The perspectives of secondary school teachers regarding the flexible implementation of the Curriculum Assessment Policy Statement

Rodean Marelise Booysen

orcid.org 0000-0002-8696-6468

Dissertation submitted in fulfilment of the requirements for the degree *Masters of Education in Learner Support*
at the North-West University

Supervisor: Prof. M. Nel

Graduation ceremony: October 2018

Student number: 22590595

DECLARATION

I, Rodean Marelise Booysen declare that this script THE PERSPECTIVES OF SECONDARY SCHOOL TEACHERS REGARDGING THE FLEXIBLE IMPLEMENTATION OF THE CURRICULUM ASSESSMENT POLICY STATEMENT submitted to obtain the MEd degree at the North-West University, is the result of the research I have done. I further declare that this research has never been submitted at any other faculty or university.

_____

R.M. Booysen

ABSTRACT

The Department of Basic Education (DBE) emphasises the importance of applying a flexible approach in teaching and learning in order to accommodate for the diverse learning needs and styles of all learners. However, it is important to note that this objective can only be met with the full cooperation of all teachers. They are central in ensuring that classroom practices, which include teaching strategies and assessment approaches, are flexible enough to accommodate for all learners. Hence, since no research could be found that has been conducted on the implementation of a flexible curriculum in the South African secondary school context, the purpose of this study was to explore the practicality of this goal by exploring the perspectives of secondary school teachers in Ennerdale regarding the flexible implementation of CAPS.

Teachers in this study indicated that they believe that the flexible implementation of CAPS will be beneficial for all learners. However, they asserted that its effective implementation is hampered by too many challenges including the number of learners in classrooms, a strict syllabus, the type of learners, a lack of resources context of school, illiteracy levels of learners, learning capabilities, Language of Learning and Teaching, parental involvement, social issues, administrative workload, rigidness, support, training, limited time and a focus on pass percentages. Yet, despite the challenges noted by them, they declared that a flexible curriculum has benefits related to learner empowerment, differentiation, inclusion, a decrease in the drop-out rate, the promotion of a curriculum that includes more practical subjects, and cooperative learning by means of grouping activities.

A sequential exploratory mixed-method design consisting of both qualitative and quantitative designs were employed. The qualitative methods included a document analysis and individual interviews, followed by a quantitative method using a self-constructed Likert scale questionnaire. The qualitative data was collected and analysed first, then based on the literature review, and from the findings of the first phase a quantitative questionnaire was developed. These findings were used to explore the findings of the initial phase. Content and constant comparative data analyses were used to analyse the qualitative data inductively and descriptive and inferential statistics derived from SPSS for the quantitative data. Participants from three of the four secondary schools in Ennerdale were purposively selected to partake in the study. The

fourth school chose not to partake in the study. Fourteen teachers were included in the interviews while all teachers from the three schools had the option of completing the Likert scale questionnaire. From the possible 133 respondents 50 completed questionnaires were received, of which 48 were valid and fully completed.

Findings indicated that teachers were aware that learners have diverse learning needs, therefore their teaching and assessment strategies should respond to these differences by means of differentiation as per the Guidelines for Inclusive Teaching and Learning and the Guidelines for responding to learner diversity in the classroom through Curriculum and Assessment Policy Statements. Participants mostly used group work as a strategy aimed at enhancing teaching, especially for learners experiencing learning difficulties. The study also found that teachers are eager to go the extra mile in realising the flexible implementation of CAPS to the benefit of all learners in and outside of their classrooms. It appears that participants and respondents alike believe that with differentiation and a curriculum that responds to learners' practical/ technical skills, all learners will have the opportunity to participate in the classroom and perform optimally. This will ultimately result in a decrease in the high learner drop-out rate in schools, along with empowering learners to become more motivated and driven.

OPSOMMING

Die Departement van Basiese Onderwys (DBO) beklemtoon dat dit belangrik is om ’n buigbare benadering in onderrig en leer toe te pas, om sodoende die diverse leerbehoeftes en –style van alle leerders tegemoet te kom. Dit is egter belangrik om te noem dat hierdie doelwit slegs bereik kan word met die volle samewerking van alle onderwysers. Hulle staan sentraal om te verseker dat klaskamerpraktyke, wat onderrigstrategieë en assesseringsbenaderings insluit, buigbaar genoeg is om alle leerders in te sluit. Gevolglik, omdat daar geen navorsing gevind kon word wat uitgevoer is op die implementering van ’n buigbare kurrikulum in die Suid-Afrikaanse sekondêre skoolkonteks nie, was die doel van hierdie studie om die praktiese aspek van hierdie doelwit te ondersoek deur die perspektiewe van sekondêre skoolonderwysers in Ennerdale aangaande die buigbare implementering van KABV, te verken.

Onderwysers in hierdie studie het aangedui dat hulle glo dat die buigbare implementering van KABV voordelig vir alle leerders sal wees. Hulle het egter aangevoer dat die effektiewe implementering daarvan belemmer word deur te veel uitdagings, wat die volgende insluit: hoeveelheid leerders in die klaskamer, ’n streng sillabus, die tipe leerders, ’n tekort aan hulpbronne, skoolkonteks, ongeletterdheidsvlakke van leerders, leervermoë, taal van onderrig en leer, ouerbetrokkenheid, maatskaplike kwessies, administratiewe werkslading, onbuigsaamheid, ondersteuning, opleiding, beperkte tyd en ’n fokus op slaagpersentasies. Maar ten spyte van die uitdagings wat hulle genoem het, het hulle verklaar dat ’n buigbare kurrikulum voordele het wat verband hou met leerderbemagtiging, differensiasie, insluiting, ’n afname in die uitsakkoers, die bevordering van ’n kurrikulum wat meer praktiese vakke insluit, en koöperatiewe leer deur middel van groepaktiwiteite.

’n Opeenvolgende verkennende gemengde-metode navorsingsontwerp bestaande uit beide kwalitatiewe en kwantitatiewe ontwerpe is gebruik. Die kwalitatiewe metodes het ’n dokumentanalise en individuele onderhoude ingesluit, gevolg deur ’n kwantitatiewe metode met die gebruik van ’n selfopgestelde Likert-skaalvraelys. Die kwalitatiewe data is eerste ingesamel en geanaliseer. Daarna, op die literatuuroorsig gebasseer en vanuit die bevindinge van die eerste fase, is ’n kwantitatiewe vraelys ontwikkel. Hierdie

bevindinge is gebruik om die bevindinge van die aanvangsfase te ondersoek. Inhouds- en konstante vergelykende data-analises is gebruik om die kwalitatiewe data induktief te analiseer en beskrywende en inferensiële statistieke is verkry van die SPSS vir die kwantitatiewe data. Deelnemers van drie van die vier sekondêre skole in Ennerdale is doelbewus gekies om aan die studie deel te neem. Die vierde skool het gekies om nie aan die studie deel te neem nie. Veertien onderwysers is ingesluit in die onderhoude terwyl al die onderwysers van die drie skole die opsie gehad het om die Likert-skaalvraelys te voltooi. Van die moontlike 133 respondente is 50 voltooide vraelyste ontvang, waarvan 48 geldig en volledig voltooi was.

Die bevindinge het aangedui dat onderwysers bewus was dat leerders diverse leerbehoeftes het en daarom moet hulle onderrig- en assesseringsstrategieë reageer op hierdie verskille deur middel van differensiasie soos aangedui in die Riglyne vir Inklusiewe Onderrig en Leer en die Riglyne vir respons tot diversiteit in die klaskamer deur die Kurrikulum- en Assesseringsbeleidsverklaring. Deelnemers het hoofsaaklik groepwerk as ’n strategie gebruik om onderrig te versterk, veral vir leerders wat leerprobleme ondervind. Die studie het ook bevind dat onderwysers ywerig is om ook die tweede myl te loop om die buigbare implementering van KABV te verwesenlik tot voordeel van alle leerders binne en buite hulle klaskamers. Dit wil voorkom asof deelnemers en respondente almal glo dat, met differensiasie en ’n kurrikulum wat op leerders se praktiese/tegniese vaardighede reageer, alle leerders die potensiaal sal hê om in die klas deel te neem en optimaal te presteer. Op die lange duur sal dit lei tot ’n afname in die hoë leerderuitvalkoers in skole en die bemagtiging van leerders om meer gemotiveerd en gedrewe te wees.

KEYWORDS

Inclusive education, flexible curriculum, CAPS, diverse learning needs.

ABBREVIATIONS

CAPS: Curriculum and Assessment Policy Statement

DBE: Department of Basic Education

DoE: Department of Education

EWP6: Education White Paper 6

LOLT: Language of Learning and Teaching

NCS: National Curriculum Statement

NCSNET: National Commission on Special Needs in Education and Training

UNESCO: United Nations, Education, Scientific and Cultural Organisation

ZPD: Zone of Proximal Development

DEDICATION

I dedicate this research to my mother, Mareldean Heyns, who has been the prayer anchor and motivation all my life. Mommy, without your love, care, guidance and prayers I would never have made it this far. I'd like to thank you for always believing in me, supporting and being there for me every moment of my life. More especially, thank you for uplifting my spirit when I felt down and despondent.

Mommy, this study is proof of God's faithfulness in our lives, therefore I dedicate it to you and our Almighty.

Jeremiah 29: 11

"For I know the plans I have for you, declares the Lord. Plans to prosper you and not to harm you, plans to give you hope and a future."

ACKNOWLEDGEMENTS

- I would like to give all glory, honour and praise to My Lord Jesus Christ. Lord, without your love, guidance and wisdom I would not have been able to complete this study. For that I am forever grateful. Jeremiah 29: 11
- A very special thanks to Professor Mirna Nel for her continuous guidance and support the past few years. Prof, thank you for your patience and encouraging words. You are a role model and I can only wish that I one day can give back to someone a fraction of what you have instilled in me.
- My mother, Mareldean Heyns, for the prayers and words of encouragement every time I needed it. Thank you, Mommy.
- My partner, Ezekiel Filane, for his patience and understanding. Also, for helping me with the visual presentations in this dissertation…Zakes, thank you for being so supportive in everything I do. I love you.
- Carl Florence for your support and love throughout my undergrad studies. I am forever grateful for the significant role you played in my life. From the bottom of my heart; thank you.
- Fedile Kekana for always believing in me and the continuous support you have shown me from the moment I met you. I really appreciate it.
- Thanks to my colleagues, Dr Elize Kung and Dr Aaron Nhlapo for the spontaneous conversation and guidance.
- Special thanks to Dr Magda Kloppers for your willingness to help with my statistical analysis. I really appreciate your open door and good guidance.
- My editor Wendy Barrow for the exceptional editing done. Thank you very much for your open door and assistance in ensuring that my work was perfect.
- My friend and sister, Mallery Mitchell, for always being there when I needed advice and support of any kind. You are amazing. I love you so much.
- My second mother, Melody Mtimkhulu. I appreciate your love for me and the support you always so freely give. I appreciate that you believe in me. Love you.
- My cousin, Loretta Mdaweni. You have been very supportive throughout this journey. We have walked together and you were never too tired to listen to me brag and complain. I really appreciate you cousin.

- My brother, Damian Heyns. I always wanted to set a good example for you and I can only hope that I have. I thank The Lord everyday for you. Everything I do is for you. I Love you brother.
- Very special thanks to all the principals and teachers who took part in my study. Without you none of this would be possible.
- Special thanks to Mrs Wendy Botes for the exceptional role she played in my schooling years. Dankie dat Juffrou my rolmodel was en dat Juffrou my altyd aangemoedig het om ’n sukses te maak van my lewe. Dit het my dus ver gebring en beteken steeds die wêreld vir my.

LETTER FROM THE EDITOR

Wendy Barrow

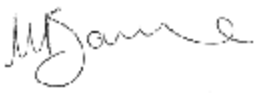
Language Practitioner
BA Hons. (Language Studies) *Cum Laude*, UFS
MA (Translation Studies), NWU
Member 1002530: South African Translators' Institute
Member: SAGV (Association for German Studies in SA)

28 May 2018

EDITING CERTIFICATE

This certificate serves to confirm that I am a qualified editor and translator. I confirm that the dissertation with the title **The perspectives of secondary school teachers regarding the flexible implementation of the Curriculum Assessment Policy Statement** has undergone a professional language edit (including the checking of spelling, grammar, register and punctuation). The onus rests on the client to work through the proposed changes after the edit and accept or reject these changes.

Yours faithfully



Wendy Barrow

PO Box 435, Parys, 9585 ● 082 776 0852 ● wl.barrow@yahoo.com

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter 1

INTRODUCTION, PROBLEM STATEMENT AND RATIONALE FOR THE STUDY

1.1 Introduction

After 1994, South Africa embraced inclusive education as a fundamental approach to address the inequalities of the past (DoE, 2001; Nel, Nel & Hugo, 2016). The need for an inclusive education system can be traced back to the Constitution of the Republic of South Africa. In Sec. 29 (1) of the Constitution of the Republic of South Africa (Act 108 of 1996), it is stipulated that everyone has the right to basic education. This was however not the case in the previous political dispensation when the education system did not cater for the diverse needs of South African learners (Nel, Nel & Hugo, 2012). Geldenhuys and Wevers (2013) iterate that many black learners, as well as learners with disabilities, were discriminated against in the apartheid era as they were separated according to race and their physical or psychological abilities. As a result, the education system was transformed after the political changes to a democratic system in 1994 to ensure that all learners, despite their heritage, race, abilities or disabilities, had access to equal educational opportunities.

A central issue that needed to be addressed in making the education system more inclusive, was the changing of the curriculum. According to Pretorius (2007), South African curriculum policies have been developed in line with national legislation to ensure that the educational imbalances of the past were redressed and that everyone had equal learning opportunities. The first post-apartheid curriculum was implemented in 1997. Curriculum 2005 (C2005) had an outcomes-based approach, with the aim to amend the educational imbalances of the apartheid era (Chisholm, 2003). It was driven towards encouraging learners to actively participate in the teaching and learning process by means of active and critical learning rather than passive and rote learning (Msila, 2007). In 2002, a ministerial committee reviewed the curriculum and argued that the implementation thereof was hindered by factors such as: a skewed curriculum structure and design, lack of alignment between curriculum and assessment policy, as well as inadequate orientation, training and development of teachers (Chisholm, 2003).

As a result of this report, C2005 was modified and the National Curriculum Statement (NCS) was introduced in 2002 (Maphalala, 2006). The development of the NCS was primarily driven to address the weaknesses of C2005, such as the structural and design flaws, the lack of teacher training to implement it appropriately, as well as the availability of textbooks (DoE, 2008a). The NCS was underpinned by critical and developmental outcomes, learning outcomes and assessment standards (Maphalala, 2006). The critical and developmental outcomes described the knowledge, skills, and values the education system aimed to instil in learners in order for them to be active participants in society (DoE, 2002a). The learning outcomes and assessment standards stipulated the minimum pass requirements for each grade (Maphalala, 2006). In order to improve the NCS, a new curriculum policy: the Curriculum and Assessment Policy Statement (CAPS), was introduced in 2012 by the Department of Basic Education and is currently in place. The CAPS serves as a concise policy stipulating precisely which content should be taught and the type and number of assessments that should be administered in each grade and subject (Pretorius, 2007).

Throughout these curriculum developments inclusivity was and still is a fundamental principle. Inclusive education is about ensuring that the classroom environment is conducive to learning, despite factors such as inadequate resources, learner shortcomings and an inflexible curriculum (Nel, Nel & Hugo, 2012). This places a huge responsibility on teachers and the management of the school, to ensure that within an inclusive education system learners are not singled out because of differences, but rather that all learners have the opportunity to actively participate in the teaching and learning process through a flexible curriculum (DoE, 2001).

The need for an education system that accommodates the diverse needs of all learners was emphasised at the United Nations Educational, Scientific and Cultural Organization (UNESCO) conference where the Salamanca Statement declared that all children should be included in mainstream schools no matter what their abilities or disabilities are (UNESCO, 1994). The purpose thereof was to encourage all countries represented at the conference to promote inclusive education according to the unique educational needs of their learners. This statement, therefore, demanded that careful consideration

is taken when the curriculum is formulated to cater for the diverse learning needs and styles of all learners.

After the Salamanca conference, South Africa initiated several developments towards implementing a flexible curriculum. According to Nel et al. (2012) as well as Nel et al. (2016), the emphasis on developing a more inclusive education system can be traced back to the National Commission on Special Needs in Education and Training (NCSNET) and the National Commission on Education Support Services (NCESS) report in 1997. The report found that the diverse needs of learners should be the focal point in providing quality education by integrating a flexible curriculum. Based on this report, the Education White Paper 6 (EWP6) was introduced in order to make changes in the provisioning of education and training that will accommodate the diverse learning needs of all learners (DoE, 2001). EWP6 (DoE, 2001) emphasises the process of transforming the South African education and training in such a way that all learners' educational needs are met (DoE, 2005d). This implied that the new government had to readdress the imbalances of the past and promote an inclusive education system. As a result, the implementation of inclusivity and flexibility became an integral part of the curriculum.

The Department of Basic Education (DBE) then adopted a strategy to drive the implementation of inclusive education by means of implementing the following policy documents (Nel et al., 2012): the Draft conceptual and operational guidelines for the implementation of inclusive education (2002c); the Conceptual and operational guidelines for special schools as resource centres (2005a); the Conceptual and operational guidelines for full service schools (2005b); the Conceptual and operational guidelines for district based support teams (2005c); Guidelines for inclusive learning programmes (2005d); Draft national strategy on screening, identification, assessment and support (2005e), the National policy on assessment and qualifications for schools in the general education and training band (2007); National strategy on screening, identification, assessment and support (2008) and the Guidelines for full service/ inclusive schools (2009). All of these policies accentuate the implementation of a flexible curriculum in order to cater for the diverse needs of learners.

An inflexible curriculum is regarded as one of the prime factors that result in different learning needs being inadequately accommodated for in classrooms (De Jager, 2013; DoE 2001). EWP6 identifies the curriculum as one of the most important issues that can cause barriers to learning, thereby stressing the importance of applying flexibility with regard to aspects such as the content that needs to be taught, the language of teaching and learning, the methods and processes utilised in teaching, as well as the pace and time available to complete the curriculum (DoE, 2001). As mentioned earlier, inclusivity is also a fundamental principle of all curricula in South Africa, including CAPS. Oswald and De Villiers (2013) assert that an inclusive approach to teaching and learning should be the cornerstone of the CAPS. These authors emphasise that teachers should be aware of, and make use of, various teaching strategies, incorporate active learner participation and provide equal opportunities for all learners to learn despite their different abilities or disabilities. However, there are some challenges that could hinder the aforementioned. In a study conducted by Geldenhuys and Wevers (2013), primary school teachers indicated that they found it challenging to promote inclusive education practices (including flexibility towards curriculum implementation) while also attending to the needs of each learner in the classroom since their classes are overcrowded, the diversity of needs are too broad, and the pace of learners differ too much. This then, they felt, has a direct impact on the equal acquisition of knowledge, skills, and values, resulting in some learners being 'left behind' and never being able to catch up. Furthermore, the teachers in this study mentioned that pressure from the department to complete the curriculum within certain time limits and the amount of work prescribed for each grade further worsens the situation. A similar study by De Jager (2013) affirms that flexibility with regard to differentiated learning activities is essential, however teachers reported that there is not enough time for this and they are not adequately trained to adapt content, assessment procedures, and methods to accommodate for diverse learning needs and styles, therefore making the implementation of flexibility challenging. The focus of this study was to explore the perspectives of secondary school teachers regarding the likelihood of implementing CAPS as a flexible curriculum with the aim to include all learners in the teaching and learning situation.

An emphasis on pass rates and 'good' results is especially evident in secondary schools where Grade 12 results are regarded by society, government and the media as the benchmark with which schools are gauged against as good or poor performing schools (Jansen, 2018; Spaull, 2018). In my own experience as a secondary school teacher, I noticed that too much prominence is given to completing the curriculum and schools' overall pass rates, rather than focusing on providing teaching and learning opportunities that are inclusive of all learners. This is confirmed by Sayed and Ahmed (2015) who postulate that quality in education is still being constrained by what can be measured and therefore fails to engage with the diverse contexts of teaching and learning. As a result of an inflexible curriculum that fails to meet the diverse learning needs of all learners, many learners end up being promoted to the next grade even though they did not meet the minimum curriculum requirements of the previous grade (Jansen, 2017). In a newspaper article by Swanepoel (2015), it was reported by teachers that they were instructed by the DBE to adapt Grade 7, 8, and 9 learners' marks up to 7% in three subjects to prevent a bottle neck of too many learners failing. This raises the following question: How can flexibility within the curriculum be effectively implemented in order to ensure that all learners can achieve their learning potential?

1.2 Problem statement

Since the inception of CAPS in 2010, many studies (e.g. Maharajh, Nkosi & Mkhize, 2016; Mbatha, 2016; Moodley, 2013) focused on the challenges and implications of CAPS for teaching and learning and the implementation thereof. The results of these studies indicated a need for research to explore the possibility of implementing CAPS in a flexible manner to provide all learners with equal access to education that will allow them to achieve successful learning. As teachers play a central role in the effective implementation of inclusive education and consequently applying the curriculum in a flexible manner (DoE, 2001), I deemed it essential to explore the perspectives of secondary school teachers regarding the flexible implementation of CAPS.

1.3 Purpose of the research

Based on the discussion above, it is evident that the South African education system has implemented numerous policy documents in order to ensure that the curriculum has been designed in such a way that it caters for all the educational needs of learners. However, the implementation thereof seems problematic. Hence, the purpose of this sequential exploratory mixed-method research was to explore the perspectives of teachers regarding the flexible implementation of the CAPS in secondary schools.

1.4 Primary and secondary research questions

The following primary research question guided the execution of this research:

What are the perspectives of secondary school teachers regarding the flexible implementation of the Curriculum and Assessment Policy Statement?

Within this primary research question the following secondary research questions arose:

- What does a flexible curriculum within an inclusive education system entail?
- How does the CAPS address flexibility in order to accommodate the diverse learning needs of secondary school learners?
- What does the implementation of a flexible curriculum entail?

1.5 Concept clarification

Key concepts that were used in this study are clarified below.

1.5.1 CAPS

The National Curriculum and Assessment Policy Statement (CAPS) is defined as a single comprehensive and concise policy document which has replaced the Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects listed in the National Curriculum Statement Grades R-12 (DBE, 2011e, p. 4).

1.5.2 Inclusive education

Inclusive education can be defined as the need for changing attitudes, behaviour, teaching methods, curricula and environment to meet the needs of all learners (DoE, 2001).

1.5.3 Flexible curriculum

Flexible learning involves multiple dimensions in order to ensure quality teaching and learning (Casey & Wilson, 2005). A flexible curriculum is a curriculum that accommodates for different learning needs and styles of learning (Nel et al., 2016).

1.6 Research methodology

The research methodology that directed this study will be outlined next. The more detailed and in-depth deliberation is provided in Chapters 3 and 4.

1.6.1 Research paradigm

The way in which one makes sense of, and view the world, has a direct impact on how research will be approached. One's worldview is determined by one's beliefs, values and reality (Plano Clark & Ivankova, 2016). Post-positivism and constructivism is considered the most frequently used approaches in mixed-method research. Due to the multifaceted nature of the research question, it was paramount not to limit the study to either one of the philosophies but to instead conduct the research through a pragmatist world view, which allows the use of both qualitative and quantitative approaches (Creswell, 2009). Creswell (2009) states that pragmatism as a worldview arises out of actions, situations, and consequences rather than antecedent conditions. Pragmatism allows for multi methods utilization and a combination of qualitative and quantitative methods of data collection. According to Mathee (2017), "Pragmatists believe that the truth is 'what works' best for understanding a particular research question."

This paradigm enabled the researcher to explore the perspectives of teachers on the flexible implementation of the curriculum by means of qualitative and quantitative data

collection and in doing so, gaining more insight into the practice of implementing a flexible curriculum within an inclusive education system.

1.6.2 Research Design

A sequential exploratory mixed-method design guided this research. The sequential exploratory mixed-method design enabled the researcher to generalise the findings of the qualitative phase with that of the quantitative phase (Creswell, 2009). The initial phase was dominated by the qualitative data collection methods which included document analysis and individual interviews, followed by a quantitative method using a Likert scale questionnaire. A visual illustration is included (Figure 1.1) to clarify the process that was followed.

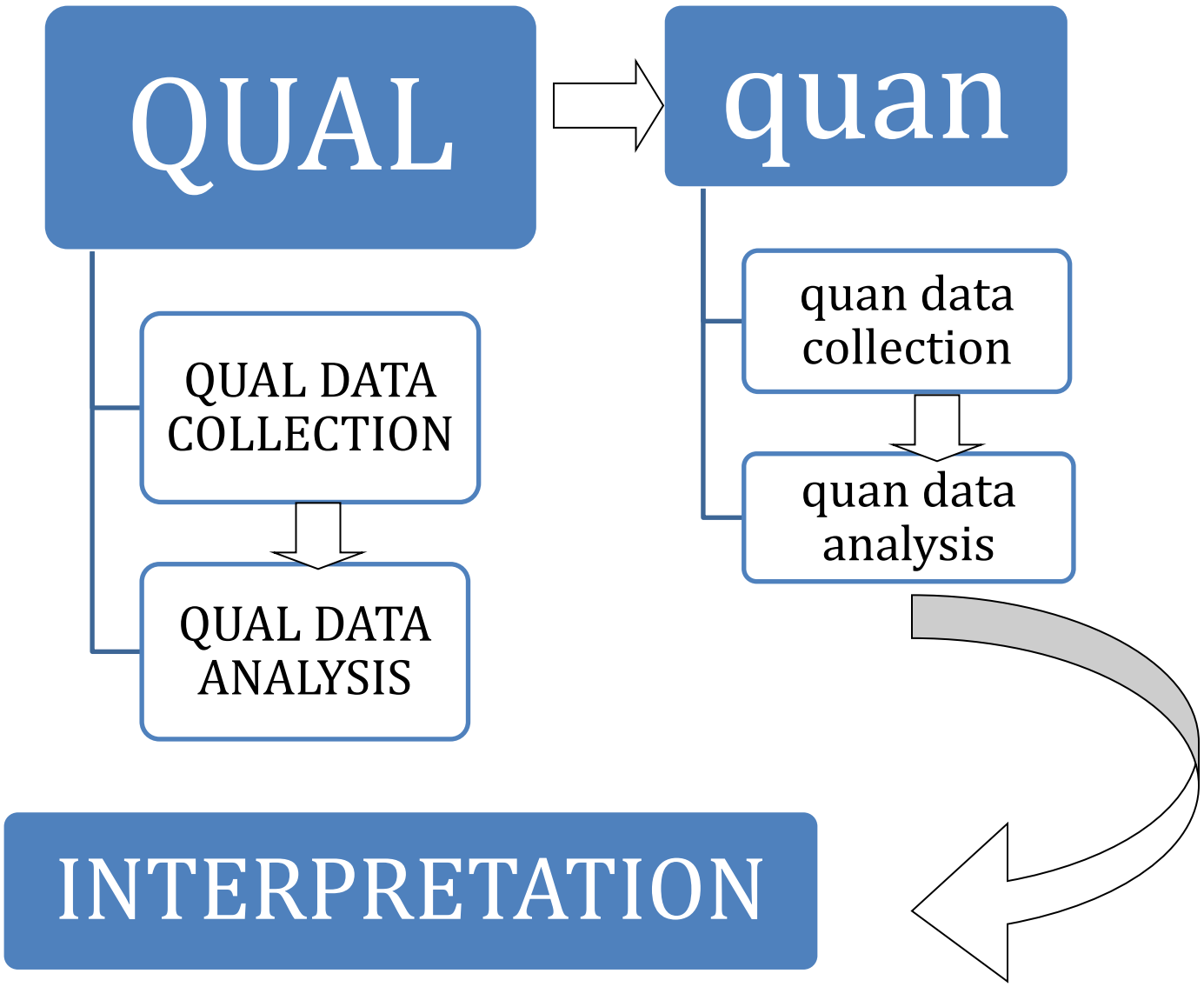


Figure 1.1: Sequential exploratory mixed-methods design

As illustrated in Figure 1.1, the qualitative data collection and analysis process had dominance over the quantitative data collection and analysis (Creswell, 2009).

The mixing took place during the interpretation at the end of the second phase as illustrated in Figure 1.1.

1.6.3 The strategy of inquiry

This study entailed an exploration into understanding flexibility in the curriculum and the practical implementation thereof. The nature of the research question called for a mixed-methods design in order to gain a deeper understanding of teacher's perspectives regarding the phenomenon and to corroborate the findings. The following strategies of inquiry were employed.

1.6.3.1 Qualitative strategy of inquiry

A phenomenological strategy of inquiry to guide the qualitative phase of the study was used. The research involved exploring participants' perspectives of the phenomenon in the essence of their own experience (Creswell, 2009).

1.6.3.2 Quantitative strategy of inquiry

Survey research for the quantitative aspect of the research was employed during the quantitative phase. This was appropriate as the research was aimed at investigating the trends of teachers' perspectives as far as the flexibility of the CAPS curriculum is concerned and the implementation thereof (Creswell, 2009).

1.6.4 Participant selection/sampling

1.6.4.1 Qualitative sampling method

The target population for this research was all secondary school teachers in South Africa. However, since it was practically impossible to conduct the research with all the secondary school teachers in South Africa, the study population consisted of all the secondary school teachers in Ennerdale, south of Johannesburg. Additionally, due to time and logistical constraints I decided to conveniently select Ennerdale as I was familiar with the area.

Participant selection was based on a purposive sampling method. Since Ennerdale has four secondary schools, I aimed to sample all four schools and at least five teachers from each school. However, this number was dependent on data saturation (Creswell, 2009). During consultations with the principals from the four schools, only three schools granted permission for the study to be conducted. The population sample comprised of fourteen participants from the three respective secondary schools in Ennerdale. My colleague (a fellow master's student) assisted with the recruitment of participants. She assisted in informing teachers about the study and obtaining the consent of interested parties.

The criteria for selection were: teachers must teach in Ennerdale; they must be secondary school teachers at one of the four identified schools; and they must have at least three or more years teaching experience in secondary schools.

Further details of the sampling methods followed in both phases are discussed in full detail in Chapters 3 and 4.

1.6.4.2 Quantitative sampling method

A stratified purposive sampling method was employed for the quantitative sample. Stratified purposive sampling is defined as a means of sampling where the researcher selects participants in a certain strata to suit the purpose of the research study (Nieuwenhuis, 2007). The quantitative aspect was open to all teachers from the three

secondary schools who wanted to participate in the study. They were required to complete a self-constructed Likert scale questionnaire consisting of four items, including biographical information and perspectives on CAPS training, assessment and the time constraint of CAPS.

Further details of the sampling methods followed in both phases are discussed in full detail in Chapters 3 and 4.

1.6.5 Data collection methods

1.6.5.1 Literature review

Primary and secondary sources were consulted to conduct a thorough literature review by using the following main keywords: CAPS, flexible curriculum, and inclusive education. Search engines such as EBSCO-host and Google scholar, newspaper articles, books, e-books, conference presentations, government gazettes, reports and journal articles were all consulted.

1.6.5.2 Qualitative data collection methods

1.6.5.2.1 Document analysis

Document analysis is concerned with critically analysing secondary sources to deepen one's understanding of concepts and to add to one's existing knowledge and understanding (Nieuwenhuis, 2007). I immersed myself in all relevant curriculum and education management documents in order to critically analyse whether or not the documents are complying with legislation in implementing a flexible curriculum.

Nieuwenhuis (2007) outlines the following criteria for selecting documents:

- The kind of document (primary, secondary, official or unofficial document)
- The publication date of the document (the time frame should fit the current purpose)
- The purpose of the document/the context in which it was produced
- The main points of the document and their relevance to the study

These criteria guided me in terms of the purpose of the document, how it relates to the research and selecting relevant information for the study.

1.6.5.2.2 Individual interviews

Semi-structured interviews were conducted with participants. This kind of interview also allowed the researcher to probe and get clarification of answers during the interview (Nieuwenhuis, 2007).

These interviews enabled the researcher to learn about the perspectives of the participants about the implementation of a flexible curriculum at their schools (Nieuwenhuis, 2007).

1.6.5.2.3 Quantitative data collection method

A self-constructed Likert scale questionnaire was used for the quantitative data collection. A list of closed items, as well as a qualitative component providing respondents an opportunity to motivate their response, comprised the questionnaire (Maree & Pietersen, 2007). The content of the questionnaire was determined by the literature review, the document analysis, and the findings of the first qualitative phase in order to investigate in more depth what the perspectives of the respondents were with regard to the flexibility of the CAPS, as well as the implementation thereof.

1.6.6 Data collection process

The following steps were followed in the data collection process:

- Permission was requested and approval was obtained for the research proposal from the NWU Optentia Research Focus Area.
- Permission was requested and approval was obtained for ethical approval from the NWU Basic and Social Sciences Research Ethics Committee (BaSSREC) on the Vaal Triangle Campus.
- Permission was requested and approval was obtained from the Gauteng Department of Basic Education to conduct the research.

- A literature review, as well as a document analysis, were conducted.
- The interview questions were guided by the research questions and based on my own experiences but predominantly by the literature review.
- Permission was requested and approval was obtained from the sampled schools' principals and teachers.
- A pilot study was conducted to ensure that the questions were clear and to the point.
- Consent was obtained from the teachers who indicated their willingness to participate in the study and the interviews were conducted.
- The findings of interviews were analysed by means of inductive constant comparison and themes and categories were identified.
- A self-constructed Likert scale questionnaire was developed based on the findings of the literature review and the qualitative phase's document analysis and interviews.
- A pilot study was undertaken to confirm the validity of the questionnaire items.
- The three respective schools were once again approached and teachers were requested to complete the questionnaires.
- Teachers that indicated their willingness to participate were once again requested to sign the appropriate consent forms.
- The questionnaires were distributed to the three schools and collected personally.
- The questionnaire findings were analysed by a statistical analysis program (SPSS). These findings were reported on and compared to the findings of the first phase.

- The findings and integrated discussion of the two phases were validated by my supervisor who is a pioneer in the field of inclusive education.

1.6.7 Data analysis and interpretation

The data gathered for this exploratory mixed-method research was done in two separate ways. First, the qualitative data was collected and analysed, followed by the quantitative data collection and analysis. The interpretation of the findings of both phases took place at the end of the each phase, but an integrated conclusion was reported on.

1.6.7.1 Qualitative data analysis and interpretation

Findings from the document analysis and individual interviews were analysed by means of constant comparative analysis (Merriam, 2009) which complied with the following steps indicated in Figure 1.2.

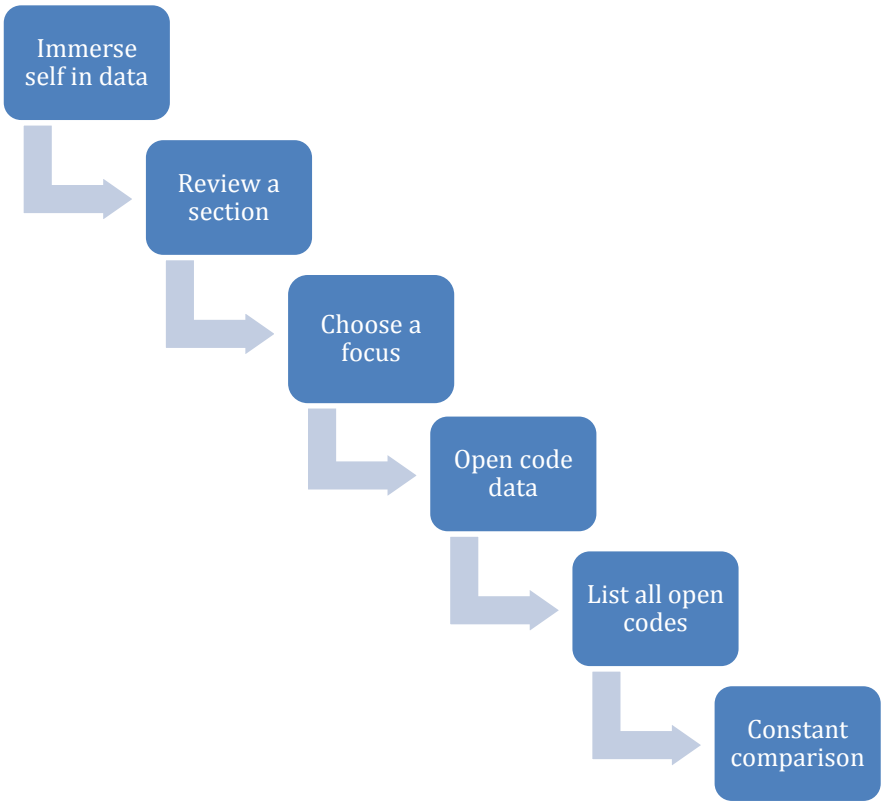


Figure 1.2: Qualitative data analysis

Figure 1.2 illustrates the steps that were followed in qualitative data analysis and interpretation. I immersed myself in the data by reading and twice re-reading until I understood the data. Then, I chose a section/question and focused on that. I then read the data in order to find answers to the research question. An audit trail was conducted which entailed assigning open codes or short phrases to summarise the answers given by the participants (axial codes). After completing that process, I listed all the open codes and grouped all the codes together that were similar and defined them according to their inclusion and exclusion criteria. By doing so I knew precisely what the code included and excluded as far as its criteria was concerned. Lastly, a constant comparison was initiated by grouping all the codes together that are similar and identifying the two themes that emerged; CAPS and flexible curriculum as discussed in Chapter 4.

1.6.7.2 Quantitative data analysis and interpretation

The quantitative data analysis and interpretation was prepared with the assistance of the Statistical Consultancy Services of the North-West University on the Vaal Triangle Campus. The services assisted with the capturing, analysis and interpretation of all the data that was collected. The results were depicted by means of descriptive and inferential statistics, frequencies, means, and percentages. The results were reported with the assistance of tables, frequencies, percentages, and graphs to demonstrate the perspectives of teachers regarding the flexible implementation of the CAPS.

1.7 Quality criteria

1.7.1 Quality criteria for qualitative phase

The quality criterion for qualitative research was determined by the credibility and trustworthiness of the study (Nieuwenhuis, 2007). In order to ensure trustworthiness, I used multiple methods of data collection, which in this study included semi-structured interviews and document analysis (Nieuwenhuis, 2007). One teacher from each of the three schools were requested to evaluate the interview schedule in order to ensure that the questions asked made sense and were relevant to the focus of the study. Those

teachers did not form part of the actual study. In order to verify the findings of the interviews, I discussed the findings with a few participants (two participants from each school), a colleague (master's student) as well as my supervisor to check if the findings and interpretations truly reflected the collected data (Niewenhuis, 2007).

1.7.2 Quality criteria for quantitative phase

Creswell (2014) identifies three types of validity to ensure the trustworthiness of a questionnaire, namely: content validity, predictive validity, and construct validity.

Content validity ensures that the questionnaire measures what it is supposed to measure which in this case is the participants' opinions regarding the flexibility of the curriculum. My supervisor and I collaboratively developed the Likert scale questionnaire and ensured that the constructs measured what they were supposed to measure (Pietersen & Maree, 2007). A statistician also confirmed the validity of the questionnaire.

Predictive validity refers to whether the results can be compared to the results of a similar study done in the past. I am however not aware of any other questionnaire that has been formulated for a similar purpose and therefore could not compare it to a related instrument.

Construct validity is done to test whether the instrument is best suitable to be used in the study. I developed the questionnaire to further explore the perspectives of the participants regarding the flexibility of the curriculum.

A pilot study was conducted with five respondents, who were not part of the main sample, but who fell under the same criteria, to assess if the questionnaire was understandable, did not contain ambiguous questions, did not antagonise respondents, and was focused on the research problem.

Reliability was determined by the statistical analysis of the data (Creswell, 2014).

1.8 Role of the researcher

Nieuwenhuis (2007) regards the researcher as the research instrument in the study and identify the following as important factors as far as the role of the researcher is concerned.

The historical, social and cultural experiences of the researcher are important factors to acknowledge. The fact that I came into contact with people from different races and cultural backgrounds could have impacted on the data collection, analysis, and results of the research. However, to prevent this, I was sensitive to the social backgrounds and situations that the participants find themselves in in order to establish a relationship of trust and mutual respect with the participants.

It was equally important for me to conduct my research with an open mind and not to be misguided by assumptions and expected results (Creswell, 2009). For this reason, I remained unbiased and allowed the participants to give their opinions and views instead of trying to manipulate participants into saying what I thought was right or wrong. This allowed for the results to be trustworthy.

I was also sensitive to factors, such as personal connection to participants, the site, and gatekeeping. This implied that I followed the appropriate procedures as far as selecting participants are concerned, collecting data and finding a gatekeeper that allowed me access to the participants.

Lastly, my role as researcher included compiling the data collection instruments, collecting, and interpreting the data, drawing conclusions, and making recommendations for further study.

1.9 Ethical considerations

I sought approval from the Department of Basic Education and the principals of the relevant schools to conduct the study. Once the approval was granted I applied for ethical clearance from the NWU's ethics committee. Upon obtaining ethical clearance, participants were recruited with the assistance of principals and advertisements that

were designed by me (Addendum D). Participants in both phases were required to give written consent indicating their willingness and availability to participate in the study. The informed consent outlined the research question, purpose of the research and the nature of participants' involvement (Creswell, 2009). Furthermore, the document explained that participation is voluntary and any information given will be used anonymously and the participants could withdraw at any time. Only one participant withdrew from the study as a result of not wanting her opinion to be used for research purposes. The consent form mentioned that the findings could add valuable information to the education sector and that the findings from this study will be published in a dissertation and will be at the disposal of the public. The ethical procedures that directed this study is discussed in more detail in Chapter 3.

1.10 Chapter division

Chapter 1: Introduction, statement of the problem and rationale for the study

Chapter 2: Literature review

Chapter 3: Research methodology

Chapter 4: Data analysis and interpretation

Chapter 5: Summary of the findings, recommendations and limitations of the study

1.11 Conclusion

This chapter provided a brief explanation of the research question, primary research questions and purpose of this study. It also provided the research design, data collection methods and analysis. Lastly, it provided the ethical aspects and the role of the researcher.

In the next chapter the literature review will be presented.

Chapter 2

THE FLEXIBLE IMPLEMENTATION OF CAPS

2.1 Introduction

Chapter two presents a review of the literature as well as the theoretical framework on which this study is based. As mentioned in Chapter one, the current South African education system is embracing an inclusive education approach. A flexible curriculum is an integral feature of inclusive education (DoE, 2001). In the first two paragraphs a brief oversight will be provided on the international, as well as the national movement, towards inclusive education. It is important to create a basic understanding of what inclusive education is about, in order to grasp why a flexible curriculum is regarded as a foundational principle of this approach.

Thereafter, a school curriculum will be conceptualised and then all aspects related to a flexible curriculum will be deliberated. This includes defining the concept flexible curriculum, followed by an in-depth discussion on flexibility with regard to content, classroom organisation and management, the role the language of learning and teaching plays, the pace of teaching and time available to complete the curriculum, learning material and resources, teaching strategies and the assessment of learning. Finally, a review on the curriculums of the past is presented, to determine their flexibility, and a more in-depth look at the flexibility of the current curriculum, namely CAPS, follows.

2.2 An inclusive education approach

2.2.1 International movement

Inclusive education has become a global phenomenon in many countries. It was formally introduced internationally at the World Education Forum conference in Jomtien, Thailand, 1990, where a declaration on Education for All (EFA) and a Framework for Action to Meet Basic Learning Needs were adoptedby 155 countries (UNESCO, 2017). At this conference countries committed to adapting their teaching and learning practices

to include diverse learners' needs and learning abilities in one classroom and making education available for all irrespective of age, gender, ethnicity, abilities or disabilities. This was followed by the introduction of the Salamanca Statement and Framework for Action on Special Needs Education (SSFASNE) in 1994. This document was a product of the commitment of 92 governments acknowledging that everyone has the right to education and committing to providing education that is sensitive and responsive to the needs of all learners (Nel, Nel & Hugo, 2016). The document accentuates that a flexible curriculum is essential in making education obtainable for all. It further states that a flexible curriculum will permit teachers to teach a standard curriculum to all learners with modifications to content, provision of support and additional or varied assessment practices where necessary. In doing so the curriculum is altered to respond to the needs and differences of the learners and not the other way around (UNESCO, 1994).

A decade after countries adopted the World Declaration on Education for All symbolizing their commitment to provide education for all yet another conference was held in Dakar to reaffirm this commitment. The Dakar Framework for Action, "Education for All: Meeting our collective commitments" was adopted at this conference. A key stance of this framework is that the realization of 'education for all' is dependent on what measures countries put in place to realize this goal (Nel, Nel & Hugo, 2016; UNESCO, 2000). In respect of this, a total of six conferences were held specifically aimed at getting feedback on the current status and progress made in the different countries in as far as promoting education that is inclusive of all learners. The report notes that achieving the EFA goal has been rather dawdling. Since its inception in Jomtien Thailand, of the 800 million children under the age of six less than a third have access to early childhood education, an estimated 113 million children (mostly girls) do not have access to primary school education and a minimum of 880 million adults are still illiterate (Nel, Nel & Hugo, 2016; UNESCO, 2000). Furthermore, the document recognizes the need for a curriculum that epitomizes the diverse educational needs and rich historical background of the country. A curriculum that liberates its recipients to become economically free and equips them to determine their own destiny. One of the five strategic objectives put emphasis on the intention to transform the curriculum in its entirety to respond to the diverse learner population through ensuring its content is

relevant and in accordance to learner experiences and interests. Likewise, appropriate and different teaching strategies should be employed to gage all learners.

A curriculum that responds to learner diversity and their differences is reiterated in Article 24(b) of the Convention on the Rights of persons with disabilities. Affirming that people with physical disabilities have an equal right to education and government should put the appropriate structures and measures in place to make education available, accessible and achievable. In addition, education should allow them to achieve their potential irrespective of their bodily appearance and difficulties, their cognitive levels and capabilities and enable them to strengthen their talents (UN, 2006). Which ultimately means education should be inclusive and the curriculum must be able to be altered accordingly.

In 2015 yet another global meeting was held in accord of creating a more inclusive education system in Incheon, Republic of Korea. Central to this meeting was the proposed Sustainable Development Goal (SDG) 4 of UNESCO which aims to; Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all which resulted in a fifteen-year plan aimed at 'transforming people's lives through education system (Nel, Nel & Hugo, 2016; UNESCO, 2015:7). Central to this is the revision of education policies that "respond to learners' diversity and needs" (UNESCO, 2015:30).

Based on the above discussion it is apparent that UNESCO has made significant strides in promoting and advancing inclusive education worldwide. The evolution of inclusive education as a phenomenon is summarised in figure 2.1.

