perspective or view about a phenomenon. Feminist theories over the past few years have focused on several topics, including feminism and patriarchy in school curricula (Acker, 1987; Pinar, Reynolds, Slattery & Taubman, 2004), women's access and right to education and its drive to set women free from oppressive roles (Groenhout, 2002; Cudd & Andreasen, 2007). However, little has been done on research regarding feminism and curriculum integration, with little or no reference to curriculum progression and infusion in the context of LO. As a result, this study explores teachers' beliefs and classroom experiences of LO integration, progression and infusion in the Intermediate Phase by using qualitative research. The voice of these teachers need to be heard regarding the issues of integration, progression and infusion in the LO curriculum as their voice could contribute to effective educational practices. It is assumed that an emphasis on the importance of the teachers' voice might make them feel empowered and therefore positively contribute to educational development (Carl, 2005:228). To enhance our understanding of the phenomenon under investigation, the study re-defines different theories of feminism into categories based on literature.

1.4 RESEARCH QUESTIONS

With this overview in mind, the main questions that informed this study are:

To what extent, if any, can feminist principles be used to improve the processes of integration, progression and infusion in the LO curriculum?

What are the teachers' beliefs and experiences of curriculum integration, progression and infusion in the LO curriculum?

The primary questions led to the following sub-questions:

How can feminist theories further enhance our conceptualisation of curriculum integration, progression and infusion?

How do teachers view curriculum integration, progression and infusion in the LO curriculum?

How do these views and beliefs shape curriculum integration, progression and infusion?

1.5 RESEARCH AIMS

With reference to the background of the study and the problem statement, as mentioned earlier in this chapter, the aims of the study are as following:

To determine the extent to which the principles underpinning feminism could be used to improve our understanding of integration, progression and infusion in the LO curriculum.

To explore teachers' experiences and beliefs of integration, progression and infusion in the LO curriculum.

To provide curriculum guidelines for effective integration, progression and infusion in LO and beyond.

1.6   CLARIFICATION OF CONCEPTS

To promote a better understanding of the study, the following terminologies are identified and briefly explained: feminism, curriculum, curriculum development, curriculum design, integration, progression, infusion, Life Orientation and Intermediate Phase.

Feminism: Feminism in this study implies the way of rethinking the usual (Greene & Griffiths 2005). Usual in this perspective is the embodiment of basic theories that underpin feminist discourses, such as liberal, social and radical perspectives. This includes life experiences, different perspectives and the relationships that exist between human beings (Greene & Griffiths, 2005:73-75). It further involves recognition of individual voices, experiences and beliefs in the construction of knowledge which encompasses ample opportunities to involve individuals in the contribution of knowledge to aid development in their own world (Greene & Griffiths, 2005).

Curriculum: There are two perspectives to define curriculum: narrow and broad perspectives. Curriculum in this study is viewed from a broad perspective and is described as all the opportunities for learning provided by school (Graham-Jolly, 2003:22). It is therefore not limited to a view of curriculum as a mere syllabus.

Curriculum development: Curriculum development in this study is described as a critical process based on the interactive dialogical approach (Posner, 2003:258). The critical process as embedded in the dialogical approach presents the critical reflection of the curriculum stakeholders, which usually involves several steps in the making of the curriculum. This includes a step such as curriculum design which can be described as an integral part of curriculum development (Jacobs, 2004).

Curriculum design: Curriculum design is one of the different levels of the processes involved in the curriculum development (Carl, 2009). Curriculum design in this study signifies the structure and organisation of learning contents (Jacobs, 2004; Nsubuga, 2009; Thornton, 2010).

Integration: The term integration in this study implies the level of connections and relationships between and within learning contents. The level of the relationships between and within these learning contents may be closed or open (Bernstein, 2003:99). In this study, the supported option is the open form of integration that suggests weak boundaries between and within learning contents.

Progression: Progression constitutes an aspect of integration. It is described as a conceptual progress which assumes that ever-complex ideas are dealt with from phase to phase (Chisholm, 2003:11).

Infusion: Infusion in this study indicates a process of penetrating or collapsing boundaries within and between learning contents (Carrim & Keet, 2005), for instance, a process or strategy that can be used to freely connect real life issues such as human rights awareness and respect for others in the LO curriculum.

Life Orientation: Life Orientation refers to the learning area that is concerned with the holistic development of the self-in-society (DoE, 2002a, WCDE, 2009). Aspects such as health promotion; social development; personal development; physical development and movement are dealt with in this learning area in the Intermediate Phase (WCDE, 2009:155).

Intermediate Phase: Intermediate Phase implies the second phase of General Education and Training Band: Grades 4, 5, and 6 (DoE, 2002a:62) for learners generally between ages 9 to 12 years old.

1.7   LITERATURE RESEARCH

The literature review can be used in research to argue a case or identify a researcher position (Henning, van Rensburg & Smit*,* 2004:2). The literature review, according to Henning *et al.* (2004:2), is often a separate chapter in a research report in which the researcher synthesises the literature on a given topic and engages critically with it. To have a better understanding of the design principles of curriculum integration, progression and infusion, the second chapter of the study reflects on the field of curriculum studies, including two different perspectives of curriculum with respect to different approaches. Consequently, curriculum integration, progression and infusion as the design principles underpinning South Africa curriculum are dealt with. Furthermore, the literature search includes an overview of the South Africa National Curriculum Statement (SANCS) and more specifically the documents dealing with the LO curriculum statement. This includes the new developments in LO as presented by the Minister of Basic Education in October 2009 (DoBE, 2009; DoBE, 2011). The third chapter reflects on different scholars' positions, reflections and notions of theories of feminism. This includes three major paradigms in feminist theories: social, liberal and radical feminist theories (Acker, 1987).

However, I limit the scope of the study to the three basic theories of feminism regarding their principles in relation to integration, progression and infusion in the Intermediate Phase LO curriculum. It is believed that the set aims would be achieved within this scope. Of note is that feminism is only used in the study to widen the idea of integration, progression and infusion; feminism is not used in the context of research (1.3). The literature search was done using book texts, the Internet, Google Scholar, EBSCO Host, Sabinet, SA e-Publications and others.

The keywords used include: *feminism, integration, progression, infusion, curriculum, curriculum development, curriculum design, Life Orientation* and *intermediate phase.*

1.8   RESEARCH DESIGN, METHODOLOGY AND METHODS

The research design that I used for this study was qualitative. A qualitative research design can be described as "a means for exploring and understanding the meaning that individuals or groups ascribe to a social or human problem" (Creswell, 2009:5). This entails delving into the participants' situation to be "seeing through the eyes of the participants" regarding their varied views and perspective of phenomena (Nieuwenhuis, 2007a:51). A qualitative research design was chosen to explore teachers' beliefs and experiences of integration, progression and infusion of the LO curriculum at the Intermediate Phase in South African schools, with a particular focus on three primary schools in Mahikeng.

Formulating a research design can be viewed as an integral part of any research project (Punch, 2006). It is the basic plan for a piece of empirical research and includes five main elements (Punch, 2006:48):

Strategy/methodology;

Conceptual framework;

Who, or what will be studied/the sample;

The tools and procedure for collecting/methods of data gathering; and

Analysing data/methods of data analysis.

The rationale behind these five main ideas are described below, and the actual methodology, including the conceptual framework, data gathering and analysis are described in Chapter Four.

1.8.1   Methodology

The methodology can be termed a strategy of inquiry selected to carry out a research study, for instance qualitative research methodology, quantitative research methodology or mixed method research methodology (Creswell, 2009; Punch, 2006). This study concerned itself with qualitative research methodology using the phenomenology approach (Creswell, 2009).

A phenomenological approach is a "strategy of inquiry whereby a researcher identifies the essence of human experience about a phenomenon as described by the participants" (Creswell, 2009:13). The phenomenon in this study was the Intermediate Phase LO teachers' experiences of integration, progression and infusion in the LO curriculum involving their views and beliefs, based on their classroom practice with Intermediate Phase learners.

1.8.2 Conceptual framework

To make meaning of research work, it is necessary for researchers to work within a certain paradigm (Henning *et al.,* 2004; Creswell, 2007; Nieuwenhuis, 2007a). A paradigm tends to give guidelines not only on what methods to use but how researchers might structure their study to achieve set aims and make meaning (Creswell, 2007). This includes the process of inquiry, the nature of knowledge and how they know what they know (Creswell 2007:16).

This study was based on interpretative assumptions which focused on understanding peoples' lived experiences in their natural settings (classroom, house, working environment and hospital) (Nieuwenhuis, 2007a:58). The interpretative assumption in this study was to enable me to accomplish practical meaning ascribed to the phenomenon under investigation in relation to the participants' social actions, views and experiences (Holstein & Gubrium, 2005:483). It encompasses going to participants' natural settings to explore their views, experiences, beliefs and understanding of a phenomenon (Creswell, 2007). This would include the participants in constructing their own meanings of their situations (Nieuwenhuis, 2007a:59). The following diagram (Figure 1) shows the conceptual framework of the study for better understanding.
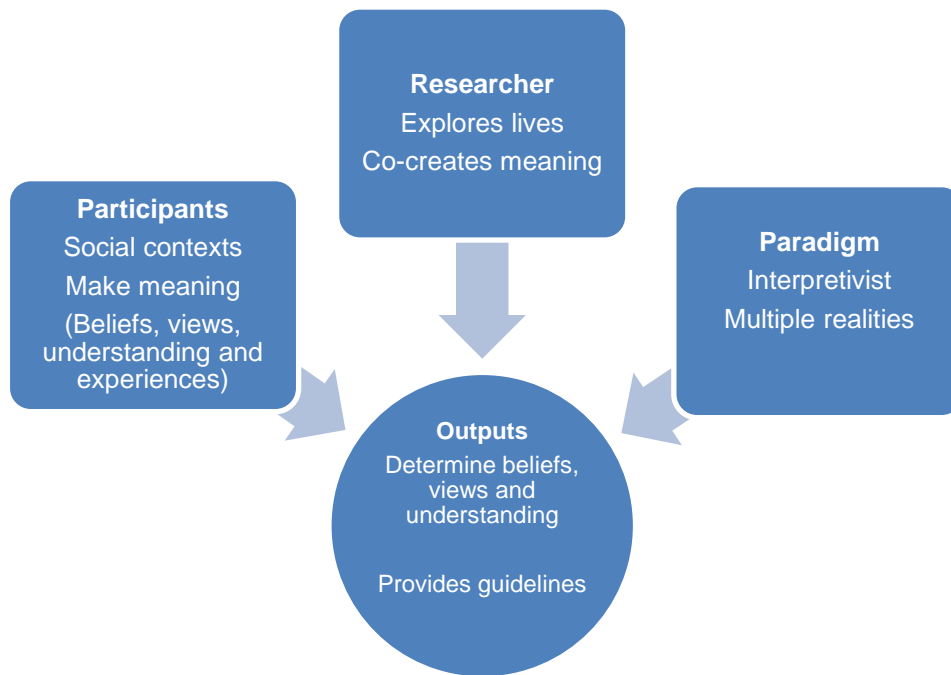
Figure 1: The structure of the study

Figure 1 illustrates the structure of this study. As a qualitative researcher, I set out to explore and make meaning of some selected participants views, beliefs and understanding of their experiences of the LO curriculum in their natural settings regarding the phenomena integration, progression and infusion. This was to help me to interpret, determine and then provide theoretical guidelines as a result of the participants' varied multiple beliefs and views of integration, progression and infusion.

1.8.3   Sample

Who, or what is to be studied refers to someone, some individuals or situation from whom, or which data are collected (McMillan, 2000). In qualitative studies, researchers tend to study individual behaviours as they occur in their natural settings (McMillan & Schumacher, 2006; Creswell, 2007; Nieuwenhuis, 2007a). Consequently, I selected specific sites and participants that would provide me with good data that would enable me to have a deeper understanding of this study (Creswell, 2007; Nieuwenhuis, 2007a; McMillan, 2000; McMillan & Schumacher, 2006). The participants that I selected for this study were nine Intermediate Phase LO teachers. They were eight female and one male with a different number of years (ranging from five and a half to thirty years) of experience in teaching (Table 5.1). They were purposefully selected in their social context "because they were believed to be knowledgeable and informed about the phenomena investigated" (McMillan & Schumacher, 2006:319). They were

considered to be the right participants for this study since they were the ones who have direct interaction with the LO curriculum in the Intermediate Phase level.

1.8.4   Methods of data generation

In qualitative research, researchers normally obtain data through observations, artefacts, documents and interviews (Mulhall, 2003; McMillan, 2000). This study concerned itself with the use of observations and interviews to guide the participants to make meaning of their situations. These methods seemed to be the best for this study; this is because of the research questions and the paradigm that underlie it (Mulhall, 2003:306). Individual perspectives of a phenomenon can be made known through interviews (Henning *et al.,* 2004:50) by engaging in social interaction with the interviewees in their natural setting by using unstructured questions.

Additionally, interviews can be supported by observation. Observation is used to make meaning of participants' behaviours in their natural settings (Mulhall, 2003:306). In qualitative research, researchers observe by taking notes, recording by using voice recorders and/or video recorder, the choice of which method to use depends on the arrangement between the researcher and the participants (Nieuwenhuis, 2009a:89). Accordingly, unstructured interviews, focus group interviews and classroom observations were done. The views and opinions of the participants were occasionally repeated by the researcher to verify what their responses signified. This was done to avoid misinterpretation of participants' beliefs and opinions about the phenomena of integration, progression and infusion. The participants' responses were organised, transcribed, coded and categorised into subheadings for significant interpretations (Nieuwenhuis, 2009b:104-105).

1.8.5   Methods of data analysis

Data analysis requires making meaning of the collected data (Henning *et al.*, 2004). This involves organisation, reduction and meaningful classification. However, meaningful data analysis can be achieved in various ways such as discourse analysis, narrative analysis and content analysis (Henning *et al.,* 2004).

This study concerned itself with content analysis to make meaning of the data collected by means of observations and interviews (Nieuwenhuis, 2007c). Content analysis is "a process of looking at data from different angles to identifying keys in the text that will help us to understand and interpret the participants' multiple views" (Nieuwenhuis, 2007c:101). After transcription, the data collected for the study were analysed by means of content analysis. This was done

through coding and categorisation of related themes for better interpretation and understanding of the study (Nieuwenhuis, 2007c). These processes are described in detail in Chapter Four of this study.

1.9   VALIDITY AND TRUSTWORTHINESS

Validity refers to an agreement between what researchers set out to do and what they eventually do in relation to data collection and analysis techniques (McMillan & Schumacher, 2006:324). This involves making use of appropriate sources of data and selection of data analysis techniques that will ensure accuracy between "findings and reality" (McMillan & Schumacher, 2006:324). To ensure accuracy of the findings, I made use of content analysis techniques to analyse the raw data collected from the participants (Nieuwenhuis, 2007c). This involved checking the transcripts several times. This is to make sure that they did not contain mistakes and that there is no shift in the meaning given to different codes in the transcripts (Creswell, 2009: 190).

Trustworthiness is of the utmost importance in qualitative research (Nieuwehuis, 2007c:113). According to Nieuwenhuis (2007c), Maree and van der Westhuizen (2009) this might include use of multiple data sources and verification of findings by means of crystallisation. These encompass making sure that these participants' views are appropriately coded and not used out of context during interpretation.

Using the interview and observation procedures described in section 1.8.4 above, one ensures that the results are trustworthy.

1.10   ETHICAL ASPECTS OF THE RESEARCH

To conduct this study, I obtained permission from the relevant authorities, the North West Province Department of Basic Education (DoBE), the district manager, and the school principals. Before this, the North-West University's ethics application form was completed and approved by the Higher Degree Committee for ethical clearance.

It is the ethical responsibility of a researcher to maintain overarching principles of academic integrity and honesty, and respect for other people (Punch, 2006:55). The participation in the study was voluntary and based on anonymity. The interviewees were informed before the start of the interviews that they were free to withdraw their participation at any time if they wished to do so (Dangala, 2006:61).

The informed consent of each participant was sought at the beginning of the interview (Patton, 2002:407); this involved making known to the interviewees the purpose and the importance of the data collected. Consent forms were given out to the participants to complete before the commencement of the interview. To protect strictly the identities of these participants, the consent forms did not contain names and other information that could make them known to any other person. Additionally, the participants were told to feel free to exclude any information they might not wish to disclose in the consent form.

I assured the participants that any information about them would remain confidential and not be divulged to any other party, and that access to the data collected through unstructured classroom interviews, observations and focus group interviews would be known to only the researcher and the study leader.

1.11 SUMMARY

This chapter introduced the layout of the study, this includes what the study wanted to achieve and how it will be achieved. It included the research questions and aims, clarification of central terms, the conceptual framework of the study and methods of data generation and analysis. Additionally, the structure of the remaining chapters was also highlighted to aid a better understanding for the readers.

The next chapter, (Chapter 2) will in part deal with theoretical aspects of this study. This will include a detailed account of discourses on curriculum, and different approaches to the field of curriculum dealing with integration, progression and infusion. The following chapter, (Chapter 3) will examine three basic theories of feminism and the principles underpinning them. Thereafter, I will discuss how these theories can influence the design principles of LO curriculum at theoretical level.

Chapter 4 will provide the description of the research design, methodology and the conceptual paradigm used for the study. This includes the description of procedures applied as a result of the chosen design and methodology such as the sample, data gathering, data analysis and interpretation strategies, and the accompanying ethical considerations.

Chapter 5 will present the results of the data collected to achieve the aim of the study. This involves the presentation and analysis of the data gathered by unstructured interviews, observations and focus group interviews.

Chapter 6 will present a concluding discussion about the study. The chapter will examine the implications of the study and as a result make suggestions based on the researcher's reflection on the research findings. The chapter would also aim at identifying future areas for research.

CHAPTER 2

CURRICULUM: INTEGRATION, PROGRESSION AND INFUSION

2.1   INTRODUCTION

This chapter will focus on the exploration of the field of curriculum study. By exploring the field, the two perspectives of curriculum, different approaches to curriculum development and design, and the trends regarding curriculum in South Africa will be delved into. This exploration will be linked to the principles of integration, progression and infusion. This exploration is important because it might aid the understanding of one of the research questions that guides this study, which seeks to investigate teachers' beliefs and experiences of curriculum integration, progression and infusion in the LO curriculum (1.4). To understand and determine the LO teachers' beliefs and experiences of curriculum design principles of integration, progression and infusion, it will be pertinent to have a better understanding of different approaches to curriculum development and design. Moreover, it will also be important to know and understand the trends in the South Africa national curriculum. This is not only to inform me on how to achieve successfully the aims of this study (1.5) but it is to broaden my readers' understanding of the study.

2.2   CURRICULUM AS A FIELD OF STUDY: HISTORICAL PERSPECTIVES

It is important to understand the meaning of the term curriculum before venturing into the curriculum as a field of study. The term curriculum originated from the Latin word "currere", which denotes "a course to be run," "the running of a race," a "course to be presented" or "the race itself" (Jacobs, 2004:35; Goodson, 2005:42; Marsh & Willis, 2007:8; Bobbitt, 2009:17). Doll (2008:190) concedes that the word curriculum in an educational sense was first used by a scholar Peter Ramus in the late 16th century in his work the "*Ramus ordering of courses.*" Although reputed to be very controversial and tagged "juvenile and textbookish", the work of Ramus is observed to be inherited from the instructional method applied at that time and in some instances still serves as a paradigm in contemporary curriculum discourses (Doll, 2008:191).

Curriculum as a field of study emerged in 1918 with the publication of Franklin Bobbitt "*The Curriculum"* followed by the training of curriculum personnel which began at the university level in the 1930s (Pinar, 2009:169). Bobbitt is described as "significant because of his effort in helping to formalise and legitimise the curriculum development as an academic field of inquiry"

(Hlebowitsh, 2009:278). Up till now, one cannot overlook the work of Bobbitt in the field of curriculum (Hlebowitsh, 2009). For example, Bobbitt's argument in his work *Scientific method in curriculum-making* for curriculum to change along scientific lines (Bobbitt, 2009:16). Bobbitt's (2009:17) concern was prioritisation "of exactness and particularity based on diverse specific needs and activities embedded in the real world experiences rather than mere guess and personal opinion" in the making of curriculum. Bobbitt is seen as a leading scholar in the field of curriculum as his work is either built or improved on by scholars such as Tyler and Schwab who were also very prominent in the field of curriculum study (Hlebowitsh, 2009).

Tyler is described as "a policy maker" and an evaluator while Schwab on the other hand is described as "a philosopher" (Hlebowitsh, 2009:276). According to Marsh and Willis (2007:73), the work of Tyler as evaluator and policy maker in the field of curriculum started in the 1930s when he became a head of an evaluation committee followed by his publication "*Basic principles of curriculum and instruction*" in 1949 which contains the well-known "*Tyler rationale.*" According to Tyler, (2009:69) the rationale begins with the identification of four important key principles for curriculum planning and making, namely:

(i)   What educational purposes should the school seek to attain?

(ii)   What educational experiences can be provided that are likely to attain the educational purposes?

(iii)   How can these educational experiences be effectively organised?

(iv)   How can we determine whether these purposes are being attained?

According to Tyler (2009:69), the first issue which is described as "what educational purposes should school seek to attain" centres on the aims and objectives of education embedded in educational philosophy and the significant contribution of all education stakeholders. The education stakeholders here include national and provincial governments, education departments, curriculum specialists, teachers, learners and communities. Central to Tyler's belief, based on the first issue, is that no single information can be accountable for the aims and objectives of education, therefore the role of all education stakeholders, especially the teachers, should not be neglected. Considering this, it seems that it is significant to Tyler that everyone involved in curriculum development should aim at useful contribution that will add value to its making.

The second issue according to Tyler (2009:69) is described as "what educational experiences can be provided to attain the purpose of education?" This question emphasises the role of education in relation to educational objectives that can result in changing learners' behaviour.

This includes teaching learners to discover their needs with the aim of changing their behavioural patterns to affect positively, their personal and social status (Tyler, 2009:69).

The third issue reflects how the educational experiences can be effectively organised (Tyler, 2009:69). This issue is informed by the tremendous increase in knowledge in contemporary society and the appropriate method to use for learners to benefit highly from the learning experiences. This question suggests an order of importance based on contemporary life, that is, the significance of societal needs in the selection of educational objectives, as all learners' personal and social needs cannot be dealt within the curriculum (Tyler, 2009). The contemporary needs from this perspective spell out the significance of the application and usefulness of acquisition of appropriate knowledge, skills, values and attitudes.

The fourth issue is concerned with how to determine the attainment of the purpose of education (Tyler, 2009:74). The issue embodies the effect of subject specialists' views which are manifested in textbooks. According to Tyler (2009:74), many people have raised criticism against textbooks regarding technicality, rigidity and inappropriateness. It is observed that these inadequacies came up because of lack of mutual negotiation between the classroom teachers and the subject specialists in respect to the needs of learners (Tyler, 2009).

The platform here is that Tyler's rationale of 1949 still stands as a basic framework for curriculum development (Posner, 2003). This is regarding 'selection, and organisation and evaluation of learning experiences' (Marsh & Willis, 2007:73). Logically, these principles are significant to some curriculum developers when it comes to why, how and when specific skills, knowledge, values and attitudes are acquired by learners, but one could argue that these principles, when critically look into, might suggest a technical and systematic approach to the design aspect of curriculum development (Posner, 2003). This involves the inherent view of education from the perspective of change of behaviour which stipulates a step-by-step approach to curriculum structuring regarding the acquisition of skills, knowledge, values and attitudes rather than an interactive dialogical approach (Posner, 2003).

Although the work of Schwab is faced with criticism as a result of his declaration that the field of curriculum is dead (Hlebowitsh, 2009), yet his endeavour in the field cannot be overemphasised. He is viewed as having done a lot in offering advice on what curriculum should be and how the field of curriculum can be improved (Hlebowitsh, 2009:279). What curriculum should be and the improvement on the field of curriculum here incorporated the consideration of all subjects concerning man in the field of curriculum (Schwab, 2009).

As a result of Schwab's work, he is seen as an individual who brought a "new orientation and vocabulary" to the field of curriculum study (Hlebowitsh, 2009:227). This encompassed his central belief that the idea of practice rather than theory should be considered in the field of

curriculum. In this regard, he argues that the platform of curriculum should not be based on abstract ideals, but on concrete ideals (Schwab, 2009:129). According to Schwab (2009), this does not undermine the role of theory, as he suggests the use of theory in an appropriate way and with practice. This to him might in the long run render value to a practical perspective. Considering the practical perspective, one might argue that it might serve the importance of human experiences and activities in the structuring of the curriculum. The importance of human activities and experiences from this perspective is very akin to the concern of this study which centres on the importance of the role of classroom teachers' experiences in the LO curriculum at the Intermediate Phase.

