

**THE IMPLEMENTATION OF NATURAL SCIENCE AND TECHNOLOGY
CURRICULUM BY PRIMARY SCHOOL EDUCATORS IN PUBLIC
SCHOOLS IN VHEMBE DISTRICT**

By

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ABSTRACT

The study investigated the implementation of natural science and technology by primary school educators in Mvudi Circuit, Vhembe District. As stated in the Curriculum and Assessment Policy Document (CAPS), learners in science are supposed to master the three specific aims of natural sciences and technology (NST). From the researcher's observation as well as literature, the teaching and learning practices in schools might not assist learners in mastering those aims. For that reason, two schools were selected in the Circuit for this study to find out how they implement the NST curriculum. Data was collected by interviewing educators, heads of department (HODs) and principals from the two schools in order to find out their views regarding the implementation of NST-CAPS. In addition, educators were observed in classrooms to find out how they put the curriculum into practice and how they interact with learners. A checklist was used to collect data during classroom observations. The findings revealed that the teaching of NST is dominated by traditional educator-centred pedagogy, characterised by teacher talk and demonstrations. There are scanty resources in schools and insufficient knowledge by educators on practices to implement NST properly. The results highlight the need for more support to schools in terms of resources, and increased teacher training and support in strategies that involve learners more in classrooms.

Keywords: curriculum, implementation, monitoring, natural sciences, technology.