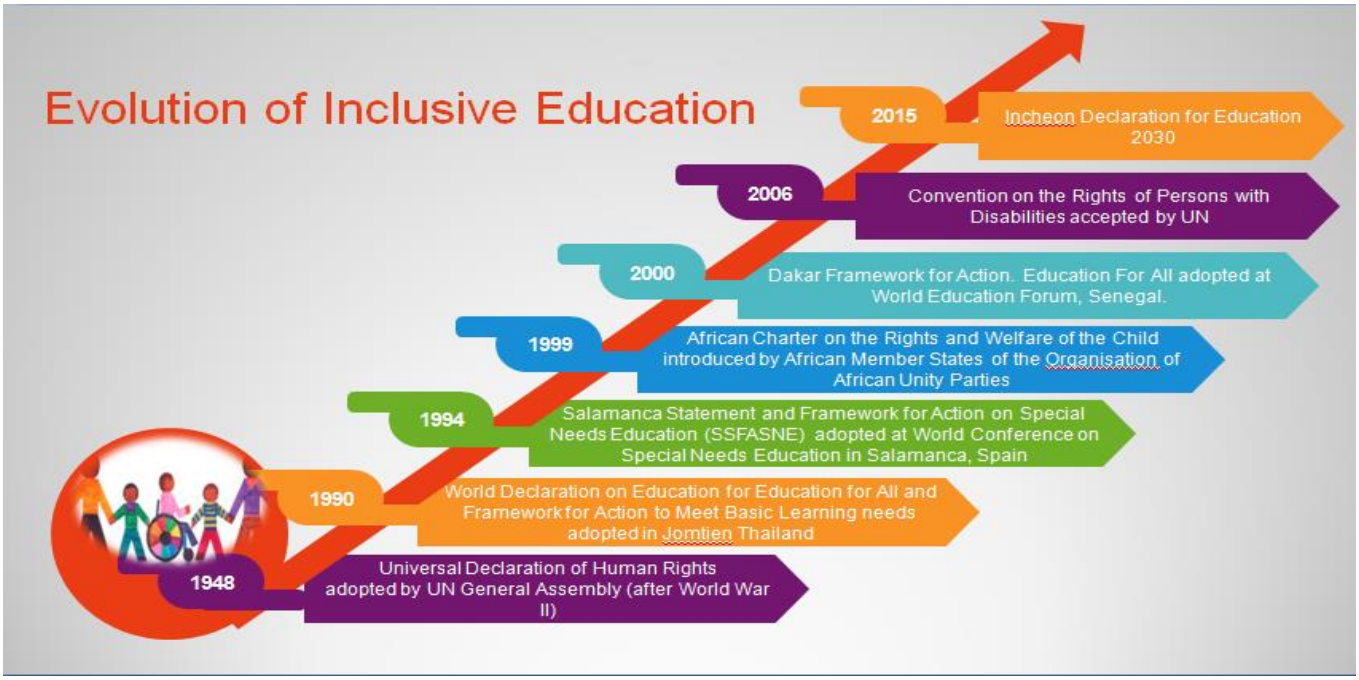


Figure 2.1: The evolution of Inclusive Education (Adapted from Muthukrishna, 2002; Nel et al., 2016; UNESCO, 2014).

UNESCO discusses the following guidelines that are necessary for achieving inclusive education (UNESCO, 1994, p. 22-23).

- **Curriculum modification:** The curriculum should be modified to cater for the needs of all learners irrespective of their differences. Hereby emphasising that the primary focus of a curriculum should be on promoting learners' potential, not the potential of the curriculum.

- **Educational support:** The curriculum should not be one-sided, i.e. either only content-based or skills-based. There should be appropriate measures in place to ensure that all learners are supported in the learning and teaching process to successfully engage in, and complete activities.

- **Multiple opportunities to achieve objectives:** The planning process for any teaching and learning situation should be driven by the diverse context in which it

will be carried out and should therefore focus on the learners and their needs, experiences and capabilities. This will ensure that everyone will be able to relate to, and participate in the classroom.

- **Flexible assessment:** Assessment should be aimed at diagnosing what learners know or do not know and build on increasing understanding and achievement of outcomes. Support should therefore be provided where necessary.

- **Supplementary support services:** There should be additional support available for learners outside of the classroom. “Support services are the component in an education system that contributes to the achievement of an effective teaching and learning situation and increases the provision of quality education” (Steyn, Steyn, De Waal & Wolhuter, 2011, p. 155-156). These are accessible via the respective district offices of the Department of Education.

- **Learning and teaching resources:** A range of teaching and learning support materials should be used to enhance teaching and learning (*cf*. 2.4.2.5).

- **International partnerships:** The education system should be driven by national and international research findings and practices of other countries.

From Figure 2.1 it is evident that significant developments to promote the implementation and advancement of inclusive practices in education worldwide have been made. In the next paragraph, the South African development towards inclusive education will be discussed.

2.2.2 South African movement

A classroom that is inclusive of all learners is regarded as the guiding principle of all policy documents in the South African education system. These policy documents emphasize inclusivity as the basis for developing and implementing curricula that is sensitive to learner diversity and differences and acknowledges and promotes inclusive

learning and teaching practices. The South African inclusive education journey started with the appointment of the National Commission on Education Support Services (NCESS) and the National Committee on Special Needs in Education and Training (NCSNET) in 1996. They were tasked with investigating all aspects related to special needs and support services (DoE, 1997). The results of this investigation asserted that the past discriminatory and segregating practices against especially black children and children with disabilities should be addressed by making education available to every child and providing equal opportunities through one curriculum (Stofile & Green, 2011; Muthukrishna, 2002; Nel et al., 2016; DoE, 2001; Wahl, 2017). The findings of the NCSNET and the NCESS investigations played a pivotal role in the advancement of inclusive education in South African curricula. Their report listed recommendations accompanied by key suggestions that included developing an integrated system of education, and addressing the consequences of an inflexible curriculum - both emphasising the need for inclusivity and a flexible curriculum (Wahl, 2017; DoE, 2001). This report draws attention to how an inflexible curriculum impacts negatively on constructive teaching strategies, the pace of learning, resources and assessment practices which hampers the opportunity for all learners to achieve their optimal potential (*cf*. 2.4.2) (DoE, 1997).

Thereafter, Education White Paper 6 (EWP6) was introduced in 2001. EWP6 outlines how the South African education system should accommodate the diverse needs of South African learners. It serves as guide on how to make this possible (Wahl, 2017). It is therefore important to take note of how EWP6 defines inclusive education (DoE, 2001, p. 6-7):

- The acknowledgement that all children can learn and that all children and youth need support to do so.
- Enabling education structures, systems and learning methodologies to meet the needs of all learners.
- Acknowledging and respecting learner differences in learners (age, gender, ethnicity, language, class, disability, illnesses or diseases).

- Broader than formal schooling and acknowledging that learning also occurs in the home and community, and within formal and informal settings and structures.
- Changing attitudes, behaviour, teaching methods, curricula and the environment to meet the needs of all learners.
- Maximising the participation of all learners in the culture and the curriculum of educational institutions, and uncovering and minimising barriers to learning.

It is evident from the above definition, and is also re-asserted later in the document, that EWP6 affirms the importance of applying a curriculum that is flexible to meet the different learning needs and styles of all learners (DoE, 2001; Motitswe, 2012). EWP6 regards an inflexible curriculum as one of the foremost factors that hamper access to education and successful learning. These barriers can occur as a result of the content prescribed in the curriculum, the language of teaching and learning, the physical classroom structure, the teaching strategies, the pace of teaching and the prescribed instructional time, the learning and teaching materials and resources, as well as the assessment processes that are employed (DoE, 2001). This requires that teachers have the necessary knowledge and skills to be able to adapt their teaching strategies and assessment methods to cater for all learners' learning needs (DoE, 2001). Besides EWP6, numerous other policy documents were developed and implemented to direct the implementation of a flexible curriculum in an inclusive education system (*cf.* 1.1). Only the documents relevant to this study will be briefly referred to.

- The CAPS document for every subject and every grade encompass the specific content and assessment practices for the specific subject (DBE, 2011b).

- National Protocol for Assessment Grades R-12: The purpose of this document is to communicate the reporting and recording practices to be followed in Grades R-12. It also guides teachers on the assessment practices to be followed throughout these grades (DBE, 2012a)
- the National Policy Pertaining to the Programme and Promotional Requirements of the National Curriculum Statement Grades R-12: This policy document guides

teachers on the outcomes and assessment requirements to be achieved by learners in each grade (DBE, 2012b).

As mentioned before it is obvious that a school curriculum plays a pivotal role in ensuring that all learners are able to participate in and excel in the education system (DoE, 2001). For this reason, it is important to define the broad term ‘school curriculum’ and the role it plays in the effective teaching and learning of all learners despite their educational needs, styles and the support they might require to achieve the intended outcomes.

2.3 Conceptualising a school curriculum

Defining a curriculum is very complex, because of how it is viewed by different people in different countries and the fact that it comprises everything related to teaching and learning (Moodley, 2013). The word curriculum is derived from the Latin word ‘currere’, which means ‘run the course’ (Hoadley, 2013). Bobbitt (2013) asserts that in education, curriculum refers to a sequence of competences that a learner must acquire in order to become an active citizen who is able to make effective decisions in life. These competences, which include the necessary knowledge, skills and values, are clearly outlined for teachers and learners to know exactly what is expected to pass a term, grade or year (Bobbitt, 2013). Ultimately, a curriculum is regarded as a set of policy documents compiled by a department of education which is in line with the country’s educational needs and how it attempts to ensure that all citizens’ educational needs are provided for (Du Preez & Simmonds, 2014; UNESCO, 2016). While Bobbitt (2013), as well as UNESCO (2016), are in full agreement with the descriptions above, they add that it is equally important for a curriculum to have effective measures in place to ensure that the envisioned outcomes of the curriculum have indeed been achieved and teachers are qualified to teach the curriculum. As important as it is for a curriculum to have very clear aims it is equally important for the curriculum to be designed to suit the needs of the people it is intended for. A school curriculum should therefore be designed to promote various teaching and learning approaches to ensure effective, accessible and quality education; therefore, making it possible for teaching and learning strategies,

and content and assessment methods to be adapted accordingly, which will provide all learners with a fair opportunity for participation in the classroom and achieving the intended outcomes of a lesson or grade (Bobbitt, 2013; Hoadley, 2013; Stabback, 2016).

More importantly, quality education is dependent on a quality curriculum. The ultimate goal of any quality curriculum should be to provide learners with the competencies that will enable them to become active and productive citizens of their countries and to be able to make a meaningful contribution to society (UNESCO, 2017; UNESCO, 2014). The International Bureau of Education (IBE) states that the primary objective of a quality curriculum should be characterised by inclusion, hereby implying that equal opportunities should be created for all learners to attain the required knowledge, skills, and values (Stabback, 2016)

Furthermore, the IBE argues that the quality of a curriculum cannot simply be measured by the content of the policy document. It is equally influenced by the manner in which it is developed, the content of the curriculum and the way in which it is implemented and evaluated. For this purpose, a curriculum must have clear aims, be up to date with the learning needs (i.e. religion, culture, socio-economic circumstances, etc.) and styles (i.e. visual, auditory, or kinaesthetic) of the people it is intended for. It should be representative of learners' current and future lives, experiences, environments and aspirations, and pave the way for a social and economically prosperous future while being considerate of the country's history, cultures, and traditions. In addition, a curriculum should also be open and flexible with regard to teaching and learning strategies, assessment methods and be coherent across grades, phases and subjects (Stabback, 2016).

The above criteria should be addressed within the following main categories when judging a quality curriculum (See Table 2.1) (Stabback, 2016).

Table 2.1: Main categories when judging a quality curriculum (Adapted from Stabback, 2016)

Category	Description
Development of the curriculum	• Planned and systematic • Inclusive principles (acknowledging diversity) • Consultative with all relevant stakeholders (e.g. experts in curriculum development, teachers, parents, knowledgeable non-governmental organisations, etc.) • Led by curriculum professionals • Cyclical in nature (i.e. should be regularly evaluated to adapt to natural development) • Sustainable (include flexible benchmarks to ascertain if changing individual, systemic, contextual and global needs are met)
The curriculum itself	• Values each child and holds that every child matters • Comprises high quality, relevant and appropriate content and contributes to the development of competence • Is well organised and structured • Is underpinned by a set of

	theoretical frameworks about how children learn
Implementation practices of the curriculum	How does it impact on: • Learners • Teachers • Schools/ learning environments • Education systems and authorities
Evaluation	This should be: • Systematic and planned • Regular • Conducted by qualified and experienced people

Furthermore, Stabback (2016) highlights that a school curriculum must be on par with that of countries worldwide. Inclusive education, which promotes a flexible curriculum, is an international movement and should therefore be embedded in all curriculums (Armstrong, Armstrong & Spandagou, 2010; Nel et al., 2016; UNESCO, 2000). This implies that teaching and learning practices should be inclusive, meaning that it must be adapted to accommodate all learners and allow them to have the opportunity to learn in their own unique way (Stabback, 2016). Consequently, a curriculum that is of a flexible nature is critical in ensuring the inclusion of all learners in teaching and learning.

2.4 A flexible curriculum

2.4.1 Theoretical framework

A theoretical framework is guided by the way in which a researcher views reality which ultimately impacts on the way a research problem is seen and a study is conducted (Plano Clark & Ivankova, 2016). It provides the researcher with a basis of how society

functions by means of “assumptions, concepts and explanations” i.e. providing an assumption or explanation about different aspects of humanity and the social world (e.g. learning, teaching, knowledge acquisition) (Neuman, 2006, p. 74). According to Donald, Lazarus and Lolwana (2004, p. 8), theory can be described as “a framework that orders and makes connections between currently known observations and information”. The theories that will be addressed in this study include the social constructivism and social cognitivism theories. Social constructivism and social cognitivism are internationally used as the theoretical approach on which an inclusive curriculum should be built (Nel et al., 2016).

2.4.1.2 Social constructivism

The social constructivist theory is commemorated in the works of pioneer educational researchers such as Vygotsky, Erikson and Bronfenbrenner (Nel et al., 2016). Behaviourism is based on the assumption that learning can be enhanced or diminished through positive or negative reinforcement or punishment (Donald et al., 2004). In contrast, constructivists are of the opinion that learning is influenced by the environment that the learner finds himself in. Everything that the learner sees, hears and experiences has an impact on the learner’s development. These social occurrences shape the learner’s view of the world which ultimately widens the learner’s perspective through questioning, reasoning and experience (Donald et al., 2004). An important perspective of constructivism is that knowledge is actively constructed by the learner’s social interactions and not passively received. Hereby proposing that knowledge is constantly added and altered as the learner progresses and their levels of understanding broaden (Donald, Lazarus & Moolla, 2014).

Vygostsky’s Zone of Proximal Development (ZPD) has a similar stance. The ZPD is representative of the change in cognitive development when assistance is provided (in the form of collaboration or adult guidance) which results in the learner eventually reaching a stage of independence (Bouwer, 2013). Strydom (2013) suggests that when learners reach this stage they are able to expand their knowledge (learning), irrespective of their learning challenges which in due course allows them to reach and

break through their “personal knowledge ceilings” (Strydom, 2013, p. 107). It should however be noted that the learner cannot reach this stage on his own. The learner, with the support and guidance of the teacher, will be guided through this process with the aim of acquiring specific knowledge and skills at the end of the experience (Nel et al., 2016). This is referred to as a process of mediation.

Learners learn more effectively when they are actively involved in the teaching situation and able to share what they have learned with their peers (Du Plessis, Conley & Du Plessis, 2009; Engelbrecht, 2016). Teachers must therefore adopt teaching styles and practices that will accommodate for all learners’ learning needs and styles and expose them to different ways of acquiring and developing knowledge, skills and values (Engelbrecht 2016; Wahl, 2017). A variety of teaching and learning strategies (*cf.* 2.4.2.6) will promote active interaction of learners, expose them to different ways of learning and encourage them to share their views and opinions with each other and develop a greater, more detailed understanding of the subject matter (Engelbrecht, 2016).

Constructivists believe that there are seven principles central to teaching and learning (Donald et al., 2004; Donald et al., 2014; Nel et al., 2016), namely:

1. Active learning: Teachers should create atmospheres that encourage learners to be actively involved in teaching, their learning and classroom activities. This could be referred to as learner-centred, activity-based teaching (Nel et al., 2016). Active learning involves relating new concepts and skills to the existing knowledge, as well as to skills and experiences of learners to evoke their interests and thought processes before, during, and after the lesson (Wahl, 2017).
2. Link between process and content: The ‘what’ and ‘how’ of content should be equally important (Donald et al., 2014). Therefore, implying that teachers should not place their focus only on the content that should be taught but equal consideration is owed to the manner in which that content will be assessed or measured. Since the evidence of learning is not solely dependent on recalling of facts and concepts, learners’ understanding and ability to apply that which they have learned deserve

equal consideration and planning (Nel et al., 2016). For example, when a new topic is introduced the teacher should spend equal time deciding which aspects should be highlighted, as well as how he/she will measure whether the concepts have been acquired and understood. Deciding on the 'how' involves the use of various teaching strategies.

3. Connect pre-existing knowledge: In order to increase learners' interest levels and participation, learning should always relate to what the learners know and can relate to. This makes it easier for the learner to make connections, understand and acquire new concepts or skills (Nel et al., 2016). Teachers can use the following strategies to assist learners in linking what they know to what they do not know (Donald et al., 2014):

    - Connecting separately – In this instance the learner should be persuaded to become actively involved in his learning by making sense of, and critically thinking of what should be learned and how it relates to what he already knows. This links to Vygotsky's ZPD.
    - Connecting form and content – A connection is made between the familiar and unfamiliar by linking it to a method already known to the learner, for example, a mathematical method or science experiment.
    - Connecting through cognitive conflict – This involves building on what learners already know to deepen their understanding of knowledge on a more advanced cognitive level.

4. Guided discovery: Guided discovery is characterised by encouraging learners into 'doing' things that will broaden their perspectives and understanding of content. For example, teachers can show learners how to conduct certain experiments and later expect them to execute it on their own. This is also known as mediation. A process of guiding learners through the learning experience and gradually removing support to enable them to become more independent.
5. Scaffolding: A scaffold is normally used to keep a structure in place during the building process. As soon as the structure is secure and stable, the scaffold is slowly removed (Donald et al., 2014; Nel et al., 2016). Similarly, in the classroom, a teacher

supports a learner through their learning and gradually removes the support when evidence of development is evident.

6. Team work: As previously mentioned, social constructivists are of the view that knowledge is socially developed. On the basis of this, working collaboratively is a fundamental principal of this theory (Donald et al., 2014; Nel et al., 2016). Grouping learners together allows them to draw from one another's strengths, engage in debates, and come up with constructive solutions to problems (*cf.* 4.4.1.2.3.6).
7. Language: Language is regarded by Vygotsky as an important contributor in cognitive development (Nel et al., 2016). The ability to form words and sentences, speak, and comprehend information is known as a cognitive process that allows you to make sense of what you hear, make meaning of it and store it for future use (Dednam, 2013). Through language learners are able to listen and make meaning of concepts and knowledge taught in the classroom. For this reason, language plays a vital role in making teaching and learning achievable for all learners.

2.4.1.3 Social cognitive theory

Although this study is guided by a constructivist perspective, it is important to provide a brief discussion of the role cognitivism plays in teaching and learning, and ultimately learner achievement, in an inclusive education system.

Bandura (1989) states that one's cognitive development is influenced by what consumes your mind, i.e. what you think and how you perceive yourself. He further asserts that the higher people's self-efficacy (what they think of themselves) the better their aspirations and motivation levels are to achieve the goals they set. Likewise, in teaching and learning, Bandura believes that if learners are constantly challenged to expand their content knowledge they will be motivated to broaden their cognitive levels (Bandura, 2001a). Bandura implies that social cognitivism is guided by an agentic worldview (Bandura, 2001b). He suggests that one's actions should always be in sync with whatever it is they want to happen. As a result, learners will be actively involved in their own learning through self-organisation, self-reflection and self-regulation (Bandura, 2001b). Through these self-examinations, learners will be better able to develop their

cognitive abilities by controlling what they think (knowledge) and making modifications accordingly. Nevid (2009) concludes that learners should be challenged toward higher cognitive thinking, emphasising that teaching should encourage learners to actively engage with the content by deliberating its relevance and applicability in relation to the outcomes. This will result in encouraging learners to think critically about what they are about to learn. Piaget developed his own theory of cognitive development. He argues that children's cognitive development is compelled by their pre-existing knowledge, their experiences and the environment they find themselves in and is improved when a child is exposed to, and actively engaged with people and things around him (Donald et al., 2004; Donald et al., 2014). This development is enhanced by assimilation (linking old and new experiences), accommodation (adjust information) and equilibration (continuous interaction of assimilation and accommodation) (Donald et al., 2014).

2.4.1.4 Bloom's Taxonomy of Learning

Central to the objective of inclusive education is the commitment to enhance the quality of education for all by ensuring that its recipients acquire the knowledge, skills and values that enable them to become critical thinkers and problem solvers (UNESCO, 2015). This reality can only be met if education is made available to all irrespective of their difficulties and differences through modifications and adaptations (Spinelli, 2002). Vital to this is an education system that develops the cognitive abilities of all who are represented in it. Since learners have different challenges that hamper their successful learning of content knowledge it becomes increasingly important that their questioning is appropriate and responsive to their cognitive levels and that it is developmental (Spinelli, 2002). For this purpose, Bloom's taxonomy, the most common and widely used taxonomy outlining a hierarchy of six levels of questioning could be beneficial. Bloom's Taxonomy was developed in 1956 by Benjamin Bloom and gives teachers the ability to design teaching and learning in such a way that it is responsive to different levels of thinking and reasoning, diagnose areas for improvement and address them accordingly (Spinelli, 2002). These six levels include (Kokot, 2013):

- Recall/Knowledge: Encompasses the learner's ability to recollect what has been taught. Questioning can be guided by verbs such as list, write, name, etc.
- Comprehension: Here learners are able to make sense of what they have learned in their own words. On this level, learners are challenged beyond just remembering information. Instead they need to demonstrate their learning by indicating their understanding (Feldhusen, 1988) by means of using verbs including: explain, summarise or describe, etc.
- Application: In this instance learners are required to apply what they have learned in a specific manner. Verbs relevant to these levels can be: analyse, compare or examine.
- Analysis: Learners are required to consider what they have learned and its significance. This can be achieved through application, such as using the verbs: compare or examine.
- Synthesis: The aim here is to enable learners to use what they have learned to develop or construct new ideas or plans. In this instance verbs include: create, design or develop.
- Evaluation: The learner is able to use what they have learned to make conclusions and recommendations about certain issues. Examples of verbs relevant here are: judge, justify, and recommend (Bornman & Rose, 2010; Feldhusen, 1988; Kokot, 2013; Spinelli, 2002).

Although the taxonomy was revised in 2001 by Anderson and Krathwohl, the main structure and idea remained the same. The most important addition was the level at which the different types of knowledge interact at the different knowledge levels, i.e. factual, conceptual, procedural and metacognitive (Krathwohl, 2002). Both taxonomies are founded on the basis of promoting questioning practices that are aimed at empowering learners to become agentic (control the outcome of their learning) and not merely recipients of knowledge (*cf.* 2.4.1.3). They will be better able to use what they have learned and apply it in their lives through critical thinking and problem-solving (Kokot, 2013). Since these skills do not develop of their own accord it is essential for the learner to be exposed to and guided in the development of these skills (Bornman &

Rose, 2010). Academic achievement for all is dependent on learners' ability to use and apply these skills in the classroom and ultimately their daily lives through differentiated teaching and learning strategies (*cf.* 2.4.2.6) (Bloom, Engelhart, Furst, Hill & Krathwohl, 1956).

Based on the discussion of the social constructivist and cognitive theories above, it is clear that a flexible curriculum is dependent on teachers' awareness that knowledge is socially constructed and that a learner's cognitive development is dependent on their active involvement in the learning and teaching situation. Also evident was the role that Bloom's taxonomy plays in developing learners through questioning. Ultimately, making it more likely for learners to be able to solve problems and become critical thinkers.

Towards the furthering of the goals highlighted in the above discussion, a flexible curriculum, inclusive of all learners, will be contextualised next.

2.4.2 Defining a flexible curriculum

In an inclusive education system, a curriculum needs to cater for the diverse needs of the citizens of a specific country. This means that a curriculum must be designed in such a way that it is accessible for all learners irrespective of where they come from, how they learn, and the type of support they will require to make their learning more effective (Austin & Starkey, 2016). A flexible curriculum can therefore be defined as adapting to what needs to be taught in order to make learning more attainable for a diverse group of learners (Wahl, 2017). A flexible approach to teaching and learning creates more opportunities for learners to reach the intended outcomes and highlights the importance of seeing learners as individuals. This is important as learners are not the same, nor do they learn the same, i.e. they see things differently and learn differently. Nel, Nel and Lebeloane (2016) assert that these differences should be embraced and catered for in the planning, executing, assessing and reporting of learning. A study by Austin and Starkey (2016) confirmed that a flexible curriculum proved to provide more learning opportunities for all learners. Their research was focused on the National Curriculum of New Zealand, which allows for flexible teaching and learning, i.e. teachers are given free rein to interpret and apply the curriculum in

accordance with the context of their learners (Austin & Starkey, 2016; Simmons & MacLean, 2018). Another example is the Scottish curriculum referred to as the Curriculum for Excellence (CfE). The CfE is primarily focused at altering the examination structures at the senior level of schooling (i.e. secondary school) to make it more accessible for learners. This called for a more flexible curriculum which resulted in the revised curriculum that includes a number of National Qualifications which are founded on the principles, values and purposes of the CfE. A similar trend is noted in Australia and England, where the curriculum, despite being developed on government level, allows flexibility by enabling teachers to individualise and contextualise the curriculum, as well as teaching and learning activities, in accordance with the unique needs of their schools and learners. This includes, but is not limited to, lesson planning, and assessment approaches and methods (Austin & Starkey, 2016; Simmons & MacLean, 2018).

It is therefore evident that a flexible curriculum is important to accommodate diverse learning needs and styles of learners (DBE, 2010d; DoE, 2001; Muthukrishna & Schoeman, 2000; UNESCO, 1994). This can be done by creating a link to the daily lives and experiences of learners to make the content more accessible and understandable, by ultimately making it more possible for learners to get actively involved in and participate in their learning (Muthukrishna & Schoeman, 2000). Teachers can also promote learner participation in lessons by considering the following: learners' readiness for a new topic or theme (i.e. has the learners grasped the previous sections that were taught?), the developmental levels of the learner, the interests and background of the learner which relates to the socio- economic status of the learner, as well as the learning profile of the learner (DBE, 2011c).

Curriculum flexibility can also be defined as the strategies schools implement when designing a tailored curriculum that:

- considers schools' local circumstances, i.e. the school's geographical location, urban or rural;
- recognises the desires of learners, i.e. their future goals and career aspirations;
- meets the learning needs and potential of learners; and

- meets the expectations of stakeholders (learners, parents, teachers) and society in general (Her Majesty's Inspectorate of Education, 2003, p. 2).

Within a South African perspective, the Department of Basic Education (DBE) also highlights the importance of a flexible curriculum to accommodate for the diverse needs of all learners (DBE, 2010d). This is dependent upon the flexibility to allow teachers the scope to manipulate the curriculum in order to increase the participation of all learners in their learning and ultimately increase their achievement. The implementation of a flexible curriculum can consequently be enhanced by upholding the following three approaches, namely: i) designing a curriculum that allows for flexible modes of participating in teaching and learning, i.e. inclusive classroom environment (cf. 2.4.2.2) and adequate time for submitting and/or completing assessments (cf. 2.4.2.4); ii) allowing enough time for learners to study and the conducting of assessments, as well as ii) negotiated outcomes, i.e. learning content is assessed by means of various assessment methods (cf. 2.4.2.1) and negotiated curriculum or learning paths are essential, i.e. learners are able to achieve outcomes according to their pace (Ferrell, 2010). In essence, this requires diverse teaching strategies and various assessment practices aimed at making learning more achievable (DBE, 2011c).

The significance of a curriculum's ability to acknowledge and cater for learner differences is thus undisputable. Thus, emphasising the need for flexibility in the curriculum to give all learners the opportunity to learn the same content, reach the same outcomes, in the same classrooms in their own unique ways (DoE, 2001). EWP6 highlights the following components, relevant to the South African context, to be considered in a flexible curriculum (DoE, 2001).

2.4.2.1 Flexibility with regard to content (i.e. what is taught)

Since content plays a crucial role in education it is important for learners to be able to access it and must consequently be differentiated by adapting it to suit the different learning abilities of the learners. Content can either be accessed qualitatively or quantitatively by learners (Levy, 2008). Learners who are learning relatively slower than the average learner in the classroom can be given a lesser quantity of the content than

learners who are ‘gifted’. Similarly, a learner who is ‘gifted’ can be given a higher quantity of the content than a learner who finds it difficult to master the content (Shaw, 2013). Qualitatively, content can be adapted, for example, in the following way: in mathematics the teacher can differentiate the content by asking some learners to do a simple compound interest sum, whilst the more advanced learners can be expected to do a more advanced sum. The same content will be covered by all the learners, yet challenging the strengths of the average learners and building on the strengths of the more advanced learners (Nel, Nel & Lebeloane, 2016).

Content can also be differentiated in the manner in which it is delivered to learners. For example, audio and visual recording of lessons so that learners can revisit the lesson, small group teaching, re-teaching and choosing reading texts or content that varies in readability levels (Brownell, Smith, Crocket & Griffin, 2012).

Hainer-Violand (2013) asserts that the content should be selected by the teacher according to the needs of the learners in the class. Content is regarded as that which the learners must know, understand and be able to apply. It includes concepts, skills, facts, definitions and descriptions (DBE, 2011c). The Universal Design for Learning (UDL) is an example of a teaching strategy that encourage teachers to plan, right from the beginning, how they aim to ensure that all learners grasp the learning content and reach the intended outcomes (*cf*. 2.4.2.6.3). Teachers, therefore, have to ensure that their lesson, particularly the learning content, is sensitive and accommodative to learners’ different levels of learning. In addition, learning content should also be representative of the learners’ interests and experiences, its meaning and relate to the learners’ pre-existing knowledge (DBE, 2011c). For example, the teacher can teach the whole class the same content, but modify the content by lessening the amount of content asked in an assessment (as per learners’ learning levels), clearly identifying and highlighting the main ideas/concepts and allowing more time for the completion of assessments (Hall, Strangman & Meyer, 2002; Nel, Nel & Lebeloane, 2016). Similarly, differentiation also allows teachers to adapt content (*cf.* 2.4.2.6.2) (UNESCO, 2004). Strategies such as re-teaching, making use of less complicated language and examples that the learners can relate to, to ensure deeper understanding of the learning content

are also recommended (Muthukrishna & Schoeman, 2000). Moreover, content can be presented in different ways, for example, presentations, videos and audio recordings (Olinghouse, 2008). Inclusive pedagogy, differentiation, UDL, scaffolding and flexible grouping are discussed more in-depth later in the chapter.

2.4.2.2 Classroom organisation and management

How the classroom is organised and managed is essential to effective teaching and learning. Loreman, Deppeler and Harvey (2010) assert that learners should be taught in a classroom where they feel comfortable and free to learn. This is especially important in an inclusive classroom when a diverse group of learners, with different learning needs and support required, are dependent on effective teaching and learning opportunities. The manner in which the classroom is set up, seating plans, culture and ethos of the classroom has a direct impact on the possibilities for optimal learning and teaching (Loreman et al., 2010). For this reason, considerable thought must be put into these aspects. Hall et al. (2002) affirm that the atmosphere should be conducive to learning based on the physical environment (e.g. walls, lights, floor, teaching and learning media) and the way it is set up. Teachers should, thus, create an atmosphere that is interactive and encourages learner participation (Hall et al., 2002). However, the setup of the classroom may differ from week to week or lesson to lesson. For example, classroom seating plans can be changed to accommodate classroom discussions, group work, or one-on-one instruction (DoE 2010). Flexible grouping to enhance a flexible curriculum is discussed later.

2.4.2.3 Language of Learning and Teaching (LoLT)

In the South African education scenario language has a critical influence on the teaching of a flexible curriculum. Language is an important tool that we use to communicate in our everyday lives. It is the medium on which people depend to express their thoughts and feelings. More importantly in education, language is essential for learners to learn, understand and apply content adequately. Since teaching and learning are dependent on language it is essential that a learner's language of learning

and teaching (LoLT) is proficient to avoid disengagement from the lesson and consequent learning (Nel & Nel, 2016; Mtimkhulu, 2012).

The South African Constitution (Act 108 of 1996) recognises 11 official languages and asserts the right to use the language of choice. It further affirms that everyone has the right to be taught in the language of their choice. Nevertheless, although mother tongue education is recommended by researchers, English is mainly used as the business and academic lingua franca in South Africa and is therefore regarded by parents as the language of power. Consequently, it is the predominant choice of LoLT (Nel & Nel, 2016). The result of this is that the majority of learners are learning in their second, third, or even fourth language. The importance of mother tongue education, in especially the Foundation Phase, is that it establishes basic academic speaking, reading and writing abilities from the onset in one language which will then enable the learner to more easily grasp the concepts of a second language. The second language in the South African context being English. Since English is primarily used as LoLT from Grade 4, it is required that all Foundation Phase learners must have it as a First Additional Language (FAL) in an attempt to prepare them for using it as LoLT from Grade 4 onwards (Steyn et al., 2011; Nel et al., 2016).

Yet, research has found that the majority of learners across all grades do not have an adequate academic language proficiency in the LoLT (primarily English) which results in it being a major contributor to learner failure in schools (Heugh, 2011; Makoe & McKinney, 2014; Nel & Nel, 2016; Posel & Casale, 2011). When a learner experiences language problems of any kind, it will have a direct impact on his/her ability to grasp the content and concepts of a subject (Dednam, 2013; Mackay, 2014; Nel & Nel, 2016; Prinsloo, 2013) therefore making it difficult to achieve the promotional requirements of the subject. It is consequently essential that all teachers allow for flexibility with regard to language ability.

2.4.2.4 The pace of teaching and the time available to complete the curriculum

Dednam (2013) asserts that learners experiencing learning difficulties might need additional time to complete classroom activities and assessments to accommodate for their barrier to learning. Taking this into cognisance, as well as the issue of learners learning differently, it has become increasingly important that their pace of learning is not disregarded and teaching and learning practices allow for 'enough time' to administer and complete these tasks. Research has shown that in many instances teachers have raised concerns about the suitability of notional time in CAPS (Maharaj et al., 2016; Makeleni & Sethusha, 2014; Mlambo, 2014; Payne-Van Staden, 2015). In all of these studies, teachers indicated that additional time, when necessary, should be allowed for the completion and execution of tasks and lessons. There is a general consensus that they do not have adequate notional time to teach and administer assessments afterwards. As a result of time constraints, they are often forced to only scan through topics and in some cases skip an entire topic to keep up with the curriculum. This could have dire consequences as learners are forced to learn new content even though they did not establish a solid foundation of the previous content which ultimately could contribute to learner failure (Őnder, 2016).

The additional time a learner is given to complete tests or assignments can be referred to as time/scheduling accommodations (Brownell, Smith, Crocket & Griffin, 2012; Thurlow, Thompson & Johnstone, 2008; Nel, Nel & Lebeloane, 2016; Spinelli, 2002). These accommodations allow learners to participate in and complete learning activities and assessments according to their own pace with no time limit. These accommodations could also affect the day, date and time of day learners are required to participate in and complete assessments. According to Nel, Nel and Lebeloane (2016), accommodations will differ from learner to learner depending on their learning needs. Furthermore, accommodations related to extra time might include allowing learners to do assessments in intervals. This means allowing learners to do tasks with scheduled and unscheduled breaks. Accommodations can be necessary in instances where learners require extra time as a result of their learning pace (i.e. slow), and/or they have

difficulty in understanding and comprehending questions due to learning or visual challenges (Spinelli, 2002).

Creating opportunities for learners to learn and develop according to their own pace diminishes comparisons of their performance with that of others (Gaustad, 1993) and gives them the opportunity to increase their individual levels of achievement. In a study done by Moreno and Mayer (2007), they tested the impact that controlled pace has on learners' learning. The study exposed learners to verbal and non-verbal content knowledge which learners could rewind, pause and fast forward. The study confirmed that learning is indeed enhanced when learners are in control of how much content they receive, when they are exposed to it and how they are exposed to it (Moreno & Mayer, 2007). This is reaffirmed in a study by Hasler, Kersten and Sweller (2007) aimed at determining the effect of learner-controlled pacing in educational animation. The results proved that learning improved when learners were given more control over their learning, i.e. being able to take breaks.

However, in the CAPS curriculum it is reported that teachers are allowed no, or limited flexibility with regard to scheduling the amount of time spent on their subjects (Maharaj et al., 2016; Makeleni & Sethusha, 2014; Mlambo, 2014; Payne-Van Staden, 2015). The policy on the Promotional Requirements of the National Curriculum Statement Grades R-12 recommends a total of 27 hours of teaching time per week (DBE, 2012b). This time frame excludes any activities that are not directly related to teaching and learning, i.e. assemblies, breaks and extra-mural activities.

The instructional time for Grades 7-9 is depicted in table 2.2, and table 2.3 summarises the instructional time for Grades 10-12.

Table 2.2: Grades 7-9 instructional time (DBE, 2012b, p. 26)

Subject	Hours
Home Language (HL)	5
First Additional Language (FAL)	4

Mathematics	4.5
Natural Science (NS)	3
Social Sciences (SS)	3
Technology	2
Economic and Management Science (EMS)	2
Life Orientation (LO)	2
Arts and Culture	2
Total	27.5 hours

Table 2.3: Grades 10-12 instructional time (DBE, 2012b, p. 46)

Subject	Time
Home Language (HL)	4.5
First Additional Language (FAL)	4.5
Mathematics and Mathematical Literacy	4.5
Life Orientation (LO)	2
Chosen subject 1	4
Chosen subject 2	4
Chosen subject 3	4
Total	27.5

Table 2.2 and 2.3 indicate that the total instructional time for teaching and learning in secondary schools is 27.5 hours per day. Hereby illustrating that there is no difference in the total teaching and learning time available for Grades 7-12. It is however noted that the HL and FAL time allocations in Grades 7-9 and 10-12 differ. HL has an additional 30 minutes in Grades 7-9 and FAL has an additional 30 minutes in Grades 10-12. An increase in instructional time is also noted in Grades 10-12 where a total of 4 hours is allocated for the three chosen subjects (DBE, 2012b).

2.4.2.5 Learning materials and resources

Within a flexible curriculum learning material and resources should be differentiated in order to suit diverse learning needs and provide all learners the opportunity to participate in learning. Moreover, the materials used in a flexible teaching and learning environment must be suitable for all learners' learning needs and abilities. Schloss, Smith and Schloss (2001) argue that materials should not be predominantly suitable for learners who experience little to no barriers to learning. They state that secondary school materials are often flawed in terms of language difficulty (e.g. the vocabulary is difficult to understand), the level of difficulty is too high for learners who have additional learning needs and the content is not sensitive to the diverse needs of learners. Lastly, they also assert that content is in many instances not presented in a manner that accommodates the abilities of learners with special needs for example, and examples or scenarios are not in accordance to what learners with special needs can and cannot do (Schloss et al., 2001).

Although policies affirm that adequate and appropriate resources will be provided to ensure the successful implementation of inclusive education thus ensuring effective learning, the South African education system is still flawed by a lack of and/or inadequate resources available in schools (DoE, 2001; DBE, 2011a; Killen, 2011). Past curricula had to be revised and in some cases discontinued due to a lack of resources to facilitate the successful and effective implementation thereof (Chisholm, 2003).

2.4.2.6 Teaching strategies

South African classrooms consist of different kinds of learners who present different learning abilities, needs and require different kinds of support (Nel & Nel, 2016). This requires that teaching, learning, and assessment strategies should be varied in order to recognise learners' differences, meeting their full learning needs and ultimately promoting cognitive development (Ekins & Grimes, 2009; Lee, 2009). Flexibility with regard to *process* and *product* are therefore integral features of a flexible curriculum (DoE, 2001). Being flexible during the *process* of teaching and learning implies that teachers should not present all the lessons in the same way, but should employ multiple and different methods to achieve the outcomes to meet the diverse learning styles of all learners (e.g. visual, kinaesthetic and auditory) (Brownell et al., 2012; Edyburn, 2005; Killen, 2011; Loreman et al., 2010). Varying lessons should aim to enable learners to use that which they have learned in school and in their everyday lives (VanTassel-Baska, 1988). This can, for example, include different ways of doing the same sum, a video of a different teacher doing the sum, an explanation by a peer that understands the sum, and linking the sum to previous work that was done. The *product* refers to the evidence of learning or assessments used to measure learning. Levy (2008) asserts that it is essential to realise that as much as learners learn differently, it is equally important to realise that they should be assessed differently. However, besides using assessment to determine knowledge and understanding of the content, as well as level of application skills, assessment should also be used to diagnose areas where improvement is needed (Brownell et al., 2012; Nel, Nel & Lebeloane, 2016). Assessment will be addressed in more detail in paragraph 2.4.2.7.

Teaching strategies that are effective in inclusive classrooms, allowing for a flexible curriculum, are briefly discussed in the next section. All the teaching strategies that are subsequently discussed, facilitate the learner in becoming capable to understand content knowledge and apply it in their daily lives. Killen (2011) describes this as flexible thinking, which is the ability to take that which you have learned and being able to apply it in various way and instances (Killen, 2011).

2.4.2.6.1 Inclusive pedagogy

Inclusive pedagogy is essential in creating an environment where all learners are granted the opportunity to strengthen the skills that they already possess and develop those that they do not possess. A classroom such as this is only possible if teachers recognise learner's differences, embrace them, and use them to make learning more effective and beneficial for the learners. This pedagogy sees learners as individuals and acknowledges that learners are different and may have different abilities and needs. It also aims to do away with educational imbalances and discrimination by ensuring that everyone has fair and equal access to quality education (Nel & Nel, 2016). Florian (2011), as well as Florian and Black-Hawkins (2015), further explain that inclusive pedagogy is concerned with broadening what the learner normally has available to facilitate their learning. This suggests that education should not be about adapting teaching and learning to only suit the needs of learners who experience barriers to learning but rather to teach in such a way that all learners are reached despite their abilities or disabilities (DoE, 2001).

2.4.2.6.2 Differentiation

An inclusive education setting can be described as an instance where all children learn together in the same classroom (UNESCO, 2000; UNESCO, 2004). This implies that no learner, irrespective of what kind of support they need or what their learning needs, learning abilities or disabilities are should be excluded from the classroom. Shaw (2013) affirms that inclusive education makes it possible for all learners to learn the same content, in different ways, yet still achieving the curriculum outcomes. This requires overcoming all barriers that hinder learners from achieving, which is in line with the United Nation's SDG4, aimed at providing quality and inclusive education for all (UNESCO, 2016) irrespective of who they are and what they can or cannot do.

It is therefore important for teachers to apply flexibility by making use of different teaching and learning strategies to give learners a better chance at achieving teaching and learning outcomes. For this purpose, the Department of Basic Education identifies curriculum differentiation as one such strategy and as integral to realising a flexible

curriculum within an inclusive education system (DBE, 2011c). Differentiation allows teachers to consider all learners' learning needs and styles in the planning and executing of lessons, assessment approaches and methods (DBE, 2011c; Muthukrishna & Schoeman, 2000). The Guidelines for Inclusive Teaching and Learning defines curriculum differentiation as adapting the curriculum so that it can meet the educational needs of all learners. It is deep-rooted in the ground rules of flexibility with a particular focus on learning content, teaching and assessment (DBE, 2010d). Differentiated teaching encourages careful consideration when planning for a lesson to plan for modifying and changing learning content and assessment approaches and methods (Lee, 2009; Muthukrishna & Schoeman, 2000; UNESCO, 2004). Based on the explanation above, it can be concluded that differentiated teaching also involves identifying barriers to learning, choosing strategies to address them and assessments to enhance the achievement of learning outcomes. The extent to which the lesson plan and the execution thereof will be adapted is dependent on the teacher's knowledge of his/her learner's unique learning needs (DoE, 2005). Learning needs could be "what each learner needs to participate actively and confidently in the learning process" (Howell, 2011, p. 92), e.g. a learner who is dyslexic needing audio recordings of a lesson, or a learner who requires more specific attention such as individualised assistance with activities.

2.4.2.6.3 Universal Design for Learning (UDL)

The importance of the Universal Design for Learning can be attributed to David Rose, Anne Meyer and their colleagues, who recognised a dire need for educational change in teaching learners who experience barriers to learning (Edyburn, 2005). UDL is seen as very similar to the unique relationship between mother and child; from the day the baby is born the mother takes care of the baby as per his growth stages and needs (Smutny & Von Fremd, 2010). Similarly, the education of a learner should be in accordance to the learners needs and be designed to accommodate for his/her individuality. The aim of UDL is ultimately to adapt completely, to the unique pace, interests and abilities of different learners (Loreman, et al., 2010; Nel, Nel & Lebeloane, 2016). Therefore ensuring that as the learner develops, so does the learning content and assessment

forms and strategies. UDL is therefore based on the principle of making teaching and learning more accessible for all learners (Loreman et al., 2010) in order for them to flourish irrespective of their strengths and weaknesses.

Both UDL and curriculum differentiation aim to enlighten teachers to the reality of being able to teach prescribed content in many different ways. It also encourages learners to get actively involved in their learning (Levy, 2008; Nel, Nel & Lebeloane, 2016) which is regarded as a fundamental principle of differentiated learning.

2.4.2.6.4 Scaffolding

Scaffolding is another way of supporting learners to grasp the learning content. It is regarded as a process of supporting learners until they are able to achieve without any help from anyone (Bender, 2002). When a building is erected, a scaffold is put up as support to prevent the building from collapsing, until it is able to stand on its own. Similarly, the teacher can provide the learner with different forms of support to enable the learner to achieve on his/her own (Nel, Nel & Lebeloane, 2016). The teachers will provide the learner with all the support he/she needs and slowly take away the support as the learner shows signs of improvement and development. Examples in the classroom could be reminding the learner of certain work/concepts, highlighting or reading certain aspects of the work out loud or simply providing additional explanations or examples to jog the learner's memory about what he already knows (Schloss et al., 2001). The curriculum differentiation ladder is an example of scaffolding (see Table 2.4). It allows teachers to provide support as the learners need it (according to their individual needs) and to slowly remove it as the learners' learning progresses (Bender, 2002; Nel, Nel & Lebeloane, 2016; Schloss et al., 2001).

Table 2.4: Curriculum adaption model (DBE, 2008)

	Ask	Example
If not can...	1. Can the learner do the same as peers?	Spelling

If not can...	2. The learner does the same activity but with adapted expectations?	Fewer words
If not can...	3. Can the learner do the same activity but with adapted expectations and materials?	Matching the words to pictures
If not can...	4. Can the learner do a similar activity but with adapted expectations?	Words that are functional and in the learner's daily environment
If not can...	5. Can the learner do a similar activity but with adapted materials?	Computer spelling program?
If not can...	6. Can the learner do a different, parallel activity?	Learn a computer typing program, learn word processing with a spell checker, write or put pictures in a journal.
If not can...	7. Can the learner do a practical and functional activity with assistance?	Play/work with a word puzzle, game, flash cards etc. assisted by a buddy or class aid.

Table 2.4 suggests that it is essential to consider the different levels of learners' abilities when planning for lessons. It assists teachers in exploring their learners' abilities and weaknesses which will ultimately help them in planning how to successfully teach the intended learning content. Hence teachers are encouraged to apply curriculum differentiation, which urges them to develop lessons that range from the most moderate to the most complex level. This kind of differentiation therefore allows for learning to be

flexible by using different approaches to selecting the content, deciding ‘how’ to teach it and ‘how’ to assess (DoE, 2010).

Scaffolding allows the learner to reach their ultimate potential as described in Vygotsky’s theory (Bornman & Rose, 2010; De Valenzuela, 2008). Vygotsky affirms that when learners are given the right support and encouraged to become independent in the process, they will eventually reach their ZPD (*cf.* 2.4.1.2; *cf.* 2.4.2.7).

2.4.2.6.5 Flexible grouping

Flexible grouping supports learners with different abilities and skills to develop academically by means of encouraging them to work together with other learners while content is differentiated (DBE, 2011c; Olinghouse, 2008; Reisner, 2008). This strategy has many benefits in that all learners’ learning levels, abilities, needs and strengths can be identified and then used to their advantage (Wan, 2016). Most importantly, learners can work at their individual paces whilst developing based on the contributions of their group members, i.e. social construction of knowledge (Reisner, 2008). However, flexible grouping should never be static. The idea is for learners to be grouped and regrouped to expose them to different ways of learning and thinking. Grouping will also be determined by the goal of the lesson or the specific subject (Bornman & Rose, 2010).

Below, a few groupings are discussed that will assist teachers in enhancing flexible teaching and learning. These groupings are beneficial in instances where content is differentiated in accordance to a particular assessment. As already mentioned, these groupings are beneficial when teachers want to group learners according to their interests and knowledge levels (DBE, 2011c, p. 9-10).