The importance ascribed to human experiences and activities in the curriculum might serve an understanding of the work of Freire, which stipulates actions and reactions of men surrounded with critical thinking of their world (Freire, 2009). Critical thinking from this perspective is not only concerned with communication among all the stakeholders but on the recognition of varied experiences of all, underpinned by their situation (Freire, 2009). The critical thinking here includes the understanding of multiple perspectives that seeks to challenge and transform social power relations that might exist in the making of curriculum (M'Kenna, 2010:219). The challenge and transformation of social relations might not be to undermine the supremacy of the policy makers, but to strengthen the importance of listening to one another and to modify their views (Noddings, 2006:99). Listening to one another and the modification of views here should therefore not only be based on problem-posing dialogue which eliminates a separation between teachers and learners but it should provide an act of creation (Freire, 2009). From this sense, one can argue that critical thinking might not only enhance social relationships between teachers and learners but rather between teachers and policy makers when it comes to the issue of curriculum.

Nevertheless, individual scholars in the field of curriculum might have different approaches possibly because of their varied views of curriculum but the fact remains that they have contributed tremendously to the field of curriculum studies. For instance, the implication of their works regards the role of practical and concrete experiences and the role of different perspectives in the making of curriculum. This historical process has influenced other curriculum theorists regarding their perspectives about curriculum and its making.

2.3   TWO PERSPECTIVES ON THE CURRICULUM

Although many paradigms underpin our understanding of curriculum, one thing remains significant and that is the context in which a curriculum is used (Ornstein & Hunkins, 2004; Carl, 2009). This involves how individuals view curriculum regarding the meaning they ascribe to it.

However, to understand the meaning of curriculum, it is suggested by Ornstein and Hunkins (2004) that we should analyse the concept of curriculum in a broad context. This might involve the theory and practice of curriculum and the role of individuals who participate in the curriculum. It regards making of the curriculum, different approaches to it and the role of all the curriculum stakeholders including the learners. In line with this, Graham-Jolly (2003:21) concedes the definitions of curriculum can be distinguished by the extent to which they are narrow or broad, this is in terms of what curriculum includes and excludes. In the next two sections, curriculum will be described from both a narrow and a broad perspective.

2.3.1 Curriculum from a narrow perspective

Graham-Jolly (2003:247) postulates that when viewing curriculum from a narrow perspective, it is referred to as a formal academic programme provided by a school, a particular course of instruction or a syllabus. Curriculum from this perspective can be viewed as a group of subjects or a course of study, which are offered in a school. This might exclude other forms of important activities that take place in schools. Similar to the issue of exclusion of important activities, Kelly (2009:7) believes that the view of curriculum from a narrow perspective might fail to take account of the educational or moral dimensions of curriculum. This, according to Kelly (2009), presents the assumption that the narrow view of curriculum may limit learners' scope for criticism and thereby promote ethical problems and religious intolerance.

From another angle, the narrow form of curriculum can also be viewed as that which is planned for, and prescribed to the teachers who will carry it out at the grass roots level. Here teachers are viewed as depositors of a body of knowledge (Smyth, 2010). The idea of depositing knowledge according to Smyth (2010:71) signifies that learning and teaching can be a process of depositing, banking, or lodging information and knowledge in a passive learner. This form of curriculum is based on the assumption that knowledge is a factual phenomenon that can be conveyed by teachers to learners without questioning (Smyth, 2010). Furthermore, this idea, according to Smyth (2010:71), provides the question of power regarding knowledge, its nature and production. This includes our concept of knowledge when it comes to our view of knowledge, for example seeing knowledge as a factual, certain and universal phenomenon that is apt to transfer (Posner, 2003).

The view of knowledge from these perspectives therefore presents knowledge as if it is easy to transfer from teachers to learners since it is believed that it is a fixed phenomenon. Also from another angle, the view of knowledge as a fixed phenomenon provides separation between learners and teachers. This is because teachers are seen as the knowledgeable persons

whereas learners are seen as less knowledgeable persons who need to be filled up by persons who are the custodians of knowledge (Smyth, 2010).

The situation in which knowledge is perceived as something that is transferable can also be related to the development of curriculum when central government or administrators plan and present curriculum to teachers at classroom level where they deliver it as it is (Johnson, 1993:410). Curriculum from this perspective signifies the top-down approach to curriculum embedded in a linear hierarchy (Carl, 2005), whereby teachers are seen as mere recipients of curriculum (1.3). Mere delivery of curriculum by classroom teachers does not only undermine the role of teachers but it also limits their professional contribution in the making of curriculum. Teachers should be considered as prominent actors in the construction of curriculum because they are the ones who have direct dealings with learners. This could therefore serve as incentive for teachers and encourage them to take charge of curriculum in a significant way (Carl, 2005:228), and thereby improve curriculum dissemination at classroom level.

2.3.2   Curriculum from a broad perspective

The broad curriculum according to Graham-Jolly (2003:248) is viewed as that which comprises all the opportunities for learning provided by a school. This includes all the activities both implicit and explicit or formal and informal that take place in a school (Graham-Jolly, 2003). This contradicts the narrow definition of a curriculum, which stipulates a particular course of instruction or syllabus.

Curriculum from a broad perspective, according to Graham-Jolly (2003:26), includes both intended and unintended learning that takes place in the school. Graham-Jolly (2003:26) further contends that the view of curriculum from this perspective emphasises the nature of curriculum and the context in which it takes place. Curriculum from the view of intended and unintended perspectives serves the holistic understanding of curriculum with emphasis on skills, knowledge, values and attitudes that learners acquire through school experience (Graham-Jolly, 2003:26). Additionally, it provides a holistic understanding of curriculum with regard to social construct, complexity of curriculum and its processes (Graham-Jolly, 2003:26).

According to Dillon (2009:344) curriculum from a broad perspective can be categorised into three main classes:

(i)   Nature of curriculum;

(ii)   Elements of curriculum; and

(iii)   Practice of curriculum.

Firstly, the nature of curriculum is observed to be based on how the curriculum is defined with regard to "what is it" (Dillon, 2009:344). The "what" of curriculum, according to Dillon (2009), includes our individual conception of curriculum. This provides the characteristic and the real meaning of curriculum. Secondly, the elements of curriculum are viewed as who, whom, what, where, why, how of curriculum (Dillon, 2009:344). These elements serve the questions of who is the teacher, what is his/her character, qualification, role and personality; and what does he/she teach and to whom does he or she teach it to (Dillon, 2009). These also serve the nature of learning content and the content. Furthermore, this includes the method or strategy of teaching and the aims of teaching including the learning outcomes. Thirdly, the practice of curriculum is viewed to constitute all the elements of curriculum (Dillon, 2009). Additionally, the practice of curriculum presents how to think about these elements and how to put them into effect. Hence, it provides reflection on what, where, why, and how of teaching and learning (Dillon, 2009). It is argued that if one views curriculum from this perspective we are not only acknowledging the context where curriculum takes place but also the active role of teachers and learners based on commitment and negotiation in the making of curriculum. In conclusion, one's view of curriculum, either from a broad or a narrow perspective, might have an influence on the meaning given to curriculum and the way it is conceptually understood.

2.4   WAYS OF CONCEPTUALISING CURRICULUM

The concept of curriculum can be described as central to Curriculum Studies as this might determine how curriculum theories grow into practice. In any discipline, there is a need for theoretical knowledge, which will lead into practice, and vice-versa. According to Ornstein and Hunkins (2004:19), theory is the most advanced and valid knowledge that can be generalised and applied to many situations. They further argued that theory in curriculum or education describes and explains the various relationships that exist in the field (Ornstein & Hunkins, 2004:19). Theory in this sense can be described as that which shapes, guides and gives meaning to the practice of curriculum. The different theories about curriculum might depend much on how we view our world. It is important to state that the view of our world might determine our approach to curriculum.

Curriculum approaches, according to Ornstein and Hunkins (2004:2), can be viewed from technical and non-technical, or scientific and non-scientific, perspectives. The terms non-scientific and non-technical are used by these authors to reflect differences and similarities

between the two terms and do not denote either negativity or positivity (Ornstein & Hunkins, 2004). One could agree with Ornstein and Hunkins (2004) that the technical-scientific approach corresponds with the traditional theories and models of curriculum, while the non-scientific or non-technical approach seem to reflect the contemporary theories and models of curriculum focusing on a broad approach to curriculum (2.3.1 & 2.3.2).

Next, the different paradigms that are generally perceived to frame our understanding of the curriculum will be discussed. Numerous authors (Grundy, 1987; Ornstein & Hunkins, 2004; Carl, 2009; Pinar, 2009) have contributed to this debate and I will therefore only consolidate these ideas to conceptually locate my work.

2.4.1 Conventional approach

The conventional paradigm is consistent with Tyler's approach (2.2) since it is viewed to be analytical in nature and supports the application of scientific techniques and production principles used in business and educational instruction (Carl, 2009; Pinar 2009). It relies on scientific principles that include paradigms, models and step-by-step strategies for formulating a curriculum (Ornstein & Hunkins, 2004:2). This approach, according to Ornstein and Hunkins (2004:3), has been in existence for more than 90 years and often serves as a benchmark for other approaches. According to this approach, knowledge worth acquiring is knowledge that prepares learners for the functions of life (Bobbitt, 2009:17).

The approach is underpinned by a "technician mentality" that lays emphasis on learners' change in behaviour (Carl, 2009; Pinar, 2009:169) and thus supports a narrow view of curriculum. The teachers from this perspective take and deliver "curriculum structure as it is" (Pinar, 2009:169). Similarly, Grundy (1987:70) argues that when curriculum is informed by "the technical interest," it is underpinned by "techne" or skill which lays emphasis on predetermined objectives or learning outcomes. The achievement of these predetermined objectives, according to the work of Grundy (1987:22), depends "upon the skill or techne of the teachers guided by certain ideas." The predetermined objectives here are achieved based on the level of skill possessed by the teachers or teachers' actions (Grundy, 1987:23).

Learning from this perspective according to the work of Carl (2009:43) is viewed "as a system." This denotes a situation where "learning takes place in a systematic and controllable manner" (Carl, 2009:43). The role of teachers here is to skilfully deliver the curriculum as it is, while the role of the learners is to listen and memorise the learning contents, since "the effectiveness of learning is based on teachers' ability to control" (Carl, 2009:43). This is in term of how skilled or

active a teacher is in relation to his/her ability to plan curriculum and make students learn (Grundy, 1987).

The view of curriculum from the conventional perspective has equated teaching or a curriculum to "a product-oriented" activity (Grundy, 1987:25). The product here denotes the students and their acquired skills and behaviours such as numeracy, literacy, good citizenship and effective communication (Grundy, 1987:25).

According to Grundy (1987:26), "teachers' work from the product perspective can be related to reproductive work." The term reproduction serves "the direct relationship that exists between school and the social system in correspondence with capitalist system" (Hardee, 2010:742). Hence, "it denotes power relations that exist in the society, the mechanistic forms of education, and hierarchical relationship between theory and practice" (Grundy, 1987:26). Teachers' action in this perspective can be described as product oriented which encapsulates learners and their acquired skills and behaviours.

Viewing curriculum as product requires teachers to exercise their skill to reproduce existing ideas based on set objectives that guide them in the process of curriculum development (Grundy, 1987:26). These objectives, according to Grundy (1987:28), are viewed to have a deterministic effect on the process of curriculum development as technical interest guided them. Obviously, this view calls for the use of an instructional procedure which might "effectively produce the required change in behaviour" (Carl, 2009:43).

Knowledge is seen as factual and amenable and therefore easily transferable from teachers to learners (Smyth, 2010:70). It happens that knowledge from this perspective is considered as a settled entity, thus learners are unable to contribute to the construction of knowledge. This is in term of engaging in social interaction with the teachers and other learners during learning and teaching activities, including engagement with real-life activities that could lead to critical reasoning.

Because of the above, the conventional approach implies the outcomes have already been pre-determined. Hence, one could argue that learners are considered passive as they are not given autonomies to participate actively in learning process. This is in term of giving them freedom to engage in creative dialogue with their teachers and peers. This might include active involvement of learners in the construction of knowledge through real-life activities based on prior experiences, and social interactions between learners and teachers.

2.4.2 Interdisciplinary approach

The interdisciplinary approach includes Schwab's views about curriculum as a result of his argument for the consideration of all subjects' specialists (2.2). This approach to curriculum involves the working together of different disciplines such as psychology, sociology, philosophy, anthropology and others in the field of curriculum studies (Carl, 2009; Pinar, 2009). The different individuals in these varied disciplines are engaged in different research interests in schools and education-related matters (Pinar, 2009:171). This approach when related to classroom learning and teaching is believed to have the potential of widening learners' horizons. This is because of the fact that different disciplines borrow from one another (Adeyemi, 2010:12), for instance, using methods of psychology, sociology, philosophy and anthropology in the context of curriculum to aid learners' understanding of varied spheres of life. Learners' and teachers' roles from this approach are to work cooperatively together to see the connections that exist within, and across different learning contents and then use these connections to engage in critical thinking and creativity and as a result solve real-life problems (Jones, 2009; Adeyemi, 2010).

This approach to curriculum is viewed by the "appearance of conceptual-empiricists" (Pinar, 2009:170). These intellectuals believe that education is not a field in itself but an area to be studied from other disciplinary perspectives (Pinar, 2009:171). Hence, they tend to work from social science or psychology with the intention of applying their results to education. Perceptibly, this might make it difficult to differentiate their works from education research, for instance, showing the difference between social science research and education research (Pinar, 2009:170). This is in term of the influence of other fields such as social science on the field of curriculum when it comes to the application of their research results on education. This is not to say that Pinar (2009) is totally against the working together of various fields in curriculum but his argument is that research in these fields must be extensive before applying it to education. Pinar (2009:170) believes that if people who are assumed to be curriculum specialists or experts are only called upon as consultants, then their acclaimed knowledge in the field is questionable. Similarly, Kelly (2009) believes that the contribution of these specialists might have consequences on education issues and practices. A typical example will include applying methods and techniques of psychology to education, for instance the application of intelligence testing without the philosophical analysis of the concept or weighing the sociological implications of the concept on society (Kelly, 2009).

Although the field of curriculum still maintains its own structure embedded in constructs and contents, which are studied as curriculum practice (Carl, 2009), Ornstein and Hunkins (2004) believe that the contribution of these disciplines in learning and teaching cannot be overemphasized. This contribution includes the role of psychology on how students learn as

well as the importance of social context in learning and teaching since teaching-learning cannot exist in a vacuum.

One might agree that looking at curriculum study in isolation will minimize the influence of other disciplines on the study of curriculum, but with a rethink, we can argue that isolation of curriculum from other fields might have negative impact on the making of curriculum. This negative impact might include inability of curriculum to see beyond its own field of concern (Schwab, 2009). Consequently, the field of curriculum needs to relate to other disciplines such as philosophy, psychology, sociology, technology and others to make it defensible (Schwab, 2009).

This account might have an effect on various discourses that underpin curriculum studies. Reflecting on education from this perspective, according to Kelly (2009), is equated to looking at education from the outside, instead of from the inside. One could agree with Kelly (2009) that it is better to look at education from inside. Looking at education from inside might include reflection on one's experience as a teacher or learner. This might also include considering education context, which is embedded in the "concept of man [sic] and his world," that is, teacher-learner and lived experiences (Grundy 1987:7), but in sum, it is suggested that this lived experience must still "be combined as well as mediated by knowledge from other education stakeholders and practitioners" (Schwab, 2009:131).

2.4.3   Praxis approach

Praxis approach to curriculum in this study is related to the work of Freire on critical thinking which stipulates the importance of actions and reactions of individuals when it comes to curriculum development and the design aspect in particular (2.2). Praxis approach is described as "the union of action and reflection of theory and practice entrenched with individuals and their social context" (McLaren & Crawford, 2010:150). Praxis from this understanding of context, according to McLaren and Crawford (2010:150), acknowledges the

> (C)ontinuous involvement of individuals in (a) identifying a problem, (b) researching the problem, (c) developing a collective plan of action to address that problem, (d) implementing the collective plan of action, and (e) evaluating the action and assessing its efficacy in re-examining the state of the problem.

Considering the above, a praxis approach to curriculum can be viewed as representing "the broad and inclusive view of curriculum within a critically reflective mind-set" (Thornton & Chapman, 2000:126). According to Bach (2010:681) praxis identifies practice, action and doing regarding transformation through reflection. As a result, it provides social-political functions of

classroom behaviour (Pinar, 2009:172) embedded in explicit interaction of individuals. The social-political function from this perspective might represent social acts, the active roles of learners and teachers in the construction of knowledge and emphasis on the dialogical character of learners and teachers to solve critical problems. This might involve learners' and teachers' roles in making deep and critical meaning of the actions that take place in the real world with the intention of relating it to the classroom situation (Grundy, 1987).

The praxis approach is both "meaning-making" and "value-laden" (Grundy, 1987:105; Pinar, 2009). Hence, it has the potential of giving both teachers and learners the ability to share ideas that will lead them to collectively solve critical real life problems. This approach, according to Grundy (1987), denotes negotiated curriculum, which emerges from systematic reflection of those engaged in the pedagogical act. Central to this approach is learner centeredness which prioritises learners' active involvement in learning and teaching (Thornton & Chapman, 2000). Learner centeredness, according to Kelly (2010:107), provides learners with opportunities to investigate, construct and understand their own world. Teachers on the other hand "guide learners through interactive process of posing questions and designing educative programmes" (Kelly, 2010:108). As a result, learners are able to connect to their world and thereby encouraged to desire more sophisticated experience (Kelly, 2010).

As the approach appears to take cognizance of learners' ideas and prior experiences as the basis for learning, one could argue that it emphasises "the active role of learners, rather than perceiving them as passive recipients or empty vessels waiting to be filled up" (Thornton & Chapman, 2000:127). The approach appears to give both learners and teachers maximum degree of freedom to interact with each other in the classroom during learning and teaching activities. Similar to this, Grundy (1987:101), Frazer and Bosanquet (2007:281) while reflecting on the work of Paul Freire on literacy programmes, further described the approach in relation to emancipatory interest. These encapsulate three basic principles:

(i)   Learners should be active participants in the learning programme.

(ii)   Learners' experiences should be meaningful to the learners.

(iii)   Learning should have a critical focus.

These basic principles signify the active involvement of both learners and teachers in the curriculum contents (Grundy, 1987:76). Every individual is seen to have the potential of contributing to knowledge as, both learners and teachers work collectively side-by-side to solve problems and construct knowledge based on critical reasoning.

Working in a praxis paradigm appears to require both teachers and learners to pose real life problems which will lead to a practice of inquiry embedded in critical pedagogy (Grundy,

1987:103). Critical pedagogy from this perspective denotes "problem-solving activities that allow both learners and teachers to solve real-life problems that develop as a result of their existence and relationships" (Grundy, 1987:103). The critical pedagogy is underlined by "democratic principles and notions such as consultation, collaboration and social justice rather than a narrowly technocratic approach" (Thornton & Chapman, 2000:127). These might involve active and democratic participation of both teachers and learners as critical co-investigators who work through dialogue with people who know how to elucidate learning contents (culture, religion, alcoholism, HIV/Aids) to solve critical problems using critical reflection (Posner, 2003: 258). Dialogue from this perspective is referred to as "the active participation of learner and teacher in discussion and analysis" through reflection on their worlds with respect to their experiences, beliefs and views (Braa & Callero, 2006:359). The conclusions that draw on as a result of this dialogue are determined by individual experiences and their social location based on the meaning of their voices (Gilbert & Broadway, 2010:68). This might involve teachers' knowledge and ability to engage learners in real-life activities that will foster critical reasoning. One could argue that the use of dialogue in relation to discussion and exchange of ideas might enhance learning. For instance, it is possible that both learners and teachers know and learn more about specific issues such as child abuse when they deliberate on it, based on shared experiences.

A praxis approach to curriculum development might be unique because of its attributes such as inclusiveness, reflection on actions and reactions, and the dialogical approach. These attributes, according to the praxis paradigm, denote an active role of both learners and teachers to collectively construct knowledge within their own world. It is important to state at this juncture that my intention is not to justify which paradigm is right or wrong for curriculum development. My intention is to trace educational trends that have led to different approaches in the South African education system, to better make sense of the three curriculum design elements: integration, progression and infusion.

2.5   NATIONAL TRENDS IN CURRICULUM STUDIES IN SOUTH AFRICA

An educational system as an integral part of society cannot stand in isolation from other social institutions. Educational system worldwide has changed tremendously in the past twenty to thirty years due to technological advancement, political issues, economic development and the increasing needs of skilled personnel in the labour market (Kelly, 2009:5). In short, the emerging changes in the society necessitated a change in demand, which ultimately brought about the need to update curricula to meet people's needs and aspirations. The 1994 new political era marked the beginning of transformation of the process of curriculum development in

South Africa (DoE, 2002b:4). According to Chisholm (2003:1) curriculum since 1994 has occurred in three main stages or waves:

1.   The first phase concerned a change of language to represent each South African irrespective of their gender, ethnicity and class.

2.   The second phase served the overhauling of the existing curriculum through the implementation of OBE through C2005. This included provision of pedagogical principles such as learner-centeredness, the development of critical thinking, problems solving skills, knowledge and values.

3.   The third phase presented the review and revision of C2005 and the production of the National Curriculum Statement.

In 1997, C2005 was launched and developed on the principles of Outcomes-Based education (Chisholm, 2005:193). This outcomes-based approach was patterned after the first world countries such as Australia, New Zealand, and the United States of America, United Kingdom and others (Botha, 2002; Jacobs, 2004). Unlike the traditional form of education in South Africa that was strongly based on the conventional approach (2.4.1), "OBE primary concern is what learners actually learn, and how well they learn it" (Botha, 2002:364).

The concept of South Africa OBE, according to Botha (2002:364), "began with a common sense idea that the quality of education should be judged by focusing on learners' outcomes or results." According to Lombard (2010:9) outcomes "represent the learning intentions, or the learning targets, which learners must attain and account for." Lombard (2010:23) observed that outcomes have dual purposes. The first purpose provides a theoretical description of what learners should be able to do at the end of learning experiences, while the second purpose serves an indication of learners' ability to demonstrate that the outcomes have been attained (Lombard, 2010). These purposes imply that the primary aim of OBE is what the learners learn and how well they learned it; this is in terms of what they should be able to do at the end of every learning experience.

Central to the idea of OBE is a complete policy overhaul as a National Qualification Framework [NQF] (Isaacs, 2007). The NQF's aim is to provide for the registration of national standards and outcomes, and focuses on learning programmes with clearly stipulated outcomes to be reached by learners (Geyser, 2000:23).

The birth of OBE in 1997 necessitated the birth of C2005 in 1998, and the subsequent curriculum statements such as RNCS Grades R-9 in 2002 and the CAPS in 2011 (DoBE, 2011). However, as a result of the flaws and varied controversies, C2005 was reviewed by its ministerial committee in 2001, three years after it was introduced. The review committee,

according to Chisholm (2003:8), came out with several recommendations which needed to be improved on. These recommendations include:

i.   The structure and design of the curriculum;

ii. Training orientation and development of teachers;

iii. Learning support materials;

iv. National, provincial and district-level support of curriculum process; and

v.   The pace and scope of implementation with reference to grades 4-8.

The concern regarding these recommendations includes representation of individuals in an attempt to restructure the pre-1994 unequal education system to enable various population groups to have the same access to education (Warnich & Wolhuter, 2010:63). Additionally, this includes training and development of teachers and provision of necessary support and materials to meet this demand.

As stated previously, the C2005 was reviewed and approved in 2002 and the policy document provided a base for RNCS Grades R-9 which was implemented in 2004 (DoE, 2002b; DoBE, 2011:2). This is viewed as a shift from content-based form of education to Outcomes-Based Education (Cross *et al.*, 2002:179). Subjects in the traditional curriculum were brought in, although with integration within, and across different disciplines (Cross *et al.,* 2002:179) with the addition of technology which is a new field of study (Jacobs, 2004:66). The core curriculum was introduced to learners in Grades R-9 (Chisholm, 2003:10). The learning areas include:

- Language;

- Mathematics;

- Natural Sciences;

- Social Sciences;

- Arts and Culture;

- Economic and Management Sciences;

- Technology; and

- Life Orientation.

Emphasis was laid on what the learner will be able to do at the end of a course of study (i.e. outcomes) which according to South Africa Qualification Authority (SAQA), can be categorised into two goals, namely, critical and developmental outcomes. The critical and developmental outcomes according to DoE (2003) and, WCDE (2009) stipulate that the learners should be able to:

i   identify and solve problems and make decisions using critical and creative thinking;

ii. work effectively with others as members of a team, group, organisation or community;

iii. organise and manage themselves and their activities responsibly and effectively;

iv. collect, analyse, organise and critically evaluate information;

v. communicate effectively using visual, symbolic and/or language skills in various modes;

vi. use science and technology effectively and critically, showing responsibility towards the environment and the health of others;

vii. demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;

(In developmental outcomes)

viii. reflect on and explore a variety of strategies to learn more effectively;

ix. participate as responsible citizens in the life of local, national and global communities;

x. be culturally and aesthetically sensitive across a range of social contexts;

xi. explore education and career opportunities; and

xii. develop entrepreneurial opportunities.

