



**TEACHER PREPARATION FOR THE IMPLEMENTATION OF THE NATIONAL
CURRICULUM STATEMENT**

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DECLARATION

I, Tshiguvho Muvhango Esther, declare that this dissertation, titled

“TEACHER PREPARATION FOR THE IMPLEMENTATION OF NATIONAL CURRICULUM STATEMENT”

is my own work, and that all the sources used or quoted have been indicated and acknowledged by means of a complete references, and that this research project was not previously submitted by me for any degree purpose at any other institution or University.

Tshiguvho E.M

M. E. Tshiguvho

August 2009

“Lazy hands make a man poor, but diligent hands bring wealth”

Proverbs 10:4

I dedicate this research to

“Whatever your hands find to do, do it with all your might”

Ecclesiastes 9:10

Statement:

- teachers who are the primary implementers of the National Curriculum Statement in the classrooms.

- my late father, Mr. David Ndwanambi Tshiguvho and My mother Anna Tshiguvho.

- to my husband Tshifhiwa Leonard Mamphasa, whose thoughts flowed in me towards the realization of this dream.

- my four lovely children, Vhudi, Agape, Jedidia and Nkhitha.

- my brother Manaso, who helped me so much for this work to get finished.

DEDICATION

I dedicate this research to

- all South African Schools, facing the challenges of National Curriculum Statement.
- teachers who are the primary implementers of the National Curriculum Statement in the classrooms.
- my late father, Mr. David Ndwammbi Tshiguvho and My mother Anna Tshiguvho.
- to my husband Tshifhiwa Leonard Mamphasa, whose thoughts flowed in me towards the realization of this dream.
- my four lovely children, Vhudi, Agape, Jedidia and Nikhitha.
- my brother Manase, who helped me so much for this work to get finished.

my Principal, Mr Thiba who always allowed me to go to the University for this study, and I am very thankful to Mr. Tshiguvho Manase who always showed me a lot of support and guided me through this stage. Not forgetting my Sister, Daisy, who gave me moral support. Lastly, my special thanks to all the respondents who participated in this research.

The Author

August 2009

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Firstly I want to thank our mighty God for giving me the strength to complete this research work. I always stand by the scripture which says "But those who hope in the Lord will renew their strength, they will soar on wings like eagles, they will run and not grow weary, they will walk and not faint" (Isaiah 40:31).

I could not have produced this dissertation without the assistance of my Supervisor, Dr M.P. Mulaudzi, who never got tired of me even when the going got tough. My special appreciation goes to Dr Rafapa of the English Department at the University of Venda, who critically read the dissertation. Thanks to my co-worker, Pastor Ndwammbi, who played a part in the completion of this work. My appreciation goes to my son, Vhudi, who helped me with the computer work, to my Principal, Mr Thiba who always allowed me to go to the University for this study, and I am very thankful to Mr, Tshiguvho Manase who always showed me a lot of support and guided me through this stage. Not forgetting my Sister, Daisy, who gave me moral support. Lastly, my special thanks to all the respondents who participated in this research.

The findings from the interviews were that preparations that were given to The Author in the form of one week workshops were not adequate. A majority of August 2009. basic knowledge about the National Curriculum Statement, that is, skill assessment, lesson plan, work schedule and subject framework.

As reflected by results of the research, the participants showed that they still need training that would promote their knowledge in the implementation of National Curriculum Statement

Teachers have negative perceptions and misconception towards the implementation of National Curriculum Statement. Thorough preparation of teachers is required for effective implementation of the National Curriculum Statement.

ABSTRACT

TEACHER PREPARATION FOR THE IMPLEMENTATION OF THE NATIONAL CURRICULUM STATEMENT.

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Masters in Curriculum Studies.

5. Outcomes-Based Education

The problem of this study was to determine how teachers were prepared for the implementation of the National Curriculum Statement.

In an effort to determine how teachers were prepared for the implementation of National Curriculum Statement, literature on teacher preparation during curriculum change was consulted.

The researcher conducted interviews, in eight secondary schools under Nzhelele East Circuit in Vhembe District, to find out how teachers were prepared for the implementation of the National Curriculum Statement.

The findings from the interviews were that preparations that were given to teachers in the form of one week workshops were not adequate. A majority of teachers lack basic knowledge about the National Curriculum Statement, that is, skill assessment, lesson plan, work schedule and subject framework.

