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# **A Framework for the Implementation of a Grade Ten Languages Curriculum Policy**

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degree Doctor of Philosophy in Education Management at  
the North-West University

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Graduation: July 2019

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## DECLARATION

I the undersigned, hereby declare that the work contained in this dissertation / thesis is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.



Signature

20 November 2018

Date

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## **CERTIFICATE OF ACCEPTANCE FOR EXAMINATION**

This thesis entitled “**A Framework for the Implementation of a Grade Ten Curriculum Policy**” written by **Moeti Enos Makhele**, (Student No. 23457325) of the Faculty of Education, North West University (Mahikeng Campus), is hereby recommended for examination.

Promoter: Dr. Ellen K. Materechera: 

## PREFACE AND ACKNOWLEDGEMENTS

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## **DEDICATION**

I lovingly dedicate this study to my late parents, Daniel Tšeliso and Mando Agnes, who brought me up with a strong sense of diligence, patience, love, and humility. But most importantly, I thank God for His blessings, the strength and wisdom to complete this task.

## ABSTRACT

The purpose of this study was to establish the experiences of Grade 10 English and Setswana teachers regarding the implementation of the Annual Teaching Plan of the Curriculum (ATP) and Assessment Policy Statement (CAPS), describe lessons that could be learned from the these teachers and develop a framework for the implementation of a Grade 10 language curriculum policy.

The study was conducted in secondary schools in four circuits which fall within the jurisdiction of the Mahikeng Area Office in the Ngaka Modiri Molema District of the North-West Province. Eight out of twenty schools were purposefully selected taking into consideration their quintile classification and the need to be able to access participants who have been teaching English and Setswana since 2012, when the CAPS was introduced at Grade 10. The study also involved the heads of departments (HODs) of the selected schools, two language subject advisors and two curriculum coordinators/planners situated in the offices of the North-West Province Department of Education. The selection of eight schools resulted in a population of 144 teachers out of the existing 466, representing 31%. A sample of sixteen teachers and eight heads was purposefully selected.

The study was designed to collect data from the participants through one-to-one interviews, focus group discussions and document study. Twelve teachers took part in the one-to-one interviews and focus group discussions. Seven HODs, two subject advisors and two curriculum coordinators were also engaged in one-to-one interviews. Data collected from interviews was analysed and interpreted using *Atlas.ti.8*, a qualitative analysis tool. Data from teachers' files were analysed manually.

Literature pointed to the centrality of the issue of literacy in South Africa, with language regarded as one of the gateway subjects. This study reported on a number of other studies that were undertaken investigating the post-1994 curriculum reforms in South Africa. These dealt mostly with teacher training and development, capacities of district officials, teachers' epistemologies and prior knowledge, assessment, environmental and situational issues and professional support. This study added issues relating to resolution of challenges perceived in

the previous programmes, the impact of the ATP on teaching and learning and its possible revision in future.

Findings from this study were related to issues of rationale, context, principle, policy and practice. The findings entailed participants' thoughts and feelings about issues such as whether the ATP has resolved challenges experienced in the previous curriculum, teachers' role in the implementation of the ATP, initial and continuous training and orientation of teachers to implement the ATP, continuous professional support, the impact of the ATP on teaching and learning, and the influence of situational and environmental factors, including the future of the ATP. Teachers and HODs differed from departmental officials on whether the ATP has resolved past challenges and problems. Teachers and HODs expressed concern about the approach of teaching grammar contextually. They perceived the ATP's nature as overcrowded and congested. They claimed it denied them the opportunity to be creative in the classroom. Most officials believe that the ATP allows teachers innovation and creativity. Teachers and HODs also think that if their role was more than just that of implementing the ATP in the classroom, the curriculum would have been better, while departmental officials were content with teachers being implementers only, pointing to the importance of policy practice.

On the basis of both literature and findings from this study, a two-step conceptual framework is proposed. The first step deals with processes and assumptions involving the rationale, context and theoretical foundations underlying a curriculum reform process. The second step is about policy and practices implying curriculum development, implementation monitoring and evaluation.

**KEY WORDS: Annual Teaching Plan (ATP), Curriculum and Assessment Policy (CAPS), Conceptual framework, Curriculum implementation, Policy, South Africa, Teachers' experiences.**

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## **Abbreviations and Acronyms**

ACARA – Australian Curriculum Assessment and Reporting Authority

ANA – Annual National Assessment

ANC – African National Congress

ATP – Annual Teaching Plan

C2005- National Curriculum Statement

CAPS – Curriculum and Assessment Statement

CASS – Continuous Assessment

CBAM – Concern-based Adoption Model

DBE - Department of Basic Education

DECD – Department of Education and Child Development

ETQA - Education and Training Quality Assurance

FAL – First Additional Language

FET – Further Education and Training

HL – Home language

HOD – Head of Department

HRSC – Human Sciences Research Council

IPA – Interpretative phenomenological analysis

LO – Life Orientation

NCAS – National Curriculum Statement

NDP – National Development Plan

NPA – National Protocol for Assessment

NPPPPR – National Policy Pertaining to the Programme and Promotion Requirements

NQF – National Qualifications Framework

NTT – National Training Team

NWDE – North West Department of Education

NWP – North West Province

NZME -- New Zealand Ministry of Education

OBE – Outcomes-based Education

OD – Organizational Development model

ORC – Overcoming-resistance-to-change model

PSF – Professional Support Forum

PTT - Provincial Training Team

RNCS – Revised National Curriculum Statement.

RSA – Republic of South Africa

SACE – South African Council for Educators

SACMEQ – Southern and East African Consortium for Monitoring Education Quality

SAL – Second Additional Language

SAQA – South African Qualifications Authority

SIP – School Improvement Plan

SM – System Model

SMT – School Management Team

TCF – Two-step Conceptual Framework

TLA – Teaching, Learning and Assessment

ZPD – Zone of Proximal Development

## **CHAPTER ONE**

### **ORIENTATION**

#### **1.1. INTRODUCTION**

The purpose of this study was to establish the experiences of Grade 10 English and Setswana teachers regarding implementation of the Annual Teaching Plan (ATP) of the Curriculum and Assessment Policy Statement (CAPS), describe lessons that could be learned from teachers and develop a framework for the implementation of a curriculum policy. The selection of English and Setswana is intended to contextualize the study and not to delve into the technicalities of these two languages. The researcher could have chosen any subject for this purpose because the real focus of the study are the experiences of teachers in implementing the ATP and how these can be harnessed to conceptualize a framework for curriculum implementation. The universal and ubiquitous nature of English and Setswana in schools in the North-West Province suited this purpose. Hence, a brief description of the significance of the two central concepts of the study i.e. curriculum framework and curriculum implementation is necessary at this stage.

The International Bureau of Education of the United Nations Educational, Scientific and Cultural Organization (IBE-UNESCO) describes a curriculum framework as setting “parameters, directions and standards for curriculum policy and practice”. The framework enables teachers to know the limits and boundaries which delineate the scope of the policy, the level of performance learners are expected to attain and how to manage and guide the course of the curriculum implementation (UNESCO, 2017:6). It is for this reason, that the study undertook the exercise of enquiring about the existence of this tool. It can be deduced from the foregoing statement of UNESCO that a curriculum implementation framework is required to ensure proper and purposeful implementation of any newly conceived curriculum policy.

Ornstein and Hunkins (2009:253) describe curriculum implementation as an act of bringing into reality the anticipated changes in the school programme. This operational plan should be an integral part of the policy design. The designer should identify challenges as early as

possible during policy design and ensure that all possible barriers are understood. Carl (2009: 171), who chooses to use the word “operationalization” when referring to curriculum implementation, argues that it is the most testing stage of curriculum development. He recommends that thorough planning should precede implementation to guarantee internalization of the process. A significant part of such planning would entail conceptualisation of a framework for implementation. Burke, Morris and McGarrigle (2012:2) also state that curriculum implementation is described as the act(s) of carrying out or operationalizing a policy/plan to bring about desired changes in teaching and learning. Glatthorn and Jallal (2009: 120-121) argue that it is important to monitor implementation of a curriculum. A framework to implement curriculum would strengthen the relationship between policy and curriculum, ensure thorough planning, consolidate the chances of bringing about the desired change in education, and monitor implementation. An understanding of obligations in relation to curriculum implementation is required of the teachers in order for them to manage the process in such a manner that leads to the attainment of the desired performance of learners. It is evident that curriculum policies are requisites through which a nation develops the skills, competences and knowledge of its people. This goal is often not achieved due to the absence of a framework for implementation of a curriculum policy.

The absence of such a framework could undermine teachers’ ability to understand the course of action they are supposed to take, hinder their compliance with the policy and obstruct critical and formal assessment of the efficacy of the curriculum. Jabareen (2009:49) states that a conceptual framework is characterized by flexibility, allows modification and emphasizes understanding. It is indeterminate in nature and enables one to adopt an interpretative approach to social reality. The same is stated by UNESCO (2017:6), that a framework is not a set of rules, but it is flexible and allows variations. Such flexibility and variation is critical for teachers as implementers, whereas a curriculum policy statement could be perceived as inflexible and not allowing teacher initiative, causing teaching and learning to suffer.

Louw and Wium (2015:3) state that in South Africa, the National Curriculum Statement (NCS) represents such a curriculum policy statement. Regarding languages, this document briefly explains language levels to be offered in school, specific aims of learning languages, an overview of the language curriculum, the rationale for teaching language skills, and the language teaching approaches.



The National Development Plan (NDP) (2011:261) states that education, training and innovation are of critical importance for long-term development in South Africa. It suggests that education has the potential to eliminate poverty and reduce inequalities. A study that focuses on developing a framework for the implementation of a curriculum policy is thus of strategic importance because it may contribute to improved learner performance and promote the national development plans goals of improving the national social economic welfare of citizens through education.

## 1.2. PROBLEM STATEMENT

While curriculum change is sometimes inevitable and could improve teaching, learning and assessment (TLA), implementing the resulting policy alterations has never been an easy and fault-free process. There is usually a gap between policy and practice. Bond and Gebo (2012: 371) state that “there is a substantial gap in knowledge of the practical application of comprehensive ‘best practice’ public policies and how these policies are actually implemented.” In the case of curriculum reform, the challenge of bridging the gap between policy and practice is usually confronted by teachers who are the ones who must ultimately implement the envisaged curriculum changes in their classrooms. In an essay on policy analysis, Roux (2002:429) explains that “It is the public official [teacher] who is confronted continuously with the implementation as well as the cause and effect of policy. The public official is therefore, in an excellent position, not only to identify limitations and constraints in a policy, but also initiate effective procedures to rectify them.” The constraints, challenges and limitations might be due to teachers not understanding the new curriculum, or having received insufficient training and orientation to implement the changes, or they might be working in a situation which, in one way or another, militates against proper implementation of the new curriculum. Hence, a periodical curriculum review which, among others, describes how the prescribed changes are implemented is necessary for successful curriculum reform (Hoadley and Jansen, 2009:223). A conceptual curriculum framework would improve the chances of a successful implementation, by updating teachers on the parameters, directions and standards for curriculum policy and practice.

There have been continuous efforts in South Africa to change and improve education to render it appropriate to the new democratic dispensation. A process to come up with a new curriculum was started immediately after 1994. The aim was to introduce a curriculum which would counter the effects of decades of racially-based education and the educationally pernicious consequences of years of living under apartheid laws and policies. The curriculum was intended to be a vehicle to transmit new post-apartheid values of social justice, human rights, respect for cultural diversity and the environment. Curriculum 2005 (C2005) was implemented at the beginning of 1998. It was referred to as “Curriculum 2005” because it was intended to be in place until the year 2005 and be reviewed at that point. However, it was later found to be flawed and was reviewed in February 2000. In 2002 a new version thereof was adopted, named the Revised National Curriculum Statement (RNCS). In turn, the RNCS was also subjected to a revision process in 2009 after manifesting the same shortcomings of its predecessor, the C2005. The result was the tabling and implementation of the current national Curriculum and Assessment Statements (CAPS) in 2012, whose ATP aspect is the focus of this study (see Appendix I).

Every policy initiative requires an implementation strategy. If this matter is ignored and not included in the policy document, implementation challenges are likely to be experienced. The delivery/implementation of policy should not be an afterthought but should be regarded as a policy priority.

In its report of the year 2000, the Ministerial Committee of the South African Education Department (which was established to review C2005 mentioned above,) gave a critique of the curriculum, arguing that implementation had been made difficult by several factors including, *inter alia*, complexity of language, inadequate orientation, training and development of teachers, unavailable learning support materials, policy overload and limited transfer of learning in the classroom, as well as shortage of personnel. It proposed a new curriculum structure underpinned by changes in teacher orientation and training; learning support materials and organization; a smaller number of learning areas; development of a curriculum statement that would promote conceptual coherence, have a clear structure and be written in clear language aimed at advancing values of social justice, equity and development (Chisholm, 2005:87). It was the implementation of C2005 that was a core challenge faced by teachers in this regard.

The CAPS curriculum was implemented in Foundation Phase (Grade R-3) and Grade 10 (FET) in 2012. Other school grades implemented this policy in 2013 and 2014. Therefore, the Grade 10 teachers have had a comparatively longer experience in implementing this policy (Basic Education Department, 2011:18). If anyone wanted to enquire into the experiences of teachers in implementing CAPS, these are the teachers who would be able to participate effectively in such a study.

The rationale for conducting the research is that South Africa had been experiencing challenges at every stage of curriculum reform related to implementation by teachers in the classroom. This study seeks to specifically describe the experiences of teachers of Grade 10 English and Setswana (the emphasis is on teachers' experience and not languages) related to this challenge and to suggest a conceptual framework for the implementation of curriculum policy. Specifically, the study describes experiences of Grade 10 English and Setswana high/secondary school teachers in implementing the ATP, which is the core aspect of CAPS. Hence, curriculum in this study refers particularly to the ATP of CAPS. The study enquired whether the ATP has finally resolved teachers' challenges of implementing a curriculum, the answer to which helped the researcher to learn several lessons about this phenomenon. All other sections of the curriculum statements are intended to facilitate implementation of the ATP. Investigating the success of the implementation of the ATP will reveal the existence of any major issues confronting teachers in implementing a curriculum and the findings would suggest aspects to be considered in the desired curriculum implementation framework. The study investigated the implementation of the ATP because it is the most important section of CAPS which teachers should implement.

### 1.3. RESEARCH QUESTIONS AND AIMS

#### 1.3.1. Main question and sub-questions

The main research question is: How can a framework for implementation of the curriculum policy be developed in schools in the Ngaka Modiri Molema District of the North West Province?

##### 1.3.1.1.Sub-questions

- What are the experiences of the Grade 10 English and Setswana teachers regarding the implementation of the CAPS annual teaching plan?
- What lessons can be learned from their experiences that might benefit future curriculum implementation?
- Drawing from the emerging experiences, what is a possible framework for implementation of a curriculum policy in schools in Ngaka Modiri Molema District of the North West Province?

#### 1.3.2. Main aim and sub-aims

The main aim of this study is to develop a framework for implementation of a curriculum policy in schools of the Ngaka Modiri Molema District of the North West Province?

##### 1.3.2.1.Sub-aims

The study seeks to:

- establish experiences of the Grade 10 English and Setswana teachers regarding implementation of the CAPS annual teaching plan.
- describe lessons that can be learned from their experiences that might benefit future curriculum implementation in schools in Ngaka Modiri Molema District of the North West Province.
- develop a framework for implementation of a curriculum policy in schools in Ngaka Modiri Molema District of the North West Province.

## **1.4. RESEARCH DESIGN AND METHODS**

### **1.4.1. Research design**

This study is a qualitative study which employed qualitative approaches with a phenomenological design to collect, analyse and interpret data. These included purposeful sampling, semi-structured interviews, and focus group discussions. Data were collected in schools and offices where most participants are situated. Data was collected by the researcher, in a situation where he interacted with the participants in interviews and in focus group discussions. He also studied documents made available by some of them (Creswell, 2014:184-185). This qualitative inquiry focused on the meanings people – in this case, educators – make of their experiences as they implement the ATP (Fraenkel and Wallen, 2008:421-423; Gray, 2014:160-161). In summary, because this research is qualitative in nature, it focused on understanding a situation, which in this case is teaching and learning, assumes that this reality is multiple in nature and is a social construct which emanates from different individuals (Kenny 2012: 118).

### **1.4.2. Site or Social Network Selection**

The study was conducted in public schools situated in Botshabelo, Central, Mmabatho and Tshwaranang circuits administered by the Provincial Department of Education of the Northwest Province of South Africa, in collaboration with the national Department of Basic Education (DBE). South Africa is divided into nine provinces, each with its provincial administration, of which the Provincial Department of Education is a part. The Northwest Province is divided into four districts municipalities i.e. Bojanala Platinum, Ngaka Modiri Molema, Dr Ruth Segomotsi Mompati and Dr Kenneth Kaunda. For the purposes of education these districts are in turn divided into circuits. Each circuit has both primary and high schools. The circuits selected for this study are situated in the Ngaka Modiri Molema District municipality where the researcher's university is located. This choice is made with the view to facilitating access to the schools. The total number of schools in all four circuits is 88. Fifty-one of them are primary schools; thirteen are middle schools which are now being converted to either high schools or primary schools; 18 are high/secondary schools and the remainder are a mixture of special, combined and adult basic education and training schools. Eight high



schools were purposefully selected for this study on the basis that they have teachers in Grade 10 English and Setswana who have at least five years' experience in implementing the CAPS. This represents slightly over 35% of the high schools.

#### **1.4.3. Participants Selection**

The aim of the study was to collect data on the experiences of Grade 10 English and Setswana teachers regarding implementation of the CAPS curriculum. Key participants for the study were high school teachers who have been teaching these subjects since 2012, when the CAPS curriculum was first introduced. Phenomenological studies are usually conducted on a small sample size because the participant-by-participant analysis of transcripts takes a long time. Because the aim of the study was to have an in-depth understanding of participants' experiences and to conduct a detailed interpretative account of the sense and meaning they share, a total of twenty-eight (28) participants were involved in this study. These constituted sixteen (16) teachers of which eight were English and eight were Setswana teachers, who were purposefully selected from high schools in these circuits. That is, the study targeted teachers with the relevant experience required for this study. From each of the eight schools, two teachers, one for English and one for Setswana, were selected. Participants also included eight heads of department from the same schools; two subject advisors (one for English and one for Setswana) situated in the provincial education department were also interviewed and two curriculum coordinators (one for English and one for Setswana). The views of subject advisors and curriculum coordinators assisted in elucidating the experiences of the teachers since they have been involved in their training and orientation from the onset and are overseeing implementation of the curriculum. Data collected from them was also used to triangulate data from the teachers. (Smith, 2008: 42; Smith and Osborn, 2007:55-56).

#### **1.4.4. Data collection strategies**

##### **1.4.4.1. Interview**

Since the aim was to collect data from teachers about their experiences in implementing the CAPS curriculum, the study used qualitative methods of data collection including semi-

structured individual and focus-group discussions that were audio-recorded, and document analysis of the teachers' files (Smith *et al.*, 2007:63). Open-ended interview questions were designed to focus on the participants' experiences. The interview allowed informal discussion aimed at getting more insight into their experiences.

Semi-structured interview instruments (see Appendix III and IV: Interview schedule) suitable for this study allowed the researcher and the participants to engage in dialogic exchange which enabled probing of interesting and important areas which come to the fore, and it created a possibility of going into new areas, thus producing richer data. All interviews were audio/tape-recorded and later transcribed (McIlveen *et al.*, 2012:24-25; Smith *et al.*, 2007:57-58).

#### 1.4.4.2. Document Analysis

The teacher's file is a document that will be helpful in illuminating the experiences of the participants. DBE requires that every teacher should keep a teacher's file for planning and moderation purposes. This file should contain an annual work schedule, assessment plan, formal assessment tasks and memoranda, indication of textbooks and other resources to be used, a record of learners' marks for each assessment task and intervention plans by the teacher. All these documents are closely related to the CAPS curriculum. Therefore, their analysis illuminated this study further (Dreyer, 2014:116; DBE, 2009:10).

#### 1.4.5. Data analysis

Seeing that the interest of the researcher in this qualitative study was to learn about the participants' beliefs and constructs revealed by what they understand as the meaning and sense of their experiences, data analysis and interpretation was done in line with interpretative strategies, whereby the social and cognitive reality of the participants regarding the curriculum were inductively analysed and interpreted from data (McIlveen *et al.*, 2012:26; Smith *et al.*, 2007:66).

A detailed examination of each transcript was carried out. Transcripts were read and re-read to become familiar with the contents. This involved summarizing and paraphrasing. These initial notes were then transformed into emerging themes which were listed in preparation for the task of looking for connections between them. Because of this, some themes may be clustered together and some converged under a subordinate concept. As the clustering was done, a list of the participant's phrases was made that later assisted in the process of interpretation. From these clusters, a coherent order of themes was drawn (Smith *et al.*, 2007:67-72).

### 1.5. TRUSTWORTHINESS

Trustworthiness is important because it describes the virtues of a study in qualitative terms. It is the way in which a qualitative researcher makes sure that his research has qualities of transferability, credibility, and confirmability. While transferability means application in a different context, credibility means describing a phenomenon accurately and fully, and confirmability refers to ensuring that interpretation and findings match the data. Trustworthiness gives researchers tools to demonstrate the worthiness of their work without using quantitative parameters (Given, 2008:895-896).

To enhance trustworthiness and confidence, this study was characterized by methodological and data triangulation (Bryman, 2011:1142). As far as methodological triangulation is concerned, data from interviews and document analysis were compared. It also has an aspect of data triangulation in the sense that data were collected from the Grade 10 language teachers, heads of departments, subject advisors and curriculum coordinators.

Lastly, to confirm validity of the interpretative process, member-checking of the transcripts by participants was done.



## 1.6. RESEARCHER'S ROLE

The role of the researcher depends on the nature of the strategy used in the study. In this study, the researcher had the role of an interviewer, moderator and facilitator of the processes of data collection and analysis. This implies that the researcher was also a data collection tool. With this in mind, the researcher applied good listening and interview skills. He had to reassure participants that their contribution to this study will be confidential (McMillan and Schumacher, 2010-349).

## 1.7. ETHICAL CONSIDERATIONS

Ethics in research are explained by Bogdan and Biklen (2003:47) as “principles of right and wrong a particular group accepts at a particular time”. This study observed the basic principle of qualitative research which is identified by Drew *et al.* (2008:70) as stating that the natural setting of the study should not be tampered with. The study respected the participants and did not put them at risk. The researcher also respected the anonymity and confidentiality of the participants. He developed a consent form for the participants to sign before taking part in the study. In addition, all participants were informed about the purpose of the research they are asked to be involved in, and it was made known to them that they are free to withdraw at any time.

Since the study was conducted in public schools, permission was sought from the Provincial Department of Education and from the school principals using standard forms available at the Director's office in the School for Educational Leadership. Ethical clearance was obtained from the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) with ethics number NWU-00486-16-A9.

## 1.8. CONTRIBUTION OF THE RESEARCH

Drawing from the findings of this study, a conceptual framework for curriculum policy implementation that could inform schools, heads of departments in schools, principals, Subject Advisors, the Provincial Department of Education and the DBE is suggested.

## 1.9. CHAPTER DIVISION

The study begins with **Chapter One** which elucidates the purpose of this study and clarifies the aim it intended to achieve. It explains that the study is focused on investigating experiences of language teachers in the implementation of the ATP of the CAPS and using lessons learned to suggest a curriculum implementation framework. The chapter indicates that the study seeks to arrive at its conclusion through description and interpretation of the experiences of grade ten English and Setswana teachers who have been implementing the ATP of the Curriculum and Assessment Policy Statement (CAPS) since 2012. The chapter explains the problem statement and questions and aims of this study. The chapter also refers briefly to the envisaged research design and methods to be utilised in collecting, analysing and interpreting data. Finally, it explains matters relating to the researcher's role, ethical considerations, the contribution the research is intending to make, and division of chapters.

**Chapter Two** presents a survey of relevant literature regarding curriculum implementation. It aims to discover studies that have already been conducted regarding the aim and objectives of the current study in order to identify gaps in the literature. It also presents literature with regards to development of a conceptual framework for curriculum at global, regional and local levels including curriculum policy implementation in South Africa. It presents the background of the CAPS and steps taken to implement the curriculum reforms in South Africa are presented. Furthermore, the chapter presents theories underpinning the study. These include Piaget's theory of individual constructivism, Vygotsky's theory of social constructivism and Bandura's social theory. In addition, the chapter explains key words central to this study. It defines concepts such as curriculum, curriculum policy implementation, policy and conceptual framework.

**Chapter Three** outlines the plan relating how the research will be conducted. Thus it provides details on the research design of this study. It gives further details on the scientific orientation of the study; elucidates its philosophical foundations, its qualitative approach, design and methods. It identifies its research site, explains who the study participants are and how they will be selected. It presents how data will be collected using interviews, focus group discussions and document analysis. Additionally, it includes issues of trustworthiness incumbent upon this study. Also included in the chapter are issues of ethical considerations and it then dwells on the analysis of data collected from teachers' files. The chapter presents the biographical background of the participants and their experience concerning the implementation of the ATP. In terms of data analysis and interpretation, the chapter explains how the qualitative analysis tool namely, *Atlas.ti 8*, will be utilized. It explains how this tool will be utilised to create codes and quotations, and states how the scheduled questions were modified into six themes in view of the codes created through the *Atlas.ti 8* tool.

**Chapters Four, Five, Six and Seven** deal with data analysis and interpretation. Data from the interviews and documents analysis are analysed and interpreted using *Atlas.ti 8* to arrive at the summary of findings. The nine themes were consolidated into six themes with the themes on nature of training, quality of training and orientation and professional support integrated into one theme. Some of these themes have also been utilised in the analysis of the teachers' files.

**Chapter Eight** presents a summary of the study. The chapter is intended to give the reader a holistic perspective about the study and how the various experiences of the participants and the existing body of knowledge in the field of curriculum development are intertwined. It presents a summary of research findings related to the three aims of this study. The findings related to the aims of the study are expounded from the point of view of the six themes of the study. They are also related to the body of knowledge presented in chapter two of the study.

**Chapter Nine** constitutes the recommendations and accompanying motivations derived from the findings and literature study. It ends with a conclusion which summarizes the structure, restates the aims and ends with a summary of findings. It also proposes a conceptual framework for implementation of a curriculum.

## 1.10. CONCLUSION

It is important to conclude this chapter by explaining that its purpose was to introduce the focus of this study and explain its problem, question and aim. When South Africa undertook this task of reforming its school curriculum, more than twenty years ago, the intention was to renew the education of its children in such a way that entrenches quality teaching, learning and assessment (TLA). Initially, however, the reforms apparently did not yield the expected positive results since the curriculum had to be reviewed twice in that time span after feedback was received from teachers, institutions and other members of society. It is therefore pertinent for one to want to understand what teachers now think about what is now in place, and whether the framework adopted has helped them resolve the challenges they faced in the past. Therefore, the next chapter reviews the literature relevant to the focus of the study and to contextualise the research.

## **CHAPTER 2**

### **LITERATURE STUDY**

#### **2.1. INTRODUCTION**

In this chapter a survey of relevant literature regarding curriculum implementation was conducted. The aim of this survey of literature was to discover studies that have already been conducted regarding the aim and objectives of the current study and also to identify gaps in the literature. This was also done in order to avoid unnecessary duplication of research work, establish the validity of pursuing the study and justify the focus of the study. Secondly, the survey of books and articles on related topics assisted in improving understanding of the problem of this study (Brynard, Hanekom and Brynard, 2014:33). The chapter starts with literature study related to the first two sub-aims of the study i.e. i) literature related to experiences of teachers regarding implementation of the CAPS and its ATP and ii) lessons that can be learned from their experiences. It then presents literature with regards to development of a conceptual framework for curriculum at global, regional and local levels including curriculum policy implementation in South Africa. The background of the CAPS and steps taken to implement the curriculum reforms in South Africa are presented. Lastly, the theoretical framework underpinning this study, discussion of key words/concepts of the topic of this study and the concept of language are presented.

#### **2.2. TEACHERS' EXPERIENCES RELATED TO THE IMPLEMENTATION OF THE CAPS AND ITS ATP AND LESSONS LEARNED: LITERATURE STUDY**

As indicated in the introduction of this chapter, the purpose of this section was to study literature, analyse what has been written on the topic of this study, position this study to indicate its contribution, and guide its data collection phase. The number of researched articles and papers written on the conception and implementation of a new curriculum in South Africa points to the significance of this area of study. Many scholars and researchers have enquired into the question of curriculum implementation in post-1994 South Africa from varying perspectives. Many of them enquired into the effectiveness of the curriculum reform process

in this country and teachers' perceptions thereof. This literature survey was also undertaken to assist in identifying challenges concerned with curriculum implementation that could justify the need to develop a framework for curriculum implementation. It was apparent from literature studied that a number of issues/topics have been associated with curriculum implementation in South Africa. The issues are reported here as identified by various scholars. The purpose was to learn some lessons from these issues to guide this study. The topics related to this study which have been researched by scholars in past are presented here in the following order: methodological and pedagogical change, teacher training and professional support, teachers' prior knowledge and epistemology, the role of teachers in curriculum implementation, situational and environmental factors, the role and capacity of departmental officials to train and support teachers and factors that influence curriculum implementation positively.

#### **2.2.1. Methodological and pedagogical change**

A challenge reported in several studies concerning the implementation of the CAPS and its ATP by teachers has to do with the issue of methodological and pedagogical change. In one of the earlier articles related to this matter, Nakabugo and Siebörger (2001:53-60) write about curriculum reform in South Africa regarding teaching. Their article explores the question of a possible paradigm shift in curriculum conception in South Africa. These authors wanted to explore how Curriculum 2005 was conceived and introduced. Several findings and conclusions of their study are of interest for this study. This includes their findings, firstly, that informing teachers about a new style of teaching does not necessarily bring about change. Secondly, that teachers should be convinced of the benefits of the new curriculum before they would change their teaching strategies, a point of interest which relates directly to the implementation of the ATP which is the focus of this study. Thirdly, they found that teachers in this case did not change from one strategy to another, nor consistently use strategies they accept as good. Lastly, they found that it is important for change to allow teachers to build on old strategies rather than expect them to abandon them for the new ones.

To usher teacher out of their old ways of teaching into a new approach would obviously not be a once-off event. It will be a process that would run for a considerable length of time. This is why it is important to have an implementation framework which makes provision for this element of implementation. To leave out this provision would result in some teachers



trained in this respect while others receive no such training. A tool such as an implementation framework would regulate this training and ensure that all teachers are trained in building the new approaches on the foundation of the existing ones.

This challenge was further explained in a summary review of earlier literature by Mouton, Louw and Strydom (2012:1212) who revealed that Curriculum 2005 had disastrous consequences because implementation of this curriculum was best suited for highly developed and first world countries and not for a developing country that tends to react with emotional implementation of structures and policies. Also, Makeleni and Sethusha (2014:106-107) found that teachers tended to rely only on the prescribed content. They made no attempt to adapt prescribed curricular activities to their context, something the CAPS requires teachers to do.

Another study in this regard is that of Wang (2008:1-20). Wang's study focused on English teachers. In this study Wang (2008:1) states that there is an inconsistency between what the curriculum policymakers intended and what teachers practiced in class. Interestingly, some of his findings are similar to those reported by Blignaut (2008:120). Wang (2008:1-20) believes that teachers are the ultimate and most important implementers of a curriculum. He wanted to ascertain whether teachers' classroom practice conformed to curriculum policy. The purpose of Wang's interviews was to determine the way the teachers interpreted the curriculum. Wang emphasizes in the article that the intention was to find out why teachers taught as they did and determine to what extent they achieved the goal of conforming to the curriculum. The details of the findings of Wang (2008:7-14) in his article were summarized into four themes. Wang found that there was a problem when it came to adherence and knowledge of the syllabus. The two teachers were found to be teaching exclusively according to the text book rather than pursuing the objectives of the syllabus. In a later study, Makeleni *et al.* (2014:103-107) mentioned in their problem statement that teachers are not clear on how curriculum principles should be applied, hence they experience challenges in lesson planning. This inadequacy in knowledge of curriculum principles led to weak instructional planning, thus affecting the value of actual lesson plans. These researchers also found that the lack of knowledge of curriculum principles resulted in poor instruction. Teachers relied too much on what was prescribed and failed to adapt the contents to the context.



One could argue that the observations by Wang and Makeleni are the result on lack of proper training on the part of teachers. Had teachers received prior training on the implementation of the curriculum, these shortcomings could have been obviated and the programme could be made to work better in the classroom. Another conclusion could be that teachers have been trained to implement the curriculum, but continue to make these mistakes of holding on to their past ways of teaching and excessive dependence on the textbook. Hence, the challenge requires a more thoroughly thought-out solution which could include developing a curriculum framework made up of concepts that serve as training parameters. Such a framework will also provide direction and standards of teacher development related to the new curriculum.

Chisholm and Leyendecker. (2008:195) wrote an article to investigate reasons for the highly positive reaction of sub-Saharan Africa to curriculum perspectives such as learner-centredness, outcomes- and competency-based education, and national qualifications framework. These writers come to an understanding that in countries such as South Africa and Namibia, learner-centred education was considered a tool of social and economic transformation. Chisholm *et al.* state that: "...learner-centred education is accepted as a pedagogical ideal to facilitate change". (2008:202). However, these authors argue that this position underestimates the scope of the transformation required. In their studies in Namibia and South Africa, Chisholm *et al.* found that: "Local cultural and contextual realities and capacity as much as implementation requirements seem to be overlooked." (2008:202-203). Chisholm *et al.* (2008:203) concur with Blignaut and Wang on the impact of local context and culture on curriculum implementation. These authors contend that it is only when curriculum developers take into consideration existing realities and school and classroom culture that implementation would succeed.

It is clear from these findings that teachers find it an enormous challenge to abandon old ways of teaching and learning and adopt the approaches advocated by the new policy. Even those who choose to adapt their teaching strategies to suit current methods do so only temporarily. They ultimately reverted back to the old ways of teaching. The implication is that something ought to be done to promote teachers' capacity to make this transition. They might not be in a position to make it on their own. In most instances, researchers such as Blignaut and Wang have found that this might imply a change in culture. The argument in this study is

that encouraging teachers and other educators to change and alter the way they have been teaching for years cannot be an easy task. The fact that one strategy is more advanced than the other is not sufficient to result in behavioural change in all teachers. Neither is a new strategy introduced by a reformed or revised curriculum strong enough incentive to persuade all teachers to abandon old ways of teaching. This change stands a chance of being embraced by the implementing agencies, in this case the teachers, when accompanied by a convincing rationale, when it is well contextualised and principles and values underlying change are known and accepted by all role players. A few years ago, when C2005 was the curriculum policy of South Africa, Ishmail (2004:348) wrote that teachers have not mastered classroom practice effectively. The author stated that they are seemingly prevented from acquiring such skills due to the old system of fundamental pedagogics. Fundamental pedagogics is a teaching philosophy related to the past apartheid system of education which, inter alia, taught that the learner is an immature child led to maturity by the more mature adult. Hence this issue of teacher perspective is not new in this regard. Muhle (2014:128-129) pointed out the critical importance of the teaching approach. He indicated the importance of teachers applying the teaching approach which is pertinent to the curriculum. The reason is that if they follow any approach other than the one envisaged by the curriculum, the objectives of the programme will not be achieved. Adu and Ngibe (2014:988) claim that Swanepoel and Booysen (2006) affirm that sometimes, because teachers do not believe that curriculum changes would improve teaching and learning, they tended to not identify with the reforms. It is important to give close attention to teachers' pedagogical practice when introducing a new curriculum. Adu *et al.* (2014:988) believe that for curriculum implementation to succeed, existing teachers' assumptions about teaching need close attention. These arguments are a credible reason why methodological and pedagogical change should feature as an aspect of a conceptual framework for implementation of a curriculum.

#### **2.2.2. Teacher training and professional support**

Another important challenge related to curriculum implementation highlighted in several research works is teacher training and professional support. Molepo (2014:88) states that developing teachers is a potent way of improving curriculum implementation and the culture of teaching and learning. She maintained that her study has clearly indicated that curriculum implementation is confronted with multiple challenges among which are teacher

training and support from other external agencies or stakeholders. Moodley (2013:97) declares that teachers regard the CAPS as a welcome change from C2005 and RNCS although it means more administration and training for teachers. Teachers agree that the CAPS has positive aspects even though they still face challenges related to the regularity and quality of training. Prinsloo (2007:159-169) wrote on the implementation of life orientation (LO) programmes in the new curriculum in South African schools. The article researched the perceptions of LO teachers and school principals. The aim of the study was to determine the extent to which LO teachers were achieving programme outcomes. In conclusion, Prinsloo (2007:167-169) argues that the LO programme was well structured but teachers found it difficult to implement. Among the challenges that contributed to this was the lack of adequate professional training of teachers. This study concluded by emphasizing the need to thoroughly train and support teachers and the improvement of the quality and quantity of training. A similar sentiment was reported by Oliver (2013:15) that in many instances, teachers have expressed uncertainty about how to implement the expected CAPS amendments in the classroom. It seems the content pre-knowledge of many teachers was not adequate to digest new content information based on a short one-off training session. The point is expanded hereunder. Wang (2008:14) concluded that there was discrepancy between the hopes and intentions of curriculum designers and actual implementation of the policy. This, Wang argues, was centred on challenges such as lack of understanding of the syllabus, promotion of the learner-centred approach, use of English in teaching and influence of tests. This author further concluded that teachers' classroom practices were much more based on their contextual reality - a point also indicated by Blignaut (2008:118). Reducing the chasm between the teacher's new and prior knowledge could greatly contribute to efficient curriculum implementation in schools.

Chisholm *et al.* (2008:195-205) add that a system of capacity development must be put in place, reminding us of what Wang (2008:19-20) alluded to as the need for teachers to participate in workshops, conferences, staff meetings and research. Chisholm *et al.* argue further that a sense of ownership alone is not enough to transform practice. Teachers need to understand the idea, be inspired to transform practice, have capacity and apply relevant methods and approaches. Again, Chisholm *et al.* stress the point that "existing knowledge and assumptions about schooling and teaching need to be considered in creating conditions in which new learning and translation into practice become an appealing and viable approach".

They recommend research on “local responses and sources of receptiveness and resistance to global ideas” (2008:203).

Equally important is a paper presented at the *DETA 2009 Conference on “Issues and challenges in education in South Africa – the need for a ‘new’ teacher”* by Mulaudzi (2009:1-14). The goal of the paper was to determine the attitude of educators in respect of the implementation of outcomes-based education (OBE). Mulaudzi (2009:11) concluded that there is a great need for teacher competency since a number of teachers in the sample demonstrated that they lacked adequate skills. According to this writer, the training received by the teachers was not sufficient for the challenges they faced of implementing the curriculum. Besides observing that the participants needed a good professional development and support programme, Mulaudzi (2009:11) said that crowded classrooms and lack of resources hampered successful implementation of the curriculum, thus also bringing in the challenge of context and learning situation into the picture. This researcher recommends retraining and reskilling to improve teacher competence. These should be reinforced by in-service and pre-service professional development and support programmes to increase teacher confidence.

Closely related to this study is a research by Makeleni *et al.* (2014: 103-107), which explored the experiences of the foundation phase teachers in implementing the curriculum, some of whose aspects can be applicable to grade 10 language teachers. Among their research findings was that teachers received very little training when the curricular initiatives were introduced. They complained that the training they received was very inadequate for successful implementation of the curriculum. This point is also raised by Mokoena (2005:9), who argues that such training has been found to be a passive experience on the part of the teachers who implemented the curriculum through an ineffective cascading strategy that leaves teachers at the “periphery of the change process”.

Makhwathana (2007:3) also found that teachers needed immediate training to implement a new curriculum. They needed capacity building to avoid them feeling unskilled and worthless in their work. The author also identified matters such as inadequate training time and many changes that are implemented in a short time, and concludes that teachers need to be motivated and be made sensitive to challenges they may face in curriculum implementation. Oliver (2013:15) reports several findings regarding the issue of training and support emerging from



interviews with a sample of subject advisors and in-service teachers from two provinces on training of teachers for the CAPS mathematics curriculum. It emerged that in most cases, teachers reported that only two days were spent to cover the new topics and changes linked to the Grade 11 curriculum. Some districts have reportedly received very little or no CAPS training. Most of the teachers agreed that not enough time was spent during training to assimilate new content information. In a few cases it was reported that untrained teachers were asked to do CAPS training. And apparently only booklets and pamphlets were distributed during some CAPS training sessions. Teachers often complained about the lack of on-going Mathematics content support and general skills training. A sizable portion of the CAPS training was in some cases spent on revising CAPS amendments to assessment and related administrative practices. It appears from responses that the content knowledge and training skills of some subject advisors was completely inadequate. Inadequate or no quality assurance tools were employed to measure the effectiveness of the CAPS training at district level (Oliver, 2013:20).

Lumadi (2013b:220) recommends that teachers need professional training for extended periods of time. He asserts that in view of this, the Department of Higher Education must take the lead in in-service professional development of teachers. And lastly, Senna (2012:29) stated that, to enhance implementation of school policy, it is of utmost importance that there should be a programme for professional development of teachers and principals. Thus training, support and professional development are challenges that impact on curriculum implementation.

It is logical that if teachers do not have adequate skills to match the requirements of a new curriculum, they need to improve on what they know to be in a position to implement the new changes brought by curriculum reforms. Then in-service/retraining and professional supports become critical. This kind of training and professional support should be adequate and prolonged. What the studies above do not elucidate is how this element of training and professional support should be part of the curriculum implementation process. To mention only that training and professional support is critical is not enough. There is need to indicate how adequate provision for it should be made. Inclusion of this idea in a conceptual curriculum implementation framework would be one sensible option. Such a framework will go a long way to guarantee that teachers, old and new, are inducted properly and continuously acquire values, skills and knowledge related to the new curriculum arrangement. This matter of training

teachers is also a subject of other studies. Nkosi (2014: 56-57) believes that in terms of curriculum implementation, South Africa has not done as well as Zimbabwe, for instance. She states that, although the CAPS will ultimately bear fruit, currently teachers are struggling to implement it. She claims that it is a mammoth task characterized by challenges ranging from lack of proper training of teachers to inadequate provision of resources. Nkosi (2014:57) further states that teachers should be given thorough training by subject advisors/district officials. This training should be carried out in the form of regular workshops. Zano (2015:105) believes that these regular workshops must be attended by both teachers and principals and they should be long enough to thoroughly empower them. Speaking about the length of training, Mbatha (2016:78) states that teachers generally received two days training when the CAPS was introduced. He recommends that this training be lengthened to three days. He also states that the quality of training was undermined by the fact that facilitators read the training manuals to the teachers and did not ensure that they are actively involved in their own learning. From the study of the literature, it is clear that training and professional support should be considered an element of a conceptual curriculum framework for languages. Such a conceptual framework would specify the length of training teachers should undergo. It would also state how frequently an individual teacher should be exposed to such training and professional help. While the literature studied in this respect clearly highlights the importance of training and professional support and their length and regularity, it has not shown how this should be part of the process of curriculum implementation. A framework for curriculum implementation can take care of this gap. It has been stated clearly in the introduction of this study that if there is no guidance provided by the curriculum framework, teachers' ability to implement the policy could be compromised by lack of understanding of the limits and boundaries of policy and the course of action they should take.

### **2.2.3. Teachers' prior knowledge or epistemologies**

The preceding section on training has made reference to teachers' prior knowledge. The challenge is looked at broadly in this section. Blignaut (2008:102) enquired into teachers' sense-making and enactment of curriculum policy. The study was about the complex sense-making frameworks of three teachers working in differing educational contexts. Blignaut (2008:116-120) concluded that curriculum policy practices often challenge teachers' epistemologies of teaching practices. The researcher found that the three teachers had strong



beliefs and understandings of their own about teaching and learning which impaired their understanding of the new reforms. These strong personalized understandings or views about teaching and learning included those about content and structure of knowledge. These views exerted authoritative influence on the teachers' classroom practices and how they understood curriculum policy. Matters become more complex when the teachers' epistemologies were reinforced by their "socialization as teachers and how they were taught". Blignaut (2007:116) implies that curriculum implementation which targets change in visible structures ignores changing teachers' standards, ways, skills, prior knowledge, and opinions and thus is not effective. Blignaut differentiates between "restructuring" and "reculturing". Secondly, Blignaut (2008:118) found that continued practice of traditional approaches to content, assessment and pedagogy were justified by pointing to contextual constraints when it comes to the relationship between teacher epistemologies and new practices. Contextual and situational constraints tended to reinforce prior traditional classroom practices and impact on their understanding of curriculum policy. Lastly, Blignaut (2008:120) found that, rather than radically change existing contexts of understanding of what teaching and learning is, teachers just tend to make minor alterations to their epistemologies. They never transform them wholly. They struggle to understand the difference between new and existing ideas and give little attention to points of deviation from existing practices. Blignaut's (2008:120) conclusion that teachers' 'scripts' or epistemologies and contextual constraints primarily determine how they make sense of curriculum policy are important challenges related to a curriculum framework.

Chisholm *et al.*, (2008:195-205) echo some of the ideas of Blignaut (2008:116-120) and Wang (2008:1-20). These ideas are significant challenges in developing a framework for curriculum implementation in this study. Firstly, Chisholm *et al.* (2008:203) mention the idea of taking into serious consideration teachers' prior knowledge in curriculum implementation referred to by Blignaut (2007:116) as teachers' "epistemologies" and by Wang (2008:19) as their "perspectives" of teaching and learning. Secondly, these authors dwelled a lot on the fruitless attempts to apply learner-centred approaches in a context which militates against it, at least in the minds of teachers who should implement the curriculum. Therefore, these three framework principles of teacher prior knowledge, context and instructional approach seemed to come forward as some of the curriculum implementation challenges that needed close attention when collecting data.

Teachers' existing epistemologies are a reality curriculum implementers should recognize. Teachers are not without personal knowledge and understanding. They may not be able to respond to new initiatives without resorting to how they were socialized in teaching and learning. Blignaut (2008:120) maintains that they may be capable of making only superficial changes to their epistemologies to accommodate the new reforms. Therefore, it would be important that a tool be devised to assist them with this transition. If made part of the conceptual framework for implementation of the curriculum, this challenge would be continuously addressed and teachers will be helped to acquire new and relevant epistemologies by exposing them to the new rationale, the new context and principles and values underpinning the new curriculum. Such a provision could be made in a conceptual implementation framework developed to ensure that operationalization of the curriculum is effectively carried out.

#### **2.2.4. Role of teachers in curriculum implementation**

Part of the effective way of curriculum implementation implies clarifying and defining the role of teachers in this process. Wang (2008:19-20) argues that teachers must feel that their voice is heard when it comes to issues of teaching and learning. To make them feel as passive implementers who follow the rules and regulations made by other people is not wise. Their initiative must be accommodated in the form of conferences, workshops, staff meetings and research when it comes to curriculum implementation. They must feel that their perspectives (or Blignaut's epistemologies) are valuable in influencing curriculum implementation. Wang (2008:19) continues to argue that teachers must be encouraged to collaborate and seek mutual support from their peers to benefit from information sharing and research. Moreover this author believes that it is an established fact that curriculum implementation is complex and needs to reconcile desirable policy and possible practice in context (2008:20).

In the quest for answers regarding how teachers' insufficient meanings limited implementation of a curriculum, Bantwini (2010:87-88) observed that factors such as paucity of understanding of curriculum reforms, inadequate or deficient classroom support and professional development of the teachers are key factors to which teachers' deficient meaning of the curriculum are ascribed. Bantwini found that teachers' lack of understanding can be attributed to their failure to read the curriculum policy documents. And when teachers were

asked why they did not read the document they gave reasons such as that the documents were cumbersome and reading them would be time consuming. In fact, teachers expected the Department of Education to assist them to understand the documents. They felt that orientation was rushed and not done efficiently. This was aggravated by lack of classroom support from the district officers. Another finding Bantwini mentions is that it appeared teachers had feelings of uncertainty and lack of deep comprehension because the curriculum was foisted upon them after being drawn by a committee appointed by the Minister of Education and then they were expected to implement it. Moreover, they were not satisfied with the number of meetings they had with subject advisors.

Earlier on, Chisholm *et al.* (2008:195-205) averred that a sense of ownership alone is not adequate. Wang (2008:19-20) and Blignaut (2008:116-120) agree that over and above that, teachers should feel that their voice is heard in this process of change. They should be confident that their perspectives are valuable and influence curriculum implementation. Such involvement could also counteract negative factors such as the paucity of teachers' knowledge about curriculum reform and implementation and also obviate the tendency alluded to by Bantwini that teachers are disinclined to read cumbersome curriculum documents. Dube (2016:115) advocates that teachers should be involved as curriculum designers. In fact, for curriculum implementation to succeed, Dube (2016:120) states that the government, curriculum planners, parents and teachers should be included. She believes that no curriculum implementation will be successful without commitment by teachers and administrators. Adu *et al.*, (2014:988) argue that teachers and parents should be involved every step of the way in curriculum development. Therefore, a curriculum implementation framework which clarifies the role of teachers in the operationalization of the programme is a possible solution.

Part of the exercise of developing a curriculum implementation framework is to clarify the role teachers and other governmental officials would play in the process. A situation where the curriculum is foisted on teachers to implement in the classroom without any explanation of how it was conceived and how they relate to it has proven counterproductive. Ownership on the part of these teachers is critical element of curriculum implementation. One of the means to facilitate this state of affairs can be through the use of a curriculum framework which furnish teachers with a broad perspective of curriculum development and their role in this process.



#### 2.2.5. Situational and environmental factors

Situational and environmental factors have also been identified by scholars as factors that challenge curriculum implementation. Badugela (2012:1) studied the challenges educators face in implementing the National Curriculum Statement (a predecessor of the CAPS) in one high school. In her findings Badugela (2012:36) states that teachers have experienced many challenges when implementing the National Curriculum Statement (NCS). Among these challenges are lack of support from the education department; shortage of learning and teaching support media as well as lack of a budget for these necessities; lack of parental involvement and teachers' administrative load, among others. Subsequently, Badugela (2012:38-39) makes recommendations regarding procurement and use of learning and teaching support media, assistance for the teachers and partnership with the community. Makeleni *et al.* (2014:108) also reported on issues such as poor infrastructure and overcrowding as factors that would impact on the implementation of the curriculum.

Provision of learning and teaching support media, the presence of an adequate budget and parental involvement are factors that could promote proper implementation of a curriculum in a school. Their absence could militate against this accomplishment. The same would be the case in a school with poor infrastructure and overcrowded classrooms. A conceptual framework for the implementation of a curriculum would make provision for dealing with these factors in its aspect of operationalization or policy practice. Kokela (2017: 137) pronounces that the budget provided by the department should be for planned priorities of the school. She believes that such careful and focused utilization of the budget is apt to motivate teachers to implement the curriculum efficiently. Zano (2015:105) maintains that adequate supply of resources is important. These resources must be availed in adequate quantities and timeously. The same is said by Mbatha (2016:78), that DBE should deliver resources and infrastructure on time to enable schools to start work as early as possible. Kokela (2017:137) states that schools should receive infrastructure "in a certain fixed period as per according to fairly planned prioritisation." Top of them is the opportunity of learners to have access to modern technology such as computers. Maharajh, Nkosi and Mkhize (2016:384) go even further to highlight the importance of infrastructure. They argue that if allocated in an uneven manner, it would prejudice the quality of education and thwart the achievement of equality, justice and fairness in the school system. They remind us that the CAPS was in fact conceived to address

the disproportions of the past. This argument points to the critical importance of context as an element of a curriculum implementation framework.

#### **2.2.6. The role and capacity of departmental officials to train and support teachers**

Curriculum implementation is also required to have good support given to teachers by departmental or district officials. Bantwini and Diko (2011: 226-235) investigated factors that impact on district officials' capabilities to provide teachers with curricular support. They found that district officers lack capacity in this regard. The role of district officials also came under scrutiny in a study by Bantwini and King-McKenzie (2011: 1-20). This study added other interesting challenges to the study of curriculum in South Africa in addition to what has already been produced by Bantwini and Diko. Briefly, the study was about how district officials comprehended the two phenomena of teacher learning and change process. They conclude that district officials' assumptions in this case shape the type of support they give to teachers. Findings in this study included, inter alia, that district officials believed that teachers resisted change. While the study pointed out the importance of the role of district officials in programme implementation, on the other hand the researchers observed that district officials were unable to reflect on their notions and role in this process. They naively acted as though change will happen smoothly without resistance when it is true that it is difficult for teachers to change their practice, no matter how ideal and appropriate the reforms. Bantwini *et al.* conclude that change in the working conditions of teacher is a precondition for reforms (2011:20). This study is important in its focus on assumptions of district officials as a challenge in curriculum implementation.

These researchers emphasize the importance of the understanding of the curriculum reforms by district officials. They argue that this understanding impacts on how they comprehend teacher learning and change. They believe that because of lack of adequate comprehension, district officials tend to believe that teachers do not like changes and resist it. The support of teachers by district official is a critical factor in curriculum implementation. Mbatha (2016:79) believes that this support should come from subject advisors. His argument is that they can give good guidance to teachers because they are subject specialists. However, this support would not be forthcoming or would even be pernicious to the process of curriculum

implementation if it is based on a wrong understanding of the district officials. Maharajh *et al.* (2016:384) point out that teachers need to receive comprehensive and regular support from the subject advisors, and curriculum planners must constantly communicate with teachers to improve their understanding of curriculum implementation for languages.