2.5.1 Life Orientation Curriculum

As stated earlier (1.2) the LO (which is now named Life Skills) in the Foundation and Intermediate Phases (DoBE, 2011) comprises elements from other learning areas such as Social Science, Economic and Management Science, Natural Science, etc. It is important to state here that despite the change, the integration, progression and infusion as design principles remain. The LO Curriculum for Grades R-9 has five learning outcomes (Chisholm, 2003). The Foundation (Grades R-3) and Intermediate Phases (Grades 4-7) have four learning outcomes respectively; the Senior Phase (Grades 7-9) has five learning outcomes while the FET (Grades 10-12) has four learning outcomes. This study concerned itself with four learning outcomes of the Intermediate Phase. The learning outcomes are as following:

   (i)   Health promotion;

   (ii) Social development;

   (iii) Personal development; and

   (iv) Physical development

The LO learning area addresses the issues related to nutrition, diseases such as HIV/Aids, abuse, violence, safety, environmental health, rights and responsibilities, personal characteristics and others (Chisholm, 2003:11). In the Intermediate Phase, the curriculum emphasises the issue of health, rights and responsibilities, abuse, disease, gender stereotyping and sexism. The LO curriculum according to Van Deventer (2008) is to equip learners for meaningful and successful living. One could agree with Van Deventer (2008) that LO has the potential to equip learners, based on its different learning contents, with the provision of general guidelines for successful living.

2.5.2 Approaches to South Africa curriculum interpretation

The interpretation of the South Africa curriculum policy and development, according to Chisholm (2005:194), has been dominated by two main approaches: "curriculum as a policy and curriculum as knowledge". These approaches, according to Chisholm (2005:194) are of two intellectual origins and the policy approach is viewed to reflect the struggles of opposing groups. In the same trend, Schubert (2010:232) views curriculum policy "as a function of social policy and large educational policy which can have positive or negative effect on curriculum and educational practices." It is also viewed to emphasise interests, values, histories that encapsulate the material and symbolic interests of people. On the other hand, the view of

curriculum as knowledge according to Chisholm (2005:194) is underpinned by the debate on the construction of knowledge and the role of schooling. The two approaches are explained below:

(i) ***Curriculum as a policy:*** Curriculum policy according to Connelly and Connelly (2010:224) is categorised into three classes: formal, implicit and prudential. Formal curriculum can be described as the official and mandatory statement of what is to be taught (Connelly & Connelly, 2010:224). This includes what learners should know and be able to do, and how this should be taught to them. The implicit aspect is referred to as policies at various administrative and government levels that might impact on curriculum practices (Connelly & Connelly, 2010:224). This aspect provides suggestions, and advice that often accompany the official curriculum statement. This, according to Connelly and Connelly (2010), may, or may not carry weight that can influence official curriculum, meaning that the advice or suggestions offered from this end may not have any effect on curriculum practice. The prudential aspect on the other hand serves the practical wisdom and knowledge used by schools. Often, the formal and implicit curriculum policy is established by the provincial government while the schools carry out the policies.

(ii) ***Curriculum as knowledge:*** Curriculum, while referred to as debate on the construction of knowledge, might include anything that is related to making a practical decision on education matters (Short, 2010:219). Furthermore, it is believed that when curriculum is interpreted as knowledge it informs curriculum practice. As a result, the practice of curriculum becomes a platform for creating curriculum knowledge.

Curriculum practice according to Short (2010: 219) is described as "all practical activities necessary to justifying, explicating, enacting and evaluating educational programmes." The practical activities from this perspective include the designing and implementation of curriculum at school level.

Regarding the conceptual underpinning of curriculum as discussed in the previous section, the notions that describe curriculum as, both policies and knowledge loosely correlate to the second and third paradigm (2.4.2 & 2.4.3). For instance, what Chisholm (2005) regards as curriculum as knowledge is closely related to Grundy's (1987) idea of curriculum as practice, and curriculum as policy is related to curriculum as praxis (Grundy, 1987). In line with this, Graham-Jolly (2003:26) contends that the particular emphasis within each of these orientations to curriculum reflect certain principles, ideas, and values which govern inquiry and determine action. As such, they constitute a foundation for the study of curriculum.

Possibly, these orientations provide an approach to the conception of South Africa education curriculum regarding how it is viewed, including its intent alongside the principles underpinning it. This includes its philosophical undermining which is described as eclectic (Lombard, 2010:18). This description provides the varied philosophy and approach to the South Africa curriculum (Lombard, 2010).

The theoretical background of the South Africa curriculum according to Jacobs (2004:58) and to Lombard (2010) is underpinned by:

- Behavioural theory;

- Experientialism theory;

- Critical inquiry theory; and

- Constructivist theory.

i.   **Behavioural theory:** Behavioural theory is the most popular and dominant form of theory. This theory is directly related to a conventional approach to curriculum (2.4.1). It is believed that all other theories originated from it (Jacobs, 2004:42). This theory assumes that all learning should result in a change of behaviour and "desirable end product" (Lombard, 2010:18). Hence, learning contents are divided into segments and taught by teachers in a systematic and logical manner as presented and prescribed by the policymakers. What is to be learned and taught includes the steps that have already been predetermined (2.4.1). However, it is believed that behaviour can be studied in a systematic and observable manner without considering mental or cognitive states of the learner (Eryaman & Genc, 2010:535). This is because learners are perceived as passive beings without prior knowledge, or perhaps that their experiences do not need to be considered. As a result of the negation of the role of learners' experience, prior knowledge and especially the detachment of teacher and learner when it comes to knowledge construction, behavioural theory is considered to be overly mechanistic and represents a one-dimensional approach to learning (Eryaman & Genc, 2010). Consequently, one could reason that the teachers' role from this perspective is to follow laid-down steps that will enable them to convey predetermined objectives to learners. Considering the denial of the roles of teachers and learners as discussed above, one could argue that both teachers and learners are not given autonomy in teaching-learning activities. This is regarding the construction of knowledge, making meaning of their worlds and engaging in authentic activities based on their experiences.

ii. **Experientialism theory:** Experientialism theory, according to Jacobs (2004:46), emphasises the role of learners' experiences and it can be related to an interdisciplinary approach because of its idea of child-centeredness (2.4.2). The theory is child-centred, and learners from this perspective are expected to learn what has meaning to them by the help of teachers who are seen as facilitators (Jacobs, 2004). This involves recognition and consideration of what is useful to learners as a result of their social, cultural, and psychological needs. Individual learners' experiences are recognised and accounted for "since these experiences are important in preparing learners for the future" (Lombard, 2010:18). Learning from this perspective is embedded in interaction between teacher and learners and their peers.

iii. **Critical inquiry theory:** Characteristically, critical inquiry theory revolves around the needs of learners (Jacobs, 2004:45) and it serves the fundamental ideas of a praxis approach to curriculum (2.4.3). This includes the acquisition of required skills, knowledge, values and attitudes in the learners' context through "critical thinking and evaluation" (Lombard, 2010:19). This theory provides autonomy to teachers as they are given freedoms to think and reflect on their professional expertise (Lombard, 2010). According to McLaren and Crawford (2010:148), critical inquiry theory provides an emancipatory culture of schooling that empowers marginalised learners. It recognises how the traditional curricular programme works against the interest of vulnerable learners in society through reproduction of class differences and hegemony (McLaren and Crawford, 2010).

iv. **Constructivist theory:** This theory which, according to Jacobs (2004:46), is often called socio-constructivism theory is a combination of all other theories. Hence it agrees with most of the ideas propagated in the other theories, but reshapes their application in line with real life teaching and learning in the classrooms. The aim of constructivist theory is to encourage teachers in helping learners to construct knowledge that is useful in their own world; this is against behavioural theory of learning (Jacobs, 2004). The constructivist theory provides a praxis idea to curriculum (2.4.3). This theory sees teaching-learning as an active process which involves every individual in the active construction of knowledge based on their experiences (Eryaman & Genc, 2010:536). From this perspective, emphasis is laid on the role of interaction between teachers and learners and especially both teachers and learners' interaction within their worlds (Jacobs, 2004). Constructivist theory according to Eryaman and Genc (2010:536) is categorised into two forms: (i) cognitive constructivism (ii) social constructivism.

Cognitive constructivism views learning and knowing from the stance of the individual, this is with the focus on an individual cognitive process (Eryaman & Genc, 2010:536). This form of constructivism lays emphasis on learners' active involvement in the learning process. This includes the creation and interpretation of new knowledge based on their prior experiences with the help of teachers.

Social constructivism emphasises the social, cultural, collaborative and contextual nature of knowledge construction (Eryaman & Genc, 2010), this form of constructivism does not only take cognizance of learners' experiences in their own world but their active collaboration with their teachers in the construction of knowledge.

The aims of the Curriculum Statement (NCS) were to create a life-long learner, who will have value, be confident and independent; literate, numerate, multi-skilled, compassionate and respect his environment (DoE, 2002b:3). The learning area was formulated in 11 official languages that were each represented in 3 parts: home language, first additional language and other additional language at the end of Grade 9 (DoE, 2002b:4).

As stated earlier, the introduction and the implementation of the curriculum were faced with a lot of controversies, although, this can be viewed as inevitable phenomenon due to human nature and the country's diversity with its different cultures and backgrounds. More so, change is inevitable, as the curriculum was also faced with objections and controversies in the countries where it originated, due to lack of universal acceptability (Watkins cited by Botha, 2002:364). To some people, the curriculum statement remains an experiment (Cross *et al.,* 2002:176), featuring differences from national through to regional levels. In sum, one could argue that the varying philosophical underpinnings of the OBE might have contributed to its inconsistencies in different challenges in the past years.

2.5.3   General challenges to the South Africa Curriculum

Although the South Africa curriculum is underpinned by principles that are crucial for working towards the aim of the democracy and education system, such as social justice, healthy environment, human rights and inclusiveness (DoE, 2003:5), it is still faced with a lot of controversies amongst different individuals and institutions. These controversies include what language to use. While some parents prefer their children to use English or Afrikaans as medium of instruction, the trade unions single out mother tongue medium of instruction as important (Warnich & Wolhuter, 2010:67). Another challenge is what to include and what not to include, for instance, the selection of what subject to be taught and the use of different

terminologies such as *educators* instead of *teachers*, *learning area* instead of *subjects* and, *learner* instead of *student.* (Chisholm, 2005). Apart from lack of adequate human and non-human resources up to now, teachers still find it difficult to translate the curriculum into good practice (Warnich & Walhuter, 2010).

Despite the above challenges, it cannot be over-emphasised that C2005 served the foundation to South African's education curriculum policy, the NCS and the National Curriculum Statement - National Curriculum and Assessment Policy Statements (NCS-C*APS*) [1.1]. This foundation includes the theoretical backgrounds, the underpinning principles and approaches to South Africa curriculum.

2.5.3.1 National Curriculum and Assessment Policy Statement (CAPS)

Protestations against the credibility of the NCS curriculum have been raised by different scholars such as Jansen (1998; 1999; 2002); Cross *et al.* (2002); Hoadley (2011) (personal communication), among others. These protestations as earlier indicated (1.3) include lack of clarity of the curriculum statement within the learning contents structures, inadequate involvement of the classroom teachers in the curriculum in relation to their experience of the classroom situations. However, an attempt to improve on the curriculum statement was viewed to have resulted in the NCS-CAPS *Grades R-12,* with its implementation starting in 2012 (DoBE, 2011). The NCS-CAPS is described as a single, comprehensive, and concise policy document to replace subject, learning area statements, learning outcomes, learning programme guidelines and subject assistant guidelines for all subjects listed in the National Curriculum Statement Grades R-12 (DoBE, 2009:3). Together with these new developments, the Department of Basic Education suggested minor changes, such as the infusion of some aspects of the LO curriculum into all other learning areas. This is opposed to the present practice where integration of generic contents in the LO curriculum occurs (DoBE, 2009).

Consequently, a panel was set up in July 2009 to investigate the nature of challenges and problems experienced in the current *National Curriculum Statement* to improve on it (DoBE, 2009:5). During the investigation the panel identified the following areas:

- Curriculum policy and guideline documents;

- Transition between grades and phases;

- Assessment, particularly continuous assessment;

- Learning and teaching support materials (particularly textbooks); and

- Teacher support and training (for curriculum implementation).

(i) Curriculum policy and guideline documents: This aspect deals with the clarification of the NCS. This includes both teachers' and learners' lack of awareness of what the curriculum document entails. It is believed that the plan for the implementation of curriculum statement was not widely communicated to all the curriculum stakeholders (DoBE, 2009). As a result, many parents and teachers still do not understand the aims of the curriculum. This includes inadequate knowledge of what it sets out to achieve regarding learners. Besides the learners' poor performance nationally and internationally, parents, teachers, subject advisors and unions believe that the curriculum statement is not transparent and coherent enough (DoBE, 2009).

The problem regarding coherence and organisation of learning content is seen to affect learning outcomes (DoBE, 2009). According to the report (DoBE, 2009) many teachers ascribe the problem to the fact that they cannot match learning outcomes when it comes to the designing of learning programmes. As a result, they spend much time struggling with organisation and arrangement of learning contents (DoBE, 2009:46).

Accordingly, the panel suggested that the curriculum document be clarified and streamlined (DoBE, 2009:7) since many teachers have not made the shift from Curriculum 2005 to the National Curriculum Statement. This is because of incoherence and discrepancies embedded in the NCS regarding Learning Programmes Guidelines and Subject Assessment Guidelines (DoBE, 2009). This lack of coherence includes language policy problems in relation to the uncertainty of what grade to start teaching English Language in (DoBE, 2009). This confusion was attributed to the importance of mother tongue as a means of instruction and the clarity in the Language Policy as to whether English Language should be introduced in grade 1 or 3 (DoBE, 2009).

(ii) Transition between grades and phases: This aspect entails issues in terms of the difficulty that learners face due to many subjects that are introduced to them in the Intermediate Phase. It was observed that learners' shift from three learning areas in the Foundation Phase to nine learning areas poses a great difficulty for learners' transition from Foundation Phase to Intermediate Phase (DoBE, 2009:39). This was viewed as the greatest challenge to teachers (DoBE, 2009:39). Also, of importance in this category is the issue of curriculum design including curriculum coherence in relation to sequence, orderliness and the curriculum arrangement (DoBE, 2009:39). This involves what must be taught and the extent of progression.

(iii) Assessment, particularly continuous assessment: Assessment was viewed as one of the challenges being faced by teachers since the inception of C2005. This was as a result of its complexity and ambiguous attributes such as common tasks of assessment, portfolios and research projects and others (DoBE, 2009). Nevertheless, the team suggested that the assessment aspect be simplified and streamlined.

(iv) Learning and teaching support materials (particularly textbooks): The learning and teaching support focusing on the issue of textbooks highlights the importance of rich textbook and teaching guides that explicitly describe the comprehension and clarification of the concepts of learning contents.

(v) Teacher support and training (for curriculum implementation): Training for the C2005 and NCS, according to the team investigation was confirmed to be too superficial and generic (DoBE, 2009). Besides the fact that the teachers' training was unsupported, the view was that the trainers and officials from the DoE sometimes do not understand the curriculum (DoBE, 2009:56). This includes the understanding of their roles in the implementation of the curriculum. Considering these inadequacies, the team suggested that subject specific in-service training is aimed at (DoBE, 2009). This includes training of the principals, HODs and district support staff.

Nevertheless, many have voiced their concerns on how these challenges could jeopardize effective curriculum development processes. These factors are categorised by Carl (2009) to include lack of adequate information in relation to curriculum theory and practice; the system of government; shortage of curriculum specialists and lack of adequate contributions of teachers to curriculum development. Importantly, all stakeholders involved in curriculum development should have high levels of curriculum literacy and knowledge (Carl, 2009). One aspect of such literacy and knowledge is in terms of adequate understanding of three important design principles of curriculum: integration, progression and infusion, which could be described as integral to any curriculum development and the LO curriculum in particular.

The consequence of teachers' adequate understanding of integration, progression and infusion might have a positive impact in the designing of the curriculum. This may not only depend on teachers' classroom experiences but on adequate training and actual involvement of teachers and learners in the designing of curriculum from the beginning. This may require the collaboration, integrative negotiation, interactive dialogue and working together with other education stakeholders (Schwab, 2009; Freire, 2009; McLaren & Crawford, 2010; Gilbert & Broadway, 2010).

2.6 DESIGN PRINCIPLES

Curriculum design can be described as an integral aspect of curriculum development process. "Curriculum design is that which gives meaning and direction to teaching" (Jacobs, 2004:35). Curriculum design is viewed as an arrangement of learning contents prepared in advance for instructional purposes (Thornton, 2010). This arrangement, according to Thornton (2010:199), does not only suggest conscious planning but has the predisposition of determining what learning content and instructional arrangements are educationally significant (Short, 2010). This includes the ability of curriculum design to arrange, connect and enhance shared relations between learning contents. For instance, the ability of:

(i)   integration to signal connection and correlation that exist between learning contents (Synder, 2001);

(ii)   progression to signal the level of complexity of learning contents (Chisholm, 2003);

(iii)   infusion to penetrate boundaries that exist between learning contents (Carrim & Keet, 2005).

Because of the above, integration, progression and infusion can be described as integral aspects of the curriculum as they all emphasise the theoretical base on which curriculum design can be built.

2.6.1 Integration

Integration, as stated earlier (1.3), can be described as how boundaries exist between learning contents. The degree of the boundaries can be categorised into closed or open, clear-cut or blurred, and collected or integrated (Sadovnik, 2001; Bernstein, 2003).

Curriculum integration, according to Brough (2007:8), "provides more inclusive and equitable learning environment where teachers negotiate curriculum, differentiate learning, accelerate and enrich learning content." As a result, integration affords both learners and teachers the opportunity to integratively work together without restriction of ideas from any party to solve real life problems. From this perspective, integration provides holistic understanding of explicit and implicit curriculum (Thornton, 2010:202). This includes the provision of a link between different learning contents, and links between school knowledge and everyday knowledge and how learners respond to them respectively (Taylor, 2003). Furthermore, integration, according to Brough (2007:8), enables both learners and teachers to explore and learn about the world they

live in. However, this might require making ample connections between, and within the varied real life problems or real life issues such as abuse, HIV/Aids, stereotyping and human rights.

In contrast, Loepp (1999:21) argues that "integration of curriculum should not only be the issue, but the focus should be on the designing of relevant and meaningful curriculum". The concern here is not only about the level of boundaries, but also the meaning and relevance of a curriculum to learners. This is in terms of how curriculum is designed and the way in which it could contribute to learners' understanding by way of meaningfully presenting contents from different subjects.

Considering the above complexity, one might argue that teachers' understanding embedded in their varied beliefs and views of curriculum is also important as this might help them to make a link between, and within learning contents in a meaningful manner. Teachers' beliefs, according to Ernest (1984:632), are very important as they will guide and direct their classroom practice regarding varied knowledge of different levels of connections between different learning contents. It is suggested that teachers should have an integrated body of subject knowledge and be aware of the integrated nature of the subject (Ernest, 1984). The kind of subject knowledge being referred to here is the one that results from a deliberate inquiry which will be useful in informing curriculum practice (Short, 2010:219).

2.6.2 Progression

Progression in this study can be viewed as an aspect of integration that deals with the contents' levels of complexity in a conceptual manner. Considering progression as an aspect of integration, progression can afford learners opportunity "to move beyond the basic to the complex" (Brough, 2007:11). This is because of the assumption that complex ideas (contents) are dealt with conceptually within, and between learning contents; and from grade to grade to aid learners' understanding (Chisholm, 2003). According to Muller (2000:70) progression does not only describe which knowledge is to be learned, but rather it stipulates knowledge sequence and level of competence. Progression is described as a key design principle of the NCS that enables learners to develop gradually the more complex, deeper and broader knowledge, skills and understanding in each grade (DoE, 2002a:62). Akin to this, Brough (2007:11) believes that progression has the propensity for helping learners "to make gradual connections between ideas; and involve them in higher order thinking strategies", "…although this must be based on conceptual relevance" (Muller, 2000:70).

2.6.3 Infusion

The notion of infusion came to the fore in the South Africa *Manifesto on Value, Education and Democracy* in the year 2001 (DoE, 2001). Infusion is described as a process or method of seamlessly incorporating real life issues across, or within the curriculum (Glick *et al.*, 2006:2), for instance, using different teaching strategies or methods to incorporate constitutional rights and values throughout all learning areas or within learning contents. This may include the use of different teaching methods or strategies to connect elements such as stereotyping and culture into learning contents in a conceptual manner. According to Innabi and El Sheik (2006:48) infusion as an approach can be used to teach learners to think critically. This involves how to ask right questions that can help learners to think critically and make accurate decisions (Innabi & El Sheik (2006:48).

Infusion according to Carrim and Keet (2005:101) can be categorised into two forms, that is, maximum infusion and minimum infusion. The maximum infusion implies a situation in which curriculum speaks more directly or explicitly of an aspect or content in the classroom or as part of official curriculum (Carrim & Keet, 2005). However, the minimum infusion implies when an aspect or content of real life issues such as health promotion social development and personal development are indirectly or implicitly spoken of in a certain curriculum document, the LO curriculum in particular (Carrim & Keet, 2005).

2.7   SUMMARY

Curriculum integration, progression and infusion are integral to the South Africa education system (1.3). They are among the basic principles upon which the South Africa curriculum is based (DoE, 2003:6). For instance, integration is seen as that which serves the level of boundaries that exist between, and within learning contents. Infusion is seen as that which can penetrate the boundaries that might exist between learning contents while progression is seen as that which deals with learning contents' complexity in a conceptual manner. Despite these attributes, it can be observed that teachers who are to implement these principles at the classroom are not adequately aware of what to do when it comes to classroom practice due to lack of clarity of the curriculum. As a result, the theoretical aims of this study, as it has been earlier stated, is to use the theories of feminism to enhance our understanding of the principles of curriculum design and to suggest different ways in which these theories can influence LO teachers' classroom practice. Considering these aims, the next section (Chapter 3) will focus on different theories of feminism and determine how these theories can influence curriculum design principles of integration, progression and infusion. In the process, I will analyse different theories of feminism.

It is important to state that I chose theories of feminism because of the relationship between the present day curriculum and feminism. For instance, the current curriculum theory, according to Pinar *et al.* (2004:358), is viewed "to have focused on educational experience as lived, embodied, and politically structured." According to Berry (2010:152), "the most significant place that feminism and curriculum share theoretical space lies with the storied, lived experience". Although, "central to curriculum is multidimensionality of being, with its focus on varied educational experience," feminism is observed "to be more explicit with the issue of multi-dimensionality and intersectionality of different social groupings" (Berry, 2010:152). The view of curriculum as lived experiences can be based on the views, perspectives, beliefs and democratic participation of all stakeholders in the making and designing of curriculum. These views provide a critical approach embedded in interactive dialogue (Freire, 2009). Thus, the view of curriculum from the perspective of lived experiences is in contrast to the technocratic approach to the making of curriculum underpinned by bureaucratic functions (Pinar *et al.*, 2004:358), which suggest a top-down approach in which teachers are seen as mere receivers of curriculum. Similarly, feminism, based on its inherent principles such as recognition of individual views, beliefs and perspectives of their situation, provides a conceptual framework from which to understand curriculum as a lived experience. For instance, "the ways in which our multiple and intersecting identities influence our views, beliefs and perspectives about teaching and learning", and the design of LO curriculum in particular (Berry, 2010:152).

CHAPTER 3

CURRICULUM INTEGRATION, PROGRESSION AND INFUSION: THROUGH THE LOOKING-GLASS OF FEMINIST THEORIES

3.1   INTRODUCTION

In this section, I will provide a historical overview of feminist discourses and link these to the basic principles of feminism as embedded in three main feminist theories - liberal feminism, social feminism and radical feminism (Acker, 1987). Toward the end, I will relate the basic principles derived from the theories to the design principles of curriculum (2.6); this is to determine the extent to which the principles underpinning feminism could enhance our conceptualisation of integration, progression and infusion (1.4 and 1.5). Thereafter, I will explore the implications of the principles of feminism and its effect on teachers' application of the design principles of curriculum integration, progression and infusion (1.5).

3.2   HISTORICAL OVERVIEW OF FEMINIST DISCOURSES

Feminism has acquired several different meanings (Cudd & Andreasen 2007:7). Many of these meanings have showed the key turning points in the history of feminist thought (Cudd & Andreasen, 2007:7). These different meanings emerge because we need to explain ourselves as a result of our varied lived histories and experiences underpinned by our multiple points of view (Greene & Griffiths, 2005:73). These multiple views can be described as "feminists" (Greene & Griffiths, 2005:73; Cudd & Andreasen, 2007:7). Of note is that these multiple views are embedded in our varying individuals' voices, perspectives, positions, locations, social relationships and situations.