As reflected by results of the research, the participants showed that they still need training that would promote their knowledge in the implementation of National Curriculum Statement.

Teachers have negative perceptions and misconception towards the implementation of National Curriculum Statement. Thorough preparation of teachers is required for effective implementation of the National Curriculum Statement.

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INTRODUCTION

1.1. INTRODUCTION

This chapter provides the background to the problem of teacher preparation for the implementation of the National Curriculum Statement and the aims of this research. The problem statement is clearly indicated. The Theoretical Framework underpinning the study was also outlined. The following was also discussed, that is, significance of the study.

1.2. BACKGROUND AND ORIENTATION

The inception of democracy witnessed a total transformation of the education system in South Africa. Curriculum change in the post apartheid South Africa began in 1994 and culminated in the first major curriculum statement of the democratic South Africa. The Department of Education embarked on the curriculum review in August 1995. The goal of the review process was to phase in, with the effect from 1998, a new curriculum, which is based on the ideal of lifelong learning for all South Africans (Bengu 1997: 1). A document called Curriculum 2005, Lifelong learning for the 21st century was released and distributed to all stakeholders. This document lays the foundation for radical changes in Education and Training. It aims to normalize learning, transform teaching and stresses the need to move from a traditional approach in education to an outcomes-based one. The document promotes the vision of a prosperous, truly united, democratic and competitive country with literate, creative and critical citizens who lead productive and self-fulfilled lives, a country free from violence, discrimination and prejudice.

From this foundation came the National Curriculum Statement for Grades R to 9 in 1997. The introduction of the National Curriculum Statement and Outcomes-Based Education (OBE) changed the way we view learners, teachers, methods of teaching and assessing (Harnes & Manjoo 2005: v).

Curriculum 2005 was later revised to become the Revised National Curriculum Statement (RNCS). Revised National curriculum Statement was also revised, to National Curriculum Statement (NCS), which is the curriculum that is currently implemented. In all these curricula, Outcomes-Based Education (OBE) is the approach that is used to deliver the program.

Outcomes-Based Education is a flexible, empowerment orientated approach to learning. It aims at equipping learners with knowledge, competence and orientations needed for success after learners shall have left schools. The vision of Outcomes -Based Education is to produce a competent citizen who is able to transfer his success to life in a complex challenging high technological future (Bengu 1997: 1).

Numerous policy documents released by the Department of Education alluded to the fact that there is a need for greater teacher involvement in curriculum development and implementation. However, the extent to which teachers currently make an impact on the process of curriculum implementation is questionable. Seemingly, the majority of teachers do not have the necessary knowledge, skills, values and attitudes for the successful implementation of the curriculum. This throws doubts on the level and adequacy of teacher retraining for new curriculum implementation. For this reason, there is a need for intensive teacher preparation, which at the end might provide teachers with suitable knowledge, skills, values and attitudes for the purpose of implementing the new curriculum.

Intensive preparation of teachers is vital because curriculum change, as an ongoing process, needs practitioners who are imbued with relevant knowledge, skills, values and attitudes. Consequently, most of the teachers are incompetent as evidenced by Judith, Chapman, Boyd and Reynolds (1996: 160) who argue that when there is nothing else teachers would revert to the use of traditional approaches for teaching and learning. The education system has to move fast in preparing them for the new paradigm.

The new curriculum involves a major shift from content to outcomes. The National Curriculum Statement (NCS) is based on outcomes. Outcomes are clear learning results that students must demonstrate at the end of significant learning experiences. Outcomes

are what learners can actually do with what they know and have learnt. Outcomes are tangible application of what have been learnt. This means that outcomes are actions and performances that reflect learner competence in using content, information, ideas and tools successfully (Mokgalabone 2003: 2). The main outcomes that shape learners into mature, fully developed people run across all the learning areas and through all the ages, starting from the foundation phase onwards (Bengu 1997: 1). The main outcomes are called Critical outcomes. Critical Outcomes are crucial in shaping learners and their character. Teaching should be guided by Critical Outcomes. Critical outcomes have their roots in the South African constitution, and it is important that one always bears them in mind as one teaches or facilitates learning. There are seven Critical Outcomes and five Developmental Outcomes (Harness & Manjoo 2005: vii).