#### **2.2.7. Factors that influence curriculum implementation positively**

Most if not all literature surveyed in this study pointed out challenges in curriculum implementation. But a report called *Implementation of the New Zealand Curriculum: Synthesis of research and evaluators* by the New Zealand Ministry of Education (NZME) (2011:20-24) put emphasis on factors which influence the process of curriculum implementation positively. The report (2011:21-22) points out that a good starting point is critical. A starting point is good if the timing of the introduction of a new curriculum overlaps with another process which is congruent or somehow related to it. This makes a changeover to the new programme much easier. Effective leadership is also referred to in this report. By effective leadership the report means having leadership characterized by committed professionalism and well informed about change management. A shared understanding was also deemed important. It recommended effective school-wide involvement which would result in shared understanding of curriculum practice at the classroom level. Having an action plan was also a factor in this regard. Implementation was successful when it followed a plan which specified activities to be carried out, who should be involved in them, and their timeline. This could be interpreted as alluding to a curriculum implementation framework. Availability of high quality and competent external support was also identified as a key factor. Another key factor was wide consultation with teachers, parents and other stakeholders. The consultation assisted the school leaders to formulate ideas about what parents wanted for their children, develop a vision, conceive a set of values, and have a clearer impression of competencies and assessment required. Interestingly, the report pointed out that those using learner-centred pedagogical approaches also contributed to success. It is clear from some of the studies above that the contrary was the case in South Africa. This could be due to differing cultural and contextual factors. Trialing and reviewing were also critical for successful implementation. Good outcomes were gained where teachers first experimented with the curriculum in a limited situation, reflected on the results and utilized the outcomes to inform decision-making. In this way, they could be confident about what would work best. The usefulness of a curriculum framework is that it



would ensure that there is unity of thought among stakeholders, irrespective of where they are in the process of curriculum development. This common understanding, when accompanied by a plan of activities implied in the curriculum framework would impact positively on how teachers implement the curriculum in the classroom. If an institution is established to pursue these positive elements of curriculum implementation, the process might contribute to a better culture of teaching and learning in the classroom.

To conclude, Adu *et al.* (2014:988) maintain that South Africa has had multiple curriculum reforms. These reforms and changes are the reason why a number of researchers have investigated teachers' understanding and beliefs about these innovations. They quote Bishop (1994) who said that teachers do not necessarily resent changes but they could be affronted by the manner in which they are brought in or foisted on them. They also quote the Department of Education (DOE) (2009) which stated that teachers have ideas and conceptions about the curriculum that are different from what the policy states. Hence, teachers have a problem in understanding curriculum transformation and their views and beliefs are contrary to policy. Other literature studied draws attention to factors that would facilitate curriculum implementation rather than dwell on challenges implied by it. Factors mentioned in this regard were the need for an overlap between the old and the new curriculum, effective leadership, committed professionalism and change management, effective school-wide involvement and quality and competent support.

The study of literature brought about several conclusions. The first one is that whether it is due to lack of teachers' understanding of the curriculum implementation or their resentment of how it is imposed on them, researchers have found that implementation of the CAPS and its ATP is troubled by challenges. These challenges, which call for a solution, include change in pedagogical approaches, teacher training and support, teachers' prior knowledge or epistemologies, situational and environmental factors, the role of teachers in curriculum implementation and the role and capacity of departmental officials to train and support teachers.

The literature analysis done here has not only justified and validated the need to carry out this study, but it has crucially given this research a definite foundation, structure and pattern. It is now clear what research data collection effort would be required in order to answer the main question of this study and come up with a curriculum framework for languages. The

challenges pointed out by the literature analysed above and curriculum implementation problem experienced by teachers in previous programme reforms recorded by the DBE, give a foundation of the nature and type of questions participants must answer to provide data to respond to the main question of this study and recommend a framework for language curriculum. The practical implications of these challenges and problems experienced by teachers in the previous curriculum determine the nature of interview questions participants in this study should respond to. Such responses will be analysed and a framework for curriculum implementation recommended. None of the literature studied made an attempt or alluded to the need for a conceptual curriculum framework to guide implementation of any programme.

### 2.3. CURRICULUM POLICY IMPLEMENTATION FRAMEWORK IN OTHER COUNTRIES

Gautier (2017:19-20) states that a framework does not *prescribe* how a curriculum should be implemented. It is used to guide action and unite approaches to implementation of a curriculum. It is intended to bridge the chasm that usually exists between theory and practice. The question is in how many countries was a framework for curriculum implementation developed to guide operationalization by teachers and other educators? In this section, a selection of countries that have developed a framework for curriculum implementation are presented. These are, Australia, Canada, Pakistan, Kenya, and Lesotho. Hereafter, sections on South African context regarding curriculum policy implementation are presented.

#### 2.3.1. Australia

In Australia, the Department of Education and Child Development's (DECD) curriculum development process includes core actions which consist of shaping, writing, implementation, monitoring and evaluation of the curriculum. It also provides for a framework for decision-making regarding curriculum implementation. This framework is a guideline of a recommended course of action centred on evidence-based best practice and standards (DECD, 2014:6). Furthermore, DECD brought into being a Policy, Planning and Performance Committee, the role of which was to report on compliance with the framework, provide advice

and to ensure periodical review of the framework (DECD, 2014:4). Thus the framework structured the process of curriculum implementation, clarified the role of the teachers, illuminated review procedures and gave direction and purpose to all participants.

The Australian process included the writing of the curriculum by teams of writers who were assisted by experts and Australian Curriculum, Assessment and Reporting Authority (ACARA) curriculum staff. However, their mandate was basically to develop content descriptions and set achievements standards in line with the conceptual framework. When it came to implementation, the curriculum was provided on-line to states and territories for preparation for implementation. In Australia, states and territories as well as schools and curriculum authorities are responsible for implementation and support. School authorities make decisions on implementation issues such as time and resource allocation to learning areas, and schools and teachers determine pedagogical and other delivery approaches. The curriculum consisted of eight learning areas i.e. English, Mathematics, Science, Humanities and Social Sciences, Arts, Languages, Health and Physical Education, Information and Communication Technology and Design Technology. Implementation timelines are determined locally by the state and territory curriculum and school authorities. Curriculum monitoring means systematic collection of feedback and data on effectiveness of the curriculum. The ACARA board is then given an annual monitoring report to assess what curriculum aspects need to be evaluated. The first such monitoring took place in 2014 (ACARA, n.d.:5-7). For DECD, policy development means developing new policies, revising existing policies or deleting existing policy documents. Development or revision of policy would necessarily come from a regular cycle of policy review, new legislation, new activity, or changes in strategic direction or identified policy gaps. The framework also outlines the roles, responsibilities and accountabilities of staff, and it applies to all people who are responsible for policy development, review, management, procedures, guidelines, standards and framework. There was also a flowchart which assisted staff to decide on the right course of action and indicates the step-by-step process from the beginning to the end (DECD, 2014:7). Such systematization due to the existence of a framework contributed markedly to an effective curriculum implementation and successful teaching and learning. The framework ensured that teachers had a broad view of the process of curriculum implementation, knows the meaning and significance of the central concepts and is informed on their own role.

When C2005 was implemented in January 1998 in South Africa, among the members of committees of departmental officials who were deployed to carry out this task were foreign observers from Australia and Scotland. They joined teachers, curriculum developers, subject specialist, lecturers, members of the trade unions, and business representatives to attempt to translate the curriculum into workable units of teaching and learning ready to be implemented in 1998 (Jansen, 2006:1). However, their presence did not lead to the development of a framework for the implementation of the CAPS and its ATP. Nor did the Department of Basic Education establish a policy, performance and implementation institution such as that of Australia.

### **2.3.2. Canada**

In Canada, the following curriculum framework factors usually trigger revision or review of curriculum in most provinces: change in government policies, socio-economic issues, influence of research findings, age of existing curriculum, stakeholder and educator feedback and significant changes in subject or discipline content (Alberta Education, 2012:42). Furthermore, some provinces have scheduled curriculum revisions. For instance, Prince Edward carries it out every three years and in Newfoundland and Labrador it is a five-year cycle. In Ontario, it takes place every seven years. However, every year, several subject areas are chosen for review. This is done to ensure the currency and age-appropriateness of the content. These curriculum policy revisions follow a process of studying research in that subject area, comparison with other jurisdictions, focus groups discussion and content analysis. The revision is also preceded by consultation with the Ministry Advisory Council on Special Education, parents and students, universities and colleges and other ministries. At the end of this process, writing teams from school boards develop revised documents (Ontario Ministry of Education, n.d. 1-3; Ontario Ministry of Education, 2014:5-9). Unlike in South Africa, a provincial ministry develops, publishes, implements and supports curriculum initiatives. Some provinces even go to the extent of scheduling curriculum revision which is something that is not happening in South Africa (Alberta Education, 2012:42; Ontario Ministry of Education, n.d. 1-3 and Ontario Ministry of Education, 2014: 5-9).



The Maltese Ministry of Education and Employment describe a curriculum framework as “a reference for action based on general consensus and the contribution of stakeholders as well as those committed to its implementation” (Ministry of Education and Employment 2017: iii). Such consensus and commitment would contribute immensely to an efficient implementation of a curriculum. They also refer to it as “a living framework that allows for adjustments to new developments during implementation and a policy instrument on the implementation strategy, actions and benchmarks for implementation, monitoring and evaluation”. Reinforcing implementation of a curriculum with a framework document of this nature removes all doubt and uncertainty from teachers regarding how the curriculum is implemented and their role in the process. It also caters for changing times and demands of individuals and society (Ministry of Education and Employment 2017: iii).

### **2.3.3. Pakistan**

In 2006, Pakistan began to revise its national curriculum to replace the current objective-based model with a competency-based model. The outcome of this revision was a curriculum statement consisting of sixty-one core compulsory and elective subjects. The curriculum was not implemented until April 2010. One of the reasons why implementation took place only in 2010 was the absence of a curriculum implementation framework. The framework was regarded as absolutely necessary for successful curriculum implementation, hence the delay. The Pakistani curriculum implementation framework comprised parameters, guidelines and steps to be taken by various stakeholders to put the curriculum into effect. It reflected elements that are fundamental to successful attainment of standards of a curriculum. Lastly it clarified the roles and responsibilities of stakeholders (School Education Department, 2014:1-3).

### **2.3.4. Kenya**

Kenya did the same thing as these other countries by developing a framework to facilitate implementation of their curriculum. They developed what they referred to as a basic curriculum framework which was intended to influence the 2012 Kenya Vision 2030 on the re-alignment of the education sector in that country. The basic education curriculum reforms that were introduced were intended to develop citizens who were engaged, empowered and ethical. To



achieve this, reforms were introduced to provide excellent teaching, school environment and resources, and a sustainable visionary curriculum. The Kenya Vision 2030 focused strongly on science, technology and innovation. Additionally, it intended to highlight the importance of vocational and technical skills. The reformed curriculum adopted a competency-based approach. And because there are many meanings of competency, the Kenya Institute of Curriculum Development (KICD) trusted that a framework would explain and clarify the concept and the manner in which the curriculum is designed, implemented and assessed. The associated curriculum framework had four elements i.e. theoretical approaches, principles, values and national goals of education. The framework was intended to enable each Kenyan child to acquire skills of communication and collaboration, self-efficacy, critical thinking and problem solving, creativity and imagination, digital literacy and learning to learn (KICD, 2017:1-13).

#### **2.3.5. Lesotho**

In 2009 Lesotho published a revised and reformed curriculum statement. The revision was intended to reduce the influence of examinations on teaching and learning. Therefore, the new curriculum statement was meant to improve “access, quality, equity and relevance.” The new curriculum covered grades 1-12. The reform of the curriculum was premised on the theoretical concept of integration. In fact, integration was one of its major features. Others included an attempt to make it responsive to global challenges and changes, an interdisciplinary approach, learner-centredness and formative assessment (with emphasis on continuous or CASS), remediation and monitoring (Raselimo and Mahao, 2015:1-2). Although nothing is said about curriculum implementation framework, the Lesotho Curriculum and Assessment Policy of the Ministry of Education and Training mention of the rationale, philosophy of education and language policy may be a faint suggestion thereof. This can be presumed to be possible features of a curriculum implementation framework which is not mentioned anywhere in the policy statement (Ministry of Education and Training, 2008:2-4). Perhaps the apparent absence of a specific curriculum implementation framework is the reason why Selepe (2016:72-74) concludes in a study that operationalization of this curriculum was characterized by lack of understanding of the concept of integration and its enactment, inadequate in-service training,

contextual challenges and the involvement of some head teachers in day-to-day operational issues.

## 2.4. CURRICULUM POLICY IMPLEMENTATION IN SOUTH AFRICAN CONTEXT

DBE in South Africa has a different education policy and legislation context. The 1995 White Paper on Education addresses the question of redress of past inequities and injustices (Department of Education, 2002:2). The National Education Policy Act (No. 27 of 1996) mandates the Minister to ensure that education standards in terms of provision, delivery and performance are monitored. This means that the Department of Education should carry out the evaluation, or cause it to be done under its supervision. The evaluation is carried out to assess whether the education is in line with the provisions of the Constitution or the existing national education policy. A document named "Assessment Policy" which was gazetted in December 1998 provides for a systematic evaluation at certain critical points, such as Grades 3, 6, and 9, to assess the effectiveness of the entire system and the extent to which education goals are being achieved. On the other hand, the Further Education and Training Act (No. 98 of 1998) empowers the Director-General to assess and report on the quality of education provided in the FET band. He/she can carry this out within the scope of the norms set by the Minister of Education. Education and Training Quality Assurance (ETQAs) are bodies required by the South African Qualifications Authority (SAQA) of 1995 to monitor standards and audit achievements following the national standards and qualifications.

Thus, it is common cause that in South Africa, when the education minister is convinced of the need for policy reform, review or revision, he or she invokes the provisions of this policy context. For instance, Chisholm (2005:195-197) writes that she headed the curriculum review and revision process (2000-2002) that produced the Revised National Curriculum Statement (RNCS) for the erstwhile DOE. This author claims that the minister and the Education Department started by establishing a broad framework within which the revision was to occur. Thereafter DOE sought to broadly legitimize the review by recruiting curriculum developers from universities, non-government organizations, and provincial departments. Criteria were applied to select participants who were required to apply. The criteria were based on

knowledge, experience and the need to have racial, gender and regional representation. Each curriculum structure or working committee consisted of 50% governmental representation and 50% non-governmental representation. There were eight working groups, each dedicated to a learning area. There were three cross-cutting groups. The mandate of each group was to develop drafts, test them informally and revise them. The revised drafts were made available for comment by the public. Also, various interest groups lobbied and campaigned for their interests. They basically wanted the inclusion of certain content in the curriculum. Lobbies that vigorously campaigned for the inclusion of their perspectives included, among others, teachers' unions, vocational, environmental and history groups, local universities and non-governmental organizations (NGOs) as well as religious groups. Thus Chisholm (2005:204) argues that ultimately the curriculum product was a social product of contested ideas and cannot be regarded as an outcome of a specific social force.

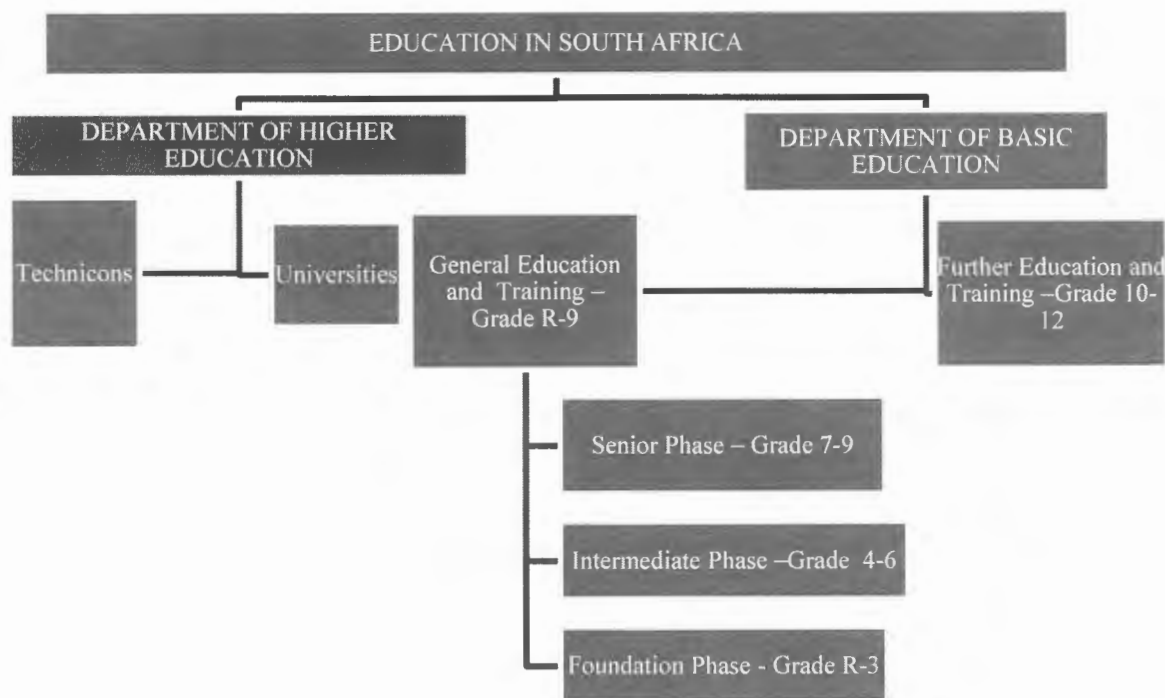
A second example of public policy development in education in South Africa involves the recent revision that culminated in the present version of the basic education curriculum i.e. CAPS. In 2009 the Minister appointed a Ministerial Task Team and mandated it to review implementation of the *National Curriculum Statement Grades R-12*. The Task Team held public hearings involving teachers and teacher unions. It also received many electronic submissions before it tabled its Report in October 2009, which recommended improvements to the curriculum. On 20 October 2009, the Minister decided to implement the recommendations of the Task Team Report. One of the key recommendations was to develop the National Curriculum and Assessment Policy Statements (CAPS). Subsequently, the Minister appointed a Ministerial Project Committee to oversee the development of these Curriculum and Assessment Policy Statements (DBE, 2011:3-4). In fact, in a message dated May 2010, the Minister announced that she had set up three Committees of highly respected experts led by people with the necessary qualifications and experience to facilitate a smooth implementation and streamlining of the curriculum. She identified the committees as:

- The Curriculum and Assessment Policy Statements Ministerial Project Committee.
- The Committee for the Reduction of Learning Areas in the Intermediate Phase in the GET Band.
- The Learning and Teaching Support Materials Committee.

Furthermore, writing teams were appointed in January 2010 (DBE, 2011:6). These were made responsible for all approved subjects in each grade. The brief was to use the existing curriculum as a starting point to purge it of repetitions and clarify it where necessary as they worked towards formulation of curriculum and assessment statements. Having been drawn up, the draft CAPS documents were sent out for public comment in September 2010.

#### **2.4.1. CAPS background**

In the period after 1994, the new democratic government of South Africa introduced a school system (see Figure-1 below) and new laws and policies governing education in the country. The South African Qualifications Act 58 of 1995 and the National Education Policy Act 27 of 1996 constituted a framework for educational changes in South Africa after 1994 (Du Plessis, Conley and Du Plessis, 2009:47). A White Paper on Education and Training was promulgated to provide guidelines on education policy for the country. Other initiatives intended to improve education included the promulgation of the South African Schools Act (84 of 1996) and the Higher Education Act (101 of 1997).



*Figure-1: Organization of education in South Africa*

To further improve education, the school curriculum was changed from content-based education to outcomes-based education (Booyse, Le Roux, Seroto and Wolhuter, 2011:277). According to Van der Horst and McDonald (2003:5), in outcomes-based education, learners and teachers are required to focus their attention firstly on the outcome and secondly on the instruction process. The fact that outcomes-based education is a learner-centred approach and is different from the teacher-centred approach of the Christian National Education apartheid ideology, inspired hope for attainment of better education for all (Van der Horst *et al.*, 2003:6). The vehicle to implement the decision to adopt outcomes-based approach to education (OBE) was another initiative of the Department of Education in the form of C2005 (Grades R-9) which was launched in March 1997 (Du Plessis, Conley and Du Plessis, 2009:52). C2005 was implemented in line with the teaching, learning and assessment approaches of outcomes-based education. That is, OBE served as a design framework for C2005.

However, the shortcomings of C2005 lead to its review in the year 2000 by a panel led by Professor Linda Chisholm. The resultant revision was not expected to produce syllabuses



of the past which used to specify content. It was only meant to indicate minimum standards required per grade (Hoadley *et al.*, 2009:161). When in May 2000 the Review Committee on C2005 reported back to the Minister, one of the shortcomings it pointed out was that the curriculum statements did not give teachers clear guidelines on what they should teach. The Committee recommended that a curriculum framework should provide teachers with guidelines to enable progression, sequencing and pacing of content knowledge, especially that of gateway subjects such as languages, mathematics and sciences (Brahm and Fleish, 2002:153). C2005 expected teachers to be able to design their own learning programmes and prepare and sequence other resources for learning, hence, in some instances teachers believed that “in C2005, anything goes” (Booyse and Du Plessis, 2008:28). They were expected to pace and order learning, taking into consideration the needs of the subject area and the learner (Du Plessis *et al.*, 2009:43). The resultant review of C2005 culminated in the issuing of the Revised National Curriculum Statement R-9. The Revised National Curriculum Statement Grades R-9(2002) was combined with the Further Education and Training (FET) National Curriculum Statement 10-12 (NCS 10-12) to become the official policy statement of the Department of Education in April 2002 called the National Curriculum Statement R-12 (NCS R-12). Its implementation was scheduled to begin in 2004 (Chisholm, 2005:193). Furthermore, the RNCS R-9 had done away with C2005 curricular features such as specific outcomes, assessment criteria, range statements and performance indicators, and replaced them with Learning Outcomes (LOs) and Assessment Standards (ASs) (Booyse *et al.*, 2008:29).

Briefly, the FET NCS was a product of a different curriculum development process. The first step taken to transform FET was when the National Education and Training Forum was established and mandated to ‘cleanse’ the apartheid-era FET syllabi. The result was an interim document of cleansed syllabi called Resume for Instructional Programmes in Schools, Report 550 (2001/08), otherwise referred to as Report 550. Since the White Paper on Education and Training in South Africa (1997) proposed an alternative curriculum based on principles of access, redress, equality, economic competitiveness and quality learning, the National Committee on Further Education developed a framework for FET in post-apartheid South Africa. Its report titled “A Framework for the Transformation of Further Education and Training in South Africa” (1997) called for transformation of education and training to align it with the afore-stated principles and the National Qualifications Forum. A process to reform Grades 10-12 was undertaken in 1999. The purpose was to establish new standards expressed

in the form of learning outcomes, to redesign the Grade 10-12 learning programmes, to equip educators and managers with skills and knowledge to implement the learning programmes and to lay the foundation for the implementation of C2005 in Grades 10-12. This modernizing process implied reconceptualization and review of syllabi and their conversion into “integrated and responsive” learning programmes. The actual decision to develop the National Curriculum Statement for Grades 10-12 (NCS 10-12) was taken by the Council of Education Ministers on 22 October 2001. This is the statement which was joined with the RNCS R-9 to form a policy statement for the Department of Education named NCS R-12 in 2002 (Department of Education, 2003:4-5).

In July 2009, the Minister of Basic Education, Mrs Motshekga took a decision to appoint a panel of experts to review the National Curriculum Statement R-12 (NCS R-12). This panel was mandated to identify challenges and problems encountered during the implementation of the NCS and to formulate recommendations intended to improve implementation of the curriculum statement (Department of Education, 2009:5). The review was in response to concerns of teachers who were facing challenges of implementing the curriculum. It was also in response to several comments by parents, teacher unions, school management and academics received during a number of years regarding the implementation of the NCS. This curriculum revision authorized by the Minister was aimed at providing a “clear, term-by-term and grade-by-grade specification of what it is that teachers are expected to teach” (DBE, 2011:2). Secondly, the revision was intended to ensure that progression and continuity is evident through the grades (DBE, 2011:13). Lastly, its implementation strategy was to be approached in such a manner that educators at all levels acquire a common understanding (DBE, 2011:115). The specific pressure points the panel was mandated to investigate included teachers’ complaints about the implementation of the NCS, teachers who were overburdened with administration, different interpretation of the curriculums, and underperforming learners (DBE, 2010:3). Based on these major complaints, the panel subsequently isolated key areas of investigation. These were the development of curriculum policy and guidelines documents; transition between grades and phases; as well as assessment, especially continuous assessment. They later expanded their scope to include learning and teaching support materials, textbooks, teacher support and training for curriculum implementation. The panel’s method of data collection included document review, interviews, and hearings involving teachers from all nine South African provinces, and teacher unions.

They also accepted electronic and written submissions. The panel found that there was a large measure of consensus across the country about what the challenges were. They were also convinced of the sincerity of most teachers to want to improve the quality of teaching and learning (Department of Education, 2009:56).

The panel tabled its recommendation before the end of that same year. The recommendations included the following: that since many teachers and parents had complaints about not knowing the vision of DOE to implement and support curriculum reforms, or what the Department intended to do in future, there was a need for a five-year plan. This plan was to serve to communicate future aims of DOE. It was envisaged to be a simple but coherent plan which would have the support of teachers, and improvement of learner performance as its central goals. The plan was to be accompanied by an external monitoring mechanism to evaluate its effects. The second recommendation was that the many policies, guidelines and regulations responsible for most of the confusion that existed be rationalized. The rationalization was to take the form of developing a set of one single coherent document per subject area for all grades i.e. Grades R-12. Such documents were to be made available to all schools, district offices, and parents. There were to be made available to everybody in print and online. They had to be thoroughly edited and be written in plain language. The documents should include guidance for teachers on how to teach specific content aspects, how to assist learners to understand a concept and assist them to acquire a certain skill. The panel also recommended that this document should be given a policy status and a very strong campaign be launched to promote it. To avoid previous challenges of reinterpretation and layering, the panel recommended that the role of national, provincial and district levels be clarified in terms of production, dissemination, monitoring and support (DOE, 2009:7 and 27-28).

The third recommendation related to the role of subject advisors. The roles of subject advisors were clarified as including delivery, implementation and moderation of curriculum. Other roles recommended for them were those of offering teacher support in specific areas and to act as school level moderators (DOE, 2009:63). During the panel investigations, it was found that although subject advisors played an important role between curriculum policy and its implementation in the classroom, they rather focused on unnecessary administrative tasks. Also, their roles differed from province to province and, more seriously, most of them did not have the wherewithal to support teachers. It was due to these observations that the panel

recommended that their roles be specified for the whole country and their responsibility regarding supporting teachers in the classroom be clarified (DOE, 2009:8). The fourth recommendation was on planning. The panel recommended that teachers should be required to have a single Teacher File for planning. The file should contain annual work schedules, assessment plan, formal assessment tasks and memoranda, relevant textbooks and a record of learners' performance in formal assessment tasks. The envisaged planning had to include content sequencing, pacing and coverage. Lastly, changes in curriculum were to be made the responsibility of the Ministry only and that curriculum changes be effected only once in a year. No such changes for the next year should be made after September (DOE, 2009:64). The next recommendation had to do with assessment. The panel recommended adoption of a consistent set of assessment terminology and grading descriptors for the three higher phases i.e. Intermediate, Senior and Further Education and Training. Furthermore, regular, external and national assessment of grade 3 and 6 in Mathematics, Home Language, and English First Additional Language was recommended. The panel hoped that this would serve to monitor quality and rationalize intervention and teacher support. It also recommended that promotion and progression requirements be made clear. Projects should be limited to one and learner portfolios be discontinued. Development of a national learning and teaching support media (LTSM) catalogue of textbooks which were relevant and aligned with the CAPS was also recommended. Every learner from Grade 4 to Grade 12 had to have a textbook for every learning area. There was to be focus on subject-specific in-service training for teachers. In-depth training was to be offered to principals, HODs, District and Provincial support staff. This included subject advisors who were recommended to undergo specific training (DOE, 2009:64-67).

On 20<sup>th</sup> October 2009, the Minister announced a decision to implement the recommendations of this panel (DBE, 2011:5). Consequently, in early 2010 she established three committees, one of which was the Curriculum and Assessment Policy Statements Ministerial Project Policy (DBE, 2010: 3). This Committee was tasked to develop "a single comprehensive, and concise Curriculum and Assessment Policy Statement for each grade, i.e. Grade R-12, as recommended by the Report of the Ministerial Committee" (DBE, 2010:3). The Committee was also asked to provide clear guidelines on what teachers ought to teach and assess in all grades and in all subjects. The result was the Curriculum and Assessment Statement R-12 (CAPS) which was implemented by the Department between 2012 and 2014

(DBE, 2011:13). In April 2011, the Minister declared the provisions of the Curriculum and Assessment Policy Statements, the National Policy pertaining to the programme and promotion requirements of the National Curriculum Statements Grades R-12, and the National Protocol for Assessment Grades R-12 as national education policy (DBE, 2011:6-7). The three documents are regarded as the National Curriculum Statement (NCS) for DBE in South Africa. Implementation of this policy began with Grades R-3 and Grade 10 in 2012, followed by Grades 4-9 and Grade 11 in 2013, and ending with Grade 12 in 2014.

#### **2.4.2. Steps taken to implement the CAPS**

This section presents the steps that were taken to ensure the smooth and successful introduction of the new policy. Implementation of the policy is explained on the basis of DOE (2009) documents such as the final *Report on Task Team for the Review of the Implementation of the National Curriculum Statement*, the DBE's training document for languages titled *NCAPS Orientation Grade 10* dated 12 April 2011 and several DBE training PowerPoint presentations (approx. 10) which the researcher has been able to get hold of dealing with nine to ten different training topics.

Chapter 6 of the DOE Report (2009:55-57) mentioned above deals with training; particularly training for support for curriculum implementation. The Report points out the importance of efficient training of teachers in implementing the curriculum. It recommends that such training should confirm teachers' role as subject experts and ensure that they are going to get adequate classroom support. It was hoped that other education and training institutions would also assist in this regard. What worried the panel was content and methodological inefficiencies of new teachers and the ability of both new and veteran teachers to conduct efficient assessment of learners. They had observed that training in the implementation of Curriculum 2005 and the 2002 National Curriculum Statement was not well done. They characterized it as having been "superficial and generic" and a "one-size-fits-all" approach which never really worked (DOE Report, 2009: 55). They recommended that teachers be subjected to heavy content training which should be subject-specific in approach and should take into consideration the needs of teachers. These teachers were supposed to know their learners and regard themselves as responsible for their failure or success. Hence, teachers were intended to be professionals in



the true sense of the word. They were to be professionals who are well- trained and have skills and abilities they can apply to attain teaching goals and the “enhancement of the quality of service” (Hoyle, 2001:146 and Tichenor and Tichenor, 2004:89) This service was to be characterized by dedication, commitment and altruistic concern for the interests of the learner, a combination of knowledge, skills and trustworthiness (Taunyane, 2006:24 and Beaton, 2010:2).

It was recommended that subject advisors should undergo training for in-classroom observation. The intention was to train them in non-judgmental observation of actual teacher needs which will result in effective intervention. They were also targeted for post-classroom observation, training in monitoring, quality assurance, support and mentorship (DOE, 2009:55-56).

Existing DBE training documents indicate that action on implementation of the CAPS was started at national level and later cascaded downward. To explain what was done in this regard, focus is placed on what was carried out to prepare for the implementation of the languages curriculum, specifically Grade 10 curriculum.

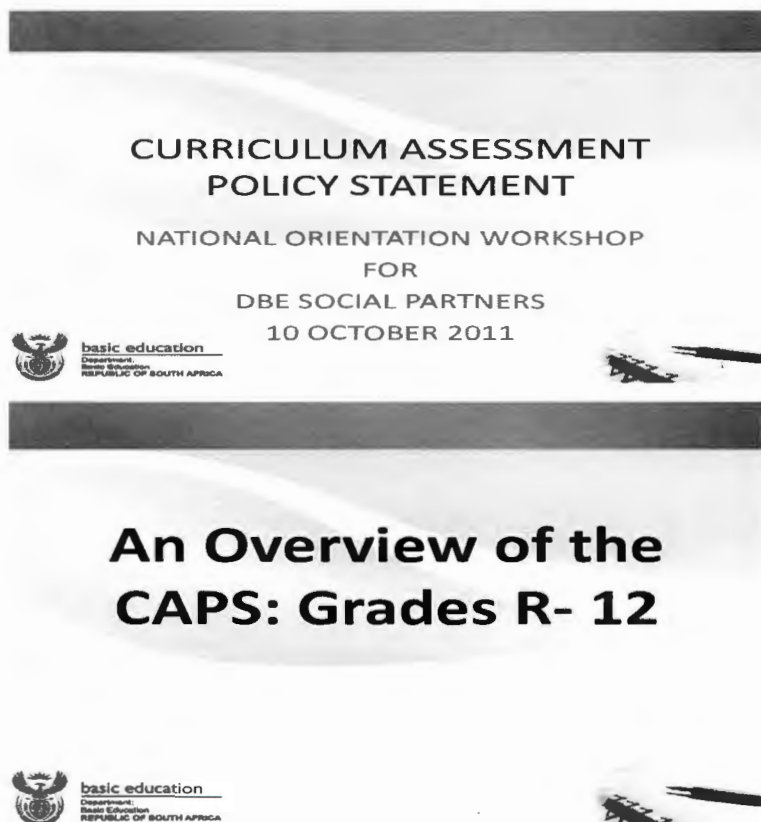


Figure -2: The two slides are part of a DBE PowerPoint presentation at national level (By courtesy of Mahikeng Area Office)

The PowerPoint presentation (see Figure-2 above) is one of the first steps taken at national level to implement the CAPS. The topic of the presentation indicates that it targeted all DOE social partners who participated in this process of curriculum reform. The other nine presentations were on the following topics: Orientation Workshop for Subject Advisors - 3 November 2011; Amended NCS versus Current NCS - no date; National Orientation Workshop for Languages Assessment – 2011; National Orientation Workshop for Languages: Subject Information Grade10 – 2011; Curriculum and Assessment Policy Statement – 6 Feb 2011; Subject Information for Languages: Grade 10 – 201; Orientation Workshop for Subject Advisors - 13 February – 1 March 2012; Planning - no date and Literature: Home Languages and First Additional Language –no date

A summary of each workshop is given hereunder with the purpose of demonstrating the nature of training given to the participants who came from national, provincial and district levels. Also, comments are made on the quality of training and material used. Many details are given of each workshop as far as possible, depending on its relevance to this study. Some are discussed while the details of others are just briefly mentioned, especially where there are duplications, or matters have already been mentioned.

As indicated above, the first step was the national orientation workshop (DBE, 2011) held on 10 October 2011, as shown in the above PowerPoint slide. It was aimed at orientating the social partners of DBE on the new curriculum. It was titled “*An Overview of the CAPS: Grades R-12*”). In this orientation workshop, the attendees were taken through every step taken by the DBE thus far to introduce curriculum reforms. The presentation gave the attendees the background challenges experienced in curriculum implementation i.e. overload, confusion and learner performance in international and local assessment. It went on to explain the terms of the mandate of the task team/panel as identifying challenges and pressure points in the implementation of the NCS Grade R-12, investigate how challenges could be addressed and develop a set of practical interventions to respond to the noted challenges. It delineates five key areas of investigation including documents of curriculum policy and guidelines, transition between grades and phases, LTSM and teacher support and training. It lists recommendations for immediate effect and those that are long term, and deals with the findings and

recommendations as mentioned above. The attendees were also informed of the eight steps to be taken to implement the CAPS, i.e:

- Complete the CAPS,
- Translate, print and distribute the CAPS,
- Finalize curriculum and related policy documents,
- Distribute Grades 1-6 workbooks for Languages and Mathematics to improve literacy and numeracy,
- Develop and procure textbooks,
- Orientate all officials, principals and teachers,
- Train Foundation Phase teachers in teaching of FAL and
- Communicate implementation plan to public especially parents.

At the end, it lists the following implementation dates:

**2011-** Prepare the system for introduction of the CAPS

**2012-** Implement the Grades R – 3 and Grade 10 CAPS

**2013-** Implement the Grades 4 – 9 and Grades 11 CAPS

**2014-** Implement Grade 12 CAPS

The workshop was one of the major steps taken to introduce the new curriculum concept to the public and as seen above, covered major issues not necessarily relevant to the classroom situation. But it gave the big picture of what had been done. This was an important initiative to secure widespread understanding and support of what the DBE was going to do (DBE, 2011).

Another step was an important workshop (DBE: 2011) held on curriculum philosophy and policies in 2011, and was titled “*Amended NCS vs. Current NCS*”-Grade. The presentation started by explaining that CAPS is a policy statement for teaching and learning which replaced existing policy statements. It stated what constituted NCS and elucidated its purpose as equipping learners with knowledge skills and values for self-fulfilment and meaningful participation in society, access to higher education, facilitation of transition between education institutions and the workplace, and providing employers with information about learner

competences. It listed the principles of NCS as the following: social transformation, high knowledge and high skills, progression, human rights, inclusivity, environmental and social justice, credibility, quality and efficiency, valuing indigenous knowledge systems and active and critical learning.

The new NCS encourages active and critical learning. It explained the profile of the envisaged learner, how to manage inclusivity and adumbrated policy implications. Managing inclusivity meant understanding and recognizing barriers to learning and giving relevant support including variation of teaching strategies. And lastly it identified differences between the current and amended NCS (DBE, 2011).

In the national orientation workshop on assessment in languages, attendees studied topics relating to what assessment is e.g. formal and informal assessment. They answered questions relating to purpose of assessment, such as who should carry it out and what should be assessed. How it should be carried out, and when and where assessment should be done. They also learned about the annual assessment plan; programme of assessment; how to develop an assessment task; how to design a rubric; examinations; oral, written and literature tasks; Bloom and Barrett taxonomies; and moderation. At some stage, the participants were divided into groups of 8-10 people and asked to discuss the topics of the presentation (DBE, 2011). Another orientation workshop covered literature. These categories of workshop were probably targeting language teachers ultimately.

Besides the two general orientation workshops the second step was to hold more specific ones which were targeting specific subjects and subject advisors. One such presentation was called "*National Orientation Workshop for Languages-Planning Grade 10*". The workshop basically oriented the attendees on levels of planning as part of the ATP and its importance; it took them through a model of planning lessons related to different language skills. It then introduced the role of the textbook as a central LTSM and how to choose it. The Teacher File was then introduced, and its purpose was explained. In session 2 of the same workshop the attendees were taught about definition of the subject and ability to use language effectively. This was followed by definitions of Home Language and First Additional Language. The rationale for doing or learning language was succinctly explained as the ability to communicate successfully in different social settings. Time allocation, weighting and

requirements were also topics included in this presentation. The attendees were given 45 minutes to discuss these various topics in small groups (DBE, 2011). In yet another workshop attendees were organized in small groups to study the Grade 10 content in the CAPS regarding planning, pacing, and sequencing (DBE 2011).

On the 3<sup>rd</sup> November 2011, an orientation workshop which focused on subject advisors was held (DBE, 2011). The training was intended to give subject advisors an overview of the CAPS. The very same course was repeated on 13 February and 1<sup>st</sup> March 2012 and again attended by subject advisors. The third step was for the subject advisors to take the same materials they were trained on and use them to train the teachers in their various locations.

According to a sixteen-page guiding manual prepared by DBE dated 12 April 2011, in the case of Grade 10 languages, the PowerPoint presentations were presented in a particular format. The purpose of the training was to orientate attendees on the implementation of the Grade 10 languages curriculum. Training targeted understanding of the Curriculum and Assessment Policy Statement Grade 10-12, philosophy of the curriculum, subject content, planning, content methodology and programme assessment. Because of the similarity of the ATP in CAPS, participants responsible for different languages were trained in the same session using the same materials. The ATP has the same format and approach to language teaching and learning in all languages. Therefore, this approach can be taught by anyone who teaches a language, of course with some necessary adaptations taking into consideration grade and phase. The manual titled *“Curriculum Implementation and Quality Improvement: Languages NCAPS Orientation Grade 10”* divided the training into five sessions, i.e. introduction, subject information, methodology, assessment and planning. In the introductory session attendees were given the overview of the CAPS and how the amended NCS differed from the current NCS. Session 2 on the topic “Subject Information” trained the attendees on the rationale for language teaching, aims and objectives of language teaching, time allocation and language skills. Session 3 on the methodological part dealt with how to teach listening and speaking; reading and viewing and writing and presentation. In session 4 on assessment, attendees went through questions such as: What is assessment? What is formal and informal assessment? What is an annual assessment plan? They also learned how to conduct oral testing, moderation and programme of assessment. The last session on planning dealt with the ATP, sequencing and



pacing, role and selection of textbooks and other resources, and the teacher file (DBE, 2011:1-16).

The initial courses were apparently conducted by a selected group of trained people called the National Training Team or NTT. According to Mokoena (2005:9), this training was cascaded downward to the teachers. Training at local level was done by Provincial/District Training Teams. The training guide indicates that a certain training process was followed. Firstly, attendees were expected to prepare by studying policy documents prior to the meeting and to bring some of them to the workshop. Each session was characterized by a plenary session, a PowerPoint presentation, small group discussions and opportunity for questions. Sometimes attendees worked in pairs and reported back to the group (DBE, 2011:1-16).

It is obvious that this analysis is not exhaustive and does not capture chronologically all that was done in preparation for the implementation of the CAPS. However, the information given here demonstrates sufficiently what was done and how it was done. The question of 'when' is partly answered by the dates on the PowerPoint presentation but no written information was available on where these orientation sessions took place. What has emerged in this section of the study is that preparation for implementation of the CAPS started early in 2011 and proceeded throughout 2012 and 2013. It was also clear that training in the implementation of the new reforms included all people who would have significantly influenced its success. As seen above it included all social partners of DBE, subject advisors and teachers. It was started at national level and later cascaded to the principals, HODs, District and Provincial support staff (DOE, 2009:64-67).

The impact of problems and challenges experienced in the implementation of curriculum can be greatly counteracted by application of a curriculum framework. As stated above, although such a conceptual curriculum framework is not about the content itself and deals with the structure, control and regulation of the curriculum, it provides parameters which can facilitate implementation of the curriculum content. As a result, it creates an opportunity to face these challenges and affords the curriculum an opportunity to produce competent learners. It is because of this that some countries and states have deemed it important to develop a conceptual curriculum framework when implementing a new or reformed curriculum (UNESCO, 2017:6).

## 2.5. THEORETICAL FRAMEWORK

This section presents the theoretical framework underpinning the current study. Three theories have been identified as constituting a theoretical framework for this study, namely, individual constructivism, socio-constructivism and social theory.

The study was qualitative in design and sought to describe personally lived experiences of the participants and the meaning they make of them. Its perspective was both interpretative and constructivist in orientation. It was interpretative because the belief is that meaning is constructed socially, and the purpose of the social scientist is to understand the meaning people attach to reality (Check and Schutt, 2012:15). That is, it was interpretative because its findings resulted from analysing and interpreting the experiences of participants as they recounted them from their own perspective. It is constructivist because it assumes that human beings construct meaning as they interact with reality, especially social reality. It was socio-cognitive because knowledge was generated by participants from the meaning and sense they make of their experiences of interacting with social constructs, in this case, the curriculum and ATP. It was based on understanding the meaning of socio-cognitive narratives of participants. Its interpretative phenomenological analysis (IPA) approach and its phenomenological and hermeneutic aspects inform its qualitative interview process and data analysis aspect. (Creswell, 2014:8-9; Smith, 2004:40-41; Cassidy, Reynolds, Naylor and De Souza, 2009:5-6).

Qualitative and quantitative research designs differ in how they look at reality. That is, they differ in terms of the worldview or paradigm constituting the foundation of the beliefs or an assumption regarding what reality is. A common belief is that quantitative research adopts a positivist and structural approach of viewing the reality it investigates. It assumes that there exists some form of reality out there beyond the individual and that such truth can be revealed through application of empirical or experimental research approaches. This assumption is known as positivism. In this approach to reality the researcher is expected to act as a “disinterested scientist” who strives to discover reality independent of him or her. Assumptions about the structural approach are that there is a deep structure or reality that exists beyond the individual, into which he is born. This structure, of which examples are binaries such as male/female, nature/nurture, rationality/emotions, we/them, and public/private among others, determine people’s thoughts. This cultural determinism is also found in language which is a

structure that determines meaning (Johnson and Christensen, 2008:390-393; Fraenkel *et al.*, 2008:621). Moreover, if realism means that the world operates on fixed natural laws as Aristotle is alleged to have said, and that reality refers to what can be objectively investigated and measured, and exists in quantities, then this study is not about such a worldview or paradigm. The study is not a positivistic empirical inquiry based on knowing from seeing, hearing, touching, smelling and observing reality, as propounded by Francis Bacon (who lived between 1561-1626) and John Locke (who lived between 1632-1704) (Chilisa, 2012:26). It is basically on social reality as experienced, created and related by participants.

#### **2.5.1. Jean Piaget's individual constructivism**

Basically, Piaget's (1896-1980) theory is about how an individual constantly adapts to new and in-coming knowledge and information. Piaget explains that people are continually engaged in a process of organizing and reorganizing experiences and information. This process ultimately leads to equilibrium between how the person experiences the world and how he/she understands it. This theory propounds that people perpetually encounter new information, whether physical or social. This then results in the individual attempting to organize, understand and adapt by continually constructing and reconstructing new and complex maps of their world. (Donald, Lazarus and Lolwana, 2012:49).

Therefore, in Jean Piaget's constructivism, learning is regarded as an active process wherein the individual engages in constructing meaning (Donald, Lazarus and Moolla, 2014:77-81 and Nieman and Monyai, 2013:6-7). The process of knowledge acquisition is said to be characterized by active construction and reconstruction of knowledge. This theory propounds that the individual takes an active part in constructing his or her understanding and knowledge based on information received. The individual reflects on the new information, interprets it according to his prior knowledge and constructs new meaning. The theory places great emphasis on how learning takes place rather than what is learned. It holds that knowledge is not independent of the experience of the individual or or a group of people. It teaches that knowledge is not an independent reality existing out there free from human perception and construction. It discounts the early Platonic teaching of understanding the *Ding an sich* (true nature) of things. Therefore, it upholds the view that learning takes place because of individual

constructivism. In individual constructivism, the individual questions his understanding because of new information and according to Piaget reorganizes his schemata or existing knowledge. Experiences of new knowledge result in *assimilation*, *accommodation* and *equilibrium* proposed by Piaget (Donald *et al.*, 2014:72-73).

Assimilation is understood as a situation where the individual uses his existing knowledge to accommodate the new knowledge in his cognition. Accommodation implies receiving new knowledge that contradicts what the individual currently knows thus causing him to reshape or readjust prior knowledge. On the other hand, equilibration results from successful assimilation or accommodation of new information thus re-establishing prior balance. Social constructivism also involves reorganization of schemata or existing knowledge. However, this process takes place within a social environment or context. Here the individual acquires distal and proximal meaning from a cultural group. His/her experiences in this social context shape and influence his understanding of concepts and the making of meaning. Hence *contextualism* is one of the key concepts of constructivism (Nieman *et al.*, 2013:6-7). Like all other teaching and learning theories, constructivism suggests a few principles or assumptions of reality which can be applied to guide education. The theory describes learning as an active affair wherein the individual experiences sensory reality and derives meaning from it. Children do not learn passively, but are engaged in meaning making. It teaches that as knowledge is acquired, it enables the individual to subsequently construct better meaning. Therefore, people's learning enables them to learn more. Thirdly, the theory agrees that activity is crucial, but it is not adequate and should not be regarded as a product of learning. It is a means towards construction of mental meaning. According to constructivism, meaning occurs in the mind. Fourthly, as will be seen when the teachings of Vygotsky are discussed hereafter, constructivism indicates that language influences learning. Hence, learning involves talking, and language and learning are very much interlinked. And lastly, the theory explains that learning is a social phenomenon. Social interaction is a *conditio sine qua non* of learning. It emphasizes the importance of the social aspect of teaching and learning (Nieman *et al.*, 2013:6-7).

Furthermore, Piaget's theory propounds that children develop cognitive abilities in four different stages. In each stage the child acquires new and more advanced abilities to process information. These stages will not be discussed in this study because the focus is on the

constructivist aspect of Piaget's theory (Slavin, 2012:39). Ormrod, Anderman and Anderman (2017:192-194) summarize the basic assumptions of cognitive psychology and individual constructivism in particular as follows. They state that what is learned is impacted upon by cognitive processes. The outcome of an encounter with new information is affected by the extent to which the person thinks about it and how he thinks about it. Secondly, people process and learn things selectively. This is because human beings cannot deal with all the sensations they are constantly bombarded with. Hence, they choose a few of these sensations and ignore others. In this theory, meaning and understanding do not emanate from the environment. They are in fact constructed by the individual. Because of this, the process is known as individual constructivism. Lastly, the theory also implies that one can infer people's cognitive processes from how they behave.

These implications of Piaget's cognitive theory of individual constructivism constituted the foundation principles upon which this study was based. The study assumed that its participants have been interacting with a phenomenon, which in this case is the ATP of the CAPS. They have thought about it and organized impressions they have about it. They have even learned to accommodate it in their schemata by thinking about it in a particular way. However, the study would have to interview several participants because none of them have the same schemata and would have thought about the questions they were asked similarly. The application of this theory also required a number of participants to be involved because people differ in their perception of phenomena. To acquire data that approximate the truth one should make provision for listening to varied perspectives. The study also observed the principle of this theory, that people's behaviour mirrors the way they think. Thus the researcher closely observed how participants responded to questions during interviews and focus discussion group.

#### **2.5.2. Vygotsky's socio-constructivism**

Lev Vygotsky was a Russian psychologist who became widely read in English in the 1970s. Today his theories are well known and influential. Vygotsky argued that intellectual development is influenced by the historical and cultural context of an individual (Slavin,



2012:41) In Vygotsky's socio-constructivism the role of the *social context, language* and *mediation* in learning are clearly explained (Donald *et al.*, 2014:77-79).

Regarding the social context, Vygotsky's theory teaches that learning takes place through social interaction. It happens because of the individual person being placed in a particular social context. Within this context and during this social interaction meaning is constructed, shared, and new understandings replace old ones. Therefore, according to Vygotsky, meaning is to all intents and purposes a social construct i.e. it is constructed by human beings. It is a social construct whose nature could be either distal or proximal. Distal meaning is meaning derived from remote contexts that impact indirectly on the individual from a national and global distance, whereas proximal meaning involves closer circles such as home, class, school and local community. Vygotsky adds that these contexts are not static. They change continually thus implying a continuous search for knowledge. Secondly, language plays a central part in cognitive development according to this theory. Its significance is due to it being a carrier of information, concepts, views, values, attitudes and experiences among others. Thirdly, mediation through proximal social interaction is key to learning in this theory. In this regard, the individual constructs meaning with the assistance of /caregiver, teacher, counsellor or peer. Vygotsky coined the concept *Zone of Proximal Development (ZPD)* to express a situation where the individual has the potential to achieve greater meaning with the assistance of a person who has already acquired tools of learning. This introduces another concept of this theory known as *scaffolding*. This concept is a situation where an adult or the teacher provides the individual with support to expand his skills and knowledge (Donald *et al.*, 2014:77-79). Lastly the theories of Vygotsky support the application of cooperative strategies in learning (Slavin, 2014:42).

Some of the basic assumptions of Vygotsky's theory that guided this study include the following. The physical, cultural social environment can impact on acquired knowledge, skills and attitudes of an individual. Donald *et al.* (2012:57) describe this phenomenon as "social construction of knowledge". They further state that Vygotsky taught that knowledge is not a fixed reality, it "varies across different social context and historical times." Thus this study involved participants from varying backgrounds such as teachers, heads of departments, subject advisors and curriculum planners. Teachers were also recruited from schools with

different backgrounds. The theory also presupposes that people learn better when they work in collaboration with others. In this study, that collaboration was secured when teachers were brought together in a focus discussion group. Another assumption of this theory is that mediation facilitates acquisition of knowledge. To ensure that focus group discussion yields fruitful data, the group was mediated by the researcher and an assistant.

### 2.5.3. Bandura's social theory

In Albert Bandura's (cited in Ananda, 2006) social theory there are main concepts such as self-efficacy, modelling, imitation, the tri-modal interplay of the individual, behaviour and environment as well as self-regulation (Ananda, 2006:1-6). Self-efficacy is defined as belief in one's own capability or what Ormrod *et al.* (2017:353) define as the individual's "self-constructed judgment about his or her ability to execute certain behaviours or achieve certain goals." They argue that it is similar to concepts such as self-concept and self-esteem. The theory teaches that self-efficacy determines one's choices, motivates one, and helps one to recover quickly from failure or setback. It is developed over time and depends on repeated experiences of success or failure and observation of models achieving success. Modelling and imitation are cases where a person modifies their conduct, thoughts or feelings after observing a model. Models are said to be able to teach behaviour, judgment, morality, and develop cognitive abilities through imitation. Influential models are said to be those who have credibility, enthusiasm, and similar qualities. According to Bandura, learning takes place in a situation consisting of tri-modal factors involving the person or individual, behaviour and the environment, sometimes referred to as the Reciprocal Causation Model (see Figure-3).



Figure - 3: Bandura's Reciprocal Causation Model

(<http://study.com/academy/lesson/albert-bandura-social-cognitive-theory>)

Bandura advocates the interdependence of these modes of reciprocity. For instance, he claims that behaviour depends on individual goals and expectations; on the other hand, behaviour can be conditioned and individual achievements can be determined by the environment. Individuals are affected by their environment and the environment can be modified by the individuals. The concept of self-regulation in this theory implies subsidiary concepts such as self-reaction, self-reflection and exercise of some control over one's thoughts, feelings, motivations and actions. The belief is that, though self-generated and subject to external influence, human action can be self-regulated.

Some of the assumptions of this theory that are relevant to this study are that people's expectations are influenced by what happens to them and to other people. Expectations formed now are likely to affect the outcome of future behaviour. People are influenced by their environment and they in turn influence the environment. There is a reciprocal relationship between the environment, behaviour and personal variables. The environmental and social contexts of the participants were expected to influence their responses in interviews employed by this study. To accommodate this reality, the study employed both individual and focus group interviews. Except for the focus group discussion, it also interviewed the participants in their own environment to avoid detaching them from their own personal experiences.

To conclude, this study is conceived within the theoretical framework explained above. Its view of what knowledge is comes from the constructivist and social perspectives. Its understanding of how knowledge is formed is also guided by the assumptions of these theories.

## 2.6. DEFINITION OF KEY CONCEPTS

This section deals with the definition of key concepts of the study. The purpose is to give their meaning as they pertain to this. The approach utilized here is to briefly review what other authors have written about a concept and then present what it means in this study.

### 2.6.1. Curriculum

There is no definition of curriculum which is acceptable to all professionals. While some regard curriculum as a subject or a series of documents such as books and syllabi, others regard it as a set of school experiences which include subjects and extra-curricular and non-academic activities including sports, lunch, play, among others. Carl (2009:26-27) states that people's definition of this concept is determined by their perspective and orientation. A more modern way of defining a curriculum is to regard it as a plan related to goals or objectives, or a school programme enabling learners to achieve outcomes related to knowledge, behaviour and attitudes. However, Wiles prefers the more adaptive definition of curriculum of Wiles and Bondi (2007) which states that a "*curriculum represents a set of desired goals or values that are activated through a development process and culminate in successful learning experience for students.*" (Wiles, 2009:2). Kelly (2004:14-15) quotes Tyler (1949) as stating that curriculum has four elements and consequently curriculum planning has four dimensions i.e. objectives, content or subject matter, methods or procedures, and evaluation.