Feminist discourses can be viewed as the perspectives which guide one's search for answers to a central series of questions and dilemmas about gender inequality (Acker, 1987:421). "Feminist discourses deal with the question of women's subordination to men in relation to how and why it is perpetuated" (Acker, 1987:421). According to Acker (1987:420), feminist discourses are multifaceted and complex. Feminist discourses have been used to understand inequalities, especially where gender is concerned (Acker, 1987; Pinar *et al.*, 2004). This entails using different feminist theories and discourses to analyse and transform prevailing social conditions (Acker, 1987:420; Pinar *et al.*, 2004:364). This analysis does not only include the national conversation on education, but it includes contemporary curriculum discourses on the methodology and assumptions of the traditional curricularists (Pinar *et al.*, 2004). The

methodology and assumption of traditional curricularists present their patriarchal attitudes towards the ways they survey and conceptualise knowledge (Pinar *et al.*, 2004). When we view knowledge from the perspective of patriarchy, knowledge can be described as linear and hierarchical. On the contrary, knowledge from a feminist perspective can be described as communal, effective, and inclusive (Pinar *et al.*, 2004:371). As a result of feminist discourses in education, which can broadly be described as emancipatory, different theories of feminism are used to criticise and shape traditional views of curriculum (3.3).

The history of feminism, according to Quinn (2010), can be divided into three waves or discourses. These waves include the first wave of the 19th and 20th centuries, which was oriented towards liberation. They involve the second feminist wave of 1949 to the 1970s, oriented towards Social-Marxist theories, and the third feminist wave of the 1980s which extends to the present moment and is seen as a more radical wave (Quinn, 2010; Cudd & Andreasen, 2007). Feminist theories emerged from these three different schools of thought that brought about the general discourses.

3.2.1 Liberal feminist discourses

The general concern of liberal feminism is to secure political and economic opportunities for women (Cudd & Andreasen, 2007:7). This includes the creation of an environment where women, like men, can have access to the public sphere and engage with sustainable jobs that can make them independent (Acker, 1987). It is believed that every human has rights but the freedom to exercise these rights is limited by other rights (Groenhout, 2002:51). Consequently, these intents call for the removal of barriers that prevent girls from reaching their full potential within schools and labour practices (Acker, 1987:423). Additionally, these intents entail the belief that the females are also competent to pursue advanced courses like males, which will thereafter earn them equal opportunities in the labour market (Pinar *et al.*, 2004). Equal opportunity here can be described as "the same" (Acker, 1987:423). Hence, equal opportunity from the perspective of "the same" means accomplishment of equal opportunity for men and women in education, social and economic spheres. Equal opportunity includes enthusiasm to set women free from oppressive gender roles, since the belief in the 19th century "was that right has to do with possession of rationality" (Cudd & Andreasen, 2007:7). Hence, the liberal feminist argues that women possess equal capability to reason as men (Cudd & Andreasen, 2007:7).

Capability is not only an important phenomenon in its own right, but rather, it usefully contributes to the notion that underpins some of the ethical issues associated with rights (Unterhalter, 2008:31). According to Groenhout (2002:51) "capability to reason plays a vital

role in liberal feminism thought." As a result, rationality is very significant to liberal theorists. Underpinning rationality is the ability to reflect on one's life and deliberate in public matters. It is argued that if women should possess all the attributes of rationality, then, they are possessors of rights (Groenhout, 2002:51). This argument has been able to help in securing legal and social change for women (Groenhout, 2002:51).

However, liberal feminism is criticised from an education perspective. This criticism is as a result of "the failure of schools to achieve equal education opportunity in social class terms" or "class hegemony" (Acker, 1987:423). The inability of liberal feminism to address power and patriarchy in society might partly relate to patriarchy and social power divisions that exist in the classroom. The patriarchy and social power divisions involve the relationships and boundaries between teachers and the state when it comes to teachers' autonomy regarding the design of curriculum and the way they view education (2.4.3).

Despite the inability of liberal feminism to achieve equal education opportunity for all, its political action has brought about many important changes in the situation of women. This includes its achievement "in winning property rights for women, rights to vote, more reproductive freedom and most importantly the greatest access to education" and "organization of gender relations in schools" (Cudd & Andreasen, 2007:7; Pinar *et al.*, 2004:362). This entails creating an atmosphere where both females and males can together engage in different school activities such as art, work and sports.

3.2.2 Social feminist discourses

The theories of social feminism are characterised by its effort to move beyond the first wave feminism of its intention in terms of political and economic power for women (Cudd & Andreasen, 2007:7). Liberal feminism emphasises the importance of political and economic power for women, while social feminism thinks this might not end the oppression of women (Bromberg, 1997:3). Hence, social feminist theorists set out to combat any social or political action that perpetuates the exploitation, enslavement and oppression of members of the work force (Bromberg, 1997:3). The contest of social feminism includes a critical stand against how school perpetuates class division within the working class. For example, how they often train girls for low-paid employment (Acker, 1987:427). The perpetuation is perhaps as a result of the sexist views that the boys can do better than the girls in subjects like Maths and Science (Thompson, 2003). This view is because of the rationale that the girls are incapable of meeting intellectual standards (Thompson, 2003:13). Against this backdrop, it is argued that if girls are treated fairly by both parents and teachers, they can also do well in difficult subjects such as Maths and Science (Thompson, 2003:13). Consequently, school will be able to provide large

numbers of skilled workers both male and female that will benefit the society. Central to social feminism is the structuring that involves the transformation of the everyday life of the marginalised. This includes transformation from unquestioned norms and ideological myths (Cudd & Andreasen, 2007:7).

Furthermore, these undisputed traditions have psychological and social roots (Bromberg, 1997:21). The psychological and social roots have led to the stereotyped role of women as mother, housekeeper, and child-bearer (Bromberg, 1997:21). The goal of a social feminism is not only to set women free from men's dominance and exploitation within the society, but to set free all that are oppressed.

Despite the goal of social feminism to combat political and economic action that may result in exploitation of the oppressed, social feminism has been criticised for its failure to take into account the diversity of the marginalised experiences of their different worlds. The diversity here is embedded in different social divisions such as gender, culture, religion, class, ethnicity, sex-orientation and disability (Walby, 2000).

3.2.3 Radical feminist discourses

Radical feminism, according to Cudd and Andreasen (2007:7), started in the late 1980s. One of the aims of radical feminism is to make women's diversity a central phenomenon to feminist theories and politics (Cudd & Andreasen, 2007). The centrality of women's diversity here entails taking into account all women's experiences and perspectives regardless of their diversities and multiplicity in shaping feminist theory (Cudd & Andreasen, 2007:9).

The aim of radical feminism, like liberal and social feminism, is to set women free from oppression in the society. Radical feminist theorists believe that women's oppression within society is the most fundamental and often opaque form of oppression (Bromberg, 1997:21). For instance, oppression among women themselves which might arise because of social differences such as level of education, ethnicity, different orientation to life, varied sex orientation, varied responsibility which can call for discrimination or probably the superiority or inferiority complex.

Despite the aim of radical feminism to set women free from oppression; stereotyping and discrimination exist. For instance, prohibition to divorce in some countries, and prohibition of some social groupings such as gay and lesbian, though not within the scope of this study (Slattery, 2006:152). In the context of curriculum, some schools are co-educational while some are still genders-specific (Slaterry, 2006:152).

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3.3 THE RELATIONSHIP BETWEEN FEMINIST THEORIES AND CURRICULUM STUDIES

The contemporary view of curriculum expression of peoples' lived experiences might require the involvement of feminist theories. This involvement might be due to feminist theorists' focus on combating social inequalities embedded in different social groupings' lived experiences (Berry, 2010). According to Pinar *et al.* (2004:364), feminist theory is integral to the reconceptualisation of the curriculum field. The importance of feminist theory in the reconceptualisation of curriculum might include "provision of different ways such as deconstruction of conservative stance to look at the debates about sexuality and human rights issues; culture and religion in the school curriculum" (Slattery, 2006:147). In addition, this debate might include the goals of feminist's theorists. The goals of feminist theorists according to Quinn (2010:540) are:

i. to analyse inequity for girls and women in education through close readings of curriculum documents. The analysis includes teaching and learning activities that portray stereotypical and overtly discriminatory perspectives and practices.

ii. to develop theory that explains how we produce and maintain gender through social structures, curriculum and classroom environments.

The two set goals, according to Quinn (2010:540), have a direct effect on the education and the making of a curriculum. For instance, the first goal affects the changes in textbooks and national curriculum statements. This entails inclusion of women as focus in history, discussion of gender issues and the requirements of a gender-based curriculum. According to Pinar *et al.* (2004:365), feminist theorists have emphasised their critique against sexual discrimination and stereotyping in many curriculum materials which portrayed girls as being passive, dependent and gullible. The second goal, according to Quinn (2010:540), has significant impact on higher education and curriculum. This includes various writings about experiences and concerns of different feminist theorists such as liberal, radical and social theorists.

I will re-emphasise at this juncture that I only use feminism in this study to widen our understanding of curriculum (1.3). This is with specific reference to integration, progression and infusion. As stated earlier, my main interest is to suggest how the key principles in feminism can be used to expand the idea of integration, progression and infusion in the LO curriculum. I will not use feminism in the context of my research design (1.3, 1.7).

Feminist theorists' concern regarding education is to contest the contribution of schools in silencing women to allow men to dominate in decision-making (Acker, 1987:429). The contribution of schools in silencing women from the perspective of decision-making could be related to the issue of school decision-making and its effect on school curriculum. School

decision-making might include teachers and learners' roles and their relationships regarding the issue of curriculum, most especially, the move to modify the conventional approach to curriculum (2.4.1) to a broad and inclusive curriculum paradigm (2.4.3).

3.4   ANALYSIS AND SYNTHESIS OF PRINCIPLES IN FEMINIST DISCOURSES

In this section I will analyse feminist theories and then synthesise them into themes. These themes will enable me to widen the conceptions of integration, progression and infusion in the LO curriculum. Four themes consisting of different tenets of feminist theories will be identified.

The voices, views, perspectives and concerns of different feminist theorists entail a search for recognition of our essential humanity (Anthians, 2002). These include our desire for equality and our desire for autonomy which is embedded in different social groupings (Anthians, 2002). Social groupings, according to Walby (2000:190), are characterised by inherent social divisions like class, gender, religion, culture, language, ethnicity and disability. These inherent social divisions distinguish people from one another. Of note is that the social groupings and the inherent divisions often overlap (Walby, 2000). As a result, one can describe social groupings as intersectional.

The concept of intersectionality "signifies and defines the relationship and interaction between cultural and social issues" (Knudsen, 2006:61). The relationship and interaction here are surrounded with "the diversity and marginalised positions like gender, sex orientation, class, ethnicity and disability" (Knudsen, 2006:61). Central to intersectionality is that no one social group is better or more important than the other (Hankivsky, Reid, Cormier, Varcoe, Clark, Benoit & Brotman, 2010:1). The principle of intersectionality therefore takes cognisance of the multi-layered experiences of an individual's situation or location in spite of general commonalities and differences. Intersectionality tends to remove the traditional belief that sees people regardless of their age, culture, disability, religion sexual orientation sharing the same experiences without considering the diversity of their experiences (Hankivsky, *et al.*, 2010:1). For example, two or three women's experiences of stereotyping in the work-place cannot be considered as the same. This is because they might be exposed to different forms of oppression as a result of their differing class, ethnicity, education or disability. As a result, "intersectionality is a concept that presents the complexity of social life and social groupings" (Egglad & Gressgard, 2007:207). This complexity includes different dimensions of social life. The dimensions of social life here involve social justice, gender issues, ethnicity, religion, culture and inequality. These dimensions of social life cannot be separated or treated in a distinct way from one another as they all intertwine (Knudsen, 2006:661).

The function of intersectionality is more than merely relating different social issues but rather, it requires that these social dimensions intersect mutually (Egglad & Gressgard, 2007; Shields, 2008). Considering the issue of mutuality, intersectionality can be viewed as a descriptive solution to the multiplying features that create and define social issues (Shields, 2008:303). In a sense, intersectionality is a theory that analyses how different social groupings intertwine or cut across one another (Knudsen, 2006:61). The intents of intersectionality "are to see to the interaction, multi-dimensional and overlapping of all forms of social groupings" (Hankivsky *et al.*, 2010).

I discuss the concept of intersectionality in this study because intersectionality brings people with both commonalities and differences together (Knudsen, 2006; Egglad & Gressgard, 2007; Shields, 2008; Hankivsky *et al.*, 2010). Intersectionality also brings together various theories of feminism and different ways of knowing. It is thus a central phenomenon in feminist discourses that can be used to analyse and synthesise some aspects in a social world. The potentiality of intersectionality to bring together different ways of knowing might enable us to use it as a valuable principle in understanding curriculum as a manifestation of a society. Intersectionality is important to this study because it is believed that the first and third aim of this study (1.5) can be achieved by working within the connection of different feminist theories.

The different waves of feminism brought together with the perspectives and meanings that the individuals ascribed to feminism, caused the emergence of several theoretical principles underpinning feminist discourses (Cudd & Andreasen, 2007). As a result of the unique writing style of feminist theorists and the variety of perspectives underpinning feminist discourses, it is at times challenging to deduct theoretical principles from feminism. Therefore, I selected and conceptually analysed the work of some key feminist theorists to derive at a set of theoretical principles to guide this study.

The selected work includes the work of Smith (2003); Haraway (2003); Collins (2003); Greene and Griffiths (2005); Knudsen (2006); Egglad and Gressgard (2007); Shields (2008) and Hankivsky *et al.* (2010). It also includes the work of Acker, 1987; Noddings and Slote (2005); Cudd and Andreasen (2007); McHugh (2010); Enns (2010); Anthians (2002); and Quinn (2010).

As a result of the work that I selected, I identified four themes consisting of principles of feminist theories. These themes comprise the ways that feminist theorists' position themselves. I identified these themes because of their ubiquity in the feminist perspectives and writing. After identification, I grouped them in relations to their similarities and then clustered them according to their meanings. These themes include the following:

(i) Location;

(ii) Caring Relations;

(iii) Thinking; and

(iv) Knowing.

I will discuss these themes in detail in the next sections (3.4.1, 3.4.2, 3.4.3 & 3.4.4). Thereafter, I will link each of the themes to the design principles of curriculum integration, progression and infusion. The linkage will create a more nuanced understanding of these design principles.

3.4.1   Location

Location refers to the principles of contextuality and space underlying feminist theories. Location involves real-life scenarios or contexts and the histories of the world we live in. All these are embedded in our day-to-day experiences of our varied situations (Haraway, 2003; Smith, 2003). Situation can be described as central to location (McHugh, 2010). Situation, according to McHugh (2010), is a methodological position from which one can start critical transformative practice. Considering this view, one could argue that situation is an authentic context where we can construct active knowledge that will influence our world. It is believed that "for knowledge to be active it should be learned in a meaningful situation through active learning" (Asan, 2003:24). Active learning from this perspective involves social interactions surrounded with authentic activities in a particular situation (Asan, 2003:24).

Location in feminist theories can be described as that which enriches feminist thinking through their emphasis on complexity and diversity of human differences (Enns, 2010:334). When we consider the position of location in relation to its emphasis on complexity and diversity of people, one might argue that intersectionality might be used to widen our understanding of location as they are closely related. Intersectionality aim, as I earlier stated, is to address the complexity of social life and social groupings (3.4). This aim includes looking at different social groupings' various experiences of their situation. Similarly, location determines how people read and respond to these different groupings' varied experiences of their situation. Both intersectionality and location entail a flexible approach to address differences that exist among individuals as a result of their social groupings. The flexible approach here includes a holistic understanding of varied human experiences and their different situations (Enns, 2010). This is against generalisation of a particular group's experience (Enns, 2010). This flexible approach might include a multi-dimensional view of the marginalised lived experiences. The multi-dimensional view is considered because people of the same social grouping or perhaps people situated in the same location are prone to have different experiences, views, beliefs and opinions of their situation (Enns, 2010; Hankivsky, *et al.*, 2010).

In the context of curriculum, location can be described as a place from which to know, and interrogate (McHugh, 2010). Consider as significant to location is situated learning. The term situated learning from this perspective is described as a creation of an environment where people can collaboratively learn, explore, analyse, think and reflect critically (Asan, 2003:24). The view of learning from the angle of collaboration, exploration, analysis and reflection is therefore contrary to the belief in "unlocatable knowledge" embedded in self-acclaimed knowledge (Haraway, 2003:410). It is therefore argued that any knowledge acquired through collaboration, exploration, critical thinking and reflection might transcend the issue of boundaries within, and across learning contents. This is because knowledge from these varied perspectives involves the contribution of different individuals based on their different experiences.

3.4.2 Caring relations

Caring relations refers to the feminist principles regarding relationships and encounters between people. This includes the inherent complexity of human nature situated in our everyday world as a result of willingness to care (Smith, 2003:405; Noddings & Slote, 2005:345). Caring, according to Noddings and Slote (2005:343), can be described as a natural phenomenon. Caring "shows itself in one's habit through habits of perception, desire and choice" to help those who are in need (Noddings & Slote, 2005:343). Looking at caring as a habitual manner correlate with the contemporary virtue ethicists (Noddings & Slote, 2005:343). The contemporary virtue ethicists believe that "the naturally caring persons think about how they can help people who need care (the oppressed) and act accordingly" (Noddings & Slote, 2005:343).

Similarly, according to Tronto (2007:252), care is looked at based on four elements:

  i. caring about, noticing the need to care in the first place;

  ii. taking care of, assuming responsibility for care;

  iii. care giving, the actual work of care that needs to be done; and

  iv. care-receiving, the response of who is cared for to the care given.

One could argue that these four elements are unique characteristics of persons who naturally care for others. Considering care from a natural perspective signifies connectedness and feelings of affection which come out of concern of love and feeling of friendship (Noddings & Slote, 2005:344- 345).

Central to these four elements, according to Tronto (2007:252), are four ethical components. The ethical components include attentiveness, responsibility, competence, and responsiveness (Tronto, 2007:252).

It is believed that the persons who care are expected to be attentive and recognise that there is a need to be cared for (Tronto, 2007:252). Furthermore, it is only when we are attentive to the needs of others that we can care for them. The role of responsibility, according to Tronto (2007; 254), assumes that care supersedes formal or legal ties as it signifies recognition of others' needs and the feelings to care for these needs in a competent manner. Competence requires the ability to competently and adequately care for the needs of the persons who need care (Tronto, 2007:254). Care demands deep and thoughtful, good intention and the knowledge of the care situation (Tronto, 2007:256). In addition, care demands that the carer makes judgements about the needs and strategies to achieve these needs (Tronto, 2007:256).

The caring relationship might involve "explanation of self because of our different voices, perspectives, positions and locations" (Greene & Griffiths, 2005:73). It includes substantial encounters and contributions of 'the carer' and the 'cared for' (Noddings & Slote, 2005:346). These encounters and contributions from both the carer and cared for include shared experiences, lived histories of people who are marginalised or the cared for (Haraway, 2003; Noddings & Slote, 2005; Greene & Griffiths, 2005).

When we look at caring relations regarding all its attributes, such as desire and choice to help people regardless of their complexity, as earlier discussed, one can argue that intersectionality might help one to conceptualise caring relations with regard to individuals' different needs. For example, intersectionality might help the carer to recognise that needs vary as a result of different complexities such as gender, culture, religion, ethnicity, disability, and sexual orientation.

In the context of curriculum, caring has been observed to offer different solutions to difficult classroom problems in relation to day-to-day encounters between boys and girls in the classroom (Thompson, 2003). This includes the caring's ability to guide teachers to attend positively to individual learners' needs regardless of their differences (Thompson, 2003:12).

3.4.3 Thinking

Thinking as a theme represents the ways that the feminist theorists describe thought processes and how we reflect on our experiences (Smith, 2003:405). Thought processes from the perspective of feminism presents the different ways of thinking that explains real life issues

while reflection denotes how we experience these real life issues (Smith, 2003:405). Reflection could be described as a specialised way of thinking which enhances the way we think of real life experiences (Ixer, 1999:514). In a way, one might argue that reflection from the perspective of feminism might help us to question our perspectives and those of others to make meaning of them.

Thinking, according to Smith (2003:409), addresses the relationships among our multiple everyday worlds. In addition, thinking incorporates how we conceptualise and constitute our everyday worlds. Thinking involves how we explain and analyse the confrontation and challenges that might ensue as a result of social relations (Smith, 2003:405). Considering the role of intersectionality in addressing the multi-dimensionality and diversity of different social groupings, one could argue that intersectionality might enhance our thinking. It might also help us to reflect critically on our own experiences and those of others. By way of example, when we think and reflect within the domain of intersectionality, we might be able to explain critically and analyse various social groupings' experiences irrespective of their inherent differences.

Thinking from the perspective of feminist discourses is termed metaphorical thinking and relates to imagination (Smith 2003). Metaphorical thinking can be related to imagination, this is because metaphorical thinking can make people see and imagine things differently (Greene & Griffiths, 2005). One can argue that people can see and imagine things differently as a result of their lived experiences and life histories. Metaphorical thinking includes the way we think, talk and understand our various experiences and relate them with one another. Hence, metaphorical thinking signifies a series of encounters that exist "between two and one" (Smith, 2003:405). The encounters from the standpoint of between two and one emphasise recognition of individual active participation in the understanding of their worlds regarding the explanation of problems arising from their daily experiences (Smith, 2003:405). This might involve the ability to think critically about how they see these problems and the impact the problems may have on the understanding of their worlds.

In the curriculum context, most especially when we view curriculum as lived experiences relative to the theme of thinking; it is considered that every teacher is a critical thinker and an experienced in her everyday world and situations (Smith, 2003:405). Hence, the individual teacher needs to reflect on the lived experience of his/her situation. The reflection on lived experience might involve giving an account of his/her situation and knowledge to help contribute actively in the curriculum design.

3.4.4 Knowing

Knowing is concerned with knowledge construction. Knowing deals with the ways of understanding knowledge that focus on context and situation (Pressley, 2005:2). Knowing reflects on the critical knowledge which denotes the "webs of connections through shared conversations" which might lead to transformation (Haraway, 2003:411). When we refer to critical knowledge as webs of connections, it can be related to intersectionality. This is because the main focus of intersectionality is to connect mutually all the social groupings and all the differences embedded in them which might include how these social groupings view knowledge. Underlying the approach of critical knowledge, according to Haraway (2003:411), is the belief that every individual has ample opportunities to contest, deconstruct and construct knowledge.

Knowing deals with everyday multiple worlds, it includes everyday challenges in terms of people's encounters with critical arguments and paradigmatic thought. Knowing involves the different ways of viewing the world and knowledge through the way of thinking and imagining (Smith, 2003; Haraway, 2003; Collins, 2003; Greene & Griffiths, 2005).

When we look at knowing in the context of curriculum, one can argue that knowing signifies the active roles of teachers in the curriculum design. Teachers' active role from this perspective might include their varied contribution to curriculum design through shared conversation embedded in dialogue with all other curriculum stakeholders.

Important to note is that these themes are co-related, as we cannot treat one domain at the expense of another domain. Therefore, I can argue that the themes themselves intersect as their principles and attributes overlap. They all deal with the diverse perspectives of humans, their multiple realities and their various experiences of the world they live in. The table 3.1 gives a summary of the themes derived from the selected feminist theories.

Table 3.1: Themes of feminism

Themes	Attributes	Implications
Location	• Situations • Contexts and diversity of human beings • Intersectionality among social identities • Lived history and experiences	Emphasis on human different situations and their varied experiences and contributions when it comes to the construction of knowledge.
Caring relation	• Encounters and caring relations among people irrespective of their social differences • Ability of individuals to be attentive, responsible, competent and responsive when it comes to care	Recognition of human diversity and mutual relationships between them based on natural care.
Thinking	• Reflection on our varied experiences • Different ways of seeing and imagining things • Critical ways of thinking • Scaffolding	Emphasis on ways of thinking that explains real life issue in the actual sense.
Knowing	• Multiple realities • Shared conversation • Role of individual in knowledge construction • Contestation, deconstruction and construction of knowledge	Emphasis on multiple realities embedded in different ways of knowing when it comes to the construction of knowledge.

With these varied attributes and their implications (Table 3.1) in mind, I will relate these themes with the three principles of curriculum design (integration, progression and infusion). This is to enhance our understanding of the three design elements of integration, progression and infusion in the LO curriculum at the Intermediate Phase level. I will also use this as a frame of reference once the data analysis commences.

3.5   LOCATION, CARING RELATIONS, THINKING AND KNOWING IN RELATION TO INTEGRATION, PROGRESSION AND INFUSION

This section will reflect on the different categories of themes such as location, caring relations, thinking and knowing. As a result of this reflection, I will suggest how these themes can influence the design principles of integration, progression and infusion in the LO curriculum on epistemological, methodological and ethical levels. From this perspective, location and knowing will serve epistemological instances while knowing will provide methodological examples. Besides the function of caring relations as a methodological instance, it will also provide ethical examples. I will carry out the process by relating the different attributes and the importance of the themes to the principles of curriculum design of integration, progression and infusion.