- *Enriched learning* allows knowledge, concepts and skills to be attained on an advanced level. The knowledge concepts and specific skills of the specific grade are expanded.
- *Unmodified learning* concerns age/grade-appropriate knowledge concepts and skills. Here learning allows for the acquisition of grade-specific knowledge, skills and values.

- *Unwinding/ scaffolding learning.* As mentioned previously, scaffolding bridges the gap between what the learners should know, does not know and is struggling to comprehend (*cf.* 2.4.2.6.4).
- *Straddled learning* involves learners working on the exact same knowledge, concepts and skills to attain learning but at a lower grade/phase level to make the content easy to understand, i.e. complex knowledge is made easier to understand (DBE, 2011c).

The aforementioned strategies are especially effective in differentiating content and teaching learners certain skills where-after the groups can be broken up again or re-arranged for a different purpose (Reisner, 2008).

2.4.2.7 Flexibility with regard to assessment

Before assessment within a flexible curriculum is discussed, it is important to define the term assessment. “The word assessment is derived from the Latin word assidere which means ‘to sit with’” (Lombard & Nel, 2016, p. 88). Assessment is a very important aspect of teaching and learning in an inclusive education system. It is used as an indicator to determine the quality of learners’ learning, understanding and attainment (DBE, 2014). Assessment can be defined as an ongoing, planned process of identifying, gathering and interpreting information about the learners by means of different assessment methods (DBE, 2011c; SAQA, 2015). Also, assessment can be used for formal, informal or non-formal purposes, and it can be evidence of work done or in preparation of work that still needs to be done. Therefore, teachers must use various methods of assessment to allow learners a range of ways to meet the outcomes. Assessment serves as an indication of what exactly took place during the teaching and learning process. As much as this is relevant with regard to a flexible curriculum, it is essential that assessment practices are not predominantly focused on standards of attainment, but equally to determining whether learning, that is not confined to the recall of knowledge, but rather the understanding and ability to apply what has been learned or has been achieved (Crick, 2007).

In South Africa, the South African Qualifications Authority (SAQA) together with the Quality Councils (QSs) is mandated by the National Qualifications Framework (NQF) to determine the formal criteria for assessment and consequently a quality framework. In this framework, SAQA (2015) asserts that integral features of assessment criteria include that it must be effective, fair, valid, reliable, transparent, consistent and appropriate. It also affirms that assessment must be in line with lifelong learning, the development of the whole learner, and an approach in which assessment is seen as a dynamic part of learning. More importantly, it should enable learning and also be used to measure changes in learning (SAQA, 2015, p. 3). In order to achieve the aforementioned, assessment in different formats should be applied in such a way that it compliments learners' abilities and make it possible for them to achieve on their individual levels (Mills, Monk, Keddie, Renshaw, Christie, Geelan & Gowlet, 2014). Examples include, supplementing a diagram with written explanations and removing unnecessary pictures of diagrams, among others, and replacing written tests/assignments or exams with oral presentations. Learners can also be allowed to alternate between assessment methods so that they are exposed to and get used to different ways of being assessed, for instance, when the test is passed the learner can be encouraged to do a presentation on how they got to the answer of one or more of the questions (DBE, 2011c).

Since assessment is a critical feature to foster learning and development, teachers need to think very carefully about how they assess, what they asses and how often they assess (Ekins & Grimes, 2013). Assessment should not merely be for the sake of measuring understanding at the end of the lesson, but should rather be employed before, during and after a lesson (Hall et al., 2002) to enable learners to develop a deeper understanding of the knowledge and the ability to apply what they have learned in different contexts of their education and lives (*cf.* 2.4.1.4) (Kokot, 2013). In this way the learner's understanding is continuously measured which enables the teacher to provide support more accurately.

Broadfoot and Black (2004) suggest that assessment can be regarded as the 'communication' of what has been learned and what needs further teaching and

learning. They elucidate that assessment informs whether teaching and learning has successfully taken place, i.e the extent to which learners have understood and are able to apply what they have learned. Hence, just as learners communicate differently so should assessment allow them to 'communicate' what they have learned in different ways. Assessment should also provide feedback to learners of their learning success, as well as their challenges, be varied to enable them multiple opportunities to reach the outcomes and prepare them for the next topic, grade or phase. A clear distinction should therefore be made between assessment *of* learning and assessment *for* learning. Assessment of learning focuses on the evidence of learners' learning, while assessment for learning is focused on learner growth and development (Lombard & Nel, 2014). Davids (2017) asserts that CAPS' primary focus should be on assessment for learning and not assessment of learning. Assessment for learning is concerned with 'what the learners learned', their understanding and comprehension of what they learned and allows teachers the scope to provide support if and when needed (Davids, 2017; Lombard & Nel, 2016; Nel, Nel & Lebeloane, 2016). However, this is not evident in CAPS' assessment practices, where it appears a predominant approach toward assessment of learning is applied. This assumption is based on the strict prescriptive and restrictive nature of CAPS with regard to what needs to be taught, when, for how long and how to assess it (Davids, 2017). Although the value of assessment relies on its ability to measure what it is supposed to measure, it is equally important that assessment is sensitive to diverse needs and abilities of learners. Therefore, assessment cannot predominantly be based on testing "what has been taught" and no thought is put into "what the learner learned" (Davids, 2017, p. 425-426). However, before any method of assessment is decided on it is important to consider the following criteria of assessment: validity, reliability, integrity, transparency, accountability, fairness, absence of bias, sensitivity to language, credibility in the form of supportive administrative procedures, and assessment range (SAQA, 2015). When appropriately applied, these criteria ensure that assessment is initiated for the right 'reasons', measures what it intends to measure, and ultimately results in accurate feedback on how learning and teaching can be enriched (SAQA, 2015).

In the process of flexible assessment for learning the purposes of assessment should be carefully determined. They are primarily dependent on the level of the learner, what the learner already knows and what the teacher would like the learner to know. For example, baseline assessment aims to determine existing knowledge and diagnostic assessment assists in diagnosing learning barriers or that which the learner does not know. Authentic assessment is used to determine whether learners can apply what they know to real life situations, formative assessment is used to evaluate how learners are progressing in a topic or grade, summative assessment is used at the end of an experience, term or year, and performance assessment indicates whether a learner can put into action what they have learned (Lombard & Nel, 2016; DBE, 2011c). Generally, the purpose of assessment guides the teacher on the form or method that will be most suitable to use.

Since the purpose of inclusive education is to create opportunities for all learners to enact their abilities, build on their strengths and, in due course, discard of their weaknesses. Bouwer (2013) singles out Dynamic Assessment (DA) as an assessment strategy that provides learners the opportunity to realise their optimal potential. The reason for this is that DA procedures place emphasis on “assess, reassess and support”. Thus making it more practical for learners to strengthen their weaknesses and further build on their strengths (Bouwer, 2013). The theoretical basis of DA is embedded in Vygotsky’s socio-cultural theory (*cf.* 2.4.1.2) and Feuerstein’s Mediated Learning Experience (MLE). Both are concerned with the cognitive development of the learner. Vygotsky is of the opinion that a child’s cognitionis influenced and developed by their social interactions. He states that a child’s intellectual ability can be developed and strengthened when the child is guided by an experienced person or teacher. As a result of the assistance of the more experienced person, the child is able to reach a Zone of Proximal Development (ZPD) (*cf.* 2.4.1.2) (Crick, 2007; Wahl, 2017). DA is founded on the basis that cognitive development is strengthened when a learner is provided with constant feedback and guidance which result in the learner transitioning from being dependent on the teacher and gradually becoming more independent, thus taking responsibility for their own learning (Bouwer, 2013). MLE emphasises the use of different strategies to make learning more relevant for the learner and asserts that there

should be a link between the learner and the learning process. In an MLE approach, it is recognised that the experiences, interests, historical and cultural background of learners influences their learning. Applying MLE eventually results in teachers being able to adapt teaching, learning and assessment practices according to a learner's ability and needs (Crick, 2007).

Tzuriel (2000) asserts that the inability of some current assessment practices to accurately indicate whether or not learning has taken place, if there is a need for further learning and if all the learners have achieved, is a great concern. For this reason, he highlights three questions that a DA approach to learning is able to address: (i) What is the learning potential of the learner? (ii) What are the learning processes responsible for children's success or failure in school? (iii) What kind of mediation is required to overcome specific learning difficulties? The inclusion of all these questions in the planning, execution and reporting of assessment provides the teacher with a clearer indication of what learners know, what they don't know and if they are ready for new knowledge acquisition. DA is especially valuable for its ability to consider the learner's experience and learning needs (Crick, 2007) which is in line with the goal of a flexible curriculum (*cf.* 2.4.2).

With regard to learners who experience barriers to learning, care must be taken that the system is not guided by a medical deficit model, which was predominantly applied in the previous education system. This model aims to diagnose, treat and label learners according to their medical conditions and learning problems resulting in labelling and stereotyping (Swart & Pettipher, 2013). The medical model is thus regarded as unreliable, as it primarily focuses on the learners' weaknesses and disregarding the strengths that the learner might possess. For this reason, after the adoption of a more inclusive education system the medical model was replaced with the socio-ecological model. The socio-ecological model, like the medical model, still intends to diagnose and provide support but also takes cognisance of the learners' strengths (Nel et al., 2016). It should however be noted that assessment for any purpose should be continuous and not just once off to allow learners to develop and apply what they have learned in the future and practical contexts (Tiekstra, Minnaert & Hessels, 2016). The inclusion of

Dynamic Assessment (DA) is consequently of great value in this instance (Nel et al., 2016; Swart & Pettipher, 2013). Researchers are of the opinion that assessment practices are still not being effectively used to determine the quality of learning and teaching, particularly with regard to learner development and the possibility of future learning (Nel et al., 2016; Swart & Pettipher, 2013). Researchers argue that current assessment practices are yet to keep up with the broad context of the learner (their learning needs and capabilities) (Crick, 2007; Hessels, Vanderlinden & Rojas, 2011; Tzuriel, 2000). The basis of the introduction of DA is as a result of conventional assessments' incapability to indicate individuals' learning abilities and disabilities and development. It is believed that in a flexible curriculum, DA can provide teachers with a more reliable and valid indication of all learners' cognitive abilities, including learners who experience barriers to learning (Crick, 2007; Hessels, Vanderlinden & Rojas, 2011; Tzuriel, 2000). This will more accurately assist in indicating the form of assessment to enable learners to perform better (Bouwer, 2013).

2.5 Conclusion to conceptualising a flexible curriculum

Motitswe (2012) emphasises that there is a great responsibility on teachers to understand all the abovementioned components, their role in realising flexible teaching and learning, as well as the roles they play in ensuring that teaching, learning and assessment strategies and methods are flexible enough to accommodate all learners. Since a flexible curriculum is integral to an inclusive education approach it is important to briefly discuss South African curricula (past and present) and their stance in promoting a more inclusive education system.

2.6 Curricula in South Africa

The most recent curriculum changes are contextualised below as they played a vital role in the drafting of, and reasons for the implementation of CAPS. These curriculums are C2005 and NCS (RNCS).

2.6.1 Curriculum 2005 and the National Curriculum Statement (NCS)

2.6.1.1 Curriculum 2005 (C2005)

Curriculum 2005 (C2005) was introduced after the apartheid era in South Africa to welcome a new approach to teaching and learning that aimed to ensure that all learners have an equal and fair opportunity to quality education (Hoadley, 2013; Horn, 2010; Moodley, 2013). In 1997, a group of stakeholder representatives were tasked to design an outcomes-based curriculum system that promotes the following (Hoadley, 2013):

- Inclusion of the previously disadvantaged people of the country.
- A curriculum that upholds the constitutional values of the country.
- Teaching and learning that is meaningful.
- Teaching and learning that will empower learners to acquire relevant knowledge, skills and values that will enable them to be active citizens making positive contributions to society.
- Teaching and learning that is evolving in accordance to that of the global community.

C2005 provided clear and concise guidelines as to how teachers should promote flexibility when considering a learner's Continuous Assessment (CASS) mark (DoE, 2002). Teachers were instructed to ensure that this mark was a true reflection of the learner's learning abilities and that every learning opportunity provided all learners with an equal opportunity to draw on their unique learning abilities by taking the following criteria into consideration (DoE, 2002, p. 6):

- Teaching and learning must accommodate for all learners' learning abilities.
- Teachers must know and understand barriers to learning in order to adequately bridge the gap between what is taught and how to measure it.
- The classroom environment as well as that of the school must promote flexible teaching and learning.

C2005 was based on the principles of Outcomes Based Education (OBE) (Chisholm, 2003; Moodley, 2013). OBE was founded on the aims and values of the Constitution

that outlines how it envisaged the 'ideal' learner that the education system should produce (Simmonds, 2014). Consequently, a list of critical and developmental outcomes was derived. OBE's general outcomes included the envisaged knowledge, skills and values of a typical citizen; the critical outcomes guided teaching and learning; and the specific outcomes described the knowledge, skills and values to be achieved at the end of a phase. The critical and developmental outcomes sought to produce a learner that is well-rounded in terms of how they think and make decisions. Although OBE was results-driven (focus on achieving outcomes), it placed great emphasis on flexibility, i.e. the importance of ensuring that all learners have the opportunity to reach intended outcomes according to their learning abilities (Chisholm, 2003). C2005 and OBE's primary goal was also to get rid of the apartheid era's lines of division. The objective of this curriculum was therefore to enhance "results and success" for all learners and to create a classroom where these learners had the best chance at achieving the outcomes where no learner was excluded on any grounds (Chisholm, 2003). In the apartheid era, teachers were regarded as vessels of knowledge and learners were passive recipients that were expected to simply 'sit, listen, receive and memorize' information (Soudien, 2011). Conversely, C2005 and OBE envisioned a learner that is actively engaged in their learning, i.e. a learner that is encouraged to apply critical thinking and voice their opinions, and where the teacher acts as a facilitator and not merely a vessel of knowledge (Soudien, 2011). Ultimately, C2005 was implemented to ensure that all learners' needs were met in terms of socio-economical barriers, learning barriers and support to enable them to achieve better, and flourish in the education setting (Chisholm, 2003). Furthermore, it was designed to serve all racial, religious, gender and ability groups equally, adapt teaching, learning and assessment approaches to address diverse needs, promote an outcomes-based approach and allow teachers to decide 'what' to teach in accordance with specific outcomes (Hoadley, 2013). After complaints from several stakeholders about the vagueness of C2005, it was evaluated and revised where-after the National Curriculum Statements were introduced (Steyn et al., 2011).

2.6.1.2 National Curriculum Statement (NCS)

In 2002, Curriculum 2005 was replaced by the Revised National Curriculum Statement (RNCS) (Hoadley, 2013). RNCS, later called National Curriculum Statement (NCS), was not deemed a 'new curriculum', but rather an improvement of C2005. The need to improve the curriculum was motivated by a review team, chaired by Professor Linda Chisholm, who was mandated to review C2005. The review team recommended changes to be made which included a reduced number of learning areas, the reintroduction of History as a subject, and a clearer structure, use of language, as well as grouping of content and concepts (Chisholm, 2003). The review team concluded that although C2005 had many successes, it still lacked effective implementation which is illustrated in Figure 2.2 (Chisholm, 2003).

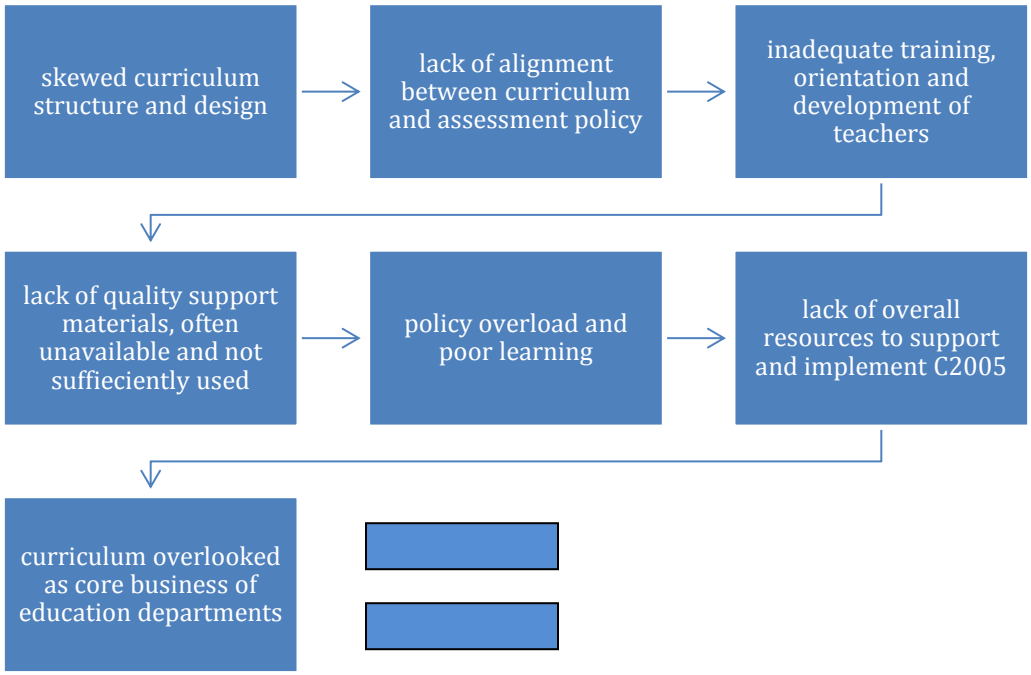


Figure 2.2: Factors that hindered the effective implementation of C2005

The findings in Figure 2.2 resulted in the development of RNCS, later referred to only as NCS (Ramokgopa, 2013). The NCS, like C2005, further affirmed an inclusive approach to learning by encouraging teachers to consider the special educational and learning

needs of all learners in the development and designing of learning programmes and activities (DBE, 2014). Learning programmes outlined the scope of learning as well as the different assessments to be completed per phase (Moodley, 2013).

Although the NCS was generally regarded as an improvement on C2005, teachers reported it as an overburdening curriculum for both learners and teachers which ultimately weakened learner's performance. This resulted in the then Minister of Education's decision to once again revise the curriculum to address the needs of all learners in South African schools better (Moodley, 2013).

2.7 Curriculum and Assessment Policy Statement (CAPS)

South Africa's education system has continuously changed drastically in the past few years. This is particularly evident in the number of curriculum changes that took effect since the democratic elections in 1994. The government has since attempted to develop and implement curricula that are responsive to the historical background of the country, the vision and mission of the country and its diverse population group. The Curriculum and Assessment Policy Statement (CAPS) is the most recent attempt at realising education for all and strengthening the National Curriculum Statement, particularly in terms of the quality of teaching and learning (Steyn et al., 2011). The DBE defines the CAPS as a single, comprehensive, and concise policy document, which has replaced the Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects listed in the National Curriculum Statement (NCS) Grades R – 12 (DBE, 2011a). The CAPS was introduced by the DBE in 2012, as an amendment to the NCS as a result of implementation challenges that were identified by a panel of experts in 2009 (Grussendorff, Booyse & Burroughs, 2014). The panel submitted a report that found that the key challenges were amongst other teacher-overload and poor learner performance.

Du Plessis (2013) highlights that the CAPS, unlike the NCS, provides a very detailed description of what to teach and when to teach. It is also very particular as to how many and what type of assessments should be completed per term for each subject/learning area (Du Plessis, 2013). This implies that the CAPS is much more precise than the NCS

document which left the decision of what to teach and which assessments to give to the discretion of the respective teacher.

CAPS is a content-driven curriculum since it is very particular with regard to what content must be covered each day and for how long (duration) (Moodley, 2013; Wahl, 2017). With regard to assessing content, CAPS highlights that different methods of assessment should be used to assess the attainment of content. The Life Orientation document (DBE, 2011d, p. 25) notes that: “While the test-based approach has value in determining what learners know and do not know and how they reason, it should be used discriminately in the assessment of learner performance …”

The Economics and Management Sciences document (DBE, 2011e, p. 23) notes that “Both assessment for learning and assessment of learning should be used during the school year.”

Furthermore, CAPS regards inclusivity as a general principle in ensuring that all learners are included in the teaching and learning situation. It emphasises the importance of teachers being familiar with the principle of inclusion, how to plan, teach and assess inclusively and most importantly how to identify learners’ differences and accommodate them (DBE, 2011d). Essentially differentiated assessment should be accompanied by differentiated teaching strategies and differentiated learning opportunities (*cf.* 2.4.2.6). The DBE acknowledges that inclusive education goes hand in hand with differentiated learning. Hence, the DBE has developed a document focusing on guidelines for responding to learner diversity in the classroom through the CAPS (DBE, 2011c). The purpose of this document was to assist teachers in enhancing the curriculum’s flexible implementation by providing them information on the background and purpose of differentiation. It also guides them on how to effectively implement differentiated teaching strategies and assessment methods (Wahl, 2017). It is emphasised in this document that teachers should make use of the various differentiated learning strategies as set out in the guidelines to guide and assist them on how to ensure that all learners are able to take part in a lesson and excel in accordance to their individual skills (DBE, 2011c; Wahl, 2017).

In order to quality assure the CAPS, the DBE tasked UMALUSI with this assignment. UMALUSI is one of the Quality Councils (QC) that came into effect in 2008 as a sub-framework of the NQF. UMALUSI's research of curricula has always focused on establishing quality assurance with regards to: comparing curricula with its predecessor, international curricula, and the level of cognitive development at the end of a phase or programme (Grussendorff, Booyse & Burroughs, 2014).

In response, UMALUSI compiled an in-depth report in which the council compared the NCS to CAPS, but only focused on the Senior and FET Phase curriculum. In this report it is evident that despite the numerous improvements that took place, CAPS still seemed to have flaws. A particular focus of this was on the changes that would have an impact on enabling teachers in secondary schools to create an inclusive atmosphere and classroom environment which allows the full participation of all learners with various educational challenges and abilities, through the flexible implementation of CAPS (Grussendorff, Booyse & Burroughs, 2014). These changes are summarised in Table 2.5.

Table 2.5: Comparison of changes from NCS to CAPS (adapted from UMALUSI, 2014)

Aspect	NCS (RNCS)	CAPS
Structure of the curriculum documen-tation	• Subject statement (included subject background, Learning Outcomes (LOs), Assessment Standards (ASs), content and context) and general discussion on assessment approaches and methodology • Learning programme guidelines • Subject assessment guidelines • Examination guidelines (included exact structure and	• Introduction of CAPS • Specific aims • Time allocations • Overview of content • Specific content topics and sub-topics • Outline of assessment structure • National Protocol for Assessment (Gr R-12) includes recording and reporting processes, record

	weighting of exams, which content to include, weighting of LOs, cognitive categories and content)	keeping and assessment policy for internal and external assessment • National Policy pertaining to the Programme and Promotional Requirements of the National Senior Certificate (Gr R-12) which pertains to the policy regarding programme and promotional requirements, education programmes in each phase and progress requirements between grades and phases
Introductory information of Curriculums	• Subject statements are identical across subjects • Detailed information on background and history of NCS • Focus on apartheid and redress • Includes rationale, description of OBE, explanations of learning fields, +subjects, learning programme, LOs and ASs • 8 pages of information and guidelines on assessment	• 5-32 pages of assessment guidelines (some generic and subject specific) • NO mention of OBE • Some changes to educational values and approaches
Rationale	• Aims of constitution • OBE approach emphasised • Emphasis on redressing educational imbalances of the	• Aims of the constitution • Emphasis on active and critical approach to learning rather than rote and uncritical learning of

	past	given truths • Background discussion greatly reduced
Aims, purposes and principles	• Aim: Social justice, human rights, inclusivity, environmental awareness and respect for people from diverse cultural, religious, and ethnic backgrounds • Purposes are the same • Principles: Inclusivity • More detail on addressing barriers to learning	• Aim: Social justice, human rights, inclusivity, environmental awareness and respect for people from diverse cultural, religious, and ethnic backgrounds • Purposes are the same • Principles: Inclusivity • Short discussion on addressing barriers to learning
Assessment	• Outlines baseline, diagnostic, formative and summative assessment • Distinguish between formative and summative assessment • 3 methods of assessment; self, peer and group assessment • Methods of recording; rating scales, check lists and rubrics.	• Only outlines two types of assessment: formative and summative • Combines formative and informal assessment and formal and summative assessment • 2 methods of assessment: self and peer assessment • Method of recording: purely based on marks • No mention of assessment as a tool to diagnose or remediate barriers to learning
Formal assessment	• Same	• Same • With exception of English First

tasks for subjects		Additional Language and English Home Language (number of assessments reduced) • Life Sciences (increase in number of assessments)
Promotion/ progression require-ments	• Final mark: 25% class work and 75% end-of-year examination • Competence descriptors for each level of achievement for each grade • Level 1 (outstanding) – 6 (inadequate)	• Emphasis on summative assessment • Test and examination scores • Final mark: 25% class work and 75% end-of-year examination • NO descriptors

Table 2.5 is representative of 'how' the new CAPS curriculum impacts on the DBE's efforts to realise inclusive practices in education by implementing a curriculum that is designed to respond to the educational needs of all South African learners. The table shows that the CAPS curriculum is still deeply rooted in the principle of inclusivity (Nel et al., 2016). This is evident in the four core purposes that form part of the overall 'General aims of the South African curriculum' (DBE, 2011d, p. 4), namely:

- Equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge skills and values necessary for self-fulfilment, and meaningful participants in society as citizens of a free country.
- Providing access to higher education.
- Facilitating the transition of learners from education institutions to the workplace.
- Providing employers with a sufficient profile of a learner's competences.

Since the structure and content of the curriculum can be regarded as a major reason for learner failure the changes in the promotional requirements (as depicted in Table 2.5) are especially significant in developing the learner grade by grade and phase by phase

(Steyn et al., 2011). The manner in which the promotional requirements progress throughout the schooling years should allow the child to gradually get used to, and familiarise themselves with, changes in every grade (Őnder, 2016), which is an essential feature of a flexible curriculum. The progression in promotional requirements stated beneath allows for a smooth transition from one grade to another. The promotion requirements as set out in the National Policy Pertaining to the Programme and Promotional Requirements of the National Curriculum Statement Grades R-12, are as follows (DBE, 2012b):

- Grade R-3: promotion based on continuous assessment.
- Grade 4-6: 75% year mark and 25% for the end exam.
- Grade 7-9: 40% year mark and 60% for the end exam.
- Grade 10-12: 25% year mark and 75% for the end exam.

UMALUSI's report also highlights that learner achievement is primarily dependent on the achievement of summative assessment which does not encourage an emphasis on the process of learning, but more on an end product. This can work negatively towards a flexible curriculum (Grussendorff, Booyse & Burroughs, 2014). According to Davids (2017), one of the main problems of CAPS is its one-sided focus on summative and formative assessment. She argues that the curriculum places too much emphasis on assessment of learning and very little mention is made of assessment for learning, which ultimately means that the focus is mainly on learner achievement according to the type of assessment as prescribed in the curriculum to the detriment of learners whose skills do not lie in the successful achievement of tests and examinations (Davids, 2017). In an article published in the Sowetan (2017) titled 'Our education system is failing talented children', it is once again evident that the CAPS curriculum is of no benefit to learners whose strengths lie in skills-based education. The article highlights that learners who are not able to cope with a content-driven curricula often fall victim to the education system, either failing continuously while others are eventually forced to drop out (Sowetan, 2017). Thus implying that the curriculum places far too much emphasis on content. The prescriptive nature of CAPS with regard to content coverage and prescribed assessments can have dire consequences for teachers in respect of

promoting inclusivity (i.e. flexibility). Teachers are often pressurised to finish the syllabus and have little or no time to attend to learners that are lagging behind (*cf.* 4.4.1.2.2.14) (Payne-Van Staden, 2015). The curriculum seems to not allow any time for re-teaching of content (*cf*. 2.4.2.4).

In August 2011 (DBE, 2011a), the Minister of Education, Angie Motshekga, released her first report since the implementation of the CAPS in 2010. In this report the Minister acknowledges that the education system is not achieving what it is supposed to. She makes mention of the challenge in providing efficient and quality education that is further hampered by the high percentage of repeaters, drop-outs (Grades 9-11), too many multi-grade schools, teenage pregnancies, infrastructure backlogs and quality challenges in Grade 12 (DBE, 2011a).

The ultimate goal of CAPS is to decrease learner failure and increase learner achievement across all grades. This is acknowledged by the DBE in their 2010/11 report where it states that “there has been too much emphasis on the Grade 12 National Senior certificate results in past years and not sufficient focus on the acquisition of foundational skills lower down the system” (DBE, 2011a, p. 13). Since its inception in 2012, CAPS has been scrutinised for its ability to ‘include all learners’ by educationists, researchers, the media, teachers and parents. In the past four years the CAPS-trained grade 12 learners’ pass percentages have been staggering from year to year. In 2014, the first CAPS trained learners achieved a pass percentage of 75.8%. Followed by 70.7% in 2015, 72.5% in 2016 and 75.1% in 2017 (Business Tech, 2018). These pass percentages are a clear indication that too many learners are still failing and more needs to be done to ensure an increase in learner attainment. Possible reasons for failure can be attributed to learners not comprehending content knowledge, limited time for teaching, and learner motivation (Makgato & Mji, 2006).

It has become evident that although the design features of CAPS are inclusive, the flexible implementation thereof appears to remain a daunting task. Key stakeholders (teachers, parents and society at large) are of the opinion that the CAPS still does not fully address all the aspects of inclusive education as mentioned throughout this

chapter, and more still needs to be done. This is further explored by discussing a few recent studies that focussed particularly on the ability of the CAPS curriculum to include and cater for all learners.

2.7.1 Challenges reported regarding the implementation of the CAPS

After two curriculum changes (*cf*. 2.6.1; *cf.* 2.6.2) the CAPS curriculum was implemented to address and fortify all the challenges of past curriculums. The implementation of CAPS is aimed at enhancing the quality of teaching and learning. Yet a few studies have proven the contrary (*cf.* 4.4.1.2.2). A few of these studies are subsequently highlighted.

In 2016, Maharajh et al. did a study on the implementation of the CAPS in three primary schools in Kwazulu-Natal. The study was based on three teachers from different schools and their experiences regarding the effective implementation (or lack thereof) of the CAPS. Maharajh et al. (2016, p. 10) concluded that the implementation of the CAPS appeared to have been flawed. This is a result of various factors such as a lack of resources and a lack of inadequate teacher training. The following recommendations were made by these researchers to enable the effective implementation of the CAPS (Maharajh et al., 2016).

- A manageable teacher-learner ratio of 1:30 needs to be considered to permit quality teaching and learning where the teacher is able to attend to each and every learner's learning needs.
- Adequate support (at all times) from subject advisors.
- Sufficient and fitting resources must be accessible to permit effective teaching and learning for all teachers and all learners.
- Curriculum developers must be conscious of their responsibility to consider teachers when developing curriculums.

In an article published in 2014, Mlambo addresses similar concerns raised about the inability of CAPS to accommodate for all learners. The concerns are noted as follows: the curriculum is too time-focused and gives teachers little or no time to do remedial

work or revision, the curriculum is strict in terms of what to teach and how to teach it, and classrooms are overcrowded (Mlambo, 2014). He further states that teachers do not regard the CAPS as a curriculum that accommodate all learners, instead the curriculum disadvantages learners who are not academically strong, ultimately resulting in them grappling even more to achieve the outcomes of a topic or grade (Mlambo, 2014).

According to participants in a study conducted by Payne-Van Staden (2015), CAPS is seemingly more difficult to implement and apply in a flexible manner to suit the educational needs of all learners. Her study on full-service school teachers' self-efficacy within an inclusive education system found that primary school teachers find it difficult to implement the CAPS in a flexible manner (Payne-Van Staden, 2015). It was found that CAPS is too prescriptive and concise about what to teach (*cf*. 2.7; *cf.* 4.4.1.2.2.2), making it difficult to adapt content, lesson plans and teaching time and pace to suit the needs and abilities of the learners (Payne-Van Staden, 2015).

In their study on Foundation phase teachers' experiences in implementing the CAPS, Makeleni and Sethusha (2014) also found that although teachers received training, it seemed inadequate. Teachers in this study alluded to the fact that the training was very basic, theoretical, and did not highlight ways in which teachers could adapt and enhance teaching and learning in the classroom.

This speaks to the reality that although CAPS is in some ways an improvement of past curricula (*cf.* 2.6.1; *cf.* 2.6.2), teachers are still not able to implement it in a flexible manner to allow the curriculum to respond to the diverse learning needs, styles, support and resources available in schools.

2.8. Summary

This chapter was based on a literature review of the flexible implementation of the CAPS. It has provided a theoretical background on the theories of social constructivism and social cognitivism, as well as discussions on how a flexible curriculum can be enhanced through differentiated teaching strategies and assessment approaches. The

chapter also dealt with the development of inclusive education on a global spectrum, and how it affected past and present curriculums, including the introduction and flexible implementation of CAPS. Although literature eluded that there is still a lot to be done in order for flexibility to be a reality, it also proved that flexibility is not as unfeasible as it seems. Chapter 3 will provide the research methodology that guides this study.

Chapter 3

RESEARCH METHODOLOGY

3.1 Introduction

In Chapter one the primary and secondary questions for this study were outlined. A brief discussion followed of the research methodology that was going to be used in the execution of the research. In Chapter two a literature review was conducted. Chapter three aims to explain the research methodology and design that were used to collect the data in this study. The participant selection, data collection, analysis and interpretation, followed by the quality criteria and ethical considerations that guided the researcher will also be discussed.

Figure 3.1 gives a synopsis of the research process that was followed.

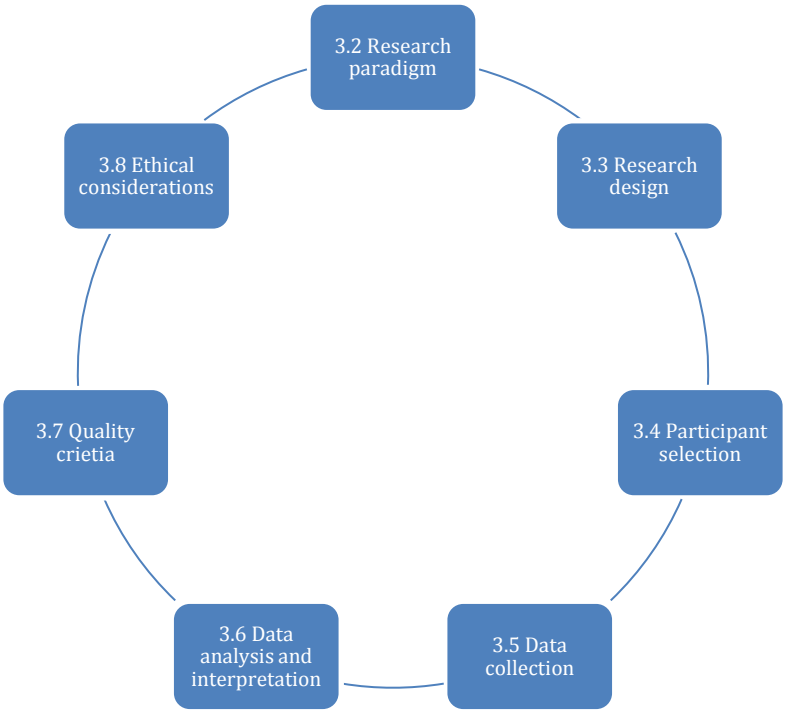


Figure 3.1: The research process

3.1.1 Background of the study

This study aims to explore the likelihood of implementing CAPS in a flexible manner through the perspectives and experiences of secondary school teachers in Ennerdale, south of Johannesburg (*cf.* 1.2).

3.1.2 Purpose of the study

The purpose of this study was to explore whether secondary school teachers thought CAPS could be implemented in a flexible manner to make learning more accessible and attainable for every learner in their classrooms. The research was guided by the following primary question:

- What are the perspectives of secondary school teachers regarding the flexible implementation of the CAPS?

To fully address the primary research question, the following secondary research questions were derived from the primary research question:

- What does a flexible curriculum within an inclusive education system entail?
- How does the CAPS address flexibility in order to accommodate the diverse learning needs of secondary school learners?
- What does the implementation of a flexible curriculum entail?

3.2 Research paradigm

This study is guided by a pragmatist worldview. This paradigm is best suited for this study as I aimed to explore the experiences of teachers regarding a phenomenon without being restricted to one worldview or data collection method. Pragmatists are able to use multiple methods (qualitative and quantitative) that are best suited to study a phenomenon (Creswell, 2014).

As a pragmatist researcher I am aware that reality can be interpreted in different ways by different people, hence I chose to make use of different methods of data collection to

explore these different realities and allow participants different ways of expressing their assumptions, views or perspectives.

3.3 Research design

A sequential exploratory mixed-method design was used in this study which consisted of both qualitative and quantitative research designs. This is also referred to as a sequential study. A qualitative phase was conducted first, followed by a quantitative phase to supplement the findings of the initial phase (Plano Clark & Creswell, 2008; Plano Clark & Ivankova, 2016). The qualitative phase, which was administered first, consisted of semi-structured interviews and document analysis. Based on the literature review and the findings of the qualitative phase, a Likert-scale questionnaire was developed to test or confirm the conclusions drawn from the qualitative phase (Plano Clark & Ivankova, 2016).

In this sequential design, the qualitative phase served as the main source of data whilst the quantitative phase played a supportive role (Figure 3.2). This means that I felt it was important to explore the phenomena by stepping into the real-life situations of the participants – in this case schools/classrooms, to gain deeper insight and an understanding of how they view the phenomena that is being studied. The qualitative phase took on the dominant role as it allowed me to tap into the thoughts and feelings of teachers, therefore making it easy to understand how they not only view the research problem, but also how they manage it (Creswell, 2012). This design enabled me to not only get rich prescriptive data, but also generalise it with numerical data to confirm or test the findings of the qualitative phase.

QUAL → quan

Figure 3.2: Sequential approach

The mixing of data took place during the qualitative data analysis phase and the quantitative data collection phase. Both data bundles are merged during the interpretation phase of the study. Thus, the literature review, as well as findings of the interviews and document analysis of the qualitative phase informed the construction of

the Likert-scale questionnaire in the quantitative phase which were then interpreted together to confirm the initial results of the first phase. Ultimately, this method was effective to allow me to explore the perspectives of a few participants and generalise the findings by including respondents of a larger size than that of the initial group in the quantitative phase (Plano Clark & Ivankova, 2016).

3.3.1 Qualitative strategy of inquiry

A phenomenological strategy of inquiry guided the qualitative phase of data collection. Qualitative research aims to gain a deeper understanding of phenomena which in this instance is the perspectives of secondary school teachers regarding the flexible implementation of the CAPS. This research design allows the researcher to make meaning of the research problem through the experiences of the participants (Creswell, 2014).

During the qualitative phase of the study I conducted fourteen individual semi-structured interviews with teachers from three different schools (*cf.* 3.4). The purpose of these interviews was to gain an understanding of the meaning teachers attach to CAPS, its purpose and whether it can be taught in a flexible manner. With the guidance of my supervisor, I collectively used the findings of the interviews, as well as the literature review and document analysis to develop a Likert-scale questionnaire to better understand the feasibility, according to the sample, of teaching CAPS in a flexible manner.

3.3.2 Quantitative strategy of inquiry

A survey study was administered for the quantitative phase of this sequential exploratory mixed-method design. This type of data collection enabled me to include a large group of respondents and measure their attitudes, beliefs and opinions regarding the flexible implementation of the CAPS (McMillan & Schumacher, 2001). Surveys are widely used for their nature of generalization. In education surveys they are used to determine trends, relationships and, as per this study, the frequency or absence of support and resources provided by the DBE and teachers' understanding of

differentiated teaching and learning and assessment practices with regard to the flexible implementation of the CAPS.

3.4 Participant selection

3.4.1 Qualitative sampling method

A sample is generally representative of a larger population that the research focuses on. The population for this study was South African secondary school teachers, however due to time and logistical constraints the sample was restricted to secondary teachers in Ennerdale, situated in the south of Johannesburg (Plowright, 2012).

The participants were purposefully selected to suit the needs of the research problem. Purposeful sampling allows the researcher to choose a representative group of teachers to provide rich information that is generalisable to a similar group (Creswell, 2009). The research question for this study aimed to explore the perspectives of secondary school teachers hence the participants were purposefully selected to answer this question. Teachers who are secondary school teachers, from grades 8-12 were selected. There are four secondary schools in Ennerdale. I met with the principals of all four secondary schools, inviting them to be part of the research. However, only three principals agreed to be involved in the study. After numerous attempts to get the last school on board, I was left no choice but to work with the three schools that were eager to participate in my study. For discussion purposes schools are referred to as School A, School B and School C.

A pilot study was undertaken to ensure that the interview questions were clear, easily understandable and not repeated. It also provided me with surety that the questions relate to the primary research question. One teacher from each of the respective schools formed part of the pilot study to test the validity of the questions that would form part of the interviews. These teachers did not form part of the sample (Plowright, 2012).

Upon completion of the pilot study, the teachers indicated that no changes to the questionnaire items were necessary; however a recommendation was made to clarify the purpose of the study before the interview is started. I was then able to continue with the process of obtaining access to the teachers. The meetings with the principals were preceded by meetings where the SGB chair persons of each school were included and consent was given to start the recruitment processes. I gave each school five recruitment advertisements to display in their staffrooms (Addendum D). The principals informed the staff at each of the schools about my study and participants were encouraged to volunteer either by giving their names to the principal or by means of contacting me via the contact details on the advertisements. To ensure ethical practice and that participants did not experience coercion, a colleague, who is also busy with her Master studies, made appointments to visit the three schools and explained the informed consent to them. Teachers who were still eager to participate signed the consent forms. These forms detailed the purpose of the study, what would be expected from them and emphasised that participation is entirely voluntary and anyone can withdraw at any given time should they feel the need to do so (Addendum A). Thereafter appointments were determined with each teacher based on their availability and convenience. Upon the completion of the processes above, I was then able to meet with participants and conduct the interviews.

From the three respective schools, a sample of fifteen participants were interviewed. However, halfway through the interview participant seven opted to be excluded. I did not use the data for my study. In addition, although ‘five years or more teaching experience’ was regarded as one of the exclusion criteria in Chapter one, a teacher from School B who has three years’ experience indicated his availability and willingness to participate. I included him since the sample size was relatively small. This means that instead of five or more years teaching experience, the inclusion criteria ranged from three or more years. Furthermore, the sample was very diverse in terms of the following:

- The years of experiences ranged from three to 26 years.

- Teachers that taught a variety of grades (8, 9, 10, 11 and 12) and subjects (e.g. Life Sciences, English, Life Orientation, Mathematics and Natural Sciences) were represented.
- The sample included post level 1, 2 and 3 teachers (teachers, HODs and a deputy principal).

The fourteen participants included six (6) male and eight (8) female teachers. The criterion above was in sync with those set out in chapter 1 (*cf.* 1.6.3.1).

3.4.2 Quantitative sampling method

As already discussed above, purposive sampling was used to select respondents that fit the study. This type of sampling method allowed me to purposefully select teachers that would give me rich data for my study. Ultimately, due to time, logistical constraints and personal experience (*cf.* 1.6.4.1) the purpose was to select secondary school teachers only (Plowright, 2012). The subjective information (inclusion and exclusion criteria) assisted in identifying the sample. The inclusion criteria were: teachers must teach in Ennerdale; they must be secondary school teachers at one of the four identified schools; and the teachers must have at least three or more years teaching experience in secondary schools. Teachers were excluded if they did not teach in Ennerdale and if they taught at a primary school.

Yet again, three of the four schools in Ennerdale formed part of the sample size. School A has approximately 50 staff members, School B 33 and School C has 60. Of the possible n=133 respondents, I only managed to receive back 50 completed questionnaires of which only 48 were regarded as valid, i.e. completed in full. However, it should be noted that although the response rate and levels of motivation to participate in research were very low at two of the three schools, the statistics did indeed confirm the findings of the qualitative phase. The SGB, staff and principal of School B were however very helpful and supportive in as far as completing 26 of the 33 questionnaires they received. A combined total of 24 completed questionnaires were received from the other two schools, even though numerous pleas and ‘extended time’ were allowed on a

few occasions. The number of completed questionnaires per school is illustrated in Table 3.1 below.

Table 3.1: Number of questionnaires

School		School A	School B	School C
Number of questionnaires completed		14	26	10

3.4.3 Description of the school contexts

Ennerdale is situated in the south of Johannesburg, approximately 40kms from the city centre. The area is predominantly populated by coloured people but has in the recent seven years had an influx of African learners from around Orange Farm, Finetown, Lenasia, and Sebokeng into their schools. Ennerdale is not as developed (in terms of infrastructure) as its neighbouring areas such as Lenasia and Eldorado Park, but most of its inhabitants can be considered to have an average socio-economic status. With that said, the Ennerdale community is battling with a number of social problems especially teenage pregnancy, alcohol and drug abuse. There are nine schools in the area of which four are secondary schools. In spite of numerous attempts made by me to get all the schools to participate, only three of the four schools confirmed their willingness and availability to participate in my study. The three schools are referred to as School A, School B and School C respectively.

3.4.3.1 School A

School A is an ordinary and technical public school. Learners at this school are able to choose between academic and technical subjects as specialisation. The teacher-learner ratio is 1:45-50. This school is home to a diverse group of learners from different cultural, socio-economical and linguistic backgrounds (cf.3.4.3). English is the language

of learning and teaching (LoLT) and Afrikaans is the First Additional Language (FAL). This poses a huge risk to the effective teaching and learning practices at the school, as a large percentage of the learner population has black vernaculars as their mother tongue. English is in most cases their third and even fourth language. The school's building is the biggest of all the schools in the area (three-story building).

3.4.3.2 School B

School B is an ordinary mainstream public school and the only school in Ennerdale that has mainly mobile classrooms. The school has very little infrastructure and resources to make learning more accessible. This school too is made up of a diversified group of learners from a low socio-economic background. An average class is made up of 40-45 learners. As in the case of School A, this school too administers classes in English although learners speak different vernaculars (Afrikaans, IsiZulu, Sesotho, IsiXhosa or a combination of these).

3.4.3.3 School C

School C is also an ordinary mainstream school but is very different from school A and B. The school has the highest matric pass rate in this region almost every year. There are numerous ways in which the school attempts to encourage parental involvement and keeping them up to date with their children's progress through instant messaging services and diaries that need to be signed and checked by the parents daily. As in the case of the other two schools, learners speak different vernaculars and English is the LoLT.

3.5 Data collection method

The qualitative and quantitative data collection methods that were employed in this study are discussed next. The data generated from both phases were compared, analysed and interpreted by me (see section 4). The qualitative phase was conducted first and based on the literature review and findings of this phase the quantitative phase was administered. Methods used in the qualitative phase consisted of individual semi-

structured interviews and document analysis and the quantitative phase included a self-constructed Likert-scale questionnaire. For this reason, they are reported in that order.

3.5.1 Qualitative data collection method

3.5.1.1 Document analysis

Document analysis formed part of my qualitative data collection methods. I aimed to look at all the documents that relate to the better understanding of the possibility of implementing CAPS in a flexible manner (Nieuwenhuis, 2007). These data sources include:

- a CAPS document (Life Orientation Grades 10-12);
- EWP6;
- the National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12; and
- the National Protocol for Assessment Grades R-12.

The Life Orientation CAPS document contains all the basic information as contained in all the other CAPS documents. Throughout the analysis of these documents, I was able to determine the main aspects of this study which relates to my research objectives namely:

- What does a flexible curriculum within an inclusive education system entail?
- How does CAPS address flexibility in order to accommodate the diverse learning needs of secondary school learners?
- What does the implementation of a flexible curriculum entail? (*cf.* 1.4).

The data collected from these documents and the semi-structured individual interviews were both analysed by means of inductive content analysis (*cf.* 1.8.1). The themes that emerged were grouped with those of the qualitative findings. The themes were CAPS curriculum and flexible curriculum.