Carl (2009:26-27) explains the concept's etymological background from the Latin word "*curro*" which means I run, referring to a race or a racetrack. Thus, in this respect education is regarded as a race to adulthood undertaken by a learner with the supervision of the teacher or adult. It is a kind of preparation for life.

Hoadley *et al.* (2009:247-248), inter alia, quote Van Zyl and Duminy (1979) as claiming that curriculum is associated with a study course followed by a learner to attain specific goals.

The Human Sciences Research Council (HSRC) (1981) has defined curriculum as the total content of a subject of a phase, course or field of study including the relevant study materials, manuals and guidelines. They also regard it as a group of subjects including how they are structured and their requirements intended by a specific group to pursue an aim.

The Department of Education and Science in England has defined curriculum as the totality of opportunities for learning a school offers. They also quote Stenhouse's definition of curriculum but finish with the one the South African National Department of Education cited

in its first official statement on outcomes-based education published in 1997 called *Curriculum 2005: Life-long learning for the twenty-first century*.

In this regard, Hoadley *et al.* (2009:252) declare that a curriculum “is all aspects of teaching and learning such as the intended outcomes of learning, learning programmes, assessment and methodology”.

In this study, curriculum is viewed from perspectives of experiences, books and syllabuses, goals and objectives, content and methods, opportunities, courses or programmes, planning and practice and its suspected Latin origin. This study accepts the definition of the RSA National Department of Education which holds that curriculum is all aspects of teaching and learning. This definition is the one which identifies the said curriculum aspects as intended learning outcomes, learning programmes, assessment and methodology.

#### 2.6.1.1. Various curriculum conceptions

McNeil (2009:1) and Brown, Lake and Matter (2011) speak about various conceptions of curriculum. The four curriculum conceptions McNeil (2009:1) mentions are: humanistic curriculum, social reconstructionist curriculum, systemic curriculum and academic curriculum. Besides mentioning academic, humanistic and social reconstructionist in their list, Brown *et al.* (2009:2) talk about a cognitive and technological curriculum conception. The various conceptions are briefly discussed in the following paragraphs.

McNeil (2009: 5-6) explains that the central focus of the *humanistic curriculum* is the idea of self-actualization. McNeil says that humanists regard the function of a curriculum as being to provide learners with a rewarding experience which results in them developing healthy attitudes towards self, peers, and learning, whereas Brown *et al.* (2009:2) maintain that this conception of curriculum assumes the position that in curriculum construction a learner's inherent intellectual, social, emotional and physical attributes should be taken as the foundation of this exercise. They also mention that the curriculum must enhance the child's self-actualization. Hence, learning ought to be a very good experience for the child.



The *social reconstructionist curriculum* is a concept related to theory which was propounded by Paulo Freire (1970) which basically articulates that for learners to be liberated from political and economic oppression they must follow their cultural action for conscientization. In this regard, conscientization means learners attain a profound level of awareness of their socio-cultural reality and how to transform it. Brown *et al.* (2009:2) explain the same concept as being where a school and education are perceived as instruments of social reform. The intention of learning should be to alleviate inequalities of a racial, economic, and social nature. They agree with McNeil that the next generation should be trained and equipped to resolve existing societal problems.

Control is the central theme of the systemic *curriculum*. It implies having goals and working backwards to determine what it would take to achieve them. It is very similar to the outcomes-based curriculum although in the USA, where it is common; it is referred to as the standards-based curriculum.

McNeil (2009:71-74) declares that the *academic curriculum* involves instrumentation of academic learning or what is termed commodification of education, which put a high price on economic gains and knowledge as a commodity to exchange. Learners are prepared for high-paying jobs, and in line with instrumentalism, knowledge is sought for its usefulness. It emphasizes acquisition of skills, competencies and performance standards. Brown *et al.*, (2009:2) affirm that this type of curriculum intends to transfer socio-cultural heritage to the young.

In addition to the above, Brown *et al.* (2009:2-3) mention a *cognitive or skills* based conception of a curriculum. They explain that in this regard the curriculum emphasizes key competencies aligned with children's interests, needs and patterns of learning. They also speak about *technological orientation* of a curriculum. In this instance, they explain that this curriculum focuses on the use of modern technology and management of techniques. Learners are taught to find efficient scientific means to resolve problems.

A review of the history of the CAPS indicates that it has elements of some of the curriculum conceptions stated above. It has a humanistic and reconstructive element in that it intends to achieve personal development and to restructure society and its institutions. It is also

academic because it aims to prepare learners for paying jobs. Lastly, it also has a technological aspect.

#### 2.6.1.2. Curriculum ideologies

Curriculum ideologies have already been referred to in several studies (Farahani and Maleki, 2014:2393-2394; Mnguni, 2013:4 and Akarsu, 2014:36-38). In most cases these authors cite their source of this concept as Schiro (2008:4-12). Farahani *et al.* (2014:2393) allege that Schiro (2008:10) defines a curriculum ideology as an effort to think about a curriculum. These authors utter that Schiro explains that curriculum vision, philosophies, doctrines, opinions, conceptual frameworks and belief systems are all collectively referred to as curriculum ideology. This ideology embodies peoples' worldview and their belief regarding how they think the world should be organized. On the other hand, Akarsu (2014:36) understands the meaning of an ideology as a personal belief regarding what educational institutions ought to teach, objectives of education and its rationale.

Schiro (2008: 4-12) describes the nature of all four curriculum ideologies. The first one, called *Scholar Academic ideology*, is described as a curriculum based on accumulated cultural knowledge which is organized in an academic system for transference to the young. The purpose of education in this ideological perspective is to transfer knowledge and modes of thinking to children.

The *Social Efficiency Ideology* assumes that schooling is for the purpose of meeting the needs of society by training and educating the learners to be members of society capable of making a social contribution. They are intended to acquire skills that would make them ready for the workplace and become productive members of the community (Schiro, 2008:4-5).

Schiro (2008:5-6) explains the *Learner-Centred Ideology* as the opposite of the Academic and Social Efficiency Ideologies. This is because it focuses neither on academic disciplines nor society. It is centred on the growth of the individual according to his or her intellectual, social, emotional and physical potentialities.

The fourth is the *Social Reconstruction ideology* (Schiro, 2008:6). This curriculum is founded on the awareness of people of their social problems and injustices stemming from issues such as race, gender, social or economic inequalities. Curriculum is looked at as a social transformation instrument.

Booyse *et al.* (2018:4) make mention of an intended curriculum, an enacted curriculum, a covert curriculum, a hidden curriculum and an assessed curriculum. They explain that the intended curriculum is the prescribed one which is the blueprint for teaching; the enacted curriculum is the one experienced and implemented by the teacher; the covert curriculum is the one implicit but deliberately intended by the teacher; the hidden curriculum is one which is hidden from both the teacher and the learner, and the assessed curriculum is the measured knowledge and skills associated with the outcomes of learning. This study focused more on the relationship between the intended and enacted curriculum. It measured and investigated what teachers said about the degree to which the enacted curriculum reflected the intended curriculum.

#### 2.6.1.3. Models of curriculum implementation

There are several models that have been used to implement curriculum policies throughout the world. For instance, Ornstein and Hunkins (2009:259-260) describe four curriculum implementation models namely, Overcoming-resistance-to-change-model (ORC), Organizational-development model (OD), Concerns-based adoption model (CBAM) and System model (SM).

The Overcoming-resistance-to-change-model (ORC) rests on the assumption that successful implementation of a curriculum depends on the ability to overcome staff resistance to change. This strategy assumes that this can be achieved in several ways. It implies gaining advocates for the implementation by giving attention to the fears and doubts of people. It requires that resistance be overcome through giving school administrators and teachers equal power. It also entails that curriculum change must accommodate the individuality and personal needs of people involved. Lastly it implies dealing with teachers' personal and task-related concerns (Ornstein *et al.*, 2009:260). Palmer (2004:36) concurs and reiterates that resistance to

change requires that there should be champions who sponsor the change and a strong commitment from key constituencies. This model does not explain how the curriculum advocates will be recruited for this purpose, how teachers' fears would be addressed and what tool would be used to achieve this. However, a framework for implementation would clarify teachers' roles, introduce flexibility require when coming to personal and task-related concerns.

The Organizational-development model (OD) focuses on improving the organizations' problem-solving and renewal process. Its emphasis is on team-work and organizational culture. In this case implementation is an interactive and on-going process. It assumes that teachers care about the future and desire to be involved in designing, developing, implementing and evaluating educational systems. In this regard, implementation is never finished. The programme continues to absorb new ideas, materials, and methods. It continually engages teachers and students in innovations to enrich learning (Ornstein *et al.*, 2009: 260-261). This model omits to indicate how teachers would acquire such an outlook and what would drive this never-ending implementation. However, a curriculum implementation framework which incorporates a rationale for change and a broad context outlining a society's worldview, its theoretical and ideological perspectives would serve as a foundation for such an outlook and sustain teachers' efforts. It would be a source of continuous orientation for teachers and help sustain their implementation efforts.

The concerns-based adoption model (CBAM) is similar to the organizational-development model. However, the perspective here rests on the assumption that all change starts with the individual. Change in the individual results in change in the organization. Individuals learn new skills and attitudes and thus view the change as of their own making. The aim is to persuade teachers to see the curriculum as their own. The concerns of the teachers must be addressed prior to implementation of the curriculum (Ornstein *et al.*, 2009: 261-262). Stephen Anderson (2002:331) states that CBAM is the most robust and empirically grounded theoretical model of educational innovations to come out of educational change in the 1970s and 1980s. It provides an elaborate framework and methodology to describe key aspects of the process, content, and support for teacher implementation of change in curriculum and instruction (Anderson, 2002: 338). Anderson pronounces that the assumptions of CBAM about educational change include the belief that (1) change is a process not an event; (2) change is



accomplished by individuals; (3) change is a highly personal experience; (4) change involves developmental growth in feelings and skills and (5) change can be facilitated by interventions directed towards individuals, innovations and context involved (Anderson, 2002:553). This model highlights a very important aspect of a curriculum implementation framework i.e. planned development of teachers intended to make them efficient implementers. Aspects of a curriculum implementation framework like the one suggested in this model would enable teachers to understand the course of action they are supposed to take and improve their compliance with the policy. And as Jabareen (2009:49) stated, when implementation is supported by a conceptual framework, teachers' understanding of how to operationalize curriculum policy is improved.

Lastly, the System Model (SM) is related to the Systems Theory. It considers actions as carried out in an organization defined by relations among people. The assumption here is that if people working on different levels of curriculum development respect, support and trust each other, they are going to interact positively with one another throughout the organization. This implies that planned curriculum change is likely to be regarded as a "win-win" situation. It also implies managing conflict which is likely to arise among individuals and groups (Ornstein *et al.*, 2009: 262-263). The trust, respect and support hoped for in this model could be greatly enhanced by the existence of a curriculum implementation framework. When teachers are assured that they are motivated by the same rationale, looking at things from a common philosophical and ideological perspectives and receiving the same support and feedback, such feelings are possible. Simao (2008:52-54) cites McLaughlin (1998:72) as arguing that implementation depends on how it is interpreted and transformed at different levels of the system and ultimately by the individual, in this case the teacher, at the end of the line. Its outcome depends on how it is understood and implemented at each level from the ministry down to the teacher. The degree of local capacity depends on interaction with other levels. In other words, it is contextually or systemically determined. A curriculum implementation framework would facilitate consistency in curriculum interpretation and avoid contradiction and discrepancies among various role-players.

In addition, Lample (2009:62) describes the fifth and different view of curriculum implementation. The author explains that the curriculum he professes has as its aims communication of the importance of knowledge, development of human resources, personal



transformation and appropriate functioning of the community (Lample, 2009:82-83). At the root of this concept is the close relationship between curriculum development and implementation. For this author, learning or action generate knowledge, and, in turn, such knowledge is incorporated into educational efforts. Thus, the educational programme results from the journey of implementation. The evolution of the curriculum is driven by the experience of those intimately involved in on-going implementation efforts. His process of curriculum implementation is that firstly, a small group identifies the curriculum needs of society. This group then develops ideas of educational activities and puts them into practice. The practice results in review, evaluation and revision, a process he calls reflection. This reflection usually leads to modification of the curriculum. When modifications become insignificant, a final version of the curriculum is released. Thus, curriculum implementation in this regard is a simple process characterized by the processes of consultation, action and reflection (Lample, 2009:81). This process would take some time before the curriculum is fully implemented. Its essence is to evolve and implement a curriculum based on a culture of learning through research, training, action, consultation and conceptualization. For this author, method is not just a matter of competitive opinions, but it needs to emerge from a sustained systematic process of learning or a dialogical process consultation on successes and failures (Lample, 2009:134-136). This model might not be comprehensive regarding elements of a curriculum implementation framework. However, it describes some of them in that curriculum implementation is a process characterized by consultation, action and implementation. This suggestion of a framework can be expanded to include philosophical and ideological underpinnings. An addition of a rationale would go a long way to strengthen the resolve of the implementing teachers.

A practical understanding of curriculum implementation in this study mean that teachers at school level are expected to translate the designed course into schemes of work, lesson, activities and assessment tasks to achieve learning outcomes. Therefore, curriculum implementation at school level would require adequate interpretation by teachers of the provision of the curriculum. Curriculum implementation would also mean that teachers translate the aims and objectives of the curriculum into classroom and school activities (Makewa and Ngussa, 2015:246).

### 2.6.2. Policy

Akindele and Olaopa (2004:173-174) state that it is not easy to define public policy. They argue that this concept has had many definitions. Akindele *et al.* (2004:173-174) claim that Sharkansky (1978) refers to policy as “goals and actions of administrators undertaken in an effort to shape the quantity and quality of public service.” Secondly, they also claim that Siegel and Weinberg (1977) maintain that public policies are “shaped or made when government or comparable authorities decide whether to alter an aspect of community life.” Thirdly, they quote Friedrich (1963) as stating that public policy is “a proposed course of action of a person or a government within a given environment providing obstacles and opportunities which the policy was proposed to utilize and overcome in an effort to reach a goal or realize an objective or purpose.” Lastly, they quote Anderson (1975) who states that policy is a “purposive course of action followed by an actor or a set of actors dealing with a problem or matter of concern” (Akindele *et al.*, 2004: 173-174).

Just like Friedrich and Anderson, May (2012:279) describes public policy as course of action taken to address problems or to provide goods to a segment of society. This author argues that such a policy could come in different forms including legislation, executive order, rules or official acts, and contains a set of intentions or goals, instruments and means for accomplishing a public purpose. Chakrabarty and Chand (2012:181) believe that policy is an overall programme of action towards a given goal, or a choice of action made by an individual, or group of individuals that justifies, guides or outlines the course of that action. It can also be a course of action of an individual, a group, an institution or government to attain a specific objective or purpose within a given environment. Chakrabarty *et al.*, (2012:184) summarize their thinking on policy by stating that it is a purposive or goal-oriented course of action adopted or pursued by government to minister to public interest; it is what government does and not what it intends; it may be positive, when it encourages action to be taken, or negative, when it prohibits certain actions, and it always has a legal or authoritative base.

Torjman (2005:2) talks about *substantive* and *administrative* policy. According to him, substantive policy has to do with legislation, programmes and practices regulating main aspects of community work such as income security, employment initiatives and child care. The second

aspect is about administrative procedures. He further divides substantive and administrative policies into *vertical* or *horizontal* policies. Vertical policies are public policy decisions made in or developed within a single organization which should also be the one to implement them.

Horizontal policies are those that affect more than one organization that are on the same level hierarchically. Torjman (2005:3) also talks about *reactive* and *proactive* policies. Policies that are reactive are those that are formulated in response to an emergency or crisis. It could be a health crisis or an environmental emergency. Proactive policies are policies undertaken out of choice, for example, to foster teaching, learning or to advance skills in a community. Torjman continues to assert that policies can either be *current* or *future*. He describes current policies as those on the public agenda while future policies are not. He states that it is easy to make a case for a current policy but difficult to arouse awareness and implications of a future policy.

In conclusion, in this study policy is regarded as a purposive, goal-oriented, substantive, horizontal, vertical, proactive and current undertaking by government. It is a proposed course of action carried out by an institution of government in line with the relevant legislation to attain a specific community interest.

It is a product of an abstract process consisting of successive stages (see Figure-4 below) which Shafritz, Russell and Borick (2011:46) have described as follows. The first stage is the setting of the agenda. The second stage is decision-making. In this stage, the government decides whether to deal with the said issue, problem or concern. The next stage is the implementation of the policy. This means putting a programme into effect or translating a legal mandate into relevant programme directives and structure whose purpose is to provide a service or create goods and products.

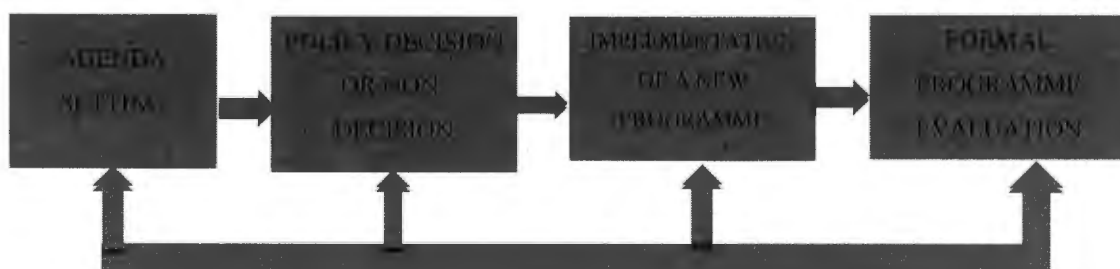


Figure - 4: *Public Policy Cycle (Adapted from Shafritz et al., 2011, p. 46)*

The fourth and last stage is that of policy evaluation. This stage implies a systematic examination of activities constituting the programme of action. The aim is to assess the effects the programme has had on the existing situation, to evaluate its impact and to enquire into its efficiency and effectiveness. Policy evaluation results in a new agenda of action to be taken. The new agenda is regarded as feedback in the sense that new information is fed back into the existing programme.

### 2.6.3. **Conceptual framework**

A dictionary meaning of the word *framework* is that it is “a skeletal structure designed to support or enclose something.” (Dictionary.Com, 2015). In other instances, the words such as *understructure* and *organization* have also been added to the meaning of this word. The Free Dictionary (2015) also defines the concept as a “structure for supporting or enclosing something else, especially a skeletal support used as the basis for something being constructed. Or assumptions, concepts, values, and practices that constitute a way of viewing reality.” Equally, the Merriam-Webster Dictionary (2015) defines this word as the basic structure of something: a set of ideas or facts that provide support for something or a structural frame. And a more elaborate definition is found in the Business Dictionary (2015) which defines the concept as a broad overview, outline, or skeleton of interlinked items which supports a particular approach to a specific objective, and serves as a guide that can be modified as required by adding or deleting items. This study sought to develop a conceptual framework for the implementation of a curriculum. Jabareen (2009:51) has defined a “conceptual framework as a network of interlinked concepts that together provide a comprehensive understanding of a phenomenon or phenomena. The concepts that constitute a conceptual framework support one another, articulate their respective phenomena, and establish a framework-specific philosophy.” And Casanave and Li (2015:107) state that a conceptual framework is less abstract and less formal than a theoretical framework. It can consist of related concepts, assumptions and beliefs.

However, Svinicki (2010:5-7) gives another more elaborate explanation of the concept. This author states that “a conceptual frame is an interconnected set of ideas (theories) about



how a particular phenomenon functions or is related to its parts.” Svinicki argues that conceptual frameworks usually guide and impact on how we interpret events. A conceptual framework is a basis for understanding correlational or causal relationships between events, ideas, phenomena, concepts and knowledge. It influences the type of questions one tends to ask about an event or phenomenon. Svinicki (2010:7) gives an example of a model of a framework depicting a relationship of instruction concepts such learner-centred, knowledge-centred and assessment centred within a larger context of Community-centred instruction.

Kitchel and Ball (2014:190) agree with Casanave *et al.* (2015) that there is a difference between a theoretical and a conceptual framework. They argue that unlike a conceptual framework, the concept *theoretical framework* can be used interchangeably with the concept *theory*. They define theory and theoretical framework as a “complex argument explaining and/or predicting phenomena” (2014:190). They argue further that theory and theoretical framework answer questions such as “what”, “how” and “why”, whereas a conceptual framework, which they equate to a conceptual model and can be used interchangeably with it, is a simple “visual diagram or description indicating relationships between or among variables” and need not have a formal rationale (2014:190). However, if it is based on “some type of argument or substantive theory,” it can be regarded as a visual representative of a theory itself.

The same argument was advanced by Du Mhango (1998) in an older book. Du Mhango explains the relationship between the concepts ‘framework’ and ‘model’. This author (1998:10) argued that “in most development planning literatures, the concept of model technique and framework are used interchangeably.” And Du Toit and Vlok (2014: 31) agree with Du Mhango on this point. They state that frameworks and reference models are usually used for the same purpose of explaining phenomena and giving structure to an idea. Likewise, in this study, these words would be taken to mean the same action or sequence of related actions. Furthermore, Du Mhango explains the concept of model in a way which assists to clarify the implication that it is more than just a group of related concepts. This author proclaims that a model, and by implication a framework or technique, is “generically defined as an instrument which serves as an aid in searching, screening, analyzing, selecting and implementing a course of action”. Regarding this same point, McGaghie, Bordage and Shea (2001: 3) state that a framework can contribute to clarifying a concept like curriculum implementation in two ways. It identifies variables involved with the concept and it also clarifies the relationships between



them. McGaghie *et al.* (2001:3) further argue that a conceptual or theoretical framework is always there in every study, even though not explicitly articulated. Du Toit *et al.* (2014:32) express the same belief when they state that a framework identifies components of a phenomenon and relationships between them. It might also elaborate on subcomponents of each component.

Furthermore, Lample (2009:138) states that a conceptual framework usually consists of several factors we utilize to interpret the world in which we live. It can be made up of assumptions, ideals, aims and values we cherish in life. It can further include our methodological perspective and our approach to life. The way we understand these elements of a conceptual framework is the outcome of experiences we acquire as we apply them. This understanding is accumulated organically as we use these factors to shape our thoughts, feelings and actions. It should be noted that a framework is never complete. There is no time when one can affirm that the framework is complete, and hence this study will propose a framework. It evolves organically as indicated above. What is important about it is that it assists one to be consistent and logical in his efforts.

In summary, a conceptual framework can be described as a set of ideas that gives the overall picture of actions that could be taken to achieve a certain purpose. Its main function is to demonstrate the connectedness or interdependency of concepts or ideas. It describes their coherence and gives a synopsis of ideas, concepts, and practices involved in a phenomenon.

In the case of this study, a conceptual framework is not only understood as a number of related ideas, concepts or beliefs, but is also regarded as an instrument of searching, selecting, analysing and implementing a course of action. It identifies the components of a process of curriculum implementation, their relationship and how one influences the other. A framework envisaged in this study must fulfil these expectations. It must be an outline or skeleton of interlinked and interdependent principles, assumptions, ideas or concepts and practices which constitute the main ideas for implementation of a curriculum for Grade 10 Languages and serve as a basis for understanding correlational or causal relationships between events, ideas, phenomena, concepts and knowledge.

## 2.7. CONCLUSION

The chapter reviewed literature related to the sub-aims of the study to position it and to justify its necessity. The outcome of this process was an account of challenges faced by teachers in implementing the CAPS and its ATP. An overview of curriculum implementation in countries other than South Africa revealed that some of them have included a framework for implementation of the curriculum in their package of reforms. Not all of them have taken this step. However, a majority of them preferred to develop this guiding instrument, strengthening the argument of this study that it is required here. This was followed by a review of curriculum implementation in South Africa. The chapter presented a review of the background and steps taken to implement the CAPS, and highlighted very important issues related thereto. Firstly, the South African curriculum has been revised several times. This revision focused on the goal of producing a suitable teaching plan. The chapter explained the theoretical framework of the study. Section 2.7 of this chapter delineated what theories guiding this study. It also dealt with curriculum conceptions, models and ideology and concluded with an explanation of key concepts in the study. The next chapter presents the design and methodology pursued in collecting and analysing data in order to have an in-depth understanding of experiences of the participants regarding implementation of the curriculum.

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. INTRODUCTION**

This chapter explains how the study was conducted. It begins with an explanation of the philosophical worldview of the study. It explains the plan the researcher followed to collect data, organize and analyse it to arrive at the findings. That is, the chapter explains the research design of this study. It first deals with the research approach of the study, its design, methods, and data collection strategies. It explains the research site, participant selection, and data analysis and interpretation. This is followed by reference to the application of the principle of trustworthiness in this study and the ethical considerations. The chapter also includes a brief exploration of the biographical data of the participants who contributed to this study. To prepare for the following three chapters on in-depth analysis and interpretation of data, the chapter includes preliminary data analysis. This section of the chapter explains how transcripts were developed, data prepared and cleaned, and how themes, codes and quotations were developed and created. It gives a snapshot of the findings.

#### **3.2. EXPLANATION OF THE PHILOSOPHICAL WORLDVIEW OF THIS STUDY**

This study is underpinned by a paradigm or worldview which is both constructivist and interpretivist. Social constructivists believe that individuals develop subjective understanding or meanings as they interact with the world. These meanings are many and different, thus “leading the researcher to look for complexity of views rather than narrowing meanings into a few categories” (Creswell, 2014:8). Check *et al.* (2012:15) state that in the educational situation this perspective explains how different people construct their meanings. In this study it is related to how different categories of participants understood the implementation of the ATP and the search for consensus among different views. This perspective relates to the theoretical framework of this study which is shaped by the individual and social constructivist theories of Piaget and Vygotsky and the social theory of Bandura.

This perspective allowed participants to play a major role in determining the direction of the interviews, which is crucial for a study of this kind of epistemology. Finally, it positioned participants as experts in the research topic and allowed them latitude to fully relate their stories and express their thoughts and feelings.

The interpretivist aspect of the worldview is closely associated with the constructivist paradigm which it locates in a social context. It explores how participants make sense of their individual and social settings (Smith *et al.*, 2007:53). Nieuwenhuis (2010:59) states that the interpretivist epistemological perspective focuses on subjective experiences of people and that meaning is socially constructed, and “through uncovering how meanings are constructed, we can gain insights into meanings imparted” (Nieuwenhuis, 2010:59). It does not accept the positivist belief of objective knowledge. It advocates that people construct knowledge and reality based on their preferences and interaction (Check *et al.*, 2012:15). It holds that qualitative research “should be concerned with revealing multiple realities as opposed to searching for one objective reality” (Guest, Namey and Mitchell, 2013:6). In this study this paradigm implied interpreting the experiences of participants as they recount them from their own perspective.

### **3.2.1. Ontological assumptions**

Ontology is defined as the study of Being and existence, which also involves their classification and description of their properties (Hagger, 2009:24). Kenny (2012:160) explains that Being (which is usually spelt with a capital letter) means all there is and all that exists. As stated above, the worldview of this study does not accept the positivist belief of objective knowledge and advocates that people construct knowledge and reality based on their preferences and interaction (Check *et al.*, 2012:15).

### **3.2.2. Epistemological assumptions**

Epistemology is defined as a theory of knowledge and how it can be developed and acquired (Lapan and Quartaroli, 2009:232). Hagger (2009:327) states that it is a study of what can be



known about Being. Kenny (2012: 118) identifies it as a branch of philosophy which enquires into what can be known, and how can it be known. In the constructivist and interpretivist paradigm of this study, it is experienced as a social construct and regards experiences of the participants with phenomena, and the interaction between the participants and the researcher in interviews as a source of knowledge and reality.

### **3.2.3. Axiological assumptions**

Axiology can be thought of as primarily concerned with classifying what things are good, and how good they are. Tomar (2014:51) states that axiology concerns questions regarding what ought to be. Axiology informs and guides research paradigms because it is about values, principles and ethics that operate in that context (Hart, 2010:9). In this study, axiological implications relate to ethics that regulate the interaction of the researcher and the participants. The researcher was obliged to observe the principles adumbrated in the section 3.15 on ethical considerations in chapter 3. That is, the research was conducted with respect for the participants and the school environment. Participants were not forced to be part of the study. They had to give their consent, and the timing of the interviews did not disturb the school schedules. The interviews and the focus group discussions were conducted during a participant's free time or after school.

### **3.2.4. Phenomenological and hermeneutical assumptions**

The interpretative nature of this study implies the use of phenomenological design and hermeneutical approach in order to generate knowledge. Phenomenology, which is traced back to Edmund Husserl, teaches that the source of truth is human experience and such truth is impacted upon by time, space and context. It is also multiple in nature (Guest *et al.*, 2013:10). Hence, this research produced individualized perspectives of the teaching and learning reality, which at the end needed to be harmonised to produce an inductive conclusion. The study employed hermeneutics, in that human text was read and interpreted. Lample (2009:36) describes hermeneutics as a principle that is concerned with interpretation or discerning of the meaning of texts. The researcher was required to select between competing interpretations of such texts. Moreover, in this study it was recognized that the researcher's interpretation was



done within a certain tradition, space, time and situation, and, finally, that it depended on recognizing his role in the inquiry (Chilisa, 2012:32).

### 3.3. RESEARCH DESIGN

A research design is a plan to translate theory into practice. It identifies the actions or procedures the researcher is going to undertake to change the philosophy of a study into strategies of data collection and analysis (Maree, 2010:70). A researcher can choose from a range of qualitative designs including narrative, phenomenology, ethnography, case study and grounded theory.

This study employed a qualitative approach with phenomenology design. (Creswell, 2014:187). The phenomenological design focused on what participants thought and felt about how they implemented the ATP in the classroom. It explored previously unstudied processes which cannot be sufficiently comprehended through a highly controlled design using structured questions. It focused on a context which conjoins educational and social phenomena. As indicated in chapter one, it dealt with the meaning teachers attached to an aspect of the CAPS and their own lives. It attempted to establish experiences language teachers had in the implementation of the ATP and to deduce lessons that can be learned from such experiences. The researcher who personally conducted the inquiry regarded himself as part of the context that was studied and therefore kept an eye on his actions and reactions (Check *et al.*, 2012:188-189)

A qualitative research approach can obtain a more comprehensive notion of teaching and learning than quantitative approaches such as experimental and causal-comparative research. It enables the researcher to capably ask probing questions. For instance, if a participant answered a question with a yes or no, the researcher would usually probe further, or for instance, if a participant indicated that she or he obtained support from the head of department or subject advisor, he would be required to specify the nature of such support. This probing was particularly useful in the focus group discussion, whereby the researcher could even request a teacher from a quintile four school to respond to input by another teacher from a quintile one school, and vice versa. In that way, rich data can be obtained.

Further explanation of a qualitative approach is that it focuses on the quality of actions, situations, phenomena and relationships. It directly investigates a natural setting from which it obtains data using the researcher as a principle instrument. Rather than collecting data in the form of numbers (as in the case of a quantitative design,) a qualitative research sources data in the form of words, pictures, feelings, thoughts and opinions (Fraenkel *et al.*, 2008:421-423; Gray, 2014:160-161).

A qualitative researcher would also concern himself/herself with how things occur. The researcher has to observe how people respond, how they answer questions, the meaning they attribute to certain words or actions, the relationship between attitudes and actions, comments as well as manners, among others. When interviewing the participants, in addition to listening to their verbal responses, the researcher also observed their facial expressions and body language. These varied from one person to another. The majority appeared to clearly enjoy responding to the questions asked. A small minority clearly wanted to get the interview over with. The curriculum coordinators, heads of department and one subject advisor demonstrated eagerness to participate in the study. This was confirmed by the lengthy interviews and their lengthy responses to questions. A few teachers were inclined to answer in a concise manner as if to finish the interview quickly. However, most interviews were characterised by a happy mood, which especially pervaded the middle or last part of the interviews. Participants tended to settle down as the interview progressed and felt confident in the way they were dealing with the situation. The same trend was observed in the focus group discussion. Towards the end, participation in the focus group interview was very vigorous and participants were very eager to respond to questions. Some of the body language and non-verbal gestures expressed by the participants were noted in order to capture more meaning from their responses.

As indicated in section 1.5.1 of chapter one, this study employed qualitative approaches to collect, analyse and interpret data. Research tools utilised in this study included purposeful sampling, semi-structured interviews, focus group discussion, utilisation of tables and figures and personal interpretation of data. The researcher collected data in the schools and offices where most participants were situated. Data was collected by the researcher in a situation where he interacted with the participants in interviews and in a focus group discussion. He also studied documents made available by some of them (Creswell, 2014:184-185). As indicated in chapter

one, this qualitative inquiry focused on the meanings people – in this case teachers – made of their experiences as they implement the ATP (Fraenkel and Wallen, 2008:421-423; Gray, 2014:160-161). Due to its qualitative nature the study focused on understanding a situation, which in this case is teaching and learning, and it assumed that reality is multiple in nature and emanates from different individuals.

Qualitative and quantitative research approaches differ in how they look at reality. That is, they differ in terms of the worldview or paradigm constituting the foundation of the beliefs or an assumption regarding what reality is. A common belief is that quantitative research adopts a positivist and structural approach of viewing the reality it investigates. It assumes that there exists some form of reality out there beyond the individual and that such truth can be revealed through application of empirical or experimental research approaches. This assumption is known as positivism. In this approach to reality, the researcher is expected to act as a “disinterested scientist” who strives to discover reality independent of him or her. Assumptions about the structural approach are that there is a deep structure or reality that exists beyond the individual, into which he is born. This structure, examples of which are binaries such as male/female, nature/nurture, rationality/emotions, we/them, and public/private among others, determine people’s thoughts. This cultural determinism is also found in language, which is a structure that determines meaning (Johnson and Christensen, 2008:390-393; Fraenkel *et al.*, 2008:621). Moreover, if realism means that the world operates on fixed natural laws as Aristotle is alleged to have said, and that reality refers to what can be objectively investigated and measured, and exists in quantities, then this study is not about such a worldview or paradigm. The study is not a positivistic empirical inquiry based on knowing from seeing, hearing, touching, smelling and observing reality, as propounded by Francis Bacon (who lived between 1561-1626) and John Locke (who lived between 1632-1704) (Chilisa, 2012:26). It is basically on social reality as experienced, created and related by participants.

One quality of this qualitative study is its association with the theory of constructivism. By constructivism is meant that reality is understood to be socially constructed knowledge communicated by people. In other words, the basis of this study is a socio-cultural reality constructed by human beings. In the case of this study, it is the teaching and learning phenomenon as experienced by teachers in that socio-cultural reality (the school). Hence, the

methodology essentially was to ask the participants questions to elicit how they perceive their situation.

Another characteristic of this qualitative approach is the interpretive look at knowledge and reality. The paradigmatic perspective of knowledge and reality in this study was that these are socially constructed, and the task was to discover the meaning people attach to such reality. This study assumed that people – teachers, in this respect – construct reality during social interaction dependent on their biases and preferences. It furthermore held that objects and events produce different responses from differing people. Hence, teachers, who were participants in this inquiry, voiced different opinions and feelings regarding the ATP (Check, *et al.*, 2012:15; Maree, 2010:21).

### **3.3.1. Research methods**

Every research requires that data be collected to generate new knowledge, explain questions, resolve problems, and gain understanding. Research methods are instruments which explain how data was collected in the study (Brynard *et al.*, 2014:37). Therefore, this section of the study deals with sources from which data was obtained, methods that were applied to collect it, and how it was sorted, organized, and analysed (De Vos, Strydom, Fouche and Delport, 2011:324).

Secondly, in order to maintain coherence among the various sections and chapters of this study, the researcher ensured that the research methods of this study were compatible with the research question, objectives, data to be collected, research design and research approach. Furthermore, the methods used to collect data and analyse it had to agree with the understanding of ontological and epistemological propositions as presented in section two of this chapter (Creswell, 2014:13-14).

The relevant research strategies implied by the research methods are central in answering the research question. Hence, it was important to establish coherence between these two concepts to guarantee that the study responded relevantly to the research question. As indicated

earlier, the following discussion explains how data was collected and analysed, how the participants were selected, what tools and procedures were used to achieve this goal.

### 3.3.2. Data collection strategies

In conformity with the phenomenological approach mentioned earlier, the qualitative strategies of data collection used in this study were interviews, focus group discussion and document study. The study employed one-to-one interviews and focus group discussion as well as document analysis to collect data. These strategies yielded data in the form of the participants' own words about their experiences regarding implementation of the ATP, and hard copy text to study (Brynard, *et al.*, 2014:39-40; Guest *et al.* 2013:10-11).

Because the researcher's duty is to understand how the participant perceives reality and not to explain it, when collecting such data the researcher sought to understand the world from the participant's perspective. The theme is phenomenological and fixes attention on real-life experiences of participants. In education and other human sciences, human beings are usually the participants in a study of this nature (Brynard, *et al.*, 2014:39-40).

Focus was on the contribution data should make to achieve the aim of this study and its capacity to explain and illuminate the research problem. Another concern was the population targeted by the inquiry (Brynard *et al.*, 2014:62-63). In addition, as stated by Check *et al.* (2012: 301), control had to be exercised over the researcher's preconceptions, while focusing on the research questions. The researcher tried to be flexible and looked for alternative interpretations, exhausted data, notable anomalies, and was open to critical feedback.

In carrying out this, absolute priority was accorded to the views of the teachers, heads of department, subject advisors and curriculum coordinators who participated in this study. In addition, the researcher did all that could be done to withhold his feelings and thoughts regarding the text being analysed. He was required in this study to capture the thoughts, feelings, and experiences of participants of this investigation as they were expressed and not add any of the researcher's own biases whatsoever (Check, *et al.*, 2012:300). Check *et al.* (2012:300) explain that this approach, where participants are represented on their own terms,



is known by anthropologists as an *emic focus* in contrast with an *etic focus* where the setting is represented in accordance with the terms of the researcher.

Data collected consisted of text. Because interview and document analysis techniques were employed, data was mostly in the form of transcripts or notes pertaining to participants' interviews and files.

### 3.3.2.1. Focus-group interview/Focus group discussion

The attraction of using the focus-group interview is that it creates better chances for quality responses to the topic by participants. It does that by broadening the scope of responses, making participants less inhibited and improving the memory of experiences. It is reputed to be able to produce rich data other strategies are not capable of (Maree *et al.*, 2016:95). This method of data collection takes place when people with similar experiences are interviewed in a group on a specific topic. Even though more ideal than a one-to-one interview, focus-group data cannot be generalised to the larger public opinion because it does not follow strict technical procedures. However, it is suitable when a researcher wants a tool that will provide a wider range of experience, thought and opinion (Woodwell, 2014:29-30). Remler and Ryzin (2011:70) argue as follows in favour of a focus-group interview. They recommend it because they state that it creates an opportunity for a researcher to interview 6-12 people at the same time and place. It is unlike one-to-one interviews where a researcher should schedule multiple interview appointments. It generates an environment where individuals prompt each other in a way that is not possible in other interviews. Because people in such an interview will argue and differ with each other, it creates possibilities of noting views that are widely held and those that are personal. Lastly, Remler *et al.* (2011:70) state that focus-group interview is a model of a natural social setting which usually impacts thinking and knowing.

The researcher moderated the focus-group interview for this study. An assistant was recruited to add quality to the focus-group session. The assistant recorded her observations which thus improved the outcome of the session. Teachers from schools rated Quintile 1-4 took part in the focus-group interviews which commenced with a broad question: "*What are the experiences of the Grade 10 English and Setswana teachers regarding the implementation of*

*the ATP of the CAPS?*” There were five participants in the discussion, besides the researcher and the observer. Quintile one schools were represented by two participants and there was one participant each for quintile two, three and four schools. The discussion took place in the Board Room of the Faculty of Education at the researcher’s university. It took place on a Saturday, outside working hours and so teachers participated without worrying about their school work. All participants came on time except for the three that decided not to attend. It was not easy to get teachers to participate in the focus group discussion. The first attempt failed. The aim was to see if a focus group discussion could take place even before the one-to-one interviews. It was not possible to bring teachers together to discuss in a group during any week day, so it had to be rescheduled for a Saturday. Because teachers came from different schools, it was impossible to interview them in their “natural” setting i.e. a school. There was no choice but to invite them to the boardroom of the researcher’s Faculty. In any case, most of them obtained their initial qualifications from the same university and two of them are studying further at the university. Therefore, the setting was not unfamiliar to them.

After hearing from them on the first question and slowly ushering them into the process, the interview moved on to more specific questions. Probing was done. Expressions of as many views and feelings as possible was encouraged before focusing them slowly on the nub of the research leading to the elements of a framework for language curriculum (Maree *et al.*, 2016: 96-97). Each participant was named according to the quintile number of his or her school. When they indicated a desire to respond to a question, his or her quintile number was called out for ease of recognition during transcribing. The interview was audio recorded. Therefore, every response was clearly associated with the specific quintile number. This helped to distinguish answers from teachers of schools of varying capacities and levels of performance. Thereafter, transcripts of the whole exercise were produced.

#### 3.3.2.2. One-to-one interview

Another technique used in this study to collect data from participants was a one-to-one interview with the eight targeted participants – sampling details are presented in section 3.6. of this study. A semi-structured interview strategy was employed. This type of interview differs from a structured and an unstructured interview although both can be one-to-one encounters.

An unstructured interview, according to Chilisa (2012:205), starts with a general question concerning the area of investigation. It is flexible and allows a researcher to pursue the interests and thoughts of the interviewee. The interviewers also have the liberty to ask questions in any order. A structured interview is aimed at getting specific information from the respondent. Participants are asked the same questions which may not necessarily follow the same sequence. The number of questions is limited but the participants must not answer with a short yes or no (Maree, 2010:87-89; Ary *et al.*, 2014: 466).

De Vos *et al.* (2011:351-353) explain that researchers apply semi-structured interviews when they wish to acquire a detailed view of the participants' beliefs or understanding on the topic of the inquiry. They argue that this method would allow flexibility to pursue an interesting discourse that emerges during the interview. According to these authors, if one uses this technique, the participants will be able to give a comprehensive picture of the subject of research. They favour this method especially when enquiries are about a matter as complex as education or teaching and learning. They moreover stress that when a researcher uses this method it is possible to draw a pre-conceived schedule of questions or what Guest *et al.* refer to as interview guide (2013:30) that one can use, not to dictate, but to guide the interview (Maree, 2014:95). In this study, schedules for teachers, heads of departments, subject advisors and curriculum coordinators were prepared (see Appendix II and III).

The construction of the question schedule took some time. It was developed through stages. After approval by the supervisor, it was reviewed by the university Research Committee during the process of ethical clearance. They recommended some adjustments which were effected. Thereafter the supervisor advised the researcher to consult a colleague in another Faculty who is an expert in these matters. He advised how to ensure that the questions reflect the aim of the study. Having followed this advice, the researcher decided to pilot the interview schedule. He tested it on a retired language teacher, and a head of department of languages. These two people were not included in the participants subsequently selected for interview in this study. The results showed ambiguities that needed addressing. For example, it was found that some questions were repetitive and had to be removed from both schedules of interviews for teachers and for officials. As a result, the schedule of questions for teachers was reduced from fifteen to eleven questions. That for heads of departments, subject advisors and curriculum coordinators was reduced from sixteen questions to eleven also. Moreover, the

interview schedules had questions that were closely related to each other. This action helped to standardise the schedule of questions used in the interviews although the language used differed a little depending on the different categories of participants. Teachers were addressed in first person language in their interviews, but questions were asked in third person terms when the heads, the subject advisors and curriculum coordinators were interviewed.

Knowing the schedule thoroughly before the interviews assisted the researcher to concentrate on the responses of the participants and see to it that the interview covered the area of research adequately. To facilitate the interview, the researcher took the advice of De Vos *et al.* and studied the schedule with the participants prior to the interview and agreed with them on questions they wanted to answer at certain stages of the interview. As the authors further advised, he also allowed the interview to move away from the scope of the schedule if the deviation was acceptable (Gray, 2014:382-383; De Vos *et al.*, 2011:352-353). All interviews were audio -recorded.

#### 3.3.2.3.Document analysis

Document analysis is about reviewing all written communication about the research question one is investigating. Nieuwenhuis (2010:82-83) and Ary *et al.* (2014: 472) report that it includes analysis of documents such as letters, reports, email messages, faxes, company reports, memoranda, agendas, administrative documents, newspaper articles, non-written artefacts, photographs, audiotapes, video tapes, computer images, websites and televised speeches. Those documents gathered directly from the participants are regarded as primary sources, while books and articles published about the participants are taken to be secondary sources. The researcher, when dealing with documents, must be cautious that they are authentic, accurate and factually correct. Furthermore, the researcher may ask the participants to produce a written text or artefact. The material can be classified into public records, personal documents, physical material and researcher-generated documents.

This study analysed teachers' files, which, according to the DBE, all teachers are obliged to keep. In South Africa, a teacher's file is seen as an administrative document which constitutes a public document. It is a primary source of information put together directly by the teacher. It is used for planning and moderation. The policy of DBE states that every teacher



must have a file for each subject they teach containing a copy of the annual work schedule for each learning area/subject, an assessment plan indicating formal assessment tasks such as tests and examinations. It must contain formal assessment tasks and memoranda, including grids, rubrics and checklists. It must specify textbooks that are being used, and LTSM. And it must contain record sheets reflecting the learners' performance in formal tasks (DBE, 2009:3-4).

*The contents of the file are often indicated in the index as follows:*

|                         |                             |                                                                               |
|-------------------------|-----------------------------|-------------------------------------------------------------------------------|
| Planning                | Lesson Plans                | Documents                                                                     |
| Personal Timetable      | Monitoring Reports          | Curriculum and Assessment Policy Statement                                    |
| Year Plan               | Moderation Reports          | Personal Timetable Year Plan Work Schedule                                    |
| Work Schedule           | Reports                     | National Protocol for Assessment National Programs and Promotion Requirements |
| Subject Policy          | Planning                    | Inventory of LTSM.                                                            |
| Programme of Assessment | Analysis of Results         |                                                                               |
| Assessment              | Minutes of Subject Meetings |                                                                               |
| Informal Tasks          | Circulars                   |                                                                               |
| Recording Sheet         | Intervention Reports        |                                                                               |

The file's front cover contains the teacher's name, the grade, year, name of the school and learning area/subject. The file has a table of contents. These file records, which must be kept in a format that is easy to interpret, must be accessible to all relevant stakeholders such as parents, learners, school management officials from the area office and the DBE (Du Plessis *et al.*, 2012:93-94).

Nieuwenhuis (2010:82-83) adds that in dealing with a document one must verify its date of publication; whether it has anecdotal or empirical data, what is its purpose, its main points and how was it produced. The teacher's file is a portfolio kept by every teacher wherein he or she records her or his current teaching experiences and documents and other teaching and



learning records. It is a portfolio produced by an individual teacher and monitored and assessed by the head of the relevant department, school principal and subject advisor. Its main purpose is not only to persuade teachers to plan their teaching, learning and assessment activities properly, but also to encourage teachers to reflect on their performance and that of their learners with the view to improving learning outcomes.

Because these files contain important documents regarding lesson planning and implementation, they could assist in corroborating statements made by the teachers in the interviews. Furthermore, they can also assist regarding continuing teacher professional development and the training teachers underwent. Thus, on the basis of documents they contained, the researcher could formulate ideas about the extent to which teachers were prepared for implementing the curriculum.

During data collection exercise, interviews and focus group discussions were conducted first, followed by document analysis. The decision was prompted by the purpose to first know more about the teachers and the ATP during the interviews and group discussion. The second was that data in the files were going to be used to triangulate data collected during interviews. Hence, it was important to know what participants said about the ATP in the interviews before exploring what was in the files. Moreover, they could not be kept longer than necessary but the researcher had them only for a limited time.

The analysis of the teachers' files was carried out in line with the themes that emanated from the coding of the contents of the interview transcripts. Because the file contents were analysed with the intention to confirm and triangulate data from the interviews, the researcher searched the files for documents related to one of the themes, e.g. the ATP or training and professional support. After establishing the origin of the document, who prepared it and how it was relevant to the study, the researcher went on to analyse the content. The analysis did not involve a mere word count in the text or the search for certain phrases. Because the researcher was aware of the theory base, and had prior knowledge resulting from the one-to-one and focus group interviews, he knew what areas to look for. The researcher studied the content of each document to establish its relationship to what emerged in the interviews. But most importantly, the researcher wanted to establish how each document found in the file related to the implementation of the ATP in the classroom. Furthermore the researcher summarised each

relevant document to capture and preserve the content and make it manageable (Kohlbacher, 2006:7; Cardno, Rosales and McDonald, 2017: 148-149).

### 3.4. RESEARCH SITE

The study was conducted in public schools situated in circuits called Botshabelo, Central, Mmabatho and Tshwaranang administered by the Provincial Department of Education of the Northwest Province of South Africa in collaboration with the national DBE. South Africa is divided into nine provinces (as shown in Figure 5 below), each with its provincial administration. The Provincial Department of Education is a part of this provincial administration.

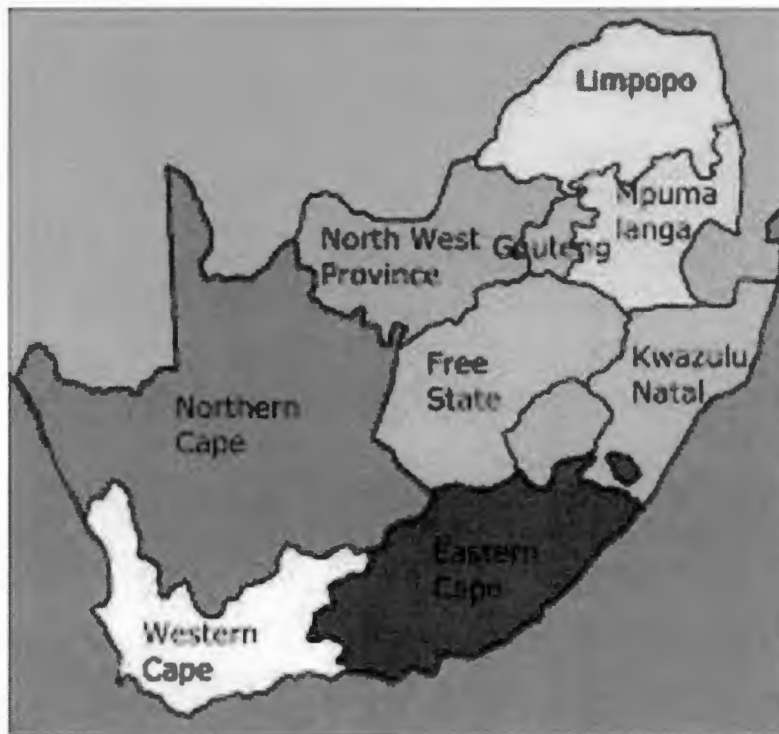


Figure - 5: Map showing the nine provinces of South Africa. Source: [www.google.co.za/search?q=map+of+south+african+provinces](http://www.google.co.za/search?q=map+of+south+african+provinces)

The Northwest Province itself is divided into four district municipalities i.e. Bojanala Platinum, Ngaka Modiri Molema, Dr. Ruth Segomotsi Mompati and Dr. Kenneth Kaunda (see Figure-6 below). These districts are in turn divided into Area Offices for educational purposes. There are five Area Offices in the Ngaka Molema Modiri District i.e. Mahikeng, Rekopantswe, Ditsobotla, Ramotshere Moilwa and Kgetleng. Each Area Office is in turn divided into circuits

with both primary and secondary schools under their jurisdiction. The circuits selected for this study are situated in the Mahikeng Area Office of the Ngaka Modiri Molema District municipality where the researcher's university is located.

There are 25 Further Education and Training (FET) or secondary schools offering Grades 8 to 12 in all four circuits situated in the Mahikeng Area Office. This is according to information supplied by the Auxiliary Service Division of North West Provincial Department of Education (NWPDE) in Mmabatho about the Mahikeng Area Office's Education Circuits (see Table 2 which appears at the end of this thesis).



Figure - 6: Map of the North-West Province showing its districts. Source: <http://www.localgovernment.co.za/provinces/view/8/north-west>

The South African government decided that to deal with the history of inequality and to provide communities with schools where they are, schools that are serving the poorest communities must receive the highest allocation of funding. In order to achieve this, the government had to measure the degree of poverty of all communities in the country and decide which communities should receive which funding (DOE, 2014:8). Consequently, in South Africa, schools have been categorised into five quintiles. Quintile 1 schools are described as the poorest. Quintile 5 schools are categorised as the well-endowed schools. This decision was arrived at after determination of the income, unemployment and illiteracy rates of communities. Thus, this measure appeared to be more comprehensive and suitable to use for sampling the schools in this study (Collingridge, 2013: 5).

According to the Merriam-Webster dictionary (1994) a quintile is “any of the four values that divide the items of a frequency distribution into five classes with each containing one fifth of the total population”. That is, a quintile is one of the four values used to divide data into five equal parts. At present, school funding allocation in South Africa based on quintile system is as follows:

*Table 6: National table of targets for the school allocation (2014-2016)*

|                              | 2015          | 2016          | 2017 <sup>de</sup> |
|------------------------------|---------------|---------------|--------------------|
| NQ1                          | R1,116        | R1,117        | R1,242             |
| NQ2                          | R1,116        | R1,117        | R1,242             |
| NQ3                          | R1,116        | R1,117        | R1,242             |
| NQ4                          | R559          | R590          | R622               |
| NQ5                          | R193          | R204          | R215               |
| <b>No fee threshold</b>      | <b>R1,116</b> | <b>R1,117</b> | <b>R1,242</b>      |
| <b>Small schools:</b>        |               |               |                    |
| <b>National fixed amount</b> | R25. 843      | R27264        | R28,764            |

*\*2016 and 2017 figures inflation adjusted – CPI projected inflation rate adjusted*

*(Source: Government Notice No. 890 of 31 August 2016)*

These allocations were implemented with effect from 1 January 2015. Table 6 shows that Quintile 1-3, also classified as no-fee schools, enjoy equal allocation. This allocation of funding is *pro rata* funding for each student. It means that the grant-in-aid of a NQ1 school will be R1, 116 multiplied by the number of learners. Quintile 4 and 5 receive less allocation from the Department of Basic Education (DBE, 2015:3-4).