3.5.1   Integration: through the looking-glass of location, caring relations, thinking and knowing

As earlier stated, integration denotes the degree of relationship across, and within learning contents (2.6.1). This relationship includes the boundaries across, and within learning contents. The boundaries relate to the closeness and/or openness of these learning contents to one another. The relationship that I argue for in this study provides openness across, and within LO learning contents. The main focus of integration from the perspective of openness is to provide an avenue where both learners and teachers can conveniently and meaningfully link learning contents and learning areas without restriction. In addition, the focus is to provide ample opportunities for both learners and teachers to interact freely during the learning-teaching process.

Considering the principles underpinning the categories of location, caring relations, thinking and knowing one might argue that integration as a degree of connectivity between, and within learning areas (Bernstein, 2003) can be improved on at epistemological, methodological and ethical levels. First, at an epistemological level, location and knowing might help teachers to situate consciously learning contents across different learning areas such as Social Sciences, Natural Sciences, Technology and the LO learning contents in particular. For example, this might involve the location of the level of boundary between, and within different real life issues in the LO curriculum as a result of shared conversation. Real life issues from this perspective are lived experiences such as HIV/Aids, Human Rights and healthy living. This might involve teachers in situating problems in LO on lived experiences without constraint to connect openly learners with real life situations. For instance, by creating an environment where both teachers and learners can collaboratively use multiple realities and knowledge to explore and analyse learning contents. This environment is to help them to construct knowledge and openly connect

learning contents without boundaries. When teachers base integration across, and within learning contents on the recognition of diversity of human beings and intersectionality, one could argue that it might be easier to cross the traditional boundaries of disciplines or subjects. Crossing boundaries here can be described as an imperative feature of integration. By way of example, teachers, while teaching culture and religion to learners in LO, can easily determine the connection between them without constraints. In sum, location and knowing can be proposed to facilitate the process of integration at epistemological level, both within, and between learning contents. For instance, use of real-life examples from locational and knowing points of views.

Secondly, at a methodological level, caring relations and thinking might be considered as significant to integration. This is because of caring relations' dialogical attribute and; thinking attributes such as reflection, imagination and critical thinking. I argue that these varied attributes can assist in widening our understanding of integration. One such example is caring relations' emphasis on individuals' ability to express themselves. This is in relation to a wider community (Haraway, 2003; Noddings & Slote, 2005; Greene & Griffiths, 2005). For instance, the ability to express self might provide spaces for both teachers and learners to engage in deep discussions and arrive at a comprehensive understanding of the connections between learning contents and different learning areas. For example, a LO teacher, while teaching culture to the learners may engage in a deep discussion about the learning content (culture) and thereby jointly provide different ways of fostering caring relations among them, irrespective of their diversity. This discussion, according to Du Preez (2005:71), should be based on a constructive dialogical approach embedded in interactions and process of meaning making, and a means to come to terms with new knowledge. This is because a constructive dialogical approach is not preoccupied with determining clear boundaries. A constructive dialogical approach acknowledges the locational differences. The locational differences from this perspective include how we construct our identities and the world around us. Therefore, I argue that a dialogical methodology, including interactions and self-expressions, corroborated by other authors (Haraway, 2003; Greene & Griffiths, 2005; Noddings, 2006), might enhance teachers' morale. It can therefore better teachers' understanding of integration. As a result, teachers might be able to assist their learners in determining meaningful connections within, and across different learning contents.

In addition, I argue that metaphorical and varied imaginary modes of thinking and critical concomitant reflections from a methodological stance might enable teachers to assist learners in making unique connections across learning areas and within learning contents, specifically within LO learning contents. Making these connections is of extreme significance for integration. By way of example, teachers, while introducing nutrition and drug abuse in LO may facilitate learners' understanding by helping them to make meaning of the two contents through

critical reflection that is based on thorough analysis and synthesis. Consequently, connections could be achieved by supporting learners to start thinking of the meaning of the two contents, relate them with each other and later critically evaluate them to make meaning of them.

Thirdly, from an ethical perspective, I argue that the teachers who care will not only be attentive to learners' needs, but they will always be ready to take responsibility to care for these needs in an affectionate manner. Teachers' affection towards learners from this perspective might include the level at which they use affectionate words and expressions that can comfort learners. By way of example, a LO teacher who is aware through substantial encounters and affection that a learner is being physically abused by his/her parents or guardian might competently determine how to integrate physical abuse at home while teaching abuse to learners. The integration of abuse here might invariably serve as a guide and comfort to this learner.

In sum, our conception of integration and the possibilities of implementing this design principle can occur on three levels. The first of these three, the epistemological level necessitates us to acknowledge multiple truths and knowledges, and embrace lived experiences when we design learning contents or materials. The second level in which integration could be promoted involves methodologies we use when we enact curriculum. These include the dialogical approach, imaginary ways of thinking and critical reflection. Lastly, on an ethical level, the caring environment might further create opportunities for meaningful integration, because making meaning of different learning contents might be integral to integration.

3.5.2 Progression: through the looking-glass of location, caring relations, thinking and knowing

Progression, the principle of an increase in content complexity, suggests that knowledge across and within learning areas should be acquired in more sophisticated manners and that the contents should reasonably follow up on one another (Nichols, 2010). Hence, progression can afford learners opportunity to move beyond acquisition of basic knowledge to a broader and complex knowledge across and within learning contents (2.6.2).

Bearing in mind the description of progression as an increase in content complexity and the various attributes of the themes of location, caring relations, thinking and knowing, I argue that these attributes can influence progression on epistemological, methodological and ethical levels. For instance, on an epistemological stance, location and knowing might help us in achieving conceptual progression. Location from the stance of epistemology can aid teachers to assist learners to move from real life/local scenarios to more global scenarios. Critics might

argue that application of location (3.4.1) to curriculum design and development might not adequately prepare learners to prosper in an ever-growing global society, due to an overemphasis on local knowledge. Chisholm (2005:194) goes as far as to state, "[d]enying access to these universal processes of knowledge-creation is implicitly a denial of education" as we cannot do without the happenings around us.

However, progression, as the principle of an increase in content complexity, suggests that a shift be made in the conceptual level of a learning area (Chisholm, 2005). Hence, I argue that location is important to progression. This is because we need to move real-life local scenarios towards more global and/or universal scenarios to progress conceptually in many learning contents. By way of example, while teaching diseases to learners, teachers might ask learners to talk about any diseases that have affected them or their family member lately and therefore progresses to other diseases which the learners might not be familiar with, or perhaps do not have knowledge of. The explanation of individual learner's experiences of different diseases might provide a platform for the teachers to advance their teaching and it can better the learner's understanding of different forms of diseases.

Also, when we view knowing from an epistemological stance, I can argue that progression can occur when different realities and knowledge systems are sequentially introduced. This is because knowing serves different perspectives to knowledge, for instance, by analysing and organising various learning contents across and within learning areas to solve problems. Analyses and organization of different learning content is described as "central to progression as it involves the demonstration of the understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation" (DoE, 2003:6).

On a methodological level, the principles of caring relations and thinking such as competent, attention, reflection and imagination can be used to influence progression (Greene & Griffiths, 2005; Smith, 2003; Haraway, 2003; Tronto, 2007; Noddings & Slote, 2005; Thompson, 2003; Ixer, 1999). Herewith, it is implied that for people to truly understand, conceptualise and take action on social issues they experience daily, they need to reflect consciously on these issues and thereafter position themselves in relation to the greater whole or society. This can be related to paying more attention to how to competently sequence and progress learning contents rather than adding or changing adjectives to equate progression (Hoadley, 2011) (personal communication). This might also entail sequence of complexity of variety of knowledge in a conceptual manner which can be described as integral to progression with regard to scaffolding as a method. This is because scaffolding might entail how to introduce sequence and more complex contents without losing its difficulty. Scaffolding connotes the roles that adult or more knowledgeable peers can play in joint problem-solving (Van de Pol, Volman & Beishuizen, 2010). The introduction, sequence and organisation of knowledge from

the perspective of scaffolding can signify cognitive complexity of knowledge constructs in the LO curriculum. For example dealing with, and making meaning of diverse learning contents such as safety and abuse, physical growth and development, rights and responsibilities for learners' better understanding without reducing their levels of complexity.

From an ethical stance, the principles of caring relations regarding attentiveness, responsibility, competency and responsiveness, based on recognition of human diversity and mutual relationship, can denote the role of affection and emotion in learning. For instance, relating emotional experience to classroom situation might help teachers and the LO teachers in particular to identify different learners' needs at a particular grade. One such example is a situation when the LO teachers pay adequate attention to the learners' needs through mutual and cordial relationships with affection when they might notice learners' needs and therefore competently respond to these needs (Towards, 2005). Subsequently, when they (LO teachers) design curriculum they may organise and structure the learning contents in a conceptual way in line with what they have identified through their relationships with the learners. By doing this, they are relating classroom knowledge to societal needs, although this should be based on critical reflection and thorough analysis.

In sum, the concern of progression with the increase in the complexity of knowledge is epistemological, methodological and ethical. The epistemological stance provides an avenue to attain conceptual progression, for instance moving from classroom knowledge to the global knowledge. The methodological stance provides various ways we can design curriculum spaces that are progressing in terms of knowledge through the understanding of the complexity of variety of knowledge constructs. On an ethical stance, when we relate emotion and affection to classroom situation, teachers and the LO teachers in particular might be able to identify different learners' needs at a particular grade and respond to them using progression as design element.

3.5.3 Infusion: through the looking-glass of location, caring relations, thinking and knowing

Infusion as discussed earlier in this study is described as the entity that penetrates or collapses boundaries across or within learning contents in order for them to flow freely into, and through one another (1.3). As a result of infusion's ability to penetrate or collapse learning contents' boundaries, it serves a process, strategy or method of incorporating value systems and ideologies within, and across all curricula; this might include how teachers can teach elements like constitutional rights, democracy and life skills to learners - implicitly or explicitly (2.6.3).

Infusion can be described as an important curriculum design element without clear boundaries as it penetrates the boundaries of the official curriculum and the traditional classroom setting and it also infiltrates wider schools contexts. Infusion goes beyond classroom learning and teaching and touches areas such as sports and all activities attached to sport including methods of selecting team leaders which might at times denote democracy. Specifically, it can be referred to as an approach to address generic issues, principles and/or values overtly and/or covertly in the LO learning area, irrespective of the nature or boundaries of the learning contents.

Considering the underpinning characteristics of infusion and the varied attributes of location, caring relations, thinking and knowing, I argue that these themes can influence infusion in epistemological, methodological and ethical stances. For instance, at an epistemological stance, location and knowing can help teachers to pose real-life questions that might help in the conceptual connection of learning contents such as drug abuse and disease. By way of example, this might include questions such as, why, what and how of HIV/Aids to critically make a link between drug abuse, sexual abuse, gender, human rights and HIV/Aids. This is because these questions, through shared conversation and contestation, might in turn help learners to explore and understand what HIV/Aids is, why people are infected with HIV/Aids and how this syndrome can be reduced in our society.

On a methodological level, caring relations and thinking based on their attributes such as responsibility, competency, critical ways of thinking and reflection, one can argue that these themes might help teachers to traverse boundaries of different learning contents in the LO curriculum. How to traverse boundaries here denotes the use of a variety of methods that can help teachers to enhance learners' better understanding of conceptual connectivity of different values within, and between different learning contents in the LO learning area. This entails taking responsibility in helping learners to think critically, very consciously and honestly about the extent to which they address contents covertly or overtly. This might include promotion of reflective thinking so that we could penetrate the boundaries of formal schooling and enter the real life scenarios.

From an ethical stance, when we reflect on caring relations, principles such as criticisms against prioritisation of marginalisation, one can argue that it can be used to inform curriculum design. This is because criticism against prioritisation of marginalisation can play an affective role in learning. For instance, taking cognisance of individuals' experiences of social issues and their different needs are significant to curriculum design. This can be related to infusion of "human rights issues and their infringement as grounded in the daily experiences of people with their local environment," as stated in the National Curriculum Statement (DoE, 2003:6).

In sum, I argue that an epistemological stance might help teachers, and LO teachers in particular, to pose real life questions that might help in the conceptual connection of learning contents such as drug abuse and disease. On a methodological front, I argue that the use of a variety of methods can help learners to make conceptual connections between, and different learning contents in the LO learning area.

3.6   SUMMARY

This chapter explored the relationship between the curriculum design elements and the different theories of feminism. I consider the identified themes such as location, caring relations, thinking and knowing at epistemological, methodological and ethical positions. I view these themes as conceptual aids that can be used to enhance our understanding of integration, progression and infusion in the LO curriculum. This is because of the ability of location to help teachers to situate learning in a real life context. It includes the ability of thinking to enhance meaningful connections which might aid learners' understanding.

Additionally, I argue that these identified themes might help both teachers and learners to engage in interactive dialogue. This is because of the attributes of caring relations which might widen learners' horizon of a phenomenon and thereby enhance their contribution to knowledge construction as a result of knowing.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

In this chapter, I will present the qualitative research design, and methodology used for this study. I will also present the processes embedded in them such as sampling, methods of data generation, methods of data analysis and data crystallisation (Creswell, 2009; McMillan, 2000; Nieuwenhuis, 2007c; Nieuwenhuis, 2009b; Maree & van der Westhuizen, 2009 & Patton, 2002). Additionally, I will explain what informed the preference for the design, the approach and the conceptual framework of the study (Creswell, 2009). This includes the consideration of the main research question and the nature of the research (Jansen, 2007). In providing the overview of the chapter, it is important to first briefly explain that I looked into this study theoretically and empirically. The concern of this particular chapter is to present the research design and methodology that I used to achieve the empirical aspect of the study. The empirical aspect of the study was guided by the question "What are the teachers' beliefs and experiences of curriculum integration, progression and infusion in the LO curriculum?" (1.4). The aim was to determine the Intermediate Phase teachers' experiences of integration, progression and infusion in the LO curriculum (1.5). I formulated this aim based on the literature. For instance, there was an indication in the literature that teachers were not necessarily well informed about the South Africa Curriculum Statement, the LO curriculum in particular (1.3).

To determine and verify this assumption I thought that as an education researcher, it was important for me to investigate empirically the participants who I selected for the study in their social context about their own views, beliefs and experiences of integration, progression and infusion in the LO Curriculum. I chose to work with the principles of curriculum design: integration, progression and infusion since they are integral to the Curriculum Statement and the LO Curriculum in particular (DoE, 2001; DoE, 2003).

Due to my philosophical position, that people's experiences of their situation are important regarding how they socially construct their world and give meaning to it, I chose to situate the study in an interpretative worldview (Nieuwenhuis, 2007a). The aim of the interpretative paradigm is to empirically explore people's experiences of their situation in their social context. This is to interpret and understand the meaning they attach to their experiences (Henning *et al.*, 2004:19). Thus, I used a qualitative research design and methodology underpinned by a phenomenological approach to address the empirical aspect of the study.

4.2   RESEARCH DESIGN

A research design can be described as plans, strategies and procedures for research, encompassing all decisions from the onset, including methods of data generation and data analysis (Creswell, 2009:1). This provides the clear specification of the phenomenon under investigation and the best way to explore it (Barbie, 2011:94). This includes all the decisions and processes that I embarked upon to achieve the empirical aim of this study.

I conducted unstructured interviews, classroom observations and focus group interviews. I conducted the unstructured interviews with the school principals of the three schools that I selected for the study by means of unstructured questions. The unstructured interviews suddenly emerged on the site after I had entered the field (4.6.2.1). It was not part of the initial design. The unstructured interviews were important to this study because they helped me to better understand the context of the schools under investigation.

I conducted classroom observations in the classes of all the nine teachers that I selected for the study to corroborate the focus-group interviews (4.6.2.2; 4.6.2.3). This classroom observation was done by using a running record. Additionally, I conducted focus group interviews with nine teachers, four teachers in School A, three teachers in School B and two teachers in School C. Four teachers were interviewed in school A because the fourth teacher volunteered to participate. Two teachers were interviewed in School C because the third LO teacher was unable to participate in the interviews as a result of a school official meeting he needed to attend. It is important to state that his LO class was observed. The initial plan was to interview three LO teachers each from the selected three schools, but the number of the participants suddenly changed after I had entered the field (4.6.2.1).

The three focus group interviews were guided by open-ended questions. The open-ended questions used for the interviews and the observation schedules used for the classroom observations were designed by me. I used these in order to allow the participants ample opportunities to voice how they socially construct their world (Nieuwenhuis, 2007b).

An interpretative paradigm seemed to be appropriate in achieving the focus of this study which investigated teachers' experiences of integration, progression and infusion in the LO curriculum, including the ways they make sense of their experiences (4.4). To enhance the interpretation and presentation of the LO teachers' experiences, I transcribed the data generated through interviews and classroom observations. The data were immediately coded for categorisation, organisation and interpretation using content analysis (4.6.3.1). The next section will provide a detailed account of the research methodology used for the study.

4.3   QUALITATIVE RESEARCH METHODOLOGY

A qualitative research is described "as a means of exploring and understanding the meaning that individual gives to a situation or circumstances they are in" (Creswell, 2009:5). Thus the concern of qualitative research, according to Thorne (2000:68), is to uncover the knowledge about how people think and feel about situations they find themselves in. In order to know and understand how teachers think and feel about the LO curriculum with regard to integration, progression and infusion, the data for this study was drawn from their experiences, views and beliefs.

There are some key characteristics associated with qualitative research methodology (Thorne 2000; McMillan, 2000; McMillan & Schumacher, 2006; Creswell, 2007; 2009); these attributes are described below:

(i)   Natural setting: It is believed that behaviours are studied in qualitative research at the site where it naturally occurs (McMillan, 2000:253; Creswell, 2007:37; Creswell, 2009:175). This involves gathering information directly by talking to people through individual or focus-group interviews. Thus, this study involved me in studying the participant Intermediate Phase LO teachers in their school settings.

(ii)   Direct data collection: Typically, researchers in qualitative studies act as key instruments by collecting data themselves as either the observer or the interviewer or even both in the setting being studied (McMillan, 2000:253; Creswell, 2007:38; Creswell, 2009:175). Akin to this, the data generation for this study required me to spend quality time with the participants in observing and interviewing them.

(iii)   Multiple sources of data: Qualitative researchers tend to gather multiple forms of data, such as interviews, observations, artefacts and documents (Creswell, 2007; Creswell, 2009; McMillan, 2000). As a result, the data for this study was generated by means of unstructured interviews, classroom observation and focus group interviews.

(iv)   Inductive data analysis: According to Thorne (2000:68) "what makes a study qualitative is the fact that it relies on an inductive reasoning process to interpret and structure the meanings that can be derived from data." Based on the emphasis of qualitative research on inductive reasoning, the data generated for this study were reduced into patterns and categories by means of content analysis (Nieuwenhuis, 2007c:101).

(v)   Participants' meaning: In qualitative research the emphasis is laid on the participants' meaning rather than the meaning that the researcher brings to the research setting (Creswell, 2009:178). As a result of the importance of participants' meaning in qualitative research, this study was based on the experiences, views and beliefs of the

participants about integration, progression and infusion in the LO curriculum at the Intermediate Phase.

(vi)   Emergent research design: The research process in a qualitative design can suddenly change or shift after the researcher enters the field or begins to collect data (Creswell, 2009:176). In the context of this study, the need to include unstructured interviews emerged after I had started the research (3.6.2.1).

(vii)   Theoretical lens: With regard to a theoretical lens, interpretive theory was used. This involved me in the interpretation of the participants' views, beliefs and experiences of integration, progression and infusion in the Intermediate Phase LO curriculum. Alongside the interpretation of the participants' views, a qualitative researcher tends to make their own interpretation of what actually happens in the research field (Creswell, 2009:177). As a result, I made the interpretation of all that I saw, heard and understood in the participants' context (Creswell, 2009:177).

(viii)   Holistic account: The holistic account deals with a complex picture of a problem and picturing of a problem under investigation from different angles. This includes reports of multiple perspectives of the participants' experiences of their situation (Creswell, 2009:177). To have different perspectives to this study, three different methods of data generation were used.

There are different types of qualitative methodologies such as ethnography, grounded theory, case studies, narration, phenomenology and others (Creswell, 2008). Any of these methodologies can be chosen to direct qualitative research, but the conclusion is that the chosen approach must be able to address what is being investigated. In short, the choice of any approach seems to be based on its characteristics embedded in the nature of a phenomenon being investigated. For example, choosing an ethnography approach because of its concern to study "an intact cultural group in a natural setting over a long period of time" (Creswell, 2008:13). Ethnography is viewed as that method which describes the ways of life of humankind in their natural setting (Patton, 2002:81). The view of ethnography from a descriptive position then requires a researcher to spend a long period with the participants in order to immerse themselves in the culture under investigation, through interviews and observations (Creswell, 2008; Patton, 2002).

Another example is the choice of a narrative approach to qualitative research because of its concern with the study of the lives of individuals (Creswell, 2008:13). The study of individual lives here includes family stories, life histories, social patterns and others that are based on individual experiences (Patton, 2002:114). The study of individual lives requires "a researcher to spend time with the participants in asking these stories which he or she later retell in a

chronological order" (Creswell, 2008:13). Moreover, the interpretation of these stories must be based on the perspectives of both the researcher and the participants.

4.3.1 Phenomenological research methodology

Phenomenological methodology is concerned with the "meaning, structure and essence of the lived experiences of a person or a group of people of a phenomenon" (Patton, 2002:104). This, according to Patton (2002:104), includes "how human beings perceive a phenomenon, describe it, feel about it, judge it, make sense of it, remember it, and talk about it with others." In a sense, phenomenology is that qualitative research approach which provides data on how people describe and make meaning of their lived experiences.

A phenomenological methodology was used in this study because it describes research "as oriented towards lived experiences" (Creswell, 2007:59). Furthermore, a phenomenological approach in this study does not only provide the descriptions of the participants' experiences of phenomena such as integration, progression and infusion in the LO curriculum, but it provides me with a description and process of interpreting the experiences in question.

4.4 CONCEPTUAL FRAMEWORK

Integral to all research work is "the researcher's philosophical worldviews because of their influence on the practice of research" (Creswell, 2009). Philosophical worldviews which can also be called "paradigms" (Creswell, 2009:6) explain why a researcher chooses a specific research design, methodologies and methods. Thus, it can be described "as a set of beliefs that guide research" (Guba, 1990 cited by Creswell, 2009:6).

Since a philosophical worldview or paradigm has the propensity for guiding research, I chose to work within an interpretive paradigm using a phenomenological approach (4.3.1). I worked within an interpretive paradigm with the phenomenological approach in this study because of their roles toward human experiences. As earlier indicated, phenomenology provides data of how people describe and make meaning of their experiences (4.3.4.1). Similarly, the interpretive paradigm provides a means by which these experiences can be interpreted to make meaning. From the perspective of description and interpretation of experiences and meaning making, one can describe phenomenology as a method of making meaning while an interpretive paradigm can also be viewed as a platform for interpreting this meaning to make sense of it.

The interpretive paradigm is described "as a communal process, informed by participating practitioners and scrutinised and/or endorsed by others" (Henning *et al.*, 2004:20). By this description, the interpretive paradigm can be viewed as a platform for shared experiences based on interactions within a social context. The rationale of working in this paradigm was based on the principles of the interpretative paradigm that knowledge is not only constructed by observable phenomenon but also "by peoples' intentions, beliefs, values, reasons and self-understanding" (Henning *et al.*, 2004:20).

4.5   RESEARCHER'S ROLE

As earlier indicated, my philosophical position in this study was that peoples' experiences of their situation are important (4.1). As a result, I set aside my experiences gained from the literature search to understand the participants in their social context (Creswell, 2009:13). My understanding of participants included how they socially construct their world and give meaning to it; as a result, I chose to situate the study in an interpretative worldview (4.2).

Considering my philosophical position in this study (4.1) I acted as an outsider with the aim of empirically investigating and understanding the participants' experiences of the LO curriculum with regard to integration, progression and infusion in the school context (McMillan & Schumacher, 2006). Despite my role as an outsider, I also acted as a co-creator of meaning by interpreting the data (Henning *et al.*, 2004). The rationale of working as a creator of meaning was based on my philosophical position which centres on the importance of people's experiences of their situation, and the chosen paradigm for this study which centres on people's meaning of their experiences (4.3.1).

4.6   QUALITATIVE RESEARCH PROCESS

Qualitative researchers should begin their research process with philosophical assumptions (Creswell, 2007), because philosophical assumptions have the tendency to direct an inquiry (Creswell, 2007). This entailed looking at various views that are central to qualitative research inquiry (Creswell, 2007:43). Consequently, the process of this study began with identification of research questions. Research questions according to Jansen (2007:3) "specify what intrigues you and focuses on what you will study." Thus, the research questions that I identified in this

study led to the construction and design of empirical questions which were open-ended in nature. The empirical questions entailed the participants' views and experiences of the following phenomena (Addendum F):

- The participants' school context;

- The curriculum;

- The LO curriculum; and

- The curriculum design elements of integration, progression and infusion.