3.5.1.2 Individual interviews

In order to generate rich findings, it was essential to conduct face-to-face interviews, with a well-structured interview schedule that posed questions which would uncover as many of the participants' feelings and experiences in relation to my research problem as possible (Mears, 2012). The literature review, as well as my own experiences determined the compilation of the questions. My interview schedule comprised of questions that seek clarity, discussion and/or perspectives of the CAPS curriculum's ability to cater for the diverse needs of different learners and teachers' familiarity, understanding and awareness of curriculum flexibility and how to incorporate it into teaching and learning (Addendum E). At the outset of the data collection I conducted a pilot study to ensure that the interview questions are clear and understandable. A group of three teachers that are similar to the targeted participants, but not part of the main study, were asked to test the applicability of the interview questions and comment on issues such as; are the questions clear and to the point and is the suggested time frame suitable (*cf.* 3.4.2) (McMillan & Schumacher, 2001). It was found to be better if the aim of the study and the jargon that will be used in the interview questions were made clear before commencing with the interview. These suggestions were executed in the actual interviews.

Teachers from the four secondary schools in Ennerdale were invited to take part in this study. However, only three of the four schools took part (*cf.* 3.4.3). Interviews were conducted with three participants from School A, six from School B and five from School C. All the interviews took place at the respective schools where the teachers taught, in a place where they felt comfortable and a time that suited them. At the start of each interview I first explained the aim of my study to each teacher and made sure that they were comfortable with, and understood the jargon on which the interview questions would be based. All the interviews were audio recorded with the permission of the participants. The recorded data and the notes I made during the proceedings were verbatim transcribed by me.

3.5.2 Quantitative data collection

A self-constructed Likert-scale questionnaire (Addendum F) was designed based on the literature review, the documents analysis and the findings of the semi-structured individual interviews (*cf*. 3.5.1.2). The validity of the questionnaire was ensured by a pilot study conducted with five teachers who fit the inclusion criteria. A statistician also looked at and approved the questionnaire beforehand. A questionnaire is defined as a list of questions that aim to measure a respondent's beliefs or views about a subject (McMillan & Schumacher, 2001). In this study, responses were measured on a four-point scale; strongly agree, agree, disagree and strongly disagree. This was particularly fitting as my aim was to obtain a numerical measure that was representative of the respondents' attitudes. The numerical data provided clarity on the perspectives of respondents regarding the following constructs:

- Feelings regarding CAPS training provided by the Department of Education.
- The design of the CAPS and its applicability to different subjects.
- Flexible assessment in CAPS.
- Prescribed time in CAPS.

Although the questionnaire comprised of mostly closed questions, I provided a space for respondents to note any additional or important information they felt they wanted to add. The questionnaire was divided into two sections; Section A and Section B. Section A was representative of biographical information such as the gender, age and years of experience of the teachers. Whereas section B dealt with the constructs mentioned above. The questionnaire was made available to all the teachers that teach at the three respective schools.

The Likert-scale questionnaire was also particularly beneficial in determining the following;

- Respondents' attitudes regarding both positive and negative statements in relation to the qualitative findings.

- Numerical values attached to response categories; 1 ’strongly disagree’ to 4 ’strongly agree’ (Kent, 2015).

3.6 Data collection process

The data collection process of the qualitative and quantitative phases of data collection will be discussed in this section.

3.6.1 Qualitative data collection process

Table 3.2 is a visual representation of the qualitative data collection that I pursued.

Table 3.2: Qualitative data collection

Step 1	• A literature review was conducted.
Step 2	• I developed an interview schedule based on my research questions and literature review.
Step 3	• I made appointments with the four principals from the respective schools to explain the aim of my study. • Three of the four principals, with the SGB, indicated their willingness to participate and signed my consent forms. • Upon receiving consent my fellow master student and colleague and I handed the principals my recruitment advertisements. The principals assured that they would inform the staff about the study.
Step 4	• A pilot study to ensure that the questions were clear and understandable was conducted with one teacher from each school. The comments hereof were considered and the changes were made.
Step 5	• Teachers who indicated their willingness to participate via the advert or their principals were contacted and appointments were set up. • My fellow master student and colleague met with teachers and explained the consent form. The consent forms were signed by teachers.
Step 6	• Interviews were conducted and transcribed accordingly. • Document analysis was done throughout this process.
Step 7	• The audio data from the individual interviews and the data from the document analysis was transcribed and analysed.
Step 8	• The quantitative Likert-scale questionnaire was developed based on the literature review and findings in steps 5 and 6.
Step 9	• I analysed the findings of the qualitative and quantitative phases

	respectively and drew conclusions.
Step 10	• The research findings were reported.

3.6.2 Quantitative data collection process

Table 3.3 summarises the quantitative data collection process.

Table 3.3: Quantitative data collection

Step 1	• A literature review was conducted.
Step 2	• I developed a Likert-scale questionnaire based on the literature review and the findings of the qualitative phase.
Step 3	• The principals of the three schools were once again approached. • The three principals and SGB chairs once again indicated their willingness to participate and signed my consent forms. • Principals reminded teachers of the second phase of the study.
Step 4	• The questionnaire was sent for proofreading to my supervisor and the statistician. Changes were made accordingly. • A pilot study was administered with one teacher, not part of the main study, from each school to ensure the validity of the questionnaire. The comments thereof were considered and the changes were made.
Step 5	• My fellow master student met with teachers who indicated their willingness to participate and explained the consent form. The consent forms were signed by teachers.
Step 6	• I administered the questionnaire.
Step 7	• The data from step 6 were collected, analysed and conclusions were drawn.

Step 8	• The research findings were reported.

3.7 Data analysis and interpretation

First the qualitative data, consisting of the individual interviews and document analysis were analysed and interpreted. Then, based on the literature review and findings of the qualitative data, a Likert-scale questionnaire was developed for the quantitative phase (Plano Clark & Ivankova, 2016).

The purpose of this was to make generalisation more feasible by means of the qualitative and quantitative findings.

3.7.1 Qualitative data analysis and interpretation

Qualitative data analysis is not limited to one approach, strategy or process to analyse data. There are a number of approaches one can use to make sense of and document the views of participants. It is however important to choose an approach that is best suited for the purpose of the study. The data of the interviews and document analysis were both done by means of the content and constant comparison method (Creswell, 2012). This method allowed me to immerse myself in the data, constantly work through it to gain a deeper understanding of its content and finally identify themes and categories that are reflective of its content. Inductive content analysis was utilised to derive codes from the data. I read through the raw data and developed codes that emerged. The findings from the interviews were simply a guide, but all themes and sub-themes were developed as per the coding of the actual thoughts, feelings and opinions of the participants. Creswell (2012) asserts that qualitative data analysis allows the researcher to analyse prescriptive data and interpret it to better understand the thoughts, feelings, views and experiences of participants regarding a certain phenomenon. Qualitative data literally gives researchers the opportunity to gain access into the participant's real life setting and experiences to have a literal understanding of how they truly feel about a subject.

I adhered to the following steps, suggested by Creswell (2014) and Payne-Van Staden (2015), during the data analysis process.

Step 1: Organise and prepare the data for analysis: The data gathered from the 14 individual interviews were verbatim transcribed. I listened to the audio recording of each interview and transcribed it verbatim, together with the field notes, daily.

The document analysis was done separately. I read through the relevant data and recorded it accordingly.

Step 2: Read and look at all the data: In order to familiarise myself with and understand my data sets completely, I read through it numerous times. This process also allowed me to identify similarities and differences which made it easier to group my data together. The document analysis process was done at the end of the interview analysis in the same manner.

Step 3: Coding of the data: Once I familiarised myself with the data it was easier to divide it into meaningful segments and assigning it a descriptive word or phrase (Creswell, 2012). During this step, themes that had no relation to the research question were discarded and I only included those that related to the research question. The codes were all captured in a Word document.

Step 4: Describe themes or categories of data: Based on the codes of the transcribed data, the codes were grouped into categories and themes. The themes were representative of secondary school teachers' perspectives regarding the flexible implementation of the CAPS.

Step 5: Interpretation of data: The literature review and findings of the interviews and document analysis were used to develop a Likert-scale questionnaire.

3.7.2 Quantitative data analysis and interpretation

I was assisted by a statistician at the North-West University with the preparation, analysis and interpretation of the quantitative data. Upon receiving the raw data (questionnaires), the statistician captured the data into an online database known as

SPSS. All values were awarded numerals that were representative of a question or statement. With this method I was able to identify patterns and trends with the aid of graphs and statistics (Kent, 2015). Descriptive and inferential statistical analyses were used to interpret the data. To ensure the reliability of the questionnaire, the Cronbach alpha coefficient was determined for each question in Section B. Secondly, the item relatedness was established. Lastly, the statistical significance of the relationships of the questions was determined by means of Pearson's correlation.

Cronbach's alpha coefficient is used to ascertain the internal reliability of a data collection instrument based on the inter-item correlations and should have a value of $p>0.5$ (Mathee, 2017). Pearson's correlation, otherwise known as the correlation coefficient indicates the strength of the relationship of the four questions (Kent, 2015).

3.8 Quality criteria

3.8.1 Quality criteria for the qualitative phase

The validity of qualitative research rests on the extent to which the findings of a study can be compared to reality. Unlike quantitative researchers, qualitative researchers use terms such as credibility and trustworthiness to refer to the reliability and validity of their research. Qualitative validity focuses on whether the interpretation of the research results is in agreement with that which the participant has said or feels (McMillan & Schumacher, 2001). To further enhance the validity and trustworthiness of the findings, the researcher made use of multiple methods of data collection such as semi-structured individual interviews and document analysis. This is also known as triangulation. Triangulation in this study, allowed me to better understand the participants' experiences, feelings and perspectives about the phenomenon and make possible contributions, provide understanding and suggest possible recommendations (to participants and the department) where relevant. Similarly to a grounded theorist, I aimed to get rich, unbiased and trustworthy results (Plano Clark & Creswell, 2008; Hutchinson, 1988) by making use of multi-method strategies for data collection (McMillan & Schumacher, 2001). Triangulation also allowed the researcher to get trustworthy results based on the use of two data collection methods (Plano Clark &

Creswell, 2008). McMillan and Schumacher (2001) further suggest the following strategies to enhance validity in qualitative research.

Table 3.4: Strategies to enhance validity in qualitative research (adapted from McMillan and Schumacher, 2001)

Strategy	Description and explanation
Triangulation (multi-method strategies)	Triangulation is used to corroborate the research findings. This is traditionally done by using multiple methods of data collection (Creswell, 2012). Imade use of semi-structured individual interviews and document analysis to enhance the trustworthiness of the study.
Participant language; verbatim accounts	This refers to the actual spoken words and meaning participants attach to a phenomenon. These quotes are not always considered to be the 'traditional way of speaking' but serve as valuable data when attempting to understand a person's views, opinions and experiences (McMillan and Schumacher, 2001). I made use of various directs quotes to illustrate the literal thoughts, experiences and feelings of the participants in this study.
Low-inference descriptors	Low-inference descriptors refer to the field notes that I made during the interviews. It was important for me to note down the participants non-verbal communication and compare it with the responses that the participants gave. This provided me with a

	better understanding of how the participants felt about certain issues.
Mechanically-recorded data	Mechanically-recorded data includes the use of audio recorders, photographs and video recordings for data collection. For the purpose of this research I made use of audio recordings to record the interviews.
Member checking	Member checking is used to gather more or additional information from a participant. It can also be used to gain clarity on a response. All of these were exercised by the researcher during and after the interviewing process.

3.8.2 Quality criteria for the statistics

As in qualitative research (*cf.* 3.7.2) it was important for the researcher to ensure validity and reliability of the research methods and findings of the quantitative phase. Reliability has to do with an instrument's ability to be re-used and validity has to do with the instrument's ability to test what it is supposed to test (Creswell, 2012). For the purpose of this study validity was assured by means of content validity, predictive and construct validity.

Table 3.5: Validity in quantitative phase (Creswell, 2014)

Type of validity	Description and explanation
Content validity	To ensure content validity, I worked with my supervisor to choose items that were best suited in the questionnaire. My supervisor has done extensive research

	and wrote numerous books in the field of inclusive education and was therefore best suitable to ensure that the content of the questionnaire measured what it was supposed to measure. The content in this questionnaire covered all the different aspects of CAPS training, the design and applicability of CAPS in different subjects, flexible assessment in CAPS and the time constraint of CAPS.
Predictive validity	Predictive validity was assured by means of extensive research on the content that was included in the questionnaire. The items in the questionnaire were representative of the literature review and the perspectives of the participants as per the interviews done during the qualitative phase.
Construct validity	Creswell (2012) states that 'This type of validity is needed for standardization and has to do with how well the construct(s) covered by the instrument are measured by different groups of related items'. My supervisor and I, as well as the statistician, therefore ensured that the questionnaire measured all the items in their entirety to ensure that each item was measured entirely.

To further enhance the validity of the questionnaires I considered Creswell's (2012) threats to validity and put appropriate preventative measures in place.

- **The reliability of the instrument**: For this purpose the questionnaire was developed in collaboration with my supervisor and was then sent to a statistician to ensure that it is indeed valid.
- **Some respondents may tend to agree to say 'yes' or 'no' to all questions**: To avoid this the questionnaire was drawn up by making use of a Likert scale. The respondents were given four options to give me a clear idea of their feelings regarding a certain item, these were: agree, strongly agree, disagree and strongly disagree.
- **Social desirability**: The items in the questionnaire were interrelated which made it almost impossible for participants to give answers that were not a true reflection of their feelings (for example, *cf.* 4.2, the facilitator addressed the importance of flexibility in the curriculum, and 4.3 practical examples were given on how to implement flexibility according to my learners diverse learning needs) (see also questionnaire).

3.9 Ethical considerations

Whenever a researcher wants to carry out any form of research that will involve animals or human beings, it is important to consider ethical issues. This ensures that participants' rights are respected and protected and no harm will overcome them (Creswell, 2009). I have obtained ethical clearance from the Basic Sciences Research Ethics Committee of the North-West University (Addendum C) and the Department of Basic Education (Addendum B).

I drew up a consent form to have written proof of the participants consent to participate in the study, as well as to outline what the study would entail. The consent form also encapsulates the possible risks, benefits and purpose of the research. It assures the participants of anonymity and that they can withdraw or request to be excluded from the study at any point in time (Creswell, 2012).

The participants were in no way identified in the findings of the study. They were given pseudonyms e.g. P1SchA. The consent forms, transcribed and analysed interview data, as well as the completed questionnaires will be stored in locked cupboards in my office for a duration of five years after which it will be disposed of. All the recordings will be password protected and stored on my computer.

3.10 Role of the researcher

As the researcher, I played an important role in the collecting, analysing and interpretation of the data. To minimise bias, I made use of multi methods of data collection (McMillan & Shumacher, 2002) as I realised that personal experiences and opinions of the research at hand might have influenced the manner in which I conducted the study (Neuman, 2006). Hence, to ensure that I collected rich data that enabled me to produce quality research, I relied completely on what came out of my data. A researcher can be described as someone who simply wants to know the answer to a question. As a lecturer wanting to train my student teachers appropriately, I wanted to explore whether the current curriculum, with regard to its design and implementation, is able to cater for all learners. I therefore played an active role in exploring, first-hand, teachers' perspectives, experiences and feelings regarding the phenomenon (Neuman, 2006).

The nature of my study has also made it increasingly important that I acknowledge and uphold my worldview as a person, yet for the benefit of my study, respect and acknowledge the thoughts, opinions and beliefs of the people I engaged with. Having decided on a mixed-method study, I engaged with people from different cultures, races, gender and philosophical standpoints, who I depended on in order to generate data that would make me and them better understand my research question (Plano Clark & Ivankova, 2016). I was fully aware that my active role with the participants and the data collection and interpretation could have influenced my results. For this reason, my supervisor and I worked through the data that I gathered from both phases to avoid objectivity in any form. The conclusions that we drew were then communicated with some of the participants to ensure that the results were not bias.

3.11 Conclusion

This chapter provided a descriptive account of the research paradigm, designs and strategies employed. The data collection processes, methods and analysis were discussed as well as an explanation of any ethical issues, validity and trustworthiness. Chapter 4 will outline the findings of the methodological procedures discussed above.

Chapter 4

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

In Chapter three the research process was discussed by means of the research paradigm, design and data collection methods. I also explained my role as the researcher as well as the ethical procedures that guided my study.

In this chapter, I will illuminate the findings of the qualitative and quantitative phases of my study. The themes that resulted from the content and constant comparative data analysis of the document and interview analysis, i.e. the qualitative phase, will be supplemented with the statistics from the quantitative data analysis. Data collection methods included a document analysis, individual interviews and a self-constructed Likert-scale questionnaire (*cf.* 3.5.1.1; *cf.* 3.5.1.2; *cf.* 3.5.1.3). The document analysis included the CAPS (Life Orientation), EWP6, National Protocol for Assessment Grades R–12 and the National Policy Pertaining to the Programme and Promotional Requirements of the National Curriculum Statement Grades R-12.

During the analysis, verbatim quotations[1] from the document analysis and interviews will be used to substantiate the themes. They are labelled as follows, P1SchA: 'P' refers to participant no. 1 and 'SchA' refers to school A (B or C). The documents were labeled as follows:

- CAPS (Life Orientation) – (D1);
- EWP6 – (D2);
- National Protocol for Assessment Grades R-12 – (D3); and
- the National Policy Pertaining to the Programme and Promotional Requirements of the National Curriculum Statement Grades R-12 – (D4).

In the second quantitative phase, respondents were also given the opportunity to add comments on the questionnaire. Naturally, this did not play a part in setting the

[1] Please note that language mistakes do occur in these quotations, but in order to ensure validity verbatim quotations are used

questionnaire, as this was the purpose of the first qualitative phase. However, there was a clear link between these comments and the interviews' data and is therefore integrated into the qualitative findings. These verbatim[2] quotations are labeled as R1 (respondent 1), R2 (respondent 2) etc.

The descriptive and inferential statistics of the questionnaires will be integrated with the findings of the initial phase.

4.2 Findings of my study

The qualitative findings will be presented first and thereafter the quantitative findings.

4.2.1. Qualitative findings

To start with the participants' biographical information will be provided and thereafter the findings will be reported according to the themes, categories and sub-categories as identified after an inductive analysis.

4.2.1.1 Participant biographical information

In this paragraph the biographical information will be given of the 14 teachers whom I interviewed as well as the 48 respondents who completed the questionnaires. It comprises of the gender, ages and years of experiences of each of the teachers. The biographical information of the teachers was particularly useful in drawing conclusions with regard to how gender, age and years of experience impact on teachers' perspectives of whether or not curricula should indeed be made accessible and flexible to every learner and if they 'feel' it is their responsibility to 'make' curricula meet the needs of all learners.

Table 4.1 outlines the biographical information of the participants in the initial phase.

Table 4.1: Biographical information of participants

Participant	Gender	Age	Years of	Subject(s)	Grade(s)

[2] Please note that language mistakes do occur in these quotations, but in order to ensure validity verbatim quotations are used

			experience		
1	F	46	20	Life Sciences	10,11,12
2	F	38	25	History	12
3	M	46	25	Not known	12
4	M	28	6	Physical Sciences, Mathematics Literacy	10,11
5	F	47	20	Mathematics	9
6	F	40	15	English HL	8,9
8	F	51	23	Life Sciences	10,11,12
9	M	33	8	Physical Sciences, Natural Sciences	9,10
10	M	26	5	Mathematics	10,11
11	F	29	7	Business Studies	11, 12
12	F	56	17	EMS	8,9
13	M	32	11	Mathematics, Physical Sciences, Accounting	11, 12
14	F	31	6	Life Orientation	8
15	M	34	3	EMS, Economics, Business Studies.	8,11,12

Table 4.1 shows that teaching experience ranges from three to 25 years. There was also an acceptable distribution of male and female participants, i.e. six males and eight females. It can also be noted that different subject groups and grades are represented.

4.2.1.2 Thematic analysis

In explaining themes, the collective numeral values representative of the 14 interviews conducted in my study are referred to as follows:

- ‘Few’ refers to between one and three participants
- ‘Some’ refers to between four and six participants
- ‘Many’ refers to between seven and ten participants
- ‘Most’ refers to between 11 and 14 participants

Inductive analysis was utilised to identify themes and sub-themes. A summary of the themes, sub-themes and categories that emerged from the qualitative phase of the study are summarised in Table 4.2.

Table 4.2: Framework outline of themes, categories and subcategories

THEMES	CATEGORIES	SUBCATEGORIES
CAPS Curriculum	Defining CAPS as a concept	
	CAPS versus past curricula	
Flexible curriculum	Defining flexible curriculum as a concept	
	Factors hindering flexible implementation of CAPS	• Number of learners in classrooms • Strict syllabus • Administrative workload • Under-resourced • Context of school • Type of learners • Illiteracy levels of learners • Learner abilities • Language of Learning and Teaching (LoLT) • Parental involvement • Social issues • Rigidness • Support • Training • Limited time • Focus on pass percentages
	Benefits of Flexible curriculum	• Learner empowerment • Differentiation • Inclusion • Decrease in drop-out rate • Practical subjects versus a content-driven curriculum • Grouping of learners

4.2.1.2.1 Theme 1: CAPS curriculum

Theme 1 is discussed with regard to two categories as reported by the participants. The theme reports on information regarding how the participants would describe the CAPS curriculum. CAPS was also compared to past curricula in a few instances (Table 4.3).

Table 4.3: CAPS curriculum

THEMES	CATEGORIES
CAPS Curriculum	Defining CAPS as a concept
	CAPS versus past curricula

4.2.1.2.1.1 Category 1: Defining CAPS as a concept

Participants based their definition of CAPS on their personal views and experiences of the curriculum. Some of the participants used the following words to conceptualise CAPS: "guides" or "guideline*"* (SchAP3; SchBP6; SchBP14). Most participants described CAPS as a *prescriptive curriculum* that dictates to teachers exactly which content to teach, when to teach and how to assess it. They seemed generally very pleased with the prescribed content, yet felt that it restricted their ability to teach according to the learners' pace and assess according to the learners' needs and interests. In their descriptions, they made it very clear that the prescriptive nature of CAPS was not beneficial for all learners.

CAPS was also described by some participants as a curriculum that dictates teaching and learning:

Curriculum and Assessment Policy Statement that is CAPS that we normally refer to is a prescriptive curriculum which also indicate to educators what to teach, when to teach it and how to teach it (SchAP1).

Right … the Curriculum Statement, and Assessment Statement actually it deals with the … or it gives guidelines on how to assess learner, continuously. And otherwise

depending on the learning area or subject it will give you specific number of tasks that you need to complete over a period of a year. Besides that it will give you the scope of your work schedule, the work that you need to cover over a period of a year, etcetera. Eh, and also a guide on the activities on how to assess learners formally and informally and etcetera. So basically, that's what the policy eh eh eh eh gives to us in the form of guidelines and etcetera. That's all I can say (SchAP3).

… it's a policy statement that has uh … that guides you into learning and teaching and it has policies on assessment (SchBP6).

It's just uh a guidelines of teaching and learning [pause] and that's CAPS. It uh tells us what to teach when, and what exactly to teach, that's CAPS (SchBP14).

uhhh according to my own knowledge CAPS is a document that actually gives you a guideline on how you teach. Ya, actually it guides you as a teacher, which content you need to focus on, for the duration of a specific topic. Actually, it gives you that uh the structure of of of uh how you are supposed to deliver the message to to to the learner (SchBP15).

Some participants point out that CAPS is a curriculum designed to accommodate for the needs of all learners and to equip them to become active citizens in society:

Basically like, it also seeks to redress the apartheid regime in the sense that it doesn't only want to teach learners to become literate and whatsoever but it also helps learners to become responsible citizens which they can actually make informed decisions actually. They can actually identify problems and be able to solve the problems. It's just what I've noticed about the CAPS document (SchBP4).

That is Curriculum and Assessment Policy nê, it is the way in which learners are able to acquire knowledge which is within their, you know. Which is based more on their day-to-day life (SchBP8).

Okay, it's a broad-based curriculum designed to accommodate as many kids as possible (SchCP11).

Okay…okay this curriculum statement it is the curriculum which helps also the learners, especially the needy ones. So that they can be able to be something in the society (SchCP12).

Two participants felt that the curriculum document was designed to include all learners yet this is not very practical in the implementation thereof. One participant added: *… the aim of the of the CAPS policy document is to engage learners in, I can call it meta-cognitive thinking where classes are more learner centered, classes are more learner centered and teachers are there to mediate the learning of content* (SchCP13). The same participant further adds: *… design our teaching practice in the class in such a way that learners are introduced into a concept at its lowest level but are engaged with the very same concept on a more critical level and therefore they have the ability to think about what they are learning and how it affects their holistic development within society as a whole.*

In general, the document analysis describes the CAPS curriculum as a document that *prescribes* the content for all subjects and it entails the knowledge, skills and values learners must acquire for each subject. Furthermore, the Life Orientation, Grade 10-12 CAPS document states, “The content taught in lower grades serves as the foundation for the content to be taught in higher grades” (D1).

4.2.1.2.1.2 Category 2: CAPS versus past curricula

CAPS and past curricula (*cf.* 2.6.1.1; *cf.* 2.6.1.2) were compared by many participants (SchAP3; SchCP9; SchCP12; SchCP13). This is apparent in the following assertion:

… for me it was very easy to adapt to the training and the learning because it seemed much simpler than the NCS and uh RNCS and OBE okay uh CAPS its basically summarising the work that was previously taught in terms of curriculum (SchCP11).

This participant felt that CAPS was a summary of the previous curriculum and he therefore indicated that it was easier to understand. His view was supported by another participant who stated:

The previous curriculum which was very broad so I think they tried to narrow that down with the new policy statement that we have (SchCP10).

However, another participant was particularly irritated by the "impression" that past curricula was no longer applicable or of any value for teaching and learning:

you get the impression that it's almost like everything that is new is right and you must just drop all the old stuff and jump into the new things (SchAP2).

CAPS was also described by a few participants as a summary or revision of the former curriculum, namely the National Curriculum Statements (NCS):

Alright. In my understanding the CAPS policy it's, it's a document which actually summarises the former, the NCS (SchBP4).

CAPS its basically summarising the work that was previously taught in terms of curriculum (SchCP11).

Okay first of all the curriculum and assessment policy, or rather CAPS is a revision of the NCS curriculum (SchCP13).

4.2.1.2.2 Theme 2: Flexible curriculum

In order for teaching and learning to be completely accessible and attainable to all learners, the curriculum needs to be flexible (DoE, 2001). Flexible curriculum as a concept, teachers' views, factors hindering the flexible implementation of CAPS and the possible benefits of a flexible curriculum as reported by participants are outlined next. The categories and subcategories are illustrated in Table 4.4.

4.2.1.2.2.1 Category 1: Defining flexible curriculum as a concept

The participants in this study gave a brief explanation of how they would conceptualise or define a flexible curriculum. Many participants described a flexible curriculum as being inclusive of all learners no matter their learning needs, styles or backgrounds

(SchAP1; SchAP2; SchBP6; SchBP8; SchCP9; SchCP10; SchCP11; SchCP12; SchCP14; SchBP15).

Table 4.4: Flexible curriculum

Flexible curriculum	Defining flexible curriculum as a concept	
	Factors hindering flexible implementation of CAPS	• Number of learners in classrooms • Strict syllabus • Administrative workload • Under-resourced • Context of school • Type of learners • Illiteracy levels of learners • Learner abilities • Language of Learning and Teaching (LoLT) • Parental involvement • Social issues • Rigidness • Support • Training • Limited time • Focus on pass percentages
	Benefits of CAPS as flexible curriculum	• Learner motivation • Differentiation • Inclusion • Decrease in drop-out rate • Talent versus content-driven curricula

		• Grouping of learners

Many also alluded that a flexible curriculum would allow a teacher to differentiate their assessment practices and methods, teaching styles and be freer to decide what to teach and how to teach it. They made specific reference to content and assessment (SchAP1; SchAP3; SchBP4; SchBP6; SchBP8; SchCP9; SchBP14):

It entails addressing all learner barriers in one lesson or per every lesson. So, whichever learning barrier the the, the child has can be then addressed in all of it depending on the different types of activities and also the different types of approaches that you have according to the learners that you have in the classroom (SchAP1).

Alright it, it basically entails, it's for me it's actually when you are able to uhm you know do whatever that you want to do at whatever given time. It actually promotes teacher autonomy (SchBP4).

… it will be a curriculum that will give a teacher to be more creative you know, because as a teacher you know your learners so you know how to assess them based on their ability. So flexible curriculum will be a curriculum like that. There should be also a focus on the different, ya different level of understanding (SchBP8).

4.2.1.2.2.2 Category 2: Factors hindering flexible implementation of CAPS

Throughout the interviews participants pointed out numerous factors that they felt hindered the flexible implementation of CAPS. Most participants indicated that CAPS was not an easy curriculum to implement. They asserted that the curriculum as a policy document is well designed, yet it does not always *fit* or *accommodate* the diverse learners in South African schools. One participant stated: *I believe that the policy itself is…, policy! I'm gonna emphasise on the word policy!* (SchCP13). This participant and many others felt that the implementation of CAPS is hindered by the number of learners in classrooms, a strict syllabus, the type of learners, under resourced, context of school, illiteracy levels of learners, learning capabilities, Language of Learning and Teaching,

parental involvement, social issues, administrative workload, rigidness, support, limited time and a focus on pass percentages. These factors are outlined in the following subcategories.

4.2.1.2.2.2.1 Subcategory 1: Number of learners in classrooms

Many participants noted their frustration regarding the teacher-learner ratio in their schools (SchAP2; SchAP3; SchCP9; SchCP11; SchCP12). One participant noted that it is very difficult to teach and administer any type of assessment in her classroom: *It does not take into account the huge number of learners per class* (SchAP1). She further adds: *If that can be less I think we can move to a situation where, uh like 20 to 25 the ratio.*

The large number of learners per class was noted as a significant factor that hinders quality teaching and learning: “Class volumes impacts on quality education” states one respondent (R47[3]). Another participant indicated that the curriculum is not sensitive to the large number of learners a teacher is responsible for (SchAP1). Some participants asserted that teaching, learning and assessment are negatively affected as a result of this (SchAP2; SchCP9; SchCP11; SchCP12).

In one of the questionnaire’s open comments it was mentioned that “if the number of learners in a classroom is manageable it would be to the benefit of both teachers and learners” (R18).

4.2.1.2.2.2.2 Subcategory 2: Strict syllabus

The Life Orientation CAPS document (D1) states that “the content to be covered will be outlined*”.* Many teachers were notably unhappy and frustrated when they commented

[3] In the second quantitative phase, respondents were also given the opportunity to add comments on the questionnaire. Naturally, this did not play a part in setting the questionnaire, as this was the purpose of the first qualitative phase. However, there was a clear link between these comments and the interviews’ data and is therefore integrated into the qualitative findings. These direct quotations are labelled as R1 (respondent 1), R2 (respondent 2) etc.

on the prescriptive nature of CAPS. They emphasised that the curriculum is too content driven and made it practically impossible to teach out of the scope of what has been prescribed. They were very concerned about the impact that such a “process oriented” curricula could have on the learner (SchAP1; SchAP2; SchAP3; SchBP6; SchCP9; SchBP14; SchBP15):

I do want to say in a nutshell I am saying CAPS … in my understanding focuses more on the process (SchCP9).

… it is very task-orientated and task meaning its work, work, work, work (SchCP11).

… you are being given a programme, you are being given a set amount of work to do within a set limit of time. Learners aren’t allowed to to to breach out of that for instance I must teach number patterns within one week, what happens if that child doesn’t understand the concept in one week? (SchCP13).

Participants reported that the ”strict syllabus” made it difficult for them to adapt learning, teaching and assessment to suit the learning styles and needs of their learners (SchAP1; SchAP2; SchCP9; SchCP13; SchBP14; SchBP15). They alluded that the curriculum was too strict and they were not allowed to fall behind. This is evident in this participant’s statement: *you should stick to your annual teaching plan and it’s on two weeks basis* (SchBP6).

The comments in the questionnaire affirmed the above-mentioned and added that CAPS is flawed as a result of “the volume of work” expected from teachers and learners. Respondents seemed concerned that “the content is too much”, therefore placing a great amount of pressure on teachers and learners alike to complete the syllabus no matter what it takes. Teachers are consequently expected to “come up with your own catch up programme*”* (R11; R12; R13; R17; R28; R41).

4.2.1.2.2.2.3 Subcategory 3: Administrative workload

Some participants were notably unhappy, concerned and troubled by the amount of work that is expected of them over and above teaching and assessing learners on a

daily basis (SchAP1; SchAP3; SchBP6; SchBP14). This is reflected in this participant's statement: *There is too much workload which as a result affects the teaching and learning* (SchAP3). A frustrated participant stated:

[Bangs on table] I am stressing the less admin work that we have. Because we have a martyr of admin work at the end of the day, because we need to do reporting on the learners, we need to do reporting on you work. There is too much. We have to do marking, we have to do analysis, besides the overall analysis for the subject we have to do diagnostic analysis also, so that is uh uh really a problem. (SchAP1).

Another participant felt the exact same way: … *the issue of the administrative part. It seems as if there is too much paper work* (SchAP3).

In the open comments of the questionnaire it was added that the admin load, such as "marking" and "lots of paperwork" "always takes most of the teachers time" (R22). Consequently, this is reported as impacting on the time they could have spent on addressing barriers to learning. One respondent asserted "ease out tasks such as planning and administrative duties" (R3) as a way of lessening the burden of teachers to enable them to spend more time supporting learners to ensure that effective teaching and learning takes place.

4.2.1.2.2.2.4 Subcategory 4: Under-resourced

Some participants pointed out that CAPS is especially challenging to implement considering the fact that some schools are still under-resourced and do not have the required facilities for effective teaching and learning to take place. One participant stated:

I mean our school doesn't even have a computer for teachers with internet. No computers, no internet, no printers. There is one very old computer where we can print question papers now and that's it, with supervision. There is no resources, there's no uhm there's nothing (SchCP11).

Two participants felt that CAPS was more suitable for schools that have the facilities and resources required to effectively implement the curriculum: … *fine it's a very very brilliant document nê, but now the problem is; does it cater for each and every South African child at school or there are a specific group of people that actually benefit from the document* (SchBP15) and *suitable for high resourced schools* (SchBP4).

Participants further stated that they were of the opinion that the curriculum cannot be effectively implemented if there is a lack of facilities to do so (e.g. school hall and playground). They mention that their schools do not have the capacity to accommodate all the learners and in most cases, there are no facilities at all. This is evident in the following statement: *We don't even have moving space in that class if you look at the square meters of the class* (SchAP1).

Participant 14 shared the same sentiment: *…in our school we don't have resource, like I told you I am teaching creative arts and LO, we don't even have even a playground, we don't even have a hall you know* (SchBP14).

The need for adequate resources was also emphasised by three respondents in the open responses of the questionnaire. They confirm that their schools do not have the resources to address learners' barriers to learning and in some schools, there are not adequate resources (R1; R3; R18). It is reflected in the following assertion: "Our schools don't have the necessary equipment to cater for different learning barriers" (R1).

4.2.1.2.2.2.5 Subcategory 5: Context of school

Where the school was situated, especially "rural" or "township" was seen as a great challenge for some participants. They felt that some schools' challenges are as a result of where the school is situated and the type of learners in the school (SchAP1; SchBP4; SchBP15). One participant declared: *How am I supposed to take that to my classroom in Ennerdale, you are from Sandton maybe, you are from Orange Farm.* The participant felt that CAPS cannot be implemented in the same way in every classroom: *Help me understand how to implement that policy in that context of my class. And that is where the problem is coming in* (SchCP13).

4.2.1.2.2.2.6 Subcategory 6: Type of learners

Many participants questioned whether the curriculum is sensitive to the type of learners in schools (SchCP11; SchCP12; SchCP13; SchBP15). One participant felt that the department did not take into consideration that learners are different and therefore learn differently: *I think the government must be realistic in terms of the type of learners that we are teaching* (SchBP6). Participants further added that teaching and learning should not only be available for all, it should also be attainable for all: *our education system is failing us because actually only the learners that can actually make it through this system here will make it in life* (SchCP10); and: *the curriculum does not make sure that everybody is accommodated* (SchAP2).

4.2.1.2.2.2.7 Subcategory 7: Illiteracy levels of learners

The illiteracy levels of learners in secondary school were a great concern to some participants. They asserted that there was little to nothing they could do for a learner who could not read or write at that level (high school) (SchBP5; SchBP6; SchBP14). This is evident in the following statement:

The slow learners they are suffering I'm telling you because some of them, most of them! They can't write, they can't read, so now we are just throwing these topics at them and that's it (SchBP14).

It was felt by one participant that something went wrong in the lower grades: … *by the time that they come to high school, you expect that when they come here there would be a certain, what you call foundation that has been built. In most cases you would ask yourself, grade eight learners cannot write, cannot read but the learner is here* (SchBP6).

Another participant felt this is the reason why learners struggle to grasp content which ultimately results in them failing the grade: *The slow learners they are suffering I'm telling you* (SchBP14).

4.2.1.2.2.2.8 Subcategory 8: Learner abilities

The sentiment of this participant was reflected in most participants' assertions: *At this moment our curriculum is just focused on those types of learners that are academic and that's it* (SchCP10). It was affirmed by many participants that learners are all different, have different interests, talents and abilities. For this reason, participants felt that the curriculum should commemorate learners' differences and allow them the scope to develop according to their abilities (SchCP12; SchBP8; SchCP11; SchCP12). *It doesn't take into account the learner's ability* (SchAP2) felt one participant. Another participant added: *So sometimes you are covering the work and the learners don't even understand at the end of the day which means you haven't done justice to the, to to the lesson, and also to the ability of the learner; the learning barrier, nê* (SchAP1).

4.2.1.2.2.2.9 Subcategory 9: Language of Learning and Teaching (LoLT)

An analysis of EWP6 indicated that LoLT is regarded as a barrier in providing education to all learners. The Programme and Promotional Requirements of the National Curriculum Statement Grades R-12 (D4) states that all learners are required to do two official languages, one of which must be the LoLT, "one of the two languages offered is the language of learning and teaching" (D4). Furthermore, the National Protocol for Assessment Grades R-12 (D3) states all assessments must be in the LoLT and completed in the LoLT, "Examination question papers must be set in the languages of learning and teaching" (D3). In addition, the LoLT can be on the Home Language level or the First Additional Language level of the learner.

The LoLT as a hindrance in implementing the CAPS curricula and moreover, CAPS as a flexible curriculum was emphasised by two participants throughout the interviews. Both participants stressed the role that LoLT plays in effective learning and teaching and ultimately learner attainment. They felt that: *We have a big language barrier at our school (*SchBP8) and *miracles are expected* (SchBP6). The participants affirmed that although learners come from diverse language backgrounds their LoLT is English. They further added that because English is their third or fourth language it makes it difficult and sometimes impossible for effective teaching and learning to take place: … *they*

were doing additional English as a language and they come here English is their Home Language (SchBP6). Participant 8 expressed a similar sentiment stressing that this makes it difficult for her to accommodate for and include all her learners in the lesson:

I have this boy that is speaking Afrikaans, he doesn't understand. Even when I, when he answers questions, I can, when I read the answers there, I can see now that the answers, even the spelling and all things. Sometimes he gets stuck when he needs to speak English.

She further adds*: And then I have those eh eh learners, my Sotho and Zulu learners. And I mean it, it happens, where they will answer me in Zulu, then I say, hai speak English so that everybody will be able to understand. Now I need to find a way of making them to speak. So now when they have now to answer me, to change to, to switch that Zulu language to to English, then they will not say exactly what they have been telling me in Zulu. In Zulu it was correct, now it switches to English and then they leave out some other things (SchBP8).*

The participants also pointed out that many learners are struggling to understand content and acquire knowledge and skills simply because the medium of instruction (English) is not their mother tongue. In these schools, English is in most cases the learner's third or fourth language:

We have a big language barrier at our schools. Right now, our our LoLT, Language of Teaching and Learning is English but our learners we are teaching are not English-speaking people. So, our LoLT is English but our learners are Afrikaans speaking, Zulu speaking, Sotho speaking you know. So, we come with English. So, they don't understand, they don't understand (SchBP8).

4.2.1.2.2.2.10 Subcategory 10: Parental involvement

Some participants felt that a lack of parental involvement added to the challenges of implementing the curriculum in a flexible manner (SchAP3; SchBP6; SchBP14; SchBP15). One participant felt that perhaps parental involvement would make a difference in learners' attitudes toward school and their school work: *… the involvement*

of the parents is also of the utmost importance (SchBP6). Another commented that parental involvement can assist in getting learners to complete assessments and prioritising their education as a whole: “Parents are also not helping us by checking their children’s work” (R17).

One participant asserted (SchBP14): *If they can directly involve the parents, maybe you know, there will be a difference.*

4.2.1.2.2.2.11 Subcategory 11: Social issues

A few participants mentioned that apart from attending school, participating in class, completing tasks and assignments and studying for exams learners are forced to deal with so many other social issues that impact on their learning (SchAP2; SchBP6; SchCP13; SchCP11):

They have other responsibilities at home, they are child-headed families. We need to take all those things into account (SchAP2).

Others you know, they are taking drugs, dagga, illegal substance abuse within the school premises (SchBP6).

This year I have a class, a register class whom I teach as well but they are so diverse, you’ve got kids that are parents there (SchCP11).

4.2.1.2.2.2.12 Subcategory 12: Rigidness

This subcategory presents the views and opinions of a few participants describing CAPS as a curriculum that does not allow teachers to *plan freely.* They were particularly disappointed that the curriculum did not make it possible for them to use their own discretion or creativity in deciding what to teach, when to teach it and how to teach it. One participant asserted: *I’m the arts and culture teacher you know, I don’t want to be, to be told how to do things you know. I like to use my creativity, if the teachers you know can be allowed* (SchBP14). She further adds: *Coz now my hand are like this [shows that hands are tied]. I have to do A, B and C even if it doesn’t benefit the learners, I have to do it* (SchBP14).

Another participant had a similar view: *I think CAPS is very rigid. It has a lot of fixed requirements for teachers, we require this from you, we require that from you* (SchCP9).

One participant felt that CAPS repeated the same thing over and over again and she felt it became very *boring* after a while: *I have a subject that is content-based, Business Studies, for me with the experience I have in my subject I feel it is such a lot of content and it is repetition; Grade 10, Grade 11, Grade 12 same. So, there is no development okay* (SchCP11).

4.2.1.2.2.2.13 Subcategory 13: Support

In this category, support is regarded as resources provided by the school, support from the Head of Department's (HOD) of different subject groups, district support and training. Some participants felt that little or no support is provided by their schools to enable flexible teaching and learning:

To be honest, so far I haven't noticed much. Uhm, I won't lie to you I haven't (SchBP4).

Hai not that I know of. Not currently (SchBP6).

[Huge sigh] like I said to you, none really. Uh my school does not provide any support (SchCP9).

No, no … oh phew okay, look here all the support that we do get from the school is basically you're in your classroom and you should be teaching (SchCP10).

None, none! (SchCP11).

Support? [shocked] Ai, … None sorry [laughs] I'm afraid (SchBP14).

Many participants regarded resources such as computers, access to the internet and the provision of textbooks for teachers and learners as 'support' from their schools. One participant emphasised that:

We are able to make copies you know, make our notes, simplified notes and all these. And the machine is always ready, the paper is always there. Then we are able to give

them, whatever material that can benefit them. So, it means that we don't stick only on textbook you know. And then even the textbook, we have them according to the way that we want. We are given that opportunity to choose the textbook that will be suitable for the learners that we have (SchBP8).

Another participant added:

Currently we are trying to make sure that in terms of resources, because according to CAPS of you look at the policy, one of the key things is educators must be well-equipped in terms of the teacher resources and learners must also be well-equipped in terms of resources. So, we make sure that learners have, all learners have writing books, which is the basis in terms of stationary but beside that that they also have at least a text book per each subject and it should be relevant text books that is CAPS aligned and so on (SchAP3).

Two participants made mention of support provided for teachers and learners in the form of Head of Department (HOD) support, district support and additional classes: *HODs monitor and support their educators in their department* (SchAP1); and: *I think the fact that they have SSIP (Secondary School Improvement Programme) classes, you know additional classes in the mornings, in the evenings, over weekends* (SchAP2).

4.2.1.2.2.2.14 Subcategory 14: Training

A few participants highlighted the importance of providing "training" and workshops that equip teachers with the knowledge and skills to teach flexibly (SchAP1; SchBP4; SchCP9). One participant stated: *I think the HODs or teachers should be taken maybe for a workshop and strictly on CAPS itself NOT just on the content only* (SchBP4). Another participant felt that training and workshop attendance should be made compulsory so that all teachers are better equipped to teach and implement the curriculum in a flexible manner: *well we're gonna offer this training on such a date and we expect this teachers to be there* (SchCP9).

In the open comments section of the questionnaire, respondents voiced their concerns regarding the CAPS training they received and considered it to be "inadequate" and not

up to standard. They describe the training they received as follows; “sponged off teachers’ experience” and there was “minimal interaction”, “the time allocated for CAPS training was too short” and “does not accommodate all that is required to do in such a short period of time”. The facilitators were also described as “having some lack of understanding” and “some don’t even know how to present the lesson” (R1; R12; R13; R22; R26; R36; R41).

Four respondents alluded that there is a need for “more training” that is not only theoretical but practical too (R3; R12; R45; R43). They feel training and workshops should provide them with the knowledge and skills to accommodate for learners’ barriers to learning: “There is nothing a teacher is equipped with when it comes to ensuring that learners of different abilities/skills levels complete their tasks successfully in a fair manner” (R3).

4.2.1.2.2.2.15 Subcategory 15: Limited time

A typical school day consists of seven hours teaching time per day (D4). Many participants viewed time as one of the biggest challenges in teaching, learning and assessment. They felt that time allocated for teaching, learning and assessment was limited, since “time does not allow” for any remedial or differentiated teaching or assessment (SchAP3; SchBP5; SchB6; SchCP11; SchCP13; SchBP14; SchBP15). A participant affirmed that:

It takes a lot of time also, you need to teach, you need to revise and you need to assess. So, all three processes cannot take place in the class because uh uh uh the time does not allow us (SchAP1).

Another participant mentioned that teachers are often overworked and responsible for too many subjects making it impossible for them to plan effectively:

Say perhaps that you teach LO, you teach Maths literacy, you teach EMS, you realise that you are actually congested with too much work. In a sense that it doesn’t even allow you to, you mind to breath, even to bring in the new ideas because you are being bombarded with too much of work, you understand (SchBP4).

Participants also mentioned that the allocated time for teaching and learning was (is) not cognisant of the disciplinary issues (of learners) and other teacher-related responsibilities that teachers have to face daily. This is evident in the following affirmation: *they* (the district) *are not aware of the dynamics you know that we have to deal with* (SchCP9). Two participants arranged to see learners outside of school hours or during break to make up for lost time or provide remedial support (SchBP5; SchCP9). It seems that the participants are given a strict time frame for each subject with very little time available for anything other than completing the curriculum. The Programme and Promotional Requirements of the National Curriculum Statement Grades R-12 prescribes 27.5 hours per week contact time for Grades 10, 11 and 12 (excluding the time allocated for breaks, assemblies and extramural activities) (D4). This was particularly worrying to the participants considering that only 35 hours of school were allowed per week.

In the open-ended section of the questionnaires respondents reiterated the issue of "time is not enough" and "limited time". They added that there was (is) simply not enough time to attend to all the needs of learners and provide support too. Limited time did not allow the participants to ensure that all learners grasp the content in the CAPS, nor did it allow them to include differentiated teaching or assessing. One respondent wrote: "does not give the teacher a chance to try and address the diverse learning needs as well as the diverse learning styles" (R28). Another respondent had the same concern, "limited time for completion syllabus at a given time and in the end lessons are done in a rush just to try and complete the syllabus before the deadline" (R13).

One of the respondents pleads with the department to allow teachers to teach their learners the way they see fit. He/she states that learner differences are ignored as a result of pushing for the syllabus to be completed: "I know my learners and I need more time in one topic to make them understand it" (R17).