Based on the information about the schools in the Mahikeng Area Office, there are several ways in which they could have been purposefully sampled (See Table-2). First, they could be sampled according to the four circuits they belong to. Therefore, they could have been



selected in such a way that every circuit is represented in the sample. This alone would have been a weak sample for this research work. Another possibility was to consider learner enrolment. Learner enrolment in the schools in the Mahikeng Area Office jurisdiction ranged from 294 to 998 in 2016. This would have been a reasonable principle to consider in view of the effect of the environment i.e. overcrowding, which repeatedly surfaced in the literature study as a factor affecting curriculum implementation in schools in South Africa. The schools could also be looked at from the point of view of their staffing strength, especially seeing that this was also a crucial factor in curriculum implementation. The critical importance of teacher-learner ratio is due to the requirements of the pedagogical approaches CAPS require. The researcher has argued in chapter two, section 2.6, that foundation theories of this curriculum require a teaching-learning situation where learners are active participants. This can be achieved only where learner numbers are reasonable. Staff numbers were also important considering the need to find relevantly experienced teachers to participate in the study. Lastly, sampling could be based on another categorization of schools into quintile levels.

The Mahikeng Area Office has schools in Quintile 1-4 only. They have no Quintile 5 schools. Of the 24 secondary schools in the Mahikeng Area Office jurisdiction, four were not considered for selection for this study because they were originally middle schools and had just recently been promoted to secondary school level. Also, the study did not consider the two combined and comprehensive schools because of their unique nature of also having primary school phases. Therefore, the researcher was left to work with the remaining eighteen schools.

To obtain data regarding the experiences of teachers' implementation of the ATP, several schools in the selected research site were visited. Such visits and the intention of asking for permission to interview a teacher or head of department are sometimes very challenging. The first challenge was to get permission from the principal to interview a teacher. Principals are concerned that teachers do not miss class and can be very obstructive gatekeepers. Therefore, careful timing and approach was required. This issue becomes more difficult if one wants to interview a specific member of the teaching staff. Secondly, and related to the latter point, the obstacles experienced had to do with availability of the language teacher or head of department to attend the interview. Teachers have a lot of work to do in terms of attending classes. For a selected participant to avail himself or herself for an interview, their situation had to be taken into consideration. The visit had to be properly timed when they were not giving



lessons. The researcher is grateful that, in some instances, heads of departments facilitated the meetings with their staff, though in other instances a school had to be visited several times before securing an appointment with a teacher or head of department. Hence the fact that appointments could be made with so many teachers and heads of departments is really a worthy achievement. One teacher blatantly refused to be interviewed. The possible explanation of her refusal could be that she felt that she is not teaching according to the ATP. On the other hand, except for one, subject advisors and curriculum coordinators were willing to be interviewed.

### **3.5. PARTICIPANTS SELECTION**

#### **3.5.1. Population**

Brynard *et al.* (2014:57) explain that in sampling, a “population” has nothing to do with people of a country. It refers to objects, phenomena, activities, cases, events or subjects from which a researcher wishes to generate new knowledge. They further indicate that such a population has a specific characteristic a researcher is looking for. They give examples of populations such as university students, organizations or institutions, social activities, cultural objects, inventories or the daily work of an employee. The selection of a population is aimed at assisting a researcher to identify a sample from it for him or her to work with in collecting data. Therefore, the population of this study comprised Grade 10 English and Setswana language teachers and heads of department in all 24 secondary schools situated in the four circuits of the Mahikeng Area office. It also included all English and Setswana subject advisors in this Area Office and curriculum coordinators/planners for languages in the provincial education offices.

#### **3.5.2. Selection of schools**

Based on all the above mentioned information, the decision was to purposefully choose eight secondary schools representing Quintile 1-4 for the purpose of this study (see Table 7 below). The selection represented approximately 33% of the secondary schools in these four circuits i.e. eight out of twenty-four schools.

*Table – 7: Schools selected from the Mahikeng Circuits to serve as research sites*

| Institution Name (Not their real names) | Educ. Area Office | Educ. Circuit | QUINTILE 2016 | Grade 10 | Total Learners | Total Educators |
|-----------------------------------------|-------------------|---------------|---------------|----------|----------------|-----------------|
| SCHOOL-1                                | MAHIKENG          | CENTRAL       | 1             | 122      | 412            | 13              |
| SCHOOL-2                                | MAHIKENG          | MMABATHO      | 1             | 227      | 746            | 18              |
| SCHOOL-3                                | MAHIKENG          | CENTRAL       | 2             | 249      | 898            | 23              |
| SCHOOL-4                                | MAHIKENG          | TSHWARANANG   | 2             | 95       | 440            | 14              |
| SCHOOL-5                                | MAHIKENG          | TSHWARANANG   | 3             | 127      | 457            | 14              |
| SCHOOL-6                                | MAHIKENG          | MMABATHO      | 3             | 194      | 600            | 18              |
| SCHOOL-7                                | MAHIKENG          | CENTRAL       | 4             | 224      | 884            | 27              |
| SCHOOL-8                                | MAHIKENG          | MMABATHO      | 4             | 76       | 436            | 18              |
|                                         |                   |               |               | 1314     | 4873           | 144             |

Firstly, prioritizing the Quintile category was ideal for this study since the measure is comprehensive in nature as explained above. Secondly, it ensured that schools of varying endowment are included in the study; from the poorest Quintile 1 to the reasonably provisioned Quintile 4 schools. Furthermore, schools selected for this study had to be representative of all circuits in the Area Office.



Figure - 7: Map of Ngaka Modiri district showing local municipalities and Mahikeng

<https://www.google.co.za/search?q=ngaka+modiri+molema+district+municipality>

### 3.5.3. Selection of participants

As stated by Gray (2014:208) phenomenological studies such as this one utilize purposively selected samples of people who have a common experience, with the view to discerning patterns of thought and meaning. Gray (2014:208) further argues that a qualitative research sample should not be too big or too small. If it is too big it might be difficult for one to extract “thick, rich data”. And if it is too small, one might not achieve what is called “data saturation or information redundancy.” Gray (2014:208) claims that Onwuegbuzie *et al.* recommend a sample size of between four and 10 participants.

The whole Area Office has 466 teachers which includes all categories of teachers, from school principal to assistant teacher. The choice of these eight schools resulted in a population of 144 of these teachers. This represented 31% of the teachers from whom the language

teachers participating in this study came. These language teachers were all invited to participate in one-to-one and focus-group discussions at a suitable venue.

All the possible participants, specifically teachers and HODs, were too numerous for all to be included in the study, seeing that the design and method of data collection were qualitative (David and Sutton, 2004:149). Hence, a sample had to be selected from a population of 144 teachers, which was inclusive of approximately 24 HODs (one in each school).

There are two methods or approaches to sampling. On the one hand, there is probability sampling, which entails selection by random sampling from a given population. There are four ways in which random sampling can be undertaken. These include simple random sampling, systematic random sampling, multi-stage cluster sampling and stratified random sampling. On the other hand, there are methods that are known as non-probability sampling. These include techniques such as reliance on available subjects, purposive sampling, snowball sampling and quota sampling (Babbie, 2010:92-195; Check, *et al.*, 2012:97-101). In this study, the non-probability method of purposive or judgmental sampling of both teachers and HODs, as conceived by Patton (1987, 1990), was chosen. As to the subject advisors and curriculum coordinators, the study relied on convenience sampling due to issues of availability.

#### 3.5.3.1. Selection of language teachers.

Since the purpose of the study was to collect data on the experiences of Grade 10 English and Setswana teachers regarding implementation of aspects of the CAPS curriculum, key participants for the study were secondary school teachers who had been teaching these subjects since 2012 when the CAPS curriculum was first introduced. Phenomenological studies are usually conducted on a small sample size because the analysis of transcripts takes a long time and because the aim of the study is to have an in-depth understanding of participants' experiences and to conduct a detailed interpretative account of the sense and meaning they share. Sixteen (16) participants were chosen out of the population of 144. These represented eight English and eight Setswana teachers who were purposefully selected from high schools in the circuits in the jurisdiction of the Mahikeng Area Office. The criteria for selection was that (i) they needed to be from schools that have been offering Grade 10 English and/or

Setswana subjects since 2012 (ii) they had to be those who were teaching English and/or Setswana in 2012 when CAPS was implemented, and (iii) they had to be currently teaching English or Setswana.

### 3.5.3.2. Selection of Heads of Departments

The population of 144 teachers of this study also included heads of departments (HODs) of the same schools from which teachers were selected. Eight heads of departments of languages were purposefully selected. The HODs (i) had to be from each of the eight schools selected for this study (ii) they had to be supervising the Grade 10 English or Setswana teacher and they had to be teaching a language themselves. As it turned out, each school had one head of department for languages i.e. for Afrikaans, English and Setswana. All of them were language teachers.

### 3.5.3.3. Selection of subject advisors and curriculum coordinators

Subject advisors monitor implementation of the CAPS and its ATP, and curriculum coordinators are responsible for its development and implementation. Two subject advisors, one English and one Setswana (African Languages) curriculum coordinator were selected. There is only one subject advisor for English and one for Setswana in the Mahikeng Area Office, and there is only one curriculum coordinator for Setswana and for English in the provincial office. Their views assisted in elucidating the experiences of the teachers since they had been involved in their training and orientation from the onset and are overseeing implementation of the curriculum. Data collected from them would also be used to triangulate data from the teachers (Smith, 2008: 42; Smith *et al.*, 2007:55-56).

The biggest challenge was translating these plans into practical action. During data collection, several factors, both positive and negative, influenced the research. They had to be considered and decisions made that would avoid the research becoming prejudiced. First, a decision had to be taken regarding who should be interviewed first. The decision was to start with the subject advisors. The reason for starting with them was that they are the “middlemen”



of the process. They participate in both policy-making and practical implementation. They are responsible for training teachers on CAPS, evaluating and monitoring their performance and reporting back to the curriculum coordinators. Therefore, they could give an in-depth picture of the theoretical and practical implications of the effort to implement the ATP. Thereafter heads of departments were interviewed, who were followed by the teachers. The two curriculum coordinators were interviewed concurrently with the school HODs.

Although the sampling numbers were set as above, and the researcher had initially planned to interview all participants in both one-to-one and focus group interviews, the emerging reality in the field was such that, at the end, he managed to have access to seven heads of departments and twelve teachers. It was only the subject advisors and curriculum coordinators who were interviewed as planned. As mentioned above, it emerged that schools do not have separate heads of department for English and Setswana. In almost all of them one person heads the department of languages. Furthermore, not all schools had HODs. Hence, the researcher ended up interviewing seven heads of departments. This did not prejudice the research in any way, for at that stage the majority had been interviewed, and it had reached the stage where the same responses were heard from these participants. The same applied to teachers. The plan was to interview a total of sixteen. Four of them declined the invitation and the study ended up interviewing twelve teachers; seven in a one-to-one interview setting and five in a focus group discussion. Only one teacher took part in both interviews. A special effort was made to ensure that all schools of the four quintile rankings were represented by the HODs and teachers interviewed as envisaged in the sampling. For instance, two heads of departments per quintile were interviewed, except for quintile three, where only one HOD was interviewed. Teachers were also similarly well distributed quintile-wise. All quintile rankings were represented in the focus group discussion.

### 3.6. DATA ANALYSIS AND INTERPRETATION

The purpose of data analysis in research is to make sense of data collected by the researcher. Data analysis “involves reducing and organizing data, synthesizing, searching for significant patterns and discovering what is important” (Ary *et al.*, 2014:513). Thus, data analysis in this study was an iterative, recursive and dynamic process which required the researcher’s

engagement with data through reading and reflection. First, the data was prepared for analysis. Data preparation involved several actions. Firstly, data was cleaned up before analysis. This involved removing inaccurate, irrelevant and incorrect data. Data preparation is also a process which is intended to ensure that data is consistent and of high quality. If this is not undertaken, it could lead to incorrect and misleading conclusions. Because data collection involved audio recorded data, the second decision was whether to do a summary/partial or full transcription. Full transcription mode was chosen which included details such as mispronunciations, grammatical errors, laughs, sighs, and slang and non-verbal sounds. This method was in line with the focus of the study which involves in-depth analysis of the participants' knowledge, ideas, feelings and experiences (McClellan *et al.*, 2013:67-68). The next task was to maintain control of data which was in the form of transcripts. To make this manageable, the same electronic format/template for all transcripts was used. This allowed the researcher time to focus on analysis and interpretation rather than wasting time in understanding how the data was arranged or structured. In this way, the status of each transcript could be tracked by varying the coding system. This coding system enabled the researcher to track, compare, manage, and retrieve data with ease (McClellan *et al.*, 2003:68-69).

An initial attempt to understand data was made as this analysis was a continuous process of reflecting on data. A reflection is what some authors such as Brynard *et al.* (2014:62) and Remler *et al.* (2011:75-76) believe can start simultaneously with the gathering of data. Because this study was an interpretative phenomenological inquiry, open-ended data based on unstructured interviews and documents analysis was collected from teachers and heads of departments who were the participants of this study. In a qualitative study of this kind, and in less rigorous cases like books and journal reports, data is usually collected and analysed for its themes which are later reported. Moreover, in this case, the intention was to go beyond this generic approach and analyse significant statements, generate units of meaning and develop an essence description (Creswell, 2009:183-184).

Three stages to analyse the data were followed as explained by Ary *et al.* (2014:513-523) and Creswell (2009:183-190). The first stage was familiarization and organization. The researcher familiarized himself with data and organized it with the view to retrieving it easily when required. To be familiar with data he started by reading and re-reading it to really engage with it. He made transcripts of all audio-recorded data collected from all participants. During

transcription, he made sure that participants' words were transcribed directly to avoid bias on the researcher's side. The transcribed interviews included all participants' gestures and laughter, as indicated above. Having finished the transcriptions, he proceeded to read and re-read them, making notes on key ideas on the page margins, and made a list of the different types of information one had as a first step to coding data (Ary *et al.*, 2014: 513-514). When organizing data, the researcher used files and folders, both electronic and hard copy. He filed similar batches of data separately to ensure that it could be retrieved when required. A strategy used in the one-to-one interviews was to give the participants pseudonyms and mark files containing their information accordingly (Nieuwenhuis, 2010:104).

The second stage in the process of data analysis was a crucial one of coding the information. Coding is a process of reducing the massive amount of data to categories or themes and their essential meaning. In this thematic analysis, both *Atlas.ti 8*, a qualitative data analysis workbench, and manual analysis were used. This *Atlas.ti 8* tool does qualitative analysis of data in the sense that it describes participants' accounts from data collected through several methods of data collection and analyses contents of the accounts by comparing, relating, connecting and examining them in context. The tool is also capable of producing a holistic representation of findings grounded on evidence. The efficiency of this tool rests on the fact that it can facilitate triangulation by being able to deal with multiple methods of data analysis and it does not impose upon the researcher ways of analysing data in the sense that the researcher plays a big role in deciding what the codes are. Moreover, like all other qualitative studies, this one was also inductive in its analytic perspective. This implies that the study ended up having identified crucial categories of data, their patterns and relationships.

The question guide/schedule was first used as a source of themes to analyse data and its patterns. However, these themes were not the only ones used to analyse data. More themes from the literature study were added. Besides occurring often in data, these themes contained some critical issues about the data. Data that recurred from the participants as a theme were categorised when it said something important about the research question (Gray, 2014: 609). The exercise involved sorting data into categories and sub-categories if necessary. Hence, the task of organizing the material into chunks or segmenting it was undertaken and labelling it with a term before deriving its meaning. In practice, this means reading and re-reading data and thereafter searching for words, phrases, sentences, ways of thinking of participants,



behaviour patterns, important expressions that are appearing regularly and labelling them. They were labelled in *vivo codes*, that is, using the very same words used by the participants of this inquiry. As many codes as possible were used with the intention of reducing them later (Creswell, 2009:186; Ary *et al.*, 2014:515-516).

To ensure that this task was carried out properly, all transcripts were carefully read, noting down ideas which emerged. Thereafter a short but interesting one was chosen and perused to find out what it is about while noting the thought on its margin. Having done this, all other transcripts were then read, making a list of all their topics and clustering them according to similarity of topics. Thereafter the topics were shortened into codes. Writing of codes next to the matching segment of text using *Atlas.ti 8* then started. These codes were the most appropriate wording used to categorise data. This was followed by finalisation of the abbreviations of the categories and their arrangement in alphabetical order or order of significance. Data falling into the same category were then put together and an initial analysis then followed (Creswell, 2009:186). At this stage, descriptive summaries of what the research participants had said and done emerged. Although this constitutes some level of data interpretation, the researcher had to go deeper and do a more analytic understanding of the data.

Therefore, the last stage of the data analysis exercise was interpreting the data. At this stage the researcher was thinking and reflecting about the sense of the participants' words and actions to come up with meaning. Interpretation is when one allocates meaning, finds associations or offers explanation based on and supported by data. This meaning constituted the essence of the implementation of the ATP by Grade 10 English and Setswana teachers. In practice, what was been done in this regard was making conclusions based on linkages or relationships between themes (Ary *et al.*, 2014:522-523). Check *et al.* (2012:306) explain this as an act of investigating concepts that are related in terms of cause and effect. Such findings would support and corroborate existing knowledge or contribute a new perspective of science.

Data collection in this inquiry also included document study. Earlier in the section it was indicated that the Grade 10 CAPS document of DBE was also analysed. The exercise was intended to supplement data obtained through interview and served to triangulate it.

First, there was need to decide on the technique to apply in analysing the teachers' files. There were four techniques of accomplishing this task. A person may decide, in view of the aim of their study, to do content analysis of a document, textual analysis, semiology, or linguistic analysis. Briefly, content analysis is when qualitative and unsystematic data is converted to a quantitative and systematic nature. To accomplish this, the frequency of words or images in the document are recorded and quantified. This method is usually applied in a positivist study. Another way of achieving this goal is textual analysis. In this regard, attention is not given to the frequency of words. The aim of this approach is to interpret the meaning of data. This method is suitable for an interpretivist study such as the current one and it is the one employed. Semiology is another approach which focuses on studying signs. In semiology, words and images are taken to be signs with complex meaning. The last approach is linguistic analysis which investigates the use and meaning of words and phrases (DeVos *et al.*, 2011:380-381; Barbour, 2014: 180-181). The actual actions taken to analyse the teachers' files was textual, which was to first read and re-read the text therein. The data was then coded just as was done in terms of the interview transcripts. This was followed by an analysis involving identification of themes and meaning (De Vos *et al.*, 2011:381).

In addition, *Atlas.ti 8*, a qualitative data analysis workbench was used to confirm this manual analysis. This tool does qualitative analysis of data in the sense that it describes participants' accounts from data collected through several methods of data collection, and analyses the contents of the accounts by comparing, relating, connecting and examining them in context. The tool is also capable of producing a holistic representation of findings grounded on evidence. The efficiency of this tool rests on the fact that it can facilitate triangulation by being able to deal with multiple methods of data analysis; it is said not to impose ways of analysing data upon the researcher. Moreover, like all other qualitative studies, this one was also inductive in its analytic perspective. This implies that one ended up having identified crucial categories of data, their patterns and relationships.

### 3.7. REVIEW OF PARTICIPANTS: BRIEF BIOGRAPHICAL DATA

It has already been indicated that all teachers in this study had to be those who have been teaching English or Setswana since 2012. That is, all participating teachers had to be those who



were there when CAPS was first introduced in 2012. They would be those who were the first to be oriented in the new curriculum. And all HODs interviewed for this study also had that experience, including the two curriculum coordinators. In fact, one of the curriculum coordinators was in a team that drew the languages CAPS and translated it into the vernacular. Only one of the two subject advisors had such experience with the ATP dating back to 2012. He started in 2013.

Nine of the twelve teachers were female. Five of the seven HODs were female. One of the two subject advisors was female, and the two curriculum coordinators interviewed were both female. In the focus group discussions only one participant was male. Therefore, the majority of participants were female. The schools which were targeted in this study were identified in chapter three. They were all secondary schools offering grade eight up to grade twelve.

| Participant | Gender | Years of Experience | Position                       | Quintile rank of school |
|-------------|--------|---------------------|--------------------------------|-------------------------|
| FG-1        | Female | 5                   | Teacher                        | One                     |
| FG-2        | Female | 4                   | Teacher                        | One                     |
| FG-3        | Female | 6                   | Teacher                        | Two                     |
| FG-4        | Female | 12                  | Teacher                        | Three                   |
| FG-5        | Male   | 12                  | Teacher                        | Four                    |
| OTO-1       | Female | 20                  | Teacher                        | One                     |
| OTO-2       | Female | 10                  | Teacher                        | Four                    |
| OTO-3       | Male   | 24                  | Teacher                        | Two                     |
| OTO-4       | Female | 10                  | Teacher                        | One                     |
| OTO-5       | Female | 5                   | Teacher                        | Three                   |
| OTO-6       | Female | 21                  | Teacher                        | Four                    |
| OTO-7       | Male   | 10                  | Teacher                        | Four                    |
| HOD-1       | Female | 22                  | Head of Department             | Four                    |
| HOD-2       | Male   | 24                  | Head of Department             | Four                    |
| HOD-3       | Female | 30                  | Head of Department             | One                     |
| HOD-4       | Female | 20                  | Head of Department             | Two                     |
| HOD-5       | Female | 23                  | Head of Department             | One                     |
| HOD-6       | Male   | 26                  | Head of Department             | One                     |
| HOD-7       | Female | 21                  | Head of Department             | Three                   |
| OFFICIAL -1 | Female | 20                  | Subject Advisor                | n/a                     |
| OFFICIAL-2  | Male   | 21                  | Subject Advisor                | n/a                     |
| OFFICIAL-3  | Female | 25                  | Curriculum Coordinator/Planner | n/a                     |
| OFFICIAL-4  | Female | 27                  | Curriculum Coordinator/Planner | n/a                     |

Table-9: *Participants' biographical data*

### 3.8. DATA PREPARATION, CLEANING AND CODING

The following sections explain how data was prepared, cleaned and coded for analysis and interpretation. The sections deal first with what was done with data after collecting it from the field. They explain how data was organized, transcribed, studied and saved. They show how inductive codes (or sub-themes) were developed and how related codes were combined and organized into themes or categories. Inductive codes are codes that were developed by studying and examining data, using the *Atlas ti.8* qualitative analytic tool. They differ from *a priori* codes which can be developed before examining present data. *A priori* codes can come from literature studied. The section also explains the origin of the themes or categories and how they are related to research data collected from the field. And finally, they elucidate the procedure followed to clean data for analysis and interpretation (Nieuwenhuis, 2014:103-108).

#### 3.8.1. Developing transcripts of recorded data

The transcripts prepared captured fully what transpired during the interviews. The interviews were fully transcribed exactly as they transpired. Nothing was changed, not even a single word or the word order of the recorded interview. Most participants talked in English. There was one who preferred to express herself in Setswana. This was accepted and the interview was recorded in Setswana. All other interviews were conducted in English. However, in some cases, interviewees code-switched and spoke Setswana when desiring to express certain ideas which they could not manage in English. Most participants were Africans who spoke Setswana. When transcribing such code-switched instances, the Setswana word used was written and its English counterpart indicated next to it in brackets. Verbal and non-verbal gestures of the participants were also transcribed; these were many and interesting. They ranged from the ubiquitous use of expressions like “neh!”, “Uhhh...”, “eh...”, the use of hands to emphasize a point, facial expression, and even periods where the participant chuckled or laughed. All these were included in the transcribed work. At the end transcripts had been developed for each individual interview and focus group discussion.

### 3.8.2. Data cleaning

Data cleaning or data cleansing is a subcategory of data preparation. It is a process of detecting or correcting corrupt or inaccurate data and removing it from the record. This is done in order to prepare data for analysis. Firstly, it means detecting errors and inconsistencies. Secondly it could mean looking for missing data and standardising it (Allen, 2017:337-338) However, in this study it was done in a limited manner to improve the quality of data. Data cleaning carried out here involved correcting typographic mistakes, removing superfluous duplications, mannerism such is “eh...”, “eish!” and “Uhm...” It also involved correcting grammar where such a correction would not change the essential meaning.

### 3.8.3. Preparation and coding of data

The following Figure - 8 explains how data was prepared and coded in this study for analysis and interpretation.



Figure - 8: *Steps taken to organize interview data*

The figure shows that interview questions were utilized to collect data. Thereafter data was transcribed. The next step was to develop quotations, codes and themes using the *Atlas ti.8* analysis programme. The codes and themes were then utilized in the analysis of data. Data

collected for this study was not of a highly complex nature. It consisted of individual and focus group interview data which was filed electronically, documents sourced from participants, and field notes. The electronic data was filed in folders representing the three categories of participants. The hard copy data was labelled and filed in a hard copy folder. The field notes were kept in the note book.

#### 3.8.4. Coding and themes

After transcribing data, codes were developed. The codes were developed using *Atlas.ti 8*, the qualitative data analysis tool. To arrive at the codes which are in fact sub-themes, transcripts were read and re-read to gain an understanding of the contents. Thereafter, attention was focused on one transcript in which quotations were identified using *Atlas.ti 8*. The programme allows one to select important statements made by a participant and record it on its margin as a quotation. The exercise of creating quotations is like reading an article and underlining or highlighting key statements. As one reads the transcript, and highlights key statements, quotations are recorded on the margin of each of the documents. These quotations are the basis for creating codes and the codes can in turn be merged into themes. The twenty-one transcripts the researcher read through resulted in three hundred and thirty-two (332) quotations. This means that as he read through the transcripts, he underlined three hundred and thirty-two key words, phrases and sentences. The programme allowed the researcher to write previews and comments linked to each quotation. In fact, one can comment or preview any material in this programme. One can also link similar or related quotations, write reports and create word lists and word clouds as indicated above.

After identifying all the quotations in the transcript, they were grouped under a common code. Codes are in fact a statement representing a group of related quotations. *Atlas.ti 8* enabled the researcher to create these codes in one script and use these codes to codify quotations from other scripts. When a relevant code was not there to accommodate a quotation, the programme allowed the researcher to create a new code, thus ending up with several codes which came about because of merging quotations of all transcripts. These codes are sub-themes of this study made up of several related quotations. In turn, a number of these codes or sub-themes



are related to a specific theme. Therefore, the following sub-themes or codes were developed during data analysis and interpretation, and are listed under the themes they are related to.

- Challenges experienced in the previous curriculum or RNCS.
  - *Administration and paperwork*
  - *Progression, sequencing and pacing of content knowledge.*
  - *Other administrative duties.*
- Teachers' role in the implementation of the ATP.
  - *Curriculum policy making and development.*
  - *Curriculum implementation.*
  - *Curriculum evaluation and revision*
  - *Forums for feedback from teachers and HODs.*
  - *Teachers evaluate ATP implementation.*
- Initial training and orientation in the implementation of the ATP.
  - *Teachers are trained professionally by subject advisors*
  - *Subject advisors receive training and documents from the departmental officials and cascade them down to the teachers*
  - *Methods, approaches and content used to train and orientate teachers on the ATP.*
  - *Frequency and length of training.*
- Teacher continuous professional support.
  - *Teachers are professionally supported by HODs and subject advisors.*
  - *Forums for professional support and orientation.*
  - *Textbook supply constitutes first line of support of the teachers.*
  - *Capacity of subject advisors to train and give professional support to teachers.*
  - *Relationships between teachers and subject advisors.*
  - *Possibility of training of the teachers being done by other people to assist the subject advisors.*

- The impact of the ATP on teaching and learning activities
  - *Teachers' capacity to keep up with its schedule and maintain creativity and initiative.*
  - *Integrating skills of reading, writing, speaking and grammar in one content.*
  - *The ATP and its relationship to teachers' prior knowledge.*
  - *The gap between the GET and FET.*
- Situational and environmental factors and participants' views on the future and possible revision of the ATP.
  - *The impact of situational and environmental factors on the implementation of the ATP*
  - *possible revision or amendment of the current format thereof.*

Themes developed in this study came primarily from the schedule of questions used to interview participants and documents studied. They can thus be regarded as *a priori* themes in that they preceded data. These questions were adapted to serve as themes for data analysis. However, it was necessary to revisit these questions and amend and re-prioritise them in the light of data collected. A review of these questions resulted in some being consolidated as themes of the study. Others were changed into sub-themes after the exercise of creating codes related to the themes. For example, questions relating to training and teacher support were consolidated into two themes with several sub-themes. Therefore, questions four, five and seven in the schedule of questions became sub-themes of question six on training; and questions one and eight became sub-themes of question two. Other sub-themes were created from data collected by consolidating quotations into codes using *Atlas.ti* 8. Consequently, the following six themes/categories were confirmed and will be utilized to analyse and interpret data:

- ATP and challenges experienced in the previous curriculum or RNCS.
- Teachers' role in the implementation of the ATP.
- Nature of the initial training and orientation of teachers.
- Continuous professional teacher support.
- Impact of the ATP on teaching and learning activities.

- Future and possible revision of the ATP.

These categorizing concepts i.e. themes, sub-themes or codes and quotations constitute an initial understanding of data collected from all participants. Now, even before starting a detailed analysis and interpretation of data, it can be stated what themes were addressed by the participants during the interviews. The researcher could also enunciate what constituted these themes by presenting sub-themes or codes related to them. These codes sub-themes could be explicated further by associating them with relevant quotations stemming from the various transcripts.

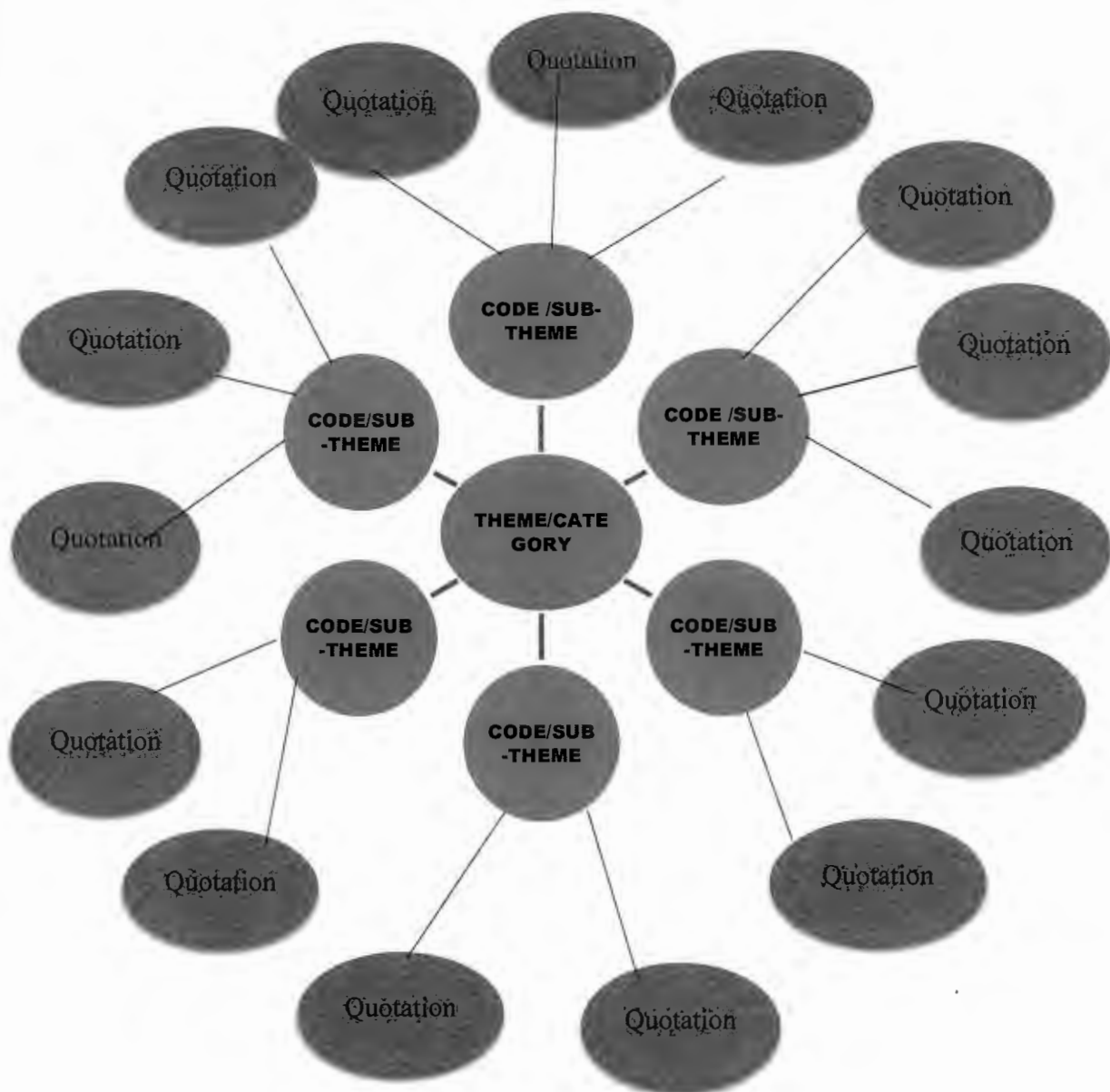


Figure - 9: Analysis mind-map.

The foregoing explanation and Figure – 9 above are critical for this study. They explained the context or framework within which in-depth data analysis and interpretation was undertaken in the next three chapters. They implied that data analysis and interpretation in this study was structured within the context of a list of quotations representing important statements made by the participants, a list of codes representing a group of related quotations, and themes derived from the questions of the interviews and associated codes. While the themes were addressed by all participants, similarities and variations of participants input in terms of codes and their quotations constituted the essence of data analysis and interpretation in this study. Therefore, in the three chapters on in-depth data analysis and interpretation, what essentially happened was to compare what participants said about the specific codes or sub-themes related to a particular theme and at the end adduce a quotation or quotations to support the statement. This assisted the researcher to reveal and understand what issues participants were concerned about in terms of the ATP and how they felt about them.

A list of quotations from a transcript represents important ideas shared by the participants during the interview. Having these quotations enables one to argue what specific issues a participant was concerned about regarding a specific theme or sub-theme. For example, here are a few quotations from different transcripts related to the sub-theme of the first theme on the administration and paperwork teachers should do, from several participants. The quotations written here have been cleaned. The process of cleaning data is explained in the next section of this chapter.

- Quotations:

- *“No, in facts it seems the administration is even more. For example, children should have portfolios. It’s a lot of work.”*
- *“It’s mostly administrative.”*
- *“Yes, administration has been of burden to the teachers.”*
- *“Other administrative duties have been taken to the HOD. So, the HOD is actually having little bit double the amount of administration to her as he is heading the department, so he is having two files.”*
- *“Yes, it is a challenge, it is a challenge of administration.”*
- *“...files, educators’ files, learners’ workbooks...There’s a lot!”*

- *"...well distributing of books. I can say it's one of them. Capturing marks, recording sheets, have to analyse results. And sometimes we are asked to analyse item per item. So, it's a lot of work".*
- *Actually, the documentation is more now with the...with this new curriculum. Yes. A lot of documents. Ja."*
- *"The recordings. Some are quarterly, some are weekly. So, it's a lot! Weekly, monthly, quarterly...Yes."*
- *"Like I said before, there is a lot of documentation."*
- *"It has increased paperwork."*
- *"There is too much paperwork."*
- *"It's not so much...less administration."*
- *"And then another challenge that we have, we still experience too much paperwork, such that we are unable to cater for remedial classes. Especially for those learners who are progressed and who are strollers who are still struggling."*

These are just few quotations related to one code or sub-theme. Moreover, *Atlas.ti 8* allows one to represent these results in many ways. Apart from networks and graphs, one can represent data in the form of quotations and codes in a *"Word Cloud"* like the one below in Figure - 10, which shows significant words and concepts in one conversation. Several such representations have been utilized in this study.



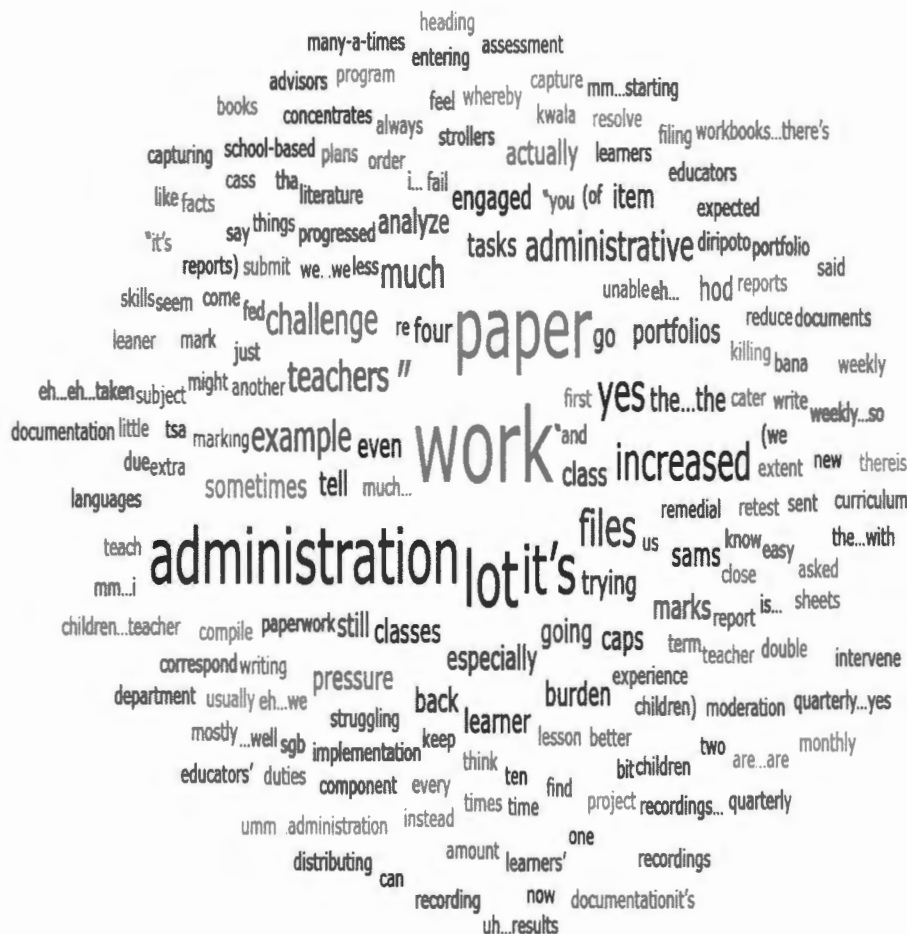


Figure – 10: *Word Cloud showing significant words and concepts in one conversation*

When one looks at this word cloud it is clear which words dominated the conversation with the participants. Words such as “paperwork”, “administration”, “increased”, and “files” feature prominently in this word cloud. This meant that they were mentioned more than the others in the interviews with participants. *Atlas.ti 8* can also create a word list which indicates the frequency of words. Such a word list could be produced in Excel format. All these approaches and instruments were used to facilitate analysis and interpretation of data.

### 3.9. TRUSTWORTHINESS

Glesne (2016:211) explains that no thought is inherently meaningful. The researcher's analysis and interpretation imbue thoughts with meaning. And trustworthiness is about how credible one's thoughts are to the readers. The issue is about how one can ensure that his interpretations are right and trustworthy.

Because in this inquiry data analysis was interpretative, a few steps were taken to make these interpretations plausible. The first step was triangulation. There are four ways of triangulating. These are methodological, data, investigator and theoretical triangulation (Chilisa, 2012:167; Bryman, 2011:2). Firstly, the study applied methodological triangulation to ensure a measure of trustworthiness. In this case, data was collected using semi-structured interviews and document analysis. This two-pronged approach to data collection enabled the researcher to test and compare information assembled. Secondly, triangulation of data was also used. As indicated above, data was collected from Grade 10 teachers of English, Grade 10 teachers of Setswana, school heads of departments and two subject advisors.

### 3.10. VALIDATION OF DATA

The second step involved enlisting participants to validate data collected. A strategy called member checking was used to find out their views about the researcher's interpretations and asked them to provide feedback. In order for them to confirm validity of the interpretative process, a résumé of the results of the data analysis process was reviewed by four teachers and the two subject advisors who contributed data to this investigation. Their review was helpful because they are the ones responsible for the smooth implementation of the ATP. In fact, this research was partly an evaluation of their work!

After transcribing several interviews, the process of validating the transcriptions was started. Therefore, some of the transcripts were sent to the participants and they were asked to confirm whether they truly reflected what transpired during the interviews (member checking). This was not done with all participants, but some of them were requested to validate the transcripts. The following is a list of participants requested to validate their transcripts. Not

all responded as shown in Table-8 below. Instead 7 out of 11 (about 64%) validated their transcripts.

| PARTICIPANT            | DATE OF INTERVIEW | DATE OF VALIDATION |                       |
|------------------------|-------------------|--------------------|-----------------------|
|                        |                   |                    | Data validated YES/NO |
| Subject Advisor        | 07/02/2017        | 23/03/2017         | Yes                   |
| Head of Department     | 08/02/2017        |                    |                       |
| Head of Department     | 16/02/2017        | 31/03/2017         | Yes                   |
| Curriculum Coordinator | 13/02/2017        | 24/03/2017         | Yes                   |
| Teacher                | 15/02/2017        | 30/03/2017         | Yes                   |
| Teacher                | 15/02/2017        |                    |                       |
| Curriculum Coordinator | 21/02/2017        |                    |                       |
| Teacher                | 22/02/2017        | 30/03/2017         | Yes                   |
| Head of Department     | 22/02/2017        |                    |                       |
| Head of Department     | 24/02/2017        | 30/03/2017         | Yes                   |
| Teacher                | 24/02/2017        | 30/03/2017         | Yes                   |

Table-8: List of participants who validated their transcript

### 3.11. ETHICAL CONSIDERATIONS

Gray (2014:181) asserts that ethics in qualitative research is about answering questions, honouring commitments concerning confidentiality, privacy, acting in the spirit of informed consent and using the research effectively and morally. Hence, in this study, ethical considerations involved obtaining permission from gatekeepers to enter schools, informed consent, privacy, voluntary participation and confidentiality and anonymity.

#### **3.11.1. Obtaining ethical clearance from the university**

The researcher's university requires that, prior to data collection, a student should obtain ethical clearance from the Research Committee of their Faculty. Ethical clearance was applied for with the assistance of the supervisor. She obtained the relevant forms from the Committee which were completed. These forms were submitted to the Research Committee together with a copy of this research proposal. It was also required that the researcher submit copies of his research tools for clearance. Subsequently, together with the supervisor, the researcher met with the Research Committee to discuss the ethical clearance issue. Ethical clearance number NWU-00486-16-S9 was issued by the Committee. The Committee also issued the researcher with facsimiles of letters to obtain permission from institutions responsible for data sources i.e. teachers and subject advisors.

#### **3.11.2. Obtaining permission from school and departmental authorities**

Creswell (2009:86) urges researchers to respect both the site for research and the participants. Hence, in this study, permission was obtained from school and departmental authorities to conduct research in the selected schools and to involve teachers, heads of departments and subject advisors. Appendices V-X show letters from the University asking for permission to conduct the study, and responses from various institutions involved granting such permission.

#### **3.11.3. Participants' informed consent**

Another ethical issue is in respect of participants. The researcher ensured that participants were well informed about the study. The purpose of the study was explained to the participants, they were told how it would be conducted and it was impressed on them its meaningfulness to them. It was explained to them that the study was undertaken for purpose of research only and that no part of the information will be used for any other purpose. Participants were also well informed of the anticipated results of the study (Gomm, 2004:307; Brynard *et al.*, 2014:96). Thereafter, every participant was issued with a consent form to sign and return.

#### **3.11.4. Participants' privacy**

Another issue regarding participants was respect of their privacy (Gray, 2014:78). Democratic practice requires that researchers respect individuals' privacy. As a researcher, one was aware that one has no right to be intrusive regarding participants' privacy. Giving informed consent as stated above was part of what was done to respect the participants of this study in line with the axiological aspect of this study. They were also informed that they have the right to withdraw from the study at any time and that they could refuse to answer questions they find disrespectful regarding their privacy (Gray, 2014:78).

#### **3.11.5. Confidentiality and anonymity**

In qualitative research, confidentiality and anonymity are usually considered together (Ary *et al.*, 2014: 474). In many instances participants would expect the right to anonymity. In some cases, where researchers enquire into highly sensitive issues, they sometimes go to the extent of not keeping a record of the names of participants. This is because it could happen that one is required by a court of law to disclose one's sources. Sometimes, to protect the anonymity of their subjects, researchers use false names or just numbers. In this study, numbers were used because the participants requested it. Furthermore, the participants were assured that they would enjoy anonymity and confidentiality. This was important for this study to ensure that data collected was comprehensive and true (Ary *et al.*, 2014: 474).

To be able to quote the participants without violating the principle of confidentiality, the researcher resolved to give each of them a sobriquet or pseudonym. The seven teachers who were interviewed in a one-on-one situation are named OTO-1 or OTO-2 up to OTO-7. The five who participated in the focus group discussion are accordingly called FG-1 or FG-2 up to FG-5. The heads of department are simply referred to as HOD-1 or HOD-2 up to HOD-7. The subject advisors and curriculum coordinators are referred to as "departmental officials" in subsequent sections. Hence, they are identified as OFFICIAL-1 or OFFICIAL-2 up to OFFICIAL-4.



### 3.12. RESEARCHER'S POSITIONALITY

The researcher is a lecturer at the Mahikeng campus of the North West University. He is one of the staff members of the Faculty of Education and serves in the School of Professional Studies. He teaches students who aspire to be teacher/educator Curriculum and Professional Studies module.

The introduction of a new curriculum in school under the Department of Basic Education replaced the old syllabuses with the ATP. Thus the ATP constitutes the operational/implementation plan of the CAPS. The ability of teachers to implement it in the classroom is absolutely critical to the success of the current curriculum policy. Thus the researcher thought it very important to know how teachers are doing in operationalizing this document, what lessons can be learned from their experiences and what ideas can be suggested regarding curriculum policy implementation in future. Moreover, the students the researcher teaches at the university are being prepared to go and implement the same ATP. Hence, such knowledge has practical implications for his teaching work at the university. His students will immediately benefit from the knowledge he acquires in this study since he teaches them about the curriculum and its implementation in the classroom.

### 3.13. CONCLUSION

This chapter dealt with several topics related to the research design and methodology. First, it explained the paradigmatic perspective of this study. It explained the worldview of the study to clarify how it views Reality or Being; what the position of the study is regarding the nature of knowledge, how it is generated and understood. The phenomenological and hermeneutical assumptions implied by the nature of the study were elucidated. The chapter dealt also with how the research was planned to be carried out. It expounded on its qualitative nature, its qualitative design and qualitative data collection and analysis tools, how the participants of the study were selected was explained. It was stated how data analysis and interpretation were done. It pointed out the elements of trustworthiness and ethical consideration to be taken into consideration during data collection and analysis, and ended with an account of the background of the people who participated in this study, and also its limitations.

This chapter also dealt with preliminary steps taken to analyse the data collected from various sources. It explained how this data was organized and cleaned, how it was coded in preparation for its in-depth analysis and interpretation. What was achieved in this chapter determined what happened in the following chapters on in-depth analysis and interpretation of data. The tools evolved in this chapter were taken and utilized to understand the deeper meaning and implication of data collected for this study.

The next chapters deal with analysis and interpretation of data collected from the participants. This is where the exercise of presenting findings and their interpretation is carried out, and central themes and sub-themes critical for the outcome of this study are identified and distinguished (Strauss, 2015:7).

## **CHAPTER 4**

### **DATA ANALYSIS AND INTERPRETATION: DEPARTMENTAL OFFICIALS**

#### **4.1. INTRODUCTION**

This chapter presents the findings related to the category of participants referred to in this study as "Departmental Officials" or "Officials" organized by themes deriving from the schedule of interview questions. The officials were two subject advisors, one for English and another for Setswana, and two curriculum coordinators/planners, also one for English and one for Setswana, who were interviewed using the same questions heads of departments (HODs) and teachers responded to. The subject advisors guide and supervise teachers and school heads on the implementation of the curriculum. They train them and support them in their task to implement the curriculum. Curriculum coordinators are also tasked with the same assignment but are a rank higher than the subject advisors. They are the people who took part in the development of the CAPS, its translation to other languages and the training of subject advisors. They also visit schools from time to time to guide teachers and heads of department in the implementation of the ATP. The idea was to hear what they had to say about teachers' experience related to the implementation of the ATP.

The chapter analyses and interprets data collected from the officials and is organized under the following themes:

- officials' views on challenges experienced in the previous outcomes-based curriculum or RNC,
- officials' views on teachers' role in the implementation of the ATP,
- officials' views on the initial teacher training and orientation for the implementation of the ATP (induction in the CAPS and ATP),
- officials' views on continuous professional teacher support,

- officials' views on the impact of the ATP on teaching and learning activities and
- officials' views on the impact of situational and environmental factors and the future and possible revision of the ATP.

These themes are maintained in the following two chapters dealing with analysis and interpretation of data collected from heads of departments and teachers. To analyse and interpret them in detail, the themes are further divided into sub-themes identified in section 3.9 above. These sub-themes are also maintained in the two subsequent chapters as a framework for analysis and interpretation.

However, this chapter begins with a cloud representation which shows words that recurred during the interviews of the officials. This is followed by the analysis of data organized according to the themes and sub-themes stated above. It concludes with a summary of the findings.

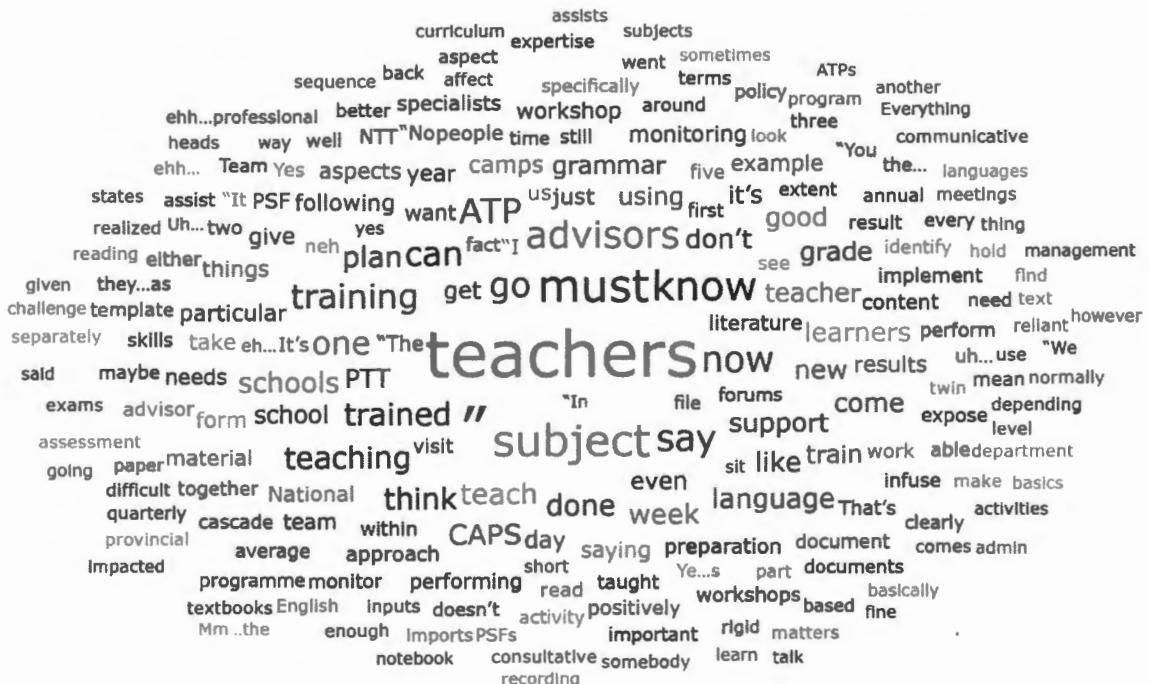


Figure – 11 *Word Cloud showing significant words and concepts in conversation with departmental officials*

Figure – 11 is a word cloud representation which shows that most officials mentioned words such as teachers, subject, ATP, subject advisors, CAPs, teaching and training during their interview. These words are depicted in the cloud image as having been repeated more than the others during interviews. However, the analysis focused on the themes, so the quotes and the multiple quotations were developed within the context of the six themes listed in the previous chapter. The four departmental officials interviewed for this purpose expressed themselves fully regarding broad aspects and topics relating to teachers' experiences in implementing the ATP. They spontaneously spoke more than the other categories of participants. This chapter reports on the themes and sub-themes attributed to these participants. Where necessary, quotations from the data are used to substantiate the arguments.

#### 4.2. OFFICIALS' VIEWS ON CHALLENGES EXPERIENCED IN THE PREVIOUS CURRICULUM

The four officials responded to questions related to this theme on challenges experienced in the previous outcomes-based curriculum, or RNC. The theme is divided into the following two sub-themes or codes created for purposes of analysis and interpretation using the *Atlas.ti.8* programme.

- *Administration and paperwork*
- *Sequencing and pacing of content knowledge and other administrative duties e.g. textbook distribution and service in the School Governing Body (SGB).*

When a new curriculum was introduced in the South African school system in 2009, it was expected to resolve the challenges that had come with the previous programme. This section reports on what departmental officials said during interviews about this expectation. The two sub-themes or codes constitute an initial level of preparation and organizing of data collected from these participants into meaningful and manageable chunks for analysis. What follows now is an in-depth analysis of these participants' thoughts and feelings about these sub-themes.



#### 4.2.1. Administration and paperwork.

These two concepts of administration and paperwork are discussed concurrently because participants referred to them in the same context during interviews. Most officials did not believe that teachers still have heavy administrative responsibilities to carry. Responding to the question whether the ATP has solved the challenges teachers had in the previous programme, one of them (Official-2) responded that teachers have less forms to fill and also they do not have to record informal assessments. The Official said: "*The administration they do is just to prepare, assess and record...formal assessments.*" This official believed that the ATP has resolved the problem of teachers having a lot of paperwork to manage. Teachers can use just one form, which is the ATP. The ATP has resolved the routine of having to do the lesson plan. The official indicated that since the ATP can be used to prepare a lesson plan, therefore, teacher's additional administrative responsibilities would only include assessment and recording of the marks. The official further clarified that the task of recording formal tasks is limited in scope in that it includes only three to four items, and that it differs from subject to subject. The official down-played the weight of administrative responsibilities teachers should perform.