In the process, I developed a classroom observation schedule (Addendum E). I categorised the schedule into three sections:

i Application of integration;

ii Application of infusion; and

iii Application of progression.

To better understand teachers' experiences of integration, progression and infusion in the LO curriculum I recorded all the happenings in the classroom context by using a running record (4.6.2.2). This running record contained the details of everything that happened in the classroom. I later reflected on the record and related it to the interviews. The methods that I used to achieve the above aims are explained below:

4.6.1 Sample

A sample can be called a group of human subjects or individuals from whom data have been generated (McMillan, 2000:102). Furthermore, these individuals can be described as participants (McMillan, 2000:102). The participants that I selected for this study were nine Intermediate Phase LO teachers from three primary schools in Mahikeng, North West Province.

I selected the nine participants because it "is typical of qualitative research to study a few individuals"; also, it seems that most schools do not have more than three LO teachers in a school (Creswell, 2008:217).

Due to my choice of context and participants, I selected the sampling for this study using purposive sampling. The criterion that I base this on was that the sample must be Intermediate Phase LO teachers in particular (Nieuwenhuis, 2007b:79). Sampling is a process of selecting a

portion of the population for study (Nieuwenhuis, 2007b:79). Purposive sampling is a process of selecting a portion of a study population purposefully or intentionally because of their peculiar attributes which might help in understanding a phenomenon under investigation (Nieuwenhuis, 2007b:79; Creswell, 2007:213). Since one of the aims of qualitative research is to explore a central phenomenon, I decided to purposefully select individuals and sites that could help me to understand the phenomenon under investigation (Creswell, 2007:213). I will explain the methods that I adopted in understanding the individuals and the sites that I selected for the study in the next section.

Four teachers participated in one school while three teachers each participated in two schools, the three schools were tagged school A, B and C (4.2). My choice of the three schools was because of their geographical position to one another. The participants varied in their levels of experiences and belonged to different cultural backgrounds, which enabled me to better understand the phenomenon under investigation from various viewpoints.

4.6.2   Methods of data generation

A data generation method depicts the "internal logic or rationale, or the set of ideas, by which the study intends to proceed to answer research questions" (Punch, 2006:49). I generated the data for this study by using open-ended questions (Addendum F) which allowed for debating or arguing about the responses (Nieuwenhuis, 2007b:90). This was to capture the insider knowledge as part of the interpretive underpinning (Henning *et al.*, 2004:20) and to seek different views from different participants. I will explain the methods followed next.

4.6.2.1 Unstructured interviews

An unstructured interview can be used in research "to corroborate data emerging from other data sources" (Nieuwenhuis, 2007b:87). Thus, I conducted unstructured interviews with the principals of the three schools I selected for this study. This was to corroborate the focus group interviews that I conducted with the participating teachers (Nieuwenhuis, 2007). The unstructured interviews emerged in this study after I had entered the research site (4.3). I generated the data from the interviews by means of open-ended questions (4.6.2). The interviews were very informal in nature but seemed to be crucial as they bettered my understanding of the selected schools' contexts. The questions however evolved around the context of these schools. It included open questions such as "Tell me about your school" and "Tell me about your experiences with the LO curriculum." I probed the participants' responses as the interviews went along, and recorded the responses in writing (Nieuwenhuis, 2007c).

4.6.2.2 Observations

The data source was field notes and a reflective diary. I held classroom observations in three classes each at each of the three schools. According to Estacion, Manahon, Quint, Melamud and Stephens (2004:9), "direct observation of a classroom can be described as the best methodology for studying how teachers teach a central focus." Thus the observation I conducted for this study was to ensure that the participants' responses correlate with what they were doing in the classroom. The observation involved seeking insider views, beliefs, patterns of behaviour of different participants for accuracy and confirmation (McMillan & Schumacher, 2006; Ritchie, Lewis & Elam, 2009). This was to clarify if there were discrepancies in the participants' responses and actions in the interview questions. I list below the procedures that I adopted during the classroom observations:

➢ Stressed the aims of the observation;

➢ Emphasised that the aim of the observation was not to evaluate the teachers but to aid the study;

➢ Was introduced to the learners by the class teacher;

➢ Exchanged greetings with the learners and thereafter introduced myself;

➢ Sat as an outsider observer; and

➢ Listened to the lesson and took notes of the event.

4.6.2.3 Focus group interviews

Besides the data that I generated from the unstructured interviews that I conducted with the principals of the three schools under investigation (4.2), the data generation in this study centred on three focus group interviews. This focus group interviews involved asking the participants of each school a set of semi-structured, open-ended questions (Creswell, 2008). In this regard Creswell (2008:226) states that "a focus group interview can be used to collect shared understanding from several individuals as well as to get views from specific people." To obtain a shared and in-depth understanding of the participants, I started the focus group interview with a more or less broad set of questions (i.e. funnel structure) (Nieuwenhuis, 2007b:90-91) such as: What do you understand by the term curriculum? Do you think your voice has been well heard in the making of the curriculum? What are your views about the LO curriculum? What is your understanding of integration within the curriculum? What is your understanding of progression in curriculum content? What is your understanding of the concept

of infusion in the curriculum? The method was to ease and foster participants' full participation (Nieuwenhuis, 2007b:90-91). I chose to adopt this method to privilege the voice of teachers, who were in the community of practice. This was also to have in-depth understanding of their beliefs about integration, progression and infusion in the LO curriculum. "The experiences and voices of respondents are the medium through which we explore and understand reality" (Nieuwenhuis, 2007a:54). The experiences and voices from this perspective included participants' views about the notion of integration, progression and infusion in the LO based on their classroom practices. I used the experiences and voices to form the basis for discussion for integration, progression and infusion in the LO curriculum from school understanding. The data sources for the interview I conducted for this study were audio recordings of participants' responses which I transcribed verbatim the same day, I generated them (Maree & van der Westhuizen, 2009:26). I used audio recordings to be more attentive to the interviewees and "capture the actual quotations spoken by them as nothing can substitute actual things said by real people" (Patton, 2002:380-381). I generated the data in May, 2011. I describe below the procedures that I adopted during the interviews:

- Introduced myself and exchanged greetings with the participants.

- Explained the research study and its purposes.

- Requested permission from the participants to use a voice recorder.

- Explained the issue of confidentiality of the participants.

- Emphasised that the interview was voluntary as any of the participants may choose to withdraw their participation or to gain access to the data at any given time.

- Explained that the data generated would be kept by my supervisor for the period of five years.

- Provided consent forms and biographical information form (Addendum D) to be completed.

- Motivated the participants to open and express their thoughts.

- Pursued the actual interview and expressed my appreciation for participating.

4.6.3   Data analysis

Due to my philosophical assumption, I based the data analysis for this study on an "interpretative paradigm aim of examining meaningful and symbolic content of qualitative data" (Nieuwenhuis, 2007c:99).   This aim includes making sense of participants' perceptions, feelings, attitudes, understandings, values and knowledge of the curriculum design principles of integration, progression and infusion.   This is because an interpretative paradigm is based on the assumptions that there are multiple realities" (Maree & van der Westhuizen, 2009:28).   To make sense of these multiple realities, I chose to use content analysis to analyse the participants' responses in this study.

4.6.3.1 Content analysis

Content analysis "is a process of looking at data from different angles to identifying a key in the text that will help one to understand and interpret the raw data" (Nieuwenhuis, 2007c:101).   I chose this analytical technique to be able to understand and interpret the participants' responses.   In this process, I manually coded the transcribed text into workable units with a highlighter.   This was to enable me to look for patterns and repetitive ideas.   I later categorised and organised these ideas and patterns into themes (McMillan, 2000:264).   Importantly, I categorised and organised these themes based on their commonalities and relationships with each other.   As a result, I first highlighted the ideas and patterns which appeared most with a red highlighter.   Thereafter, I marked the ideas which were mostly related with the same colour highlighter for clarity.   Below are the procedures that I followed:

➢ Transcription of the data;

➢ Reading of the transcripts;

➢ Organisation and coding of the data;

➢ Coding and categorisation of the emerging themes;

➢ Interpretation of the themes; and

➢ Report writing.

4.6.4 Crystallisation

Crystallisation can be referred to "as the practice of validating research results by using multiple methods of data generation and analysis" (Maree & van der Westhuizen, 2009:35). Further, this encompasses the use of different methods of data generation to increase the trustworthiness of a study. The word crystal according to Maree and van der Westhuizen (2009:35) denotes symmetry and substance with a variety of shapes and angles of approach. Owing to my choice of paradigm, I also believed that there might be various perspectives, views and opinions about any topic in qualitative research.

To have different views of the phenomena under investigation, I made use of different forms of data generation, namely unstructured interviews, focus group interviews and classroom observations using field notes and reflective diary. To further enhance the validity and accuracy of this study, I also cross-checked the transcriptions and sometimes included participants' words and phrases for in-depth understanding of the teachers' experiences of the LO curriculum with regard to integration, progression and infusion (Davis & Kloppers, 2003:76; McMillan & Schumacher, 2010:331).

4.7   ETHICS

It is important to state that the Faculty of Education Sciences' Ethical Committee approved the ethical form for this study before I began my research (Addendum A). This was followed by the letter of approval from the DoBE to carry out the study in the schools selected (Addendum C). Immediately after the approval from the DoBE, I sought approval from the school principals of the selected schools in order to gain access to the research field.

The permission to study these schools and individuals was facilitated by gatekeepers since I was an outsider. A gatekeeper, according to Creswell (2007:219), can be described as an individual who has an official or unofficial role at the site of study. For instance, a gatekeeper at a school setting may be a teacher, school principal or administrative staff member. The gatekeeper is normally an insider who helps to locate and identify participants at a research site. The gatekeepers for this study were the school secretary, principals and teachers of the schools under investigation. These individuals were the ones who helped me in locating, identifying and most especially in arranging seats for the investigation.

Once the access had been gained to the schools, I met with the school principals and conducted unstructured interviews with them. I also made arrangements on how to meet with the Intermediate Phase LO teachers. Consequently, I met with the teachers and fixed the dates and times for the classroom observations and focus group interviews.

During the interviews I presented the consent forms (Addendum D) to the participants. This also involved a brief explanation of what the study entailed. I needed to motivate the participants by explaining to them, what the study entailed but at the same time, I emphasised that they were free to withdraw at any phase of the interview if they wish, as it was voluntary.

Additionally, I sought the permission from the participants to use a voice recorder. I explained to them that the raw data would be kept by my supervisor for the period of 5 years. Furthermore, I explained to them that no one except my supervisor, and I would have any access to the raw data generated in this research.

To ensure confidentiality and anonymity, I did not report the names of schools or persons during interpretation and presentation of this study. Thus schools 'A, B and C' were used to describe the selected schools while I used 'teacher 1' or 'teacher 2' where it was necessary to present verbatim quotes (Davis & Kloppers, 2003:76). The use of these techniques helped me to present the participants' words and phrases to enrich the study and facilitate meaning-making processes.

4.8   SUMMARY

This chapter explained the research design, methodology and methods used for the study. Further the chapter described all the processes and strategies used to actualise the empirical aspect of this study. This included the description of the sample and the sampling technique, and the description of the processes of how the data were generated, analysed and interpreted.

In short, based on the nature of this study; my philosophical assumptions; and different characteristics of qualitative research, I used feminist's theories to shape the study on the theoretical level (2.8). Empirically, I studied and generated data derived from the experiences, views and beliefs of the LO teachers in their natural setting, which was a school environment (4.6.2). The meanings given to these experiences by the participants was critical to this study as the meanings were inductively analysed and interpreted through content analysis by means of coding, categorising and organisation (4.6.3.1). Chapter 5 will present the analysis and the interpretation of the data generated by the study. The interpretation of the generated data will also be linked to the theoretical aspects of this research (3.5).

CHAPTER 5

INTERMEDIATE PHASE TEACHERS' EXPERIENCES OF THE PRINCIPLES OF INTEGRATION, PROGRESSION AND INFUSION IN THE LIFE ORIENTATION CURRICULUM

5.1   INTRODUCTION

This chapter presents the analyses and interpretations of the data collected from the classroom observations and interviews. As earlier stated (1.3), epistemological views are pertinent to this study since epistemology serves multiple realities based on human experiences of their situation (1.3; 3.2). Human experiences in this study connote teachers' varied experiences, views, and perspectives of the LO curriculum with respect to integration, progression and infusion.

The empirical aim (the second aim) of this qualitative study, as earlier stated (1.4), was to determine the teachers' views, beliefs and experiences of integration, progression and infusion in the LO curriculum in the Intermediate Phase. This aim is formulated because of the belief that the teachers are neglected when it comes to their contribution to the design of curriculum (1.3). The first aim of the study is theoretical in nature. The first aim will not be separated from the empirical aim since the theoretical aims will be used to augment the empirical aspects of the study.

In the process of achieving the purpose of the empirical aspect of the study, I conducted unstructured interviews with the principals of the three schools selected for the study (5.2.2). I conducted focus group interviews with LO teachers in each of the three schools - four teachers in school A, three teachers in School B and two teachers in School C (4.2, 5.4). In addition, I observed Grades 4, 5 and 6 LO lessons in each of the three schools.

5.2   THE PARTICIPANTS' SCHOOL CONTEXTS

Owing to the importance of context, I carried out this study in three school contexts in Mahikeng, in the North West Province (2.3, 3.4.1). Context, as earlier stated, emphasised the recognition of individuals' social circumstances in relation to real life scenarios and the histories of our world (3.4.1). These constitute our day-to-day experiences of our different situations (3.4.1). Besides, we can view context as an integral phenomenon in the field of curriculum study regarding the individual curriculum stakeholders' views, perspectives and roles in the

curriculum (2.3). I carried out this study to determine how LO teachers view and give meaning to the LO curriculum regarding integration, progression and infusion. There are several schools in the Mahikeng region but I only purposely selected three schools (4.6.1). The criteria for this selection were based on the schools' varying levels of diversities.

5.2.1 Teachers' biographical information

Data related to the teachers' biographical background was generated by using questionnaires which the participants were to complete before the commencement of the focus group interview. Tables 5.1, 5.2 and 5.3 depict the generated data:

Table 5.1: Teachers' biographical information of School A

Status	Teacher 1	Teacher 2	Teacher 3	Teacher 4
Gender	Female	Male	Female	Female
Qualification	Diploma + ACE	Diploma + ACE	BSc (Hons)	NPDE, PTC
Area of specialisation	Maths, Social Science, LO	English, LO, Technology, EMS	Sociology and Setswana	LO, Social Sciences, Setswana & Art, and Crafts/Culture
Years of experience	-	17	20	31
Other subjects taught with LO	Maths, Social Science	English, Technology, EMS	EMS, Technology	Social Sciences, Setswana & Art and Crafts

Table 5.2: Teachers' biographical information of School B

Status	Teacher 1	Teacher 2	Teacher 3
Gender	Female	Female	Female
Qualification	BSc & PGCE	SP III - ACE Special Needs	B Ed
Area of Specialisation	Maths & Science	Languages: English, Afrikaans; Biology, LO	English
Years of experience	5yrs 6 months	22	21
Other subjects taught with LO	Natural Science, Social Science, English, Art & Culture	English, Afrikaans	English

Table 5.3: Teachers' biographical information of School C

Status	Teacher 1	Teacher 2
Gender	Female	Female
Qualification	Diploma + ACE	BA Ed (Hons)
Area of specialisation	Afrikaans, English, Maths, Music, Art & Culture, Agriculture, History, Setswana	Education III, History III
Years of experience	10	30
Other subjects taught with LO	English and Technology	None

The biographical information as contained in Tables 5.1, 5.2 & 5.3 provided answers to the questions of: who the teachers are, what are their qualifications, experiences, roles and what do they teach and to whom, they teach it (2.3.2). This biographical information was to widen my understanding of the schools' contexts.

5.2.2   Unstructured interviews with the school principals: views of the school contexts

I conducted unstructured interviews with the three school principals separately in their individual school settings. The purpose of the interview was to further shape my understanding of the schools' contexts.

According to the principal, school A had 670 learners and 19 teachers. The school consisted of a diversity of staff and learners with different cultural and religious backgrounds. The medium of instruction was English, although the learners have different home languages. The school was well organised. The school principal and the staff members were very warm, accommodating and willing to help in carrying out this study.

School B was very neat and well organised. The school principal and the teachers were very kind and accommodating. According to the principal, his relationship with the staff was very cordial and democratic in nature. For example, the school principal did not hesitate to carry his staff along with regard to this research work. "I am democratic; I need to talk to the subject head Ms BB to talk to the LO teachers about a suitable time," the principal stated. The school had 1,201 learners and 37 teachers (mainly females). Out of these teachers, 6 were employed by the school governing board. This shows the commitment of the school towards the learners' development. The school had 3 LO teachers in the Intermediate Phase.

School C comprised 840 learners from different cultural and social backgrounds. The school had 25 teachers. The school was well organised and very neat. The school principal was the only female principal out of the three schools investigated and she was one of the LO teachers. The school had three LO teachers. According to the school principal the medium of instruction in the school was English and Afrikaans. Some learners attend Afrikaans classes while others attend the English classes; the language of instruction depends on learners' preference.

5.3   ANALYSIS AND INTERPRETATION OF THE CLASSROOM OBSERVATIONS: CLASSROOM APPLICATION OF INTEGRATION, PROGRESSION AND INFUSION

As earlier emphasised, the purpose of the observations in this study was to corroborate the focus group interviews that had been conducted with the teachers. The observation was also used to determine whether there were discrepancies between the participants' responses and their classroom practice. Table 5.4 below depicts the 9 classes observed, including the lesson topics in each of the classes.

Table 5.4: Observed classroom lists and topics

School A			
Grades Observed	4	5	6
Topics Observed	Human rights	Investigating health problems	Healthy living
School B			
Grades Observed	4	5	6
Topics Observed	Rights and responsibilities	Disease: HIV/Aids	Human rights
School C			
Grades Observed	4	5	6
Topics Observed	Children's rights	Physical development	Rights and responsibilities

To be able to identify patterns, similarities and discrepancies, I depict the observation schedules with regard to integration, progression and infusion in table forms (5.5, 5.6 & 5.7) (du Preez, 2005:123). In all, I divided the classroom observation schedules into three phases:

i. **Application of integration**: The application of integration refers to how the integration is practised in the classroom. This includes what integration entails in the LO classroom at the Intermediate Phase, for instance the occurrence and level of integration of learning contents such as democracy, human rights values and culture.

ii. **Application of progression**: Application of progression refers to how the learning contents are developed in the classroom. Progression includes the flow of knowledge in terms of the procedure. It also involves knowledge acquisition and the conceptual flow of knowledge regarding sequence in the learning and teaching processes.

iii. **Application of infusion**: Application of infusion in this study refers to the varied methods, strategies or techniques that can be used to transverse or collapse boundaries within, and between elements such as democracy, religion, and culture and human rights values.

5.3.1 Classroom application of integration

Integration signals the level of connection (open or closed) between, and within learning content (1.3). One such example is the level of connections between learning contents such as social development and health promotion; and social development and orientation to the world of work.   Importantly, integration involves connection of everyday knowledge with school knowledge (1.2; 2.6). Curriculum integration is not only concerned about the level of connection within, and across learning contents, but about the content's relevancy and their meanings to the learners. The meaning and relevancy from this perspective revolve around how we design a curriculum and implement it. In addition, the curriculum design and implementation might include how curriculum contributes meaningfully to learners' understanding (1.3).

Consequently, open integration in the classrooms I observed was reflected in the integration of elements such as human rights, religion and culture (social development). This included "integration of culture with human rights" (Observation 1, School B) while teaching social development to the learners. In addition, the open integration involved integration of social development with orientation to the world of work. One such example is "integration of career with children's rights to education" (Observation 3, School C) [cf. 5.3.3].

Similarly, I observed that most of the participants closely addressed the issue of human rights in relation to learners' rights to education and healthy living (as elements of health promotion). For instance, "integration of school bullying with human rights" while teaching rights to food and education to the learners" (Observation 3, School B) and, integration of healthy living with education while teaching healthy living to learners (Observation 3, School A) [cf. 5.3.3].

Table 5.5 depicts the overview of the level of integration in the classrooms that I observed. The table also depicts the elements that the participants integrated in these classrooms. The level of integration is both open and closed. The elements such as democracy, religion, culture and human rights values were addressed either closed or open in most of the classes during the teaching-learning activities, except for two instances where these elements were not integrated at all.   For instance, democracy, religion, culture and human rights values were openly addressed in classroom observation 1 in School A, classroom observation 1 in School B and classroom observation 3 in School C. These elements were closely addressed in classroom observation 3 in school A, classroom observation 3 in School B and classroom observations 1 and 2 in School C, while they were not addressed at all in classroom observations 2 in School A and B.

Table 5.5: An overview of what integration entails and the level of connection during the observation schedule

Observation Schedule	Integrated elements	A	B	C
1	Democracy, Religion, Culture Human rights values	Open	Open	Close
2	Democracy, Religion, Culture Human rights values	Not addressed	Not addressed	Close
3	Democracy, Religion, Culture Human rights values	Close	Close	Open

5.3.1.1 Reflection on the classroom application of integration

I observed that most of the teachers adhered to the use of textbooks, except for a very few instances where they only used textbooks as reference. Although the experiences of the participants in enhancing integration cannot be overemphasised in these classrooms, but the role of the textbooks was also explicit. For instance, I observed that the level of integration of different learning contents was easy to determine in the few instances where the textbooks have already integrated different elements. The participants' understanding to use different approaches to traverse boundaries that might exist within, and between these learning contents to make them meaningful to their learners are important (1.3). I will discuss how the participants traversed these boundaries in 5.3.3. I argue that those who were more reliant on the use of textbooks did not give ample opportunities to the learners to participate actively in the learning-teaching process. Teachers' dependency on the use of textbooks here is in line with the conventional approach to curriculum underpinned by the "technical mentality" (2.4.1). Teachers from this perspective as stated earlier (2.4.1) take and deliver "curriculum as it is." However, this is against the view of curriculum as lived experiences embedded in views, perspectives beliefs and democratic participation of all the curriculum stakeholders including the learners and teachers in particular (2.6). Delivering curriculum structure 'as it is' confirms that the curriculum, and LO curriculum in particular, still lacks clarity at the design level. This is in relation to the clear description of the level of connectivity between, and within different learning contents.

5.3.2   Classroom application of Progression

Although most of the lessons I observed progressed from the previous lessons, repetition of the same topics featured prominently. For instance, making reference to the previous lessons in a conceptual manner by saying "What did we talk about in our last class?" (Observation 3, School A), "We have done: I am special" and "We have done rights and responsibility" (Observation 1, School B) before the commencement of the day's lesson. Of note was the repetition of the same learning topics in grades 4, 5 and 6 (Table 5.4) and the same learning content, for instance continuous reference to "rights to healthy food," "rights to education" in grades 4, 5 and 6. This includes "What are your rights" "Healthy food that you learned in grade 3" (Observation 3, School A) while teaching healthy living to Grade 4 learners.

I observed that progression within learning content featured prominently in the classes where the textbooks have arranged the learning contents in a progressive manner. This was enhanced by the participants' involvements in helping learners to make meaning of these elements in a conceptual way. This included sequential organisation and planning of learning content. The application of progression in few of these classes confirms progression "as an aspect of integration that presents the contents' level of complexity in an advanced manner" (2.6.2). Of note is that progression did not feature adequately where the textbooks had failed to arrange the learning contents in a sequential way.

Table 5.6: An overview of learning contents development during the observation schedule

School A			
Observations	1	2	3
Sequence of knowledge	Excellent	Average	Good
School B			
Observations	1	2	3
Sequence of knowledge	Excellent	Excellent	Good
School C			
Observations	1	2	3
Sequence of knowledge	Good	Good	Excellent

5.3.2.1 Reflection on the classroom application of progression

Few of the teachers proved their expertise to make meaning of the learning contents but the progression of knowledge still depends on how well learning content is arranged and sequenced in the textbooks.

5.3.3 Classroom application of Infusion

Infusion denotes that which penetrates the boundaries between, and within learning contents (1.3; 2.6.3). Infusion is that which could be used to help teachers in posing critical questions that might help learners to connect different learning contents in a progressive manner (1.3). Furthermore, infusion represents strategies, methods or techniques of linking real life or everyday knowledge with school knowledge (1.3). Infusion could be explicit or implicit depending on how it is spelt out by the curriculum, and how it is practised in the classroom. When infusion is related to how it is practised in the classroom, it might denote the means by which teachers can naturally show their competency in linking different learning contents meaningfully to meet the learners' needs (cf. 5.3.1). Table 5.7 shows such examples.