Basically, curriculum change is a complex process. The process requires teachers to work out new ways of understanding their roles as teachers and manage change, while at the same time teaching their regular classes (Judith *et al.* 1996: 160). Retraining that is done presently is inadequate because teachers are trained for a maximum of two weeks during June holidays. The researcher interviewed some of the teachers who had just attended retraining. They conceded that the training they received was not sufficient. This is justified by Ramparsad (2001: 288) who indicates that the Department of Education needs to dedicate time during each term of the school calendar in order to conduct massive in-service programmes, if teachers are to make a genuine impact on curriculum implementation.

Outcomes-based education, most definitely has advantages. But it also has limitations. The effectiveness of OBE depends mainly on teacher abilities to implement such an approach and it requires hard work, a lot of planning and sensitivity to the learning process. The only way of overcoming these problems will be teacher retraining for the implementation of the National Curriculum Statement (Mokgalabone, 2003: 81). Because of this, some of the teachers are reluctant to teach the new approach.

National Curriculum Statement (NCS) is a total paradigm shift in the practice of Education in South Africa and to this extent, teachers who are directly involved in the implementation are not competent (Harness & Manjoo 2005: vii). OBE is a new approach



of teaching that forms the foundation of National Curriculum Statement (NCS). Traditionally, the syllabus specified the knowledge that the learners were expected to acquire within certain time frame. To achieve this, many teachers required that their learners sit still and listen, and they did not encourage discussion or interaction between the learners and between learners and themselves. Learners memorized the information they were given by teachers, but often did not understand it. This form of teaching is often referred to as 'talk and chalk' (Harness & Manjoo 2005: vii)

In the new curriculum the main focus is on the outcomes of the learning process. National Curriculum Statement (NCS) focuses on two important aspects, namely, the competence of learners and evidence that shows that learners have achieved a particular competence (Harness & Manjoo 2005: vii).

It seems reasonable therefore that, teachers should be adequately prepared in order to implement the new curriculum. For teachers to participate fully in the process of curriculum change, the education system should first conduct massive in-service training in the curriculum change. This should involve an understanding of both the theoretical aspects of the curriculum as well as the process of curriculum change. Proper training of teachers and good in-service training programme are the most important mechanisms for developing teachers' knowledge, skills, values and attitudes to participate competently in the curriculum implementation process. There is a need for more quality training and special materials that could help teachers during the change process. If this is not done teachers end up without the necessary knowledge, skills, values and attitudes to impact on policy decisions due to the lack of adequate preparation.

1.3. THE PROBLEM STATEMENT

This study investigates the level of teacher preparation for the implementation of the National Curriculum Statement.

1.4. AIMS OF THE STUDY



The aims of this study are three-fold:

- 1.4.1. To find out how teachers are presently prepared for the purpose of implementing the National Curriculum Statement.
- 1.4.2. To establish problems encountered by teachers during the implementation of the National Curriculum Statement.
- 1.4.3. To develop adequate strategies on how to prepare teachers for the implementation of the National Curriculum Statement.

1.5. RESEARCH QUESTIONS

On the basis of the above aims, the researcher was guided by the following questions:

- 1.4.1. How are teachers prepared for the purpose of National Curriculum Statement implementation?
- 1.4.2. What problems do teachers experience during the implementation of the National Curriculum Statement (NCS)?
- 1.4.3. What are possible strategies for preparing teachers for Curriculum implementation?

1.6. THEORETICAL FRAMEWORK

The theory underpinning this study is Bloom's taxonomy of the cognitive domain. In the history of education, outcomes based education has its roots in the comprehensive approach of Bloom's taxonomy. Bloom identified three domains of educational objectives. The three domains are the cognitive, affective and psychomotor (Anderson & Krathwohl 2001: 14). The cognitive domain involves the mind, that is, skills and knowledge while the affective domain deals with emotions, and the psychomotor domain deals with manual or physical skills. This study is based on the above three domains as it emphasizes knowledge, skills, values and attitudes, Anderson & Krathwohl (2001: 50). Trainers of teachers refer to those four concepts knowledge, skills, values and attitudes as SKVA. These four concepts are regarded as the goals of the training process.