The same views and thoughts were expressed by the other two officials when responding to the same question. One of them (Official-3) agreed with Official-2 that whether teachers' administrative challenges have been resolved differ from subject to subject. But for languages, administration and paperwork is not so much. The official also attributed this to the nature of the ATP. The third official (Official-4) also agreed with the others but pointed out that the most important thing is that "*the teachers must do the...preparation.*"

When Official-4 was asked whether teachers have any other administrative duties besides preparation of lesson plans, the response was that the only other paperwork they do is recording of marks for the purpose of "*analysis of the results and to come with interventions*"

A full response from Official-4 was illuminating because it summed up the feelings prevalent among the officials regarding this sub-theme. Official-4 repeated that administration and paperwork have been reduced, but recording of marks is essential in order for the teacher to facilitate intervention in support of learners who are experiencing challenges. If it is not

carried out, this critical support of learners by the teachers will be impossible. The official did not regard it as a burden to the teachers. The same applies to teachers having to maintain files. The official believed that teachers must have at least one file to keep important documents and records. One of these documents is the ATP which the official also believed facilitates lesson planning.

Only Official-1 contradicted what the others said and stated that teachers still have a lot of administrative work to do in this plan. Official-1 said that, as a subject advisor, she sympathized with teachers. *“The ideal with CAPS was to minimize the admin, but in reality, it is not like that. Teachers are still heavily inundated with admin work”* she said. She cited what she called *“constant recording of marks”* which she said involved a lot of paperwork, although the CAPS had intended to reduce involvement of teachers in heavy administration. The response of this official indicated that she expected the ATP to reduce the burden of administration teachers had in the previous programme. The thinking of this official resonates with the views of teachers in this study that this is something the implementation of the ATP should have addressed. But the official is disappointed that it has not happened in that way and teachers still carry a heavy administrative burden. She mentioned lesson preparation and recording of marks as examples of this heavy administrative load.

#### **4.2.2. Progression, sequencing and pacing of content and other administrative duties**

Even though they had a lot to say, departmental officials did not mention anything regarding or related to this second sub-theme on sequencing and pacing of content knowledge and other administrative duties. Not a single one of them talked about the progression, sequencing and pacing of content of the ATP. This could be attributed to the fact that they are not directly involved with teaching and learning in the classroom. It was seen when analysing data collected from the teachers that this is one of the matters they are concerned about related to the implementation of the ATP.

The words of one of these officials that *“I think it has. It has,”* summed up the findings in this section. Officials believed that teachers have fewer forms to fill because the annual teaching plan is also the lesson plan. They plan it in such a manner that teachers can use it for

planning and for teaching. They also acknowledged that teachers have the administrative responsibility of recording marks. However, they regarded the exercise of recording marks not as an administrative burden, but as a very essential task. Teachers must be aware of the level of performance of their learners; hence they must record the marks. Teachers should also analyse the results to be able to intervene and assist struggling learners in future. They did not believe that this constitutes a burden because nowadays teachers have a programme called SAMS which they use to facilitate the capturing of marks.

Another belief by the officials is that teachers cannot do without files. They must have at least one file. Where possible they can have two, a management file which will contain the management plan and all other documents like policy documents, policy related documents, such as the ATPs, CAPS, such as the NPPPR, (National Policy on Progression and Promotion); all documents that come from the Department for support. They can have another file where they do their plans. The plan file will have the ATP, the program of assessment and lesson planning. Officials also expressed that the lesson preparation is not necessarily fixed. It is flexible in the sense that teachers can follow any template or do something on a notebook.

Therefore, what was found in this respect is that most officials believed that teachers have lighter administrative duties in this plan.

#### 4.3. OFFICIALS' VIEWS ON TEACHERS' ROLE IN THE IMPLEMENTATION OF THE ATP

The second theme discussed by the participants was the role of teachers in curriculum policy development and implementation. The following two sub-themes emerged from data related to this theme during preliminary data preparation and organization.

- *The role of teachers in curriculum development,*
- *Forums in which teachers and the HODs give subject advisors feedback on the implementation of the ATP.*

The following is an in-depth analysis and interpretation of what these participants said about these two sub-themes/codes during interviews and ultimately what they thought about the theme associated with them.

#### **4.3.1. The role of teachers in curriculum implementation**

All four officials recognized and accepted that the role of teachers is to implement the ATP in the classroom. This was made clear by the responses of officials when they responded to questions about the role that teachers play in curriculum policy development and implementation. Official-1 said English teachers are custodians of the English curriculum. Their role is to implement what is reflected on the ATP. The ATP has a number of activities divided into terms which they should implement effectively in the classroom. Official-1 said: *“So, if you do all of those activities then the ATP has been covered successfully at the end of the year. So that means, for Grade 10 if you did the necessary activities, you followed the teaching plan, by end of November curriculum CAPS for grade 10 has been covered.”* She repeated that teachers *“are just implementers.”* Official-4 agreed with Official-1 that the teachers’ role is to implement the ATP in the classroom.

The brief response of Official-4, which, like that of Official-1, clarified that teachers have only one role of implementing the curriculum as decided by DBE in terms of what the curriculum is, and implement it in their classrooms. They do not have any role in the formulation and development of curriculum policy. Official-1 elucidated further how teachers are expected to implement the ATP in their classrooms. The official pointed out that they should implement it effectively, term by term, to cover the whole year. They must ensure that ultimately, all teaching and learning activities prescribed in the ATP are covered. The officials believed that if they implement the ATP effectively i.e. if they do all items scheduled for different terms they will be successful at the end of the year. Therefore, implementation means teachers covering the scheduled classroom activities during the year because *“they are just implementers”* as Official-4 said.

#### 4.3.2. Forums for feedback on the implementation of the ATP

When probing further to understand how the officials get feedback from teachers and HODs regarding the implementation of the ATP, Official-3 stated that, as a curriculum developer and planner, she meets with subject advisors. During this meeting which is called the Professional Support Forum (PSF), *“we sit together, we identify language aspects that must be taught, we sequence them for them, and then they make their inputs, and they also as subject advisors, go down and hold this professional support meetings forums with the teachers, and the heads of department.”* The idea is that after this, subject advisors would cascade the training down to teachers and heads of department.

When asked whether the PSF is a forum that assists officials to find out what the teachers think about implementation of the ATP, Official-3 responded that *“...It works two ways. It is a top-down and down-top process. Because sometimes when they come to me, the subject advisors, they already have their information from the teachers.”* This official said the ATP is an annual document and thus this official explained that they meet every year. Each meeting is intended to prepare an ATP for the following year. This official also said that *“if there is no need for any change, we leave it.”* Official-4 added that she gets feedback during school visits or via a report received from the subject advisor. The official explained that subject advisors report to their offices and also sends a copy of the report to her office.

Official-2 explained how the process worked and said that the PSF meeting is for the purpose of implementation and evaluation. The official said at the PSF they talk about these things, and thereafter they take them to the next level, which is the provincial PSF, where they are discussed further.

Official-3 in fact gave a lengthy explanation that curriculum coordinators meet with the subject advisors in PSF. In this forum, they discuss and come to a conclusion about aspects of the CAPS constituting the ATP. They identify language aspects that must be taught, and sequence them for the teachers. Subject advisors contribute ideas which are incorporated into this document. Thereafter, subject advisors hold similar professional support forums with the teachers and the heads of department. The purpose of these meetings is to cascade the process downward and then get inputs from the teachers. Because of these steps, Official-3 regarded



the process as being consultative in nature. The official saw a bigger role for teachers and the heads in this process. According to this official, they have the opportunity to contribute their thoughts when they sit down with subject advisors to look at what the latter decided on with curriculum coordinators. The official perceived this consultative process as significant for teachers in the process of curriculum development. The official explained that *“it works two ways”*. It is top-down and bottom-up because sometimes, when the subject advisors meet with her, they have already met with teachers and got feedback from them. To the official this is a form of involvement of the teachers in this curriculum planning and implementation process, especially that this process takes place every year because the ATP is adjusted annually.

It could be argued that such involvement of teachers constitutes more than just being implementers of the ATP, although this arrangement is just an informal practice. For it to be a substantive role of teachers in this process, it would need to be prescribed in a policy document and be mandatory for all.

Other officials described different consultative practices they engage in with teachers. Official-4 stated that feedback from teachers reaches her through her visits to schools and reports submitted by subject advisors to her office. Official-2 also referred to the PSF but, in addition, mentioned that teachers' input is taken further to the provincial PSF.

None of these changed the message of the officials that the role of teachers in this programme is exclusively to implement curriculum decisions taken elsewhere. None of the officials saw anything wrong with this arrangement. They all thought it to be normal and the best way to facilitate implementation of the ATP. But the findings suggest an additional role of feedback and evaluation. Teachers seemed to be able to give feedback which reaches curriculum coordinators via the subject advisors. This is done through the PSF meetings.

#### 4.4. OFFICIALS' VIEWS ON INITIAL TRAINING AND ORIENTATION

The third theme which was discussed by the participants was on training and orientation in the implementation of the ATP. The following sub-themes had emerged:

- *Teachers are trained professionally by subject advisors*

- *Subject advisors receive training and documents from the departmental officials and cascade them down to the teachers*
- *Methods, approaches and content used to train and orientate teachers on the ATP,*
- *Frequency and length of training and professional orientation received by teachers.*

The following is an analysis and interpretation of what the officials said about these sub-themes and their thoughts and feelings related to the theme.

#### **4.4.1. Training of teachers and subject advisors**

This theme referred to the training that teachers received to efficiently implement the ATP and other aspects of the CAPS. Officials responded to the question which enquired about who initially trained teachers when the CAPS was introduced in 2011/2012. Responding to the question, Official-1 said that teachers were trained by subject advisors. Subject advisors were trained by officials from DBE. The official explained that after training they were given *“the necessary materials to cascade to our teachers. So...the same material they used on us for that week, we had now to use that material and then present it to our teachers. That is how the teachers received their training.”* This official also explained that they were trained for one week.

Official-3 explained that curriculum coordinators trained subject advisors. They had a National Training Team of which she was a member. This NTT trained subject advisors throughout the country. The people who comprised the NTT also did what the official called “versioning” of the CAPS, i.e. translated the English version of the CAPS to other South African languages. Official-4 agreed with Official-3 and elaborated further on this process. This official said that from the NTT, Provincial Training Teams deployed to train the subject advisors were formed.

In brief, while teachers were trained by the subject advisors, the subject advisors were in fact trained by staff from DBE. Subject advisors were given some materials to use in training teachers. The same materials used to train them were given to them to train teachers.

#### 4.4.2. Content, methods and approaches

Officials were asked how teachers were trained by the subject advisors in order to prepare them to implement the ATP i.e. the content, methods and approaches used to train and orientate teachers on the ATP. The question was intended to find out from the participants about the approaches subject advisors used to induct them in the implementation of the ATP. The essence of the question was to find out what role teachers had in their own training, to establish to what extent they were participating in their own training.

Official-2 responded to questions about this sub-theme on the role teachers played in their training by emphasizing that: *"We discuss the results, we identify the content that is giving them the problem then we show them how to teach that content."* Obviously, the officials did not share much about how teachers participated in the training. But one can deduce from the response of this official that they had some active role in the training. They apparently participated in discussing certain topics and had a role in identifying the content of training. However, the language used by this official did not conclusively indicate what role teachers had in their own training. Perhaps their role was to engage in discussion.

Official-2 commented as follows about the nature of the content in which teachers were trained: *"It was both. Professional, that is, it dealt with the content... (not audible) and assessment, and how-to assess as well as administration, the file arrangement, all those things...."* This official explained that teachers were trained in both professional matters and administrative policies. They received training related to the content of the subjects they teach. They were also trained in administrative matters such as the maintenance of the teachers' file. Official-2 also implied that there were other administrative matters in which teachers were trained.

#### 4.4.3. Frequency and length of training

The next sub-theme dealt with frequency and the length of training teachers underwent, especially at the beginning when the ATP was first introduced. The questions related to this sub-theme were intended to find out how long and how frequent was the training of teachers

in the ATP. The ATP was an amended version of the previous programme and teachers had to be inducted in its use. It is part of this study to find out how long that orientation took and how many times it was repeated. Two of the Officials pointed out the following.

Official-1 stated that the training was for one week and felt that it was too short and a bit rushed. She thought that it did not give teachers sufficient time to understand what they were taught. Teachers did not even have time to ask pertinent questions. This official also revealed that new schools that were coming on board received only one-day training to prepare them to implement the ATP. Mostly these were “rationalized” schools, that is, they were middle schools that were promoted to become secondary schools. Official-1 stated that *“even as trainer you are worried, whether am I going to cover all of this within one week. It was too fast-paced that training. And it was imperative that follow-up workshops should have been done.”* The official explained that the speed was caused by the need to save on teaching time resulting in only 3-5 days of training. Therefore, only important things were covered during the training.

These responses from these two officials brought up a number of issues worth noting about this sub-theme. Firstly, both officials indicated that the training teachers initially had when the ATP was introduced was five days long, which according to them was too short and seemingly rushed. Teachers did not even have time to ask questions. Only when they started implementing the ATP in the classroom did they have questions. Official-1 described it as “fast-paced” and was worried that not all the topics would be adequately covered in five days. According to this official, follow-up work was necessary but apparently this was not instituted. The official added that some schools missed the five-day workshop because they were middle schools which were later elevated to the level of secondary schools. But instead of taking them through a whole week training, these schools were afforded only one-day training. After some hesitation, Official-3 agreed with Official-1 that the training was five days. This official added further that even the training received by the subject advisors was five days. And most officials indicated that the five-day training took place only when the curriculum was introduced.

In brief, findings related to this theme included that teachers were trained to implement the ATP by the subject advisors. The subject advisors were trained by the PTTs whose members were curriculum coordinators. Subject advisors trained teachers using the same material



coordinators utilized to train them. In this way, they cascaded the training they received down to the teachers. Teachers were trained in both content and administrative issues. They participated in their training to a certain extent by being involved in discussions. The initial training took five days and it was never repeated.

#### 4.5. OFFICIALS' VIEWS ON CONTINUOUS PROFESSIONAL TEACHER SUPPORT

Continuous professional support is critical for successful curriculum implementation. Any new initiative teachers are required to implement in school needs to be supported with training and continuous support. Respondents answered a few questions related to this theme. Data collected was also codified using *Atlas.ti 8*. This exercise resulted in the following sub-themes or codes:

- *Teachers are professionally supported by HODs and subject advisors,*
- *Forums in which teachers get professional support and orientation.*
- *Textbook supply constitutes first line of support of the teachers,*
- *Capacity of subject advisors to train and give professional support in the implementation of ATP to teachers,*
- *Relationships between teachers and subject advisors*
- *Possibility of training of the teachers being done by other people to assist the subject advisors.*

Data collected from the departmental officials on this theme was therefore discussed with the help of these sub-themes to establish the position of these participants in this regard. Some of them are discussed jointly due to their being related.

##### 4.5.1. Teachers support forums and the textbook supply

Regarding the sub-theme on how teachers are professionally supported by HODs and subject advisors, forums in which teacher get professional support and orientation, and the supply of



textbooks as first line support for teachers, Official-3 explained about PSF meetings and workshops held with teachers as follows. The official said that the curriculum coordinators hold provincial PSF meetings quarterly with the subject advisors. In such forums they discuss several matters including challenges experienced by teachers, how to approach implementation of the ATP, assessment and other matters. This was evidenced by the official's comment that the subject advisor would then *"take information to the teachers. They also discuss whatever that we discussed. I do it first with subject advisors, and then they take it back to the teachers."*

What Official-3 explained about a forum was also mentioned by other respondents during the interviews. Official-3 elucidated that the PSF and other forums have been created to give professional support to teachers. The PSFs are convened quarterly. The official described how things develop towards the holding of a PSF workshop involving the teachers. She stated that first the curriculum coordinator calls for a provincial PSF. This forum involves them and the subject advisors. This is where subject advisors are trained to enable them to give proper support to teachers. In keeping with what they said previously, Official-3 mentioned that training in the PSF involves both administrative and content training. Having been trained at the provincial level PSF, subject advisors go to the teachers and have them undergo the same training to support them in the implementation of the ATP.

Besides the revelation that HODs sometimes induct teachers, Official-1, who gave more details about that process, explained that the PSF is an important professional support forum. They convene PSFs with teachers in order to cascade curriculum knowledge to teachers after getting it from the curriculum coordinators. The official said: *"Yes, this is also just what the name entails, it is a professional support forum. So, at this gathering you have either GET or FET teachers for a specific subject. It is important that you also cascade some curriculum knowledge in the PSF. So, it is not just telling teachers what your file needs to look like. There again you go through ATP. You explain what should be done, you explain the programme of assessment, because every year you have new teachers entering the system"* The official was eager to explain that they do not use PSFs to discuss teachers' files only. They utilize this forum to assist teachers and to induct new staff members. They go through important documents with the teachers, especially the ATP. Other officials added that teachers come to the PSF with challenges they have experienced during implementation. These are duly addressed in the PSF meeting. They also confirmed that the PSF is held quarterly. However, another official said

that the PSF and monitoring *“are my two tools for assisting the educators.”* And another official mentioned that the national department is starting with the strategy of having subject committees. Official-1 also added how the textbook plays a role as a tool for teacher support. This official shared that textbooks supplied by the Department are in line with the ATP, and that monitoring is something important they use to support teachers. *“Subject advisors would monitor their progress in terms of the ATPs. So, by the mere fact that they know somebody is monitoring whether I am moving with the ATP, is also a way of making teachers focus on the ATP and trying to implement it.”*

#### **4.5.2. Subject advisor capacity and relationships with teachers**

These respondents did not mention anything about these three sub-themes on capacity of subject advisors to train and give professional support to teachers in the implementation of ATP, their relationships with them and the possibility of training of the teachers being done by other professionals.

The issue of subject advisor capacity was not mentioned by either of the curriculum coordinators. Neither did they have any input to make about the relationship between the departmental officials. Only one subject advisor had something to note about these issues, as would be seen in later chapters of this study. Only Official-1 alluded to the possibility of being assisted by other professionals in giving support to teachers.

In brief, officials identified two or three strategies they utilize to support teachers in the implementation of the ATP. They pointed out that these are the PSF, workshops and the exercise of monitoring. The meaning of monitoring is discussed at length in the section dealing with findings from document study.

#### 4.6. OFFICIALS' VIEWS ON THE IMPACT OF THE ATP ON TEACHING AND LEARNING

The fifth theme was about participants' views on the nature of the impact of the implementation of the ATP on the process of teaching and learning. The introduction of the CAPS and its ATP were specifically intended to improve classroom instruction. Teaching and learning had suffered due to the challenges teachers had with the previous curriculum. That curriculum was reformed, and the CAPS and its ATP were supposed to ameliorate these challenges and improve classroom instruction. Participants were engaged on this issue and data collected was codified. The codification of data resulted in the following codes or sub-themes which are utilized in this section for analysis and interpretation:

- *The structure of the ATP, teachers' capacity to keep up with its schedule and maintain creativity and initiative,*
- *Capacity of teachers to keep up with the schedule of the ATP and use their initiative and creativity,*
- *Teaching methods of integrating skills of reading, writing, speaking and grammar in one content: Communicative approach and the challenge posed by the contextual or integrated teaching approach or method,*
- *Teachers' knowledge of the ATP and its relationship to their prior knowledge*
- *Challenges posed by the gap between the GET and FET bands.*

These sub-themes are analysed in this section on the basis of the *Atlas.ti* 8 quotations related to them to discover the meaning of what officials said about this theme. Again, where possible these sub-themes are discussed jointly.

##### 4.6.1. The structure of the ATP

Officials and other participants were asked about their thoughts regarding the impact of the ATP on classroom instruction and teaching and learning, and the extent to which it accommodates creativity on the part of the teacher. The officials expressed their thoughts about



the impact of the ATP on teaching and learning. For instance, Official-1 said the impact of the ATP on teaching is positive. Evidence to this effect is in the form of the work done by teachers. However, the official lamented the lack of creativity on the part of teachers. She said: *“What is lacking is the element of creativity. What you also don’t see is ...is teachers coming up with their own worksheets. They are very reliant on that textbook, very reliant on what you give them”*. It is evident that Official-1 is clearly positive about the impact the ATP has had on classroom instruction but laments the lack of creativity. Official-1 stated that this reluctance to be innovative on the part of the teachers is seen in their reliance on the textbook. The meaning is that teachers tend to use only the textbook in the classroom and do not improvise other media themselves. It does not mean that the officials believed that the ATP is rigid and does not allow creativity. On the contrary, as said in the section below, they are convinced that it allows teachers to be innovative. Another point was that officials thought that the ATP has a very flexible schedule which allows teachers to manipulate it as they wish.

According to Official-2 who said: *“It doesn’t force you to go according to the ATP, you can mingle around with it depending on the...it’s flexible, is not rigid, is not rigid”*, the ATP is flexible and does not require a teacher to proceed strictly according to its schedule. The official said teachers can move topics around and choose which one to start with. They do not need to adhere strictly to the written schedule. This belief differs from what teachers and HODS said as indicated in the other chapters. These other respondents did not agree that *“the teachers now have that leeway to either spend more time or she can either move faster over few things. We are not limiting them to say you must only have these activities. It is not too rigid. If I want to do what needs to be taught in week three in week one I can still do that. So you are allowed a bit of flexibility provided that you cover what is on the ATP”* (Official-1). According to the officials there is no reason why teachers should not finish the syllabus. The ATP is flexible enough to allow them to change the way topics are scheduled and even re-allocate time according to the needs of the learners.

#### **4.6.2. Methods of integrating skills or the contextual approach**

All officials believed that it is possible for teachers to teach grammar in a contextual approach which integrates skills, as described by Official-4. What this official explained is that from Grade 7 to Grade 9, children learn grammar in the traditional way of teaching them parts of speech such as noun, verb, adjective and adverb directly. However, from Grade 10 to 12, these

parts of speech are taught in a communicative or contextual approach. That is, a Grade 10 teacher would look for a story, poem or advertisement to teach. When teaching that story or poem, the teacher will ensure that learners note and learn the parts of speech and other grammatical aspects in that content. Both subject advisors and curriculum coordinators were prepared to admit that this approach is difficult for the teacher. They said that learners do not do well in this aspect. Perhaps this explains why in this study it was found that the majority of teachers are not happy with this approach. One of the officials summarized it as follows:

*“It is to contextualize grammar. So that is why when we say to them when you teach the literature, infuse the grammar in there. You know, train the learners to be able to identify the grammar aspect there, the use of it, whatever is in there. Even when you go to the cartoon there you still get some grammar aspects in that cartoon, even in the advert. So, that is what is giving us a challenge now.”*

#### **4.6.3. Teachers’ prior knowledge and the gap between the GET and FET bands**

One of the officials indicated that *“the teaching plan is not new. It is not new. The teaching plan just allows teachers to become more focused on what they are teaching.”* (Official-1) Another one added that *“you know when the teachers hear the word CAPS, or they hear the word National Curriculum Statement, NCS, they think everything is new. Everything is what they know. The only thing is the approach.”* (Official-3). Hence officials did not expect teachers to be confused or surprised by the ATP. For them it is something familiar to them which has been slightly adjusted. The official did not contribute anything about the gap between the GET and FET bands.

Officials thought that the ATP is flexible and allows teachers to be innovative and creative. They also believed that teachers can teach children using the contextual approach. However, they accepted that currently teachers are not efficient in implementing this approach.



#### 4.7. OFFICIALS' VIEWS ON THE IMPACT OF SITUATIONAL FACTORS AND THE FUTURE OF THE ATP

This theme is about the impact of situational and environmental factors on the implementation of the ATP. It also dealt with the question whether the ATP needs to be reviewed. During data preparation and organization, two sub-themes emerged.

- *The impact of situational and environmental factors*
- *Possible revision or amendment of the current format of the ATP.*

The two sub-themes are discussed below to analyse and interpret what the officials thought about these codes or sub-themes and the related theme.

##### 4.7.1. The impact of situational and environmental factors

Officials did not pronounce much about situational and environmental issues such as learner discipline and teacher-learner ratio. Official-3 said that big learner numbers impact negatively on the implementation of the ATP. This official thought that the appropriate number in class would be 35-40 learners. She thought that the current 55 represents overcrowding. However, the official agreed with other participants that DBE is doing its best to supply LTSM. The teaching media they commonly refer to are the textbooks.

##### 4.7.2. Revision or amendment of the current format of the ATP

The officials were not in favour of contemplating revision of the ATP at present. Their feelings are that its implementation can still improve. When asked about this, Official-3 answered straightforwardly that *"I don't think it needs any alteration."* The same answer was given by Official -2. He said the programme does not need to be altered now.

#### 4.8. CONCLUSION

The analysis and interpretation of data collected from the departmental officials was done in the chapter to arrive at the meaning of what they said about the implementation of the ATP. Six themes were utilized in this analysis. They were about challenges emanating from the previous curriculum, the role of teachers in the implementation of the ATP, training and orientation, professional support, impact of the ATP on learning activities, and situational and environmental factors. The findings revealed that most officials believe that the ATP has improved on the problems experienced in the previous curriculum. The teachers' role is to implement the ATP in the classroom, training is done by officials and subject advisors, teachers were comprehensively prepared for the implementation of the ATP, teachers can implement the contextual approach to language teaching, the ATP does not impact negatively on teaching and learning, and the ATP is not a new concept and it does not need revision. The next chapter presents the findings from the point of view of heads of department.

## CHAPTER 5

### DATA ANALYSIS AND INTERPRETATION: HEADS OF DEPARTMENTS

#### 5.1. INTRODUCTION

As mentioned in the previous chapter, this chapter presents findings with regards to the Heads of Departments (HODs) organized according to themes emanating from the interview questions. The themes referred to here are the same as those used in the previous chapter. Data collected from the HODs were analysed using the *Atlas.ti 8* programme and codes were created and linked to the relevant themes. The analysis and interpretation end with a brief conclusion.

The seven HODs interviewed in this study are part of the School Management Team (SMT). The SMT comprises all senior personnel in a school responsible for the supervision of teachers and learners. They come after the principal and deputy principal in respect of authority in a school. But what is significant about them is that they work closely with the teachers they supervise. They report to the deputy principal and the principal regarding their task to manage and are responsible for a group or team of teachers affiliated to their department. This affinity to teachers makes them appropriate people to talk to when one wants to hear about teachers' experiences in implementing the ATP. Furthermore, these HODs are not only administrators; they are also allocated classes to teach. Therefore, when they talk about teachers, in some instances, it would be in reference to themselves.

Figure - 12 is a Word Cloud showing what the HODs emphasized in their responses when they were interviewed. It indicates that they talked relatively more about the plan, teachers teaching, lessons and curriculum. Their focus differed slightly from that of the departmental officials who expounded more on teachers, subject, ATP, subject advisors, CAPs, teaching and training. The word cloud of the officials clearly indicated that they referred more broadly to issues compared to the HODs.



subject content. This section deals with what HODs believed has been achieved in resolving these problems.

### 5.2.1. Administration and paperwork

Most HODs stated that they did not believe that the ATP has managed to improve the situation regarding the administration and paperwork done by teachers. Unlike the officials, almost all HODs said that the administrative work that is done by teachers in the current ATP has increased! Only one of them said something slightly different. Most of them cited several instances, some of which are discussed below, as examples of the load of administrative work teachers should carry in this programme.

When asked about this, HOD-1 said that teachers were told that administration and paperwork allocated to teachers would decrease in this programme. However, HOD-1 said this has not been achieved. Teachers' administrative responsibilities have "*doubled*". The HOD mentioned instances of filing which are allegedly done "*every time*" and are "*cumbersome for the teachers*", and also mentioned capturing of learners' mark on a computer.

The feeling of HOD-1 was echoed by HOD-2 who also believed that "*administration is even more*". This HOD named examples such as administration of learner portfolios. The HOD believes that: "*It's a lot of work. It's not easy for teachers that each learner should have a portfolio*". Next, the HOD mentioned that teachers find doing lesson plans cumbersome. Therefore, some decide to go to class without a lesson plan. The HOD also quoted responsibility of administering a series of formal assessment tasks learners must write quarterly and the examinations. HOD-2 said: "*Now they must write these things they call formal tasks. ...It's a lot of work, especially in the languages. You find that they must write four tasks. One is two essays, another language and another oral, and they have to mark. In addition, at the end of the quarter is a test, and the next quarter is exams. Three papers. And then another thing, when children finish writing you must analyse the results and say how many did not do well in how many terms...It's a lot of work for the teachers.*"



Like their other colleagues, the two HODs quoted here believe that the administrative responsibility given to teachers in this programme is heavier than it was in the past. Both these HODs are from Quintile 4 schools that are relatively well-resourced. But as would be seen with other examples, HODs from less privileged schools felt the same. HOD-1 accepted that teachers need to keep records. However, she regarded the teachers' duty to do continuous filing as a "cumbersome" responsibility. While HOD-2 regarded capturing of the children's marks as burdensome, another thing about it is that it is not rewarding because it is often an inaccurate exercise.

Most of the instances described by these HODs such as heavy administrative responsibilities were brought up by the officials. However, officials regarded them as normal additional responsibilities teachers must carry out in order to be efficient. On the other hand, these HODs cited them as examples of an unnecessary administrative burden teachers should perform. It was not only HODs from Quintile 4 schools who had said this. Their counterpart, HOD-3, from a quintile 1 school, stated that administration is a challenge. The HOD believed that managing files, learner workbooks/portfolios, formal and informal assessments is a lot of administrative work. And when asked about other administrative duties teachers do, HOD-4 from a quintile 2 school cited distribution of books, recording and analysis of learner marks, related documentation and oral work. This HOD-4 explained that activities such as oral work are cumbersome because of the large numbers of learners teachers have to manage. The question of teacher-learner ratio is an important aspect in the implementation of the ATP and is dealt with under the sixth theme.

HODs agreed that there is still a problem with the load of administrative duties teachers should do. HOD-3 further alluded to the consequences of teachers being preoccupied with administration. The HOD seemed to attribute and link the phenomenon of progressed learners to the load of administrative responsibilities teachers have. Progressed learners are learners who can proceed to the next grade after failing their current grade several times. This is done to avoid having them repeat one grade multiple times. When asked to give examples of the administrative duties weighing heavily on teachers, this HOD mentioned things such as maintaining teachers' and learner's files and also formal and informal assessment.

HOD-6 was somewhat moderate in responding to this question. He differed from the other participants because he argued that *“Other administrative duties have been given to the HOD. So, the HOD is actually having little bit double the amount of administration to her/him as he/she is heading the department, so he is having two files.”*

In brief, the majority of the HODs thought that teachers’ administrative responsibility has increased in this curriculum. They thought that in fact it has increased to such a level that it interferes with teaching; thus, learners are not taught adequately, and some are progressed without passing grades properly. They differed from the official who did not see filing, many formal tasks, many examination papers and recording of marks as an administrative burden on the part of teachers.

#### **5.2.2. Progression, sequencing and pacing of content and other administrative duties**

All HODs mentioned nothing about the challenges of sequencing and pacing of content knowledge. The same was also noted in the case of departmental officials. The probable explanation of this omission is that most HODs are relatively more qualified than the ordinary teachers. Therefore, they can cope better with content-related challenges presented by the ATP in the classroom. But because teachers are less experienced, they come across these challenges and would require assistance in many instances. However, HODS did not bother to make mention of challenges of such a nature, even though, unlike the officials, they teach learners these languages.

In brief, most HODs differed from the officials in responding to this topic. They believed that teachers are still inundated with heavy administrative duties and paperwork. They regarded this as a hindrance to teaching and learning. And some of them thought that such a burden causes them to give less attention to learners, hence some of them perform poorly. When asked to give details of such administrative duties, they made mention of many assessment tasks they should set and mark, capturing or recording of marks, and analysis of results, learners’ and teachers’ files, lesson preparation and the multiple examination papers. As noted above, many of these were mentioned by the official who regarded them as normal

duties of a teacher. There is therefore similarity, but the difference is that while the officials regard this as normal administrative work, HODs regard them as burdensome.

### 5.3. HODs' VIEWS ON TEACHERS' ROLE IN THE IMPLEMENTATION OF THE ATP

This section reports on findings regarding what HODs said about this theme on the role of teachers in curriculum implementation in respect of the ATP. The theme is codified into two sub-themes similar to those utilized in the case of the departmental officials. Therefore, this section reports on findings related to what the HODs said about the following sub-themes during interviews.

- *The role of teachers in curriculum policy making, development, implementation, evaluation, and revision*
- *Forums in which teachers and the HODs give subject advisors feedback on the implementation of the ATP*
- *The role of teachers in curriculum policy making, development, implementation, evaluation and revision*

#### 5.3.1. The role of teachers in curriculum implementation

The HODs were asked the following question regarding the role of teachers in curriculum policy-making and implementation: *What is the role of the English/Setswana teachers in the process of implementation of the CAPS teaching plan? Policy formulation, implementation or evaluation?* It can be said without a doubt that the following responses of some of the HODs echoed those of the officials. For instance, HODs 2, 3, 4, and 5 stated that the role of the teacher is implementation of the ATP in the classroom. In the previous chapter, a finding was reported that officials agree that the role of the teacher in this plan is to implement it efficiently in the classroom. They did not accord them any other role such as policy-making, development or evaluation. The only other extension of the role they conceded was that they have forums where teachers can give them feedback on how they are doing in the implementation of the ATP.

The responses of the HODs confirmed the assertions of the officials that the main role of the teachers is implementation. They confirmed that teachers have no role in curriculum policy making and development. They implement policy conceived by other functionaries of DBE. Secondly, one of them mentioned that they also engaged in the evaluation of the ATP. This explanation is taken to mean that they give feedback to the HODS about the ATP. This was also alluded to by the officials.

Therefore, the finding in this respect is that HODs stated that teachers' role is that of implementation. They also have the opportunity to give feedback to the subject advisors on how the implementation of the ATP is going.

There is a desire to involve teachers more in curriculum development. HOD-1, who was the one most willing to share her thoughts on these matters, expressed them in the following words: *"I think when they draw it, I don't know who is responsible for coming up with it. Maybe if they were to involve us teachers there, us on the ground, grassroots level, maybe if we would be involved in helping or, what. Being consulted, advising. Because we are the one who are doing practical, maybe it can be done in such a way that it benefits both the teachers and learners. Yes, we usually voice our challenges."*

### **5.3.2. Forums for feedback on the implementation of the ATP**

Another sub-theme or code HODs addressed was about the platforms and spaces available for teachers to give feedback to the department about the ATP. HODs identified such forums and spaces during the interviews. Again, there was no marked difference here between what the officials and teachers expressed about this theme. All HODs indicated that the PSF is a platform for teachers to give feedback to the subject advisors and departmental officials.

Their input was that the PSF is where they talk to the subject advisors about content and get guidance from them. They also deal with planning and use the PSF as a platform of communication between them and the subject advisors.

However, there was another angle to the discussions by HOD 6 and 7. These heads explained that teachers have an opportunity to add to the policy of the ATP and the CAPS by participating in school-based policy making processes. These are what HOD-6 called “*school-based*” consultative forums between the teachers and the heads. According to this HOD, this forum deliberates on issues such as submission of marks and ways and means to improve the teaching of “*a particular language*”. HOD-7 added that this forum can formulate and amend school-wide subject policy.

It should be noted that these are basically internal school policy-making efforts to facilitate teaching and its administration. The HODs did not indicate that there is a link between these internal or school-based policy-making efforts and the PSF meetings or subject advisors. The impact of these policies is apparently limited to what goes on in the school. Therefore, one cannot interpret this as indicating that teachers have an additional role in this process except that of implementing the ATP. It follows that this does not affect the finding that teachers and HODs utilize the PSFs as platforms to give feedback about the ATP to the subject advisors and curriculum planners.

#### 5.4. HODs’ VIEWS ON INITIAL TRAINING AND ORIENTATION

This section reports on findings on how HODs responded to the theme on the training and orientation of teachers when the ATP was first introduced. The theme is divided and organized into the following sub-themes:

- *Teachers are trained and professionally orientated by subject advisors,*
- *Subject advisors receive training and documents from the departmental officials and cascade them down to the teachers,*
- *Methods, approaches and content used to train and orientate teachers on the ATP,*
- *Frequency and length of training and professional orientation received by teachers.*



#### **5.4.1. Training of teachers and subject advisors**

The following findings from the HODs indicated similarities with the officials when it came to the question about who trained teachers. The training of teachers referred to here is the one they had when the CAPS was first introduced. Regarding this specific training and other instances of teacher training and orientation, all HODs agreed that teachers were trained by the subject advisors at the onset of the CAPS and continue to be trained by them. Other HODs referred to subject advisors as subject specialists. But HOD-2 made it a point that it is understood that: *"The new teachers are not trained. They just come to work"*. The implication is that new teachers are not taken through the initial training older teachers received in 2011/2012. They are subjected to one-day training at a PSF or by the HOD. This would obviously have implications for the implementation of the ATP. It was also worth noting that some HODs are aware that the subject advisors are trained by officers from DBE (HOD-6). However, none of them appeared to know that the materials they are trained with are the same materials subject advisors are trained with.

#### **5.4.2. Content, methods and approaches**

Unlike the officials, HODs had a lot to claim about the content of the training they received in preparation for the implementation of the ATP in 2011 and early 2012. The reason could be found in the fact that the training was intended to prepare them in such a manner that they would be able to administer the ATP with ease. But from what they mentioned here, the training was focused on policy implementation only.

Addressing this in the interview, HOD-1 stated that understanding policy was the main topic of the training. The aim was to ensure that teachers interpret and understand policy correctly. This seemed to have confused this HOD because it was not about what the expectations were. The HOD deplored the fact that not much was said about content and what teachers were supposed to teach *"...They were talking about policy. We were supposed to interpret our understanding into the content itself. They were not being practical. Hence, I am saying that at times we were very very confused because it seems like they were not sure*

*themselves of what they were supposed to teach. Because we would ask questions, they would be noted and...we...we never got any feedback”* the HOD stated.

HOD-2 stated that the training was “*mostly administrative*”. But this HOD also alluded to teachers being told about the framework of the ATP e.g. skills of reading and viewing, language structure and conventions. The HOD lamented that the training was limited to “*admin things*” and did not go further. When they did professional training, it took only “*15-20 minutes*”. They were never trained on, for instance, how to teach “*a poem*” or how to teach “*a certain aspect of language*”. Thus, the HOD regarded the exercise as “*an orientation and not training*” and mostly about the “*curriculum element, but content no*”. The HOD believed that there “*is no professional development*”.

The impressions of HOD-1 and 2 were confirmed by HOD-6 who stated that the training was about the curriculum and administration of teacher files.

Therefore, all three HODs stated that their training was mainly on how to implement the new policy. They dealt mainly with curriculum implementation. HOD-1 remarked that they wanted to be trained not only in implementation of curriculum policy but also in how to match the content with the policy. This HOD said that the content aspect of the ATP was just mentioned in passing and not expounded upon in the training. HOD-2 alleged that when the subject advisors talked about content, it was only for a very short time. This HOD estimated that the trainers took only 15-20 minutes talking about content. HOD-2 made an example to clarify what content is by arguing that the subject advisors, for instance, never talked about how to teach poetry. HOD-1 pointed out the training was on policy and administration. This HOD gave an example that time was spend on matters such as the teacher’s file, and not topics they should teach children in the classroom. There was doubtlessly a consensus among these HODs that the training they received to prepare them to implement the ATP was purely administrative and did not dwell on the content of the subject nor refer to the pedagogical aspects. They had to deal with that at different schools. They differed from the official in this respect.

HOD-2 also shed more light on the issue of approaches and methods. This HOD stated that the method of training used was akin to a lecture. The HOD denied categorically that the

training was conducted in a workshop mode. Probably for HOD-2 “workshop” means participation on the part of the teachers. *“To me... it was... just like a lecture. It was a lecture. It was not a workshop as such. Because we were in a room and somebody was there addressing us talking.”*

In this section, the findings are that HODs believed that training was mainly on policy and administrative topics. Very little reference was made to content and pedagogical aspects of the curriculum.

#### **5.4.3. Frequency and length of training**

The third sub-theme that emerged during interviews with HODs was about the length and frequency of training received by the teachers in preparation for the introduction of the CAPS and its ATP. The issue of length and frequency of teacher training in preparation for implementation of the ATP was obviously important to the HODs. This made sense because they should supervise teachers in implementing this novel approach in their respective schools. Therefore, the better prepared the teachers, the happier the HODs. This would reduce the challenges their teachers would have come across and make their work less burdensome.

The findings from the HODs agreed with those from the departmental officials that the training teachers underwent in 2011/2012 was only five days. It did not last longer than that and it was never repeated. They also indicated that the training was continued in the form of one-day PSF meetings. HOD-6 said about this: *“We actually have one a year training for CAPS. But we are actually having what we call the PSFs, that we call the professional support forums where we continue getting clarity and also some of the training on some of the things in as far as CAPS is concerned.”* However, HODs again indicated their concern that new teachers do not receive such training, i.e. the one-week-long training. They start working without such training and the matter devolves on the HODs to orientate them. One of them said that this *“is the problem because new teachers are not inducted concerning CAPS.”* And another one said *“HOD is responsible for giving training for those new educators”*. Therefore, this appears to be a challenge the system must resolve and ensure that new teachers receive rigorous inductive training regarding implementation of the CAPS and its ATP.

To conclude, the findings revealed similarities between the HODs and officials on this theme. They agreed that teachers were trained by subject advisors. Some of them also have a vague idea that subject advisors are trained by officials from DBE. All seven of them did not agree with the officials that the training they had at the onset of the ATP was both administrative and professional. They contended that it was mainly about implementation of curriculum policy. It was more administration than content. The HODs also agreed with the officials that the training teachers had when the curriculum was introduced was limited to a five-day workshop. Therefore, from what the HODs said, it is apparent that teachers received extensive training in terms of duration once or twice in the past six years. Apparently, the decision of the Department was that after three or four days initial training and orientation, teachers will be accompanied by subject advisors in the PSFs' one-day training or workshops. As in the case of the teachers, the HODs informed the researcher that they have never again been called for an extended training workshop, except for the current one going on in Buffelspoort because new language literature books are to be introduced. Apparently, this training at Buffelspoort is the first week-long training to be attended by teachers after the one in 2012. Secondly, one HOD said that this is also the first real content training teachers are receiving. This then brings the study to the issue of the nature and quality of training teachers have received and are receiving currently.

## 5.5. HODs' VIEWS ON CONTINUOUS PROFESSIONAL TEACHER SUPPORT

This section presents findings related to the theme on the views of HODs on continuous professional support for teachers. As in other cases, sub-themes were created from data collected from the field. Hence, the findings are presented according to the following sub-themes.

- *Teachers are professionally supported by HODs and subject advisors,*
- *Forums in which teachers get professional support and orientation,*
- *Textbook supply constitutes first line of support of the teachers,*
- *Capacity of subject advisors to train and give professional support in the implementation of ATP to teachers,*
- *Relationships between teachers and subject advisors*

- *Possibility of training of the teachers being done by other people to assist the subject advisors.*

Again, the sub-themes are discussed jointly according to how they are related to each other.

### 5.5.1. Teachers support forums and textbook supply

Figure - 13 was created from quotations related to the sub-theme on strategies or opportunities that existed for teacher support when HODs were asked what form of support teachers get in the implementation of the ATP. Included in their responses was that teachers receive support from subject advisors which comes in several forms. They indicated that teachers are professionally supported by subject advisors when the latter carry out monitoring and moderation duties. They also pointed out that such support comes in the form of PSF meetings and other workshops.

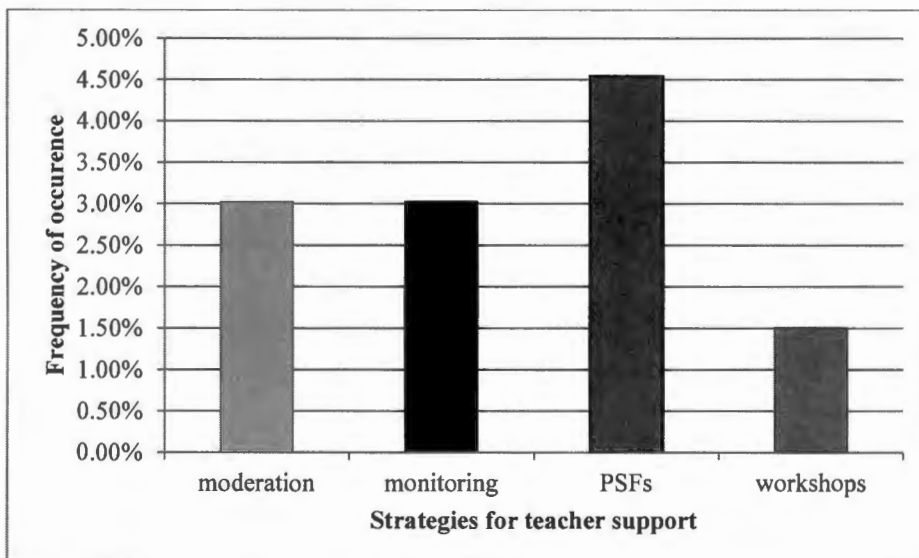


Figure – 13: Bar graph showing frequency of teacher support strategies

Responding to this matter, HOD-6 said: “... *Subject advisors are monitoring. They are coming to schools. And when they come to schools they just come to make sure that CAPS is implemented. Is whereby they will actually assist the educators in things that they find difficult.*” The visits of the subject advisors to schools were explained to the researcher by one of the officials that they are meant to ensure that the ATP is properly implemented. This HOD



confirmed this matter and regarded these visits as a form of professional support teachers are getting from the officials.

Both the bar graph and quotations from the three HODs indicate that several forums were pointed out by these participants as venues or strategies which offer professional support to teachers. As indicated in the graphic representation and in the quotations of the respondents, the PSF is the main forum for teacher support. These HODs findings are in harmony with those of the officials in this regard. They are also similar to those of the officials, that monitoring is a strategy for teacher support. But the HODs added that moderation is also a form of support they get from the subject advisors. The fourth strategy they mentioned, which they also regard as a forum for professional support, was workshops.

But the emphasis was on the PSFs. HODs pointed out that PSFs are forums where they discuss challenges they have experienced in implementing the CAPS. They stated that at this forum these challenges are resolved and clarity on the implementation of CAPS is obtained. Both concepts of monitoring and moderation are dealt with extensively in the section on document analysis. Unlike the officials, HODs did not articulate anything about textbooks.

#### **5.5.2. Subject advisor capacity and relationships with teachers**

Like the officials, HODs did not express anything about the capacity of subject advisors, nor comment about working relationships they have with teachers. The sub-theme emerged wholly from the quotations gleaned from what teachers said and not officials or HODs. When asked what the content of the teachers' training was at the onset in 2012, most HODs agreed that it was about implementation of the curriculum and administrative matters.

In brief, the findings in this section indicate that HODs agree with the officials on forums for teacher professional support. They also said that curriculum coordinators sometime assist in the support of teachers by training the subject advisors. They all agreed that they get most of the professional support in the form of PSF meetings. They explained that most of the support given to them in the PSFs is intended to resolve challenges they face to implement the ATP. Moderation and monitoring of teachers by the subject advisors was also regarded as

some form of teacher professional support by the HODs. However, they also added that recently the Department has started organizing workshops where content and approaches are discussed. The first of these was taking place in the course of this study in Buffelspoort.

## 5.6. HODs' VIEWS ON THE IMPACT OF THE ATP ON TEACHING AND LEARNING

This section presents findings related to the theme on the impact of the ATP on teaching and learning activities. HODs were quizzed on this and they aired their thoughts and feelings about this theme, the findings of which are reported according to the following sub-themes emerging from the data.

- *Capacity of teachers to keep up with the schedule of the ATP and use their initiative and creativity*
- *Teaching methods of integrating skills of reading, writing, speaking and grammar in one content: Communicative approach and the challenge posed by the contextual or integrated teaching approach or method, teachers' knowledge of the ATP and its relationship to their prior knowledge*
- *Teachers' knowledge of the ATP and its relationship to their prior knowledge and challenges posed by the gap between the GET and FET bands*

As in all other cases, the analysis looked at the sub-themes in the light of quotations related to them to arrive at the meaning of data. Some sub-themes were also merged where necessary.

### 5.6.1. The structure of the ATP

The belief of the officials that the ATP is flexible and allows teachers to be creative was not necessarily reflected in the interview with the HODs. One of them stated that the ATP is perceived as somehow imperfect because sometimes "*it is packed in such a way that it is congested. Teachers are at times...forced to teach many things within a short space of time.*" This HOD went on to indicate that as a result of this congested nature of the ATP, teachers are compelled to rush quickly over certain sections without ensuring understanding on the part of

the learners. They do this, according to this HOD, in order to keep up with the schedule of the ATP.

The impression the HOD is giving is that teachers do not have enough time to teach all the aspects of the plan. They are sometimes required to do things hurriedly due to lack of time. Therefore, they often end up not having taught certain sections thoroughly. They hurry to keep pace with the schedule of the ATP. This contrasts diametrically with what the officials said when talking about this point. Some officials believed that the ATP has an adaptable schedule which a teacher can modify to suit his or her priorities in the classroom. However, the HOD differed with them when maintaining that teachers are sometimes required to teach a lot of content in a short space of time, thus not ensuring that learners understand.

HOD-2 tried to explain how the ATP impacts on teacher creativity and originality by explaining that when teachers keep up with the schedule, it is usually discovered that *“teachers did not teach what you expected them to have taught, according to the teaching plan.”* And when teachers are asked about this *“they start arguing that this teaching plan...is not consistent with the examinations.”* The HOD alleged that the subject advisors give them the teaching plan but in the examinations, they failed to observe its schedule. Teachers are then left to guess what will be asked in the examinations and to teach that. Therefore, there are several challenges related to the ATP which impact on the quality of teaching and learning, and also have implications for innovative teaching.

Hence, two findings are recorded here; two HODs believed that there is something needing attention as far as the schedule of the ATP is concerned. One stated that the ATP is too *“packed”* and *“congested”* to allow teachers creativity and innovation. Another queried the relationship between examinations and the schedule of the ATP.

### **5.6.2. Methods of integrating skills and the contextual approach**

The HODs did not make mention of the method of teaching grammar in a contextual approach. This was referred to by officials and teachers only as detailed later in the next chapter. The

reason for this could be that HODs are comparatively well qualified and able to deal with challenges such as this one when teaching.

### **5.6.3. Teachers' prior knowledge and the gap between the GET and FET bands**

As in the case of the officials, all HODs believed that the ATP is "*not something new ...it is just an addition*" e.g. HOD-5, who said it constituted a change in the previous curriculum. Therefore, teachers should be familiar with it. However, the HODs did not mention anything about the gap between GET and FET bands of the South African school system. The issue was mentioned by the teachers as detailed in the next chapter.

In brief, data analysed here indicated that the two HODs believed that the ATP is congested or overcrowded and allows teachers little space to move. Teachers are pressurised to keep up with its schedule and have no time to be creative. While they said nothing about contextual approach to the teaching of grammar and or the gap between GET and FET, they agreed with other participants that it is not new to the teachers.

## **5.7. HODs' VIEWS ON IMPACT OF SITUATIONAL FACTORS AND THE FUTURE OF THE ATP**

In this section findings regarding the views of HODs about the theme on the impact of situational and environmental factors are reported. This theme is also made up of two sub-themes namely:

- *The impact of situational and environmental factors*
- *Possible revision or amendment of the current format of the ATP.*

The two sub-themes are discussed concurrently under one topic.

### **5.7.1. The impact of situational and environmental factors**



HODs said a few things about the theme and its sub-themes. HOD-4 said *“teacher-pupil ratio is also a challenge...yes. Because we have more learners... in our school with usually have big classes. 50...So as a language teacher we have a problem. Especially when marking essays for such a big class,”* and HOD-6 said *“the challenge that we are actually having here in implementing the teaching plan eh... I would actually think that discipline in schools, learners are always absent. You know, learners who are not there when you are teaching, you actually have to create time for them. So, it’s very...it seriously... it’s a very serious challenge I mean as far as implementing the teaching plan.”*

The two HODs raised concern about issues that could or are currently impacting negatively on the implementation of the ATP. These factors are situational or environmental in nature and have to do with the number of children assigned to one teacher and the ubiquitous issue of learner discipline. The large number of learners is said to be an obstacle especially for language teachers. HOD-4 indicated that this factor creates difficulty for them when it comes to marking the learners’ work. The disciplinary problem voiced by HOD-6 is in respect of learner punctuality and attendance. The HOD saw this as one of the factors that obstruct proper implementation of the ATP.

Despite some of the reservations they have about the ATP, most HODs were not in favour of revising the ATP presently, except for one. They felt like HOD-6 who said: *“...Teachers should be encouraged to implement it properly because they don’t follow it”* and HOD-5 who stated: *“I think the plan should not be changed...because ...it is user-friendly to teachers”*. Only HOD-4 indicated that revision is necessary to remove certain unnecessary repetition as in the oral work.

## 5.8. CONCLUSION

This chapter dealt with the analysis and interpretation of data collected from the HODs about their impressions and experience regarding implementation of the ATP by English and Setswana teachers of grade 10. Data analysis and interpretation was organized according to themes and codes or sub-themes developed from the data itself through the use of the *Atlas.ti* 8 tool. These sub-themes, listed in this and the previous chapter are critical aggregate



definitions of what participants voiced during interviews. In brief, HODs differed from the officials on the theme related to challenges of the past curriculum programme in the current ATP and impact of ATP on teaching and learning. They agreed with officials on other themes such as the role of teachers in implementation, training and orientation and professional support. The HODs did not make any mention of the method of teaching grammar in a contextual approach. This issue was referred to by the officials and the teachers only. Again, the reason for this could be that HODs are well qualified and able to deal with challenges such as this one when they happen to be teachers of a particular language.

As in the case of officials, the HODs did not voice anything about the capacity of subject advisors nor comment about working relationships they have with teachers or mention anything about the idea of finding other professionals to assist subject advisors to train teachers. These findings are discussed further in chapter 9. The next chapter presents findings related to the teachers.

## CHAPTER 6

### DATA ANALYSIS AND INTERPRETATION: TEACHERS

#### 6.1. INTRODUCTION

This chapter presents the findings from this study with regards to the teachers. The findings are organized according to the themes that were created on the basis of the interview questions. Twelve teachers from selected schools took part in the interviews. Five of them participated in a focus group discussion. Seven were interviewed on a one-to-one basis. As was indicated in Chapter 3, these teachers were drawn from schools rated between quintile 1 and 4 in the three circuits. Data collected from them was analysed using the *Atlas.ti 8* programme. Codes and quotations related to the themes of the study were created from the data.