4.2.1.2.2.2.16 Subcategory 16: Focus on pass percentages

The National Protocol for Assessment Grades R-12 (D3) and National Policy Pertaining to the Programme and Promotional Requirements of the National Curriculum Statement

Grades R-12 (D4) have very particular and strict promotion criteria in place. In order for a learner to be promoted to the next grade or phase, he/she needs to meet the set requirements, “Progression (Grades R-8) and promotion (Grades 9-12) of learners to the next grade should be based on recorded evidence in formal assessment tasks” (D3). The documents further guides teachers by outlining the requirements for Grade 7-9, “if they have offered 9 subjects…and have complied with the promotion requirements in 8” of which “[t]he School Based Assessment component must be 40% during the year, and the final examination component must be 60% of the promotion mark” (D4). Furthermore, the Grade 10-12 promotion requirements are “if they have offered and completed the School Based Assessment, Practical Assessment Tasks and end-of-year-examination requirements in not fewer than 7 subjects” (D4).

Some participants felt that too much emphasis is placed on “pass percentages” and little or no attention on the quality of “passes” (SchBP4; SchBP6; SchCP10). This was especially evident in Grade 12. One participant felt that:

…currently we just finished writing exams; there will be an analysis of the results. Some of us we are teaching grade twelve’s, we are always on our toes so we need to perform very very well. Ya, I mean extra you know extraordinary results (SchBP15).

Another participant added her concern over the hype that is often created about how many learners passed: *I think my school is driven by percentages; pass percentages and uhm if you get a hundred percent pass then hip-hip hooray but the quality is never measured* (SchCP11). Participants are unhappy about the huge responsibility placed on them to achieve high pass rates especially considering that learners learn differently and the poor attainment levels ultimately catches up with them in higher grades. This is summarised in the following assertion:

So, I want to talk about level two and level three. So, if the learners is getting level two it’s a pass né, and then even if you check my overall percentage né you will check ‘oh ma’am you got this percentage’ and then if you count the levels there, I have level two’s, I have level three’s and the learner has passed. Then if the learner gets to tertiary institutions, then there is no level two, there is no level three. Then it becomes difficult

for those learners there to achieve. And others are even dropping out because it's too heavy for them. They cannot make that fifty percent. They are not used to it, you know, they are not used to it. So that is the problem (SchBP8).

One participant is particularly concerned about 'the message' that CAPS is sending to learners: *It doesn't matter on what level, it doesn't matter what quality; they've passed … what are we teaching our learners? The pass percentage is this; they aim for that and only that* (SchCP11). Two respondents in the questionnaire (R3; R17) are in agreement and add that a system that simply passes learners irrespective of whether they have met the minimum requirements or not, will ultimately be to the detriment of the learner: "most learners find themselves at a particular Grade as a result of 'Age' instead of 'Merit' and therefore these learners struggle with content that requires higher levels of thinking and thus are disadvantaged in the process!" (R3).

4.2.1.2.2.3 Category 3: Benefits of CAPS as a flexible curriculum

Most participants seemed very positive about the benefits if CAPS can be implemented as a flexible curriculum. The benefits as identified by the participants and in the document analysis are outlined under the following subcategories; learner empowerment, differentiation, inclusion, decrease in drop-out rate, practical subjects versus content-driven curriculum and grouping of learners.

4.2.1.2.2.3.1 Subcategory 1: Learner empowerment

A few participants indicated that a flexible approach to the CAPS will result in learners being more goal-oriented, more motivated and it will enable them to make meaningful contributions to society (SchAP2; SchBP6; SchCP13). Participants were of the opinion that the curriculum would encourage learners to have dreams and become active members in society. One participant contended: *I think we will have empowered learners who would be motivated, have dreams, know what they want* (SchBP6).

4.2.1.2.2.3.2 Subcategory 2: Differentiation

Some participants asserted that differentiation of teaching styles or strategies, assessment practices and lesson planning and presentation will be achieved (SchBP5). Participants appeared to be aware that learners need to be taught and assessed differently. One participant stated: *for a learner who has challenges, uh maybe learning challenges, this is how you have to approach this lesson, for a learner who is lazy to read for example, this is how you have to approach the lesson* (SchBP15). Another participant affirmed: *Learners are diverse, different so they will understand differently, hence the teacher cannot have a style of teaching that they stick to* (SchCP9).

D3 describes curriculum differentiation as the straddling of grades and phases which needs to be dealt within assessment and the recording and reporting of assessment. Differentiation of teaching and assessment methods are emphasised in D1, D2 and D3. It is regarded as a crucial and effective way of ensuring that teaching, learning and assessment is within reach for all learners. The CAPS document states very clearly that the subject matter should not always be content driven, but should equally be skills based: “Some activities need to be practical” (D2).

4.2.1.2.2.3.3 Subcategory 3: Inclusion

‘Inclusion’ was noted as a benefit by some participants (SchBP5; SchCP10; SchAP1; SchAP2; SchBP14). One participant stated: *I think all the learners will benefit, they know where their weakness, their strengths are, ya* (SchBP14). Another participant added: *catering for all our kids’ advantages every kid and not allowing one kid to feel you know stupid than the other kid* (SchCP10). EWP6 also states that all learners should be included in the schooling system irrespective of what their learning abilities are (D2). This reality is promoted by implementing an education system that is inclusive of all learners no matter what their capabilities are and the type of support they need to reach optimal development, i.e. “Establishing an inclusive education and training system” (D2).

4.2.1.2.2.3.4 Subcategory 4: Decrease in drop-out rate

Two participants feel that the flexible implementation of CAPS will decrease the number of learners that drop out of school.

The schooling system is like a machine, the schooling system knows what they want at the end of the day. So, you take your kids in grade one they put them in the one side and its sieves our learners you know, and out comes that final object. Now you know all the learners that doesn't make it to matric what happens to them? (SchCP10).

They are of the opinion that a flexible approach to the curriculum will give learners the opportunity to achieve, therefore encouraging them to stay in school and reach Grade 12. This is reflected in the following statement: *So, you know, the curriculum does not make sure that everybody is accommodated, you know. And that is why we have a high drop-out rate* (SchAP2).

EWP6 states: "Many learners experience barriers to learning or drop out primarily because of the inability of the system to recognise and accommodate the diverse range of learning needs*"* (D2).

4.2.1.2.2.3.5 Subcategory 5: Practical subjects versus a content driven curriculum

A few participants pointed out that the curriculum should not be primarily focused on content. Instead, it should acknowledge that not all learners are academic; some are good with their hands and possess other talents (SchBP8; SchCP10; SchCP11). This is evident in the following assertion: *I said to you learners are not the same. There are those that are good in theory, there are those that are not good in theory* (SchBP8). This was reiterated by another participant who stated: *You'd find that those kids do much better because they have an opportunity to display what they are understanding in a different way* (SchCP11).

As a possible solution, participants stressed the importance of *bringing-back* technical subjects because not all learners can achieve in a primarily content-driven curriculum. This is apparent in the following statement:

So, there should be some practical somewhere. Now if we are flexible in that area because our schoo,I right, now does not have practical subject. We don't have music, we don't have … you know those subject where they have to app … where there is more application than theory. So, we don't have subjects like those, so we have those that need a lot theory a lot, so if maybe we had such subjects (SchBP8).

4.2.1.2.2.3.6 Subcategory 6: Grouping of learners

Many participants indicated that they *group* learners as a flexible teaching approach. They described this strategy as being effective for whole class learning, individual learning and peer learning. Participants felt that grouping learners assisted them in teaching learners according to their individual learning needs and therefore proved to be very beneficial for both teaching and learning (SchAP3; SchBP4; SchBP8; SchCP10; SchCP11; SchCP12; SchCP13; SchBP15). One participant said: *I set up sometimes you know, organise learners into groups* (SchBP4). Another reported: *I will group them according to their knowledge* (SchCP12).

In the next section the quantitative findings will be deliberated

4.2.2 Quantitative findings

The formulation of the questions used for the questionnaire was based on the literature review, as well as the findings of the qualitative phase. Although the results will be presented in table and graph format, some of the highest and lowest responses will be highlighted to provide a deeper insight into the kind of responses provided.

The quantitative findings, which were generated by means of a Likert-scale questionnaire, will be reported using descriptive and inferential statistics. The descriptive statistics will include inter-item correlations, Cronbach's alpha coefficient, standard deviation and identifying the mean. Finally, Pearson's correlation is used as part of the inferential statistics.

The symbols used during the data analysis are indicated in table 4.5.

Table 4.5: Symbols used during the data analysis

frequency	*f*
percentage	%
R	range
p-value, probability value, significance of a test	p
Valid responses	N

The next section focuses on the reliability of the questionnaire and the findings.

4.2.2.1 Reliability of the questionnaire and results

4.2.2.1.1 Cronbach's alpha coefficient

The reliability of the questionnaire is dependent on the degree of similarity between the items. Internal reliability was measured using Cronbach's alpha coefficient. The following guides were used:

- 0.90 is regarded as 'high reliability'
- 0.80 is regarded as 'moderate reliability'
- 0.70 is regarded as 'low reliability'

Although values lower than 0.60 are typically regarded as unacceptable, they are acceptable in initial studies such as this one (Garson & Simon, 2008 as cited in Kloppers, 2009). The value of 0.80 was deemed acceptable (Pietersen & Maree, 2012).

The questionnaire consisted of two sections, Section A and Section B. As previously stated, section A consisted of the biographical information of the respondents. Section B consisted of four different questions each measuring a specific construct: respondents' feelings about the CAPS, training they have received, the design of the CAPS as

applicable to their subject(s), their feelings about flexible assessment in CAPS, and lastly, their feelings about the time constraint of CAPS.

The Cronbach alpha coefficients for the different questions are depicted in Table 4.6

Table 4.6: Cronbach's alpha coefficient

Question	Value
Question 4	0.9
Question 5	0.8
Question 6	0.9
Question 7	0.8

The values illustrated in Table 4.6 indicate that there was an acceptable degree of reliability for all four questions. This implies that all the items in the different questions were similar and related with one another. The values of question 4 and 6 are both 0.9, depicting a 'high reliability'.

4.2.2.1.2 Item relatedness

Item relatedness was done by means of inter-item correlations to determine the degree of correlation between the items represented in each question. Although this is usually done after conducting a pilot study I felt it necessary to report on how well the items in the self-constructed Likert scale correlated with one another (Tolmie, Muijs & McAteer, 2011).

The inter-item correlations for the different questions are illustrated in Table 4.7.

Table 4.7: Inter-item relatedness

B4-1	.719	B5-1	.619	B6-1	.531	B7-1	.494
B4-2	.763	B5-2	.602	B6-2	.478	B7-2	.448
B4-3	.764	B5-3	.630	B6-3	.320	B7-3	.661
B4-4	.808	B5-4	.287	B6-4	.401	B7-4	.757
B4-5	.666	B5-5	.707	B6-5	.469	B7-5	.731
B4-6	.631	B5-6	.628	B6-6	.576	B7-6	.646
B4-7	.787	B5-7	.673	B6-7	.497	B7-7	.463
B4-8	.757	B5-8	.557	B6-8	.683	B7-8	.475
B4-9	.731	B5-9	.567	B6-9	.660	B7-9	.649
B4-10	.737	B5-10	.538	B6-10	.742	B7-10	.717
				B6-11	.586	B711	-.1.26
				B6-12	.483		
				B6-13	.624		
				B6-14	.707		
				B6-15	.660		
				B6-16	.618		
				B6-17	.573		
				B6-18	.460		
				B6-19	.345		

The inter-item relatedness for question 4 is predominately high with values ranging between 0.7 and 0.8, with B4-4 as the highest (0.808). The lowest values reported are for B4-5 (0.666) and B4-6 (0.631). This could be because respondents did not recognise the difference between ‘learners’ different skills levels’ and ‘learners’ different knowledge levels’ as asked in the questions.

Question 5’s highest value is B5-5 (0.707) and the lowest B5-4 (0.287). This could simply mean respondents felt question B5-4 (There is too much content to be taught in the CAPS curriculum) did not belong/correlate with the other items? According to the frequency of responses for this question, 16 respondents ‘disagree’ with the statement while 17 respondents ‘agree’ with the statement. Of the 48 respondents, 12 ‘strongly agree’.

The highest correlation for question 6 is B6-10 (0.742) and the lowest B6-3 (0.320). For question 7 the lowest inter-item correlation is valued at -0.126 (B7-11) and the highest 0.757 (B7-4). The negative value of B7-11 could be because the particular item had little or no relationship with the other items. Item 11 measured respondents’ feelings with regard to the time they spend completing administrative tasks. The remaining items dealt with key tasks relating to teaching, learning and assessment.

Since the Cronbach alpha coefficients of questions 4-7 are all relatively high it indicates that all the items correlate well with one another. As a result, the negative correlation of B7-11 does not really impact on the reliability of the questionnaire.

4.2.2.2 Statistical correlations

Pearson’s correlation was used to determine the significant correlations between the four questions in the questionnaire. This simply means determining the strength of the relationship between the different questions. A correlation can be statistically significant on the 0,05 level (*) or 0,01 level (**) (Field, 2012). Table 4.8 represents the statistical correlations for questions 4-7.

Table 4.8: Pearson's correlation

		B4_Tot	B5_Tot	B6_Tot	B7_Tot
B4_Tot	Pearson Correlation	1	.591**	.653**	.446**
	Sig. (2-tailed)		.000	.000	.001
	N	48	48	48	48
B5_Tot	Pearson Correlation	.591**	1	.711**	.632**
	Sig. (2-tailed)	.000		.000	.000
	N	48	48	48	48
B6_Tot	Pearson Correlation	.653**	.711**	1	.602**
	Sig. (2-tailed)	.000	.000		.000
	N	48	48	48	48
B7_Tot	Pearson Correlation	.446**	.632**	.602**	1
	Sig. (2-tailed)	.001	.000	.000	
	N	48	48	48	48

Within the correlations it was found that there is a positive correlation of 0.591 with a statistically significant relationship between respondents' feelings about the CAPS training and their feelings about the design of the CAPS as applicable to their subjects(s), $p<0.5=0.000$. This relationship consequently verifies that if training is adequate and constructive it will consequently impact on teachers' feelings about CAPS and enable them to implement it effectively in their different subject groups. There is

also a significant relationship of 0.602 between feelings about flexible assessment in CAPS and the prescribed time constraint of CAPS. This correlation is statistically significant at the 0.01 level (two**). Therefore, teachers' inability to incorporate flexible assessments into the curriculum is affected by the time constraint of CAPS. Table 4.8 further indicated statistical significance for;

- Question B4 and B6 (positive correlation of 0.653, significant correlation at 0.000)
- Question B4 and B7 (positive correlation of 0.446, significant correlation at 0.001)
- Question B5 and B7 (positive correlation of 0.632, significant correlation at 0.000)
- Question B7 and B6 (positive correlation of 0.602, statistically significant correlation at 0.000)

4.2.3 Respondents biographical information

Visual representations of the forty-eight respondents that completed the questionnaires are presented in Figure 4.1.

Gender	f	%
Male	26	54.2
Female	22	45.8

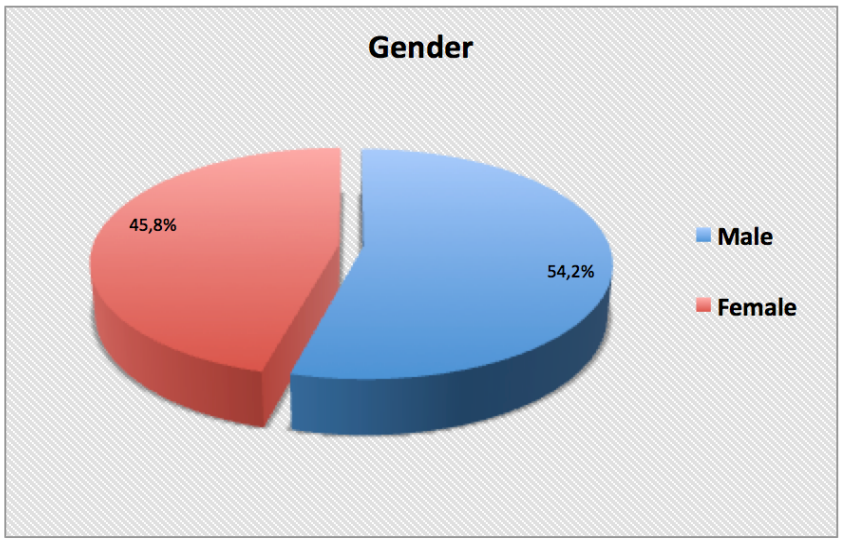


Figure 4.1: Gender

Figure 4.1 shows that the majority of the respondents were male (54.2%), with female teachers in the minority (45.8%).

AGE	f	%
20-30	10	20.8
31-40	11	22.9
41-50	18	37.5
51-60	7	14.6
61-65	2	4.2

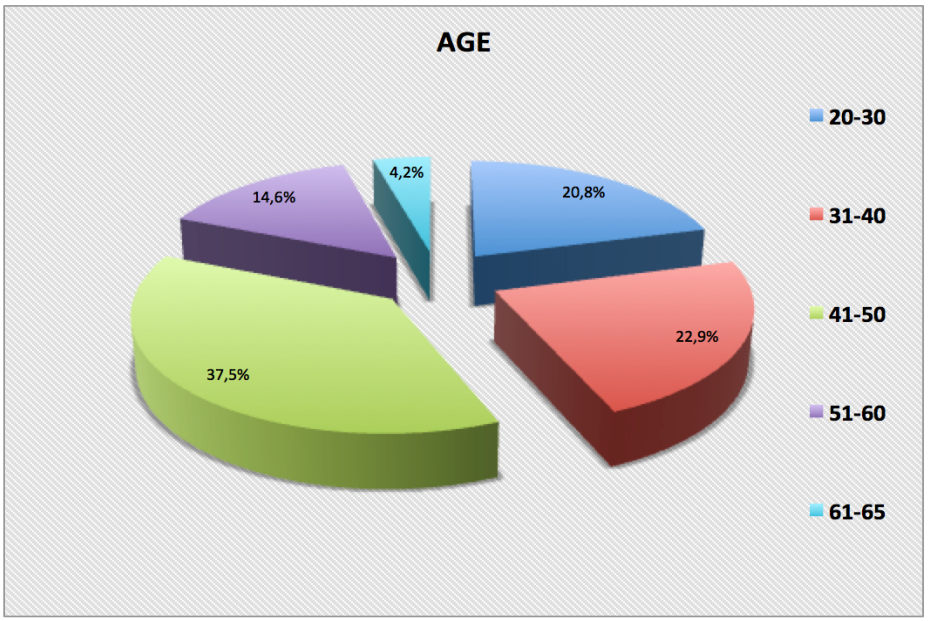


Figure 4.2: Age

As seen in Figure 4.2, the majority (37.5%) of the respondents were between the ages of 41-50 years. Ten (20.8%) were between the ages of 20-30 and two (4.2%) were between 61-65 years old.

Experience	f	%
0-5 years	12	25
6-10 years	5	10.4
11-15 years	7	14.6
16-20 years	5	10.4
More than 20 years	18	37.5
Missing	1	2.1

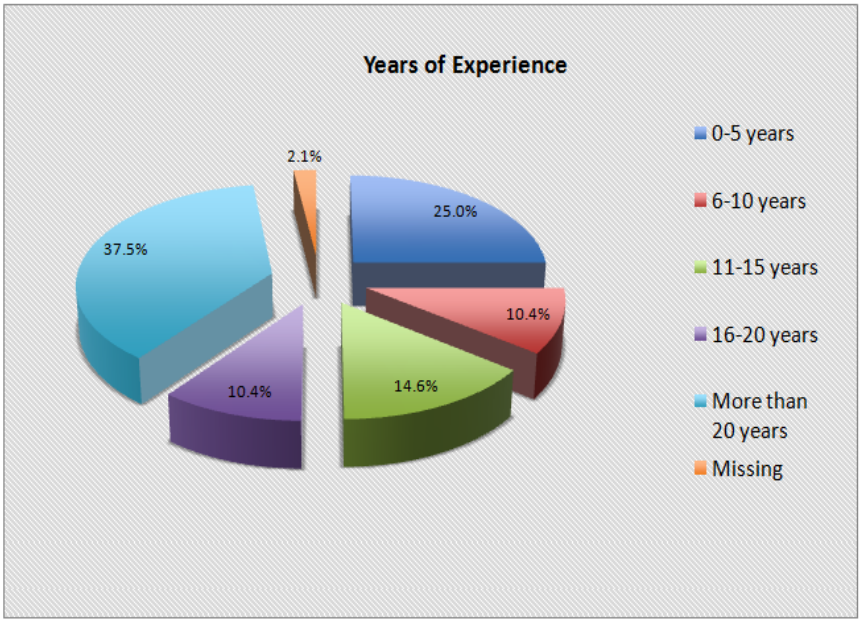


Figure 4.3: Years of experience

From Figure 4.3 it is evident that the majority of the respondents had more than 20 years' experience (37.5%). Five respondents had 6-10 years' experience and 16-20 years respectively. There was only one (2.1%) missing value.

4.2.4 Analysis of responses

Section A of the questionnaire consisted of three questions relating to the biographical information of the respondents. Section B consisted of four questions. The responses of the four questions will be analysed. The themes included: respondents' feelings regarding the CAPS training they received, the design of CAPS as applicable to their subject(s), flexible assessment in CAPS and their feelings about the prescribed time constraint of CAPS. Responses were measured on a four-point scale: strongly agree, disagree, agree and strongly disagree. The sample consisted of N=50 of which only 48 questionnaires were valid. Responses are indicated by means of frequencies and percentages. Table 4.9 presents the number of items per question.

Table 4.9: Questionnaire items

Question 4	Question 5	Question 6	Question 7
10	10	19	11

4.2.4.1 Findings for question 4

Question 4 required respondents to answer the following question: "Indicate the choice that best characterizes how you feel regarding the CAPS training provided by the Department of Education. Indicate your choice on the four-point scale by marking with an X in the appropriate block". Participants in the qualitative phase were of the opinion that the effective implementation of CAPS is dependent on how well teachers understand the curriculum and how well they are equipped, in training sessions, with the knowledge and skills to put it into practice in their unique classes. This can be seen in Theme 2 'Flexible curriculum', Category 2 'Factors hindering the flexible implementation of CAPS' Subcategory 14 of the qualitative findings (*cf.* 4.2.1.2.2.2.14). A lack of/inadequate training has also been considered a major contributing factor in the

revision and replacement process of curricula by many researchers impacting on the ability to apply a flexible curriculum (*cf.* 4.2.1.2.2.2.14) (e.g. Chisholm, 2003; Maharaj et al., 2016; Makeleni & Sethusha, 2014; Steyn et al., 2011). This was also identified as a central topic in the literature review (*cf.* 1.1; *cf.* 2.6.1.1; *cf.* 2.6.1.2; *cf.* 2.7).

This question consisted of 10 items.

Table 4.10: Question 4

4. Indicate the choice that best characterizes how you feel regarding the CAPS training provided by the Department of Education. Indicate your choice on the four-point scale by marking with an X in the appropriate block	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
4.1 The facilitator was well prepared for the session(s).	**6 (12.5%)**	**6 (12.5%)**	**34 (70.8%)**	**2 (4.2%)**
4.2 The facilitator addressed the importance of flexibility in the curriculum.	**3 (3.6%)**	**9 (18.8%)**	**32 (66.7%)**	**4 (8.3%)**
4.3 Practical examples were given on how to implement flexibility according to my learners' diverse learning needs (e.g. religion, cultural, socio-economic, ability, disability and health, etc.).	**2 (4.2%)**	**18 (37.5%)**	**23 (47.9%)**	**5 (10.4%)**
4.4 Practical examples were given on how to implement flexibility according to my learners' diverse learning styles (e.g. visual, auditory and kinesthetic).	**6 (12.5%)**	**16 (33.3%)**	**22 (45.8%)**	**4 (8.3%)**
4.5 Practical examples were given on how to implement flexibility according to my learners' different skills levels (ability to complete a task successfully).	**3 (6.3%)**	**19 (39.6%)**	**26 (54.2%)**	**0 (0%)**
4.6 Practical examples were given on how to implement flexibility according to my learners' different knowledge levels (Blooms taxonomy).	**2 (4.2%)**	**11 (22.9%)**	**29 (60.4%)**	**6 (12.5%)**
4.7 Practical examples were given on how to implement flexibility when I plan my lesson(s).	**4 (8.3%)**	**12 (25%)**	**30 (62.5%)**	**2 (4.2%)**

4.8 Practical examples were given on how to implement flexibility when I present my lesson(s).	**2 (4.2%)**	**15 (31.3%)**	**29 (60.4%)**	**2 (4.2%)**
4.9 Practical examples were given on how to implement flexibility in my assessments (summative and/or formative).	**4 (8.3%)**	**10 (20.8%)**	**31 (64.6%)**	**3 (6.3%)**
4.10 Practical examples were given on how to implement flexibility in my teaching approaches (e.g. teacher or learner centered).	**2 (4.2%)**	**10 (20.8%)**	**33 (68.8%)**	**3 (6.3%)**

Figure 4.4 is a visual representation of the findings.

Question 4 Findings	Strongly Disagree	Disagree	Agree	Strongly Agree
4.1	12,5%	12,5%	70,8%	4,2%
4.2	3,6%	18,8%	66,7%	8,3%
4.3	4,2%	37,5%	47,9%	10,4%
4.4	12,5%	33,3%	45,8%	8,3%
4.5	6,3%	39,6%	54,2%	0,0%
4.6	4,2%	22,9%	60,4%	12,5%
4.7	8,3%	25,0%	62,5%	4,2%
4.8	4,2%	31,3%	60,4%	4,2%
4.9	8,3%	20,8%	64,6%	6,3%
4.10	4,2%	20,8%	68,8%	6,3%

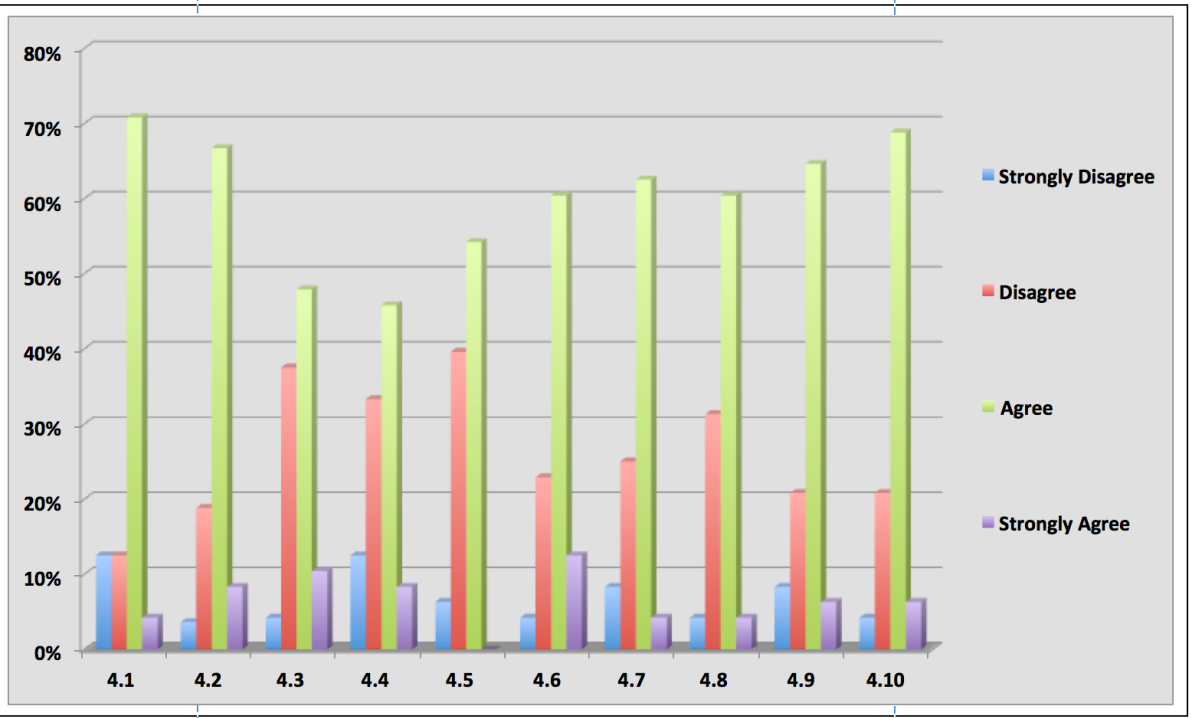


Figure 4.4: Question 4 graph

The highest response for the items in this question as depicted in Figure 4.4 is 'agree':

- Item 4.1: 34 (70.8%) agree that the facilitator was well prepared for the training
- Item 4.2: 32 (66.7%) agree that the facilitator addressed the importance of flexibility in the curriculum

- Item 4.7: 30 (62.5%) agree that practical examples were given on how to implement flexibility in the planning of lessons, and
- Item 4.10: 33 (68.8%) agree that practical examples were given on how to implement flexibility in teacher or learner-centered approaches.

The lowest responses are ‘strongly disagree’ and ‘strongly agree’:

- Item 4.3: 2(4.2%) strongly disagree that practical examples were given on how to implement flexibility according to learners’ diverse learning needs, while five (10.4%) strongly agree
- Item 4.4: 6(12.5%) strongly disagree that practical examples were given on how to implement flexibility according to learners’ different knowledge levels, while four (8.3%) strongly agree
- Item 4.9: 4(8.3%) strongly disagree that practical examples were given on how to implement flexibility in summative and/or formative assessments, while three (3.6%) strongly agree

In only one instance did zero (0%) out of the 48 respondents indicate that they ‘strongly agree’ with an item (4.5) ‘Practical examples were given on how to implement flexibility according to my learners’ different skills levels (ability to complete a task successfully)’.

4.2.4.2 Findings for question 5

Question 5 consisted of the following instruction: “Indicate the choice that best characterizes how you feel about the design of the Curriculum and Assessment Policy Statement as applicable to your subject/s. Indicate your choice on the four-point scale by marking with an X in the appropriate block” Since the central issue that was explored in this research is the flexibility of the CAPS it was important to investigate the teachers’ perspectives regarding the curriculum itself. This question therefore further explored to confirm participants’ perspectives of their views on CAPS, the prescriptive nature of CAPS, the suitability of CAPS for all subjects/learners and CAPS versus RNCS/NCS (*cf.* 4.2.1.2.1.1; *cf.* 4.2.1.2.1.2; *cf.* 4.2.1.2.2.3; *cf.* 4.2.1.2.2.4; *cf.* 4.2.1.2.2.8). The question consisted of 10 items.

Table 4.11: Question 5

5. Indicate the choice that best characterizes how you feel about the design of the Curriculum and Assessment Policy Statement as applicable to your subject/s. Indicate your choice on the four-point scale by marking with an X in the appropriate block.	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
5.1 The CAPS document is clearly formulated	**3 (6.3%)**	**7 (14.6%)**	**32 (66.7%)**	**6 (12.5%)**
5.2 The CAPS document is easy to understand.	**1 (2.1%)**	**8 (16.7%)**	**31 (64.6%)**	**8 (16.7%)**
5.3 CAPS is a flexible curriculum.	**1 (2.1%)**	**11 (22.9%)**	**35 (72.9%)**	**1 (2.1%)**
5.4 There is too much content to be taught in the CAPS curriculum.	**3 (6.3%)**	**16 (33.3%)**	**17 (35.4%)**	**12 (25%)**
5.5 CAPS is appropriate for the cognitive level of the learners in my class.	**8 (16.7%)**	**9 (18.8%)**	**30 (62.5%)**	**1 (2.1%)**
5.6 CAPS is appropriate for the diverse learning styles (e.g. visual, auditory and kinesthetic) of the learners in my class.	**1 (2.1%)**	**16 (33.3%)**	**28 (58.3%)**	**3 (6.3%)**
5.7 CAPS is relevant for the diverse learning needs (e.g. religion, cultural, socio-economic, ability, disability and health, etc.) of my learners.	**2 (4.2%)**	**14 (29.2%)**	**28 (58.3%)**	**4 (8.3%)**
5.8 CAPS is relevant for the different skills levels (e.g. ability to complete a task successfully) of my learners.	**1 (2.1%)**	**16 (33.3%)**	**28 (58.3%)**	**3 (6.3%)**
5.9 CAPS is relevant for the different knowledge levels (e.g. blooms taxonomy) of my learners.	**1 (2.1%)**	**8 (16.7%)**	**35 (72.9%)**	**4 (8.3%)**
5.10 CAPS is an improvement on the previous Revised National Curriculum Statements (RNCS) and National Curriculum Statements (NCS).	**3 (6.3%)**	**6 (12.5%)**	**31 (64.6%)**	**8 (16.7%)**

Question 5 Findings	Strongly disagree	Disagree	Agree	Strongly agree
5,1	6,3%	14,6%	66,7%	12,5%
5,2	2,1%	16,7%	64,6%	16,7%
5,3	2,1%	22,9%	72,9%	2,1%
5,4	6,3%	33,3%	35,4%	25,0%
5,5	16,7%	18,8%	62,5%	2,1%
5,6	2,1%	33,3%	58,3%	6,3%
5,7	4,2%	29,2%	58,3%	8,3%
5,8	2,1%	33,3%	58,3%	6,3%
5,9	2,1%	16,7%	72,9%	8,3%
5.10	6,3%	12,5%	64,6%	16,7%

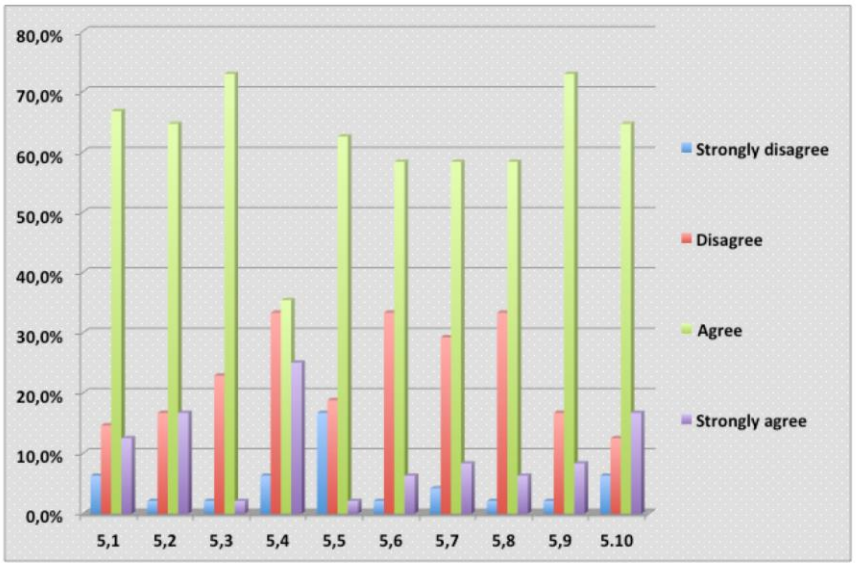


Figure 4.5: Question 5 graph

Figure 4.5 illustrates that the highest response for the items in this question 'agree':

- Item 5.1: 32(66.7%)
- Item 5.4: 17 (35.4%)
- Item 5.9: 35(72.9%)
- Item 5.10: 31(64.6%)

The second highest response is 'disagree' which is evident in items 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9 and 5.10.

35 (72.9%) respondents indicated that 'CAPS is a flexible curriculum' (question 5.3) and 35 (72.9%) indicated that 'CAPS is relevant for the different knowledge levels as depicted in Blooms taxonomy'. This is followed by 'strongly agree' for items 5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 5.9 and 5.10. The lowest response for question 5 was 'strongly disagree';

- Item 5.5: one (2.1%) of respondents indicated that CAPS is appropriate for the cognitive level of the learners in their classes.

- Item 5.6: three (6.3%) of respondents indicated that CAPS is appropriate for the diverse learning styles (e.g. visual, auditory and kinesthetic) of the learners in their classes.

4.2.4.3 Findings for question 6

Respondents were required to answer the following question: "Indicate the choice that best characterizes how you feel about flexible assessment in the CAPS. Indicate your choice on the four-point scale by marking with an X in the appropriate block". The qualitative findings (Theme 2; Subcategory 6, 7, 8, and 12) indicated a concern amongst participants regarding the possibility of adapting assessment to fit the needs and abilities of all learners (*cf.* 4.2.1.2.2.2.6; *cf.* 4.2.1.2.2.2.7; *cf.* 4.2.1.2.2.2.8). In addition, a curriculum that allows for assessment to have an even weighting of practical and theoretical sections, i.e. a 'skills-driven curriculum' (*cf.* 4.2.1.2.2.3.5) was also explored in item 6.17. The importance of assessment that is reflective of diverse learning needs is emphasised throughout the literature and in policy, such as EWP6 (*cf.* 2.4.2.7). The question consisted of 19 items.

Table 4.12: Question 6

6. Indicate the choice that best characterizes how you feel about flexible assessment in the CAPS. Indicate your choice on the four-point scale by marking with an X in the appropriate block	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
6.1 I am able to take all my learners' diverse learning needs (e.g. religion, cultural, socio-economic, ability, disability and health, etc.) into consideration when I plan an assessment task.	**4 (8.3%)**	**10 (20.8%)**	**30 (62.5%)**	**4 (8.3%)**
6.2 I am able to take all my learners' diverse learning styles (e.g. visual, auditory and kinesthetic), into consideration when I plan an assessment task.	**6 (12.5%)**	**19 (39.6%)**	**23 (47.9%)**	**0 (0%)**
6.3 CAPS has less required assessment tasks as oppose to previous curriculums (NCS/ RNCS).	**7 (14.6%)**	**19 (39.6%)**	**21 (43.8%)**	**1 (2.1%)**

6.4. CAPS has more required assessment tasks as oppose to previous curriculums (NCS/ RNCS).	**3 (6.3%)**	**14 (29.2%)**	**28 (58.3%)**	**3 (6.3%)**
6.5 My classroom assessment activities are reflective of my learners' diverse learning styles (e.g. visual, auditory and kinesthetic).	**4 (8.3%)**	**13 (27.1%)**	**31 (64.6)**	**0 (0%)**
6.6 My classroom assessment activities are reflective of my learners' diverse learning needs (e.g. religion, cultural, socio-economic, ability, disability and health, etc.).	**1 (2.1%)**	**14 (29.2%)**	**33 (68.8%)**	**0 (0%)**
6.7 My classroom assessment activities are reflective of my learners' different skills levels (ability to complete a task successfully).	**3 (6.3%)**	**12 (25%)**	**32 (66.7%)**	**1 (2.1%)**
6.8 My classroom assessment activities are reflective of my learners' different knowledge levels (Blooms taxonomy).	**1 (2.1%)**	**8 (16.7%)**	**36 (75%)**	**3 (6.3%)**
6.9 My homework assignments are reflective of my learners' diverse learning styles (e.g. visual, auditory and kinesthetic).	**4 (8.3%)**	**16 (33.3%)**	**26 (54.2%)**	**2 (4.2%)**
6.10 My homework assignments are reflective of my learners' diverse learning needs (e.g. religion, cultural, socio-economic, ability, disability and health, etc.).	**3 (6.3%)**	**16 (33.3%)**	**29 (60.4%)**	**0 (0%)**
6.11 My homework assignments are reflective of my learners' different skills levels (ability to complete a task successfully).	**3 (6.3%)**	**13 (27.1%)**	**29 (60.4%)**	**3 (6.3%)**
6.12 My homework assignments are reflective of my learners' different knowledge levels (blooms taxonomy).	**2 (4.2%)**	**9 (18.8%)**	**32 (66.7%)**	**5 (10.4%)**
6.13 My summative assessments are reflective of my learners' diverse learning styles (e.g. visual, auditory and kinesthetic).	**4 (8.3%)**	**11 (22.9%)**	**28 (58.3%)**	**5 (10.4%)**
6.14 My summative assessments are reflective of my learners' diverse learning needs (e.g. religion, cultural, socio-economic, ability, disability and health, etc.).	**2 (4.2%)**	**12 (25%)**	**32 (66.7%)**	**2 (4.2%)**
6.15 My summative assessments are reflective of my	**2**	**9**	**32**	**5**

learners' different skills levels (ability to complete a task successfully).	**(4.2%)**	**(18.8%)**	**(66.7%)**	**(10.4%)**
6.16 My summative assessments are reflective of my learners' different knowledge levels (Bloom's Taxonomy).	**3 (6.3%)**	**4 (8.3%)**	**36 (75%)**	**5 (10.4%)**
6.17 CAPS allows me to plan alternative assessments (concessions) for learners who experience barriers to learning.	**4 (8.3%)**	**18 (47.5%)**	**21 (43.8%)**	**5 (10.4%)**
6.18 I am allowed to choose the number of formative assessment tasks according to my learners' academic progress	**7 (14.6%)**	**21 (43.8%)**	**17 (35.4%)**	**3 (6.3%)**
6.19 CAPS allows me to plan for an even weighting of practical and theoretical assessments.	**3 (6.3%)**	**16 (33.3%)**	**26 (54.2%)**	**3 (6.3%)**

The highest number of responses for question 6 is 'agree' (Figure 4.6). The second highest response is 'disagree' followed by 'strongly disagree' and 'strongly agree'. In five instances the responses for 'strongly disagree' and 'strongly agree' are equal:

- Item 6.1: four (8.3%)
- Item 6.4: three (6.3%)
- Item 6.11: three (6.3%)
- Item 6.14: two (4.2%)
- Item 6.19: three (3.6%)

There are four instances where zero (0%) respondents indicate 'strongly agree': items 6.2, 6.5, 6.6 and 6.10.

Question 6 Findings	Strongly disagree	Disagree	Agree	Strongly agree
6,1	8,3%	20,8%	62,5%	8,3%
6,2	12,5%	39,6%	47,9%	0,0%
6,3	14,6%	39,6%	43,8%	2,1%
6,4	6,3%	29,2%	58,3%	6,3%
6,5	8,3%	27,1%	64.6%	0,0%
6,6	2,1%	29,2%	68,8%	0,0%
6,7	6,3%	25,0%	66,7%	2,1%
6,8	2,1%	16,7%	75,0%	6,3%
6,9	8,3%	33,3%	54,2%	4,2%
6.10	6,3%	33,3%	60,4%	0,0%
6,11	6,3%	27,1%	60,4%	6,3%
6,12	4,2%	18,8%	66,7%	10,4%
6,13	8,3%	22,9%	58,3%	10,4%
6,14	4,2%	25,0%	66,7%	4,2%
6,15	4,2%	18,8%	66,7%	10,4%
6,16	6,3%	8,3%	75,0%	10,4%
6,17	8,3%	47,5%	43,8%	10,4%
6,18	14,6%	43,8%	35,4%	6,3%
6,19	6,3%	33,3%	54,2%	6,3%

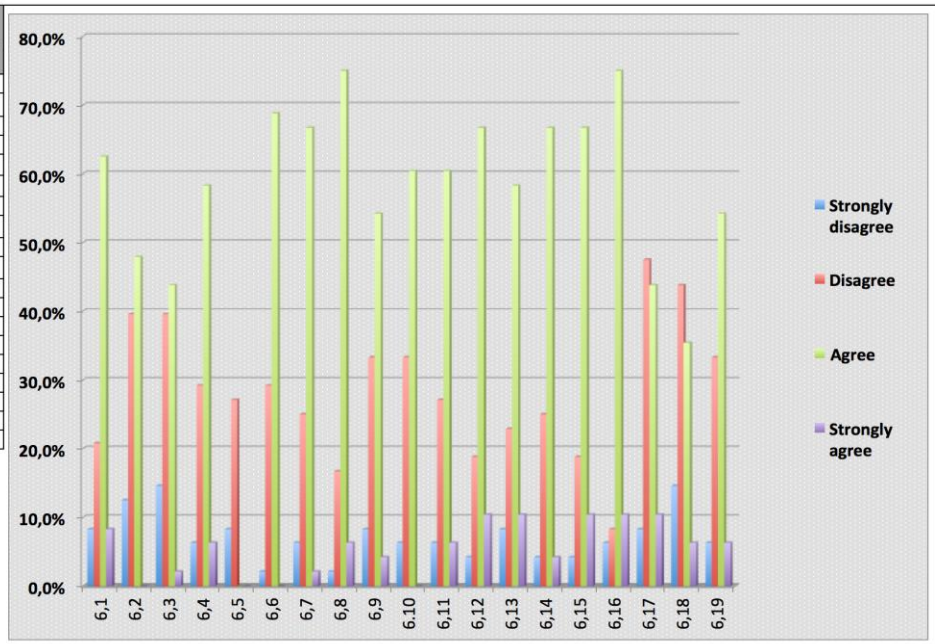


Figure 4.6: Question 6 graph

4.2.4.4 Findings for question 7

The question asked was: “Indicate the choice that best characterizes how you feel about the prescribed time constraint of CAPS (curriculum coverage). Indicate your choice on the four-point scale by marking with an X in the appropriate block”. Question 7 was included in the questionnaire to further explore Theme 2; subcategory 15 (*cf.* 4.2.1.2.2.2.15). In this subcategory, participants shared their perspectives regarding time as a hindrance for effective teaching, learning and assessment which was also stressed mentioned in the interviews. This was also identified as a key challenge in the implementation of the CAPS in other research (*cf.* 2.4.2.4; *cf.* 2.7) (e.g. Mlambo, 2014; Makgato & Mji, 2006). For this reason, it was deemed essential to get an indication of how big a constraint time is in realising the flexible implementation of CAPS.

The question consisted of 11 items.