The theory illuminates and emphasizes that teacher's knowledge; skills, values and attitudes develop from adequate training and preparation. In the case of National Curriculum Statement (NCS) teachers attend workshops for few days as a form of retraining for new curriculum implementation, this practice proves to be inadequate for the acquisition of knowledge, skills, values and required attitudes inspired for National Curriculum Statement (NCS) implementation. Bloom identified six levels of hierarchy within the cognitive domain (Anderson & Krathwohl 2001: 50), Knowledge and understanding form the base in the learning process followed by appreciation (skills). Relevant knowledge should be acquired prior to implementation of the new curriculum (See figure 1 below).

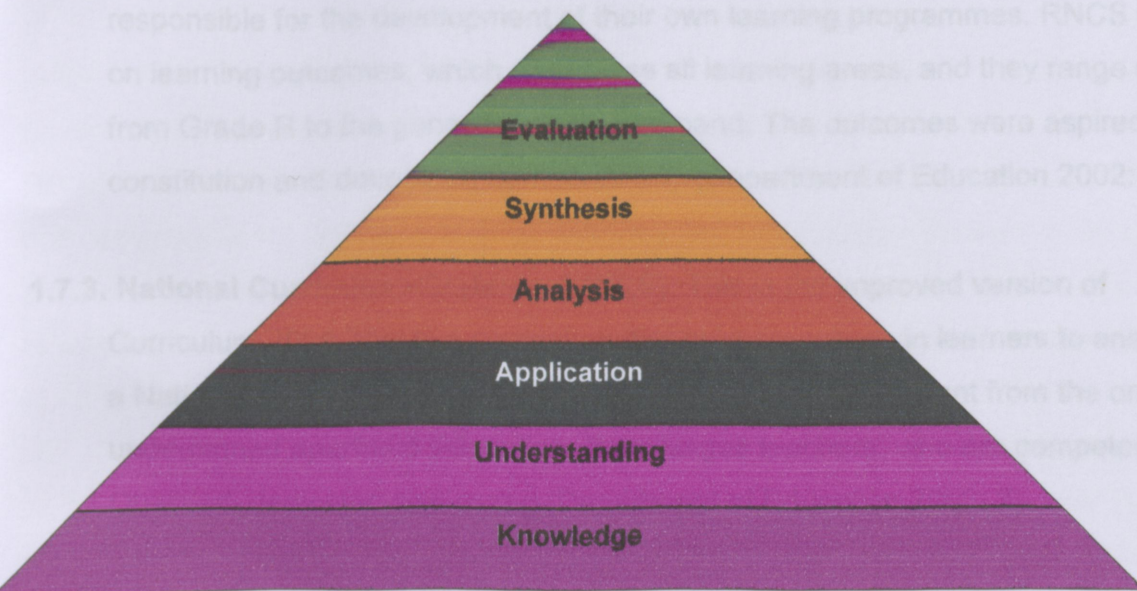


Figure 1
Bloom s' hierarchy of learning:

(Source: adapted from Taxonomy for Learning, Teaching and Assessing: Revision of Bloom's Taxonomy of Educational Objectives (p 51) by Anderson, L. & Krathwohl. 2001. New York: Longman)

According to Anderson & Krathwohl (ibid), relevant knowledge may lead to better understanding of the concepts, which may lead to relevant application. For teachers, relevant knowledge of the new curriculum terms, skills on how to teach and their values and attitude towards the curriculum change would lead to easier curriculum implementation. If relevant knowledge is acquired, it can be understood, applied, analyzed and synthesized in such a way that it will be easily transferred.

1.7. DEFINITIONS OF KEY CONCEPTS

Teachers may become inspired and would want to be prepared in acquiring new skills,

1.7.1. Curriculum 2005: This is the first version of the post-apartheid National Curriculum Statement. The policy document thereof was released in 1997 and gives a framework for early Childhood Development, General Education and Training, and Adult Basic Education and Training (Department of Education 2002: 60).

1.7.2. Revised National Curriculum Statement (RNCS): This is the statement aimed at promoting commitment as well as competence among teachers who will be responsible for the development of their own learning programmes. RNCS is based on learning outcomes, which run across all learning areas, and they range start from Grade R to the general and training band. The outcomes were aspired by the constitution and developed democratically (Department of Education 2002: 1).

1.7.3. National Curriculum Statement (NCS): This is the improved version of Curriculum 2005. This is a curriculum that promote values in learners to ensure that a National South African identity is built on values very different from the ones that underpinned apartheid Education. It envisages teachers, who are competent, Qualified, dedicated and caring (Department of Education 2002: 3).