These are teachers who teach English and Setswana, and as indicated in Chapter 3, were selected on the basis of their experience dating from the introduction of the CAPS in 2012. These teachers were questioned on their experiences related to the implementation of the CAPS. Their views and feelings about their experiences in this regard are analysed and interpreted in this chapter under relevant themes.

#### 6.2. TEACHERS' VIEWS ON CHALLENGES EXPERIENCED IN THE PREVIOUS CURRICULUM

This section presents findings with regard to teachers on their views concerning the ATP and challenges experienced in the previous curriculum. The analysis and interpretation are organized according to the following sub-themes that were developed from data:

- *Administration and paperwork,*
- *Progression, sequencing and pacing of content knowledge and*
- *Other administrative duties.*

As demonstrated in Figure - 14 below, teachers expressed themselves about administration and paperwork. They also expressed their views on sequencing and pacing of content knowledge in their subjects. As will be seen later in the analysis, some of them even alluded to administrative responsibilities not mentioned by the officials and HODs.

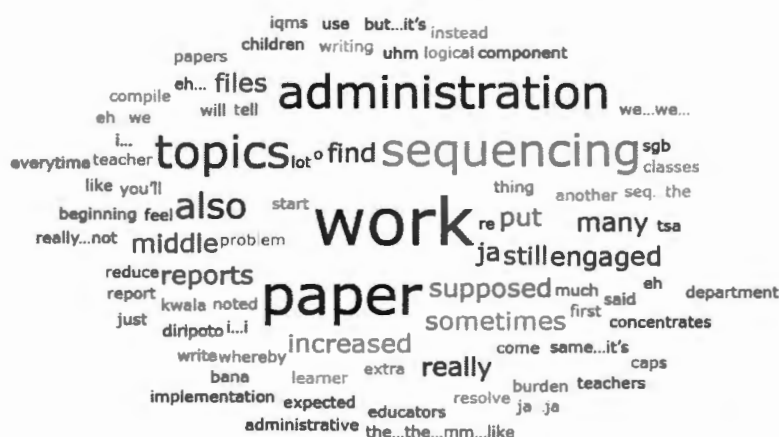


Figure – 14: Word Cloud showing significant words and concept in conversation with the teachers

### 6.2.1. Administration and paperwork

Like the other participants, the teachers responded to the question whether paperwork and administrative tasks have been reduced at all in the curriculum to give them more time to concentrate on implementing the ATP in the classroom. Only one teacher said that their extra-teaching responsibilities are decreased. Among others that were interviewed, the feelings that *“I just feel CAPS concentrates more on administration than a learner”* was common. Teacher OTO-1 stated that paperwork has increased in this current programme and expressed feelings that *“you might think that paperwork is better than going to class”* Teacher OTO-2 also responded that the feeling is that *“CAPS concentrates more on administration than a learner”* and this teacher went on to explain that when the subject advisors come to school for

monitoring, they demand to see the teacher's file and learners' portfolios. They do not ask how the teaching and learning is going. They ask about the teacher's file. The teacher would have liked the subject advisors to be more concerned about progress made by the learners. The teacher added that the administrative responsibility they carry also includes recording of multiple things. Other teachers repeated the allegation that they recorded many things. The teacher's file appears to be at the centre of this complaint. Teachers seem to think that it is an unnecessary distraction. It appears to be the main reason for the belief that *"there is a lot of administration that teachers are doing"*.

Teachers also attributed the lack of opportunity to give learners individual attention to their administrative responsibilities. They believe that *"there is too much paperwork..."* and thus they *"are unable to cater for remedial work"*. The ATP *"did not resolve administrative burden. Because instead ...there is too much administration."* Another teacher added by citing *"the marking pressure."* The teacher elaborated and said *"We have so much tasks. Especially first term we have four tasks. And we have six from literature before we close. We have to submit those things. The pressure is 'killing' us. We have to go to class, we have to come back and mark. If the learner fails, we have to test again."* It is clear from these findings that teachers regarded the duty to maintain files and setting multiple assessment tasks and recording them as a heavy administrative responsibility.

The feeling that administrative duties have increased for teachers was not confined to teachers from schools of low quintile rating. Teachers FG-5 from a quintile 4 school stated: *"But the problem is still with administrative duties. We find we always have to neglect the classes. Even if you are inside the classroom, sometimes you carry out this administrative inside the classroom whilst giving them some exercises to perform. So that you can just be on par. Avoid being labelled an insubordinate teacher, avoid insubordination."* These comments about burdensome administrative responsibilities teachers have to carry indicated how this matter might impact on the process of teaching and learning. Some teachers voiced the same sentiments that administrative duties interfere with teaching and learning. Teachers' responses created an impression that they sometimes have to choose between teaching and doing administration.

### 6.2.2. Progression, Sequencing and Pacing of content and other administrative duties

The committee that reported to the Minister of Education on challenges confronting teachers in the previous curriculum identified sequencing and pacing of content knowledge as a challenge to be solved in the current ATP. However, according to Teacher FG-5, at present you *“would find that topics that are supposed to come first will be put in the middle.... You’ll find that topics which are supposed to be in the middle, sometimes they are put in the beginning...And you would find that even when the subject advisor set the test some of the topics have not yet been touched. Positively because it keeps one on check not to remain behind schedule despite the fact that sequencing of topics needs review.”* This teacher pointed out several things that are important to note. The first is the issue of proper sequencing and pacing of the content of the ATP which the teachers feel is lacking in the ATP. The teacher described sequencing and pacing of content in the ATP as *“illogical.”* He also pointed out that this impacted on examinations. Teacher OTO-3 expressed the same sentiment.

The findings from this study indicate that teachers did not believe that the current ATP has resolved the problems they experienced in the previous curriculum. They thought that their administrative duties are still burdensome and some still felt that the sequencing of content matter still needs to be improved.

### 6.2.3. Other administrative duties

So far, all participants, both those who said administrative duties have been reduced or increased, have cited maintenance of files, assessment tasks, marking and capturing or recording the marks, and analysis of results as necessary or burdensome work for the teachers. When the researcher enquired further about other administrative duties assigned to teachers, Teacher OTO-3 said: *“Yes, administrative duties? Yes, its report writing, we write reports of children sometimes, we are also engaged on extra classes whereby we have to compile reports about its implementation. We are also expected, some of the educators are also engaged in the SGB as teacher component. In that way they are fully engaged. They represent the teachers there, in the running of school, yes, day to day running of school...”* Among other things, teachers responded that they also write the reports of the learners and reports about



implementation of the ATP. A teacher can also be a member of the School Governing Body to represent other teachers. These two duties were the additional administrative responsibilities mentioned in this study, while report writing and representing teachers in a School Governing Body are administrative duties. But this teacher also implied that teachers conducted extra classes for the learners, something that is not necessarily an administrative duty; it is obviously a professional duty similar to teaching a class.

### 6.3. TEACHERS' VIEWS ON TEACHERS' ROLE IN THE IMPLEMENTATION OF THE ATP

Teachers were also interviewed on the question of their role in curriculum policy-making in South Africa with specific reference to the ATP. This section presents findings in that regard. The analysis and interpretation of data was organized according to the following sub-themes which were also created from the same data.

- *The role of teachers in curriculum policy making, development, implementation, evaluation and revision*
- *Forums in which teachers and the HODs give subject advisors feedback on the implementation of the ATP*

Teachers' experiences regarding these two themes are presented.

#### 6.3.1. The role of teachers in implementation

All twelve teachers who responded to this question during the interviews indicated that their role in curriculum policy development is to implement the programme in the classroom. Some of them, however, criticized their perceived exclusion from other curriculum development phases. Teacher OTO-2 responded that the role played by teachers is that of implementation but added that: *"Yes, some of the things I do them even against my better judgment. I do them because at the end of the day it has been decided"* This comment could be interpreted as an indication that teachers would like to be more involved in the process of curriculum development. These sentiments were followed by participants like Teacher FG-5 when he said:



The finding from this study in respect of this theme is that teachers see their role as that of implementing the ATP. During the interviews, some teachers expressed a desire to be given a chance to contribute more to the process of curriculum development. They felt that if they had a chance to add their ideas, the ATP would have been better. Their feeling is that such participation by teachers would improve the quality of the ATP. The feeling of eagerness to contribute more to the process of curriculum development was clear but they felt that they lacked opportunities to realize this. Some of them added that they also contribute to curriculum evaluation through feedback they give to subject advisors during their consultation and training meetings.

### **6.3.2. Forums for feedback on the implementation of the ATP**

All teachers identified the PSF as a forum where they give feedback to the subject advisor on the implementation of the ATP. Teacher OTO-3, for example, explained that a PSF is usually held at the beginning of the year to analyse last year's results. At the PSF meeting examination question papers of the previous year are analysed to diagnose the challenges learners were confronted with. Teacher OTO-3 also indicated that it is at this PSF meeting where teachers are given a copy of the ATP. Teacher OTO-4 further explained that after the PSF, the subject advisors usually visit schools for monitoring. *"Isn't we do have PSFs. And then she also come to school to monitor if there are any challenges that I come across and then we discuss."* During this visit, Teacher OTO-4 indicated that the subject advisor assists in resolving some of the challenges they come across. This is the time when they can give feedback to the subject advisors. Teacher OTO – 2 added to this when saying *"moderations. Ja, moderation and monitoring,"* meaning that teachers are also able to give feedback to subject advisors during their visits to schools for moderation and monitoring.

Therefore, the findings from this study suggest that, according to the teachers, the PSF is the main forum where teachers give subject advisors feedback on the implementation of the ATP. To a lesser extent, this is also accomplished when subject advisors visit schools for moderation and monitoring curriculum implementation. However, one teacher gave the following response when asked about this issue.

Researcher: *Do you give feedback to the Department about how you feel about CAPS?*

*“Where can we do that? I think this is the platform (referring to the interview) Maybe this is the platform. The implementation is fine, is just that there’s lot of paperwork.”* (Teacher OTO-1). This teacher implied that there were no avenues to give feedback about their experiences in implementing this programme. But still this does not need to change the findings since even this particular teacher mentioned the PSF.

#### 6.4. TEACHERS’ VIEWS ON INITIAL TRAINING AND ORIENTATION

This section reports on the findings regarding the views of teachers concerning the initial training and orientation they had in 2011/2012 when the CAPs and its ATP were first introduced. Teachers responded to, inter alia, questions regarding who trained them and the frequency and length of training. The report on the findings is organized according to the following sub-themes:

- *Teachers are trained and orientated by subject advisors*
- *Methods, approaches and content used to train and orientate teachers on the ATP,*
- *Frequency and length of training and professional orientation received by teachers.*

The analysis and interpretation of the responses of teachers to the three themes above are recorded below as findings from this study.

##### 6.4.1. Training of teachers by subject advisors

All teachers responded to this question by indicating that they were trained by the subject advisors when the CAPS and its ATP were first introduced in 2011/2012. *“Subject advisors and teachers were hands-on and engaged in debates and discussions”* said Teacher FG-5. Some referred to being trained by *“subject specialist”*. But when asked further about this, it was found that this title also referred to the subject advisors. Others also alluded to being trained

by “*facilitators from the department*” as narrated by Teacher OTO-2. This could be referring to curriculum coordinators also taking some role in training teachers.

Therefore, the findings from this study are that teachers were trained by the subject advisors to prepare them to implement the ATP at the beginning of the 2012 academic year.

#### **6.4.2. Content, methods and approaches**

The twelve teachers differed among themselves when responding to questions about the emphasis of the training they had and whether they actively participated in it. Officials were clear that the training was inclusive of all aspects. HODs were convinced that teachers were not trained in content and methodology. But among teachers, there were differences as to the content of the training. Teacher OTO-4, for instance, responded that the training was on how to implement the CAPS and “*here we were discussing curriculum aspects of how to implement the CAPS.*” Teacher OTO-5 believed that the training they received was on “*all aspects*”. The same response came from Teacher OTO-2 who stated that the training “*included everything.*” Whereas Teacher OTO-6 stated that: “*I think it was more on the methodology. It was more on the methodology simply because we were given an opportunity to test ourselves as to how we would do it in the classroom situation.*”

Teachers also differed regarding approaches and methods applied to train them when they responded to the question whether they participated actively in their training. There were some like Teacher OTO-4 who said that: “*We participated too much, we went into groups, presenting.*” And Teacher OTO-7 agreed with Teacher OTO-4 when he responded that “*teachers were hands-on and engaged in debates and discussions*”. However, there were some like Teacher FG-3 who contradicted them and said that: “*Teachers’ participation was not so much.*”

Therefore, this study found that teachers have a varying understanding of what their training entailed. Some thought that it was more on curriculum issues, while others thought it was about everything, and yet others believed that they were trained on methodology. The same was the case regarding the question whether teachers had an active role in their training. Some



like Teacher OTO-3 said *“Yes, we actually for the better part of it we were actually participating.”* When asked whether teachers had an active role in the training, others like Teacher OTO-4 said: *“Ja we participated too much”* - a claim that refuted that teachers were not actively involved in their training.

Thus, the finding from this study about this theme is that teachers’ responses differed because some said they were actively involved in the training while other disputed this claim. The meaning of this finding could be that subject advisors did not use the same pedagogy to train teachers.

#### **6.4.3. Frequency and length of training**

Teachers did not differ much from other respondents when answering questions on the length of the initial training they had to implement the ATP at the beginning of 2012. They all explained that it took only a few days and it happened only once. They indicated that the length of the first training when CAPS was first introduced was approximately five days. They explained that thereafter they continued to be trained by the subject advisors in the PSFs. *“It was one training session. Subject advisors only met with us during different PSFs”* said Teacher FG-3. Teacher FG-1 agreed with FG-3 when responding to the question by uttering that *“I think it lasted for a week or so and then when we go for the PSFs, we usually emphasize on the areas of weakness and some schools do improve. The others still remain the same. I think the PSFs are assisting.”* Therefore, it would appear that teachers were introduced to the CAPS in training that lasted for not longer than a week or five days. After receiving this initial training, teachers met the subject advisors in various PSF forums as a kind of follow-up on the initial training. As indicated, these PSFs are in fact one-day workshops. No teacher indicated having the opportunity to attend a similar five-day training subsequently.

In brief, it is clear that findings from this study regarding teachers correspond with findings from other respondents of this study; that they were trained once for approximately five days by the subject advisors when the CAPS was first launched, although one of them mentioned receiving additional training from an HOD. Teachers differed on the nature of

training they received when they were inducted on the CAPS. They also did not agree on whether they had an active role in their own training.

## 6.5. TEACHERS' VIEWS ON CONTINUOUS PROFESSIONAL TEACHER SUPPORT

This section presents findings with regard to how teachers responded to the question on how they receive professional support to implement that ATP. In the section above, it was found that teachers were trained in a five-day long workshop to implement the CAPS in 2011/2012. This section enquires from teachers how, after the initial training, they were afforded continuous professional support to carry out the mandate of implementing the ATP. The analysis is organized according to the following themes that emerge from data:

- *Teachers are professionally supported by HODs and subject advisors.*
- *Forums for professional support and orientation*
- *Textbook supply constitutes first line of support of the teachers,*
- *Capacity of subject advisors to train and give professional support in the implementation of ATP to teachers,*
- *Relationships between teachers and subject advisors and*
- *Possibility of training of the teachers being done by other people to assist the subject advisors.*

In this instance also, some sub-themes are presented jointly due to their affinity.

### 6.5.1. Teachers' support forums and textbook supply

When interviewed on this sub-theme on professional support, forums for teacher support and textbook supply, all teachers agreed with the officials and HODs that the PSF is the main forum where they are assisted professionally by the subject advisors. Teacher OTO-4 responded to this by stating that: *"Isn't we do have PSFs. And then she (subject advisor) also come to school to monitor if there are any challenges that I come across and then we discuss"*

Teacher OTO-3 also stated: *“Currently at the beginning of the year, this thing called PSF. Yes, that’s where we sit down, analyse the last year’s results and then go for some...subject analysis and item analysis.”* As in the case of feedback, the PSF was quoted as a forum where the subject advisors give teachers professional support to implement the ATP properly.

The kind of support received by the teachers is explained by them as the kind that is meant to address challenges, understand previous year results and the ATP. Teacher OTO-5 expanded on this when responding that *“We’re getting professional support. Based on the content and also ... when we attend those trainings, we talk about the content and how we should implement.”* The inclusion of subject content in the training of teachers has been a controversial matter with other teachers claiming that it is neglected. Two teachers i.e. Teacher OTO-4 and FG-5 mentioned that they also had professional support from their HODs. This would probably be the case in all schools since this support constitutes one of the duties of an HOD. All teachers expressed satisfaction on textbook supply.

In short, the findings from this study in this regard are that teachers get professional support from the subject advisors and the HODs and the forum for such support is mainly the PSFs.

#### **6.5.2. Subject advisor capacity and relationship with teachers**

One of the recommendations made to DBE by the committee which recommended the introduction of the CAPS and its ATP was that subject advisors be well trained to enable them to give expert support to teachers. In the course of the interviews, teachers expressed their views about the capacity of subject advisors to accompany them in the course of implementing the ATP.

Not all twelve teachers expressed themselves on the quality of assistance they received from the subject advisors. But some commented on the capacity of subject advisors to guide teachers. Teacher FG-3 made a comment that the subject advisor was *“not having a clear knowledge of CAPS”* and the same remark was made by Teacher OTO-6 that *“They did not have a clear knowledge of the CAPS.”* These remarks emphasize the importance of the quality

of support and training subject advisors give to teachers and confirm the relevance of the recommendation made to the Department that their capacity be improved.

In the interviews, teachers also expressed themselves on issues relating to the relationships between them and the subject advisors. Remarks such as *“Ja, there is a communication gap because they want us... basically they want us to feel them, ja...”* expressed by Teacher FG-5 and

*“You suppose to do what they tell you...at the end of the day you just fighting a losing battle. This is how things are done”* expressed by Teacher FG-1 and *“Sometimes these subject advisor, they come, ...come to school for monitoring, ja for monitoring yes, unannounced (Laughter).... Basically, their approach to us is that.... they feel superior”* expressed by Teacher OTO-1, indicated the importance, not only of the knowledge and skills of the subject advisors but also their social skills.

In conclusion, the findings from this study suggest that teachers agreed with other participants that subject advisors are the source of professional support they need. They recognized that PSF and monitoring by subject advisors are strategies to accomplish this. However, some of them commented negatively about the capacity of the subject advisors and how they relate to them, thus emphasizing the need to have well-trained subject advisors.

## 6.6. TEACHERS' VIEWS ON THE IMPACT OF THE ATP ON TEACHING AND LEARNING

This section reports on findings with regard to teachers' views on the question of the impact of the ATP on teaching and learning activities. The analysis is organized according to the following sub-themes which were created from data collected for this study:

- *Capacity of teachers to keep up with the schedule of the ATP and use their initiative and creativity,*
- *Communicative approach and the challenge posed by the contextual or integrated teaching approach or method,*

- *Teachers' knowledge of the ATP and its relationship to their prior knowledge*

Some sub-themes were also merged where necessary because of their closeness.

#### **6.6.1. The structure of the ATP**

Commenting on teachers' capacity to keep up with its schedule and maintain creativity and initiative one of the teachers stated: *"With the...with the CAPS it binds you. It tells you this is what you have to do. So, if you could have been given a chance to add a little bit to what they are telling us to do it could have been better"* (Teacher FG-1). This statement contradicted what the officials said about the flexibility of the ATP. Teacher FG-1 does not find the ATP allows room for flexibility and creativity. The teacher stated that the ATP restricts classroom activities to those scheduled in it. The same thing was said by three teachers who participated in the focus group discussion.

*"From my experience, I am teaching English, grade 10 English, with me the CAPS it binds you, you only supposed to do what it tells you."* (Teacher FG-2)

*"I feel like it is restricting us, yes, it is restricting us because we have different learners and especially in my school, science learners who are doing physics and learners who are doing business studies. Learners who are doing business studies are very slow. They do not eh...adapt like learners who are doing physics. So, I feel like it's very restricting and it's not fair to us teachers."* (Teacher FG-4)

*"No, it's not comfortable because it is congested. You see and I will tell you. Let me just give you the reasons why we don't feel comfortable with that. Every educator has his own approach in the subject matter that we are teaching."* (Teacher OTO-3)

These teachers voiced the same dissatisfaction with the structure of the ATP. They claimed that it restricts them and binds them in such a manner that they have to keep to what is scheduled on paper. They are unable to be innovative in their classroom instruction and



cannot deviate from its schedule. However, according to officials, teachers are expected to be able to adjust the plan to suit their peculiar classroom situation. These teachers, on the other hand, claimed that the ATP does not allow them to be pedagogically creative.

#### **6.6.2. Methods of integrating skills and the contextual approach**

Another issue where teachers differed with the officials was the contextual or communicative approach to teaching language structures or grammar. The following two quotations explain what teachers think about this matter of teaching parts of speech and other grammatical aspects of language within the context of a story or a poem.

*“I think on the whole I would rate it average, simply because it emphasizes more on contextual teaching than topical teaching. The assumption as I indicated, the assumption is that these learners come from the background in which English is spoken on day to day basis at home. And eh... that premise is wrong”*- (Teacher FG-5). What this teacher is arguing is that to teach English grammar, in a story or poem, is not ideal. The teacher claims that this approach is suitable only for learners whose home background is English.

Teacher OTO-3 expressed the same sentiment about Setswana arguing that: *“So now here, as a Setswana teacher. I am teaching Setswana, and one aspect has been left out, actually it was phased out, in disguise I would say. Because they say we must integrate it. And when you integrate it like that children do not understand it well”*. Therefore, this teacher finds the contextual approach to teaching language conventions in Setswana as difficult as the one who teaches English.

Teacher FG-5 is prepared to rate the ATP as average because of the emphasis it places on contextual teaching of grammar. This teacher would have preferred that they continue the strategy of teaching grammar directly instead of in a poem or story. He gave reasons for not preferring this approach. First, the teacher argued that learners do not have good communicative skills required by this approach. He thought the approach was suitable for children with English as home language. Thus, the approach is not preferable because not all children come from an English background.

Teacher OTO-3 agreed with the HODs that the ATP is congested or overcrowded. Therefore, teachers are unable to apply their peculiar skills of teaching. Teacher OTO-3 was also unhappy about the contextual approach to the teaching of grammar. The teacher believed that integrating grammar into other aspects of language is not helpful. Children do not understand this approach.

In conclusion, the findings from this section are that some teachers have several questions about the ATP and its efficiency in the classroom. They question its tight schedule. They allege that it does not allow them to be creative and innovative. They also allege that it is congested and allows them no room to move. They were also not happy with the approach to teach grammar using stories or poems.

#### 6.7. TEACHERS' VIEWS ON THE IMPACT OF SITUATIONAL FACTORS AND THE FUTURE OF THE ATP

This section reports on findings related to the theme on the impact of situational and environmental factors, and need for possible revision of the ATP. The analysis is again organized according to sub-themes that emerged from data. These sub-themes are:

- *The impact of situational and environmental factors*
- *Possible revision or amendment of the current format of the ATP,*

The findings were similar to those of the HODs, that there are challenges related to situational and environmental factors. They narrated the same factors presented by the HODs. For instance, when asked about this, Teacher OTO-5 stated: *"Teacher-pupil ratio is a big problem. If you can look into the classes! We are having many problems regarding that."* But one of them added the issue of time in this quotation *"Very difficult. I am expected to teach, engage these learners, give them one-on-one attention, but I have 45 minutes to spend with them. A class of fifty learners. How do I break it?"*

The question whether the ATP should be revised was answer briefly by Teacher OTO-5 who said *"I think improvement is needed. But for now, it's good."* But Teacher FG-5 *"Yes, it*

*needs the teacher's input to deter problems of implementation i.e. logical sequencing of topics. When you look at the numbers in the classroom, you will find that we still have got the classes that are 38, 40, 60, 70. We still... we still have that.*" Teacher FG-5 associated the need to revise the ATP with the challenge of sequencing content that teachers stated earlier. For this teacher this one challenge justified that the ATP be revisited. The teacher also made reference to the problem of teacher-pupil ratio mentioned by Teacher OTO-5. The same was stated by Teacher OTO-2.

Findings from this study regarding this theme is that some teachers agreed with some HODs that the implementation of the ATP is impacted upon by situational and environmental factors such as class size and teacher-pupil ratio. And some think the ATP can be revised and improved based on those emerging factors.

## 6.8. CONCLUSION

In conclusion, as mentioned earlier, the purpose of this chapter was to analyse experiences teachers have had in implementing the ATP. The ATP was implemented in 2012 in Grade 10. But to get a fuller and more reliable impression of these experiences, it was necessary to also interview their HODs. And to broaden that understanding even further, included in the list of people interviewed for this purpose are the departmental officials i.e. subject advisors and curriculum coordinators. The departmental officials are the people who assisted in the development and implementation of the CAPS, and are currently monitoring how teachers are carrying it out in the classrooms. The analysis above proved that this selection of participants of the study was appropriate and suitable. The analysis demonstrated that teachers and HODs tended to be sceptical and critical about the implementation of the ATP, while the officials were more positive and less critical, and strong advocates or protagonists of the CAPS and its ATP. These two perspectives on teachers' experiences ensured that this study obtained a balanced view of this issue. Secondly, the aim of this study was neither to compare and contrast the views of the different categories of participants nor evaluate them. However, the comparison done from time to time in the analysis was to highlight challenges that merit attention. The next chapter deals with document analysis for data triangulation purposes.

## **CHAPTER 7**

### **DOCUMENT ANALYSIS**

#### **7.1. INTRODUCTION**

This research included a document study. The aim of this document study was to add to and corroborate findings that emerged from the one-to-one and focus group interviews. Secondly, the document study was also intended to assist in the triangulation of data and the methods in this study. Data triangulation implies examination of evidence from different sources, in this case teachers themselves and their files (Creswell, 2014: 201). Triangulation of methods means combination of data collection methods intended to enrich the research (Check *et al.*, 2012:11).

This chapter starts with an explanation of DBE policy about the teacher's file. The review of the policy is followed by actual findings from the analysis and interpretation of the documents. Seven files, five from teachers and two from HODs who participated in the interviews, were conveniently sampled from a population of nineteen because these participants could make the files available while others could not. The chapter ends with a conclusion.

#### **7.2. DBE POLICY ON THE TEACHER'S FILE**

The policy was formulated based on the recommendations made by a Task Team set up by the Minister of Basic Education, which reviewed the previous curriculum. In chapter 2 and chapter 3, it was mentioned that DBE prescribes that teachers should keep a file for each subject they teach. The file can be described as a portfolio for teachers to keep a record of their teaching experiences. The aim of maintaining this file is to encourage teachers to periodically reflect on their work and the performance of their learners. The object of this reflection is to improve classroom practice and learner performance. The file is monitored by the HOD, the school principal and subject advisor.

In addition, the *2017 Languages Subject Policy* of the Department of Education and Sport Development of the North-West Province (NWP) state that the HOD must keep a Master File in the office. This Master file must be used to keep documents of all subjects. In that file one should be able to find proof of control and reports that indicate that school management is being carried out. The file should be accessible to all the teachers and its contents should not be removed from it. This file should contain organograms, management plans, profiles and timetables of all educators in the department, subject policies such as CAPS, National Protocol for Assessment (NPA) and National Policy Pertaining to the Programme and Promotion Requirements (NPPPPR), relevant circulars, list of LTSM as issued per grade, agendas and minutes of meetings, analysis of results and intervention strategies, reports of all activities on management plan and copies of district/provincial/national reports (DBE, 2017:16-17).

The same Languages Subject Policy (2017:17-18) states that teachers should keep a file for the purpose of teaching and assessment. This file must be continuously updated and be a complete record of assessment in that language subject. The teacher must be able to produce the file for monitoring and moderation. If a teacher fails to maintain the file she or he may be charged with misconduct in terms of the *National policy on the conduct, administration and management of National Senior Certificate: A qualification at level 4 on the National Qualifications Framework (NQF)* or in terms of other appropriate steps. The teacher's file should contain the ATP, Assessment plan, formal assessment tasks and memoranda, indication of textbooks and teacher resources, inventory list of resources i.e. CDs, DVDs, CD players, DVD players, televisions and data projectors among others. It also must contain record sheets of learners' marks for each formal assessment task and informal notes or any intervention that is planned by the teachers to assist learners who require additional support.



### 7.3. ANALYSIS AND INTERPRETATION OF TEACHERS' FILES

In section 3.3.2.3 of chapter 3 the researcher has indicated that: "Document analysis is about reviewing all written communication about the research question one is investigating." The first part of the files that was studied and analysed was the table of contents in order to see how the items in the teachers' files table of content compare to what policy requires, and to find out which item(s) related to the implementation of the ATP. When comparing the list of contents in the files to policy requirements, it was found that contents of the teachers' files exceeded the policy requirements. According to the 2017 Languages Subject Policy document, teachers should keep the ATP (See Appendix I), assessment plan, formal assessment tasks, memoranda, textbooks, other resources, record sheet of marks and notes on intervention. But generally, all the five teachers' files comprised teacher's profile, allocation of subjects, period timetable, ATP, work schedule, lesson plans, formal tasks for term one, memoranda, rubrics, marks recording sheets, complete and incomplete moderation and monitoring tools, evidence of oral work mark sheet, school based assessment guide, textbooks, and minutes of meetings. The HOD files were more comprehensive. They included a section on many policies, for instance, NCS, NPPPPR, NPA, and Provincial continuous assessment (CASS) guidelines, personal time-tables, ATP, assessment plan, programme of assessment, formal tasks for 1-4 terms, recording sheets, evidence of intervention, moderation and monitoring tools and subject meeting minutes.

Regarding the analysis of the contents of the files, there were several documents of interest due to their relevance to the purpose of this research. The ATP was the first one. The others were mark sheets, monitoring and moderation evidence.

The ATP in the teachers' files was similar to the one attached to this study as Appendix 1. The only difference was that the date would reflect 2016 or 2017. As indicated in Appendix 1 and also in Chapter Two of this study, a teaching plan is basically a teaching schedule. For Grade 10 languages it is a schedule which is divided into terms one to four. These four terms, which are approximately just under three months in length, are in turn divided into weeks. For instance, Term 1 for Grade 10 English is divided into ten weeks i.e. Week 1 to Week 10; Term 2 is also divided into ten weeks i.e. Week 11 to Week 20. This means that the whole academic year has 40 weeks for both Home Language (HL) and First Additional Language (FAL). The same is the case in Setswana. The Home Languages are taught in two-week cycles of 9 hours

i.e. for 4.5 hours per week. The Second Additional Language (SAL) of both languages is taught in two-week cycles of 8 hours.

In the two-week cycles teachers teach certain topics or skills for a certain period. For instance, in Home Language (HL) the two-week cycle topics are listening and speaking which is allocated one hour, reading and viewing i.e. comprehension and literature allocated four hours, writing and presenting allocated four hours. Language structures and conventions are not allocated any time but are integrated into the above topics or skills. It is the same for First Additional Language (FAL), but in this case time allocated to writing and presenting is reduced to three hours and that extra hour is allocated to language structures and conventions. But still the teaching of language structures and conventions should be integrated into the other skills. It is the same with the Second Additional Language (SAL) which has 8 hours, where listening and speaking has two hours, reading and reviewing has three hours, writing and presenting has two hours and language structures and conventions has 1 hour. The structures and conventions are also expected to be integrated into the other skills.

The ATP also indicates that the teachers must give learners formal assessment tasks. For languages, there are four formal assessment tasks per term. These are oral i.e. listening for comprehension, writing i.e. narrative/descriptive/argumentative essay, writing again i.e. transactional writing and a test on comprehension, summary and language.

The analysis of these files must be related to the one-to-one and focus group interviews conducted with participants of this study because they are done in view of them. Therefore, this analysis must be done in line with themes related to these interviews. If they are not relating to the themes it would mean that they have no connection to this study. Hence, the themes of this study were used as topics of each aspect of the files being analysed.

### **7.3.1. The ATP and challenges experienced in the previous outcomes-based curriculum or RNCS**

The focus of this study is the ATP. During the interviews, participants, especially teachers and HODs, pointed out that it is overcrowded or congested and does not give them time to attend

to learners who need individual attention. When the researcher analysed Week 1, for instance, this challenge is obvious, and the ATP appeared to confirm teachers' views that to teach all the indicated topics within the allocated time of 9 hours could require more time. For instance, a teacher is expected to teach the listening and speaking skills in an hour and cover informative, evaluative and appreciative texts. In teaching the skills of writing and presenting using transactional text teachers must include formal and friendly letters on requests or complaints or application or business. This also includes formal and informal letters to the press, curriculum vitae, covering letters, obituaries, agendas and minutes of meetings. All this is scheduled to be done in four hours in each week. What makes this appear more onerous is that this includes teaching elements of process writing such as planning, drafting, revising, editing, and presenting and additionally features such as sentence construction, paragraph writing, word choice, register, style, and voice, and language structure!

Regarding the question of the sequencing of content, from the document analysis it appears that some skills or topics are well sequenced. For instance, literature study is featured in almost every one of the forty weeks. But writing and presenting is scheduled to be taught in Week 1 and 2, 15 and 16, 21 and 22 and finally 31 and 32. Another skill is listening and speaking of which listening for comprehension is scheduled to be taught in Week 1 and 2, Week 5 and 6 and Week 29 and 30. Some of these are so far apart that they may make application of prior knowledge by the learners impossible. It was clear that the constructors of the curriculum in attempting to include all skills scheduled too much for the available time. Thus, the document appears to support the teachers' comments that overcrowding and sequencing in this curriculum need to be given attention with a view to ameliorating them.

Teachers are also expected to assess learners formally and informally on all these multiple skills. They are obliged to give four formal tasks and record them. It would appear that had the curriculum makers considered spreading the five language skills i.e. listening, speaking, writing, reading and language structures across the grade and integrated them cleverly it would have alleviated these problems. Or this could have been well managed if emphasis on these skills varied according to grades. This is discussed further in the recommendations section.

The NWP language policy document agrees with the ATP on how many times the learners should be formally assessed. These two assessment programme documents indicate this about assessment of the Grade 10 and 11 learners:

- In the first term they should write 4 formal assessment tasks which include orals, essay writing, transactional writing and a test.
- In the second semester they should write two formal tasks which include orals and literature. They also write a mid-year examination consisting of three separate papers.
- In the third semester the Home Language group write two formal assessment tasks whereas the First and Second Additional Languages write two formal assessment tasks and a test.
- In the fourth term the Home Language group has an oral assessment task and an end-of-year examination, whereas the First and Second Additional languages have an end-of-year examination only. The end-of-year examination is made up of four separate papers.

The ATP specifies that there are eleven formal assessment tasks per year. It assumes that the three June papers and the four year-end papers are two formal tasks.

However, other documents which the researcher came across when studying the teachers' file were the mark sheets recording the marks obtained by the learners in the four assessment tasks they should be given every term. As mentioned earlier, some participants pointed out that recording of the marks of the learners is an onerous task in this curriculum. The mark sheets in the file revealed that in practice, language teachers captured at least five marks for each learner per term for the Home and Additional languages. These include a mixture of oral work, written work and test. In the second term, there are 5 tasks to record and four mid-year examination papers (language in context, literature and writing) to mark and record. This may mean that schools sometimes deviate from implementing policy correctly or it may be due to the need to re-assess learners, as the teachers said during interviews. But also, in a document issued by the Provincial Department of Education, these tasks are summarized into ten items to be recorded. In the first term, it reflects five tasks to record. The recording of this amount of work could be what teachers perceive as burdensome. It might also be very challenging for the subject advisors to monitor this amount of work.

### **7.3.2. The role of teachers in the implementation of the ATP**

The documents the researcher came across in the teachers' file studied had no evidence to indicate that teachers have any other role in the process of curriculum development except that of implementation of learning programmes. These documents included a copy of the ATP, assessment plan, formal assessment tasks, memoranda, rubrics, list of textbooks and other resources, record sheets, intervention notes and minutes of meetings. All these documents are related to the effort of implementing the ATP in the classroom. The researcher did not find any evidence which pointed to any other role they play except that of implementing the curriculum in the classroom.

Other documents found in the HODs files were policies. But these are filed in line with the requirements of the policy of the DBE on what contents they should keep in the Master file. They did not at all reflect their role in curriculum policy development and implementation.

Another thing some teachers said was that they participate in the evaluation of the curriculum by assessing learners in the classroom. This has a basis because a lot of evidence of assessment of learners in the files was found. This was in the form of formal and informal tasks given to learners and the record of marks. But whether this exercise constitutes participation in the evaluation of the curriculum is another issue. The second answer was mainly from one or two HODs who said they give feedback to the subject advisors at the PSF who take the matter further with other departmental officials. That teachers and HODs participate in the PSFs is borne out by the documents in the files. But what was not found is specific evidence of such submissions or related feedback.

### **7.3.3. Impact of the ATP on teaching and learning activities**

During the interviews, most teachers indicated that they were marginally happy about their experiences in implementing the ATP. They indicated certain issues that made them dissatisfied or happy about the ATP. Some were not happy with their experience because they felt that the ATP was inflexible and did not provide them room for personal initiative. This could be true because the ATP found in the teachers' files is a complete and comprehensive



document. The researcher could not see how teachers could add to it or even amend it to suit their specific classroom conditions. As indicated earlier, the ATP specifies the skills or topics to be taught to the learners every two-week period, as well as the content involved, and the kind of assessment teachers should carry out. The researcher could not see how teachers could feel differently about their experience in implementing the ATP. The inflexibility they perceived could be explained by the nature of the ATP explained above. The amount of time allocated to the topics or skills to be covered in two weeks could also account for teachers perceiving the ATP as congested and not allowing extra time for other initiatives or innovations. Nine hours in a week to teach a large variety of skills could be perceived as a big challenge by teachers. For instance, in terms of writing and presenting only, the ATP states that teachers should teach friendly and formal letters of request/complaint/application or business, letters to the press, curriculum vitae, covering letter, obituaries, agendas, minutes of meetings and a whole string of process writing topics. This could explain why teachers perceived the implementing the ATP as inflexible and rigid.

Looking at the document found in the teachers' files it could be understood why some teachers, heads of departments and most officials were happy with teachers' experience of implementing the ATP. The ATP appears well structured and comprehensive. Their happiness can be attributed to the fact that ATP gives teachers a lot of guidance, although this comes along with what teachers perceive as too great a work load. Because it facilitates the scheduling of learning activities, it easily and clearly provides teachers with guidance on what they should do and when. It is also clear in the ATP what teachers should do in terms of assessment. These aspects could validate the positive notion these participants have about the ATP.

#### **7.3.4. Training (induction or orientation in the ATP), quality of the training and professional support**

This proved to be a very interesting and broad theme. It touched on several issues that could be followed up by studying teachers' file for evidence regarding training and orientation, teacher support and role of the subject advisors. Therefore, studying and analysing teachers' files enabled clarification of the findings from the various participants of this study about this theme and its sub-themes.

When studying the teachers' files, several documents related to this theme were found which are briefly discussed here. The first and most significant document related to this theme found was the ATP. All participants indicated the role played by ATP in the training and orientation of teachers to implement this programme. Essentially, use of the ATP was the content of the three to five days training and orientation that the language teachers had in 2011 and early 2012. It is also still the ATP which is the topic that current PSFs subject advisors hold with teachers. Another important document is the Language Subject Policy, a copy of which came from one subject advisor. Although none of the participants indicated that they were oriented regarding this document, it contains very valuable guidance for teachers. It has two major sections i.e. Subject Policy and School-Based Assessment. It basically introduces teachers to the CAPS and deals with matters such as language curriculum, language levels, written work policy, assessment policy, subject administration and school-based assessment, among others. Basically, it contains valuable information for the teachers.

Also in the file were two categories of document related to this theme. These documents are related to the two processes of teacher training and support, monitoring and moderation. During the interviews participants indicated several issues about their training, orientation and teacher support. They indicated that most of the training and support is done in the PSF one-day workshops. They also mentioned that they get guidance and assistance from subject advisors when they come to school for monitoring and moderation. Furthermore, they also indicated that in some instances they are assisted by their HODs.

Studying these forms, it is apparent that there are several processes of monitoring and moderation involving the teachers, HODs, principals and subject advisors. For instance, in terms of monitoring, there are two forms in the teachers' files. One of them is titled "Monitoring Tool". This monitoring tool is signed by the HOD and the teacher. It has criteria which indicate that the HOD monitors the teacher file, school-based assessment or CASS and recording of learner performance. This partially emerged during the interviews. No emphasis was placed on this nor was it brought forward strongly. Only the action of the subject advisor in relation to the teacher's file received much attention from the teachers during the interviews. According to this form the HOD should monitor whether the teacher has a file, which has an index, Programme of Assessment (POA), has covered the topics as per ATP, whether lesson

plans are up to date. She/he should also mention whether there are copies of formal tasks in the file, together with copies of assessment tools such as rubrics and memos. The HOD should also monitor whether the teacher has raw mark sheets and an analysis of the results. The HOD should comment on all these things, sign the form and have the teacher sign it too. This process constitutes a very important aspect of the implementation of the ATP. Without such an elaborate monitoring or quality assurance process, the challenges of the ATP noted above could overwhelm a teacher. This is said assuming that the HOD will respond to this monitoring action by assisting and giving feedback and support to the teacher.

Another form which had to do with monitoring was the one which was also titled “Monitoring Tool”. This one is to be signed by the teacher, the HOD and the principal. Although a little more elaborate, this monitoring tool checks on the same items as in the one mentioned above. It also deals with the content and condition of teacher’s file, CASS components, marking of assessment tasks, analysis of results and marking and moderation of learners’ books or files. This adds a very important level of supervision of the teacher’s work by the school principal and constitutes a very important element of implementation of the ATP.

There were also three forms dealing with moderation. There was one simple form titled “Pre-Moderation Tool” which is signed by the HOD and the teacher. This form and the other one called “Post-Moderation Tool” are apparently used to moderate the quality of examinations set internally by the teachers for the purpose of school-based assessment. The first section of the Pre-Moderation tool deals with technical criteria including whether the question paper is complete, whether there is a marking guideline, whether instructions to candidates are clear and unambiguous, whether the question paper is correctly numbered, whether mark allocation is clear etc. The second part deals with the quality of individual questions. It asks whether questions are asked in an appropriate language, whether all cognitive levels are covered, whether questions cover the topics in the ATP, and whether all illustrations and diagrams are clear, among others. The Post-Moderation Tool is shorter and deals with the standard of marking. It asks whether the marking of the learner scripts is accurate, whether the marks are correctly transferred into the recording sheet, and whether there is any analysis of learner performance.

The third form is one which is signed by the teacher, HOD or principal and the subject advisor. It is a lengthier and more elaborate form. It has sections for monitoring of common examinations of previous and current years, assessment by the teacher, the teacher's file, monitoring policy implementation support, use of departmental work books and general intervention strategies as well as a recovery plan. It is a comprehensive form which enables the subject advisor to monitor several aspects of the teacher and school work. Besides monitoring the teacher's file and its contents, it is used to monitor whether policies are implemented according to departmental guidelines and whether the school has its own School Improvement Plan (SIP). The form is also used to monitor whether teachers have been moderated internally and supported by the Senior Management Team (SMT). It is used to enquire into the monitoring and moderation tools discussed above. Subject advisors could also use it to find out whether teachers receive classroom support from the principal and his or her peers. It is used to check whether the SMT has been controlling learners' classroom work. It introduces an elaborate monitoring process which is comprehensive. It is also very important to note in terms of implementation of the ATP.

Given the points above, it is possible to summarise the findings of the document study in the following words. There were several documents in the files that could be related to the subject of curriculum implementation. The principal document was the ATP. Other relevant documents included those having to do with assessment, monitoring and planning. When studying and analysing these documents, the researcher was able to relate their content and nature to the discussion that took place during individual interviews and focus group discussions. The ATP document was the most helpful in explaining some of the matters that emerged from the interviews. Studying it assisted the researcher to understand why some of the teachers raised the themes relating to challenges experienced in the past curriculum programmes, issues of congestion and sequencing, its impact on classroom instruction and the role of teachers in curriculum implementation. The record of marks and tasks done by the learners also gave indication of the challenges of lack of time and flexibility teachers alleged they are confronting in the classroom. Other document such as those used for monitoring and moderation were evidence of how the teachers were continuously trained and developed by the HODs and subject advisors. Although not conclusive enough, the evidence found in the teachers file substantiated some of the claims made by some teachers regarding their lack of participation in curriculum development and apparently inadequate training opportunities.



#### 7.4. CONCLUSION

The analysis of the teacher's files confirmed the findings of the interview and focus group discussions data, hence further affirming the justification for triangulation of data and data collection methods. The themes discussed so far are those that came from interviews and focus group discussions that could be linked to the document study. The last theme is representing three themes i.e. teacher training and orientation, quality of their training and professional support. This exercise completes data analysis and interpretation in this study. The next chapter presents a discussion of summary of the findings coupled with relevant recommendations.



## CHAPTER 8

### DISCUSSION: SUMMARY OF FINDINGS

#### 8.1. INTRODUCTION

This chapter presents a summary of the findings of this study. It starts by indicating the purpose and outcome of the study. It discusses the findings related to sub-aims of the study, summarizes and integrates findings from data collected from all categories of participants and it presents the findings and demonstrates how they relate to the existing literature. Therefore, the chapter integrates the literature study and the findings of the study. The chapter also points out innovative findings related to this study. It ends with a conclusion which refers to what was accomplished here and a way forward relating to the development of a conceptual framework envisaged in this study.

#### 8.2. RESEARCH FINDINGS

The tabling of the summary of research findings related to the aims of this study follows a specific structure. The first issue in this section of this chapter is to restate the main aim of the study which is to develop a framework for implementation of the curriculum. The aim is subdivided into the following sub-aims:

- *To establish experiences of the Grade 10 English and Setswana teachers regarding implementation of the CAPS annual teaching plan.*

- *describe lessons that can be learned from their experiences that might benefit future curriculum implementation in schools in the Ngaka Modiri Molema District of the North West Province.*
- *develop a framework for implementation of a Grade 10 Language curriculum policy in schools in the Ngaka Modiri Molema District of the North West Province.*

The presentation of the summary of findings of the study is organised according to these sub-aims. The intention is to give a brief but broad and integrated report on findings of the study. This chapter specifically deals with findings related to the first two sub-aims of the study. The next chapter i.e. chapter 9, presents a conceptual framework for the implementation of the curriculum policy and recommendations related to the third sub-aim.

Where relevant, the summary includes findings from both the interviews and document study related to each of the six themes. Furthermore, presentation of the findings focused on the overall responses of the majority of participants (teachers, heads of department or departmental officials) to the question(s). The presentation also highlights significant and interesting results or unexpected outcomes. It relates the findings of the literature study to the sections on implications, recommendations and conclusion of the study.

### **8.2.1. Findings with regard to sub-aim 1**

The sub-aim was to establish *experiences of the Grade 10 English and Setswana teachers regarding implementation of the CAPS annual teaching plan*. Data collected from participants were codified into six themes. However, these themes are consolidated here into five themes and utilized to organize the summary of findings. In-service training and teacher professional support are combined into one theme in view of their affinity. In many instances here, the report of the findings is prefaced by a reminder of what was said in literature study in the second chapter of the study. For instance, brief reference is made to what was said about other countries or what was done in South Africa. Thereafter, the findings are presented and followed up with comparison with what other researchers have already said to point out new ideas this study produced. Where applicable, questions that are still lingering are also mentioned.

#### 8.2.1.1.Challenges experienced in the previous curriculum or RNCS

In chapter two of this study it is mentioned that curriculum reform in the post-apartheid South Africa started in 1997 when the idea of Curriculum 2005 (C2005) based on the assumption of the outcomes-based curriculum approach was conceived. It was a move from the existing content-based programme to one which was intended to be outcomes-based. It had eight learning areas and was based on the principles of democracy, non-racialism and non-sexism. It was also supposed to introduce the learner-centred approach into classroom practice. This initiative failed mainly because the experiment resulted in a mismatch between the requirements of the curriculum and the ability of the teachers to implement it. In 2002, a new version of the C2005 called Revised National Curriculum Statement or RNCS was introduced for Grade R-9 while the Grade 10-12 curriculum was sanitized to remove traces of the apartheid era and ultimately revised into the National Curriculum Statement (NCS) 10-12. This version was also reviewed as problems of administrative overload of teachers were experienced. The CAPS and its ATP were subsequently introduced with the intention to reduce paperwork done by teachers.

However, findings from this study are that most teachers and heads of departments do not believe that the ATP and CAPS have resolved the challenges they were confronted with regarding the administrative load and paperwork they have to do. Some even believe that there is more administrative responsibility for teachers in this curriculum. Only one teacher and one HOD expressed belief that the ATP has resolved challenges they were confronted with in the previous curriculum. Teachers and HODs who believed that those challenges have not been resolved cited examples such as maintenance of the teacher's file, the number of assessment tasks to mark, analyse and record, the many examination papers, duties to distribute textbooks, lack of proper sequencing of contents of the schedule of work, the overcrowded nature of the ATP which deprive them of time to attend to individual and progressed learners, and the multiple oral tests done by the learners. Those who said the challenges are resolved said that the keeping of the teacher's file is essential, the HODs assist in carrying out the burden of administrative responsibilities and that a teacher can get assistance from the Department. Most departmental officials expressed belief that challenges identified in the previous version of the curriculum have been ameliorated. But one official agreed with most of the teachers and HODs that the ATP has not resolved the challenges.

The most striking observation to emerge from this study in this regard is how most teachers and HODs agreed on this subject and differed with the departmental officials. A possible explanation of this could be the different responsibilities of these participants. Teachers and HODs are on the ground and at the 'coalface' of implementation. Another striking result to emerge from the study is how few solutions of this matter came from the departmental officials. Besides emphasizing the importance of some of these administrative and other challenges, they pointed to the use of SAMS mark recording programme as a possible answer. The most interesting finding was the unity of thought of teachers and HODs that the administrative burden of the teachers is not reduced in this ATP. It was also interesting to find that teachers and HODs felt that the role of subject advisors is more administrative than academic in practice. They attend more to management and administrative matters and neglect pedagogical and content issues. Related to the issue of administrative overload due to marking and recording, the documents study revealed that teachers should mark and enter a minimum of ten formal tasks and three or four examination papers! This is excluding informal tasks and the requirement that they should re-assess failing learners.

These findings corroborated past research work reported in chapter two of this study on this topic. But they also raised new issues. The research work reported in chapter two dealt primarily with issues of epistemologies and prior knowledge of teachers, training and professional development, professional support, capacities of district officials and made a brief reference to length of training and its quality assessment (Blignaut, 2007; Wang, 2008; Chisholm, 2008; Mulaudzi, 2009; Sethusha, 2014; Mokoena, 2005, Makwhwathana, 2007; Oliver, 2013; Badugela, 2012; Makeleni, 2014; Lumadi, 2013; Bantwini, 2010; Bantwini *et al.*, 2011 and Bantwini and McKenzie 2011). However, the current study raised new matters such as the perception of teachers that the ATP has not resolved challenges of the past, the complacency of authorities that the ATP answers all curriculum questions of the past, the feeling among teachers that their administrative and managerial responsibilities have not reduced and that in some cases are increased.

The finding that teachers feel that the ATP is congested and overcrowded is also something not really researched in the past. This includes findings on teachers' views about sequencing in the ATP. Another new finding is teachers' views on how the load of assessment, marking and recording impacted on their instructional activities.



While these findings support and corroborate past findings and introduce new issues, they also raise further matters for research such as the need for a critical investigation into the implementation of the ATP in the classroom, views of teachers about informal and formal assessment, time allocation in the ATP and how the administrative load of teachers can be reduced.

#### 8.2.1.2. Teachers' role in the implementation of the ATP

The overcoming-resistance-to-change model of curriculum implementations discussed in Chapter 2 of this study advocates that attention should be given to fears and doubts people have about curriculum implementation. It encourages that teachers' concerns about curriculum implementation be addressed. Where this concept is discussed, mention was made of involvement and roles of various players in curriculum development. It was indicated that research shows that it is important that everyone should know their role in the process of curriculum policy development, implementation and evaluation. It was emphasized that to have clarity on the part of the role of players is conducive to a successful implementation of curriculum reforms. Glatthorn *et al.* (2009:23-32) cited that the state, districts, schools and classrooms have specific role to play in this process. They state should formulate a framework which includes broad general aims, make resources available and facilitate curriculum evaluation. Related to that are the curriculum policies, vision and goals developed by the district or province in the case of South Africa. Schools develop programmes based on the policies of the provinces. Thus, according to these authors, teachers have a very critical role of curriculum development and implementation. It is believed that this role is crucial in determining the success or failure of curriculum innovations and reforms.

The way curriculum policy is developed and implemented in Australia and Canada is briefly discussed in the second chapter of the study. Their procedures are contrasted to those adopted by the authorities in South Africa. It is indicated that in Australia school authorities are responsible for the implementation of the curriculum and support of teachers. They determine the schedule of implementation and resources required to carry this out. Schools also determine pedagogical and classroom approaches associated with the curriculum. In Canada, unlike in South Africa, the provincial and local school boards are responsible for education of



children up to Grade 12. Local school boards determine policy for schools in their jurisdiction. The provincial authorities develop and publish the curriculum to be used by all teachers in the province. In South Africa, this is done at state level.

Regarding the theme on teachers' views of their role in the implementation of the curriculum with reference to the ATP, the finding was that the teachers' role is essentially to implement the ATP in the classroom. This was expressed by all participants i.e. teachers, HODs and officials. However, teachers and HODs expressed common feelings that further involvement of them in the process of curriculum development would improve the quality of the programme.

Teachers acknowledged that the Professional Support Forum or PSF gives them an opportunity to give feedback to the subject advisors on the ATP. HODs believe that school-based policy meetings give teachers a chance to broaden their participation in the process. It was interesting to find that only teachers and HODs expressed discontent about this situation, but not the officials. Document study supported the finding that teachers have a role of implementation only. No other documentary proof of any other role of the teacher in curriculum development was found. Document study also supported the finding that teachers participate in PSFs and could thus give feedback to the subject advisor at that forum. There is a clear indication from data collected that the current policy is to keep the role of teachers to that of implementers of the curriculum policy in the classroom. There are no indications of any development of shifting from this arrangement to augment the teachers' role to equal or match that which is mentioned regarding the systems in Australia and Canada.