Table 5.7: An overview of what infusion entails and the application of strategy during the observation schedule

Observation Schedule	What Infusion entails	A	B	C
1	Respect for others, culture, religion gender, stereotyping, democracy, abuse and education	Infused explicitly	Infused explicitly	Infused implicitly
2	Respect for others, culture, religion, gender, stereotyping, democracy, abuse and education	Not addressed	Not addressed	Infused implicitly
3	Respect for others, culture, religion, gender, stereotyping, democracy, abuse and education	Infused implicitly	Infused implicitly	Infused explicitly

Table 5.7 shows that the boundaries between, and within elements such as human rights, culture, religion, gender and democracy were either explicitly or implicitly brought together in the classrooms that I observed during teaching-learning of LO. The bringing together of these elements overtly involved the explicit collapse of boundaries that exist between cultures and human rights (Observation 1, School B), (cf. 5.3.1) by saying that *"You must learn to appreciate different cultures and different ways of greetings. Do not judge people because of their different ways of greetings."* "*People have different types of culture and attitude. People have different types of dance.*" Explicit penetration of boundaries also involved the bringing together of elements such as stereotyping, religion and human rights.

One such example was *"In most of our churches, the priests are males*." "*You cannot be a priest because you are a woman.*" "*Your mother cannot be a pastor because she is a woman, even if your mother goes to a pastor school*" (Observation 1, School A). Teachers' ability to use a unique technique to traverse boundaries between stereotyping, religion, democracy and human rights here can be related to the earlier argument that teachers' understanding of curriculum might help them to link meaningfully learning contents (2.6.1).

Similarly, the bringing together of these elements covertly involved the implicit penetration of boundaries that exist between the different learning contents I observed such as abuse, education, healthy living, food, and respect for others. One such example was the implicit penetration of boundaries between "*School bullying (abuse) with human rights to food and education"* by saying "*Some group of learners bullied Paul, they took his school bag and threw away his sandwich*" (Observation 3, School B) while teaching rights to food and education to the learners. The implicit penetration of boundaries also included implicit collapse of boundaries between child abuse, drug and human rights. For example, "*The father is shouting at his child as a result of alcohol. It is not good to take alcohol. When you take alcohol, you shout and fight, that is what we called domestic violence. Now, is the child's right protected?*" (Observation 3, School A).

5.3.3.1 Reflection on the classroom application of infusion

In most of the classes, I observed that the notions such as democracy, stereotyping, child abuse and human rights and its underlying values were either infused explicitly, implicitly or not at all. I observed that few of the participants who did not totally rely on the use of textbooks were able to engage naturally different elements such as culture, religion, human rights, healthy food and abuse. They were able to engage these elements by different ways of posing questions and strategic ways of citing real life examples that relate to the learners' worlds.

5.4   DATA ANALYSIS AND PRESENTATION OF FOCUS GROUP INTERVIEWS

       WITH THE TEACHERS

The data from the focus group interviews conducted with the teachers are presented in four sections. The first division presents the teachers' views and experiences of the social and economic context of their learners, the second section provides the teachers' experience of curriculum, the third division serves the teachers' experience of LO curriculum while the fourth aspect presents the teachers' experience of integration, progression and infusion in the Intermediate Phase LO curriculum. Themes in each section are identified and categorised into headings.

5.4.1   Teachers' views and experiences of social and economic contexts of the learners

       in their schools

Most of the teachers that I interviewed for this study showed their concern about the social and economic background of their learners. For instance, the teachers of school A and C in particular expressed their experiences of their learners' background. This is in relation to how their learners' economic and social problems have negatively affected the school curriculum. These negative effects included learners' failure to pay attention in the classroom; and failure to do their homework.

According to the teachers most of these learners are from economically disadvantaged backgrounds. Out of concern, teacher 3 of School A mentioned that "*most of them are from destitute families, they cannot afford to buy resources that are requested from them.*" "*Some of them have problem of school uniforms, though some of them are being catered for by a social grant",* teacher 4, (School A) asserted. Comments such as *"some don't have something to eat for breakfast when they come to class"* (Teacher 2, School C); *"My mummy hasn't got the money to buy the materials*" (Teacher 1, School C) signified social and economic problems in these schools. As a result of social and economic problems some of these learners, according to the teachers, do not complete their homework. "*You give them homework, you expect them to bring the homework, and most of them don't have people to help them"* (Teacher 1, School C). This is because some of them do not have parents, or if they do have parents, the parents are not at home to help them.

Although many of the learners from school B were reported to not have economic problems but were faced with social problems, "…*they are not needy as such, they come to school very neat, and they got everything they need to have like glue, colour and all of that, but the supervision and emotional contact is not there*" Teacher 1, (School B) commented. While referring to the

social problems being faced by the learners, out of concern, teacher 2, (School B) affirmed, "*They want attention and the parents compensate with money*", "*with material things, instead of them being there for the children."* Some of these learners lack parental control as most of the children either stay with one of the parents or usually stay with the helpers. As a result of lack of parental control at home, some of these learners lack discipline and they do not listen to teachers at schools because it has been their tradition not to listen to anyone, "*…they don't listen to you as a teacher, telling them, you know, hmm, do this, do that"* (Teacher 3, School B). According to the teachers, a lack of discipline is common among the boys as they will always question the teachers' authority. "*Some of these learners normally don't do homework; and they never hand in projects, it is always an incomplete work piece that they give you*" (Teacher 1, School B).

Teachers' account of the learners' social and economic status are in line with the earlier view that the concerted effort to advance in the development of curriculum might require teachers' participation based on the day-to-day experiences with the learners for whom, the curriculum is designed (1.1, 1.3). Base on my initial argument (1.3) and my observations in the classrooms that I observed, it is believed that these teachers' varied experiences can help them to structure methodically and organise learning content to meet learners' needs through integration, progression and infusion.

5.4.2   Teachers' understanding and experiences of the curriculum

Curriculum according to the teachers is described as syllabus and what they are supposed to teach to the learners. This description became clear in some of the classes observed when some teachers teach as directed by the prescribed textbooks. This description corroborates the view of curriculum from the narrow perspective whereby curriculum is termed a formal academic programme, a particular course of instruction or a syllabus (2.3.1). Additionally, these teachers' description of curriculum entails the concept of curriculum which is viewed to be integral to curriculum studies as this might determine how curriculum theories grow into practice regarding application of integration, progression and infusion in the classrooms (2.4). Teachers' experiences of curriculum are categorised as follow: lack of resources, curriculum overload, inadequate professional learning programmes and lack of adequate consultation.

5.4.2.1 Lack of Resources

Lack of resources is viewed to be prominent in the South Africa education curriculum (1.3; 2.5.3). Teachers in this study described resources as an important phenomenon in the implementation of the national curriculum, specifically the LO curriculum. In particular, the need for resources such as computers, adequate textbooks and libraries was mentioned. Some of these teachers raised concerns about how the curriculum is not good enough for their learners as many of their learners did not have access to computers at schools to complete homework that involved the use of computers. "*If they have projects, they need a computer, and they need Internet*" (Teacher 2, School C). Besides, many of these learners come from homes where their parents could not even afford money to take them to the Internet cafe to execute projects that requires the use of computers.

Also of concern to some of these teachers is the availability of a well-equipped library where learners could get adequate learning materials that might help them in completing, any given work that might require them to source for related information (Teacher 1, School C; Teacher 2, School B). When it comes to the issue of textbooks, some of these teachers expressed their concern on how their learners are being faced with challenges of inadequate textbooks as two to four learners sometimes share a textbook (Teachers 2 & 3, School B; Teacher 2, School C). The phenomenon was corroborated during the observations (Observation 3, School C) while two to three learners share a textbook. It is argued that the lack of adequate resources such as computers and textbooks might negatively affect the successful implementation of integration, progression and infusion in these classrooms. One can argue the inadequate textbooks might hinder learners' concentration to advance in knowledge in the classroom because most of these teachers depend on textbooks.

5.4.2.2 Curriculum overload

The teachers expressed their views about the overloading of the curriculum. Curriculum overloading in the view of the teachers often involves the issues of too many learning contents as a result of repetition of the same contents in grades 4, 5 and 6. "*Too many learning contents to cover within a very short period and too many assessments and projects*" (Teacher 2, School B) and; "*…a lot of administration work*" (Teacher 3, School B) to the detriment of academic work. In agreement to these statements were comments such as "*we have different assessments*" (Teacher 1, School C), "*…we must have two reading assessments, we must have a project, if I must show you the assessment you will be amazed*" (Teacher 2, School B) "*…where do we get time to teach?*" (Teacher 1, School B). "*So there is still little teaching time*

...and the poor child gets 9 projects, he gets 10 projects that he needs to complete..." (Teacher 2, School B). "*Our children cannot cope, the curriculum is overloaded*" (Teacher 2, School C).

The teachers believed that overloading of the curriculum has negatively affect them and their learners as some of the learners are performing poorly in writing, spelling and speaking. Out of concern Teacher 2, (School B) mentioned that "*it is pathetic, the way our children spell*", "*our children don't know how to speak English*". It is believed that the issue of curriculum overloading as expressed by the LO teachers might have negatively impact on their application of integration, progression and infusion.

The application of integration, progression and infusion here involves how to determine learning contents' level of connectivity, sequence and use strategy to connect learning contents for learners' better understanding. By way of example, a teacher who thinks of how to manage his/her time may not be able to cover all the learning contents in an organised and conceptual manner.

5.4.2.3 Inadequate professional learning programmes

Of great concern to these teachers is professional learning programmes. Teachers' perspectives, views and experiences of curriculum regarding professional learning programmes in this study are in line with the view of Jansen (2002) who strictly believed the teachers are not exposed to proper and adequate training with regard to the curriculum. The Department of Education itself now acknowledges that training for the NCS was superficial (DoBE, 2009).

The teachers interviewed for this study all voiced that they need to be better equipped to deal with the curriculum, and specifically the LO curriculum. To corroborate this view, Teacher 3, (School A) expressed: "*I think we want information concerning LO, if something arises, there should be a workshop, it will be attended*" "*I got knowledge, but I think I will like ...*" "*You do not stop learning*" Teacher 4, (School A) also asserted. Additionally, these teachers expressed their views about the quality of training being received and believed that it should be done differently (Teacher 3, School A; Teacher 4 School A). They complained about what they experience when it comes to professional learning programmes, they believed that they were the ones who train the trainers as the trainers usually do not have a clue about what they are teaching them (Teacher 3, School A; Teacher 4, School A). Teacher 3, (School A) shortly stated, "*we workshop them.*"

The quality of training being given to the teachers was questioned by the participants. Teacher 1, (School A) stated that "…*sometimes, when they do practical, they do it with the teachers, not the relevant learners*". "*If there is a practical aspect of the workshop, they must teach the*

learners themselves, can you see?" According to these participants, they normally act as learners when there is any practical work at the workshops; this makes it difficult for the teachers as they would have preferred such practical to take place in the classroom situation. Also of concern to these teachers was their experience with the Department of Education officials as they believed that they do not get enough support from them "*we don't even get support from the DoE to guide us*" asserted Teacher 3, (School B). They mentioned that they often referred them to their Head of Departments whenever they ask them pertinent questions.

Besides the quality of the learning programme, the teachers voiced their experiences with the short periods of the learning programmes which were in line with the earlier argument in the background to this study (1.2). "*They just take a day or two*" commented Teacher 2, (School A). They believed that the time DoE normally set aside for training was not enough. From the same perspective, they believed that the time for the professional learning programmes were not always appropriate as they always go for learning programmes after school hours when some of them are exhausted. When we look at the appropriateness of the professional learning programmes, one can argue here that it might not be possible to have these progammes during school hours as they may hamper effective learning and teaching.

Additionally, most of these teachers believed that the issue of specialisation needed to be extended to primary schools as some of them would like to specialise in the LO curriculum. As such, the LO curriculum was seen as filler (to add up to the number of learning areas that a teacher is responsible for) to a few of the teachers as it is often taught by any teacher regardless of their specialisation. I argue that insufficient professional learning initiatives *vis-a-vis* LO, may jeopardise its effective implementation. For instance, when it comes to what knowledge to integrate, how to develop knowledge in a conceptual manner and what strategy to use to connect the knowledge in a conceptual manner.

5.4.2.4 Lack of adequate consultation

The participants that I interviewed for this study believed that their voices are not well heard as they cannot say anything regarding the making and design of the curriculum, "…*we cannot even say anything*" (Teacher 3, School B). Of great concern to most of these teachers is that the department does not come to school to consult them about their views or perspectives on some important issues with regard to curriculum. In support of lack of consultation, some of these teachers complained: "…*they don't come to school and ask the teachers... What do you think? I think it can be better if, when they implement they come to us*" (Teacher 2, School C). "*They tell us we have decided this is what we want to do*" Teacher 2, (School B) claimed. Lack of consultation here is in line with the earlier argument regarding education policy makers'

failure in carrying along teachers through empirical investigation (1.3). Furthermore, failure to carry teachers along is viewed as undermining the role of research, consultation and context which are described as central phenomena in the making and design of curriculum in relation to integration, progression and infusion (1.3). Similarly, one can argue that the lack of consultation might also undermine the role of experience found in multiple realities and in part affects classroom practice of integration, progression and infusion and upholds the technocratic approach to curriculum design (2.4.1). A technocratic approach emphasises the top-down approach to curriculum which positions teachers as mere receivers of knowledge that is pre-packaged by policy makers. The technocratic approach to curriculum does not only undermine the roles of teachers in the contribution to knowledge but, it undermines the role of voice embedded in the dialogical approach (3.2).

5.4.3 Teachers' experiences and views of the LO curriculum

LO, according to the participants I interviewed for this study, is of vital importance due to its varied advantages surrounded by day-to-day happenings in the learners' world. Based on these participants' views and experiences of LO, themes such as the purpose of LO and the challenges of LO were identified.

5.4.3.1 Purpose of the LO curriculum

The participants for this study all perceived LO curriculum as an important learning area because it mainly presents the daily life encounters such as drug abuse, child abuse and diseases such as HIV/Aids. Teachers' view of the curriculum with regard to the purpose of the LO curriculum is in line with the view that LO has the potential to equip learners based on its different learning contents which evolve around human development and skills (2.5.1). Additionally, to strengthen the importance of the LO curriculum Teacher 1, (School A) emphasised that "*it is a subject to be taught, it must be taught, and it must remain there*". These teachers in consensus believed that "*it is better, if you teach these children about sex education*" for instance, as they will not make the mistake of contracting HIV/Aids (Teacher 2, School A, Teacher 4, School A, Teacher 2, School B, Teacher 1, School C). They believed that they were the only people who can teach children about issues such as sex education, as some parents see it as a taboo which must not be spoken about in public. Regarding HIV/Aids, most of these teachers believed that it is important to teach learners about HIV/Aids as it is one of the epidemics in our society today.

LO, according to most of these teachers, has the propensity for creating awareness on the issue of human rights as it enlightens learners about their rights. To these teachers awareness of one's rights will not only enable learners to recognise a problem but it will help them to report any problems. "*We always tell them, they are free to report either to a teacher, to a pastor, or any responsible adult*" (Teacher 2, School A). Teacher 3, (School A) shared his experience about teaching abuse in the classroom. He narrated that one day while teaching abuse to the learners that he gave a scenario of a family where the father of the house is an alcoholic and abusive, and how a learner raised his hand when he (teacher) asked if there is anyone among them who is experiencing that kind of situation. According to the teacher, he did not only become sympathetic with the learner's situation but rather he suggested some counselling strategies to the learner. Although with all the importance attached to the LO curriculum, it was still viewed as being faced with some challenges which could affect its effective implementation regarding how and what learning contents to inculcate in the learners.

5.4.3.2 Challenges in teaching the LO curriculum

Many of these teachers in consensus agreed that they have different challenges in teaching the LO curriculum. According to them, these challenges ranged from culture and religion, to inappropriate textbooks, and media.

a. *The influence of culture and religion*

Apparently cultural and religious background of the learners can pose challenges for learning-teaching of the LO curriculum. Most of these participants expressed that it was an abomination to talk about sex in public in some cultures and religions. In the Tswana culture for instance, "…*we still have some traditional customs where you don't talk about …say private part or anything in relation to sex*" (Teacher 1, School A, Teacher 2, School C). Teaching learners about sex and related issues according to these teachers are not problems for them but the problems are the parents who think you are teaching wrong things to their children. Most of these teachers in their view stated that many parents do not support the teaching of the LO learning area.

Culture and religion seem to be one of the challenges being faced by teachers in the implementation of the LO curriculum. Some of these teachers lamented that they were not free to teach these learners all they were supposed to teach them because of the fear of culture and religion. It is believed that the view of the LO curriculum from the perspective of culture and religion might negatively affect its successful implementation when we consider integration, progression and infusion of learning contents such as personal

development and health promotion. This is because of teachers' uneasiness to connect and enhance the easy flow of some elements related to these learning contents.

b. *The influence of media*

While most of the participants for this study ascribed their failure to teach LO freely to their learners to cultural and religion background of their learners, similarly, these participants believed that the media, television in particular, has negatively impacted on their freedom to teach the LO curriculum to learners. Pornographic television programmes (or "*Emmanuel*" as described by Teacher 1, School A) the children are exposed to hinder effective learning-teaching of the LO learning area. "*We are not going to be free if our kids watch that*" (Teacher 4, School A).

"*We are not free, we are sensitive, it is only we need to carry out our duties*" (Teacher 2, School A, Teacher 1, School C, Teacher 2, School C) commented. To these participants, the watching of pornographic programmes has wrongly widened the learners' understanding of sex education and, teaching sex education to them in the classroom is tantamount to strengthening their wrong views of sex related issues.

c. *Inappropriate textbooks*

Some of the participants believed that some of the textbooks and learning support materials do not really address learners' context, for instance teaching Chinese New Year to learners, "*Why not religion in South Africa?*" Teacher 1, (School A) questioned.

Most of them believed that the textbooks are not compensating for all that learners' need. In support of this statement, Teacher 2, (School B) asserted that "*the books are just there,*" "*there is not enough there*". It is believed that the view of teachers about textbooks in this study might influence their classroom practice of integration, progression and infusion of different learning contents. For instance, one can argue these teachers might find it difficult to integrate, progress and infuse the learning contents that they view as inappropriate to learners' context. This difficulty might involve how to determine the level of connection of these presumed irrelevant learning contents. This might include what approach to use to collapse the boundaries that may exist between these learning contents and how to help learners to advance in acquisition of knowledge regarding these contents.

5.4.4   Teachers' experiences of integration, progression and infusion

Teachers have varied experiences of integration ranging from fragmentation, irrelevancy, clarity, overloading, to repetition of some of the learning contents.

5.4.4.1 Teachers' experiences of integration

(i)   Fragmentation

Determining the level of connections between some of the learning contents in the LO curriculum to some of the teachers is difficult, "*it is difficult, the contents are so far apart*" Teacher 2, (School B) commented. To these teachers, some of these learning contents are not related. For instance, they questioned the relationship between learning contents such as water pollution and anger management, one of the participants argued that "*how can water pollution and HIV links*?" (Teacher 1, School B). In their views, they think there is a relationship between learning such as diseases and HIV/Aids but not water pollution and anger management. The views of the participants regarding fragmentation are in line with what Slabbert and Hattingh (2006) described as "fragmentation of knowledge" (1.3). Furthermore, the perspective of fragmentation of knowledge is that different learning contents with distinct attributes are brought together and delivered as the policy makers prescribed it. This in part can be linked to conventional approaches to curriculum. The conventional approaches to curriculum stipulate models and step-by-step strategies in the making and designing of curriculum as earlier discussed (2.4.1).   Considering the participants' argument, one can agree that it might be difficult to effectively apply integration where learning contents are not really related, or, where teachers lack the adequate knowledge and skills to integrate meaningfully.

(ii)   Irrelevancy

Some of the participant teachers viewed the LO learning content as not connected to learners' needs and as too superficial, this is because they do not address learners' developmental and emotional needs. According to these participants, the Department of Education should give examples the children are familiar with, as something related to learners' needs is crucial. The view of the participant teachers with regard to learners' needs can be linked to the importance that is ascribed to the role of learners' social context in relation to their real world (2.4.3). This includes giving examples that are meaningful to the learners.

(iii)   Lack of Clarity

In line with the earlier argument against curriculum clarity at the design level (1.3), the participants in this study, in the same vein, believed that the curriculum is not clear enough. In support of the argument for lack of clarity, one of the participants asserted that "*You know in the curriculum, they will just tell you the LO's and LAs, they will say integration in English*" "*They say you can relate, but they do not say exactly*" (Teacher 2, School A). "*They do not give measures*" another teacher emphasised (Teacher 1, School C). The above statements can be linked to the conventional approach to curriculum which emphasises the role of teachers as mere curriculum receivers (2.4.1). For instance, the view that the outcomes have already been pre-determined (2.4.1). One can argue here that all that is needed from the teachers is to deliver technically the learning contents to achieve the set goals (Learning outcomes). Considering the participants' views on LO curriculum lack of clarity, it is agreed that lack of clarity might hinder integration in the curriculum.

5.4.4.2 Teachers' experiences of progression

a   Repetition

Most of the participants in this study believed that the LO curriculum learning contents are overlapping and extremely full of repetition. For instance, they complained about repetition of the same learning contents in Grades 4, 5, 6 and 7. "*They start with human rights, continue with responsibility as well*" "*It is the same lesson in 4, 5, 6, and 7*" the participants commented with regard to repetition of LO learning content (Teacher 3, School B, Teachers 1 & 2, School C). These teachers believed that learners' apathy to the LO learning area might be related to repetition of the learning contents since "*they hear the same thing, all over*" (Teachers 1 & 2, School B, and Teachers 1 & 2 School C). In the view of most of the participants, progression should be more in depth, "*…it should be different or more difficult*" (Teacher 1, School A). Considering the views of the participants on the issue of repetition of learning contents one might argue that repetition might hinder learners' conceptual understanding of varied learning contents in the LO curriculum.

b   Outdatedness

A few of the participants in this study believed that many of the learning contents are out-of-date. Out of concern, Teacher 1, (School B) stated that "*it is a little bit outdated*" "*it is not even in line with emotion, we got much matured emotional learners*". The

participants believed that the things are changing very fast with the learners as their development progresses more rapidly than in the past. In the view of these teachers, they think it is better to design the curriculum to progress in line with the learners' present development. Considering teachers' views about the curriculum outdatedness, one could agree that outdatedness might affect learners' progression of knowledge in the LO curriculum. For instance, teaching learners the learning content that does not meet their developmental needs.

c   Lack of clarity

Many of the participants believed that the LO learning contents with regard to progression are not clear enough (Teacher 1, School A, Teacher 2, School B, Teachers 1 & 2, School C). The learning contents are not well explained and easy to understand. The DoE itself acknowledges that the curriculum lacks clarity, coherency and understanding (2.5.3.1). When we consider lack of clarity of the curriculum as viewed by the teachers, one can argue that the ambiguity of the curriculum might hinder the classroom practice of progression. This is because these teachers might find it difficult to help learners to advance on the knowledge that is not clearly stipulated.

5.4.4.3 Teachers' experiences of infusion

The participants' experiences of infusion are difficult to determine in this study. This is because most of the participants hardly respond to the questions relating to infusion. Some of them indicate that they did not understand what was meant by infusion while others equate infusion with integration. The teachers see infusion in the LO as a filler, "*it is just put there to fill it up*" Teacher 2, (School B) claimed. They believed the teachers need to be further trained to be able to teach some of the components in the LO curriculum.

The participants indicated that they do not link human rights and HIV/Aids in all learning areas. In support of this argument, Teacher 2, (School B) asked "*How is Maths going to do that?*" In the views of most of the participants, you do not necessarily include infusion when you plan a lesson and set examination papers. To some of these teachers, infusion comes naturally while most of them cannot even see any difference between integration and infusion. Infusion is strange to some of the participants: "*Infusion, I do not understand*" (Teacher 2, School C). "*Infusion is the same thing as integration*" Teacher 2, (School C) further said. Considering the teachers' views about the clarity of infusion, one can argue that lack of understanding of infusion as a design principle might impede its classroom practice.

5.5   SUMMARY

In summary, Chapter 5 dealt with empirical aspects of this study. The empirical aspect includes the unstructured interviews, classroom observations and focus group interviews. The unstructured interviews provided the description of the context of this study with regard to the school environment, the learners and the teachers. The classroom observation served as basis to investigate the application of integration, progression and infusion in the classroom, this was to better determine teachers' experiences of integration, progression and infusion in the Intermediate Phase LO curriculum. Additionally, the focus group interviews provided the views, perspectives and experiences of the participants. The data that I generated for the study were analysed and discussed. I will discuss the findings and suggestions in the next Chapter. As earlier stated, ontological view regarding clarity of knowledge when it comes to curriculum design is crucial (1.3). As a result, the third aim of this study was to provide curriculum guidelines for effective integration, progression and infusion in the LO curriculum (Chapter 6).