1.7.4. Outcomes-Based Education (OBE): This is a new approach, which is to affect a mind shift away from an authoritarian mode of teaching to a cooperative mode of learning. This model makes the educator a facilitator and a learner an active participant in an interactive environment (Jansen & Christie 1999: 92).

1.7.5. Teacher Preparation: Teacher preparation is a process whereby teachers acquire new knowledge, skills, values and attitudes relevant to implementation of the new curriculum (Anderson, & Krathwohl 2001: 50). Wedekind (1998: 67) defines teacher preparation as a prior preparation for teachers before any curriculum implementation. Bellack & Bluebird (1977: 8) define training as a process of preparing an individual to perform defined functions in a predictable situation.

for the implementation of the National Curriculum Statement

1.8. SIGNIFICANCE OF THE STUDY



Teachers may become inspired and would want to be prepared in acquiring new skills, knowledge, values and attitudes for the implementation of the National Curriculum Statement. Once teachers are imbued with the skills, knowledge, values and attitudes, they will be able to implement the new curriculum in their classrooms. Teacher's trainers would enforce intensive training. The Department of Education may then reintroduce intensive preparation at all phases, which would strengthen the implementation process.

1.9. NEED FOR THIS STUDY

After 1994 South Africa had drawn the constitution relevant to the democratic government (Department of Education 2002a: 7). The adoption of the constitution of the Republic of South Africa (Act 108 of 1996) provided a basis for curriculum transformation and development. Development of the National curriculum statement is based on principles to develop and rebuild the education system. The principles and values are the ones that underpin the National Curriculum Statement (Department of Education 2002a: 7).

In 2003 new Norms and Standards for educators were introduced. The new Norms and Standards were meant to guide teachers on how to implement the National Curriculum Statement. Teachers' roles were put into sharp focus because the changes impact primarily upon them (Pretorius 2004: 65). Teachers are the only people who are directly involved in the implementation of the curriculum changes in the classroom. Teachers are the change agents during curriculum change (Pretorius 2004: 65). They need urgent retraining, if the curriculum is changed.

According to Dale (1988: 44) under normal circumstances, curriculum designers should have involved teachers in the formulation of the National Curriculum Statement because teachers are the root of any curriculum implementation. Teachers' resistance on change contributed to the slow pace of curriculum implementation. Since teachers are the root for educational changes, therefore, there is a need for them to be adequately trained for the implementation of the National Curriculum Statement.

There is need for this study because it would equip educators with the skills and knowledge for the effective implementation of the National Curriculum Statement. The study would provide teachers with strategies and techniques on how to implement the National Curriculum Statement. This study would motivate teachers to attend staff development programmes for the effective implementation of the National Curriculum Statement. Teachers would have insight about the ways in which teachers are prepared in other countries.

Educational change is required in South Africa because the attitudes and values of most of the adult South Africans of this decade were formed during the apartheid era (Department of Education 2002a: 7). As a result of the divisions which existed during this era, learners were not taught to appreciate the different aspirations and perspectives of citizens. Educational change is now required to provide equity in terms of educational provision and to promote a more balanced view, by developing learners' critical thinking powers and their problem-solving abilities (Department of Education 2002a: 8). This is indeed the heart of Outcomes-Based Education.

Teacher preparation is the most important tool during curriculum change. Educational change is required because teachers did not receive adequate education and training opportunities during the previous era (Department of Education 2002a: 8). The new curriculum (The National Curriculum Statement) endorses the concept of lifelong learning. This means that all people who need to learn can now be given a chance to learn. The vision of the changed educational system is thus that all citizens should be granted the opportunity to develop their potential to the fullest, whether by means of formal or non-formal schooling. The new education and training system is people-centred (Department of Education 2002a: 9). It is also success-orientated. The question is: Do we have teachers who are prepared to cater for such programmes?

1.10. OUTLINE OF THE STUDY

Chapter one deals with the background and orientation of the study. It outlines how the Education changes in South Africa. This chapter also introduced the National Curriculum

Statement (NCS) and its approach which is Outcomes-Based Education. It also entails the problem statement, aims of the study, research questions, Theoretical framework, definition of key concepts and significance of the study and need for the study.

Chapter two and three deals with the Literature review of the study. The Researcher has reviewed literature about historical changes in education in South Africa and other countries. The roles of teachers during curriculum change are also outlined. Further, the literature review included: major changes, challenges, problems and gaps faced by teachers during NCS implementation. Teachers' perceptions towards curriculum change were also discussed.