It is surprising that much in this area of the role of teachers in curriculum development has been researched in the past. Most of these findings in a way concur with other studies done by Chisholm (2008), Wang (2008), Adu *et al.* (2014) and Dube (2016), which allude to teachers needing to participate in workshops, conferences, staff meetings and research. However, in these studies, reference to an expanded role of teachers in the curriculum development process is indirect at best. This is in spite of a strong relationship between South Africa and Canada and Australia, where provincial authorities and school boards, including schools and teachers, have more responsibility in this regard. In chapter two, mention was made that in Australia,

states and territories as well as schools and curriculum authorities are responsible for implementation and support. While school authorities make decisions on implementation issues such as time and resource allocation to particular learning areas, schools and teachers determine pedagogical and other delivery approaches. There is a common view among teachers that they need to at least determine how they should teach. Literature confirms in chapter two that in Canada, the provincial ministry of education has jurisdiction in curriculum development, and gives an example that the Ontario Ministry of Education issues curricula, diplomas and policies for student assessment and develops and publishes curriculum documents used by all teachers (Alberta Education, 2012:42). It sets standards for the whole province and supports implementation of policy. Furthermore, some provinces in Canada have scheduled curriculum revisions and at the end of this process, writing teams from school boards develop revised documents. In the interviews, there were a number of times where participants alluded to teachers taking part in the curriculum evaluation. However, there is no policy giving teachers such a role in curriculum development in South Africa.

The current study also raised a few questions related to this theme and its findings. One of them is how the current PSF workshops, conferences and staff meetings can be strengthened to constitute space for teachers to have a role in curriculum development in South Africa. And simply finding out to what extent teachers should be involved in curriculum policy development in this country.

No evidence was found in the teachers' file during document studies other than that which pointed to the participation of teachers in the implementation of the ATP. Documents such as a copy of the ATP, lesson schedules, lesson plans and assessment plans confirmed these findings.

#### 8.2.1.3. Initial training, orientation and teachers' continuous professional support

The intention of the crafters of the CAP and its ATP was that teachers should be trained to implement the curriculum in such a manner that confirmed them as subject experts. The question is to what extent did the implementation of the CAPS and its ATP succeed in doing

this? How do they feel about their experience of implementing the ATP of the CAPS in their classrooms?

The background of the CAPS policy was discussed in chapter two of this study. For instance, it is mentioned that when C2005 was introduced with its OBE and learner-centred implications, it was found that teachers did not adapt their classroom practices accordingly, but continued with their traditional content-based and teacher-centred approaches. This made the need for thorough training and support for teachers very urgent. In addition, the role of the teachers in the classroom was re-conceptualized from the onset of the new programme. Teachers were expected, as indicated in the second chapter of this study, to play specific roles in the education of the children. Seven newly conceived roles were promulgated in the form of a government notice. The promulgation of these roles in this manner made it necessary for teachers to realise them in the classroom. The most important of these roles is the one that required teachers to adapt their role in the classroom to that of a mediator or facilitator of learning. This constituted one big challenge for the teachers. Most, if not all of them, had been nurtured in an atmosphere of teacher-centred approaches that do not prioritise learner activity in the classroom. Other roles are those indicated in chapter two as interpreter and designer of learning programmes and materials; leader, administrator and manager; scholar, researcher and life-long learner; community, citizen and pastoral role; and assessor and learning area/subject/discipline/phase specialist. This development had an enormous implication for teacher training and development.

Furthermore, the 2009 Report of the Department of Education mentioned in chapter two (named *final Report of the Task Team for the Review of the Implementation of the National Curriculum Statement*) laid specific emphasis on the need for training and professional support. The Report pointed out that teacher in-service training and support are critical elements of curriculum implementation. It urged that teachers should be trained to be subject experts in their various fields. The Review panel was worried about teachers' lack of mastery of subject content and their incapacity in methods and classroom approaches. It was convinced that one of the weaknesses of the C2005 was poor teacher training. It wanted teachers to be given a heavy dose of content training accompanied by relevant pedagogical approaches. It recommended that subject advisors should undergo training in classroom observation. They should be trained in non-judgmental observation to be able to support and assist teachers in

implementing the ATP. The Panel also expected subject advisors to be trained in post-classroom observation and monitoring, quality assurance, and mentorship.

On the other hand, teachers were to be oriented in the implementation of the Grade 10 language curriculum. The training was aimed to train teachers to understand the Curriculum and Assessment Policy Statement, or CAPS. The training was also intended to include comprehension of the philosophical background of the CAPS, subject content, classroom methodology, planning and assessment.

Regarding the theme on teacher training, orientation, and support, it was observed in the current study, that participants commented at length on various aspects of this theme, demonstrating interest in it. Another interesting observation here is that there was much consensus on issues regarding training except where teachers and HODs expressed varying feelings on quality and the role of subject advisors. All participants said that initial training of teachers in 2011 and 2012 was done mainly by the subject advisors. They also stated that subject advisors were trained by curriculum coordinators/planners who were members of the national training team (NTT) and provincial training teams (PTT). Subject advisors received a week-long initial training conducted by the Provincial Task Teams (PTT) which they cascaded down to the teachers using the same material coordinators trained them with. There was consensus among the participants that the training teachers received in 2011 and 2012 was for not more than five days. Most teachers and HODs mentioned that the training was mainly in policy implementation and administrative matters such as maintaining the teacher's file. Participants' opinions differed regarding the quality of training, with some claiming that it was poor, and others believing that it was good. Again, all participants indicated that the first training was followed by one-day PSF annual workshops. Almost all participants agreed that PSFs, monitoring and moderation conducted by subject advisors are existing platforms for further teacher in-service training and professional support. All participants expressed the same concern that new teachers are not taken through the initial week-long training. They are assisted or inducted mainly by the HODs. Some participants agreed that the one-day induction received by new teachers is inadequate. There is also a perception among some teachers that subject advisors are not proficient and act authoritatively like inspectors. There was a perception among some teachers and HODS that subject advisors give too much attention to non-academic issues and neglect content and pedagogical challenges. One official expressed concern in



respect of the training of teachers in those middle schools that are newly converted to secondary schools. The official said they also receive a one-day training like new teachers. This official also indicated that there is no real strategy to train new teachers. The striking finding of this data is that most of the departmental officials were content with the quality of training received by teachers. On the other hand, teachers and HODs were not satisfied. A possible explanation of some of the variation of feelings among participants could be attributed to the role they play in the implementation of the ATP.

The findings from the study of teachers' files confirmed some of the findings, such as the content of training and nature of teacher support. The presence of certain documents in the files confirmed some of the findings from interview data. They confirmed that the ATP document is the common subject of the PSFs. The monitoring and moderation documents confirmed the findings that subject advisors support and guide teachers using these processes. There are several ways to explain these findings, including that the length of training was not sufficient, the training was not adequately comprehensive, follow-up training was unstructured and incidental, more professional human resources are needed to be involved in training and support of teachers and the role of the curriculum coordinators/planners and subject advisors requires review and improvement.

While the findings related to this theme have some of the most researched aspects of the CAPS and the ATP, they also introduce new results and raised new questions. The findings corroborate issues that have been researched by almost all researchers who have done some work on the introduction of a new curriculum in South Africa. Topics concerning training, professional support, nature and length of training, role of teachers in their training and development, the role of district officials and others have been investigated by researchers such as Bantwini (2010), Bantwini *et al.* (2011), Mulaudzi (2009), Sethusha (2014), Mkhwathana (2007), Badugela, (2012) Makeleni (2014), Senna (2012), Oliver (2013), Nkosi (2014), Zano (2015) and Mbatha (2016) and found not particularly satisfactory.

But the findings of the current study reveal new knowledge and indicated who trained who, and how the training was cascaded down to the teachers. The study revealed the role of curriculum coordinators/planners, subject advisors, HODs, principals and teachers in training, support and professional development. The study has been able to find how the training took



place and what was used to train teachers and subject advisors. The study also came with findings regarding training or lack of training of new teachers and teachers in rationalized schools. Another fresh finding is whether teachers were comprehensively trained regarding implementation of policy, management and administration, subject content, assessment and pedagogical approaches. Other striking findings in this study are those concerning identification of teacher training and support spaces as well as the role of subject advisors in this regard. The study also revealed how monitoring and moderation are support mechanisms for teachers in this study. These two roles of the subject advisors, of monitoring and moderation, were expounded, and activities related to them identified.

Some of the questions this research raised in this regard are: What are the challenges facing new teachers in the implementation of the ATP in the classroom? How can they be supported and trained to accomplish this? What are other mechanisms of teacher training and development additional to what currently exist? What training and development do subject advisors need to be able to support teachers professionally? What role should the school management team play in teacher training and support?

#### 8.2.1.4. The impact of the ATP on teaching and learning

Vakalisa and Gawe (2004:2-3) explain that teaching and learning signifies the fact that for any teaching to have any importance and value there must be meaningful learning. Therefore, every teaching relationship must culminate in learning on the part of the learner. Kruger and Van Schalkwyk (2010:11) agree with this idea when they aver that the teaching and learning situation is always aimed at an objective. The learner must achieve certain knowledge and skills. This relationship between teaching and the acquisition of knowledge and skills is a very important aspect of the ATP and therefore it is an important focus of this study. The ATP was conceived with the view to facilitating teaching and learning and the acquisition of instructional objectives in the classroom. But the question asked here is whether the teachers perceive it as facilitating teaching and learning or as an obstacle. In other words, do they see it as an instrument that enhances their professional goal or that hinders them?

The Minister of Basic Education resolved to implement the recommendation of her Panel of experts on curriculum review in October 2009. This resulted in the development of a single, comprehensive and concise curriculum document called Curriculum and Assessment Policy Statement (CAPS) to be implemented in schools in South Africa. As said previously, the implementations began in 2012 with the implementation of the curriculum in respect of Grades R-3 and Grade 10. Introduction of the same curriculum in other grades took place between 2013 and 2014.

The concept of integrated and applied knowledge (i.e. learners must have clear knowledge or information and understanding that knits together various related concepts as foundational competence and foster practical competence in the classroom) underpins classroom practice in the schools. Teachers are expected to create an enabling classroom atmosphere where learners are accompanied to attain knowledge, skills and values. They are expected to apply approaches based on constructivist, cognitive and social theories as mentioned in chapter two of this study. That is, the curriculum appears to be underpinned by the learner-centred ideology, and moving away from the scholarly academic ideology. In that same section, it has been explained that the classroom is expected to be an arena of inclusive and meaningful participation where all learners are active participants in their own learning. Teachers ought to develop learners who can apply the knowledge and skills they have acquired meaningfully in their lives. The classroom instruction must prioritize acquisition of knowledge, reflection, synthesis and research. Learners are expected to reflect on their knowledge and action and to come up with pertinent solutions to problems facing them and their community.

The most striking finding to emerge from this data of the current study is that most teachers and HODs expressed belief that the ATP does not facilitate instruction because it is overcrowded and congested. Some teachers indicated that it makes them unable to have time to support learners who need individual attention. One of them stated that it requires teachers to teach the same way and learners to learn the same way. It makes it impossible for teachers to apply the belief or principle stipulated in the learning theories underpinning this study, and is something they perceive as too prescriptive. Using the theories of individual and social constructivism, and social theory would require learning to be an active process where learners construct their own ideas, concepts and understanding. Learners do this on the basis of their prior knowledge or past experience. The teacher would allow the learners to develop

hypotheses, make decisions and discover underlying principles themselves. The situation would encourage learners to share perspective based on their past experience. Learners would be encouraged to work collaboratively in groups to make sense of new information and solve problems.

In response to this theme most teachers and HODs expressed their dismay about the requirement to teach grammar in context using poems, stories and other contents. However, the overall response of teachers and HODs to the question on LTSMs was positive, especially in terms of supply of textbooks. The most interesting finding was that officials believed that the ATP is a good classroom tool for teaching and learning. Contrary to the belief of teachers and HODs, officials stated that the ATP is flexible and allows creativity and innovation in the classroom. Moreover, officials believed that teachers can teach grammar contextually.

Findings from the study of the teachers' file indicated that the ATP could be overcrowded in that teachers are expected to teach a long list of skills and topics in nine allocated hours. These topics are of a great variety and could confirm teachers' disaffection about their sequencing. They include skills in listening and speaking, writing and presenting, reading and viewing, and structure and conventions. The results of the study of the files demonstrated that there are some topics that are well sequenced in that they follow each other at reasonable intervals. Sequencing of others confirmed teachers' complaints about this issue because of the big interval between the topics intended to teach the same skill.

In section 2.5 of chapter two, the background of the ATP and the CAPS are discussed, and it is indicated that this curriculum was the third attempt of the South African education authorities to reform it. It is indicated that in 1998 Curriculum 2005 was introduced. However, not long thereafter it was reformed or revised and introduced in an amended form called the National Curriculum Statement (NCS). This version did not last long before it was replaced in 2009 by the current Curriculum and Assessment Policy Statement (CAPS). One of the factors that led to the revision of the first two versions was terminology. The task teams that researched problems in the curriculum, inter alia, found that teachers are struggling to cope with the unfamiliar concepts and terminology used in them. This also led to the recommendation that in later versions this matter of foreign and complicated terminology be avoided. Thus, it was important in this study to establish what the participants said about this issue. It was necessary to find out how familiar they feel they are with the terminology of the ATP. It was also

necessary to find out from all participants whether they foresee any necessity to revise the programme presently.

Findings from this study are that most teachers do not find the ATP completely new to them, although some expressed mild concern about the difficulty of the terminology or concepts used in it. Most HODs were convinced that the ATP is familiar to the teachers. It was interesting to note that they never mentioned anything about the terminology of the ATP. The most striking finding is that like HODs, officials did not mention anything about the difficult concepts or terminology of the ATP.

It would appear as if the gap between the teachers' prior knowledge and the ATP is narrowing, since it was mentioned in previous researches. Chisholm (2008), Wang (2008), Blignaut (2007), Ishmail (2004), Muhle (2014) and Adu *et al.* (2014) expressed findings regarding this factor in their works. Chisholm emphasized the need to take into consideration teachers' prior knowledge in curriculum implementation. Both Blignaut and Wang spoke about the need to give attention to epistemologies or perspectives in curriculum implementation. The confidence with which teachers expressed feelings that they are familiar with the ATP and the mildness of their concern about its terminology could be a sign that this situation is improving. Ishmail contends that teachers had not mastered classroom practice effectively; Muhle points out the critical importance of teaching approaches and Adu *et al* (2014:988) doubt the belief of teachers that curriculum change can improve teaching.

This theme focused on a relatively new area of research regarding the ATP. Hence it was difficult to find a researcher who dealt with it directly. Most of the previous works are about implementation of the CAPS, training and professional development, teacher and subject advisor capacity to implement the CAPS and how the new curriculum was introduced and implemented. The classroom efficacy of the ATP is still to be researched and established.

It is therefore not surprising that some questions about this arose. For instance, a question for research would be to what extent can the perception that the ATP is overloaded be confirmed? More research could be done on the policy on teaching grammar in context, or whether language teachers need more time to implement the ATP, also whether it is possible to accommodate the idea of inclusive education sufficiently in an ATP class.



#### 8.2.1.5. The impact of situational factors and the future of the ATP.

The implementation of the CAPS and its ATP was done in a teaching and learning context influenced by certain situational and environmental factors. Participants acknowledged the impact of these factors on the implementation of the ATP. For instance, findings from this study are that teachers and HODs accepted the impact of situational and environmental factors such as class size and teacher-learner ratio on teaching and learning in the classroom. One official also acknowledged this and indicated that, on average, the current number per class is 55. She thought this was not ideal and that 35-40 learners per class would be more appropriate. The large number of learners is said to be an obstacle, especially for language teachers. Participants indicated that this factor creates difficulty for them when it comes to marking learners' work. Moreover, disciplinary problems were mentioned in respect of learner punctuality and attendance. Participants see these as factors that obstruct proper implementation of the ATP. Lastly, despite all these findings, very few participants believed the ATP should be revised presently.

In brief, findings from this current study corroborate many previous studies existing in this area of investigation. These, among others, are studies that reported findings about teachers' view on the administrative load they carry, the CAPS and teachers' current knowledge, teacher training and support, environmental and contextual factors, the role of district officials and assessment in CAPS. The study also brought new findings, such as teachers' views on the ATP and challenges of the previous curriculums, teachers' views on their role in curriculum development and implementation, teachers' views on how they were inducted and are supported in implementing the ATP, teachers' views on the quality of their training and its duration, teachers' views on the nature of training they were given at the onset of the CAPS and subsequent to that, teachers' views on how they are trained and supported by the department, teachers' views on the impact of the ATP on classroom instruction, teachers' views on the ATP and their prior knowledge, and teachers' views on the future of the ATP.



### 8.2.2. Findings with regard to sub-aim 2

The aim was to *describe lessons that can be learned from Grade 10 English and Setswana teachers' experiences which might benefit future curriculum implementation*. These are lessons that have been learned from both literature study and the findings of this study.

#### 8.2.2.1. Lessons from the literature study

The current study found that implementation of the CAPS and its ATP was preceded by a *rationale* related to change in the political order in South Africa. Apartheid and racially - based policies were supplanted by a democratic and inclusive dispensation. The policies of the new political order were to foster principles such as social justice, equity, human rights, respect for cultural diversity and environment, development and human dignity. The study found that efforts were made to change the education system to suit the new democratic dispensation. After the 1994 transition to democracy, due to changes in *world view* and a move to a new political and racial *paradigm*, South Africa made attempts in 1997, 2000 and 2009 to reform the basic education curriculum. The new curriculum was to be developed guided by a set of *developmental principles* adopted by DBE. These reforms were usually done in line with recommendations of a task team which investigated the problems experienced with the current policies. The CAPS and its annual teaching plan (ATP) are the products of that process. The CAPS was an adjustment of the existing curriculum policy which was undertaken in the face of implementation challenges experienced by learners and teachers in the earlier curriculum. When the CAPS was implemented, DBE embarked on a programme of training and orientation of various curriculum role players. The National Training Team (NTT) gave birth to the Provincial Task Teams (PTT) to take the training to the provinces. Subject advisors were trained by PTTs and curriculum coordinators and they in turn trained the teachers.

Looking at the nature of the ATP and its implications, it is reasonable to assume that its *theoretical foundations* are mainly based on the constructivist, experiential and social theories of Piaget, Vygotsky, Dewey and Bandura. Hence, the ATP would have required that teachers move away from the principle of knowledge acquisition to that of knowledge construction underlying any constructivist theory. Also, teachers would have been required to

adopt the approach of the social learning theory that people learn within a social context through modelling, observation and imitation. Furthermore, teachers would have to observe the principles of the learning theory that people learn better when fully involved and when their experiences are utilised to motivate learners and understanding. And foundations and principles of constructivism, experiential learning and the social theory would then have dictated that the curriculum and the teaching and learning processes be aligned with the learners' experiences and learner-centred method of instruction. The teacher should make an effort to link any new content presented in a lesson with what learners already know in order to facilitate better learner participation and understanding. Teachers, as mediators of learning in the classroom, should focus on conceptual connections which create new knowledge and understanding. The classroom must be an arena of learner activity which facilitates frequent exchange of ideas and propositions. Assessment must be part of the teaching and learning process and not be used for summative purposes only. It must also be used by the learners to continually assess their progress as they learn. The curriculum must encourage and prioritise higher mental thinking activities such as problem-solving and decision-making. This would require learners to be actively participating in their learning, which involvement is made possible by the link between the new knowledge and prior knowledge and past experience.

This strong link between the ATP and these theories did not feature at all in the explanations of the participants when interviewed on their experiences relating to the implementation of this document. What appears to be happening is that teachers do not give much thought to the relevant theories and approaches. Their primary concern is to keep up with the schedule of the ATP.

Moreover, there are various *curriculum conceptions, models and ideologies* representing understanding this task from different perspectives. The RSA National Department of Education (DOE) held that curriculum is all aspects of teaching and learning. This definition is the one which identifies the said curriculum aspects as being intended learning outcomes, learning programmes, assessment and methodology. Curriculum development in South Africa differs from that of other countries such as Australia and Canada because it is conceived and developed at the national level and implemented at provincial and school levels. *Policy implementation* follows steps including conception, formulation or development, implementation, evaluation and revision or review. Other countries such as

Kenya, Malta and Pakistan have deemed it necessary to develop a conceptual framework to guide curriculum implementation. As explained in the first chapter of this study, these frameworks encourage compliance with policy, clarify action to be taken in the operationalization of the programme, provide for flexibility and allow modification and variation in application.

#### 8.2.2.2. Lessons from empirical findings of the study

Curriculum *policy development and implementation* in South Africa were carried out with specific intentions in mind. Although the social reconstructionist curriculum conception appears to have been the aim of the reforms, elements of other curriculum ideas are present in the system. The curriculum also has both academic and technological aspects. In respect of the ATP, it was introduced not only to improve the quality of education but also to resolve various challenges experienced in the past. However, most teachers and HODs do not believe that the ATP has resolved the challenges experienced in the past curriculum programmes. On the other hand, most officials believe that the ATP addresses the challenges experienced in the past curriculums. Some teachers and HODs believe that the CAPS and its annual teaching plan have increased the administrative burden of teachers.

To realize the intentions of the curriculum reform process, certain *practices* or *practical measures* had to be followed. In 2011 and 2012 teachers were trained and inducted into the use of the CAPS and the ATP by the subject advisors. Subject advisors were trained by the curriculum coordinators/planners who were members of the PTTs. PTTs developed materials to train subject advisors or obtained them from the NTT. Subject advisors made use of the same materials to train teachers thus cascading the learning they received at provincial level. Most teachers and HODs and some officials stated that the training received by the teachers was for less than five days. Many teachers and HODs reported that the training they received was related to implementation of the curriculum and some administrative skills, such as how to maintain the teacher's file. Most of the teachers and HODs said that they received no training in subject content and teaching methods and approaches. Most teachers and HODs do not believe that the training they received was of good quality.

A finding of this study is that currently, teachers are trained, orientated and professionally supported in forums such as the PSFs and during *moderation and monitoring* conducted by the subject advisors, although some teachers do not believe that subject advisors are competent to do so. Teachers are responsible only for the implementation of the curriculum in the classroom. Teachers and HODs believe that if they had a greater role in curriculum development, their classroom practice would be improved.

Another finding is that officials are convinced that in practice, the ATP facilitates classroom instruction. They believe that the ATP allows teachers to be creative and innovative in the classroom. Officials believe that teachers can use the integrated or contextual approach to teach language structure and conventions i.e. grammar. Teachers and HODs differ with the officials when coming to the facilitation of the ATP in the classroom. Teachers and HODs believe that the ATP is overcrowded and congested. It does not allow them time for reflection and to give individual attention to learners. They believe that the ATP is prescriptive and inflexible. It expects the same thing from everybody, teachers and learners included. All participants were concerned about the negative effect of environmental and contextual factors on the implementation of the ATP, such as overcrowded classrooms, learners' discipline and technical support. Teachers do not believe that the ATP is something unfamiliar to them. However, some still find its concepts difficult to understand. Most of the participants described their experience in implementing the ATP as not absolutely positive.

In brief, a conceptual framework, understood to be an outline or skeleton of interlinked and interdependent principles, assumptions, or concepts and practices which constitute the main ideas in approaching the implementation of CAPS can be constituted by some of the concepts written in *italics* in this section as demonstrated in the next chapter.

### 8.3. CONCLUSION

The findings of the study were an interesting combination of curricular, administrative, academic and pedagogic ideas and feelings expressed by participants. Participants related their experiences of implementing the ATP. Officials, heads of department and teachers in this study spoke about teachers' experience related to the implementation of the annual teaching plan of the CAPS. They sometimes agreed on some points and differed on others. They expressed

problems they came across during implementing the ATP and the administrative burden they think is an impediment to their efforts in this regard. Teachers and HODs lamented their exclusion and relegation to the role of merely implementing the ATP in the classroom. Most of them expressed a desire to have a more expanded role in curriculum development in South Africa. Many critical issues about in-service training and professional development were raised. Teachers regretted the lack of space to be innovative in the classroom which makes them unable to give support to struggling learners. However, they appreciated certain aspects of the ATP especially that it is well structured, and recounted how they were prepared for its implementation. They explained how they are currently supported by the officials in the efforts to make the implementation of the ATP successful. But most importantly, lessons were learned from these findings and they are presented in the next chapter in the form of a conceptual framework for the implementation of a curriculum and accompanying recommendations.



## **CHAPTER 9**

### **RECOMMENDATIONS AND CONCLUSIONS: A FRAMEWORK FOR IMPLEMENTATION OF A CURRICULUM POLICY**

#### **9.1. INTRODUCTION**

This chapter presents a suggested conceptual framework, recommendations and the conclusion of this study. The conceptual framework and recommendations emanate from both the literature study and data collected from the field and analysed in the previous chapters i.e. empirical study. The recommendations are accompanied by some explanations and remarks. The chapter includes sections on topics for further research and the limitations of this study.

#### **9.2. CONCEPTUAL FRAMEWORK**

Before presentation of the conceptual framework, the following few paragraphs serve as a link between the proposed conceptual framework and the recommendations. A conceptual framework (see Figure 16 below) is suggested here on the basis of the literature study and empirical findings of this study. The meaning of a conceptual framework was explained in chapter 1 and 2 of this study. This chapter continues with the understanding that, in this study, a framework means a number of ideas which identify related components of a process or phenomenon. The component ideas of a framework such as the one envisaged in this research include interlinked and interdependent assumptions, principles, policies and practices that emerged in the course of the study. Such a framework is intended to constitute a tool for searching, selecting, analysing and implementing a curriculum in the schools in the four circuits of the Ngaka Molema Modiri District. Furthermore, the conceptual framework suggested in this study is inductive in nature in the sense that it signifies a tentative representation of a theory.

The outcome of lessons learned from the findings of this study suggested that curriculum implementation has two phases or steps. The first phase is to be certain about broad issues concerning the context in which such an exercise is undertaken. Contextual questions such as worldview or philosophy, ontological and epistemological understanding, values and principles must be decided upon and clarified. It must be clear to the constructors and implementers of a curriculum what perspectives motivate their efforts. Some questions should be asked, including, is it a policy for a society that believes in racial separation or non-racialism? What is the ideological perspective of such a society that would guide curriculum efforts? What conceptual model is envisaged? And what principles guide the process? This first step must also identify reasons why curriculum implementation is undertaken.

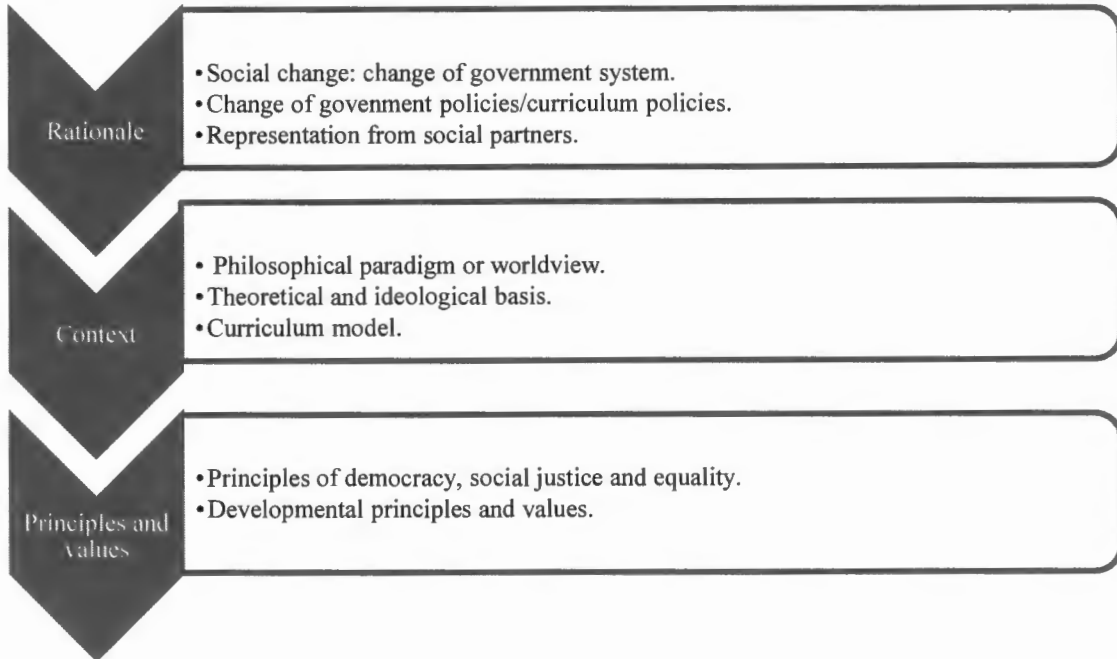
The second step of the conceptual frame work is to ensure smooth implementation. It includes policy development and practice or implementation. It answers questions concerning policy development, its implementation and review. Therefore, the conceptual framework represents a visual description which shows these component concepts of a curriculum implementation process. It also depicts how the concepts are related: one coming before another and one serving as a foundation for another, while a third is an actualization thereof.

The conceptual framework which follows and the accompanying recommendations emerged from and is implied by the findings listed in Chapter 8. These findings produced two lists of lessons learned. One related to the background study of relevant literature done in chapter two, and another from the empirical study linked to data collected from the participants and documents reviewed. These two lists of lessons had several implications. They identified the *rationale* for implementation of a new curriculum in schools and explained its *foundations and background*. In the case of South Africa this constituted a political change from the old apartheid order to the new democratic dispensation. They revealed a new non-racial *context* in which there was a shift in *paradigm or philosophy* from one *political worldview* to another. This shift impacted upon the education of the young by introducing new *ideological and theoretical conceptions* and accompanying *principles and values* i.e. democracy, non-sexism, equality and social justice. The lessons also uncovered several issues about curriculum *policy practices* such as *development, implementation and monitoring* in so far as language teachers were concerned. These two sets of major lessons learned, are categorised and organized into a proposed conceptual framework as (i) *processes, assumptions and principles underlying the*

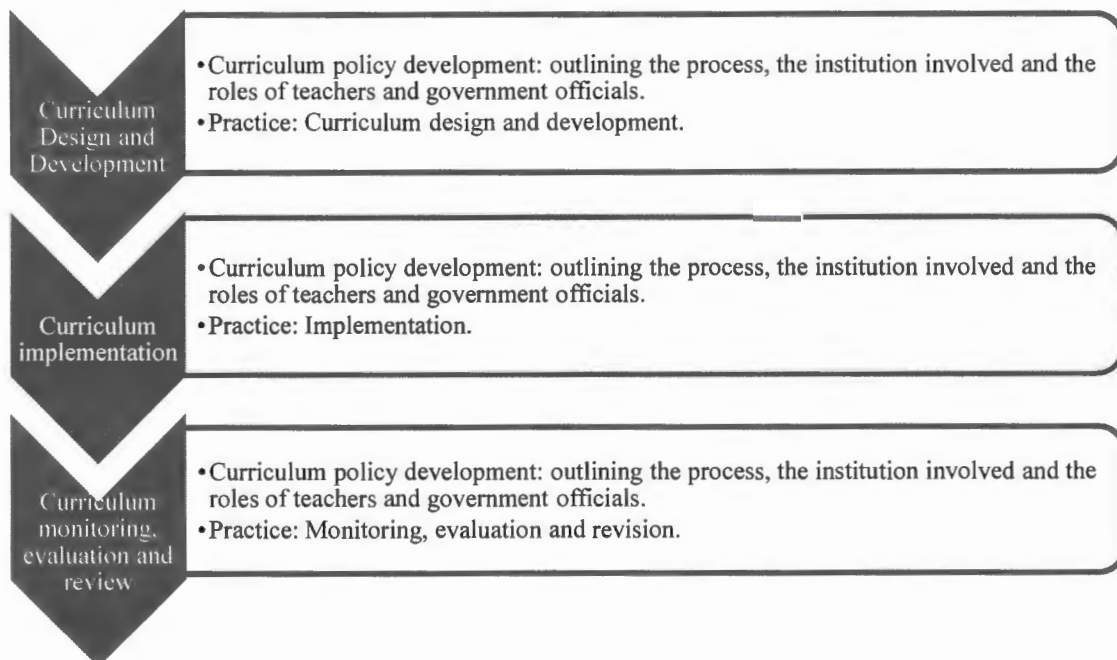
*implementation of curriculum policy*, and (ii) *policies and practices*. These two headings constitute a two-step conceptual framework which is proposed in the following chapter. They are also utilized in the next section to structure and present recommendations.

## TWO-STEP CONCEPTUAL FRAMEWORK (TCF)

### STEP ONE: PROCESSES, ASSUMPTIONS AND PRINCIPLES



### STEP TWO: POLICIES AND PRACTICES



*Figure 16: Conceptual Framework for the implementation of a grade 10 languages curriculum policy*

### 9.3. RECOMMENDATIONS

First, the recommendations presented here emerge directly from the literature of the study and from its empirical findings. These findings are summarized and presented in the previous chapters. However, as indicated above, they are presented here in a structure suggested by the proposed conceptual framework. The purpose of this is to demonstrate the origin of the conceptual framework and to ensure logical presentation of the recommendations. But most importantly, this conceptual framework makes it possible to make recommendations on the basis of a broad perspective which includes both theoretical and practical perspectives. Hence, the recommendations are presented under the two headings, namely (i) processes, assumptions and principles (mostly recommended from literature) and (ii) policies and practices (mostly recommended from empirical study).

Efforts to reform the curriculum in South Africa have not been without challenges at every step. Perceived flaws or challenges have always been centred around its implementation in the classroom by teachers. However, this might prove to be just symptomatic of other aspects in the system. This study sought to specifically describe Grade 10 English and Setswana (both Home and 1<sup>st</sup> Additional languages) teachers' experiences related to these challenges and to develop a framework (an outline or skeleton of interlinked and interdependent principles, assumptions, or concepts and practices) which constitute the main ideas in approaching the implementation of CAPS curriculum policy. In short, the study described experiences of Grade 10 English and Setswana high school teachers in implementing the ATP, which is the core aspect of the CAPS. All other sections of the curriculum statements are intended to facilitate implementation of this aspect of the programme. The study enquired into whether the introduction of the ATP has finally resolved teachers' challenges of implementing a curriculum for languages. The answer to this question helped to approve or disapprove of the current implementation framework, as conceived from the point of view of the participants of study, and suggest changes where necessary. Investigating the success of its implementation revealed the existence or non-existence of challenges faced by language teachers in implementing an ATP.



### **9.3.1. Recommendations related to processes, assumptions and principles (From literature)**

#### **9.3.1.1. The need for curriculum implementation to be based on a sound rationale (Rationale)**

The justification of curriculum reform which culminated in the adoption of the CAPS and its ATP had a sound basis, and this study does not pretend to suggest an improvement thereof. In the initial parts of this study (see chapter one introduction and problem statement, sections 1.1, 1.2 and 2.4 of chapter two), mention was made that implementation of a new curriculum in South Africa was preceded by huge socio-political change, a change that ushered in a new dispensation and changed the nation's paradigm. Democracy, social justice, equality, human rights and respect for diversity now dominate the country's philosophy and worldview. Education and curriculum implementation were refocused to advance the new philosophy. Hence, curriculum implementation was purposed to, firstly, abolish the racially-based apartheid legacy; and secondly, to promote newly adopted democratic principles of democracy, social justice, equality and non-sexism. Furthermore, the new curriculum came as a result of representation from social partners of DBE. Teachers, teacher unions, trade unions, universities, other institutions and the public made representations to the department complaining about the negative impact of the previous curriculums. The former programmes failed because of weaknesses that were inherent in them. Therefore, the current version gave much attention to and strongly focused on resolving the challenges that were identified in the previous curriculum.

However, the findings of this study indicated that teachers and HODs do not believe that the current ATP has resolved the challenges experienced in the previous versions of the curriculum. Some maintain that their burden of administrative duties has even increased in this programme. They also believe that subject advisors focus more on administrative and management issues and conveniently neglect challenges related to subject content and pedagogical approaches. They point to the persistent existence of the administrative load they must carry in the form of the teacher's file, marking and recording of multiple assessment tasks and other management tasks. Some pointed out the challenges of pacing and sequencing of content, hence, the importance of this principle of rectification in curriculum reform in South Africa. In any future curriculum implementation, the objectives may have to include the

intention to evaluate the extent to which the new programme resolves targeted challenges. These challenges must be clearly identified to obviate the difference in perception in respect of their existence on the part of different categories of functionaries. Thus, challenges such as those experienced by teachers in the current programme may have to be meticulously researched, measured and noted.

9.3.1.2. The need for curriculum implementation to have ontological and epistemological clarity (*Contextual clarity*).

Efforts should be made to clarify the context within which curriculum implementation is conceived. This refers to ontological and epistemological implications of the curriculum. The ontological aspect refers here to having a clear conception of what the reality of the curriculum is. The epistemological perspective is about the nature of knowledge, its generation and how it is acquired. Both the literature studied, and data collected and analysed showed the importance of these in curriculum implementation. From an ontological perspective, the belief of the DBE that curriculum is “all aspects of teaching and learning” does not do enough to explain this concept. A definition of a curriculum must indicate what its central aspect is. Such an explanation of the curriculum should clarify the relative weight accorded to its components namely, objectives/outcomes, content, teacher or learner. In the curriculum which preceded the current one, it was clear that outcomes were the primary or determining aspect of OBE. This understanding tended to facilitate teacher training and support. However, no such clarity exists in the current curriculum except that CAPs and its ATP appear to put more emphasis on content because of the DBE’s emphasis on teachers knowing what to teach. The Minister gave an instruction to her review panel that the curriculum should clearly specify the content teachers must teach “term-by-term and grade-by-grade” (DBE, 2011:2). Epistemological clarity is related to methods and approaches because it is about how knowledge is generated and acquired. It is also related to the knowledge background of implementing agents, who are teachers in this instance. It impacts on both the patterns of instruction and teachers’ prior knowledge or their epistemologies. One of the factors that led to the failure of the previous curriculum was a mismatch between epistemologies of teachers and those of the curriculum. The section on theoretical framework in chapter two (see section 2.8.3) concluded that CAPS is learner-centred in approach and encourages constructivist and social methods of learning, despite its emphasis on content. That is, its methodology suggests that knowledge is a social

construct generated by interaction between people. Because of this, it means the ATP is also supposed to promote learner-centredness while the teacher's role is that of a mediator or facilitator of learning. Learners must interact to generate and share knowledge in a content-based programme. The curriculum was also adjusted to ensure that teachers are familiar with its terminology. Most teachers admitted that the ATP "speaks their language".

9.3.1.3. The need for curriculum implementation to have theoretical, ideological and conceptual foundations (*Theoretical, ideological and conceptual foundations*).

Curriculum implementation should have explainable and conceivable ideological, theoretical and conceptual foundations or perspectives which do not need to be obvious. However, it needs to be explainable and conceivable. This was not clear in the interviews with the participants. For instance, participants referred copiously to the need for learner-centred instruction in the classroom, which they alleged was frustrated by the nature of the ATP. However, none of them referred to the need to consciously implement assumptions and principles of theories mentioned in this study that underlie classroom activities. Hence, DBE should clarify and highlight theoretical, ideological and conceptual assumptions which underlie its framework for curriculum implementation so that teachers are informed of such foundations. This clarity has several benefits. The first is that it anchors a curriculum on perceivable and known foundations. It is understood as a model representing a certain theory or combination of theories. It will associate the curriculum with the principles, assumptions and values implied and specific theory or ideology. Thirdly, it will facilitate review and revision because the basis is known and can be reconfigured.

9.3.1.4. The imperative for curriculum implementation to have theoretical foundations. (*Theoretical foundation*)

In Section 2.5 Chapter 2 of this study has identified the theoretical framework underlying this study. The section explains that this study is based on constructivistic and social participatory theories. One observation was that these theories "go beyond promoting absorption of information as a mode of learning. They include in their assumptions learning process approaches that involve authentic and contextualized experience, reflection and interpretation,

questioning own understanding, generating and group sharing of knowledge and self-assessment occur recurrently in educational literature in South Africa.” These theories, generally believed to be propounded by Piaget, Vygotsky and Bandura, require that teachers can create a learning situation which allows learners to search for information, organize it and reflect on it. The ATP schedule should be adjusted in such a manner that it allows teachers to create a reflective learning situation where learners are agents of their own learning. It would appear that from the findings, teachers and heads of departments think that this is not possible due to the perceived rigidity of the ATP schedule.

9.3.1.5.        There is need to clarify the curriculum ideology involved in the implementation of the ATP. (*Ideological foundation*)

Section 2.6.1.2 of the second chapter of this study explained curriculum ideologies propounded by Schiro (2008:4-12). On the other hand, Akarsu (2014:36) states that an ideology is a personal belief regarding what educational institutions ought to teach, objectives of the education and its rationale. Therefore, ambiguity in ideology of the CAPS and consequently its ATP, is a disadvantage which must be rectified. In section 2.6.1.2 of chapter two, the current study has identified the nature of several ideologies. The CAPS and its ATP emphasize the content aspect of the curriculum. This is an outcome of an instruction by the DBE Minister to provide a “clear, term-by-term and grade-by-grade specification of what is it that teachers are expected to teach” stated in section 2.5 of chapter two of this study (DBE, 2011:2). Given this requirement, it would not be unreasonable to characterize the ATP as an aspect of a curriculum associated with scholarly academic ideology. On the other hand, its principles, which emphasize social transformation and educating the young to be socially conscious people who acquire skills to contribute to society, would also make it belong to the social efficiency and social reconstruction ideologies. This combination of ideological perspectives is normal when done consciously. But if it is an unexpected outcome, it would need to be reviewed due to the obvious contradictions of these ideologies. Scholarly academic curricula are traditional, while social transformation ones are reconstructive.

9.3.1.6. There is a need to specifically consider a concern-based model of curriculum implementation (*Conceptual foundation*)

The concern-based model for adoption of a curriculum of Ornstein *et al.* (2009) assumes that all change must start with the individual. This is what the findings of the current study are suggestive of. The slogans or clichés “change starts with you” or “be the change you want to see in the society” apply here. Changing a system is inadequate. There is a need to change the teachers. The findings of this research indicated that a proper training and professional support programme is critical in this respect. The programme could contribute by changing and expanding the knowledge, skills and values of the individual teacher. The current processes perceived by teachers as done perfunctorily and by officers whom teachers in the study report as not efficient, and focusing narrowly on curriculum implementation and administration, are clearly not potent enough to change the thinking and feelings of the teachers. A more substantial vehicle of change should be put in place and it could be the curriculum institution recommended here in the above diagram.

9.3.1.7. The need for curriculum implementation to have principles and values (*Principles and values*).

The CAPS and the ATP are purportedly based on well-articulated values and principles discussed in chapter 2 of this study. The values of democracy, social justice, human rights, non-racialism, non-sexism and respect for diversity reflected in section 2.4 of chapter two of this study, are the foundation of this programme. Developmental principles reflected in the CAPS document mentioned in section 1.2 of chapter one of this study explain this aspect of the conceptual framework adequately. Nevertheless, the emphasis on content discussed in the preceding section tends to water them down, especially the developmental principles of teaching learners to search for information, organize it and reflect on it.



### **9.3.2. Recommendations related to policies and practices (Policies and practices: recommendations from the empirical findings of the study)**

Rationale, assumptions and principles must be translated into action. This is what the second step of the suggested conceptual framework entails.

#### **9.3.2.1. The need for curriculum implementation action to develop both vertical and horizontal policies. (*Policy design and development*)**

During the discussions with the participants of this study, reasons emerged that justify recommending that policy development be promulgated as both vertical and horizontal policies. Vertical policies are defined by Torjman (2005:2) as those developed within a single institution or organization. In this case it would be those developed within the DBE only. The need to have other institutions involved in the process of curriculum implementation was obvious in this study. For instance, one of the recommendations that emanated from the findings of this study is how the universities and other tertiary institutions should be involved in this process. Thus, DBE should liaise with other institutions to develop horizontal policies that establish a clear working relationship between itself and these organizations in curriculum implementation. During this study, the need for professional involvement of other institutions to assist in training and professional support of the teachers emerged. This could be specified in the form of horizontal and mutually conceived administrative policies. Such collaboration is important for efficient and collaborative implementation of a curriculum.

#### **9.3.2.2. The need for teachers to be well informed of their role in curriculum policy implementation and evaluation (*Policy design and development*)**

Curriculum policy implementation should be explained to all role-players, teachers included. It is important that teachers should know how the ATP came about. They should know how it can be evaluated and revised. When interviewed, teachers were aware of their role to implement the ATP in the classroom. However, they were not able to demonstrate any more knowledge beyond that. They were unable to affirm whether they have a role in the evaluation of the ATP or whether they can contribute to its revision or amendment. They were also unable

to clearly explain what happens to the feedback they give to the subject advisors. Some suspected that the subject advisor does not give their feedback any attention. A policy explaining this process will inspire confidence in the teachers regarding their input in PSFs.

9.3.2.3. The need to involve teachers more in curriculum development (*Curriculum implementation*).

Findings from this study are that teachers are responsible for implementing curriculum in the classroom. They are responsible for translating reform into classroom practice and approaches. The findings of this study have demonstrated clearly that all participants understand that teachers are playing this role. But in addition, some participants voiced the desire to have teachers playing a greater role in curriculum implementation. As indicated above, there is no policy which extends their role beyond that of implementing the ATP in the classroom. Their only role which is backed by policy is that which concerns implementation of the ATP in the classroom. Again, as indicated above, they are not convinced that their voluntary and unofficial inputs are taken seriously. Teachers and HODs believe that further involvement on their part in the process of curriculum implementation will benefit teaching and learning. They believe that had they been more involved in the conception of the ATP, it would have been a better programme. As recommended above, it is necessary for the DBE to consider formulating a policy which will reasonably expand the role of the teachers in this process without taking them out of the classroom.

9.3.2.4. The need to have a comprehensive, well-resourced and continuous teacher training and professional support programme (*Curriculum implementation*).

The once-off three to five days in-service-training to induct teachers and orient them in the implementation of the ATP was reported to have been inadequate by teachers and HODs. One official agreed with them. Therefore, more time should be set aside for in-service training. The question of training is connected to that of the time teachers spend in the classroom. To continuously take them out of their classrooms to train them is not ideal. This implies that DBE should create more time for this need. Utilising the December/January and June/July school holidays for this training is one of the options that could be considered. This would of course

require the Department to agree on this plan with the trade union representatives of the teachers. This should be done in view of the known negative stance of some of the unions on this matter.

9.3.2.5. The need to adjust and expand the scope of the content of teachers' training and orientation programmes (*Curriculum implementation*).

Regarding the content of the training and orientation programmes teachers underwent at the onset and during curriculum implementation, most participants of this study stated either that the training they received and are receiving currently is mainly about how to implement the curriculum document, or some administrative matters such as how to maintain the teacher's file. What needs then to be done is to expand the content of such training in view of the nature of the ATP, which prioritises content. The Department should include training in subject content and the appropriate pedagogical methods and approaches. The effort of the Department to add training sessions when new prescribed books are introduced is one small step in this direction. In this regard, a new way of doing things will have to be evolved. For instance, DBE might have to work closely with higher education institutions to accomplish some of these recommendations, especially training in subject content and pedagogical approaches. The universities could periodically take teachers for relevant short-courses to help them improve classroom instruction. This is an area which will require DBE to come up with a horizontal policy, which specifies how DBE will collaborate with parallel institutions in these matters.

9.3.2.6. The need to improve capacities of officials who train and support teachers (*Curriculum implementation*).

There was consensus that teachers are generally and mainly trained by subject advisors. Some teachers and HODs call them subject specialists. Subject advisors are themselves trained by curriculum coordinators or curriculum planners. This arrangement is one of the factors that are responsible for the narrow nature of the in-service training teachers get. It is important that the Department considers how it could improve it. The involvement of other subject specialists from higher education institutions should be contemplated, especially language specialists. This is another instance where DBE should draw horizontal policy indicating how these institutions would be involved in this matter. Such involvement of universities and other higher

education institutions will reinforce relationships between these institutions and give their staff an opportunity to be well informed of programmes offered. This might also contribute to the ending of their belief that higher education institutions produce irrelevantly qualified teachers. Higher education institutions should also assist in the training and improvement of the knowledge and skills of the subject advisors. They could also participate in the one-day PSFs or even in the five-day courses, and, in addition, be included to assist in the orientation of new teachers and teachers from newly upgraded secondary schools.

9.3.2.7. The need to upgrade the quality of training received by the teachers (*Curriculum implementation*).

This study came up with a few findings related to the quality of the in-service training teachers are receiving to implement the ATP. Firstly, they receive training on how to implement the ATP annually. They also receive some advice from subject advisors when the latter visit schools for moderation and monitoring. Additionally, teachers have begun to receive training related to the introduction of new prescribed books. Obviously, this situation needs to be improved.

The first thing the Department should do is to develop a fully-fledged training programme related to the knowledge, skills and values required by teachers to implement the ATP. This programme should contain integrated topics having to do with the nature of the curriculum, administrative and management issues, subject content and instructional methods and approaches. The programme should be in the custody of, and a mandate of the curriculum centre proposed above and be adjusted and expanded as the need arises. In this way, its quality training and teacher support will gradually be improved. A paper delivered by Mahomed (2004:3) deals with the matter and mentions the need for regular national and provincial evaluation meetings and a national/provincial coordinating evaluation team made up of outside observers to oversee the process and to continuously resolve problems. Additionally, the quality of such training could be improved when higher education institutions play a role in its conception and implementation.



- 9.3.2.8. The need for curriculum implementation to be broadened to accommodate current epistemologies and teachers' prior knowledge (*Curriculum evaluation*).

Every curriculum reformer must take into consideration the need to match the curriculum with the existing capacities of teachers who implement it in the classroom. If there is a mismatch, in-service training and support should be organized to make up for what is not there. The need for teachers to be educated on the meaning and significance of concepts used in the curriculum was apparent in the past failed efforts of curriculum reform. In the first curriculum reform effort, i.e. OBE, teachers were overwhelmed by the numerous and strange terminologies used therein; this was one of the factors which lead to its failure and contributed to the inability of teachers to even implement the subsequent RNCS. This does not mean that the Department should always try to match the concepts of the curriculum with that known to teachers currently, but they must be assisted to understand the new terminology and concepts related to the curriculum during implementation.

- 9.3.2.9. The need to establish an institution to monitor curriculum implementation (*Curriculum monitoring and evaluation*).

The regular formulation and passing of proactive policies to improve curriculum implementation is critical. This will redound to the advancement of teaching and learning in the schools. To achieve this, DBE needs a kind of a curriculum overseer or centre. This institution will monitor curriculum implementation and continue to assist teachers in understanding its implementation. Some of the differences that were seen among the participants of this study could be due to lack of guidance by such an institution. For instance, teachers and HODs raised serious issues about the ATP they were unhappy with. But when probed they were unwilling to state that it needs to be reviewed. Probably they reneged on this matter because they did not know who should do this or how it should be accomplished. But if an institution of this kind existed, it would be clear what can be done further about the ATP. As a centre or overseer, it will have a mandate to which teachers would refer when talking about the need to improve the ATP. This institute could also be tasked to collect and attend to teachers' feedback on the implementation of the Curriculum.



9.3.2.10. The need to review the structure of the ATP to make it flexible and accommodative of teachers' initiatives and innovations in the classroom (*Curriculum review*).

One of the queries most teachers and HOD had about the ATP was its nature of not allowing them to be creative and innovate in the classroom. This is because content in the ATP is clearly specified and seems to make no room for a different view. The decision to be specific with content was taken for a reason. When the flaws of the previous curriculums were investigated, it was found that one of them is that teachers do not have skills to choose content, pace and sequence it (see section 2.4 of chapter two). DBE could consider this decision and create space for teacher innovation in the ATP. Teachers need to be able to adjust and adapt the ATP to suit learners' needs and local conditions. The local conditions could be socio-economic in nature or even educational, such as availability of LTSMs or human resources. Training and professional support could be intensified to enable teachers to choose, pace and sequence content.

## 9.1. LIMITATIONS

It is obvious that a study of this kind will have limitations related to qualitative and interpretative studies similar to it. For instance, like all qualitative studies, this one took a long time. Qualitative studies are necessarily time-consuming. A lot of time was spent interviewing participants, transcribing the audio material and coding data. Moreover, all these actions are labour-intensive, hence the study took months and not weeks to accomplish.

Qualitative data cannot be statistically represented. The researcher can make comparisons of perspectives but these cannot be measured. Therefore, most if not all of the data and findings of this study have been report in a qualitative manner, meaning using words to represent data. This required very careful consideration from the researcher. And although when dealing with data, the researcher tries hard to be objective, subjectivity creeps in where one might find that a thing that is important to one researcher is insignificant to another. Also in this study, the researcher was very conscious that the interpretivist approach used in here should not aggravate subjectivity. This was done by presenting data from various perspectives.

There were some practical limitations in the design of the study. Firstly, not all participants intended to be interviewed for this study could be reached. Of the sixteen teachers purposefully selected for this study, only twelve participated. However, the twelve that participated represented all the eight schools selected for this purpose. Seven of the eight selected HODs were interviewed. However, the inability to reach the eighth HOD did not impact much on the empirical study of this research because of the strong similarity of the contribution of the HODs. Secondly, it was not possible to bring teachers together to participate in a focus group discussion during week days. The researcher had to schedule it for a Saturday. Secondly, because teachers came from different schools, it was not possible to have a focus group discussion with them in their “natural” situation i.e. school. He had no choice but to invite them a central venue, which in this case was the boardroom of the Faculty. Fortunately, most of them obtained their initial qualifications from the same university, and in fact, two of them are studying further at the same university. Therefore, the atmosphere was not too strange to them.