Table 4.13: Question 7

7. Indicate the choice that best characterizes how you feel about the prescribed time constraint of CAPS (curriculum coverage). Indicate your choice on the four-point scale by marking with an X in the appropriate block	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
7.1 The CAPS allows me to work according to my learners' pace of learning.	**15 (31.3%)**	**23 (47.9%)**	**10 (20.8%)**	**0 (0%)**
7.2 I spend less time on planning for lessons since the CAPS provides a prescriptive framework.	**6 (12.5%)**	**16 (33.3%)**	**20 (41.7%)**	**6 (12.5%)**
7.3 I have adequate time to complete the syllabus.	**10 (20.8%)**	**19 (39.6%)**	**19 (39.6%)**	**0 (0%)**
7.4 I have adequate time to teach my planned lesson.	**10 (20.8%)**	**16 (33.3%)**	**22 (45.8%)**	**0 (0%)**
7.5 I have adequate time to allow my learners to complete planned activities.	**7 (14.6%)**	**19 (39.6%)**	**22 (45.8%)**	**0 (0%)**
7.6. I have adequate time to allow my learners to complete formative assessment tasks	**3 (6.3%)**	**17 (35.4%)**	**28 (58.3%)**	**0 (0%)**
7.7 I have adequate time to administer tests/exams.	**4 (8.3%)**	**7 (14.6%)**	**36 (75%)**	**1 (2.1%)**
7.8 I have adequate time to offer learning support to learners who experience difficulties in my subject.	**10 (20.8%)**	**24 (50%)**	**14 (29.2%)**	**0 (0%)**
7.9 I have adequate time to assess my learners' homework.	**3 (6.3%)**	**24 (50%)**	**21 (43.8%)**	**0 (0%)**
7.10 I have adequate time to provide feedback on assessment tasks	**4 (8.3%)**	**14 (29.2%)**	**30 (62.5%)**	**0 (0%)**
7.11 I spend most of my time on administrative duties (e.g. planning, marking and recording, etc.).	**2 (4.2%)**	**15 (31.3%)**	**18 (37.5%)**	**13 (27.1%)**

Question 7 Findings	Strongly disagree	Disagree	Agree	Strongly agree
7,1	31,3%	47,9%	20,8%	0,0%
7,2	12,5%	33,3%	41,7%	12,5%
7,3	20,8%	39,6%	39,6%	0,0%
7,4	20,8%	33,3%	45,8%	0,0%
7,5	14,6%	39,6%	45,8%	0,0%
7,6	6,3%	35,4%	58,3%	0,0%
7,7	8,3%	14,6%	75,0%	2,1%
7,8	20,8%	50,0%	29,2%	0,0%
7,9	6,3%	50,0%	43,8%	0,0%
7.10	8,3%	29,2%	62,5%	0,0%
7,11	4,2%	31,3%	37,5%	27,1%

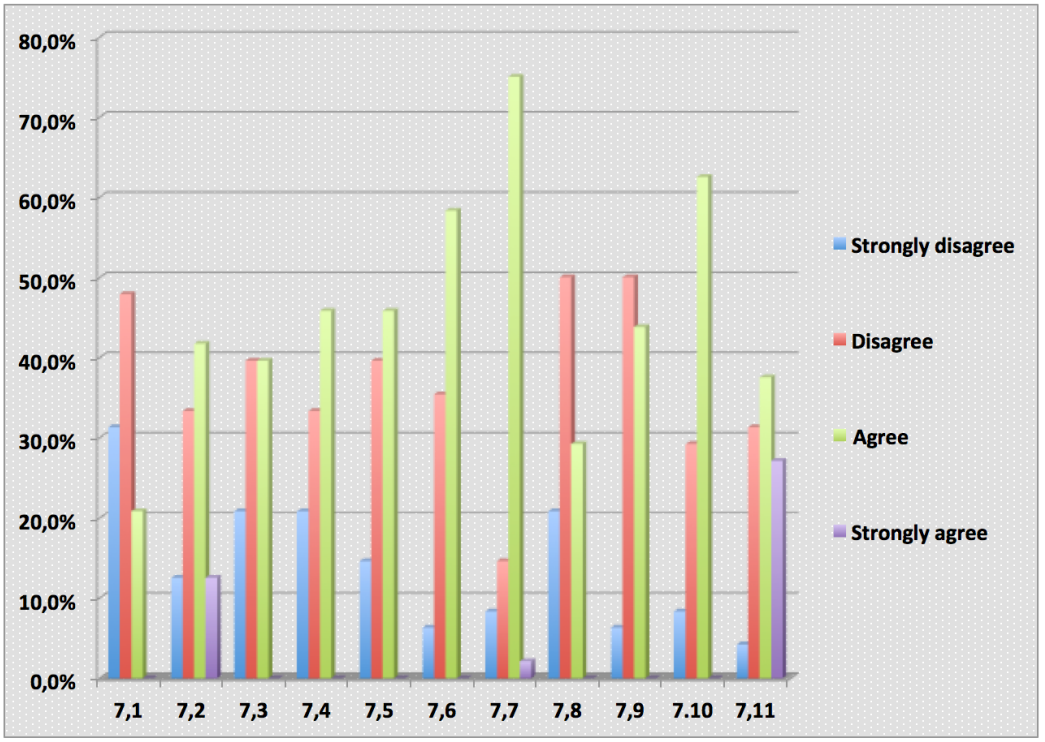


Figure 4.7: Question 7 graph

Figure 4.7 illustrates that the highest response indicated by the respondents is 'agree'. Followed by 'disagree', 'strongly disagree' then 'strongly agree'. Item 7.2 has the same response for 'disagree' and 'agree'; 19 (39.6%).

'Strongly disagree' has zero (0%) responses for items 7.1, 7.3, 7.4, 7.5, 7.6, 7.8, 7.9 and 7.10. In the next section the findings of both phases will be interpreted and discussed

4.3 Interpretation and discussion of integrated findings

The findings of the initial phase were derived from data collected by means of individual interviews and document analysis. Based on the findings of the literature review, the document analysis and the interviews, a Likert-scale questionnaire was developed

which consisted of two sections: Section A and Section B. The findings of both phases are integrated in the discussion that follows.

Please note that the results of the four categories will be collapsed in the discussion. The total percentage of the 'strongly agree' and 'agree' categories will be given, as well as the total percentage of the 'strongly disagree' and 'disagree' categories. Consequently, reference will be made to the negative and positive opinions only for the purpose of the discussion.

4.3.1 Biographical background of both phases

Based on the biographical information of the qualitative and quantitative phases it seems that the ages of the participants and respondents ranged between 20 and 65 years. Years of experience included from 0 years to more than 20 years in both phases. Based on this data it can be assumed that the participants and respondents had enough life and professional experience to make valuable, as well as a valid, contribution to the research. A variety of subjects was also presented in this study which ensured that the perspectives on the CAPS ranged from a broad curriculum background.

4.3.2 CAPS Curriculum

It has been derived from the literature review that in an inclusive education system, such as South Africa's, as much as a curriculum should be representative of a country's history, vision, mission and economical goals, it should equally be sensitive to the diverse learning styles, needs and support required by its learners to achieve successful learning and development through a flexible curriculum (UNESCO, 2000). Furthermore, its design, format and implementation must be easily understood and applicable for all learners irrespective of who they are, what they are able to do, what their disabilities are or where the school is situated (*cf.* 2.3). Participants in the qualitative phase defined the CAPS as a single and comprehensive policy document that outlines the content for each grade, which is also how it is described in policy documents (DBE, 2011e) (*cf.* 1.5.1; *cf.* 2.7; *cf*. 4.2.1.2.1.1). However, although Steyn et al. (2011) state that the CAPS was introduced to enhance the quality of teaching and learning, most participants questioned this as they constantly reiterated their concern about the content-driven and

prescriptive nature of CAPS (*cf.* 4.2.1.2.1.1). In addition, participants and respondents concur with literature that CAPS is not a new curriculum, but rather a revised version of NCS/RNCS (*cf.* 4.2.1.2.1.2) (Grussendorff, Booyse & Burroughs, 2014). This means that the same education principles, such as inclusivity and flexibility, have been incorporated throughout and are therefore regarded by policymakers as fundamental principles of a curriculum.

4.3.3 Flexible curriculum

In their description of a flexible curriculum, in the first qualitative phase, participants depicted a curriculum that would 'include' all learners. This implies a curriculum that would be tailor-made to accommodate for the diverse learning needs, styles and backgrounds of learners (*cf.* 4.2.1.2.2). This concurs with literature which fundamentally views a flexible curriculum as a curriculum that can be altered to accommodate the learning needs of a diverse population of learners (*cf.* 2.4.2) (Austin & Starkey, 2016; Muthukrishna & Schoeman, 2000; UNESCO, 2000). A curriculum of this nature will allow teachers to address barriers that deter learners' learning and use various strategies to engage all learners in the teaching and learning situation (*cf.* 4.2.1.2.2; *cf.* 4.2.1.2.2.3.2; *cf.* 4.2.1.2.2.3.3; *cf.* 2.4.2.6) (DoE, 2001; Ekins & Grimes, 2009; Lee, 2009).

With regard to the view on the flexibility of the CAPS, a contradiction was noted between the quantitative and qualitative findings. A large percentage of the respondents in the quantitative phase, namely 75%, 'agreed' and 'strongly agreed[4]' that they believe that CAPS is a flexible curriculum (see question 5.3; *cf.* 4.2.4.2). However, in the first qualitative phase many of the participants stated that they do not consider CAPS as a flexible curriculum (*cf.* 4.2.1.2.1.1). Although there is no palpable clarification for this, a possible reason could be that most of the respondents in the quantitative phase did not

[4] Please note that the results of the four categories will be collapsed in the discussion. The total percentage of the 'strongly agree' and 'agree' categories will be given, as well as the total percentage of the 'strongly disagree' and 'disagree' categories. Consequently, reference will be made to the negative and positive opinions only for the purpose of the discussion.

have an in-depth understanding of what the concept flexible curriculum entails. Nevertheless, the findings of the follow-up options (question 5.4 to 5.9) which address features of the flexibility of a curriculum (*cf.* 2.4.2) in fact showed that many respondents have problems with the CAPS as being implemented as a flexible curriculum (*cf.* 4.2.4.2).

The participants of the qualitative phase pinpointed a number of contextual and systemic factors that they believe influence the planning and implementation of a curriculum, which necessitates a flexible approach, namely: number of learners in classrooms, a strict syllabus, administrative workload, under-resourced, context of the school, type of learners, illiteracy levels of learners, learner abilities, LoLT, parental involvement, social issues, rigidness, support, limited time and pass percentages (*cf.* 4.2.1.2.2.2).

Overcrowded classrooms have been identified in several research studies as an obstacle to learning that result in teachers not being able to attend to all learners' needs adequately (*cf.* 2.7) (e.g. Du Plessis et al., 2009; Johnstone, 2011). Participants felt that their learners were being disadvantaged daily due to the fact that the teacher to learner ratio was (is) as high as 1:45-50 learners (*cf.* 4.2.1.2.2.2.1). They mentioned that it is therefore simply impossible to attend to all the learners considering the numerous additional issues teachers are forced to deal with, such as poor learner discipline (*cf.* 4.2.1.2.2.2.1). This was further corroborated by three respondents in the quantitative phase, where they asserted in the open comments that class volumes impact negatively on quality education (*cf.* 4.2.1.2.2.2.1).

A focal point of the CAPS is outlining very specific content to be covered every day for each grade (*cf.* 2.7) (*cf.* 4.2.1.2.2.2.2). Participants in the qualitative phase were notably frustrated and concerned when they made mention of the strict and prescriptive nature of the curriculum and described CAPS as too content driven (*cf.* 4.2.1.2.2.2.2). This is reiterated by 60.4% respondents in the quantitative phase who agreed and strongly agreed that CAPS has too much content (*cf.* 4.2.4.2). The aim of any curriculum in an inclusive education system should be to meet the diverse learning needs of its population (UNESCO, 1994). Yet, participants, in agreement with many of the

respondents, felt that the CAPS (DBE, 2011) has very specific required content to be covered each day making it literally impossible for them to deviate from the enormous scope of work set out in the document (cf. 4.2.1.2.2.2.2). They felt that it makes it impossible to ensure that every learner is able to master the prescribed content, knowledge and skills (*cf.* 4.2.1.2.2.2.2; *cf.* 4.2.1.2.2.2.8). Other research studies (e.g. Moodley, 2013; Wahl, 2017; Payne-Van Staden, 2015) validate this finding and also affirm that teachers experience the CAPS as too restrictive and prescriptive, not allowing adequate opportunity to support and assist learners who struggle to keep up with the requirements and pace of the curriculum. In the context of this discussion it is important to note an anomaly where a large percentage (77%) of respondents in the quantitative phase 'agreed' and 'strongly agreed' that CAPS allow them to plan alternative assessments (concessions) for learners who experience barriers to learning (see question 6.17). The reason for this could be that assessment policies (DBE, 2012b) grant learners with disabilities the opportunity to apply for examination concessions.

Prior to the inception of NCS/RNCS, a recommendation was made by the review committee to lessen the workload of teachers to enable them to focus more on the quality of teaching and learning (Chisholm, 2003) amongst others. This recommendation was made again when the NCS/RNCS was evaluated by UMALUSI and was supposed to get serious attention when CAPS was implemented (Longman, 2013; Moodley, 2013; Steyn et al., 2011; Grussendorff et al., 2014). However, some participants in the qualitative phase strongly emphasised that they still experience a "heavy workload" (*cf.* 4.2.1.2.2.2.3). A percentage of 64.8% of the respondents shared the same sentiment by 'agreeing' or 'strongly agreeing'. In addition to many normal administrative duties, one key matter that was identified in both phases, which relates to this finding, is the required number of assessment tasks. It is reported by the respondents (64.6% 'agreed' and 'strongly agreed') that CAPS has more assessment tasks than that of the previous curriculum which adds to the marking load of teachers (*cf.* 4.2.4.3). This seems to make it even more difficult for the teachers to focus on what they believe is their core responsibilities of teaching and providing support (*cf.* 4.2.1.2.2.2.3) (Chisholm, 2003).

Inadequate resources, such as computers, printers, a playground and assembly hall were mentioned as a challenge to teach effectively (*cf.* 4.2.1.2.2.2.4) and ultimately makes it increasingly difficult to practice inclusivity. This aspect was already identified in EWP6 (DoE, 2001) as a key strategy to be addressed in order to ensure successful inclusion, which seems to still not be addressed fully. Research done by Maharaj et al. (2016) confirm that the implementation of CAPS was not effective due to a lack of resources, qualified teachers and a lack of support from the DBE.

In the qualitative phase, the participants specified that they consider that the geographic location of a school impacts on the type of learning needs of learners, the type of support they will need and the availability of resources. These findings suggest that different schools face different problems and are faced with different conditions within which they must teach. For this reason, they declared that it cannot be expected that one concise curriculum can possibly be implemented in the same way in every school, nor can it be expected that it will have the same successes (*cf.* 4.2.1.2.2.2.5).

A curriculum that is inclusive of all has become a global agenda. This implies that a flexible curriculum must be implemented in order to accommodate diverse learning needs (Nel et al., 2016; UNESCO, 2014, 2016; DoE, 2001). This principle was also reflected in the participants' responses which described inclusive education as 'changing attitudes, behaviour, teaching methods, curricula and environment to meet the needs of all learners (*cf.* 4.2.1.2.2.3.1; *cf.* 4.2.1.2.2.3.2; *cf.* 4.2.1.2.2.3.3; *cf.* 4.2.1.2.2.3.4; *cf.* 4.2.1.2.2.3.5; *cf.* 4.2.1.2.2.3.6). However, participants highlighted throughout the interviews that the CAPS do not fully provide for the educational needs of all learners. Conversely, a considerable number of respondents in the quantitative phase appear to feel that CAPS is appropriate for the cognitive levels of their learners (64.6% 'agree' and 'strongly agree'), as well as the diverse learning styles and needs (58% 'agreed') (see question 5.5. and 5.10). It is very difficult to provide clarification for this contradiction, since other research (e.g. Wahl, 2017; Payne-Van Staden, 2015; Nel et al., 2014) also found that teachers struggle to apply the CAPS in such a way that it accommodates the large diversity in their classrooms. It could be a contextual reason

(i.e. the environment where the schools are situated). Consequently, this phenomenon needs to be investigated further.

The illiteracy levels of learners were also perceived as a very challenging matter to the participants, especially considering the school level (secondary school level) where it is discovered (*cf.* 4.2.1.2.2.2.7). They believe that this impedes learners' ability to grasp content knowledge even further (*cf*. 4.2.1.2.2.2.7).

Many participants in the qualitative phase mentioned the limited language proficiency of the learners, because they are not learning in their mother tongue (*cf.* 4.2.1.2.2.2.9). Many of these learners are learning in English as LoLT which is their second, third, or even fourth language (Nel & Nel, 2016) resulting in learning difficulties. Participants feel that the education system is not doing enough to ensure that all learners are taught in whichever language they are proficient in which exacerbates learning disabilities (*cf.* 4.2.1.2.2.2.9). In a study conducted by Mtimkhulu (2012), she found that secondary school teachers surmise that if learners are taught in their mother tongue, they will perform better. Prinsloo (2013) affirms that learner failure will persist unless their medium of instruction is in accordance with their mother tongue.

It was reported by the participants that social problems, as a result of the low socio-economic area where the schools are located, impact negatively on the learners' learning as they cannot balance the responsibilities of both school and whichever additional social issues they have to deal with. Parenthood at a young age, teenage pregnancies, as well as drug and alcohol abuse were among the specific issues that participants mentioned (*cf.* 4.2.1.2.2.2.11). South Africa continues to be a country where poverty, and resultant social problems are serious challenges in providing quality education (Bayat, Louw & Rena, 2014; Spaull, 2014).

Teacher autonomy was regarded by the participants as an important feature of a flexible curriculum, i.e. allow teachers the freedom to decide how they will teach, assess and provide support in accordance to the unique needs and abilities of their learners. However, participants reported that they do not experience this autonomous freedom (*cf.* 4.2.1.2.2.2.12). Participants also felt that the way in which they are required to

implement the CAPS does not allow them to teach how they see fit in accordance to their unique classrooms, which results in them feeling that their intelligence and ability to do what is best for their learners are underestimated (*cf.* 4.2.1.2.2.2.12). An example of this lack of teacher autonomy can be seen in the quantitative phase (see Question 6.18), where the respondents were asked to reflect on the freedom to choose the number of assessment tasks according to their learners' academic progress. More than half (58.4%) of these respondents 'disagreed' and 'strongly disagreed' with the statement (*cf.* 4.2.4.3). The McKinsey 2010 report (Mourshed, Chijioke & Barber, 2010) asserted that teachers should be seen as the solution to the current education crisis and must therefore be enabled to nurture and develop learners to their full potential. If teachers are allowed to act as agents of change and consequently allowed free will to creatively implement curricula it could increase learner involvement and eventually attainment (Payne-Van Staden, 2015). Support, in most instances, was identified by many participants in the qualitative phase as the teaching and learning resources provided by the schools, as well as the assistance of Heads of Departments (HODs) at schools and the district office (*cf.* 4.2.1.2.2.2.13). They felt that the HODs and district should provide more intervention programmes and teacher training (*cf.* 4.2.1.2.2.2.14). These participants affirmed that they believe support played a vital role in reaching all learners through the curriculum (*cf.* 4.2.1.2.2.2.13). Makhalemele and Nel (2016), as well as Nel, Nel and Lebeloane (2016) confirm that all relevant stakeholders (such as teachers, parents and district officials) need to work together in order to support learners who experience learning difficulties. In this study, some participants did report that they experienced teachers working cooperatively with one another, their HODs and the district office in an attempt to achieve inclusive education (*cf.* 4.2.1.2.2.2.13).

Adequate training for teachers to successfully implement a flexible curriculum in an inclusive education environment is a critical requirement (Sayed & Ahmed, 2015; Badugela, 2012; Mourshed et al., 2012; DoE, 2001). In the qualitative phase, as well as in the comment section of the questionnaire, a few participants and four respondents noted strong opinions about the importance of teacher training and it was generally described as not sufficient, practical or beneficial. Yet, with regard to training on CAPS the findings of the quantitative results showed that the respondents (75% 'agreed' and

'strongly agreed') felt that the facilitators were generally well-prepared (*cf.* 4.2.4.1) and they highlighted the importance that flexibility plays in the curriculum (66.7% 'agreed' and 'strongly agreed') (*cf.* 4.4.3.5). It is however notable that 22.4% of the respondents 'disagreed' and 'strongly disagreed' that the importance of flexibility was addressed during training (*cf.* 4.2.4.1).

Concerning practical examples during training on the CAPS, a large percentage of the respondents in the quantitative phase indicated that this was not adequate (see Table 4.10). These practical examples relate to diverse learning needs and styles, different skills and knowledge levels, planning and presenting lessons, assessment and teaching approaches (*cf.* 4.2.4.1). This could be as a result of training being predominantly theoretical where the facilitator only explained the CAPS documents and little to no reference was made to practical examples that teachers can implement in their different classes. Mitchell (2013) affirms that professional development should be a process whereby the teacher acquires or enhances the skills, knowledge and/or attitudes for improved practice.

Adequate time for teaching and supporting learners stood out as problematic in both phases. Policy, i.e. the Programme and the Promotional Requirements of the National Curriculum Statement Grades R-12, prescribes 35 hours of school time per week of which 7 hours per day is dedicated towards teaching and learning processes (*cf.* 4.4.1.4) (DBE, 2011b). During this time teachers are expected to execute lessons, assessments, do administrative tasks and provide support where needed (DBE, 2011b). Yet, participants in the qualitative phase were very vocal in articulating their feelings and experiences regarding time available to complete the curriculum. Many felt that there was simply not enough time in a school day to accomplish all that is expected from them (i.e. teach, complete planned activities, administer assessments and provide support) (*cf.* 4.2.1.2.2.2.15). They felt that there are numerous other issues that impact on their teaching and learning time, e.g. late coming and discipline issues of learners and should therefore be considered when time restrictions are placed on them to complete the curriculum (*cf.* 4.2.1.2.2.2.15). This finding was confirmed in the quantitative phase where 60.4% of the respondents 'disagreed' and 'strongly disagreed'

that they have adequate time to execute lessons (*cf.* 4.4.3.4). In addition, 70.8% 'disagreed' and 'strongly disagreed' that they have adequate time to provide learning support for learners who may experience learning problems (*cf.* 4.4.3.4). Time was further noted as problematic according to 60.4% who 'strongly disagreed' and 'disagreed' that adequate time is available to complete the syllabus (*cf.* 4.4.3.4). EWP6 regards the prescribed time available to complete the curriculum as one of the factors that can hinder effective teaching and learning (DoE, 2001). Concerning adequate time to plan for lessons, 54.2% of the respondents 'agreed' and 'strongly agreed' that they spend less time planning for lessons as a result of CAPS' prescriptive nature (*cf.* 4.4.3.5). This implies that they cannot plan in a flexible manner, yet lessons should be planned to include all learners (*cf.* 2.4.2.6.3). Furthermore, it was noted that most (54.1%) respondents 'strongly disagreed' and 'disagreed' that enough time is available for teaching planned lessons (*cf.* 4.4.3.5) and 54,2% of the respondents 'disagreed' and 'strongly disagreed' that they have enough time to complete planned activities (*cf.* 4.4.3.5). These findings substantiate that the notional time for teaching and learning appears to be simply not enough to complete the curriculum for the majority of the respondents, be flexible to meet diverse learning needs, and provide support to learners. Research done by De Jager (2013) also found that time seems to be a serious concern for teachers to accommodate diverse learning needs. With regard to assessment activities, 45.8% of the respondents 'agreed' that adequate time is available for the completion of formative assessments (*cf.* 4.4.3.5), and 75% 'agreed' that enough time is available for administering formal tests (*cf.* 4.4.3.5). This could be because formal assessments are normally completed in class during a set time in school hours (DBE, 2011). Teachers therefore do not need to set aside extra time to administer tests and examinations.

The promotional requirements for each grade and phase is contained in the National Policy Pertaining to the Programme and Promotional Requirements of the National Curriculum Statement Grades R-12 (DBE, 2012b). Some of the participants in the qualitative phase stated their dissatisfaction with the promotional practices (30% pass requirement for some subjects) that they are reportedly forced to carry out on instruction from their principals and the departmental officials (*cf.* 4.4.1.2.2.16). Two participants

added that principals and departmental officials are too concerned with the pass rates (how many learners pass) and not the quality of passes (how well they pass) (*cf.* 4.2.1.2.2.2.16). As a result of these practices, participants declared that many learners seem to aim for the minimum pass requirement and make little to no effort to perform better. In the DBE annual report for 2010/11, it was noted that the focus on the quantity of passes and not the quality of passes is a concern that needs to be addressed and revisited in all schools (DBE, 2011a). However, based on the above findings it still appears to remain unchanged.

Two respondents wrote in the open-ended comments of the questionnaire that learners are being disadvantaged as a result of many of them being 'progressed' by the school and department to the next grade in spite of their failure to meet the promotional requirements of the previous grade (*cf.* 4.2.1.2.2.2.16). In the qualitative phase, participants also indicated that the department then expects these learners to acquire the necessary knowledge and skills in the new grade, while they failed to meet the minimum requirements of the previous grade, and still succeed academically (*cf.* 4.2.1.2.2.2.16). They feel that this is sometimes very difficult for them and consequently lessens the learners' chances at completing their school career (*cf.* 4.2.1.2.2.2.15). This finding is further substantiated where respondents (58.4% 'disagreed' and 'strongly disagreed') indicated that they are not able to choose the number of formative assessment tasks in accordance to learners' academic progress (*cf.* 4.2.4.3).

Despite the numerous challenges that were identified in both phases that could hinder the flexible implementation of CAPS, the participants in the qualitative phase also believe that a flexible CAPS could be beneficial for both teachers and learners (*cf.* 4.2.1.2.2.2.3). Internationally the successful Finnish education system is a good example of applying a flexible curriculum since it is based on the principle of adapting teaching and learning to respond to the learning needs, capabilities and interests of the learner (Laine & Tirri, 2016). Furthermore, in Singapore the education ministry aims to produce learners that are "confident persons", "self-directed learners", "innovative" and "who are morally upright" (Ministry of Education as cited in Lim-Ratnam, Atencio & Lee, 2016). These principles were also reflected in participants' responses and they asserted

that a flexible curriculum would increase learner motivation and produce learners that are goal driven (*cf.* 4.2.1.2.2.3.1).

The DBE believes that the abovementioned can be achieved through differentiation and consequently developed two documents called Guidelines for Inclusive Teaching and Learning (DBE, 2010b) and Guidelines for responding to learner diversity in the classroom through Curriculum and Assessment Policy Statements (DBE, 2011c). It is stated in these documents that differentiation is the realisation that all learners are different and therefore learn differently. As a result they should be exposed to teaching, learning and assessment in many different ways (*cf.* 2.4.2.6.2; *cf.* 2.4.2.6.3; *cf.* 4.2.1.2.2.3.2) (DBE, 2010c). Teachers are subsequently encouraged to differentiate during the planning and presentation phase of lessons, as well as assessment (*cf.* 4.2.1.2.2.3.2) (DoE, 2011). Parsons, Dodman and Burrowbridge (2013) add that differentiation relates to teachers' understanding of learner differences and embracing it through different modes of presentation and assessment. However, the findings demonstrate that the participants regard the CAPS as a curriculum that is too focused on learners that are academically capable to achieve and little to no consideration seems to be given to learners who are struggling academically but are stronger in, for example, technical skills or more practical subjects (*cf.* 4.2.1.2.2.3.5). Mlambo (2014) affirms this concern when he postulates that the curriculum is more suitable for 'academic' learners and disadvantages 'non-academic' learners which means that the education system is not 'inclusive for all'. This implies that CAPS does not promote the unique capabilities, talents and skills of all learners (Mlambo, 2014). Continuous reference was made to past curricula that included technical and practical subjects that make it possible for learners to flourish in various ways according to what they were good in. In contradiction with this, in the quantitative phase, 60.5% of the respondents 'agreed' and 'strongly agreed' that CAPS allows teachers to plan for an even weighting of practical and theoretical assessments (*cf.* 4.2.4.3). This inconsistency could be because most respondents teach subjects that have an equal weighting of practical and theoretical content and assessments. However, care must be taken to assume that the practical assessment implies technical skills only. Further responses related to differentiation focused on classroom activities, homework and summative assessments

that catered for the diverse learning needs, styles, different skills and knowledge levels. The findings indicated that 70.8% of the 48 respondents 'agreed' and 'strongly agreed' that they are able to include all their learners' diverse learning needs in the planning of an assessment task. They however contradicted these responses when 54.2% of the respondents 'disagreed' and 'strongly disagreed' that their learners' diverse learning styles are considered during assessment. Although there is no lucid clarification for this discrepancy it is encouraging to note that most of the respondents feel able to differentiate their assessment tasks. A possible explanation for many respondents feeling that diverse learning styles are not considered could be that this involves designing and applying tasks that are visual and auditory, as well as kinesthetic, which could take too much time to plan and implement (*cf.* 2.4.2.1; *cf.* 2.4.2.6).

Since the South African education system is guided by inclusivity and thus also the CAPS it means that no learner may be excluded on the basis of what they can or cannot do (DoE, 2001; Nel et al., 2016; Stofile & Green, 2011; Swart & Pettipher, 2013) (*cf.* 1.1). This too was important for the participants who were in favour of a curriculum that would not permit barriers to learning (such as physical, cognitive, sensory, developmental and learning impairments) (Swart & Pettipher, 2013) to limit any learner's access to and ability to achieve in his/her own unique way (*cf.* 4.2.1.2.2.3.3).

Grouping learners into groups to work cooperatively during lessons and assessments was noted by most participants as an effective teaching strategy in the qualitative phase (*cf.* 4.2.1.2.2.3.6). Group work can especially be beneficial for shy learners and learners who experience barriers to learning to enhance their learning (Du Plessis, Conley & Du Plessis, 2009). Although this strategy is supported by literature (*cf.* 2.4.2.6.5), a few participants asserted that they divide learners into ability groups (*cf.* 4.2.1.2.2.3.6).

4.4 Conclusion

This chapter presented the findings as well as an integrated discussion of the qualitative and quantitative data. The following chapter will discuss the implications of these findings and how they answered the research questions outlined in Chapter 1. A

summary will also be provided of the limitations encountered during the study and recommendations will be made for further research.

Chapter 5

SUMMARY OF THE FINDINGS, CONCLUSION, RECOMMENDATIONS AND LIMITATIONS OF THE STUDY

5.1 Introduction

Inclusive education is founded on the basis that all learners have a right to learn and that teaching and learning, including the curriculum, should be made more accessible and responsive to all learners, especially the curriculum (UNESCO, 2000). Hence, the purpose of my research was to explore the perspectives of secondary school teachers regarding the flexible implementation of CAPS. To answer my research question, I executed an extensive literature review and empirical study. The empirical study consisted of both a qualitative and quantitative phase, i.e. an exploratory sequential mixed-methods research.

In this chapter, the primary research question as well as the secondary research questions, outlined in Chapter 1, are answered according to the findings of the literature review and empirical study. This will be followed by the recommendations, possible contributions and the limitations I encountered during my study. Recommendations for further research are also provided.

5.2 Overview of the study

In Chapter 1, I provided the background and rationale to my research. This included the main research question, the primary research questions and the purpose of the study. An overview of the research design and methodology was also provided. The primary research question that drove this study was: What are the perspectives of secondary school teachers regarding the flexible implementation of the Curriculum Assessment Policy Statement?

Chapter 2 included a literature review whereby a flexible curriculum was contextualised within the international and national inclusive education developments, a theoretical basis as well as framework were established and relevant research studies were

integrated in the discussions. Furthermore, the South African curriculum development after the political transformation was elucidated in order to ascertain an understanding of the CAPS compilation and thereafter CAPS itself was explained.

Chapter 3 consisted of a detailed discussion of the research methodology which includes the research design, the sample, data collection methods, procedures and analysis, as well as the ethical guidelines I employed.

In Chapter 4, I provided the findings of the document analysis and interviews I conducted in the qualitative phase as well as the findings from the Likert-scale questionnaire in the quantitative phase were presented. This was followed by an integrated discussion of both phases' findings.

5.3 Findings from the literature review

The most important findings from the literature review that directly answer the secondary questions (*cf.* 1.4) are presented below. These findings ultimately provide answers in relation to the perspectives of secondary school teachers regarding the flexible implementation of the Curriculum and Assessment Policy Statement.

5.3.1 What does a flexible curriculum within an inclusive education system entail?

An inclusive education system promotes a flexible curriculum that allows access and full participation of all learners irrespective of their physical or learning abilities in a curriculum designed to embrace their differences (Austin & Starkey, 2016; Simmons & MacLean, 2018). It is a curriculum characterised by differentiated teaching strategies that allows all learners a fair and equal opportunity at reaching their ZPD (DBE, 2010d; DoE, 2001; Nel, Nel & Lebeloane, 2016; Wahl, 2017). A flexible curriculum is described by EWP6 as a curriculum that accommodates and caters for the different learning needs of all learners (DoE, 2001).

5.3.2 How does the CAPS address flexibility in order to accommodate the diverse learning needs of secondary school learners?

CAPS demonstrates its stance toward achieving a more inclusive teaching and learning environment in its design features. Mention is made of the realisation that all learners learn differently and therefore should be exposed to different teaching and learning practices through inclusion in the purposes, principles and Section (e) of the general aims of the South African curriculum (DBE, 2011d). Section (e) provides a brief overview of the importance of teachers being knowledgeable about inclusion and acquiring the skills to promote it in all teaching and learning processes through differentiated teaching strategies as elucidated in the Guidelines for Inclusive Teaching and Learning (DBE, 2010d).

The literature further revealed that, although the fixed content and assessment practices set out by CAPS were intended to avert teachers from spending the majority of their time toward planning for lessons and assessments, and consequently provide them with more time to enhance the quality of teaching and learning (Steyn et al., 2011), it appears not to be the outcome. Several studies, including this study, conducted subsequent to the introduction and implementation of CAPS reported that the rigid nature of the curriculum made it difficult to adapt content to the unique pace and diverse learning abilities and challenges of the learners (Maharaj et al., 2016; Makeleni & Sethusha, 2014; Payne-Van Staden, 2015).

5.3.3 What does the implementation of a flexible curriculum entail?

The theoretical framework for this study was grounded on social constructivism and social cognitivism theories. This was seen as appropriate since these theories are internationally used as the theoretical approach on which an inclusive curriculum should be based (Nel et al., 2016). These theories assert that the learner must be actively involved in his/her knowledge acquisition and skills development and the teacher must therefore act as a mediator of learning (*cf.* 2.4.1.2) (Bouwer, 2013; Strydom, 2013). Within this theoretical framework Vygotsky developed a Zone of Proximal Development (ZPD) which is described as an instance where learners, with minimal mediation, is able

to reach higher levels of knowledge acquisition and the ability to effectively apply it in various contexts in education and everyday life situations (Bouwer, 2013; Crick, 2007; Strydom, 2013; Wahl, 2017). Integral to this, Bloom's taxonomy was also found to have a clear link to differentiation (*cf.* 2.4.1.4) (an important strategy in a flexible curriculum) and is regarded as the most commonly used cognitive taxonomy in education worldwide (*cf.* 2.4.1.4).

Teaching approaches in a flexible curriculum, integral and also interrelated to each other, that were identified in most literature sources were an inclusive pedagogy (*cf.* 2.4.2.6.1), differentiation (*cf.* 2.4.2.6.2), UDL (*cf.* 2.4.2.6.3), scaffolding (*cf.* 2.4.2.6.4) and flexible grouping (*cf.* 2.4.2.6.5). Importantly, all these approaches are founded on the belief that all learners are capable of learning even though the manner in which they learn and provide evidence of learning, could differ (UNESCO, 2000). Inclusive pedagogy is influenced by the worldview of an individual. How the teacher views the world and learner differences impact on the manner in which teaching and learning will be modified to reach all learners (Florian & Black-Hawkins, 2011; Florian, 2015; Makoelle, 2014; Nel & Nel, 2016). A fundamental feature of a flexible curriculum that was identified after an extensive literature review is that it is largely dependent on differentiated teaching strategies and assessment methods (*cf.* 2.4.2) (DBE, 2010d). It is therefore obvious that the teacher is regarded as the most central person to have extensive knowledge and skills to promote and implement flexible teaching and learning practices (*cf.* 2.4.2.6). Consequently, it is essential for them to be familiar with and understand the different learning needs and styles of all learners (DoE, 2001; Wahl, 2017). This will also enable them to apply appropriate modifications and adaptations (Edyburn, 2005; Ekins & Grimes, 2009; Lee, 2009; Loreman et al., 2010; Moore, 2007). Modifications and adaptations make learning more achievable especially in a diverse classroom where different levels of cognitive abilities are evident; they can be applied to the content, process and product of learning (*cf.* 2.4.1.3; *cf.* 2.4.1.4) (Nel, Nel & Lebeloane, 2016; Spinelli, 2002). UDL is based on differentiated teaching and promotes planning for the differentiation of learning content and assessment practices as early as with the start of planning for a lesson (Smutny & Von Fremd, 2010). Scaffolding is founded on the idea of providing support to a building that is erected and gradually

removing the support apparatus during the building process (Bender, 2002). Similarly, a teacher is encouraged to support learners in their learning yet steadily removing that support to allow learners to become more independent (*cf.* 2.4.2.6.4) (Bender, 2002; Nel, Nel & Lebeloane, 2016; Schloss et al., 2001). This type of support could include verbal reminders, explanations or examples of content knowledge. Cooperative learning (i.e. flexible grouping) is based on the social constructivist perspective which suggests that learners learn more effectively when working collaboratively (Nel et al., 2016). This means learners are able to develop their own learning by drawing on the strengths of their group members in pursuit of strengthening their weaknesses implying that the learner must be actively involved in his knowledge acquisition and skills development (Du Plessis et al., 2009). With all of the above strategies in mind the DBE produced two documents to assist teachers (*cf.* 1.1; *cf.* 2.4.2.6.2; *cf.* 4.5.3). They are: the Guidelines for Inclusive Teaching and Learning (DBE, 2010d) and Guidelines for responding to learner diversity in the classroom through Curriculum and Assessment Policy Statements (DBE, 2011c).

As much as flexible teaching and learning is dependent on differentiation, so too is the assessment of learning (*cf.* 2.4.2.7). Since Broadfoot and Black (2014) consider assessment as the communicator of what the learner have or have not comprehended from a lesson, it becomes increasingly crucial that suitable assessment approaches should be employed. This implies that assessment should comply with the requirements set out by SAQA which expects assessment to be effective, fair, reliable, transparent, consistent and appropriate (SAQA, 2015). Apart from emphasising an assessment for learning approach Nel et al., 2016 and Swart & Pettipher, 2013 also highlighted the benefits of including Dynamic Assessment (DA). Dynamic Assessment provides a more accurate indication of learner strengths and weaknesses thus making it easier for teachers to strengthen learners' weaknesses and build on their strengths (Crick, 2007; Bouwer, 2013; Hessels et al., 2011; Tzuriel, 2000).

Another factor important to applying a flexible curriculum is adequate resources and learning material to assist teachers in making education more accessible and attainable for learners, especially those who experience barriers to learning. If resource

distribution is inadequate and insufficient it may hamper the effective implementation of the curriculum (Killen, 2010). Thus, making it difficult to effect diverse approaches to transfer content knowledge in response to the diverse learning needs and abilities of the learners (Killen, 2010).

A key principle of a flexible curriculum is sufficient time that allows for effective teaching and comprehensive planning for support. If a curriculum demands prescribed instructional time it can be an obstacle as it restricts the processes teachers can employ to ensure all learners reach their optimal potential (Maharaj et al., 2016; Makeleni & Sethusha, 2014; Mlambo, 2014; Payne-Van Staden, 2015). Additional or extra time might be favorable to some learners in their effort to successfully complete a test, activity or examination (Dednam, 2013).

In the diverse South African scenario, especially with regard to various home languages, many learners are experiencing learning difficulties as a result of not learning in their mother tongue (*cf.* 4.4.1.2.2.9) (Mtimkhulu, 2012; Nel & Nel, 2016). This contributes to learner failure and should therefore be integral when planning and implementing differentiation strategies to effect a flexible curriculum (*cf.* 4.4.1.2.2.9) (Prinsloo, 2013).

A vital element to achieving the implementation of a flexible curriculum is adequate and continuous training of teachers (Maharaj et al., 2016; Makeleni & Sethusha, 2014; Olivier & Pienaar as cited in De Jager, 2013; Payne-Van Staden, 2015). Training should provide key knowledge, as well as practical skills, to capacitate teachers to be able to apply what they have learned in their unique classrooms.

Finally, in order to effect a flexible curriculum it was asserted by researchers that teachers need to create a classroom environment where learners feel safe, warm and cared for (Hall et al., 2002; Loreman et al., 2010). By doing so, learners will not be intimidated by their inability to complete certain tasks. It paves the way for learners to be free to learn to the best of their ability even though it differs from how their peers' learning (Nel & Nel, 2016). In addition, learners will learn valuable life lessons and values of love, care and accepting one another for who they are irrespective of their

physical and/or mental disabilities (Hall et al., 2002; Loreman et al., 2010, Nel & Nel, 2016).

5.4 Empirical findings of this study

The primary research question was addressed by means of answering the three secondary research questions based on the findings of the empirical study. These answers are presented below.

5.4.1 What does a flexible curriculum within an inclusive education system entail?

A flexible curriculum was best described and understood by participants as a curriculum that embraces the learning needs, styles and backgrounds of a diverse group of learners (*cf.* 4.2.1.2.2.1). Thus, making it possible for these differences to be incorporated into the planning of lessons as well as the selection and implementation of teaching strategies and assessment practices. A significant finding was that the participants fervently asserted that a flexible curriculum will give them the freedom to decide, on the basis of the context of their classrooms and learners, how to teach, assess and provide support to address all their learners' needs.

5.4.2 How does the CAPS address flexibility in order to accommodate the diverse learning needs of secondary school learners?

The perspectives of the participants in the qualitative phase, whether CAPS can be regarded as a flexible curriculum, differed to those of the respondents in the quantitative phase. Many participants indicated quite explicitly that they do not consider CAPS as a flexible curriculum, whereas a majority (75%) of the respondents indicated that they 'agree' and 'strongly agree' respectively that it is a flexible curriculum. As discussed in Chapter 4, a possible clarification for this could be that the respondents did not have an in-depth understanding of the concept flexible curriculum. This is reflected in the following finding where the sentiment was shared with the participants by 60.4% of the respondents who 'agreed' and 'strongly agreed' that, although CAPS provides a detailed scope of work (content) and guidance on the required assessment methods and their weighting, as noted by participants (*cf.* 4.2.1.2.2.2.2), they believed that it

restricted them in ensuring that all learners meet the outcomes of a lesson or assessment.

5.4.3 What does the implementation of a flexible curriculum entail?

The participants in the qualitative phase identified certain factors which they believe are fundamental for the implementation of a flexible curriculum. This was also generally affirmed by the respondents in the quantitative phase.

A manageable teacher-learner ratio was noted as crucial in being able to reach all learners by participants (*cf.* 4.2.1.2.2.2.1). One participant suggested a ratio of 1:20-25 (*cf.* 4.2.1.2.2.2.1) instead of the 1:40-45 ratio that is currently the situation in schools. This problem was further emphasised by three respondents in the open-ended comments of the quantitative phase (*cf.* 4.3.3). It was emphasised by them that overcrowded classrooms makes it difficult to attend to the needs of all learners in an attempt to give them an equal and fair chance of achieving the set objectives.

Although the prescriptive nature of CAPS makes it easier for teachers to plan their lessons and assessments, participants still felt it was restricting (*cf.* 4.2.1.2.2.2.2). This sentiment was shared by 58.4% of the respondents who reported that they had no say in the number of assessment tasks they can give learners in accordance to their academic progress (*cf.* 4.2.4.3). Participants asserted that they expect more freedom in deciding what, how and when to teach (*cf.* 4.2.1.2.2.2.12). It was reported in both phases that this seems not to be the case. For example, 58.4% of the respondents indicated that they did not have the liberty to choose the number of assessments tasks to suit the academic progress of their learners (*cf.* 5.4.3). Participants felt that they spend a large amount of time with their learners, therefore making them more ideal to make judgment about their learners' progress and learning problems (*cf.* 4.2.1.2.2.2.12). Although the participants further believed that the prescriptive nature of CAPS compel them to teach the prescribed content irrespective of their learners' learning abilities (*cf.* 4.2.1.2.2.2.8), the majority of the respondents indicated otherwise; 70.8% respondents indicated that they think CAPS does make it possible for them to cater for a diversity of learning needs (*cf.* 4.2.4.3). In the light of this, participants in the qualitative phase

explicitly indicated that they believe a flexible curriculum would be more sensitive to learners' pace of learning (*cf.* 4.2.1.2.2.2.8). However, 79.2% of the respondents 'disagreed' and 'strongly disagreed' that CAPS allows them to work according to the pace of their learners. Only 20.8% of the respondents 'agreed' with the statement and none (0%) of the respondents 'strongly agreed' (4.2.4.4).

A strong sentiment asserted by the participants was that the implementation of a flexible curriculum can only be realised if their administrative workload is decreased drastically. This workload includes planning, marking and recording assessments over and above the daily management of their teaching and learning practices (*cf.* 4.2.1.2.2.2.3). This was also reflected by a large percentage of the respondents (64.6%) (*cf.* 4.2.4.4).

In order to accommodate learners' different abilities, participants felt that the DBE should consider reintroducing practical/technical subjects in schools (*cf.* 4.2.1.2.2.3.5; *cf.* 5.4.3) while a contradictory finding regarding this was reported in the quantitative phase. A total of 60.5% respondents indicated that they think CAPS allows them to plan for an even weighting of practical and theoretical assessments. However, 39.6% disagreed with this concurring with the findings of the initial phase.

The ability to achieve irrespective of differences and abilities was also regarded as essential (*cf.* 4.2.1.2.2.2.6) in achieving flexibility in the curriculum. Yet, the findings of the two phases once again indicated different perspectives (*cf.* 4.2.1.2.2.2.6; *cf.* 4.2.4.1; *cf.* 4.5.3). Many participants felt that CAPS did not cater for learners' diverse needs, yet 64.6% of the respondents agreed that CAPS was appropriate for the cognitive levels of their learners, and 58.3% agreed that the curriculum was suitable for both the diverse styles and needs of their learners respectively.

The inadequate distribution of resources and shortage of facilities were recognised as an obstacle in making learning more achievable for learners (*cf.* 4.4.1.2.2.4) by participants.

Learners, in the area where this research was conducted, are faced with numerous social problems as a result of the poor socio-economic milieu, including teenage

pregnancies, as well as alcohol and drug abuse. Participants mentioned that this makes it difficult for the learners to fully concentrate and work towards their educational goals (*cf.* 4.4.1.2.2.11). Consequently, it was asserted by the participants that consistent parental involvement and collaboration with the teachers are important to support both teachers and learners (*cf.* 4.4.1.2.2.10). This includes, for example, helping learners to complete assessments at home and motivating them to achieve to the best of their ability (*cf.* 4.4.1.2.2.10). Furthermore, it was felt that collaboration between teachers, parents and the district should achieve an even a greater result in supporting learners adequately (*cf.* 4.4.1.2.2.13). In addition to this, participants felt that in a flexible curriculum, different socio-economic statuses and contexts must be taken into consideration in order to make the design, content and assessment more relevant to learners (*cf.* 4.4.1.2.2.5).

The poor language proficiency of learners in the LoLT as a result of not learning in their mother tongue (*cf.* 4.4.1.2.2.6; *cf.* 4.4.1.2.2.7; *cf.* 4.4.1.2.2.8) seems to burden the participants' ability to teach effectively which they assert impacts on successful learning. It was reported that because many learners learn in their second language, namely English, they tend to struggle to achieve academically (*cf.* 4.4.1.2.2.9). Although the participants mentioned that they make various efforts to engage learners in the lesson through asking questions to measure their understanding (*cf.* 4.4.1.2.2.9), they still believed it was not adequate. In addition to this, there were a few participants who indicated that they have learners who cannot read or write in their classes (*cf.* 4.4.1.2.2.7). This is especially alarming considering that the study was conducted in secondary schools (*cf.* 1.6.4; *cf.* 3.4). The participants felt that they have too many challenges (such as parenthood at a young age, teenage pregnancies and drug and alcohol abuse) in one classroom (*cf.* 4.4.2.2.7; *cf.* 4.4.2.2.9) and simply do not have the capability to assist these learners accordingly (cf. 4.5.3). This was reflected in the quantitative phase, where 43.8% of the respondents indicated that they do not have the ability to plan for alternative assessments for learners experiencing barriers to learning (*cf.* 4.2.4.3).

Furthermore participants stated that they are not adequately trained to manage the challenges noted above and therefore could find it difficult to implement a flexible curriculum (*cf.* 5.4.3; *cf.* 4.4.1.2.2.13). This finding was evident in both phases. Respondents' dissatisfaction and frustration with the quality of the training they received regarding the implementation of CAPS (*cf.* 4.4.1.2.2.13) were further affirmed, where 45.8% of the respondents indicated that the training did not include practical examples on how to assess according to learners' learning needs and styles respectively (*cf.* 4.2.4.1).

Participants and respondents alike felt that more time was needed to effect differentiated teaching and learning (*cf.* 4.2.4.4; *cf.* 4.4.1.2.2.14; *cf.* 5.4.3). Participants indicated that there were too many expectations in completing the curriculum and too little time in which to employ differentiation (*cf.* 4.4.1.2.2.14). This finding was corroborated by 60.5% of the respondents who affirmed that the prescribed instructional time was not efficient to even complete the syllabus. In the prescribed instructional time, as set out in policies, teachers are expected to teach, assess, maintain discipline, provide support and complete their administrative duties (*cf.* 4.2.4.4; *cf.* 4.4.1.2.2.14; *cf.* 4.4.1.2.2.3) (DBE, 2012a; DBE, 2012b). This is reported as over-burdening the teachers and learners. The participants felt that this could result in learners being excluded and not getting sufficient support to enhance their learning (*cf.* 4.4.1.2.2.6; *cf.* 4.4.1.2.2.8; *cf.* 4.4.1.2.3.3). This finding was confirmed by 70.8% of the respondents who maintained that there was (is) not sufficient time to provide learning support to learners' experiencing barriers to learning. Participants asserted that they believe if the time issue is addressed, it will enable them to apply a flexible curriculum and this will promote the inclusion of all learners irrespective of their strengths and weaknesses (*cf.* 4.4.1.2.3.3). Thus, ensuring that all learners have the opportunity to achieve and consequently develop self-confidence and motivation to learn (*cf.* 4.4.1.2.3.3).