CHAPTER 6

SUMMARY, REFLECTIONS AND CONCLUSIONS

6.1   INTRODUCTION

As a result of the role of lived experiences with specific reference to Intermediate Phase teachers' experiences of the LO curriculum, this study empirically explored teachers' beliefs and experiences of three curriculum design principles of integration, progression and infusion. On a theoretical level, different theories of feminism were used to aid my understanding of this notion and make suggestions on how the design elements could be improved on by the LO teachers (1.4; 1.5). The purpose of this chapter is to present the following:

- Overview of the research;

- Approaches to integration, progression and infusion: one-dimensional

  and multi-dimensional; and

- Conclusions.

6.2   OVERVIEW OF THE RESEARCH

The overview of this research presents the summary of each of the chapters of this study. Chapter One presented the layout of this study which included the establishment of the background to the study. This background included the account of the process of South African curriculum from 1994 to date with particular reference to integration, progression and infusion. The problem statement described the importance of the design principles of integration, progression and infusion. The importance of the three design principles was argued to be undermined. The challenge was as a result of such factors as the lack of clarity of the curriculum statement, teachers' inadequate understanding of the curriculum statement with specific regard to integration, progression and infusion in the LO curriculum. The challenge included lack of adequate consultation with teachers in the making of the curriculum and the questionable learning programmes in the curriculum. Consequently, the formulation of curriculum in part remains top-down.

Considering the above-mentioned factors, the aims of the study were to explore teachers' beliefs and experiences of curriculum regarding integration, progression and infusion in the Intermediate Phase LO curriculum and therefore provide guidelines for their effectiveness. How

these aims were to be achieved regarding the research questions aligned to the data-gathering methods, methodology and analysis were also explained.

In chapter Two, a review of relevant literature was conducted regarding the theoretical perspectives to the field of curriculum and, the two approaches to the study of curriculum regarding narrow and broad perspectives of curriculum studies and different approaches to the study of curriculum were explored. By way of exploring these, the national trend in South Africa curriculum studies was delved into, and this led to the interpretation of the South Africa curriculum statement. The national trend included the theoretical underpinning studies in South Africa, the challenges to the curriculum, the LO curriculum, the proposed CAPS and the design principles of integration, progression and infusion.

Chapter Three focused on discourses of feminist theories as the theoretical lens of the study. Consequently, I looked into three approaches to feminism. Several theories underpinning these approaches were synthesised and analysed and themes such as location, caring relations, thinking and knowing emerged. These themes were discussed and related to the three design principles of curriculum, integration, progression and infusion, the consideration is to achieve one of the aims of this study (1.5).

Chapter Four presented the research design and methodology used for the study and the basis for using them. A qualitative research design and phenomenological methodology were found to be suitable for the study because the study was based on LO teachers' lived experiences of the LO curriculum. The processes involved, such as sampling of the participants, data collection methods and data analysis with crystallisation were presented. For example, the methods followed in actualising the process included the use of crystallisation using unstructured interviews, observation, focus group interviews, and the use of content analysis to make meaning of the generated data as phenomenological constructs for the study (4.6).

Chapter Five presented the analysis and the interpretation of the teachers' experiences of the LO curriculum in the Intermediate Phase level. The analysis and presentation were presented in five phases. The five phases are: (i) the views of the school context, (ii) classroom application of integration, progression and infusion; (iii) experiences of the curriculum, (iv) experiences of learners' context, experiences of LO curriculum and, (v) experiences of integration, progression and infusion.

The first phase denoted the results of the unstructured interviews with the school principals, this was to better my understanding of the school contexts. The second phase presented the results of the classroom observations while the third, fourth and fifth phases denoted the results of the focus group interviews that I held with the participants.

After I had analysed the data generated for this study, I realised that the inclusion of questions on how the participants viewed integration, progression and infusion in the textbooks could have helped me to address the issue of the participants' reliance on the use of textbook. This issue later emerged in my findings.

6.2.1   Reflection on the results

The reflection on the results of this study presents the image of the classroom observations and focus group interviews. The image is surrounded by the participants' views, beliefs and experiences of integration, progression and infusion in the LO curriculum in the Intermediate Phase classes of the three schools purposefully selected for the study.

6.2.1.1 The classroom practice of integration, progression and infusion

According to the data from the observation conducted in the nine different classrooms with the participants it was shown that the principles of integration, progression and infusion were applicable. The factors that emerged were:

a) The level of boundaries between elements such as human rights values, respect for others and democracy were either open or closed in the observed classrooms. The level of boundaries between these learning contents were viewed to be opened and not fragmented in the classrooms where the learning contents were well integrated in the learning support materials (LSM) or textbooks. Underpinning the openness of the level of connectivity of these learning contents was the ability of a few of the participants to convincingly demonstrate their expertise. This includes ability to reflect on their experiences to improve on the level of connectivity of different learning contents.

b) The level of boundaries between, and within some learning contents appeared to be closed where the learning contents are fragmented in the LSM and the participants based their learning-teaching on the LSM or textbooks. This was because the participants did not really draw on their own experiences to improve on the learning contents' connectivity.

c) Most of the classes often progress from the previous lessons except for one instance when mention was made of the previous grade lesson. Importantly, the progression within learning contents in most of the classes depended on the LSM or textbook development; this regards how learning contents are sequenced. Knowledge

sequence was viewed to be prominent in the few classes where the LSM had organised the learning contents well in a progressive order, whereas, progression within learning contents was observed to be inadequate in most of the classes where the progression of knowledge was not sufficiently addressed in the LSM. Despite these deductions, the roles of the participants' skills and understanding were argued to be important.

d) Infusion entailed either human rights values, respect for others, religion, gender and stereotyping. The infusion in the observed classrooms was either explicitly or implicitly applied. As a result, the participants were able to explicitly or implicitly apply infusion as a method, technique or strategy to connect varied levels of the boundaries that exist within different learning contents in the observed classrooms. As such, infusion was more explicit in the classes where the participants could make use of varied strategies to make connections than, where they were constrained to make use of different strategies.

6.2.1.2 Reflection on the curriculum

Some of the general problematic issues being faced in the implementation of the curriculum as indicated by the participants included:

a.   The issue of resources such as textbooks and computers. One such example is a situation where learners from disadvantaged backgrounds are doing homework that concerns seeking information on the Internet knowing full well that they don't have access to computers. It is thought that teachers' understanding that their learners might not have access to required information may possibly impede their ability to effectively design the LO curriculum.

b.   Lack of adequate support from the DoBE was one of the greatest concerns of the teachers. Teachers were not provided with adequate information concerning curriculum; this is with regard to provision of inadequate steps to follow when it comes to the utilisation of the design principles of curriculum integration, progression and infusion.

c.   Inadequate professional learning programmes and inappropriate time scheduling for the teachers' development programmes with regard to curriculum, specifically, the design principles of integration, progression and infusion. The provided learning programmes were undertaken by less experienced personnel who did not know much about the curriculum and who sometimes direct the

teachers to their Head of Departments for answers to complex questions. It is believed that inadequate and inappropriate time scheduling of available learning programmes might have a negative effect on integration, progression and infusion. For instance, finding it difficult to apply adequately the design principles as a result of inadequate training.

d. Curriculum overloading was identified to be one of the problems being faced by the participants. Curriculum overloading included too many learning content to be covered in a very limited time. Curriculum overloading from this perspective might be as a result of overlapping of the learning content across the grades.

6.2.1.3 Reflection on the challenges of the LO curriculum

Although LO was indicated as a subject to teach because of its potentiality to offer succour to learners' different challenges, the participants indicated some challenges that could particularly hinder its successful implementation. The issues that emerged included the following:

a. Diverse culture and religion backgrounds were manifested as impediment to learning-teaching of LO because of the societal beliefs that it was an abomination to discuss some issues in public. This might involve teachers' constraint to design curriculum that will contradict the learners' culture and religion when it comes to integration, progression and infusion of a learning content that is forbidden in their beliefs and traditions.

b. Exposure of learners to obscene media programmes at home posed difficulty on the teaching-learning of LO. It is believed that these learners came to the classroom with warped perceptions as a result of their exposure to various obscene programmes at home. Considering this factor, it is believed that the teachers might find it difficult to integrate, progress and infuse the learning contents they think might further keep learners wrongly informed. Failure of the prescribed textbooks or LSM to meet the need of learners with regard to learners' context, for instance, making reference to cultures that the learners are not used to.

6.2.1.4 Reflection on the teachers' experiences of integration, progression and infusion

With regard integration, factors such as a lack of clarity, overloading of curriculum and irrelevancy of learning contents were indicated as hindrances to the implementation of LO curriculum in the Intermediate Phase. It was emphasised by the participants that some of the learning contents were not in any way related, while some are not clear and did not seem to meet the learners' needs.

Apart from these factors, it was indicated that progression in the LO classroom did not always denote progression of knowledge and skills since the learning contents sometimes overlapped and did not meet learners' developmental needs at a specific time.

It seemed difficult to determine teacher's experiences of infusion as they have mixed understandings about it. While some indicated it was not clear what was meant by infusion, few indicated they did not know what it meant. Of note, and the misconception notwithstanding, infusion took place in most of the classrooms observed.

6.3   APPROACHES TO INTEGRATION, PROGRESSION AND INFUSION:ONE-DIMENSIONAL AND MULTI-DIMENSIONAL

Although faced with various problems that might impede their successful implementation in the classrooms (1.3), integration, progression and infusion are integral in the designing of a curriculum, the LO curriculum in particular. Integration presents the level of connection within, and between learning contents. Progression suggests the conceptual acquisition of these learning contents while infusion traverses the boundaries that exist within, and between learning contents. Next, I will make several theoretical deductions based on the empirical and theoretical exploration hitherto.

6.3.1   One-dimensional approach

In my own perspective, the identified problems might be related to some of the teachers' approach to the design principles of integration, progression and infusion which I would describe as a one-dimensional approach, surrounded with excessive reliance on the use of textbooks or LSM in the classroom. This involves making use of textbooks or LSM as that material which is planned and prescribed to the teachers who will carry it out by following the laid down step-by-step strategies (2.3.1, 2.4.1). The LO curriculum from this perspective is delivered as it is presented in the textbooks or LSM. As earlier stated, knowledge from this

perspective is seen as factual, fixed, certain and foundational as a result of strict orderliness and methods the teachers need to adhere to (2.3.1, 2.4.1). For instance, as to integration, this constraint might include teachers' inability to relate adequately to their own situation embedded in their lived experiences to make ample connections. Regarding progression, this might sometimes involve teachers in the sequence of knowledge as prescribed in the textbooks, rather than to draw out of their own varied experiences to accelerate there learners' knowledge. When it comes to infusion, it might demonstrate teachers' inability to make use of various methods within their own experiences to influence appropriate connections and sequences of different learning contents in the LO curriculum. As such, one could argue that some teachers' inability to use their own knowledge and experience to engage different methods presents knowledge as fixed. The view of knowledge as fixed therefore reduces their approach to being one-dimensional.

This perspective might beget a situation where learners are passive as they could not actively reconstruct the fixed and foundational knowledge in the textbooks. This is because knowledge is seen as a fixed phenomenon which undermines the active roles of teachers and those of their learners in critical thinking. Critical thinking here is surrounded with active participation and interactive dialogue underpinning a multi-dimensional approach to integration, progression and infusion

6.3.2   Multi-dimensional approach

The idea of multi-dimensional approach might involve teachers and learners' active participation and critical reasoning, surrounded with multiple realities in the classroom. This might involve teachers in using different learning-teaching methods based on different experiences to enhance integration, progression and infusion in the classroom. In this sense, knowledge is considered to consist of a nexus of connections which is inherently anti-foundational or fixed in nature (3.4.1). This might be related to the recognition of different voices, views, perspectives which characterise different themes of feminist discourses strengthened by the view of intersectionality which serve interaction and multi-dimensionality of all social groupings (3.4). Curriculum design principles of integration, progression and infusion implementation here might be enriched, when we relate them to the view of multi-dimensionality. The view involves the recognition of the learners' and teachers' active contribution towards the enrichment of these design principles in the classroom when it comes to learning contents' organisation, sequence and the appropriate methods to achieve this.

The multi-dimensional aspect embedded in multiple realities underpinning feminist discourses is proposed because it might help to solve the problems such as curriculum overloading, lack of

clarity, repetition, and irrelevancy of the learning contents. This is because multiple knowledge and skills about the design principles could facilitate the process of meaningfully addressing a variety of contents across the curriculum so that repetition, lack of clarity, irrelevancy within, and across the curriculum are minimised. It is believed that these problems can be overcome by adopting various themes of feminist discourses such as location, caring relations, thinking and knowing. For instance, the themes might help teachers in the following suggested ways to achieve effective integration, progression and infusion:

6.3.2.1 Integration

a. To be conscious while we design learning contents in terms of which learning contents to connect, in order to prevent fragmentation within, and across the LO learning contents. This might include the recognition of learner's context with less reliance on the use of textbooks, by use of real life scenarios present in learners' lived experiences. This involves making learning contents relevant to learners' situation when it comes to how the learners view, explain and analyse their multiple world.

b. To cross traditional boundaries within, and across LO learning contents without restriction. This includes recognition of varied levels of connections between different learning contents embedded in intersectionality which form an integral part of different themes of feminist discourses. This might involve the organisation of LO learning contents on constructive dialogical approach with no specification of boundaries.

c. To increase the number of possible connections regarding integration based on multiple realities. Considering the view of knowledge from different dimensions might suggest the provision of different ways of making meaningful connections. This might involve the organisation of curriculum by teachers around the learners' needs based on authentic examples in line with the varied needs in the learners' context. This is to avoid excessive dependence on textbooks or LSM, but to rather focus on taking care of learners' needs in relation to learners' present world and beyond.

6.3.2.2 Progression

a. To move from real-life local scenarios towards more global and, or universal scenarios as this might allay the problems of irrelevancy of some learning contents in the LO curriculum. This might involve using learners' lived experiences as a platform to advance their understanding of a learning content that they are not familiar with. This

could incorporate a conceptual movement from daily life experiences to classroom experiences to better learners' understanding, albeit this calls for active participation of both teachers and learners in the contribution to knowledge.

b. To attain orderliness with regard to organisation and clarity in the learning content while designing the LO curriculum. This is regarding knowledge progression rather than repetition of knowledge underpinned by changes of words and, or phrases.

c. To foster teachers' expertise in conceptual sequencing of the LO curriculum learning contents. This might involve the designing of curriculum spaces that are progressing in terms of knowledge using varied experiences that serve competency, attentiveness and responsiveness to learners' needs.

d. To attain higher order thinking with reflection on cognitive complexity while designing the LO curriculum, for example, making meaning of different learning contents in a conceptual manner without losing their complexity. This might involve teachers in organising learning contents towards advancement of knowledge and skills embedded in higher order thinking rather than repetition of learning contents per grade.

6.3.2.3 Infusion

a. To select a variety of methods that can enhance learners' better understanding. This involves which learning contents to infuse and how to infuse these in the school context and beyond. This might involve the teachers' ability to think critically, and to be very conscious and honest about the extent to which they address contents covertly or overtly.

b. To create a space for both teachers and learners to engage in interactive dialogue. This presents the use of methodologies that might involve both teachers and learners in critical thinking. This might include the use of teaching methods that will create enough space for both learners and teachers to express themselves to engage in an active discussion that could enhance better understanding of learning content. This might involve the use of scaffolding aid by different questioning methods that might enhance higher order thinking. To enhance teachers' ability to meet learners' varied needs. This might be achieved through teachers' attentiveness and responsiveness to learners' individual and collective needs with regard to how to competently organise and connect complexity of a variety of knowledge in an increasingly conceptual manner.

6.4   CONCLUSIONS

It was apparent from this study that most of the participating teachers were not adequately informed of the curriculum design principles of integration, progression and infusion as most of them still deliver curriculum as it is by strictly adhering to textbooks. Most of the participants were still seen as mere implementers of curriculum because they are unable to dig into their own experiences and that of their learners during the learning-teaching process. Consequently, their approach to curriculum design principles of integration, progression and infusion was viewed as a one-dimensional approach that encapsulates the narrow view of curriculum design. This is against the broad view of the curriculum, which is argued for in this study. The broad view of the curriculum serves the proposed multi-dimensional approach to curriculum design. This approach involves the active roles of learners and teachers in the reconstruction of knowledge. In addition, it includes the recognition of varied lived experiences underpinning the different theories of feminist discourses.

Besides the proposed multi-dimensional approach to curriculum design, in the future, there should be a study to reconstruct the LSM and the extent to which integration, progression and infusion occur in it. Subsequently, the LSM developers should be made aware of integration, progression and infusion as critical elements in book design. This is because these elements are integral when it comes to successful classroom implementation of the LO curriculum. Besides this, there must be a mutual negotiation between the teachers and the LSM developers in order to reach consensus on integration, progression and infusion in the LO learning curriculum at the Intermediate Phase.

Moreover, there should be a development of professional learning programmes that will specify what is expected of the teachers in relation to curriculum design elements of integration, progression and infusion in the LO curriculum and beyond. This professional learning programme might address problems such as overloading and lack of clarity that emanate from curriculum design.

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2012/09/10

ETHICS APPROVAL OF PROJECT

This is to certify that the next project was approved by the NWU Ethics Committee:

Project title. " Feminist perspectives on integration, progression and infusion as principles of curriculum design in life orientation ".

Project leader: Prof P. du Preez
Student: MO Kutu
Ethics No: NWU-00103-10-A2
Expiry Date: 2016-03-16

The Ethics Committee would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the Ethics Committee for any further enquiries or requests for assistance.

Yours sincerely

Me.Marietjie Halgryn
NWU Ethics Secretariale

ADDENDUM B

LETTER TO THE SCHOOLS AND DEPARTMENT OF EDUCATION

Dear Sir/Madam

Request for permission to conduct research in primary school in the North West Province

I hereby request permission for Mrs Mercy O Kutu to do empirical research at the School X.

Mrs Mercy O Kutu (student number 21256772) is an enrolled M.Ed. student at the School of Education at North West University (Potchefstroom campus). The title of this dissertation is: Feminist perspectives on *integration, progression and infusion as principles of curriculum design in Life Orientation*.

Mrs Mercy O Kutu would like to conduct her empirical research in a school environment as it fits the profile required by the research project. Her research is centred on curriculum integration, progression and infusion in the intermediate phase and teachers' experiences about curriculum issues. Her research will therefore require the participation of Intermediate Phase Life Orientation teachers.

This research will aim to explore teachers' experiences and beliefs about integration, progression and infusion and will determine how theories of feminism can be used to facilitate them.

All the information that is gained from the school and the teachers will be handled confidentially and within the ethical rules of research determined by the North West University. Aspects such as informed consent, voluntary participation and respect for anonymity will be adhered to.

I sincerely hope you will be able to accommodate Mrs Mercy O Kutu and I thank you for your assistance in this regards.

Regards

Dr Petro du Preez

ADDENDUM C

APPROVAL FOR RESEARCH FROM THE DEPARTMENT OF EDUCATION

Tel: 018 387 3429
Fax: 018 387 3430
E-mail: sgedu@nwpg.gov.za0020

**To: University of the North West
            Faculty of Education
            Potchefstroom Campus
            018 299 4737**

**Attention: Dr. Petro Du Preez
            o.b.o. Me. Mercy O. Kutu**

REQUEST FOR PERMISSION TO CONDUCT RESEARCH:

Reference is made to your letter regarding the above matter. The content is noted and accordingly, approval is granted to your kind self to conduct research as per your request, subject to the following provisions: -

- That you notify the relevant District Manager in the Ngaka Modiri Molema District about your request and this letter of approval.

- That as far as possible the general functionality of schools should not be compromised by the research itself.

- That participation in your project will be voluntary.

- That you liaise directly with the affected schools for logistical preparations.

- That the findings of your research will be made available to the NW Education Department upon request.

With my best wishes

Thanking you.

_____Duly Signed_____
**Mr. Charles Mpopodi Reseala
SUPERINTENDENT GENERAL**

"STAND UP, TEAM UP AND REACH OUT"
"A PORTRAIT OF EXCELLENCE"

CONSENT FORM FOR TEACHERS' PARTICIPATION

NORTH WEST UNIVERSITY

CONSENT OF TEACHERS TO PARTICIPATE IN RESEARCH

Researcher:

Mercy Kutu

Study title:

Feminist perspectives on integration, progression and infusion as principles of curriculum design in Life Orientation

You are requested to participate in a research study conducted by Mercy O Kutu, from the School of Education, Faculty of Education Sciences, North West University, Potchefstroom. The research results of this study will be made public in the form of a Master Degree dissertation, scientific articles and book chapters. You were selected as a possible participant in this study because the profile of the school at which you teach met the research inquiry, and because your school principal suggested you as a possible candidate.

1. PURPOSE OF THE STUDY

The study will aim to address the following question: *To what extent if any, could the principles of feminism be used to facilitate integration, progression and infusion in the LO curriculum? What are the teachers' beliefs and experiences of curriculum integration, progression and infusion in the LO curriculum?*

The main objectives of the research to be undertaken, among others, are:

- To explore teachers' experience and beliefs of integration, progression and infusion in the LO .Curriculum.

- To determine to what extent if any, could the principles of feminism be used to facilitate integration, progression and infusion in the LO curriculum at a theoretical level.

2. PROCEDURES

If you volunteer to participate in this study, I would ask you to participate in an interview.

3. POTENTIAL RISKS AND DISCOMFORTS

The study to be undertaken will not provide any potential risks to the participant.

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

The school will receive a copy of the M.Ed. Dissertation which might be used to improve the understanding of the beliefs and experiences of LO teachers about the issue of integration in the current curriculum and the proposed issue of infusion as this may serve as a guide in designing a LO curriculum. The study may also help to verify how the principles of feminism can help to facilitate curriculum integration and infusion on a theoretical level and this may contribute to available literature in the field of curriculum and feminism.

5. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Information will not be released to any other party for any reason.

The questionnaire data, audio taped data and transcribed data can at any stage during the research process be reviewed by the participant. Tapes will be destroyed as soon as it has been transcribed by the researcher.

In the dissertation the names of schools and participant's names will for example be referred to as: school A/B in context C/D with teacher E/F.

6. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The researcher may withdraw you from this research if circumstances arise which warrant doing so.

7. IDENTIFICATION OF RESEARCHERS

If you have any questions or concerns about the research, please feel free to contact Dr Petro du Preez (study leader) at 018-299-4737.

8. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, please ask the researchers or promoter of the study.

The information above was described to me by Mercy Kutu in English and I am in command of this language. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby voluntarily wish to participate in this study. I have been given a copy of this form.

_____ *Name of Participant*

_____*Signature of Participant*

Mercy O Kutu_____ *Name of Researcher*

_____*Signature of Researcher*

_____ / _____ /2011_____ *Date*

ADDENDUM E

EXAMPLE OF THE OBSERVATION SCHEDULE USED

School: _____

Date of Observation: _____

The researcher will note down the following while conducting classroom observation:

1	What does integration in the LO learning area entail? ▪ Does religion address human right education? _____ _____ _____ _____ _____
2	Are the general principles such as democracy, human rights, respect for others infused during the course of teaching? What is the level of their infusion in the course of teaching (explicit or implicit)? _____ _____ _____ _____ _____
3	What is the lesson plan schedule (the progression of lesson)? _____ _____ _____ _____ _____
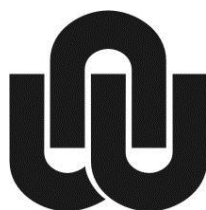
EMPIRICAL QUESTIONS

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOM CAMPUS

May 2011

Semi-structured questions for the interviews with selected teachers in the North West

Interviewer: Ms. Mercy Kutu (MEd student)

Study title: Feminist perspectives on integration, progression and infusion as principles of curriculum design in Life Orientation

A. Introductory questions

Tell us about your school context and what you find challenging.

B. General curriculum

1. What do you understand by the term curriculum?

2. As a teacher what are your views about the success of the South Africa curriculum so far?

3. What is your view about the National Curriculum Statement and the way it is put together?

4. Do you think your voice has been well heard in the making of the curriculum?

C. Life Orientation curriculum

5. What are your views about the LO curriculum?

- What is the purpose of LO?

D. Integration

6. What is your understanding of integration within the curriculum?

7. Do you understand how contents within LO are integrated?

- Give examples of where contents in LO are integrated.

- Does it influence you when you develop a LO curriculum

8. Have you ever linked contents of LO with other learning area?

- If yes, then give an example.
- Does it influence you when you design LO curriculum?

E. Progression

9. What is your understanding of progression in curriculum content?

10. Do you think there is ample progression within the LO learning content?

- Can you give examples?

11. How do you assure that progression takes place when you design a LO curriculum?

F.   Infusion

12. What is your understanding of the concept of infusion in the curriculum?

13. Do you ever think of infusion when you design a curriculum?

- Does it influence you when you design the LO curriculum?