It is true that the researcher's background, beliefs and values can impact on the study (Chilisa, 2012:27-28; Creswell, 2009:6). A practical example of how background can impact on a study is what happened when interviewing a teacher who happened to have been a student at the university four years ago. The researcher felt that the interviewee was more interested in assuring the researcher that she is coping with her work instead of expressing her opinions on the issue we were discussing. He felt that because of this background, she was eager to assure the researcher that she is coping with her work by responding positively to all questions. Fortunately, this was an isolated case. Another issue is that which is related to the specific socio-cultural context and the environment of a teacher. The researcher noted that, teachers who were in the better-endowed quintile three and four schools were more willing to express their views about challenges they have experienced when implementing the CAPS teaching plan. Teachers from quintile one and two schools were a little less articulate about their feelings and had to be encouraged to express themselves fully. This observation was not necessarily true in all instances. The researcher's observation was also that the higher the rank, the bolder an individual was in expressing his ideas. Transcripts of interviews of heads of departments, subject advisors and curriculum coordinators interviewed for this study produced comparatively lengthy documents. They range from three to twelve transcribed pages, whereas transcripts of ordinary teachers ranged between two to six pages. The lengthiest transcript was that of the African languages curriculum coordinator which was twelve pages long. But the focus group discussions were different. The only participants were teachers and they were more eager to be heard in that situation. Perhaps it was that they could evaluate responses of other participants during the discussions and gathered courage from noting that their experience is not unique.

## 9.2. CONCLUSION

In summary, the study set out to describe the experiences of Grade 10 English and Setswana teachers regarding the implementation of the ATP of the CAPS. The purpose was to establish what can be learned from experiences of these teachers, and on that basis, propose a framework for the implementation of a curriculum policy. The study begun by explaining the problem, the question it intends to answer and the aim it envisaged to achieve.

In the second chapter, the study presented a background on the significance of literacy in the South African schooling system, and it reviewed efforts made in South Africa to construct a new curriculum for schools after the democratic transition of 1994. The study also presented explanations of concepts central to it, and explored related research works to demonstrate the relevance and the merit of undertaking this project.

The study explained how data were collected from the participants and what would be done to organize and analyse them. After all this background planning, time was taken to interview participants and to transcribe the audio data collected in preparation for its analysis with the help of the *Atlas.ti 8* qualitative analysis tool. The analysis of data and its interpretation made it possible for a summary of findings to be reported. The findings led to the proposed conceptual framework.

The experiences and thoughts they shared were reported as findings of this study and utilized to conceive a conceptual framework for the implementation of a curriculum. The study proposed a two-phased conceptual framework emanating from both literature and lessons learned from the empirical study.

Finally, recommendations related to the proposed conceptual framework were presented. The conceptual framework leaves the reader with the following proposed questions:

- What was the rationale/justification for implementation of a new curriculum or for introducing curriculum reforms?
- What was the context within which such curriculum changes/reforms were made?
- What principles and/or values motivated and served as foundation of such action?
- What curriculum policies were subsequently developed or promulgated?
- How was the curriculum policy implemented: what processes, institutions and people were involved and how?

- How is the curriculum monitored, evaluated and renewed?

Answers to these questions will afford the enquirer sufficient information to understand the reasons, thinking, and action fundamental to the implementation of the Grade 10 Languages Curriculum Policy.

### 9.3. SUGGESTIONS FOR FURTHER RESEARCH.

The study generated several questions that could be addressed by research. The current study identified a conceptual framework for the implementation of a curriculum in a research that involved language teachers in the Mahikeng Area Office. Other researchers may want to ask the same question asked by this study in a different or greater context. They may also want to involve teachers or other participants. Furthermore, other researchers may want to answer some of the following specific questions raised by the study:

- What challenges face newly qualified teachers in the implementation of the ATP of the CAPS curriculum?
- What type of accompaniment should teachers get from the subject advisors?
- What nature of support do teachers prefer: content or curriculum implementation or administration or pedagogical/methodological or assessment?
- What are the advantages and disadvantages of the structured nature of the CAPS?
- What are the teachers doing to amend and adjust the ATP to suit their local context/learners?
- What training or orientation should subject advisors receive to be able to guide teachers in implementing the ATP?



## Appendix I: Annual Teaching Plan

### ANNUAL TEACHING PLAN

#### 3.5.1 Grade 10 TEACH

| GRADE 10 TERM 1 |                                                                                                                                                                          |                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Weeks           | Listening and speaking                                                                                                                                                   | Reading and viewing                                                                                                                                                                  | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 1 and 2         | <b>Listening for comprehension</b><br>(Informative, evaluative, and appreciative)<br><br>Duration: 1 hour                                                                | <ul style="list-style-type: none"> <li>• <b>Key features of texts</b> and parts of a book, including literary genres</li> <li>• <b>Literature study</b></li> </ul> Duration: 4 hours | <b>Transactional text</b><br>Friendly/formal letters<br>(request/complaint/application/business)<br>/formal and informal letters to the press/<br>curriculum vitae and covering letter/obituary/agenda and minutes of meetings<br><br><b>Process writing:</b> <ul style="list-style-type: none"> <li>• Planning, drafting, revising, editing and presenting</li> <li>• Format/features of chosen text</li> <li>• Sentence construction</li> <li>• Paragraph writing</li> <li>• Word choice</li> <li>• Register, style and voice</li> <li>• Language conventions</li> </ul> Duration: 4 hours |
| 3 and 4         | <b>Debate:</b> <ul style="list-style-type: none"> <li>• Features and conventions</li> <li>• Planning, researching, organising and presenting</li> </ul> Duration: 1 hour | <ul style="list-style-type: none"> <li>• <b>Reading for comprehension: strategies using written texts</b></li> <li>• <b>Literature study</b></li> </ul> Duration: 4 hours            | <b>1 essay:</b><br>Narrative/descriptive/argumentative<br><br><b>Process writing:</b> <ul style="list-style-type: none"> <li>• Planning, drafting, revision, editing and presenting</li> <li>• Format/features of chosen text</li> <li>• Sentence construction</li> <li>• Paragraph writing</li> <li>• Word choice</li> <li>• Register, style and voice</li> <li>• Language conventions</li> </ul> Duration: 4 hours                                                                                                                                                                         |

|                                |                                                                                                                                                                                             |                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 and 6                        | <b>Listening for comprehension</b><br>(Informative, evaluative and appreciative)<br><br>Duration: 1 hour                                                                                    | <b>Reading for comprehension</b><br>Interpretation of visual texts<br><br><b>Literature study</b><br><br>Duration: 4 hours                                                             | <b>Transactional texts:</b><br>Report/review/newspaper article/magazine article<br><br><b>Process writing:</b> <ul style="list-style-type: none"> <li>• Planning, drafting, revision, editing and presenting</li> <li>• Format/features of chosen text</li> <li>• Sentence construction</li> <li>• Paragraph writing</li> <li>• Word choice</li> <li>• Register, style and voice</li> <li>• Language conventions</li> </ul> Duration: 4 hours |
| 7 and 8                        | <b>Discussion/conversation</b> <ul style="list-style-type: none"> <li>• Features and conventions</li> <li>• Planning, researching, organising and presenting</li> </ul> Duration: 1 hour    | <ul style="list-style-type: none"> <li>• <b>Reading for comprehension:</b><br/>Vocabulary development and language use</li> <li>• <b>Literature study</b></li> </ul> Duration: 4 hours | 1 x <b>essay:</b><br>Narrative/descriptive/argumentative<br><br><b>Process writing:</b> <ul style="list-style-type: none"> <li>• Planning, drafting, revision, editing and presenting</li> <li>• Format/features of chosen text</li> <li>• Sentence construction</li> <li>• Paragraph writing</li> <li>• Word choice</li> <li>• Register, style and voice</li> <li>• Language conventions</li> </ul> Duration: 4 hours                        |
| 9 and 10                       | <b>Prepared/unprepared speech</b> <ul style="list-style-type: none"> <li>• Features and conventions</li> <li>• Planning, researching, organising and presenting</li> </ul> Duration: 1 hour | <ul style="list-style-type: none"> <li>• <b>Summary writing</b></li> <li>• <b>Literature study</b></li> </ul> Duration: 4 hours                                                        | <b>Transactional text:</b><br>Speech/dialogue/interview<br><br><ul style="list-style-type: none"> <li>• Process writing (planning, drafting, revision, editing and presenting)</li> <li>• Format/features of chosen text</li> <li>• Sentence construction</li> <li>• Paragraph writing</li> <li>• Word choice</li> <li>• Register, style and voice</li> <li>• Language conventions</li> </ul> Duration: 4 hours                               |
| <b>Formal assessment tasks</b> |                                                                                                                                                                                             |                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Task 1                         | Task 2                                                                                                                                                                                      | Task 3                                                                                                                                                                                 | Task 4                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                                  |     |                                                               |                                    |                                                   |
|----------------------------------|-----|---------------------------------------------------------------|------------------------------------|---------------------------------------------------|
| Oral:<br>Listening comprehension | for | *Writing:<br>Narrative/descriptive/<br>argumentative<br>essay | *Writing:<br>Transactional writing | Test 1:<br>Comprehension, summary and<br>language |
|----------------------------------|-----|---------------------------------------------------------------|------------------------------------|---------------------------------------------------|

**\*Writing:** Choose one essay and one transactional text for the purpose of formal assessment at the end of the term.

| GRADE 10 TERM 2 |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Weeks           | Listening and speaking                                                                                                                                                                                                                                                  | Reading and viewing                                                                                                                                                                        | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                  |
| 11 and 12       | <b>Dialogue/interview/speech</b> <ul style="list-style-type: none"> <li>Features and conventions</li> <li>Planning, researching, organising and presenting</li> </ul> Duration: 1 hour                                                                                  | <b>Reading for comprehension:</b><br><b>Strategies using written texts:</b><br>See Section 3.2 <ul style="list-style-type: none"> <li><b>Literature study</b></li> </ul> Duration: 4 hours | <b>Transactional text:</b><br>Speech/dialogue/interview<br><br><b>Process writing:</b> <ul style="list-style-type: none"> <li>Planning, drafting, revision, editing and presenting</li> <li>Format/features of chosen text</li> <li>Sentence construction</li> <li>Paragraph writing</li> <li>Word choice</li> <li>Register, style and voice</li> <li>Language conventions</li> </ul> Duration: 4 hours |
| 13 and 14       | <b>Prepared/unprepared speech</b> <ul style="list-style-type: none"> <li>Features and conventions (public-speaking techniques, structure, and preparation process) of chosen text</li> <li>Planning, researching, organising and presenting</li> </ul> Duration: 1 hour | <ul style="list-style-type: none"> <li><b>Summary writing</b></li> <li><b>Literature study</b></li> </ul> Duration: 4 hours                                                                | <b>1 x essay:</b><br>Narrative/descriptive/argumentative<br><br><b>Process writing</b> <ul style="list-style-type: none"> <li>Planning, drafting, revision, editing and presenting</li> <li>Format/features of chosen text</li> <li>Sentence construction</li> <li>Paragraph writing</li> <li>Word choice</li> <li>Register, style and voice</li> <li>Language conventions</li> </ul> Duration: 4 hours |

|           |                                                                                                                                                                                                 |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15 and 16 | <p><b>Informal discussions/conversation</b></p> <ul style="list-style-type: none"> <li>• Features and conventions</li> <li>• Applying conventions</li> </ul> <p>Duration: 1 hour</p>            | <ul style="list-style-type: none"> <li>• <b>Interpretation of visual texts</b>, e.g. adverts, cartoons, pictures</li> <li>• <b>Literature study</b></li> </ul> <p>Duration: 4 hours</p>   | <p><b>Transactional text:</b></p> <p>Friendly/formal letters (request/complaint/application/business) /formal and informal letters to the press/ curriculum vitae and covering letter/obituary/agenda and minutes of meeting</p> <p><b>Process writing:</b></p> <ul style="list-style-type: none"> <li>• Planning, drafting, revision, editing and presenting</li> <li>• Format/features of chosen text</li> <li>• Sentence construction</li> <li>• Paragraph writing</li> <li>• Word choice</li> <li>• Register, style and voice</li> <li>• Language conventions</li> </ul> <p>Duration: 4 hours</p> |
| 17 and 18 | <p><b>Panel discussion</b></p> <ul style="list-style-type: none"> <li>• Features and conventions</li> <li>• Planning, researching, organising and presenting</li> </ul> <p>Duration: 1 hour</p> | <ul style="list-style-type: none"> <li>• <b>Reading for comprehension:</b> Vocabulary development and language use</li> <li>• <b>Literature study</b></li> </ul> <p>Duration: 4 hours</p> | <p><b>Transactional texts:</b></p> <p>Report/review/newspaper article/magazine article</p> <p><b>Process writing:</b></p> <ul style="list-style-type: none"> <li>• Planning, drafting, revision, editing and presenting</li> <li>• Format/features of chosen text</li> <li>• Sentence construction</li> <li>• Paragraph writing</li> <li>• Word choice</li> <li>• Register, style and voice</li> <li>• Language conventions</li> </ul> <p>Duration: 4 hours</p>                                                                                                                                       |

|           |                                     |                                                           |                                                                                                                                        |
|-----------|-------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| 19 and 20 | Mid-year examinations               |                                                           |                                                                                                                                        |
|           | Formal assessment tasks             |                                                           |                                                                                                                                        |
|           | Task 5                              | Task 6                                                    | Task 7                                                                                                                                 |
|           | Oral:<br>Prepared/unprepared speech | Literature:<br><br>Contextual questions<br>Literary essay | Mid-year examinations<br><br>Paper 1 – Language in context<br>Paper 2 - Literature<br>Paper 3 - Writing (Can be written in May / June) |

| GRADE 10 TERM 3 |                        |                     |                        |
|-----------------|------------------------|---------------------|------------------------|
|                 | SKILLS                 |                     |                        |
| Weeks           | Listening and speaking | Reading and viewing | Writing and presenting |
|                 |                        |                     |                        |



|           |                                                                                                                                                                                                                |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 21 and 22 | <p><b>Meetings and meeting procedures</b></p> <ul style="list-style-type: none"> <li>• Features and conventions</li> <li>• Planning, researching, organising and presenting</li> </ul> <p>Duration: 1 hour</p> | <p><b>Reading for comprehension: Strategies using written texts:</b></p> <p>See Section 3.2</p> <ul style="list-style-type: none"> <li>• <b>Literature study</b></li> </ul> <p>Duration: 4 hours</p> | <p><b>Transactional text:</b></p> <p>Friendly/formal letters (request/complaint/application/business) / formal and informal letters to the press/ curriculum vitae and covering letter/obituary/agenda and minutes of meeting</p> <p><b>Process writing:</b></p> <ul style="list-style-type: none"> <li>• Planning, drafting, revision, editing and presenting</li> <li>• Format/features of chosen text</li> <li>• Sentence construction</li> <li>• Paragraph writing</li> <li>• Word choice</li> <li>• Register, style and voice</li> <li>• Language conventions</li> </ul> <p>Duration: 4 hours</p> |
| 23 and 24 | <p><b>Storytelling</b></p> <ul style="list-style-type: none"> <li>• Features and conventions</li> <li>• Planning, researching, organising, and presenting</li> </ul> <p>Duration: 1 hour</p>                   | <ul style="list-style-type: none"> <li>• <b>Reading for comprehension:</b> Vocabulary development and language use</li> <li>• <b>Literature study</b></li> </ul> <p>Duration: 4 hours</p>            | <p><b>1 x essay:</b></p> <p>Narrative/descriptive/argumentative</p> <p><b>Process writing</b></p> <ul style="list-style-type: none"> <li>• Planning, drafting, revision, editing and presenting</li> <li>• Format/features of chosen text</li> <li>• Sentence construction</li> <li>• Paragraph writing</li> <li>• Word choice</li> <li>• Register, style and voice</li> <li>• Language conventions</li> </ul> <p>Duration: 4 hours</p>                                                                                                                                                                |

|                        |                                                                                                                                                                                                           |                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 25 and 26              | <p><b>Prepared/unprepared speech</b></p> <ul style="list-style-type: none"> <li>• Features and conventions</li> <li>• Planning, researching, organising and presenting</li> </ul> <p>Duration: 1 hour</p> | <ul style="list-style-type: none"> <li>• <b>Reading for comprehension:</b><br/>Use written and visual texts</li> <li>• <b>Literature study</b></li> </ul> <p>Duration: 4 hours</p> | <p><b>Transactional text:</b><br/>Speech/dialogue/interview</p> <p><b>Process writing:</b></p> <ul style="list-style-type: none"> <li>• Planning, drafting, revision, editing and presenting</li> <li>• Format/features of chosen text</li> <li>• Sentence construction</li> <li>• Paragraph writing</li> <li>• Word choice</li> <li>• Register, style and voice</li> <li>• Language conventions</li> </ul> <p>Duration: 4 hours</p>  |
| <b>GRADE 10 TERM 3</b> |                                                                                                                                                                                                           |                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                        | <b>Listening and speaking</b>                                                                                                                                                                             | <b>Reading and viewing</b>                                                                                                                                                         | <b>Writing and presenting</b>                                                                                                                                                                                                                                                                                                                                                                                                         |
| 27 and 28              | <p><b>Prepared/unprepared speech</b></p> <ul style="list-style-type: none"> <li>• Features and conventions</li> <li>• Planning, researching, organising and presenting</li> </ul> <p>Duration: 1 hour</p> | <ul style="list-style-type: none"> <li>• <b>Summary writing</b></li> <li>• <b>Literature study</b></li> </ul> <p>Duration: 4 hours</p>                                             | <p><b>1 x essay:</b><br/>Narrative/descriptive/argumentative</p> <p><b>Process writing:</b></p> <ul style="list-style-type: none"> <li>• Planning, drafting, revision, editing and presenting</li> <li>• Format/features of chosen text</li> <li>• Sentence construction</li> <li>• Paragraph writing</li> <li>• Word choice</li> <li>• Register, style and voice</li> <li>• Language conventions</li> </ul> <p>Duration: 4 hours</p> |

|           |                                                                                                          |                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 29 and 30 | <b>Listening for comprehension</b><br>(Informative, evaluative and appreciative)<br><br>Duration: 1 hour | <ul style="list-style-type: none"> <li>• <b>Reading for Comprehension:</b><br/>Critical language awareness in texts</li> <li>• <b>Literature study</b></li> </ul> Duration: 4 hours | <b>Transactional texts:</b><br>Report/review/newspaper article/magazine article<br><br><b>Process writing:</b> <ul style="list-style-type: none"> <li>• Planning, drafting, revision, editing and presenting</li> <li>• Format/features of chosen text</li> <li>• Sentence construction</li> <li>• Paragraph writing</li> <li>• Word choice</li> <li>• Register, style and voice</li> <li>• Language conventions</li> </ul> Duration: 4 hours |
|           | <b>Formal assessment tasks</b>                                                                           |                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|           | <b>Task 8</b>                                                                                            | <b>Task 9</b>                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|           | *Oral: Prepared/unprepared speech                                                                        | Test 2: Literature: Contextual questions and literary essay                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| GRADE 10 TERM 4 |                                                                                                                                                                                                                     |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | Listening and speaking                                                                                                                                                                                              | Reading and viewing                                                                                                                                                                       | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 31 and 32       | <p><b>Introducing a speaker/vote of thanks</b></p> <ul style="list-style-type: none"> <li>• Features and conventions</li> <li>• Planning, researching, organising and presenting</li> </ul> <p>Duration: 1 hour</p> | <ul style="list-style-type: none"> <li>• <b>Reading for comprehension</b><br/>Critical language awareness in texts</li> <li>• <b>Literature study</b></li> </ul> <p>Duration: 4 hours</p> | <p><b>Transactional text:</b></p> <p>Friendly/formal letters (request/complaint/application/business) curriculum vitae and covering letter/written speech/agenda and minutes of meeting/formal and informal letters to the press</p> <p><b>Process writing:</b></p> <ul style="list-style-type: none"> <li>• Planning, drafting, revision, editing and presenting</li> <li>• Format/features of chosen text</li> <li>• Sentence construction</li> <li>• Paragraph writing</li> <li>• Word choice</li> <li>• Register, style and voice</li> <li>• Language conventions</li> </ul> <p>Duration: 4 hours</p> |
| 33 and 34       | <p><b>Panel discussion</b></p> <ul style="list-style-type: none"> <li>• Features and conventions</li> <li>• Applying conventions</li> </ul> <p>Duration: 1 hour</p>                                                 | <ul style="list-style-type: none"> <li>• <b>Reading for comprehension:</b> Vocabulary development and language use</li> <li>• <b>Literature study</b></li> </ul> <p>Duration: 4 hours</p> | <p><b>1 x essay:</b></p> <p>Narrative/descriptive/argumentative</p> <p><b>Process writing:</b></p> <ul style="list-style-type: none"> <li>• Planning, drafting, revision, editing, and presenting</li> <li>• Format/features of chosen text</li> <li>• Sentence construction</li> <li>• Paragraph writing</li> <li>• Word choice</li> <li>• Register, style and voice</li> <li>• Language conventions</li> </ul> <p>Duration: 4 hours</p>                                                                                                                                                                 |

|                                                                |                                                                                                                                                                |                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 35 and 36                                                      | <b>Panel discussion</b> <ul style="list-style-type: none"><li>• Features and conventions</li><li>• Applying conventions</li></ul> Duration: 1 hour             | <ul style="list-style-type: none"><li>• <b>Summary writing</b></li><li>• <b>Literature study</b></li></ul> Duration: 4 hours                                                                                 | <b>Transactional texts:</b><br>Report/review/newspaper article/magazine article<br><br><b>Process writing:</b> <ul style="list-style-type: none"><li>• Planning, drafting, revision, editing and presenting</li><li>• Format/features of chosen text</li><li>• Sentence construction</li><li>• Paragraph writing</li><li>• Word choice</li><li>• Register, style and voice</li><li>• Language conventions</li></ul> Duration: 4 hours |
| 37 and 38                                                      | <b>Forum/group/panel discussion</b> <ul style="list-style-type: none"><li>• Features and conventions</li><li>• Applying conventions</li></ul> Duration: 1 hour | <b>Prepare for examination</b><br>Language in context<br>Comprehension<br>Summary<br>Language use<br><br>Literature: <ul style="list-style-type: none"><li>* Novel</li><li>* Drama</li><li>* Poems</li></ul> | <b>Prepare for examination</b><br><br><b>Writing and presenting:</b><br>Essays<br>Transactional texts                                                                                                                                                                                                                                                                                                                                 |
| 39 and 40                                                      | <b>End-of-year examinations</b>                                                                                                                                |                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Formal assessment tasks</b>                                 |                                                                                                                                                                |                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Task 10</b>                                                 |                                                                                                                                                                | <b>Task 11</b>                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Oral: Prepared speaking – Introducing a speaker/vote of thanks |                                                                                                                                                                | End of the year examinations:<br><br>Paper 1 – Language in context<br>Paper 2 - Literature<br>Paper 3 - Writing<br>Paper 4 – Orals                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                       |



## **Appendix II: Schedule of Interview Questions: Teachers**

### INTERVIEW SCHEDULE: ENGLISH AND SETSWANA TEACHERS' EXPERIENCES WITH THE ATP

1. What have been your experiences as Grade 10 English/Setswana teachers regarding the implementation of the CAPS annual teaching plan – good, average or adverse? Please substantiate your response.
2. Has the implementation of the CAPS document finally resolved teachers' challenges of implementing the teaching plan? Example resolved administration burden, progression and sequencing etc.
3. What is the role of the English/Setswana teachers in the process of implementation of the ATP? Policy formulation, implementation or evaluation?
4. Who trained you teachers on CAPS and what was the format of the initial orientation/training programme? To what extent did you participate in the training?
5. How many training/orientation sessions aimed at assisting teachers to implement the CAPS policy efficiently have you attended since 2012?
6. What is the nature of the training teachers received in 2012? Professional i.e. content, methodology and assessment: or curriculum and administration i.e. file and aspects of CAPS?
7. What is your impression(s) about the quality of these training/orientation sessions? Poor/average/good?
8. Does the teaching plan accommodate your personal perspective or prior knowledge in terms of teaching, learning and assessment? Is it familiar to you?
9. What support do teachers get in the implementation of the teaching plan today? Professional, Curricular or Administrative?
10. How has the teaching plan impacted on your teaching activities in the classroom (*positively or negatively*)?
11. Do you think the way teaching plan was implemented needs any alteration or amendment? If so, how?

### **Appendix III: Schedule of Interview Questions: Heads and Officials**

#### 12. INTERVIEW SCHEDULE: ENGLISH AND SETSWANA SUBJECT HODs, ADVISORS AND CURRICULUM COORDINATORS ON TEACHERS' EXPERIENCES WITH THE ATP

13. What have been your experiences of Grade 10 English/Setswana teachers regarding the implementation of the CAPS annual teaching plan – good, average or adverse? Please substantiate your response.
14. Has the implementation of the CAPS document finally resolved teachers' challenges of implementing the teaching plan? Example administration burden, progression and sequencing?
15. What is the role of the English/Setswana teachers in the process of implementation of the ATP? Policy formulation, implementation or evaluation?
16. Who trained you teachers on CAPS and what was the format of the initial orientation/training programme? To what extent did they participate in the training?
17. How many training/orientation sessions aimed at assisting teachers to implement the CAPS policy efficiently have they attended since 2012?
18. What is the nature of the training teachers receive in 2012? Professional i.e. content, methodology and assessment: or curriculum and administration i.e. file and aspects of CAPS?
19. What is your impression(s) about the quality of these training/orientation sessions? Poor/average/good?
20. Does the teaching plan accommodate teachers' personal perspective or prior knowledge in terms of teaching, learning and assessment? Is it familiar to them?
21. What support do teachers get in the implementation of the teaching plan today?
22. How has the teaching plan impacted on your teaching activities in the classroom (*positively or negatively*)?
23. Do you think the way teaching plan was implemented needs any alteration or amendment? If so, how?

## Appendix IV: Letter from Director of School of Leadership



NORTH-WEST UNIVERSITY  
YUNIBESITHI YA BOKONE-BOPHIRIMA  
NOORDWES-UNIVERSITEIT  
MAFIKENG CAMPUS

Private Bag X2046, Mmabatho  
South Africa, 2735

Tel: 018 389-2111  
Fax: 018 392-5775  
Web: <http://www.nwu.ac.za>

Education Leadership Development  
Tel: 018 3862500 (Secretary)  
Email: [eliza.sonne@nwu.ac.za](mailto:eliza.sonne@nwu.ac.za)

The Area Manager  
Mafikeng Area Office  
Department of Education  
Corner George Thelesho/Tawana  
Old Kebalepile Hostels  
Mantshiwa  
MMABATHO  
2735

Date: 24 August 2016

Dear Sir/Madam,

### REQUEST FOR PERMISSION TO CONDUCT RESEARCH

This is to confirm that Mr. M.E. Makhele (Student No: 23457325) is a PhD student registered at the North-West University, Mafikeng Campus. The title of the dissertation is A FRAMEWORK FOR THE IMPLEMENTATION OF THE GRADE 10 LANGUAGES CURRICULUM POLICY

Permission is hereby kindly requested to enter secondary schools in the Botshabelo, Central, Mmabatho and Tshwaranang clusters of the Mafikeng Area Office to collect data from the teachers, heads of departments and principals. Data collection will be by way of interviews.

Collection of data will occur outside school contact time so as not to interfere with teaching and assessment processes or office duties. The dates and times of the collections are to be agreed upon by the principal and all other participants.

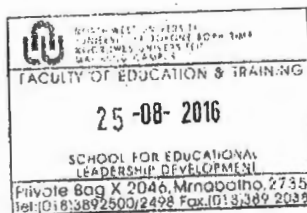
Participants will participate voluntarily in the data collection. The identity of the participants and the school and district will be kept confidential and anonymous. The information collected therefore cannot and will not be used to evaluate the District/school in terms of its performance in comparison with others, because the information collected will not be about academic results or teachers' teaching performance in specific schools.

Should you enquire more information about the project, kindly contact the supervisor for this project: Dr. Ellen Materechera at 018-389-2058

Herewith permission is kindly requested to perform this research in your area. It would be appreciated if you would kindly grant written permission to this student. Any assistance given to the student to perform the research will be appreciated.

Yours sincerely

Prof P du Toit



Director: School for Education Leadership Development (School in which PhD programme is registered) Mafikeng Campus

## Appendix V: Letter to Area Manager



NORTH-WEST UNIVERSITY  
YUNIBESITHI YA BOKONE-BOPHIRIMA  
NOORDWES-UNIVERSITEIT  
MAFIKENG CAMPUS

Private Bag X2046, Mmabatho  
South Africa, 2735

Tel: 018 389-2111  
Fax: 018 389-5775  
Web: <http://www.nwu.ac.za>

Education Leadership Development  
Tel: 018 3892590 (Secretary)  
Email: [eliza.sphing@nwu.ac.za](mailto:eliza.sphing@nwu.ac.za)

The Area Manager  
Mafikeng Area Office  
Department of Education  
Corner George Thelesho/Tawana  
Old Kebalepile Hostels  
Mantshlwa  
MMABATHO  
2735

Date: 24 August 2016

Dear Sir/Madam,

### REQUEST FOR PERMISSION TO CONDUCT RESEARCH

This is to confirm that **Mr. M.E. Makhele (Student No: 23457325)** is a PhD student registered at the North-West University, Mafikeng Campus. The title of the dissertation is **A FRAMEWORK FOR THE IMPLEMENTATION OF THE GRADE 10 LANGUAGES CURRICULUM POLICY**

Permission is hereby kindly requested to enter secondary schools in the Botshabelo, Central, Mmabatho and Tshwarenanang clusters of the Mafikeng Area Office to collect data from the teachers, heads of departments and principals. Data collection will be by way of interviews.

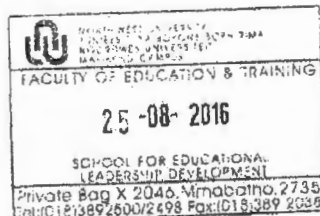
Collection of data will occur outside school contact time so as not to interfere with teaching and assessment processes or office duties. The dates and times of the collections are to be agreed upon by the principal and all other participants.

Participants will participate voluntarily in the data collection. The identity of the participants and the school and district will be kept confidential and anonymous. The information collected therefore cannot and will not be used to evaluate the District/school in terms of its performance in comparison with others, because the information collected will not be about academic results or teachers' teaching performance in specific schools.

Should you enquire more information about the project, kindly contact the supervisor for this project: **Dr. Ellen Materechera at 018-389-2058**

Herewith permission is kindly requested to perform this research in your area. It would be appreciated if you would kindly grant written permission to this student. Any assistance given to the student to perform the research will be appreciated.

Yours sincerely



Prof P du Toit

Director: School for Education Leadership Development (School in which PhD programme is registered) Mafikeng Campus

## Appendix VI: Letter from District Director



### Education and Sport Development

Department of Education and Sport Development  
Departement van Onderwys en Sport Ontwikkeling  
Lefapha la Thuto le Tihabololo ya Metshameko  
**NORTH WEST PROVINCE**

10 Nelson Mandela Drive,  
Mafikeng  
Private Bag X10,  
Mmabatho 2735  
Tel.: (018) 388-1964 / 3383  
Fax: 086 513 9881 / (018) 381-8299  
e-mail: bmonale@nwpg.gov.za  
e-mail: omolete@nwpg.gov.za (Off. Man.)

### NGAKA MODIRI MOLEMA DISTRICT

Enquiries S.O. Molete  
Telephone 018 - 388 - 3383

To : The Area Manager  
Ms M.C. Mojafi  
Mahikeng Area Office

Attention : Secondary School Principals

From : Mr B.E. Monale  
District Director

Date : 07 September 2016

Subject : **Permission to conduct a research in Secondary Schools around Mahikeng Area Office**

Permission is hereby granted to **Mr M.E. Makhele, Student No.: 23457325**, who is a PHD student at North West University – Mahikeng Campus to conduct a research on **"Framework for the implementation of Grade 10 languages curriculum policy"**.

Schools are herewith requested to provide them with support during the research process and necessary support.

Permission is granted on the basis that prior arrangement is made with schools and the Area Office.

Your cooperation and support in this regard is highly appreciated

Yours in education,

Mr B.E. Monale  
District Director



## Appendix VII: Letter from Area Manager



### Education and Sport Development

Department of Education and Sport Development  
Departement van Onderwys en Sport Ontwikkeling  
Lefapha la Thuto le Tihabololo ya Metshameko  
**NORTH WEST PROVINCE**

corner Thelesho Tawana and  
Modiri Molema Road  
Montshioa  
Tel.: (018) 384-1708  
Tel.: (018) 384-6007  
Tel.: (018) 384-6008  
e-mail: mikokong@nwpg.gov.za

### OFFICE OF THE AREA MANAGER: MAHIKENG AREA OFFICE NGAKA MODIRI MOLEMA DISTRICT

Enquiries : Mojafi M.C.  
Cell No. : 0827421253  
Tel No. : 018 384 6007

Date : 07 September 2016

#### TO WHOM IT MAY CONCERN

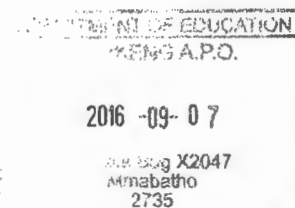
Permission is herewith granted to **Mr M.E. Makhele**, (student No: 23457325) to conducted research at Secondary schools in the North West Province.

**Title: "Framework for the implementation Grade 10 " Languages curriculum policy"**

Disturbing lessons and teaching time must be totally avoided. A copy of the research finding should be made available to the Area Office and the schools that you will be attending to.

Wishing you well in your study

  
Ms Mojafi M.C.  
Area Manager



**"Towards Excellence in Education"**

# Enos Makhele Turnitin Report

*by* Dr Francis Lugayizi

---

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## Appendix IX: Editing Certificate

---

1065 Hector Petersen Drive

Unit 5

Mmabatho

01/12/2017

This is to certify that the thesis entitled

**FRAMEWORK FOR THE IMPLEMENTATION OF A GRADE TEN  
LANGUAGES CURRICULUM POLICY**

Submitted by

**MOETI ENOS MAKHELE**

For the degree of

**DOCTOR OF PHILOSOPHY**

In the

**FACULTY OF EDUCATION AND TRAINING**

**MAFIKENG CAMPUS  
NORTH WEST UNIVERSITY**

Has been edited for language by

Mary Helen Thomas (B.Sc. Hons. PGCE)

*Mary Helen Thomas*

## Appendix X: Editing Certificate

1065 Hector Petersen Drive

Unit 5

Mmabatho

24/10/2018

This is to certify that the change log entitled

### **A FRAMEWORK FOR THE IMPLEMENTATION OF A GRADE TEN LANGUAGES CURRICULUM POLICY**

Submitted by **M.E. MAKHELE**

For the degree of

**PhD Education  
(Management)**

In the

**FACULTY OF EDUCATION  
MAFIKENG CAMPUS  
NORTH WEST UNIVERSITY**

Has been edited for language by

Mary Helen Thomas (B.Sc. Hons. PGCE)





## Appendix XI: Ethical Clearance Certificate



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### ETHICS APPROVAL CERTIFICATE OF PROJECT

Based on approval by the Human Sciences Research Ethics Committee (HSREC) on 02/11/2016, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your project as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

|                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |                |   |   |   |   |   |      |   |   |        |   |   |   |   |             |  |  |                |  |  |  |  |  |      |  |  |        |  |                                                                                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----------------|---|---|---|---|---|------|---|---|--------|---|---|---|---|-------------|--|--|----------------|--|--|--|--|--|------|--|--|--------|--|---------------------------------------------------------------------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <b>Project title:</b> A framework for the implementation of the Grade 10 Languages Curriculum Policy. |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |                |   |   |   |   |   |      |   |   |        |   |   |   |   |             |  |  |                |  |  |  |  |  |      |  |  |        |  |                                                                                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Project Leader/Supervisor:</b> Dr E Materechera                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |                |   |   |   |   |   |      |   |   |        |   |   |   |   |             |  |  |                |  |  |  |  |  |      |  |  |        |  |                                                                                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Student:</b> ME Makhele                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |                |   |   |   |   |   |      |   |   |        |   |   |   |   |             |  |  |                |  |  |  |  |  |      |  |  |        |  |                                                                                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Ethics number:</b>                                                                                 | <table border="1"><tr><td>N</td><td>W</td><td>U</td><td>-</td><td>0</td><td>0</td><td>4</td><td>8</td><td>6</td><td>-</td><td>1</td><td>6</td><td>-</td><td>A</td><td>9</td></tr><tr><td colspan="3">Institution</td><td colspan="6">Project Number</td><td colspan="3">Year</td><td colspan="2">Status</td></tr><tr><td colspan="15">Status: 6 = Submission, 7 = Re-Submission, 8 = Project closed/withdrawn, 9 = Student Member</td></tr></table> | N | W              | U | - | 0 | 0 | 4 | 8    | 6 | - | 1      | 6 | - | A | 9 | Institution |  |  | Project Number |  |  |  |  |  | Year |  |  | Status |  | Status: 6 = Submission, 7 = Re-Submission, 8 = Project closed/withdrawn, 9 = Student Member |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| N                                                                                                     | W                                                                                                                                                                                                                                                                                                                                                                                                                                                   | U | -              | 0 | 0 | 4 | 8 | 6 | -    | 1 | 6 | -      | A | 9 |   |   |             |  |  |                |  |  |  |  |  |      |  |  |        |  |                                                                                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Institution                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   | Project Number |   |   |   |   |   | Year |   |   | Status |   |   |   |   |             |  |  |                |  |  |  |  |  |      |  |  |        |  |                                                                                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Status: 6 = Submission, 7 = Re-Submission, 8 = Project closed/withdrawn, 9 = Student Member           |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |                |   |   |   |   |   |      |   |   |        |   |   |   |   |             |  |  |                |  |  |  |  |  |      |  |  |        |  |                                                                                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Application Type:</b> Doctoral application                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |                |   |   |   |   |   |      |   |   |        |   |   |   |   |             |  |  |                |  |  |  |  |  |      |  |  |        |  |                                                                                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Commencement date:</b> 2016-10-21                                                                  | <b>Expiry date:</b> 2019-10-21                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                |   |   |   |   |   |      |   |   |        |   |   |   |   |             |  |  |                |  |  |  |  |  |      |  |  |        |  |                                                                                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Risk:</b>                                                                                          | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |                |   |   |   |   |   |      |   |   |        |   |   |   |   |             |  |  |                |  |  |  |  |  |      |  |  |        |  |                                                                                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

#### Special conditions of the approval (if applicable):

- Translation of the informed consent document to the languages applicable to the study participants should be submitted to the HSREC (if applicable).
- Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the HSREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

#### General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principal investigator) must report in the prescribed format to the NWU-IRERC via HSREC:
  - annually (or as otherwise requested) on the progress of the project, and upon completion of the project
  - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project
  - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the HSREC. Would there be deviation from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC via HSREC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-IRERC and HSREC retains the right to:
  - request access to any information or data at any time during the course or after completion of the project;
  - to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.
  - withdraw or postpone approval if:
    - any unethical principles or practices of the project are revealed or suspected,
    - it becomes apparent that any relevant information was withheld from the HSREC or that information has been false or misrepresented,
    - the required annual report and reporting of adverse events was not done timely and accurately,
    - new institutional rules, national legislation or international conventions deem it necessary.
- HSREC can be contacted for further information via [Estie.Emtsoch@nwu.ac.za](mailto:Estie.Emtsoch@nwu.ac.za) or 018 289 2873.

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

Yours sincerely

Prof LA

Du Plessis

Prof Linda du Plessis

Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

Digitally signed by

Prof LA Du Plessis

Date: 2016.11.08

07:49:03 +02'00'

**Table 1: Mahikeng Area Office Circuits**

**Central**

| School            | Location    |
|-------------------|-------------|
| Golfview Combined | Golfview    |
| Kebonang High     | Unit 14     |
| Madiba Combined   | Rooigrond   |
| Motuba            | Masephe     |
| OnkgopotseTiro    | Klippan     |
| Setumo            | Majemantsho |
| Boitshoko         | Majemantsho |
| TiegoTawana       | Mantsa      |

**Mmabatho**

| School          | Location  |
|-----------------|-----------|
| 1. Batlounge    | Ikopeleng |
| 2. Lapologang   | Montshioa |
| 3. Letsatsing   | Unit 9    |
| 4. Mmabatho     | Unit 2    |
| 5. Mococe       | Modimola  |
| 6. Redibone     | Unit 2    |
| 7. Living Faith | Unit 15   |

### **Tshwaraganang**

| Schools      | Location    |
|--------------|-------------|
| 1. Danville  | Danville    |
| 2. Sejankabo | Seweding    |
| 3. Setlopo   | Setlopo     |
| 4. St Mary's | Lomanyaneng |
| 5. Tetlano   | Motlhabeng  |

### **Botshabelo**

| School           | Location  |
|------------------|-----------|
| 1. Maano         | Masuthe 2 |
| 2. Mafikeng High | Mahikeng  |
| 3. Molelwane     | Molelwane |
| 4. S.C.Kgobokoe  | Tsetse    |
| 5. Sol Plaatje   | Unit 6    |

**Table 2: Mahikeng Area Office Circuits** *(Sourced from NWPDE Auxiliary Services)*

| InstitutionName                             | EducDist            | EducArea<br>Office | EducCirc    |
|---------------------------------------------|---------------------|--------------------|-------------|
| MAFIKENG HIGH SCHOOL                        | NGAKA MODIRI MOLEMA | MAHIKENG           | BOTSHABELO  |
| S.C. KGOBOKOE HIGH SCHOOL                   | NGAKA MODIRI MOLEMA | MAHIKENG           | BOTSHABELO  |
| MAANO SECONDARY SCHOOL                      | NGAKA MODIRI MOLEMA | MAHIKENG           | BOTSHABELO  |
| GOLF VIEW COMBINED                          | NGAKA MODIRI MOLEMA | MAHIKENG           | BOTSHABELO  |
| MOLELWANE SECONDARY SCHOOL                  | NGAKA MODIRI MOLEMA | MAHIKENG           | BOTSHABELO  |
| SOL PLAATJE SECONDARY SCHOOL                | NGAKA MODIRI MOLEMA | MAHIKENG           | BOTSHABELO  |
| SETUMO HIGH SCHOOL                          | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     |
| TIEGO TAWANA SECONDARY SCHOOL               | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     |
| ONKGOPOTSE TIRO COMPREHENSIVE SCHOOL        | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     |
| KEBONANG SECONDARY SCHOOL                   | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     |
| MADIBA COMBINED SCHOOL                      | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     |
| MOTUBA HIGH SCHOOL                          | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     |
| BOITSHOKO SECONDARY SCHOOL                  | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     |
| BATLOUNG HIGH SCHOOL                        | NGAKA MODIRI MOLEMA | MAHIKENG           | MMABATHO    |
| LAPOLOGANG HIGH SCHOOL                      | NGAKA MODIRI MOLEMA | MAHIKENG           | MMABATHO    |
| LETSATSING SCIENCE HIGH SCHOOL              | NGAKA MODIRI MOLEMA | MAHIKENG           | MMABATHO    |
| MMABATHO HIGH SCHOOL                        | NGAKA MODIRI MOLEMA | MAHIKENG           | MMABATHO    |
| MOCOCE SECONDARY SCHOOL                     | NGAKA MODIRI MOLEMA | MAHIKENG           | MMABATHO    |
| REDIBONE SECONDARY SCHOOL                   | NGAKA MODIRI MOLEMA | MAHIKENG           | MMABATHO    |
| SEJANKABO HIGH SCHOOL                       | NGAKA MODIRI MOLEMA | MAHIKENG           | TSHWARANANG |
| ST MARY'S SECONDARY SCHOOL                  | NGAKA MODIRI MOLEMA | MAHIKENG           | TSHWARANANG |
| TETLANO SECONDARY SCHOOL                    | NGAKA MODIRI MOLEMA | MAHIKENG           | TSHWARANANG |
| DANVILLE SECONDARY                          | NGAKA MODIRI MOLEMA | MAHIKENG           | TSHWARANANG |
| SETLOPO SCIENCE AND COMMERCIAL<br>SECONDARY | NGAKA MODIRI MOLEMA | MAHIKENG           | TSHWARANANG |

**Table 3: Mahikeng Area Office secondary schools**



(Depicted in ascending order of their 2016 learner intake. (Sourced from NWPDE))

| InstitutionName                             | EducDist            | EducArea<br>Office | EducCirc    | Total<br>Learners |
|---------------------------------------------|---------------------|--------------------|-------------|-------------------|
| MAANO SECONDARY SCHOOL                      | NGAKA MODIRI MOLEMA | MAHIKENG           | BOTSHABELO  | 294               |
| TIEGO TAWANA SECONDARY SCHOOL               | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     | 325               |
| MOTUBA HIGH SCHOOL                          | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     | 412               |
| S.C. KGOBOKOE HIGH SCHOOL                   | NGAKA MODIRI MOLEMA | MAHIKENG           | BOTSHABELO  | 426               |
| LETSATSING SCIENCE HIGH SCHOOL              | NGAKA MODIRI MOLEMA | MAHIKENG           | MMABATHO    | 436               |
| SEJANKABO HIGH SCHOOL                       | NGAKA MODIRI MOLEMA | MAHIKENG           | TSHWARANANG | 440               |
| TETLANO SECONDARY SCHOOL                    | NGAKA MODIRI MOLEMA | MAHIKENG           | TSHWARANANG | 457               |
| MOCOCE SECONDARY SCHOOL                     | NGAKA MODIRI MOLEMA | MAHIKENG           | MMABATHO    | 486               |
| MAFIKENG HIGH SCHOOL                        | NGAKA MODIRI MOLEMA | MAHIKENG           | BOTSHABELO  | 505               |
| ST MARY'S SECONDARY SCHOOL                  | NGAKA MODIRI MOLEMA | MAHIKENG           | TSHWARANANG | 570               |
| LAPOLOGANG HIGH SCHOOL                      | NGAKA MODIRI MOLEMA | MAHIKENG           | MMABATHO    | 600               |
| REDIBONE SECONDARY SCHOOL                   | NGAKA MODIRI MOLEMA | MAHIKENG           | MMABATHO    | 602               |
| GOLF VIEW COMBINED                          | NGAKA MODIRI MOLEMA | MAHIKENG           | BOTSHABELO  | 694               |
| BATLOUNG HIGH SCHOOL                        | NGAKA MODIRI MOLEMA | MAHIKENG           | MMABATHO    | 701               |
| MADIBA COMBINED SCHOOL                      | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     | 746               |
| DANVILLE SECONDARY                          | NGAKA MODIRI MOLEMA | MAHIKENG           | TSHWARANANG | 759               |
| BOITSHOKO SECONDARY SCHOOL                  | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     | 777               |
| SOL PLAATJE SECONDARY SCHOOL                | NGAKA MODIRI MOLEMA | MAHIKENG           | BOTSHABELO  | 842               |
| SETUMO HIGH SCHOOL                          | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     | 858               |
| KEBONANG SECONDARY SCHOOL                   | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     | 884               |
| MOLELWANE SECONDARY SCHOOL                  | NGAKA MODIRI MOLEMA | MAHIKENG           | BOTSHABELO  | 922               |
| ONKGOPOTSE TIRO COMPREHENSIVE<br>SCHOOL     | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     | 929               |
| MMABATHO HIGH SCHOOL                        | NGAKA MODIRI MOLEMA | MAHIKENG           | MMABATHO    | 968               |
| SETLOPO SCIENCE AND COMMERCIAL<br>SECONDARY | NGAKA MODIRI MOLEMA | MAHIKENG           | TSHWARANANG | 998               |



**Table 4: Mahikeng Area Office Secondary Schools** (Arranged in ascending order of their 2016 Grade 10 intake (Sourced from NWPDE))

| InstitutionName                             | EducDist            | EducArea<br>Office | EducCirc    | Total<br>Learners | Grade<br>10 |
|---------------------------------------------|---------------------|--------------------|-------------|-------------------|-------------|
| MADIBA COMBINED SCHOOL                      | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     | 746               | 27          |
| MAANO SECONDARY SCHOOL                      | NGAKA MODIRI MOLEMA | MAHIKENG           | BOTSHABELO  | 294               | 64          |
| LETSATSING SCIENCE HIGH SCHOOL              | NGAKA MODIRI MOLEMA | MAHIKENG           | MMABATHO    | 436               | 76          |
| TIEGO TAWANA SECONDARY SCHOOL               | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     | 325               | 77          |
| SEJANKABO HIGH SCHOOL                       | NGAKA MODIRI MOLEMA | MAHIKENG           | TSHWARANANG | 440               | 95          |
| S.C. KGOBOKOE HIGH SCHOOL                   | NGAKA MODIRI MOLEMA | MAHIKENG           | BOTSHABELO  | 426               | 98          |
| ONKGOPOTSE TIRO COMPREHENSIVE SCHOOL        | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     | 929               | 113         |
| MAFIKENG HIGH SCHOOL                        | NGAKA MODIRI MOLEMA | MAHIKENG           | BOTSHABELO  | 505               | 114         |
| MOTUBA HIGH SCHOOL                          | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     | 412               | 122         |
| TETLANO SECONDARY SCHOOL                    | NGAKA MODIRI MOLEMA | MAHIKENG           | TSHWARANANG | 457               | 127         |
| DANVILLIE SECONDARY                         | NGAKA MODIRI MOLEMA | MAHIKENG           | TSHWARANANG | 759               | 133         |
| ST MARY'S SECONDARY SCHOOL                  | NGAKA MODIRI MOLEMA | MAHIKENG           | TSHWARANANG | 570               | 137         |
| SETLOPO SCIENCE AND COMMERCIAL<br>SECONDARY | NGAKA MODIRI MOLEMA | MAHIKENG           | TSHWARANANG | 998               | 159         |
| SOL PLAATJE SECONDARY SCHOOL                | NGAKA MODIRI MOLEMA | MAHIKENG           | BOTSHABELO  | 842               | 160         |
| MOCOCE SECONDARY SCHOOL                     | NGAKA MODIRI MOLEMA | MAHIKENG           | MMABATHO    | 486               | 162         |
| GOLF VIEW COMBINED                          | NGAKA MODIRI MOLEMA | MAHIKENG           | BOTSHABELO  | 694               | 169         |
| REDIBONE SECONDARY SCHOOL                   | NGAKA MODIRI MOLEMA | MAHIKENG           | MMABATHO    | 602               | 182         |
| LAPOLOGANG HIGH SCHOOL                      | NGAKA MODIRI MOLEMA | MAHIKENG           | MMABATHO    | 600               | 194         |
| BOITSHOKO SECONDARY SCHOOL                  | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     | 777               | 222         |
| KEBONANG SECONDARY SCHOOL                   | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     | 884               | 224         |
| BATLOUNG HIGH SCHOOL                        | NGAKA MODIRI MOLEMA | MAHIKENG           | MMABATHO    | 701               | 227         |
| MMABATHO HIGH SCHOOL                        | NGAKA MODIRI MOLEMA | MAHIKENG           | MMABATHO    | 968               | 243         |
| SETUMO HIGH SCHOOL                          | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     | 858               | 249         |
| MOLELWANE SECONDARY SCHOOL                  | NGAKA MODIRI MOLEMA | MAHIKENG           | BOTSHABELO  | 922               | 410         |

**Table 5: Mahikeng Area Office Secondary Schools arranged in a ascending order of their**

| InstitutionName                     | EducDist            | EducArea<br>Office | EducCirc    | Grade<br>10 | Total<br>Learners | QUINT<br>2016 |
|-------------------------------------|---------------------|--------------------|-------------|-------------|-------------------|---------------|
| OPOTSE TIRO COMPREHENSIVE SCHOOL    | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     | 113         | 929               | 1             |
| BA COMBINED SCHOOL                  | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     | 27          | 746               | 1             |
| BA HIGH SCHOOL                      | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     | 122         | 412               | 1             |
| HOKO SECONDARY SCHOOL               | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     | 222         | 777               | 1             |
| OUNG HIGH SCHOOL                    | NGAKA MODIRI MOLEMA | MAHIKENG           | MMABATHO    | 227         | 701               | 1             |
| GOBOKOE HIGH SCHOOL                 | NGAKA MODIRI MOLEMA | MAHIKENG           | BOTSHABELO  | 98          | 426               | 2             |
| NO SECONDARY SCHOOL                 | NGAKA MODIRI MOLEMA | MAHIKENG           | BOTSHABELO  | 64          | 294               | 2             |
| MO HIGH SCHOOL                      | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     | 249         | 858               | 2             |
| O TAWANA SECONDARY SCHOOL           | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     | 77          | 325               | 2             |
| CE SECONDARY SCHOOL                 | NGAKA MODIRI MOLEMA | MAHIKENG           | MMABATHO    | 162         | 486               | 2             |
| IKABO HIGH SCHOOL                   | NGAKA MODIRI MOLEMA | MAHIKENG           | TSHWARANANG | 95          | 440               | 2             |
| OPO SCIENCE AND COMMERCIAL<br>NDARY | NGAKA MODIRI MOLEMA | MAHIKENG           | TSHWARANANG | 159         | 998               | 2             |
| LWANE SECONDARY SCHOOL              | NGAKA MODIRI MOLEMA | MAHIKENG           | BOTSHABELO  | 410         | 922               | 3             |
| LOGANG HIGH SCHOOL                  | NGAKA MODIRI MOLEMA | MAHIKENG           | MMABATHO    | 194         | 600               | 3             |
| ANO SECONDARY SCHOOL                | NGAKA MODIRI MOLEMA | MAHIKENG           | TSHWARANANG | 127         | 457               | 3             |
| KENG HIGH SCHOOL                    | NGAKA MODIRI MOLEMA | MAHIKENG           | BOTSHABELO  | 114         | 505               | 4             |
| VIEW COMBINED                       | NGAKA MODIRI MOLEMA | MAHIKENG           | BOTSHABELO  | 169         | 694               | 4             |
| AATJE SECONDARY SCHOOL              | NGAKA MODIRI MOLEMA | MAHIKENG           | BOTSHABELO  | 160         | 842               | 4             |
| NANG SECONDARY SCHOOL               | NGAKA MODIRI MOLEMA | MAHIKENG           | CENTRAL     | 224         | 884               | 4             |
| ATSING SCIENCE HIGH SCHOOL          | NGAKA MODIRI MOLEMA | MAHIKENG           | MMABATHO    | 76          | 436               | 4             |
| BATHO HIGH SCHOOL                   | NGAKA MODIRI MOLEMA | MAHIKENG           | MMABATHO    | 243         | 968               | 4             |
| BONE SECONDARY SCHOOL               | NGAKA MODIRI MOLEMA | MAHIKENG           | MMABATHO    | 182         | 602               | 4             |
| RY'S SECONDARY SCHOOL               | NGAKA MODIRI MOLEMA | MAHIKENG           | TSHWARANANG | 137         | 570               | 4             |
| ILLE SECONDARY                      | NGAKA MODIRI MOLEMA | MAHIKENG           | TSHWARANANG | 133         | 759               | 4             |

*Quintile ranking (Sourced from NWPDE)*

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