The emphasis that the DBE and schools place on pass percentages concerned some participants (*cf.* 4.4.1.2.2.15). They claimed that this focal point to achieve a high pass rate averts the focus on the quality of teaching and learning (*cf.* 4.4.1.2.2.15). The aforementioned and the low promotion requirements seem to discourage the

participants to employ differentiated teaching strategies since they believe that learners only aim for the minimum pass requirements (*cf.* 4.4.1.2.2.15).

Participants declare that through differentiation, teachers should be able to adapt the learning content, process and product (*cf.* 4.4.1.2.3.2) to make learning more understandable and consequently increase learners' opportunities to achieve. This is possible because differentiation allows teachers to adopt teaching strategies that respond to the different learning needs (*cf.* 4.4.1.2.3.2). It was emphasised by the participants that when learning is adapted to respond to learner differences, it could increase learner attainment and, as a result the learner drop-out rate could decrease (*cf.* 4.4.1.2.3.4). As a result, learner morale and motivation to become active participants in the advancement of society would be increased (*cf.* 4.4.1.2.3.1).

5.5 Conclusion

Based on the above findings of the literature review and the empirical study, it is obvious that in order to affect an inclusive education system, where all learners' diverse learning needs are fully accommodated, a flexible curriculum should be an integral element of planning, designing and implementing an inclusive curriculum. Although this principle is affirmed in curriculum policy documents, the practice as reported in the empirical findings, reflect a different scenario. Although it appears that all the participants and respondents believe in a flexible curriculum, several challenges impede their ability and willingness to implement it. In conclusion this is resulting in many learners not achieving successful learning or reaching their optimal potential.

5.6 Recommendations

The following recommendations were formulated based on the findings of my study.

- Adequate and continuous in-service training opportunities should be made available for teachers by the department in aid of equipping them with the knowledge and skills to adapt their teaching strategies and assessment practices to suit the needs of all learners. This training should be compulsory for all teachers.

- The reintroduction of technical subjects in schools to cater for learners who are more skilled in this area.
- Decreasing the teacher-learner ratio to allow for more individualised attention and support.
- Promote and enforce the flexible implementation of CAPS in all schools.
- The government must improve their efforts in allocating adequate resources in all schools.
- Teachers should be encouraged to further their education beyond just a degree.
- The department must promote effective teaching and learning characterised by focusing on the quality teaching and learning and not the quantity of pass rates.
- Addressing learners' language proficiency should be integral in the planning and application of a flexible curriculum to ensure that they do not continue with this limited proficiency in further studies or careers.
- Support services should be made available for learners who experience literacy difficulties especially in secondary schools. In addition, the department can implement an initiative aimed at putting appropriate systems in place, in primary schools, to ensure that the percentage of learners with literacy problems decrease gradually over the years.
- Teachers should be given more free rein to teach and asses how they see fit within the syllabus framework.
- The administrative workload expected of teachers should be decreased.

5.7 Possible contributions

My research could contribute towards the following.

- Awareness amongst key stakeholders (such as learners, teachers, parents, district officials) in the education system of the benefits that the flexible implementation of CAPS could have for South African learners.
- Making the DBE aware that more effort should be put into providing more efficient practical training and workshops aimed at equipping teachers with the appropriate skills to ensure that their lessons are achievable for all.

- Awareness amongst teachers that a flexible curriculum is vital to accommodate all learners' learning needs.

5.8 Limitations

The following limitations were experienced in the duration of my study.

- When I planned my study I chose the Ennerdale area because I was familiar with the area and planned to include all four secondary schools in the area (*cf.* 1.6.4). However, upon approaching the principals of the four schools, one principal indicated that his school was not going to participate in the study. He simply stated that none of the teachers were interested in taking part in my study. I requested him again to approach the teachers after which he informed me that the situation has not changed. For this reason I had no choice but to continue my study with the three remaining schools that were more than willing to participate.
- My study depended profoundly on the continuous and willing participation of all three of the secondary schools in Ennerdale, especially because the quantitative phase followed the qualitative phase. Although there were no challenges in recruiting participants to conduct the interviews with, one participant did withdraw from the study as a result of not wanting to be included. The participant (SchBP7) stated that she was not entirely comfortable with her contributions being shared for any purposes. Her input was therefore not considered in my study.
- The quantitative phase encountered major problems. Of the possible 133 questionnaires I could have received, I only managed to get 50 back of which 48 was fully completed. The low response rate could be attributed to the low morale of teachers and their attitudes toward the benefits of research. Some teachers were very vocal of their feelings and views regarding "what a waste of time" it was to participate in my research when the department already "does not listen" to them.
- It is also necessary to note that in addition to having a very low response rate it took almost three months to retrieve all the questionnaires due to what was

described as “teachers’ demanding workload” and their lack of interest in completing the questionnaires.

5.9 Recommendations for further research

Based on my research, the following recommendations for further study became evident.

- The benefits that an even weighting of content and skills in the curriculum could have for learners.
- The benefits of continuous practical in-service training for teachers to cater for the South African learner and the diversity of learners in one classroom.
- Does CAPS accommodate all learners’ learning needs, styles and cognitive abilities?

5.10 Conclusion

The purpose of this study was to explore the perspectives of secondary school teachers regarding the possibility of implementing CAPS in a flexible manner, i.e. to accommodate for the diverse learning needs, styles, and cognitive levels of learners including the possible support they would require. The research question and secondary research questions set in Chapter 1 was answered based on the findings of multiple methods of data collection which included a document analysis semi-structured individual interviews and a self-constructed Likert-scale questionnaire.

The findings indicated that teachers undoubtedly still face too many challenges and hindrances that make it considerably difficult to ensure that effective teaching and learning is achieved in their classes. However, it was encouraging to note teachers’ willingness to work towards implementing the curriculum in a flexible manner to respond to the needs of each and every learner in their classes.

REFERENCES

Acts **see** South Africa.

Armstrong, A. C., Armstrong, D. A., & Spandagou, I. (2010). *Inclusive education: International policy and practice*. London: SAGE Publications Ltd.

Austin, L., & Starkey, L. (2016). Decision making in senior secondary school curriculum innovation. *Journal of Educational Leadership Policy and Practice, 31*, 92-107.

Badugela, T. M. (2012). Problems facing educators in implementing the National Curriculum Statement: The case of Tshifhena secondary school, Vhembe District, Limpopo Province, South Africa (master's dissertation). Unisa, Pretoria.

Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist Association, Inc., 44*(9), 1175-1184.

Bandura, A. (2001a). Social cognitive theory of mass communication. *Media Psychology, 3,* 265-299.

Bandura, A. (2001b). Social cognitive theory: An agentic perspective. *Annual Reviews Psychology, 52,* 1-26.

Bayat, A., Louw, W., & Rena, R. (2014). The impact of socio-economic factors on the performance of selected high school learners in the Western Cape Province, South Africa. *Journal of Human Ecology*, *45*(3), 183-196.

Bender, W. N. (2002). *Differentiating instruction for students with learning disabilities*. USA: Corwin Press, Inc.

Bloom, B., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives, Handbook I: The cognitive domain*. New York: David McKay.

Bobbitt, F. (2013). Scientific method in curriculum-making. In D. J. Flinders & S. J. Thornton (Eds.), *The curriculum studies reader* (4th ed.) (pp. 11-18). New York, NY: Routledge.

Bornman, J., & Rose, J. (2010). *Believe that all can achieve. Increasing classroom participation in learners with special support needs*. Pretoria: Van Schaik Publishers.

Bouwer, C. (2013) Identification and assessment of barriers to learning. In E. Landsberg, D. Krüger & E. Swart (Eds.), *Addressing barriers to learning: A South African perspective* (2nd ed.) (pp. 51-68). Pretoria: Van Schaik Publishers.

Broadfoot, P., & Black, P. J. (2004). Redefining assessment? The first ten years of assessment in education. *Assessment in Education: Principles, Policy & Practice, 11*(1), 7-26. doi: 10.1080/0969594042000208976

Brownell, M. T., Smith, S. J., Crockett, J. B., & Griffin, C. C. (2012). *Inclusive instruction: Evidence-based practices for teaching students with disabilities*. London: The Guilford Press

Business Tech. (2018, January 4). *South Africa's pass rate: 2007-2017*. Retrieved from http://businesstech.co.za › news

Casey, J., & Wilson, P. (2005). A practical guide to providing flexible learning in further and higher education. *Quality Assurance Agency for Higher Education Scotland, Glasgow.*

Chisholm, L. (2003). The politics of curriculum review and revision in South Africa. Culture, Context and the Quality of education: Oxford International Conference on Education and Development, 9-11 Sept. 2013. (pp. 1-14).

Creswell, J. W. (2009). *Research design: qualitative, quantitative and mixed methods approaches* (3rd ed.). Los Angeles, Calf: Sage.

Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. (4th ed.). Pearson Education, Inc.

Creswell, J. W. (2014). *Research design: qualitative, quantitative and mixed methods approaches*. (4th ed.). Los Angeles, Calf: Sage.

Crick, R. D. (2007). Learning how to learn: the dynamic assessment of learning power. *The Curriculum Journal*, *18*(2), 135-153.

Davids, N. (2017). On the Un-becoming of measurement in education. *Educational Philosophy and Theory, 49*(4), 422-433. doi: 10.1080/00131857.2015.1068682.

Dednam, A. (2013). First language: Difficulties in spoken language. In E. Landsberg, D. Krüger & E. Swart (Eds.), *Addressing barriers to learning: A South African perspective* (2nd ed.) (pp. 126-142). Pretoria: Van Schaik Publishers.

Department of Education ***see*** South Africa. Department of Education.

De Jager, T. (2013). Guidelines to assist the implementation of differentiated learning activities in South African secondary schools. *International Journal of Inclusive Education, 17*(1), 80-94. doi: 10.1080/13603116.2011.580465

De Valenzuela, J. S. (2008). Sociocultural views of learning. In L. Florian (Ed.), *The SAGE handbook of special education* (pp. 280-289) London: SAGE Publications Ltd.

Donald, D., Lazarus, S., & Lolwana, P. (2004). *Educational psychology in social context* (2nd ed.). Cape Town: Oxford University Press Southern Africa.

Donald, D., Lazarus, S., & Moolla, N. (2014). *Educational psychology in social context: Ecosystemic aplications in Southern Africa* (5th ed.). Cape Town: Oxford University Press South Africa.

Du Plessis, E. (2013). Introduction to CAPS.*Curriculum and Instructional Studies.*

Du Plessis, P., Conley, L., & Du Plessis, E. (2009) *Teaching and learning in South African schools* (3rd ed.). Pretoria: Van Schaik Publishers.

Du Preez, P., & Simmonds, S. (2014). Curriculum, curriculum development, curriculum studies? Problematising theoretical ambiguities in doctoral theses in the education field. *South African Journal of Education 34*(2), 1-14.

Edyburn, D. L. (2005). Universal Design for Learning. *Special Education Technology Practice, 7*(5), 16-22.

Ekins, A., & Grimes, P. (2009). *Inclusion: Developing an effective whole school approach*. England: Open University Press.

Engelbrecht, A. (2016). Supporting learners in acquiring the skill of mathematisation. In M. Nel, N. Nel & A. Hugo (Eds.), *Learner support in a diverse classroom: A guide for foundation, intermediate and senior phase teachers of language and mathematics* (2nd ed.) (pp.275-371). Pretoria: Van Schaik.

Feldhusen, J. (1988). Developing units of instruction. In J. VanTassel-Baska (Ed.), *Comprehensive curriculum for gifted learners* (pp. 112-150). USA: Allyn and Bacon, Inc.

Ferrel, G. (2010, February 3). Flexibility in the curriculum [Blog post]. Retrieved from: https://jisccdd.jiscinvolve.org/wp/author/migf1/page/2/

Field, A. (2009). *Discovering statistics using SPSS*. London: SAGE Publications Ltd.

Florian, L., & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. *British Educational Research Journal*, *37*(5), 813-828.

Florian, L. (2015). Inclusive pedagogy: A transformative approach to individual differences but can it help reduce educational inequalities? *Scottish Educational Review, 47*(1), 5-14.

Gaustad, J. (1993). *Peer and cross-age tutoring*. ERIC Digest.

Geldenhuys, J. L., & Wevers, N. E. J. (2013). Ecological aspects influencing the implementation of inclusive education in mainstream primary schools in the Eastern Cape, South Africa. *South African Journal of Education, 33*(3), 1-18.

Grussendorf, S., Booyse, C., & Burroughs, E. (2014). What's in the CAPS package? A comparative study of the National Curriculum Statement (NCS) and the Curriculum and Assessment Policy Statement (CAPS) Further Education and Training (FET) Phase, Overview report

Hainer-Violand, J. (2013). *(Re)defining priorities: Teachers' perspectives on supporting diverse learners within a flexible curriculum in a high-stakes testing environment* (master's dissertation). University of Toronto, Toronto.

Hall, T., Strangman, N., & Meyer, A. (2002). *Differentiated instruction and implications for UDL implementations. Effective classroom practices report*. National Centre on Accessing General Curriculum.

Hasler, B. S., Kersten, B., & Sweller, J. (2007). Learner control, cognitive load and instructional animation. *Applied Positive Psychology, 21,* 713-729. doi: 10.1002/acp.1345

Hessels, M. G. P., Vanderlinden, K., & Rojas, H. (2011). Training effects in dynamic assessment: A pilot study as eye movement as indicator of problem solving behavior before and after training. *Educational and Child Psychology*, *28*(2), 101-113.

Heugh, K. 2011. Theory and practice – language education models in Africa: research, design, decision-making and outcomes. In A. Ouane & C. Glanz (Eds.). *Optimising learning, education and publishing in Africa: The language factor* (pp. 105-188). Hamburg: UNESCO.

Her Majesty's Inspectorate of Education. (2003). Curriculum flexibility. Crown copyright. Retrieved from: www.https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/235467/0195.pdf

Hoadley, U. (2007, May). *Managing curriculum and instruction in South African secondary schools*. Paper presented at the Teacher development and institutional change in an Evolving Education Context Conference, Kopanong, South Africa.

Hoadley, U. (2013). Curriculum: Organising knowledge for the classroom. In Y. Reed, J. Gultig & M. Adendorff (Eds.), *How has the South African curriculum been made?* (3rd ed.) (pp. 157-187). Cape Town: Oxford University Press Southern Africa (Pty) Ltd.

Horn, I. (2010). *OBE and curriculum 2005. The underlying philosophical premises*. Retrieved from: http://vcho.co.za/onderwys_modelle/outcome-based-education-and-curriculum-2005.php

Howell, C. (2011). Changing public and professional discourse. In P. Engelbrecht & L. Green (Eds.), *Responding to the challenges of inclusive education in Southern Africa* (pp. 89-100). Pretoria: Van Schaik Publishers.

Hutchinson, S. A. (1988). Education and grounded theory. In R. R. Sherman & R. B. Webb (Eds.), *Qualitative research in education: Focus and methods* (pp. 123-140). UK: The Falmer Press.

Jansen, J. (2017, January 5). Dear Grade 12 pupil: Let's talk about your matric pass. *Times Live.* Retrieved from http://www.timeslive.co.za

Jansen, J. (2018, January 11). Matric results are a disgraceful freak show. *Times Live.* Retrieved from http://www.timeslive.co.za

Johnstone, C. J. (2011). Inclusive education in Lesotho. *International Journal of Inclusive Education, 4*(4), 315-35.

Innovation, Department of Education and Early Childhood Development.

Kent, R. (2015). *Analysing quantitative data*. London: SAGE Publications Ltd.

Johannesburg.

Killen, R. (2011). *Teaching strategies for quality teaching and learning*. Claremont: Juta & Company Ltd.

Kloppers, M. M. (2009). *Die invloed van Feuerstein se instrumentele verrykingsprogram op die ontwikkeling van denkvaardighede by onderwysstudente* (master's dissertation). North-West University, Vanderbijlpark.

Kokot, S. (2013). Addressing giftedness. In E. Landsberg, D. Krüger & E. Swart (Eds.), *Addressing barriers to learning: A South African perspective* (2nd ed.) (pp.510-526). Pretoria: Van Schaik Publishers.

Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. *Theory into Practice, 41*(4), 212-218.

Laine, S., & Tirri, K. (2016). How Finnish elementary school teachers meet the needs of their gifted students. *High Ability Studies, 27*(2), 149-164. doi 10.1080/13598139.2015.1108185

Lee, C. C. (2009). *D.O.O.R.S of change: Capacity building to differentiated instruction* (doctoral thesis). Rowan University, Stratford.

Levy, H. M. (2008). Meeting the needs of all students through differentiated instruction: helping every child reach and exceed standards. *Clearing House, 81*(4), 161-164.

Lim-Ratnam, C., Atencio, M., & Lee, C. K. (2016). Managing the paradox of control: The case of ground-up implementation of active learning in Singapore's primary schools. *Education Research for Policy Practice, 15*(3), 231-246.

Lombard, K., & Nel, M. (2016). Assessment in Life Orientation. In M. Nel (Ed.), *Life Orientation for South African teachers* (2nd ed.) (pp. 85-106). Pretoria: Van Schaik.

Loreman, T., Deppeler, J., & Harvey, D. (2010). *Inclusive education: Supporting diversity in the classroom* (2nd ed.). London: Routledge.

Mackay, B. D. (2014). *Learning support to grade 4 learners who experience barriers to English as language of learning and teaching* (master's dissertation). Unisa, Pretoria.

Maharajh, L. R., Nkosi, T., & Mkhize, M. C. (2016). Teachers' experiences of the implementation of the Curriculum and Assessment Policy Statement (CAPS) in

three primary schools in KwaZulu-Natal. *Africa's Public Service Delivery & Performance Review,* 4(3), 371-388.

Makeleni, N. T., & Sethusha, M. J. (2014). The experiences of foundation phase teachers in implementing the curriculum. *Mediterranean Journal of Social Sciences*, *5*(2), 103-109.

Makgato, M., & Mji, A. (2006). Factors associated with high school learners' poor performance: A spotlight on mathematics and physical science. *South African Journal of Education, 26*(2), 253-266

Makhalemele, T., & Nel, M. (2015). Challenges experienced by district-based support teams in the execution of their functions in a specific South African province. *International Journal for Inclusive Education, 20*(2), 168-184. doI: 10.1080/ 13603116.2015.1079270

Makoe, P., & McKinney, C. (2014). Linguistic ideologies in multilingual South African suburban schools. *Journal of Multilingual and Multicultural Development, 35*(7), 658-673.

Makoelle, T. (2014). Pedagogy of inclusion: A quest for inclusive teaching and learning. *Mediterranean Journal of Social Sciences, 5*(20), 1259-1267. doi: 10.5901/2014.5201259

Maphalala, M. C. (2006). *Educators' experiences in implementing the revised national curriculum statement in the GET band* (doctoral thesis). University of Zululand, Richards Bay.

Maree, K., & Pietersen, J. (2007). Surveys and the use of questionnaires. In K. Maree (Ed.), *First steps in research* (pp. 155-169). Pretoria: Van Schaik Publishers.

Mbatha, M. G. (2016). *Teachers' experiences of implementing the Curriculum and Assessment Policy Statement (CAPS) in Grade 10 in selected schools at Ndwedwe in Durban* (master's dissertation). Unisa, Pretoria.

McMillan, J. H., & Schumacher, S. (2001). *Research in education: A conceptual introduction* (5th ed.). New York: Pearson.

Mears, C. L. (2012). In-depth interviews. In J. Arthur, M. Waring, R. Coe & L. V. Hedges (Eds.), *Research methods and methodologies in education* (pp. 170-176). London: SAGE Publications Ltd.

Merriam, S. (2009). *Qualitative research*. San Francisco: Jossey-Bass

Mills, M., Monk, S., Keddie, A., Renshaw, P., Christie, P., Geelan, D., & Gowlet, C. (2014). Differentiated learning: From policy to classroom. *Oxford Review of Education, 40*(3), 331-348.

Mitchell, R. (2013). What is professional development, how does it occur in individuals, and how may it be used by educational leaders and managers for the purpose of school improvement? *Professional Development in Education*, *39*(3), 387-400.

Mlambo, S. (2014, October 08). Concerns over new curriculum. *IOL news.* Retrieved from https://www.iol.co.za › news

Moodley, G. (2013). *Implementation of the Curriculum and Assessment Policy Statements: Challenges and implications for teaching and learning* (master's dissertation). Unisa, Pretoria.

Moreno, R., & Mayer, R. (2007). Special issue on interactive learning environments: Contemporary issues and trends. *Educational Psychology Review, 19,* 309-326. doi: 10.1007/s10648-007-9047-2

Motitswe, J. (2014). Furthering inclusive education through full-service schools: A workable strategy? *Mediterranean Journal of Social Sciences, 5*(8), 415-422.

Motitswe, J. M. (2012). *Teaching and learning methods in inclusive classrooms in the foundation phase* (master's dissertation). Unisa, Pretoria.

Mourshed, M., Chijioke, C., & Barber, M. (2010). *How the world's most improved school systems keep getting better*. McKinsey & Company. Retrieved March 5, from: http:// mckinseyonsociety.com/ how-the-worlds-most-improved-school-systems-keep-getting-better/

Msila, V. (2007). From apartheid education to the Revised National Curriculum Statement: Pedagogy for identity formation and nation building in South Africa. *Nordic Journal of African Studies*, *16*(2), 146-160.

Mtimkhulu, M. G. N. (2012). *A Description of The Language of Learning and Teaching (Lolt) Situation in the Fet Phase in The Fezile Dabi District* (master's dissertation). North West University, Vanderbijlpark.

Muthukrishna, N. (2002). Inclusive education in a rural context in South Africa: Emerging policy and practices. *International Journal of Special Education*, *17*(1), 1-10.

Muthukrishna, N., & Schoeman, M. (2000). From 'special needs' to 'quality education for all': A participatory, problem-centred approach to policy development in South Africa. *International Journal of Inclusive Education*, *4*(4), 315-335.

Nel, M., Engelbrecht, P., Nel, N. M., & Tlale, D. (2014). South African teachers' views of collaboration within an inclusive education system. *International Journal of Inclusive Education, 18*(9), 903–917.

Nel, M., Nel, N., & Lebeloane, O. (2016). Assessment and learner support. In M. Nel, N. Nel & A. Hugo (Eds.), *Learner support in a diverse classroom: A guide for foundation, intermediate and senior phase teachers of language and mathematics* (2nd ed.) (pp.59-91). Pretoria: Van Schaik.

Nel, M., & Nel, N. (2016). Understanding language in learning. In M. Nel, N. Nel & A. Hugo (Eds.), *Learner support in a diverse classroom: A guide for foundation, intermediate and senior phase teachers of language and mathematics* (2nd ed.) (pp. 93-135). Pretoria: Van Schaik.

Nel, M., Nel, N., & Hugo, A. (2016). Inclusive education: An introduction. In M. Nel, N. Nel & A. Hugo (Eds.), *Learner support in a diverse classroom: A guide for foundation, intermediate and senior phase teachers of language and mathematics* (2nd ed.) (pp. 3-33). Pretoria: Van Schaik.

Nel, M., Nel, N., & Hugo, A. (2012). *Learner support in a diverse classroom: A guide for foundation, intermediate and senior phase teachers of language and mathematics*. Pretoria: Van Schaik.

Neuman, W. L. (2006). *Social research methods: Qualitative and quantitative approaches.* USA: Pearson Education Inc.

Nevid, J. S. (2009). Reaching and teaching millennial students. Psychology teacher network. *American Psychological Association Education Directorate, 19*(4), 1-4.

Nieuwenhuis, J. (2007). Qualitative research designs and data gathering techniques. In K. Maree (Ed.), *First steps in research* (pp. 70-92). Pretoria: Van Schaik Publishers.

Olinghouse, N. (2008). Designing lessons for diverse learners. *Curriculum Instruction and Teacher Education. Michigan State. East Lansing*.

Őnder, E. (2016). Causes of school failure from teachers' and students' perspectives. *International Journal on New Trends in Education and Their Implication, 7*(2), 9-22.

Oswald, M., & De Villiers, J. (2013). Including the gifted learner: perceptions of South African teachers and principals. *South African Journal of Education, 33*(1), 1-21.

Parsons, S. A., Dodman, S. L., & Burrowbridge, S. C. (2013). Broadening the view of differentiated instruction. *Phi Delta Khappan, 95*(1): 38-42.

Payne-Van Staden, I. (2015). *Exploring full service school teachers' self-efficacy within an inclusive education system* (doctoral thesis). North-West University, Vanderbijlpark.

Pietersen, J., & Maree, K. (2007). Standardisation of a questionnaire. In J. Pietersen & K. Maree (Eds.), *First steps in research* (pp. 215-223). Pretoria: Van Schaik Publishers.

Plano Clark, V. L., & Ivankova, N. V. (2016). *Mixed methods research: A guide to the field.* London: SAGE Publications Ltd.

Plano Clark, V. L., & Creswell, C. (2008). *The mixed methods reader*. USA: SAGE Publications, Inc.

Plowright, D. (2012). *Using mixed methods: Framework for an integrated methodology.* London: SAGE Publications Ltd.

Posel, D., & Casale, D. (2011). Language proficiency and language policy in South Africa: Findings from new data. *International Journal of Educational Development*, *31*, 449-457.

Pretorius, S. G. (2007). South Africa. In C. C. Wolhuter, E. Lemmer & N. C. De Wet (Eds.), *Comparative education: Education systems and contemporary issues* (pp. 26-46). Pretoria: Van Schaik publishers.

Prinsloo, E. (2013) Socio- economic barriers to learning in contemporary society. In E. Landsberg, D. Krüger & E. Swart (Eds.), *Addressing barriers to learning: A South African perspective* (2nd ed.) (pp. 29-47). Pretoria: Van Schaik Publishers.

Ramokgopa, M. S. (2013). The impact of the National Curriculum Statement principle in teaching of physical science in Grade 10 to 12 around Sekhukhune District (Unpublised master's dissertation). Unisa, Pretoria.

Reisner, J. M. (2008). The impact of flexible grouping on reading achievement for sixth grade students. *Retrospective thesis and dissertations.* Paper 15470. Available from Digital Repository @ Iowa State University.

Rubagiza. J., Umutoni, J., & Kaleeba, A. (2016). Teachers as agents of change: Promoting peacebuilding and social cohesion in schools in Rwanda. *Education as Change, 20*(3), 202-224. doi: 10.17159/1947-9417/2016/1533

Sayed, Y., & Ahmed, R. (2015). Education quality and teaching and learning in the post-2015 education agenda. *International Journal of Educational Development, 40*, 330-338.

Schloss, P. J., Smith, M. A., & Schloss, C. N. (2001). *Instructional methods for secondary students with learning and behavior problems*. USA: Ally and Bacon, Inc.

Shaw, D. (2013). *Inclusive education: An introduction*. Leonard Cheshire Disability. London. Retrieved from: http://www.leonardcheshire.org/sites/default/files/LCD_InclusiveEd_012713interactive.pdf

Simmonds, S. (2014). Looking back on curriculum reform in South Africa and beyond. In P. Du Preez & C. Reddy (Eds.). *Curriculum studies: Visions and imaginings* (pp. 32-53). Cape Town: Pearson Holdings South Africa.

Simmons, J., & MacLean, J. (2018). Physical education teachers' perceptions of factors that inhibit and facilitate the enactment of curriculum change in a high-stakes exam climate. *Sport, Education and Society, 23*(2), 186-202. doi: 10.1080/13573322.2016.1155444

Smutny, J. F., & Von Fremd, S. E. (2010). *Differentiating for the young child. Teaching strategies across the content areas, Prek-3* (2nd ed.). London: SAGE.

Soudien, C. (2011) Understanding the curriculum as a challenge. In P. Engelbrecht & L. Green (Eds.), *Responding to the challenges of inclusive education in Southern Africa* (pp.121-139). Pretoria: Van Schaik Publishers.

South Africa. (1996). The Constitution of the Republic of South Africa Act 108 of 1996. Pretoria: Government printer.

South Africa. Department of Basic Education. (2010a). *Education for All. Country report: South Africa*. Pretoria: Government printer.

South Africa. Department of Basic Education. (2010b). *Guidelines for full-service/ inclusive schools*. Pretoria: Author.

South Africa. Department of Basic Education. (2010c). *Question and answer booklet: For the advocacy of the implementation of the National Curriculum Statement (NCS) Grades R-12*. Pretoria: Government printer.

South Africa. Department of Education. (2010d). *Guidelines for inclusive teaching and learning*. Pretoria: Government printer.

South Africa. Department of Basic Education. (2011a). *Annual report 2010/11*. Pretoria: Government printer.

South Africa. Department of Basic Education. (2011b). *Curriculum news. Improving the quality of learning and teaching strengthening curriculum implementation from 2010 and beyond*. Pretoria: Government printer.

South Africa. Department of Basic Education. (2011c). *Guidelines for responding to learner diversity in the classroom through Curriculum and Assessment Policy Statements*. Pretoria: Government printer.

South Africa. Department of Basic Education. (2011d). *Curriculum and Assessment Policy Statement Grades 10-12. Life Orientation*. Pretoria: Government printer.

South Africa. Department of Basic Education. (2011e). *Curriculum and Assessment Policy Statement Grades 10-12. Economics and Management Sciences*. Pretoria: Government printer.

South Africa. Department of Basic Education. (2012a) *National Protocol for Assessment Grades R-12.* Pretoria: Government printer.

South Africa. Department of Basic Education. (2012b) *National Policy Pertaining to the Programme and Promotional Requirements of the National Curriculum Statement Grades R-12*. Pretoria: Government printer.

South Africa. Department of Basic Education. (2014). *Policy on Screening, Identification, Assessment and Support*. Pretoria: Government printer.

South Africa. Department of Education. (1995). *White Paper on education and training*. Pretoria: Government Printer.

South Africa. Department of Education. (1996). Changing management to manage change in education*. Report of the task team on Education Management and Development*. Pretoria: Government Printer.

South Africa. Department of Education. (1997). Quality education for all. Overcoming barriers to learning and development. *Report of the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS).* Pretoria: Government Printer.

South Africa. Department of Education. (2001). *White Paper 6. Special needs education: Building an inclusive education and training system*. Pretoria: Government Printer.

South Africa. Department of Education. (2002a). *Curriculum 2005 Assessment Guidelines for Inclusion*. Pretoria: Government printer

South Africa. Department of Education. (2002b). *Revised National Curriculum Statement Grades R-9.* Pretoria: Government printer

South Africa. Department of Education. (2002c). *The draft conceptual and operational guidelines for the implementation of inclusive education*. Pretoria: Government printer.

South Africa. Department of Education. (2005a). *The conceptual and operational guidelines for special schools as resource centres*. Pretoria: Government printer.

South Africa. Department of Education. (2005b). *Conceptual and operational guidelines for full service schools*. Pretoria: Government printer

South Africa. Department of Education. (2005c). *The conceptual and operational guidelines for district based support teams*. Pretoria: Government printer.

South Africa. Department of Education. (2005d). *Guidelines for inclusive learning programmes*. Pretoria: Government printer.

South Africa. Department of Education. (2005e). *Draft national strategy on screening, identification, assessment and support*. Pretoria: Government printer

South Africa. Department of Education. (2005f). *White Paper on directorate. Inclusive education: Conceptual and operational guidelines for the implementation of inclusive education. Special schools as resource centres*. Pretoria: Government printer.

South Africa. Department of Education. (2008a). *National Curriculum Statement Grades 10-12 (General). Learning programme guidelines: Religion studies*. Pretoria: Government printer.

South Africa. Department of Education. (2008b). *National Strategy on Screening, Identification, Assessment and Support*. Pretoria: Government printer.

South Africa. Department of Education. (2009). *Report of the task team for the review of the implementation of the National Curriculum Statement*. Pretoria: Government printer.

South Africa. South African Qualifications Authority (SAQA). (2015). *National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part-Qualifications and Professional Designations in South Africa*. Retrieved

from: http://www.saqa.org.za/docs/pol/2015/National%20Policy%20for%20Assessment.pdf

Sowetan. (2017, June 12). Our education system is failing talented children. *Sowetan live.* Retrieved from https://www.sowetanlive.co.za

Spaull, N. (2018, January 5). *Explaining the matric results in 7 GIFs*. Retrieved from http://nicspaull.com

Spaull, N. (2013). Poverty and privilege: Primary school inequality in South Africa. *International Journal of Educational Development, 33,* 436-447.

Spinelli, C. G. (2002). *Classroom assessment for students with special needs in inclusive settings*. New Jersey: Pearson Education, Inc.

Stabback, P. (2016). What makes a quality curriculum. *Current and critical issues in the curriculum and learning IBE-UNESCO*, *2*.

Steyn, H. J., Steyn, S. C., De Waal, E. A. S. & Wolhuter. C.C. (2011). *The South African education system: Core characteristics*. Pretoria: Content Solutions Online.

Strydom, I. (2013). Addressing life skills challenges. In E. Landsberg, D. Krüger & E. Swart (Eds.), *Addressing barriers to learning: A South African perspective* (2nd ed.) (pp.106-123). Pretoria: Van Schaik Publishers.

Stofile, S. Y., & Green, L. (2011) Inclusive education in South Africa. In P. Engelbrecht & L. Green (Eds.), *Responding to the challenges of inclusive education in Southern Africa* (pp.52-65). Pretoria: Van Schaik Publishers.

Swanepoel, E. (2015, November 28). Sit jonges deur, laat oueres dop. *Netwerk 24*. Retrieved from: http://www.netwerk24.com/Nuus/Onderwys/sit-jonges-deur-laat-oueres-dop-20151128

Swart, E., & Pettipher, R. (2013). A framework for understanding inclusion. In E. Landsberg, D. Krüger & E. Swart (Eds.), *Addressing barriers to learning: A South African perspective* (2nd ed.) (pp.3-26). Pretoria: Van Schaik Publishers.

Thurlow, M. L., Thompson, S. J., & Johnstone, C. J. (2008). Policy, legal and implementation issues surrounding assessment accommodations for students with disabilities. In L. Florian (Ed.), *The SAGE handbook of special education* (pp. 331-346). London: SAGE Publications Ltd.

Tiekstra, M., Minnaert, A., & Hessels, M. G. P. (2016). A review scrutinising the consequential validity of dynamic assessment. *Educational Psychology, 36*(1), 112-137. doi: 10.1080/01443410.2014.915930

Tzuriel, D. (2000). Dynamic assessment of young children: Educational and intervention perspectives. *Educational Psychology Review*, *12*(4), 385-435.

Tolmie, A., Muijs, D., & McAteer, E. (2011). *Quantitative methods in educational and social research using SPSS*. England: Open University Press.

United Nations (UN). (1948). Convention on the Rights of Persons with Disabilities. Retrieved October 11, 2017 http:www.jus.uio.no/lm/un.universal.declaration.of.human.rights.1948/portrait.a4.pdf

United Nations (UN). (2006). Convention on the Rights of Persons with Disabilities. Retrieved October 11, 2017 http://www.un.org.disabilities/documents/convention/convoptprot-e.pdf

United Nations Educational, Scientific and Cultural Organisation ***see*** UNESCO.

UNESCO. (1994). *The Salamanca Statement and Framework for action on special needs education: adopted by the World Conference on Special Needs Education; Access and Quality. Salamanca, Spain, 7-10 June 1994*. UNESCO.

UNESCO. (2000). *The Dakar Framework for Action: Education for All: Meeting Our Collective Commitments: Including Six Regional Frameworks for Action*. Paris: UNESCO.

UNESCO. (2005). UNESCO and sustainable development. Paris: UNESCO

UNESCO. (2004). *Changing teaching practices: Using curriculum differentiation to respond to students' differences*. Paris: UNESCO.

UNESCO. (2014). *2014 Global education for all meeting*. Retrieved from: https://en.unesco.org/events/2014-global-education-all-meeting-gem

UNESCO. (2016). What makes a quality curriculum? *In-Progress Reflection No. 2 on Current and critical issues in curriculum and learning*. Retrieved from: http://unesdoc.unesco.org/images/0024/002439/243975e.pdf

UNESCO. (2017). *Education. What makes a quality curriculum?* Retrieved from: http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/technical-notes/what-makes-a-quality-curriculum/

UNESCO, UNICEF, World Bank, UNFPA, UNDP, UN Women & UNHCR. (2015). *Education 2030 Incheon Declaration Towards inclusive and equitable quality education and lifelong learning for all*. Retrieved from: http//www.uis.unesco.org/sites/default/files/documents/- 2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf.

VanTassel-Baska, J. (1998). Curriculum design issues in developing a curriculum for the gifted. In J. VanTassel-Baska (Ed.), *Comprehensive curriculum for gifted learners* (pp. 53-76). USA: Allyn and Bacon, Inc.

Wahl, R. (2017). Exploring effective teaching strategies for foundation phase teachers in mainstream primary schools to effect inclusive education (master's dissertation). North-West University, Vanderbijlpark.

Wan, S. W. (2016). Differentiated instruction: Hong Kong prospective teachers' teaching efficacy and beliefs. *Teachers and Teaching, 22*(2), 148-176.

Williams, E., Olivier, T., & Pienaar, C. (2009). A model to revitalise teacher competence. *Acta, Academica, 41*(4), 195-217.

ADDENDUM A1: INFORMED CONSENT FORM FOR PARTICIPANTS

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

PO Box 1174, Vanderbijlpark
South Africa, 1900

Web: http://www.nwu.ac.za

DATE

PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM FOR

TITLE OF THE RESEARCH PROJECT: Exploring the perspectives of secondary school teachers regarding the flexible implementation of the Curriculum Assessment Policy Statement.

REFERENCE NUMBERS:

PRINCIPAL INVESTIGATOR: Ms Rodean Booysen

ADDRESS: North-West University, Vaal Triangle Campus, Hendrick van Eck Blvd

CONTACT NUMBER: 016 910 3310/ 076 874 5389

You are being invited to take part in a research project that forms part of my Master's Degree that focuses on exploring the perspectives of secondary school teachers regarding the flexible implementation of the CAPS. Please take some time to read the information presented here, which will explain the details of this project. Please ask the researcher any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research is about and how you could be involved. Also, your participation is **entirely voluntary** and you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part. Prior to publication of the study's results (or the point that publication is in process), you may also withdraw the data you generate.

What is this research study all about?

- *This study will be conducted in four secondary schools in the Johannesburg South school District and will involve semi-structured individual interviews which will be recorded.*
- *The researcher has been trained to use the method mentioned in the previous sentence.*
- *Approximately twenty (20) participants will be included in this study.*
- *The objectives of this research are:*
  - *To determine what a flexible curriculum within an inclusive education system entails.*
  - *To explore how CAPS addresses flexibility in order to accommodate the diverse learning needs of secondary school learners.*
  - *To determine what the implementation of a flexible curriculum entails.*

Why have you been invited to participate?

- *You have been invited to participate because you are a secondary school teacher from one of the secondary schools in Ennerdale.*
- *You have also complied with the following inclusion criteria:*
  - ✓ *You have at least 5 years teaching experience*
- *You will be excluded if:*
  - ✓ *You do not teach at a Secondary school*
  - ✓ *You do not teach in the Ennerdale region*
  - ✓ *You have less than five (5) years teaching experience*

What will your responsibilities be?

- *You will be expected to answer the questions as honest as possible.*
- *You will be expected to spend approximately one hour (60min) answering the questions.*
- *You will have to communicate a suitable time for the interview (outside of school hours)*
- *If there is a need for follow up questions you will be contacted.*

Will you benefit from taking part in this research?

- *There are no direct benefits for you as a participant.*
- *The indirect benefit will probably be a deeper understanding of CAPS and how to implement it in a flexible manner.*

Are there risks involved in your taking part in this research and how will these be managed?

- *The risks in this study, and how these will be managed, are summarised in the table below:*

Probable/possible risks/discomforts	***Strategies to minimize risk/discomfort***
Because you will be engaged in the interview for about an hour you might become tired.	The researcher will allow a break in between the session to stretch your legs and enjoy some refreshment (water).

- *However, I do believe that the benefits to you and to science (as noted in the previous section) outweigh the risks I have listed. If you disagree, then please feel free not to participate in this study. I will respect your decision.*

Who will have access to the data?

- *Anonymity (that is, in no way will your results be linked to your identity) will definitely be ensured. Confidentiality (that is, I assure you that I will protect the information I have about you) will be ensured by not sharing any information about you or the answers you gave with anyone except my supervisor and co-coder.*
- *Reporting of findings will be anonymous by not including your name or that of the school you work for.*
- *Only the researcher, supervisor and co-coder will have access to the data.*
- *Data will be kept safe and secure by locking hard copies in locked cupboards in the researcher's office and for electronic data it will be password protected.*
- *Audio-recorded data will be sent to a transcriber who will sign a confidentiality clause (i.e., he/she will not be allowed to talk to anyone about any aspect of the data). As soon as data has been transcribed it will be deleted from the recorders. The transcripts will be stored on a password-protected computer. All co-coders will sign confidentiality clauses.*
- *Data will be stored for five (5) years at the North West University.*
- *The findings of this study will be communicated to participants if they request it.*

What will happen to the data?

The data from this study will be reported in a Master's dissertation for postgraduate studies and be shared with the Department of Basic Education. It might also be published in an article and presented at a conference.

In all of this reporting, you will not be personally identified. This means that the reporting will not include your name or details of the particular school that you work for that will help others to know that you participated

This is a once-off study, so the data will not be re-used.

Will you be paid/compensated to take part in this study and are there any costs involved?

No you will not be paid/compensated to take part in the study.

There will thus be no costs involved to participate in this study.

How will you know about the findings?

- The general findings of the research will be shared with educators via the Principal of the school.
- The researcher will arrange with the principal for a feedback session (if educators would like to) and share the findings with them.

Is there anything else that you should know or do?

- **Based on the findings of the interviews a quantitative questionnaire will be developed and distributed to all secondary school teachers in the Ennerdale region. This implies that you will also be requested to complete the questionnaires on a voluntary basis.**
- You can contact Rodean Booysen at 016 910 3310; 076 874 5389 or 22590595@nwu.ac.za if you have any further queries or encounter any problems.
- You can contact my supervisor Prof Mirna Nel at 016 910 3095 or mirna.nel@nwu.ac.za
- You can contact the chair of the Basic Sciences Research Ethics Committee (Prof Jaco Hoffman) at 016 910 3456 or Jaco.Hoffman@nwu.ac.za if you have any concerns or complaints that have not been adequately addressed by the researcher. You will receive a copy of this information and consent form for your own records.

Declaration by participant

By signing below, I ……..……. agree to take part in a research study entitled: Exploring the perspectives of secondary school teachers regarding the flexible implementation of the Curriculum Assessment Policy Statement.

I declare that:

- I have read and understood this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher (if this is a different person), and all my questions have been adequately answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I understand that what I contribute (what I report/say/write/draw/produce visually) could be reproduced publically and/or quoted, but without reference to my personal identity.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the study before it has finished, if the researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.

Signed at (*place*) .....…..…….. on (*date*) ……...…….. 20....

....

Signature of participant **Signature of witness**

Declaration by person obtaining consent

I *(name)* ……..…… declare that:

- I explained the information in this document to ……..
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter.

Signed at (*place*) .....….....…….. on (*date*) ……...…….. 20**....**

....

Signature of person obtaining consent **Signature of witness**

Declaration by researcher

I *(name)* ……..…… declare that:

- I explained the information in this document to ……..
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter.

Signed at (*place*) .....….....…….. on (*date*) ……...…….. 20....

....

Signature of researcher **Signature of witness**

ADDENDUM A2: INFORMED CONSENT FORM FOR RESPONDENTS

PO Box 1174, Vanderbijlpark
South Africa, 1900

Web: http://www.nwu.ac.za

RESPONDENT INFORMATION LEAFLET AND CONSENT FORM FOR

DATE

TITLE OF THE RESEARCH PROJECT: Exploring the perspectives of secondary school teachers regarding the flexible implementation of the Curriculum Assessment Policy Statement.

REFERENCE NUMBERS:

PRINCIPAL INVESTIGATOR: Ms Rodean Booysen

ADDRESS: North-West University, Vaal Triangle Campus, Hendrick van Eck Blvd

CONTACT NUMBER: 016 910 3310/ 076 874 5389

You are being invited to take part in a research project that forms part of my Master's Degree that focuses on exploring the perspectives of secondary school teachers regarding the flexible implementation of the CAPS. Please take some time to read the information presented here, which will explain the details of this project. Please ask the researcher any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research is about and how you could be involved. Also, your participation is **entirely voluntary** and you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part. Prior to publication of the study's results (or the point that publication is in process), you may also withdraw the data you generate.

What is this research study all about?

- *This study will be conducted in four secondary schools in the Johannesburg South school District and will involve completing a Likert scale questionnaire.*
- *The researcher has been trained to use the method mentioned in the previous sentence.*

- *Approximately a hundred and fifty to two hundred (150-200) participants will be included in this study.*
- *The objectives of this research are:*
  - *To determine what a flexible curriculum within an inclusive education system entails.*
  - *To explore how CAPS addresses flexibility in order to accommodate the diverse learning needs of secondary school learners.*
  - *To determine what the implementation of a flexible curriculum entails.*

Why have you been invited to participate?

- *You have been invited to participate because you are a secondary school teacher from one of the secondary schools in Ennerdale.*
- *You have also complied with the following inclusion criteria:*
  - ✓ *You have at least 5 years teaching experience*
- *You will be excluded if:*
  - ✓ *You do not teach at a Secondary school*
  - ✓ *You do not teach in the Ennerdale region*
  - ✓ *You have less than five (5) years teaching experience*

What will your responsibilities be?

- *You will be expected to answer the questions as honest as possible.*
- *You will be expected to spend approximately a half an hour (30min) completing the questionnaire.*
- *You will have to decide on a suitable time to complete the questionnaire (outside of school hours).*

Will you benefit from taking part in this research?

- *There are no direct benefits for you as a participant.*
- *The indirect benefit will probably be a deeper understanding of CAPS and how to implement it in a flexible manner.*
- *The results of the study could also influence the Department of Basic Education to better support secondary school teachers with regard to the flexible implementation of CAPS*

Are there risks involved in your taking part in this research and how will these be managed?

- *The risks in this study, and how these will be managed, are summarised in the table below:*

Probable/possible risks/discomforts	***Strategies to minimize risk/discomfort***
No evident risks are foreseen in this study.	

Who will have access to the data?

- *Anonymity (that is, in no way will your results be linked to your identity) will definitely be ensured.*
- *Confidentiality (that is, I assure you that I will protect the information I have about you) will be ensured by not sharing any information about you or the answers you gave with anyone except my supervisor and co-coder.*
- *Reporting of findings will be anonymous by not including your name or that of the school you work for.*
- *Only the researcher, supervisor and statistician will have access to the data.*
- *Data will be kept safe and secure by locking hard copies in locked cupboards in the researcher's office.*
- *Data will be stored for five (5) years at the North West University.*

What will happen to the data?

The data from this study will be reported in a Master's dissertation for postgraduate studies and will be shared with the Department of Basic Education. It might also be published in an article and presented at a conference.

In all of this reporting, you will not be personally identified. This means that the reporting will not include your name or details of the particular school that you work for that will help others to know that you participated

This is a once-off study, so the data will not be re-used.

Will you be paid/compensated to take part in this study and are there any costs involved?

No you will not be paid/compensated to take part in the study.

There will thus be no costs involved to participate in this study.

How will you know about the findings?

- The general findings of the research will be shared with educators via the Principal of the school.
- The researcher will arrange with the principal for a feedback session (if educators would like to) and share the findings with them.

Is there anything else that you should know or do?

- **Please note that this study will be conducted in two phases, namely a qualitative and a quantitative phase. The questionnaire used for this quantitave phase was developed based on the findings of the qualitative phase.**
- You can contact Rodean Booysen at 016 910 3310; 074 874 5389 or 22590595@nwu.ac.za if you have any further queries or encounter any problems.
- You can contact my supervisor Prof Mirna Nel at 016 910 3095 or mirna.nel@nwu.ac.za

- You can contact the chair of the Basic Sciences Research Ethics Committee (Prof Jaco Hoffman) at 016 910 3456 or Jaco.Hoffman@nwu.ac.za if you have any concerns or complaints that have not been adequately addressed by the researcher. You will receive a copy of this information and consent form for your own records.

Declaration by participant

By signing below, I ……..……. agree to take part in a research study entitled: Exploring the perspectives of secondary school teachers regarding the flexible implementation of the Curriculum Assessment Policy Statement.

I declare that:

- I have read and understood this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher (if this is a different person), and all my questions have been adequately answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I understand that what I contribute (what I report/say/write/draw/produce visually) could be reproduced publically and/or quoted, but without reference to my personal identity.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the study before it has finished, if the researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.

Signed at (*place*) .....….....…….. on (*date*) ……...…….. 20....

....

Signature of respondent **Signature of witness**

Declaration by person obtaining consent

I *(name)* ……..…… declare that:

- I explained the information in this document to ……..
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter.

Signed at (*place*) .....…..…….. on (*date*) ……...…….. 20....

....

Signature of person obtaining consent **Signature of witness**

Declaration by researcher

I *(name)* ……..…… declare that:

- I explained the information in this document to ……..
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter.

Signed at (*place*) .....…..…….. on (*date*) ……...…….. 20....

....

Signature of researcher **Signature of witness**

ADDENDUM A3: INFORMED CONSENT FORM FOR PRINCIPAL (QUAL)

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

PO Box 1174, Vanderbijlpark
South Africa, 1900

Web: http://www.nwu.ac.za

DATE

PRINCIPAL INFORMATION LEAFLET AND CONSENT FORM FOR

TITLE OF THE RESEARCH PROJECT: Exploring the perspectives of secondary school teachers regarding the flexible implementation of the Curriculum Assessment Policy Statement.

REFERENCE NUMBERS:

PRINCIPAL INVESTIGATOR: Ms Rodean Booysen

ADDRESS: North-West University, Vaal Triangle Campus, Hendrick van Eck Blvd

CONTACT NUMBER: 016 910 3310/ 076 874 5389

I would like to invite the educators at your school to take part in a research project that forms part of my Master's Degree that focuses on exploring the perspectives of secondary school teachers regarding the flexible implementation of the CAPS. Please take some time to read the information presented here, which will explain the details of this project. Please ask the researcher any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research is about and how you could be involved. Also, participation is **entirely voluntary** and educators are free to decline to participate. If they say no, this will not affect them negatively in any way whatsoever. The educators are also free to withdraw from the study at any point, even if they initially agreed to take part. Prior to publication of the study's results (or the point that publication is in process), they may also withdraw the data they generated.

What is this research study all about?

- *This study will be conducted in four secondary schools in the Johannesburg South school District and will involve semi-structured individual interviews which will be recorded.*
- *The researcher has been trained to use the method mentioned in the previous sentence.*
- *Approximately twenty (20) participants will be included in this study.*
- *The objectives of this research are:*
  - *To determine what a flexible curriculum within an inclusive education system entails.*
  - *To explore how CAPS addresses flexibility in order to accommodate the diverse learning needs of secondary school learners.*
  - *To determine what the implementation of a flexible curriculum entails.*
- *The researcher will also conduct a document analysis to critically analyse whether or not the documents are complying with legislation in implementing a flexible curriculum.*

Why have the educators been invited to participate?

- *They have been invited to participate because they are secondary school teachers from one of the secondary schools in Ennerdale.*
- *They have also complied with the following inclusion criteria:*
  - ✓ *at least 5 years teaching experience*
- *Educators will be excluded if:*
  - ✓ *They do not teach at a Secondary school*
  - ✓ *They do not teach in the Ennerdale region*
  - ✓ *They have less than five (5) years teaching experience*

What will the educators responsibilities be?

- *Educators will be expected to answer the questions as honest as possible.*
- *Educators will be expected to spend approximately one hour (60min) answering the questions.*
- *Educators will have to communicate a suitable time for the interview (outside of school hours)*
- *If there is a need for follow up questions educators will be contacted.*

Will educators benefit from taking part in this research?

- *There are no direct benefits for participants.*
- *The indirect benefit will probably be a deeper understanding of CAPS and how to implement it in a flexible manner.*

Are there risks involved in taking part in this research and how will these be managed?

- *The risks in this study, and how these will be managed, are summarised in the table below:*

Probable/possible risks/discomforts	***Strategies to minimize risk/discomfort***
Because educators will be engaged in the interview for about an hour they might	The researcher will allow a break in between the session to stretch and enjoy some

become tired.	refreshment (water).

- *However, I do believe that the benefits to educators and to science (as noted in the previous section) outweigh the risks I have listed. If educators disagree, then they are free not to participate in this study. I will respect their decision.*

Who will have access to the data?

- *Anonymity (that is, in no way will results be linked to educators identity) will definitely be ensured. Confidentiality (that is, I assure you that I will protect the information I have about educators) will be ensured by not sharing any information about the educators or the answers they gave with anyone except my supervisor and co-coder.*
- *Reporting of findings will be anonymous by not including educators names or that of the schools they work for.*
- *Only the researcher, supervisor and co-coder will have access to the data.*
- *Data will be kept safe and secure by locking hard copies in locked cupboards in the researcher's office and for electronic data it will be password protected.*
- *Audio-recorded data will be sent to a transcriber who will sign a confidentiality clause (i.e., he/she will not be allowed to talk to anyone about any aspect of the data). As soon as data has been transcribed it will be deleted from the recorders. The transcripts will be stored on a password-protected computer. All co-coders will sign confidentiality clauses.*
- *Data will be stored for five (5) years at the North West University.*
- *The findings of this study will be communicated to participants if they request it.*

What will happen to the data?
The data from this study will be reported in a Master's dissertation for postgraduate studies and will be shared with the Department of Basic Education. It might also be published in an article and presented at a conference.

In all of this reporting, educators will not be personally identified. This means that the reporting will not include educators name or details of the particular school that they work for that will help others to know that they participated

This is a once-off study, so the data will not be re-used.

Will educators be paid/compensated to take part in this study and are there any costs involved?
No, educators will not be paid/compensated to take part in the study.

There will thus be no costs involved to participate in this study.

How will educators know about the findings?

- The general findings of the research will be shared with educators via the Principal of the school.
- The researcher will arrange with the principal for a feedback session (if educators would like to) and share the findings with them.

Is there anything else that you should know or do?

- **Based on the findings of the interviews a quantitative questionnaire will be developed and distributed to all secondary school teachers in the Ennerdale region. This implies that educators will also be requested to complete the questionnaires on a voluntary basis.**
- You can contact Rodean Booysen at 016 910 3310; 076 874 5389 or 22590595@nwu.ac.za if you have any further queries or encounter any problems.
- You can contact my supervisor Prof Mirna Nel at 016 910 3095 or mirna.nel@nwu.ac.za
- You can contact the chair of the Basic Sciences Research Ethics Committee (Prof Jaco Hoffman) at 016 910 3456 or Jaco.Hoffman@nwu.ac.za if you have any concerns or complaints that have not been adequately addressed by the researcher. Educators will receive a copy of this information and consent form for your own records.

Declaration by Principal

By signing below, I ……..……. agree to take allow the educators from my school to take part in a research study entitled: Exploring the perspectives of secondary school teachers regarding the flexible implementation of the Curriculum Assessment Policy Statement.

I declare that:

- I have read and understood this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher (if this is a different person), and all my questions have been adequately answered.
- I understand that educators taking part in this study is doing it **voluntary** and have not been pressurised to take part.
- I understand that what educators contribute (what they report/say/write/draw/produce visually) could be reproduced publically and/or quoted, but without reference to their personal identity.
- Educators may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- Educators may be asked to leave the study before it has finished, if the researcher feels it is in their best interests, or if they do not follow the study plan, as agreed to.

Signed at (*place*) .....…..…….. on (*date*) ……...…….. 20....

....

Signature of Principal **Signature of witness**

- You may contact me again ☐ **Yes** ☐ **No**
- I would like a summary of the findings of this research ☐ **Yes** ☐ **No**

The best way to reach me is:

Name & Surname: _____
Postal Address: _____
Email: _____
Phone Number: _____
Cell Phone Number: _____

Declaration by person obtaining consent

I *(name)* ……..…… declare that:

- I explained the information in this document to ……..
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter.

Signed at (*place*) .....…..……. on (*date*) ……...…….. 20....

....
Signature of person obtaining consent **Signature of witness**

Declaration by researcher

I *(name)* ……..…… declare that:

- I explained the information in this document to ……..
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter.

Signed at (*place*) .....…..……. on (*date*) ……...…….. 20....

....
Signature of researcher **Signature of witness**

ADDENDUM A4: INFORMED CONSENT FORM FOR PRINCIPAL (QUAN)

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

PO Box 1174, Vanderbijlpark
South Africa, 1900

Web: http://www.nwu.ac.za

DATE

PRINCIPAL INFORMATION LEAFLET AND CONSENT FORM FOR

TITLE OF THE RESEARCH PROJECT: Exploring the perspectives of secondary school teachers regarding the flexible implementation of the Curriculum Assessment Policy Statement.

REFERENCE NUMBERS:

PRINCIPAL INVESTIGATOR: Ms Rodean Booysen

ADDRESS: North-West University, Vaal Triangle Campus, Hendrick van Eck Blvd

CONTACT NUMBER: 016 910 3310/ 076 874 5389

I would like to invite the educators at your school to take part in a research project that forms part of my Master's Degree that focuses on exploring the perspectives of secondary school teachers regarding the flexible implementation of the CAPS. Please take some time to read the information presented here, which will explain the details of this project. Please ask the researcher any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research is about and how you could be involved. Also, participation is **entirely voluntary** and educators are free to decline to participate. If they say no, this will not affect them negatively in any way whatsoever. The educators are also free to withdraw from the study at any point, even if they initially agreed to take part. Prior to publication of the study's results (or the point that publication is in process), they may also withdraw the data they generated.

What is this research study all about?

- *This study will be conducted in four secondary schools in the Johannesburg South school District and will involve completing a Likert scale questionnaire.*

- *The researcher has been trained to use the method mentioned in the previous sentence.*
- *Approximately a hundred and fifty to two hundred (150-200) participants will be included in this study.*
- *The objectives of this research are:*
  - *To determine what a flexible curriculum within an inclusive education system entails.*
  - *To explore how CAPS addresses flexibility in order to accommodate the diverse learning needs of secondary school learners.*
  - *To determine what the implementation of a flexible curriculum entails.*

Why have the educators been invited to participate?

- *They have been invited to participate because they are secondary school teachers from one of the secondary schools in Ennerdale.*
- *They have also complied with the following inclusion criteria:*
  - ✓ *at least 5 years teaching experience*
- *Educators will be excluded if:*
  - ✓ *They do not teach at a Secondary school*
  - ✓ *They do not teach in the Ennerdale region*
  - ✓ *They have less than five (5) years teaching experience*

What will the educators responsibilities be?

- *You will be expected to answer the questions as honest as possible.*
- *You will be expected to spend approximately a half an hour (30min) completing the questionnaire.*
- *You will have to decide on a suitable time to complete the questionnaire (outside of school hours).*

Will educators benefit from taking part in this research?

- *There are no direct benefits for respondents.*
- *The indirect benefit will probably be a deeper understanding of CAPS and how to implement it in a flexible manner.*
- *The results of the study could also influence the Department of Basic Education to better support secondary school teachers with regard to the flexible implementation of CAPS*

Are there risks involved in taking part in this research and how will these be managed?

- *The risks in this study, and how these will be managed, are summarised in the table below:*

Probable/possible risks/discomforts	***Strategies to minimize risk/discomfort***
No evident risks are foreseen in this study.	

Who will have access to the data?

- *Anonymity (that is, in no way will results be linked to educators identity) will definitely be ensured. Confidentiality (that is, I assure you that I will protect the information I have about educators) will be ensured by not sharing any information about the educators or the answers they gave with anyone except my supervisor and co-coder.*
- *Reporting of findings will be anonymous by not including educators names or that of the schools they work for.*
- *Only the researcher, supervisor and statistician will have access to the data.*
- *Data will be kept safe and secure by locking hard copies in locked cupboards in the researcher's office.*
- *Data will be stored for five (5) years at the North West University.*

What will happen to the data?

The data from this study will be reported in a Master's dissertation for postgraduate studies and will be shared with the Department of Basic Education. It might also be published in an article and presented at a conference.

In all of this reporting, educators will not be personally identified. This means that the reporting will not include educators name or details of the particular school that they work for that will help others to know that they participated

This is a once-off study, so the data will not be re-used.

Will educators be paid/compensated to take part in this study and are there any costs involved?

No, educators will not be paid/compensated to take part in the study.

There will thus be no costs involved to participate in this study.

How will educators know about the findings?

- The general findings of the research will be shared with educators via the Principal of the school.
- The researcher will arrange with the principal for a feedback session (if educators would like to) and share the findings with them.

Is there anything else that you should know or do?

- **Please note that this study will be conducted in two phases, namely a qualitative and a quantitative phase. The questionnaire used for the quantitave phase will be developed based on the findings of the qualitative phase.**
- You can contact Rodean Booysen at 016 910 3310; 076 874 5389 or 22590595@nwu.ac.za if you have any further queries or encounter any problems.
- You can contact my supervisor Prof Mirna Nel at 016 910 3095 or mirna.nel@nwu.ac.za
- You can contact the chair of the Basic Sciences Research Ethics Committee (Prof Jaco Hoffman) at 016 910 3456 or Jaco.Hoffman@nwu.ac.za if you have any concerns or complaints that have not been adequately addressed by the researcher. Educators will receive a copy of this information and consent form for your own records.

Declaration by Principal

By signing below, I ……..……. agree to take allow the educators from my school to take part in a research study entitled: Exploring the perspectives of secondary school teachers regarding the flexible implementation of the Curriculum Assessment Policy Statement.

I declare that:

- I have read and understood this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher (if this is a different person), and all my questions have been adequately answered.
- I understand that educators taking part in this study is doing it **voluntary** and have not been pressurised to take part.
- I understand that what educators contribute (what they report/say/write/draw/produce visually) could be reproduced publically and/or quoted, but without reference to their personal identity.
- Educators may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- Educators may be asked to leave the study before it has finished, if the researcher feels it is in their best interests, or if they do not follow the study plan, as agreed to.

Signed at (*place*) .....…..…….. on (*date*) ……...…….. 20....

....

Signature of Principal **Signature of witness**

- You may contact me again ☐ **Yes** ☐ **No**
- I would like a summary of the findings of this research ☐ **Yes** ☐ **No**

The best way to reach me is:

Name & Surname: _____

Postal Address: _____

Email: _____

Phone Number: _____

Cell Phone Number: _____

Declaration by person obtaining consent

I *(name)* ……..…… declare that:

- I explained the information in this document to ……..
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter.

Signed at (*place*) .....….....…….. on (*date*) ……...…….. 20....

....

Signature of person obtaining consent **Signature of witness**

Declaration by researcher

I *(name)* ……..…… declare that:

- I explained the information in this document to ……..
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter.

Signed at (*place*) .....….....…….. on (*date*) ……...…….. 20....

....

Signature of researcher **Signature of witness**

ADDENDUM A5: INFORMED CONSENT FORM FOR SGB CHAIRPERSON (QUAL)

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

PO Box 1174, Vanderbijlpark
South Africa, 1900

Web: http://www.nwu.ac.za

DATE

School Governing Body (SGB) INFORMATION LEAFLET AND CONSENT FORM FOR

TITLE OF THE RESEARCH PROJECT: Exploring the perspectives of secondary school teachers regarding the flexible implementation of the Curriculum Assessment Policy Statement.

REFERENCE NUMBERS:

PRINCIPAL INVESTIGATOR: Ms Rodean Booysen

ADDRESS: North-West University, Vaal Triangle Campus, Hendrick van Eck Blvd

CONTACT NUMBER: 016 910 3310/ 076 874 5389

I would like to invite the educators at your school to take part in a research project that forms part of my Master's Degree that focuses on exploring the perspectives of secondary school teachers regarding the flexible implementation of the CAPS. Please take some time to read the information presented here, which will explain the details of this project. Please ask the researcher any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research is about and how you could be involved. Also, participation is **entirely voluntary** and educators are free to decline to participate. If they say no, this will not affect them negatively in any way whatsoever. The educators are also free to withdraw from the study at any point, even if they initially agreed to take part. Prior to publication of the study's results (or the point that publication is in process), they may also withdraw the data they generated.

What is this research study all about?

- *This study will be conducted in four secondary schools in the Johannesburg South school District and will involve semi-structured individual interviews which will be recorded.*
- *The researcher has been trained to use the method mentioned in the previous sentence.*
- *Approximately twenty (20) participants will be included in this study.*
- *The objectives of this research are:*
  - *To determine what a flexible curriculum within an inclusive education system entails.*
  - *To explore how CAPS addresses flexibility in order to accommodate the diverse learning needs of secondary school learners.*
  - *To determine what the implementation of a flexible curriculum entails.*
- *The researcher will also conduct a document analysis to critically analyse whether or not the documents are complying with legislation in implementing a flexible curriculum.*

Why have the educators been invited to participate?

- *They have been invited to participate because they are secondary school teachers from one of the secondary schools in Ennerdale.*
- *They have also complied with the following inclusion criteria:*
  - ✓ *at least 5 years teaching experience*
- *Educators will be excluded if:*
  - ✓ *They do not teach at a Secondary school*
  - ✓ *They do not teach in the Ennerdale region*
  - ✓ *They have less than five (5) years teaching experience*

What will the educators responsibilities be?

- *Educators will be expected to answer the questions as honest as possible.*
- *Educators will be expected to spend approximately one hour (60min) answering the questions.*
- *Educators will have to communicate a suitable time for the interview (outside of school hours)*
- *If there is a need for follow up questions educators will be contacted.*

Will educators benefit from taking part in this research?

- *There are no direct benefits for participants.*
- *The indirect benefit will probably be a deeper understanding of CAPS and how to implement it in a flexible manner.*

Are there risks involved in your taking part in this research and how will these be managed?

- *The risks in this study, and how these will be managed, are summarised in the table below:*

Probable/possible risks/discomforts	*Strategies to minimize risk/discomfort*
Because educators will be engaged in the interview for about an hour they might become tired.	The researcher will allow a break in between the session to stretch and enjoy some refreshment (water).

- *However, I do believe that the benefits to educators and to science (as noted in the previous section) outweigh the risks I have listed. If educators disagree, then they are free not to participate in this study. I will respect their decision.*

Who will have access to the data?

- *Anonymity (that is, in no way will results be linked to educators identity) will definitely be ensured. Confidentiality (that is, I assure you that I will protect the information I have about educators) will be ensured by not sharing any information about the educators or the answers they gave with anyone except my supervisor and co-coder.*
- *Reporting of findings will be anonymous by not including educators names or that of the schools they work for.*
- *Only the researcher, supervisor and co-coder will have access to the data.*
- *Data will be kept safe and secure by locking hard copies in locked cupboards in the researcher's office and for electronic data it will be password protected.*
- *Audio-recorded data will be sent to a transcriber who will sign a confidentiality clause (i.e., he/she will not be allowed to talk to anyone about any aspect of the data). As soon as data has been transcribed it will be deleted from the recorders. The transcripts will be stored on a password-protected computer. All co-coders will sign confidentiality clauses.*
- *Data will be stored for five (5) years at the North West University.*
- *The findings of this study will be communicated to participants if they request it.*

What will happen to the data?

The data from this study will be reported in a Master's dissertation for postgraduate studies and will be shared with the Department of Basic Education. It might also be published in an article and presented at a conference.

In all of this reporting, educators will not be personally identified. This means that the reporting will not include educators name or details of the particular school that they work for that will help others to know that they participated

This is a once-off study, so the data will not be re-used.

Will educators be paid/compensated to take part in this study and are there any costs involved?

No, educators will not be paid/compensated to take part in the study.

There will thus be no costs involved to participate in this study.

How will educators know about the findings?

- The general findings of the research will be shared with educators via the Principal of the school.
- The researcher will arrange with the principal for a feedback session (if educators would like to) and share the findings with them.

Is there anything else that you should know or do?

- **Based on the findings of the interviews a quantitative questionnaire will be developed and distributed to all secondary school teachers in the Ennerdale region. This implies that educators will also be requested to complete the questionnaires on a voluntary basis.**
- You can contact Rodean Booysen at 016 910 3310; 076 874 5389 or 22590595@nwu.ac.za if you have any further queries or encounter any problems.
- You can contact my supervisor Prof Mirna Nel at 016 910 3095 or mirna.nel@nwu.ac.za
- You can contact the chair of the Basic Sciences Research Ethics Committee (Prof Jaco Hoffman) at 016 910 3456 or Jaco.Hoffman@nwu.ac.za if you have any concerns or complaints that have not been adequately addressed by the researcher. Educators will receive a copy of this information and consent form for your own records.

Declaration by SGB

By signing below, I ……..……. agree to take allow the educators from my school to take part in a research study entitled: Exploring the perspectives of secondary school teachers regarding the flexible implementation of the Curriculum Assessment Policy Statement.

I declare that:

- I have read and understood this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher (if this is a different person), and all my questions have been adequately answered.
- I understand that educators taking part in this study is doing it **voluntary** and have not been pressurised to take part.
- I understand that what educators contribute (what they report/say/write/draw/produce visually) could be reproduced publically and/or quoted, but without reference to their personal identity.
- Educators may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- Educators may be asked to leave the study before it has finished, if the researcher feels it is in their best interests, or if they do not follow the study plan, as agreed to.

Signed at (*place*) .....…..……. on (*date*) ……...…….. 20....

....
Signature of SGB **Signature of witness**

- You may contact me again ☐ **Yes** ☐ **No**
- I would like a summary of the findings of this research ☐ **Yes** ☐ **No**

The best way to reach me is:

Name & Surname: _____
Postal Address: _____
Email: _____
Phone Number: _____
Cell Phone Number: _____

Declaration by person obtaining consent

I *(name)* ……..…… declare that:

- I explained the information in this document to ……..
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter.

Signed at (*place*) .....…..……. on (*date*) ……...…….. 20....

....
Signature of person obtaining consent **Signature of witness**

Declaration by researcher

I *(name)* ……..…… declare that:

- I explained the information in this document to ……..
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above

- I did/did not use a interpreter.

Signed at (*place*) .....…..……. on (*date*) ……...…….. 20....

....

Signature of researcher **Signature of witness**

ADDENDUM A5: INFORMED CONSENT FORM FOR SGB CHAIRPERSON (QUAN)

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

PO Box 1174, Vanderbijlpark
South Africa, 1900

Web: http://www.nwu.ac.za

DATE

School Governing Body (SGB) INFORMATION LEAFLET AND CONSENT FORM FOR

TITLE OF THE RESEARCH PROJECT: Exploring the perspectives of secondary school teachers regarding the flexible implementation of the Curriculum Assessment Policy Statement.

REFERENCE NUMBERS:

PRINCIPAL INVESTIGATOR: Ms Rodean Booysen

ADDRESS: North-West University, Vaal Triangle Campus, Hendrick van Eck Blvd

CONTACT NUMBER: 016 910 3310/ 076 874 5389

I would like to invite the educators at your school to take part in a research project that forms part of my Master's Degree that focuses on exploring the perspectives of secondary school teachers regarding the flexible implementation of the CAPS. Please take some time to read the information presented here, which will explain the details of this project. Please ask the researcher any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research is about and how you could be involved. Also, participation is **entirely voluntary** and educators are free to decline to participate. If they say no, this will not affect them negatively in any way whatsoever. The educators are also free to withdraw from the study at any point, even if they initially agreed to take part. Prior to publication of the study's results (or the point that publication is in process), they may also withdraw the data they generated.

What is this research study all about?

- *This study will be conducted in four secondary schools in the Johannesburg South school District and will involve completing a Likert scale questionnaire.*

- *The researcher has been trained to use the method mentioned in the previous sentence.*
- *Approximately a hundred and fifty to two hundred (150-200) participants will be included in this study.*
- *The objectives of this research are:*
  - *To determine what a flexible curriculum within an inclusive education system entails.*
  - *To explore how CAPS addresses flexibility in order to accommodate the diverse learning needs of secondary school learners.*
  - *To determine what the implementation of a flexible curriculum entails.*

Why have the educators been invited to participate?

- *They have been invited to participate because they are secondary school teachers from one of the secondary schools in Ennerdale.*
- *They have also complied with the following inclusion criteria:*
  - ✓ *at least 5 years teaching experience*
- *Educators will be excluded if:*
  - ✓ *They do not teach at a Secondary school*
  - ✓ *They do not teach in the Ennerdale region*
  - ✓ *They have less than five (5) years teaching experience*

What will the educators responsibilities be?

- *They will be expected to answer the questions as honest as possible.*
- *They will be expected to spend approximately a half an hour (30min) completing the questionnaire.*
- *They will have to decide on a suitable time to complete the questionnaire (outside of school hours).*

Will educators benefit from taking part in this research?

- *There are no direct benefits for participants.*
- *The indirect benefit will probably be a deeper understanding of CAPS and how to implement it in a flexible manner.*
- *The results of the study could also influence the Department of Basic Education to better support secondary school teachers with regard to the flexible implementation of CAPS*

Are there risks involved in taking part in this research and how will these be managed?

- *The risks in this study, and how these will be managed, are summarised in the table below:*

Probable/possible risks/discomforts	***Strategies to minimize risk/discomfort***
No evident risks are foreseen in this study.	

Who will have access to the data?

- *Anonymity (that is, in no way will results be linked to educators identity) will definitely be ensured. Confidentiality (that is, I assure you that I will protect the information I have about educators) will be ensured by not sharing any information about the educators or the answers they gave with anyone except my supervisor and co-coder.*
- *Reporting of findings will be anonymous by not including educators names or that of the schools they work for.*
- *Only the researcher, supervisor and statistician will have access to the data.*
- *Data will be kept safe and secure by locking hard copies in locked cupboards in the researcher's office.*
- *Data will be stored for five (5) years at the North West University.*

What will happen to the data?

The data from this study will be reported in a Master's dissertation for postgraduate studies and will be shared with the Department of Basic Education. It might also be published in an article and presented at a conference.

In all of this reporting, educators will not be personally identified. This means that the reporting will not include educators name or details of the particular school that they work for that will help others to know that they participated

This is a once-off study, so the data will not be re-used.

Will educators be paid/compensated to take part in this study and are there any costs involved?

No, educators will not be paid/compensated to take part in the study.

There will thus be no costs involved to participate in this study.

How will educators know about the findings?

- The general findings of the research will be shared with educators via the Principal of the school.
- The researcher will arrange with the principal for a feedback session (if educators would like to) and share the findings with them.

Is there anything else that you should know or do?

- **Please note that this study will be conducted in two phases, namely a qualitative and a quantitative phase. The questionnaire used for the quantitave phase will be developed based on the findings of the qualitative phase.**
- You can contact Rodean Booysen at 016 910 3310; 076 874 5389 or 22590595@nwu.ac.za if you have any further queries or encounter any problems.
- You can contact my supervisor Prof Mirna Nel at 016 910 3095 or mirna.nel@nwu.ac.za
- You can contact the chair of the Basic Sciences Research Ethics Committee (Prof Jaco Hoffman) at 016 910 3456 or Jaco.Hoffman@nwu.ac.za if you have any concerns or complaints that have not been adequately addressed by the researcher. Educators will receive a copy of this information and consent form for your own records.

Declaration by SGB

By signing below, I ……..……. agree to take allow the educators from my school to take part in a research study entitled: Exploring the perspectives of secondary school teachers regarding the flexible implementation of the Curriculum Assessment Policy Statement.

I declare that:

- I have read and understood this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher (if this is a different person), and all my questions have been adequately answered.
- I understand that educators taking part in this study is doing it **voluntary** and have not been pressurised to take part.
- I understand that what educators contribute (what they report/say/write/draw/produce visually) could be reproduced publically and/or quoted, but without reference to their personal identity.
- Educators may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- Educators may be asked to leave the study before it has finished, if the researcher feels it is in their best interests, or if they do not follow the study plan, as agreed to.

Signed at (*place*) .....…..……. on (*date*) ……...…….. 20....

....

Signature of SGB **Signature of witness**

- You may contact me again ☐ **Yes** ☐ **No**
- I would like a summary of the findings of this research ☐ **Yes** ☐ **No**

The best way to reach me is:

Name & Surname: _____

Postal Address: _____

Email: _____

Phone Number: _____

Cell Phone Number: _____

Declaration by person obtaining consent

I *(name)* ……..…… declare that:

- I explained the information in this document to ……..
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter.

Signed at (*place*) .....….....…….. on (*date*) ……...…….. 20....

....

Signature of person obtaining consent **Signature of witness**

Declaration by researcher

I *(name)* ……..…… declare that:

- I explained the information in this document to ……..
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter.

Signed at (*place*) .....….....…….. on (*date*) ……...…….. 20....

....

Signature of researcher **Signature of witness**

ADDENDUM B: GAUTENG DEPARTMENT OF EDUCATION CONSENT

For administrative use only:
Reference no: D2017 / 326
enquiries: 011 843 6503

GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GDE RESEARCH APPROVAL LETTER

Date:	**3 November 2016**
Validity of Research Approval:	**6 February 2017 to 29 September 2017**
Name of Researcher:	**Booysen R.M.**
Address of Researcher:	**2 Nephelwe Close; Extension 14; Ennerdale; 1830**
Telephone / Fax Number/s:	**016 910 3310; 074 814 7376; 016 910 3078**
Email address:	**22590595@gmail.com**
Research Topic:	**The perspectives of Secondary School teachers regarding the flexible implementation of the Curriculum and Assessment Policy Statement**
Number and type of schools:	**FOUR Secondary Schools**
District/s/HO	**Johannesburg South**

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved. A separate copy of this letter must be presented to the Principal, SGB and the relevant District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted. However participation is VOLUNTARY.

The following conditions apply to GDE research. The researcher has agreed to and may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

CONDITIONS FOR CONDUCTING RESEARCH IN GDE

1. *The District/Head Office Senior Manager/s concerned, the Principal/s and the chairperson/s of the School Governing Body (SGB.) must be presented with a copy of this letter.*
2. *The Researcher will make every effort to obtain the goodwill and co-operation of the GDE District officials, principals, SGBs, teachers, parents and learners involved. Participation is voluntary and additional remuneration will not be paid;*

2016/11/04

Making education a societal priority

Office of the Director: Education Research and Knowledge Management ER&KM)
9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

ADDENDUM C: ETHICAL CLEARANCE BASSREC

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

PO Box 1174, Vanderbijlpark
South Africa, 1900

Basic and Social Sciences Research Ethics Committee
Tel: +27(16) 910-3483
Web: http://www.nwu.ac.za
Email: Charmaine.lekonyane@nwu.ac.za

31 January 2017

Dear Ms Rodean.M Booysen and Prof Mirna Nel

ETHICS APPLICATION: **NWU-HS-2016-0211**

Perspectives of secondary school teachers regarding the flexible implementation of the Curriculum Assessment Policy Statement

Risk Level: Low

Med

Thank you for a well-presented application and additional material!

At the meeting of the Basic and Social Sciences Research Ethics Committee (BaSSREC) held on 26 January 2017, the committee ratified the approval of the above ethics application in view of the additional information submitted. There is an adequate risk/benefit ratio and the protocol is acceptable.

A certificate will be issued for the duration of the applicant's period of study, with a maximum period of 3 years and communication will be kept for progress tracking purposes.

Congratulations and best of wishes with the completion of your study.

Yours sincerely,

Prof Jaco Hoffman
BaSSREC – Chairperson

Ethics Expiry Date: 31 January 2020

ADDENDUM D: ADVERTISEMENT

Research participants needed

You **must** be:

- **Secondary school teachers**
- Have **5 years teaching experience**
- Teaching in **Ennerdale**

Please share your views about the **flexible implementation of the CAPS.**

If you would like to participate in this study please contact Ms Rodean Booysen @076 874 5389 or 22590595@nwu.ac.za for more information about the research project.

ADDENDUM E: INTERVIEW SCHEDULE

INTERVIEW SCHEDULE TO EXPLORE THE PERSPECTIVES OF SECONDARY SCHOOL TEACHERS REGARDING THE FLEXIBLE IMPLEMENTATION OF THE CAPS.

The researcher will use the following questions in the semi structured interviews. If clarification or further information is needed, the researcher will make use of probing.

1. Please explain the Curriculum Assessment Policy Statement in a few sentences.
2. What do you think a flexible curriculum entails?
3. Do you think CAPS is a flexible curriculum? Please explain.
4. Would you say your school promotes the flexible implementation of CAPS? Please motivate your answer.
5. Do you promote flexible teaching and learning in your classroom? How?
6. In your opinion, what are the benefits of promoting flexibility in the curriculum?
7. What support does your school provide with regards to promoting the flexible implementation in CAPS?
8. From your perspective, does your school place emphasis on the implementation of flexibility? Please motivate.
9. Based on your knowledge and experience, how do you think the flexible implementation of CAPS can be enhanced?

ADDENDUM F: LIKERT SCALE QUESTIONNAIRE

NORTH-WEST UNIVERSITY ®
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

Questionnaire for TEACHERS

Exploring secondary school teachers' perceptions regarding the flexible implementation of the CAPS.

Dear Teachers

I am currently busy with a Masters Degree in Education at the North-West University, Vaal Triangle Campus. My research focuses on Secondary school teachers' perspectives on the flexible implementation of the Curriculum and Assessment Policy Statement. I will appreciate it if you can complete the questionnaire below. **The questionnaire used for this quantitative phase was developed based on the findings of the qualitative phase.** The questionnaire is completed anonymously and all information will be handled with the utmost confidentiality. Your time and cooperation is sincerely appreciated.

(Note: Please ignore the numbering in the answer blocks. It is only relevant for data capturing)

Please complete all the items.

SECTION A: BIOGRAPHICAL INFORMATION

Complete the following information about yourself by marking with an X in the appropriate block:

1. Gender

Male	**1**
Female	**2**

2. Age

20-30	**1**

31-40	**2**
41-50	**3**
51-60	**4**
61-65	**5**

3. Years of teaching experience

0-5 years	**1**
6-10 years	**2**
11-15 years	**3**
16-20 years	**4**
More than 20 years	**5**

SECTION B

4. Indicate the choice that best characterizes how you feel regarding the CAPS training provided by the Department of Education. Indicate your choice on the four-point scale by marking with an X in the appropriate block	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
4.1 The facilitator was well prepared for the session(s).	**1**	**2**	**3**	**4**
4.2 The facilitator addressed the importance of flexibility in the curriculum.	**1**	**2**	**3**	**4**
4.3 Practical examples were given on how to implement flexibility according to my learners' diverse learning needs (e.g. religion, cultural, socio-economic, ability, disability and health, etc).	**1**	**2**	**3**	**4**

4.4 Practical examples were given on how to implement flexibility according to my learners' diverse learning styles (e.g. visual, auditory and kinesthetic).	**1**	**2**	**3**	**4**
4.5 Practical examples were given on how to implement flexibility according to my learners' different skills levels (ability to complete a task successfully).	**1**	**2**	**3**	**4**
4.6 Practical examples were given on how to implement flexibility according to my learners' different knowledge levels (Blooms taxonomy).	**1**	**2**	**3**	**4**
4.7 Practical examples were given on how to implement flexibility when I plan my lesson(s).	**1**	**2**	**3**	**4**
4.8 Practical examples were given on how to implement flexibility when I present my lesson(s).	**1**	**2**	**3**	**4**
4.9 Practical examples were given on how to implement flexibility in my assessments (summative and/or formative).	**1**	**2**	**3**	**4**
4.10 Practical examples were given on how to implement flexibility in my teaching approaches (e.g. teacher or learner centered).	**1**	**2**	**3**	**4**

4.11 Please add any additional information that you think is important to note with regard to the above statements.

_____

_____

_____

_____

_____

_____

5. Indicate the choice that best characterizes how you feel about the design of the Curriculum and Assessment Policy Statement as applicable to your subject/s. Indicate your choice on the four-point scale by marking with an X in the appropriate block	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
5.1 The CAPS document is clearly formulated	**1**	**2**	**3**	**4**
5.2 The CAPS document is easy to understand.	**1**	**2**	**3**	**4**
5.3 CAPS is a flexible curriculum.	**1**	**2**	**3**	**4**
5.4 There is too much content to be taught in the CAPS curriculum.	**1**	**2**	**3**	**4**
5.5 CAPS is appropriate for the cognitive level of the learners in my class.	**1**	**2**	**3**	**4**
5.6 CAPS is appropriate for the diverse learning styles (e.g visual, auditory and kinesthetic) of the learners in my class.	**1**	**2**	**3**	**4**
5.7 CAPS is relevant for the diverse learning needs (e.g. religion, cultural, socio-economic, ability, disability and health, etc) of my learners.	**1**	**2**	**3**	**4**
5.8 CAPS is relevant for the different skills levels (e.g. ability to complete a task successfully) of my learners.	**1**	**2**	**3**	**4**
5.9 CAPS is relevant for the different knowledge levels (e.g. blooms taxonomy) of my learners.	**1**	**2**	**3**	**4**
5.10 CAPS is an improvement on the previous Revised National Curriculum Statements (RNCS) and National Curriculum Statements (NCS).	**1**	**2**	**3**	**4**

5.11 Please add any additional information that you think is important to note with regard to the above statements

_____

_____

_____

_____

_____

_____

6. Indicate the choice that best characterizes how you feel about flexible assessment in the CAPS. Indicate your choice on the four-point scale by marking with an X in the appropriate block	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
6.1 I am able to take all my learners' diverse learning needs (e.g. religion, cultural, socio-economic, ability, disability and health, etc) into consideration when I plan an assessment task.	**1**	**2**	**3**	**4**
6.2 I am able to take all my learners' diverse learning styles (e.g. visual, auditory and kinesthetic), into consideration when I plan an assessment task.	**1**	**2**	**3**	**4**
6.3 CAPS has less required assessment tasks as oppose to previous curriculums (NCS/ RNCS).	**1**	**2**	**3**	**4**
6.4. CAPS has more required assessment tasks as oppose to previous curriculums (NCS/ RNCS).	**1**	**2**	**3**	**4**
6.5 My classroom assessment activities are reflective of my learners' diverse learning styles (e.g. visual, auditory and kinesthetic).	**1**	**2**	**3**	**4**
6.6 My classroom assessment activities are reflective of my learners' diverse learning needs (e.g. religion, cultural,	**1**	**2**	**3**	**4**

socio-economic, ability, disability and health, etc).				
6.7 My classroom assessment activities are reflective of my learners' different skills levels (ability to complete a task successfully).	**1**	**2**	**3**	**4**
6.8 My classroom assessment activities are reflective of my learners' different knowledge levels (Blooms taxonomy).	**1**	**2**	**3**	**4**
6.9 My homework assignments are reflective of my learners' diverse learning styles (e.g. visual, auditory and kinesthetic).	**1**	**2**	**3**	**4**
6.10 My homework assignments are reflective of my learners' diverse learning needs (e.g. religion, cultural, socio-economic, ability, disability and health, etc).	**1**	**2**	**3**	**4**
6.11 My homework assignments are reflective of my learners' different skills levels (ability to complete a task successfully).	**1**	**2**	**3**	**4**
6.12 My homework assignments are reflective of my learners' different knowledge levels (blooms taxonomy).	**1**	**2**	**3**	**4**

6.13 My summative assessments are reflective of my learners' diverse learning styles (e.g. visual, auditory and kinesthetic).	**1**	**2**	**3**	**4**
6.14 My summative assessments are reflective of my learners' diverse learning needs (e.g. religion, cultural, socio-economic, ability, disability and health, etc).	**1**	**2**	**3**	**4**
6.15 My summative assessments are reflective of my learners' different skills levels (ability to complete a task successfully).	**1**	**2**	**3**	**4**
6.16 My summative assessments are reflective of my	**1**	**2**	**3**	**4**

learners' different knowledge levels (blooms taxonomy).				
6.17 CAPS allows me to plan alternative assessments (concessions) for learners who experience barriers to learning.	**1**	**2**	**3**	**4**
6.18 I am allowed to choose the number of formative assessment tasks according to my learners' academic progress	**1**	**2**	**3**	**4**
6.19 CAPS allows me to plan for an even weighting of practical and theoretical assessments.	**1**	**2**	**3**	**4**

6.20 Please add any additional information that you think is important to note with regard to the above statements

_____

_____

_____

_____

_____

_____

7. Indicate the choice that best characterizes how you feel about the prescribed time constraint of CAPS (curriculum coverage). Indicate your choice on the four-point scale by marking with an X in the appropriate block	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
7.1 The CAPS allows me to work according to my learners' pace of learning.	**1**	**2**	**3**	**4**
7.2 I spend less time on planning for lessons since the CAPS provides a prescriptive framework.	**1**	**2**	**3**	**4**

7.3 I have adequate time to complete the syllabus.	**1**	**2**	**3**	**4**
7.4 I have adequate time to teach my planned lesson.	**1**	**2**	**3**	**4**
7.5 I have adequate time to allow my learners to complete planned activities.	**1**	**2**	**3**	**4**
7.6. I have adequate time to allow my learners to complete formative assessment tasks	**1**	**2**	**3**	**4**
7.7 I have adequate time to administer tests/ exams.	**1**	**2**	**3**	**4**
7.8 I have adequate time to offer learning support to learners who experience difficulties in my subject.	**1**	**2**	**3**	**4**
7.9 I have adequate time to assess my learners' homework.	**1**	**2**	**3**	**4**
7.10 I have adequate time to provide feedback on assessment tasks	**1**	**2**	**3**	**4**
7.11 I spend most of my time on administrative duties (e.g. Planning, marking and recording, etc).	**1**	**2**	**3**	**4**

7.12 Please add any additional information that you think is important to note with regard to the above statements

_____
_____
_____
_____
_____
_____
_____

ADDENDUM G: EXAMPLE OF INTERVIEW ANALYSIS

THEMES AND CATEGORIES

Theme	Category	Sub category	Participant	Explanation
CAPS	Strict syllabus		Par1SchA	… CAPS that we normally refer to is a prescriptive curriculum…
				… which also indicate to educators what to teach, when to teach it and how to teach it.
			Par3SchA	…or it gives guidelines on how to assess learner, continuously.
				…it will give you certain number of tasks that you need to complete over a period of a year.
				Besides that it will give you the scope of your work schedule, the work that you need to cover over a period of a year, etc.
			Par4SchB	Eh and also a guide on the activities on how to assess learners formally and informally and etcetera.
				…it actually outlines what is expected from a teacher.
			Par5SchB	It outlines the principles and norms and standards that, you know, that learners perhaps are envisaged you know

				maybe at the end of the lesson.
			Par6SchB	Learning programme guidelines for all the subjects listed in the national curriculum from grade R to grade twelve.
			Par9SchB	…that guides you into learning and teaching and it has policies on assessment.
				…you know the assessments that we do. Ive been doing since the first time CAPS was introduced in grade ten, the assessments we've been doing hasn't changed and I find that very despairing for a teacher working on the same thing for so many years…
				In FET we have set! We have prescribed experiments.
			Par10SchC	It has a lot of fixed requirements for teachers, we require this from you we require that from you.
				…you need to change the type of assessments uhhh that teachers need to do with learners. You need to change it, you can't have the same thing every year. It's boring!

			Par13SchC	they tried to make it more specific in terms of the outcomes you know…
				…where they give you specific topics that the learners are supposed to do…
				… so that you can get a specific outcome…
				…you are being given a program…
				… you are being given a set amount of work to do…
			Par14SchB	Learners aren't allowed to, to to breach out of that for instance I must teach number patterns within one week, what happens if that child doesn't understand the concept in one week?
			Par15SchC	So according to the guidelines of the policy we need to give enrichment programs…
				It's just uh a guidelines of teaching and learning…
				… It uh tells us what to teach when, and what exactly to teach, that's CAPS.
				…it gives us the topic to cover, the ATP.

ADDENDUM H: EXAMPLE OF DOCUMENT ANALYSIS

	EWP6	CAPS	PROTOCOL	PROMOTION
CONTENT		• Skills knowledge and values • Content progresses • Content progression • Prescribed content • Physical education content • Similar content in lower grades • Topics progress • six topics	• content for all subjects in CAPS	
LOLT	• Learning needs because of inappropriate LoLT • LoLT issues should be addressed •	• Sensitive to language	• FAL as LoLT from Gr1 • Exams must be in LoLT • Answer exams in LOLT • Language for recording and reporting LOLT • Dual medium LOLT for reporting • LOLT can be HL or FAL	• LOLT can be HL or FAL • HL (level 4) • LOLT level 3 Or • LOLT 2 • Immigrant LOLT as FAL • Deaf LOLT as FAL • Special needs LOLT as FAL • TIME 4.5 hours per week
CLASSROO	• Learners should			

M	be integrated in normal routine • Teachers improve knowledge and skills • Change environment			
METHODS	• Adapt learning methodologies	• Emphasize differentiation	• differentiation	• special needs learners ONLY
PACE			• More time to master grade level content	• 7 hours per day teaching • 35 hours per week • 10, 11, 12 27.5 hours • List times pg44 • 7,8,9 27,5 hours per week •
LTSM	• Learning materials in Braille • Physical and material resources • Hearing aids • Wheel chairs •	• Textbooks • Newspaper articles • "teacher provide resources" task • Learners collect resources		
ASSESSMENT		• Assessment on content covered • Examinations (90) twice	• Assessment must cover content done • SBA and practical	• Meet promotion requirements • Internally

		a year • More than one type of question • Focus on application of knowledge • First (content, knowledge, skills 1-2) • Final (1-4) (1-3) • Exam include physical education • Only subject not externally assessed • Pass five tasks to pass • Meet minimum promotion requirements • Informal or daily assessments • Formal assessments tasks • Optional Certification task	assessments and end year exams must cover content • Assessments as indicator of achievement • Assessed according to SBA % • Mastery of grade level content • Alternate assessments • List promotion requirements	as per protocol • End of year exam • SBA compulsory 40/60 • Descriptors • Promotion if complete everything pg32 • 40% 3 (1 HL)subjects • 30% in three+SBA in failed subject • Internal • SBA 25% and 75% • LO 100% external moderate • End year exam internal set, marked • Gr12 SBA 25%, 75% • SBA internal external moderate +Common assessment task external set • PET 20% • Scale of achievement • Special needs

ADDENDUM I: EXAMPLE OF STATISTICAL ANALYSIS

Correlations

Notes

Output Created		06-FEB-2018 14:14:14
Comments		
Input	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	48
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=B4_Tot B5_Tot B6_Tot B7_Tot /PRINT=TWOTAIL NOSIG /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.03

Correlations

		B4_Tot	B5_Tot	B6_Tot	B7_Tot
B4_Tot	Pearson Correlation	1	.591**	.653**	.446**

	Sig. (2-tailed)		.000	.000	.001
	N	48	48	48	48
B5_Tot	Pearson Correlation	.591**	1	.711**	.632**
	Sig. (2-tailed)	.000		.000	.000
	N	48	48	48	48
B6_Tot	Pearson Correlation	.653**	.711**	1	.602**
	Sig. (2-tailed)	.000	.000		.000
	N	48	48	48	48
B7_Tot	Pearson Correlation	.446**	.632**	.602**	1
	Sig. (2-tailed)	.001	.000	.000	
	N	48	48	48	48

**. Correlation is significant at the 0.01 level (2-tailed).

ADDENDUM J: EXAMPLE OF RESPONDENT ANALYSIS

Strict syllabus	Time	Workload	Parental invoice	Pass percentage	Number of learners per class	Training	Resources	Illiteracy
17	17	17	17	**17**		17		
		3		3		3	3	
					47	47		47
						43		
					45	45		
41	41					41		
	39							
						36		
28	28							
						26		
		22				22		
					18		18	
13	13	13				13		
12	12					12		
11	11							
	1					1	1	