Chapter three addresses the methodology that was used to obtain the data. The following were discussed in the methodology, research design, population, sample, data collection procedures and techniques.

Chapter four deals with the analysis of the data. Chapter five discusses the summary, conclusions, recommendations and suggestions for further study.

1.11. CONCLUSION

In a nutshell this chapter covers the introduction, background and orientation, research aims and questions, theoretical framework, significance of the study, need for this study and outline of the study.

Definitions of key concepts were presented, in order for the reader to have a clear understanding of the whole study.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

This chapter examines the literature that has a bearing on the processes of teacher preparation for successful implementation of the new curriculum. The introduction provides the reader with an overview of the chapter as a whole.

South Africa is faced with the awesome task of rapidly rebuilding the education system (Aldous 2005: 65). In 1994 a political power was passed peacefully from the white minority to the black majority. Immediately after the democratic government had come into power, the country was faced with the challenge of developing a new curriculum relevant to the constitution. Since 1994, education has undergone a rapid transformation.

When National Curriculum Statement (Department of Education 1996: 10) was implemented, none of the serving teachers were sufficiently trained. Higher Education Institutions had only then started to adapt teacher training programmes to meet the needs of an outcomes-based curriculum for all aspiring teachers; college lectures were changed to become subject advisors without the thorough knowledge of what they were going to advise teachers to do.

The Department of Education prepared teachers for the implementation of the National Curriculum Statement by means of week-long orientation programmes (Department of Education 2002c: 9). Teachers were orientated to an outcome

philosophy, teaching approach, specific outcomes and assessment criteria but no content training was offered.

The researcher has reviewed literature related to the problems of teacher preparation for the implementation of National Curriculum Statement. There is no effective implementation of National Curriculum Statement due to lack of proper and adequate training received by teachers. This literature review presents problems, challenges and gaps brought about by the National Curriculum Statement. The researcher has also examined how curriculum changes affect teachers in other countries.

Everything in life has pros and cons. No matter how best the curriculum may be, it would fail at its infancy if it is poorly prepared. The new National Curriculum Statement is a very good curriculum derived from the South African constitution, but its implementation seems to be poor in most schools because most of the stakeholders, especially teachers, are poorly informed. Inadequate teacher preparation opens gaps and brings challenges and problems to the rate at which the curriculum is implemented.

2.2. HISTORICAL BACKGROUND TO EDUCATIONAL CHANGES IN SOUTH AFRICA

The fundamental purpose of education is to prepare young people for life in a society. Since societies throughout the world are constantly changing and developing, education should also change. Educational changes have their origin in a variety or a combination of such factors as economic trends, historical events, different political parties coming into power and cultural developments (Levin 1976: 23). The National Curriculum Statement is the result of the new government (The African National Congress political party) coming into power.

The missionaries have shaped education in South Africa historically, politically, economically and ideologically in the nineteenth and twenty century (The Unit of Higher and International Education 1996: 124). The aim of the missionary education was to teach western values to Africans. Western values were in contradiction to African values. The apartheid government introduced Bantu Education. When Bantu Education was introduced, there was resistance from black communities. Bantu Education has resulted in cultural variations which persist in schools even today.

Bantu Education was basic education meant for black children to be able to read and write only (The Unit on Higher and International Education 1996: 124). The system was racial, since it was meant for only black people. The Apartheid government left the following results in our education system today: inadequate secondary education, poorly qualified teachers, lack of facilities and lack of skills for learners (The Unit of Higher and International Education 1996: 125). The results left by apartheid government contribute to the failure of the implementation of the National Curriculum Statement today.

2.3. EDUCATIONAL CHANGES AND TEACHER PREPARATION IN OTHER COUNTRIES

(3) The liberal society – This model is characterized by its openness to new ideas, When government changes, the curriculum may also change. This is a universal trend (Beresford-Hill 1994: 51).

2.3.1. Curriculum changes in Britain

Recently, Britain was also engaged in curriculum change. There are so many ideologists in Britain (Beresford-Hill 1994: 51). There are adherents to socialist, liberal and conservative ideologies. All these Ideologies do not offer immediate solutions to the problems which beset education in Britain (Beresford-Hill 1994: 51).

Besides the ideologists, the country also had different communist societies. The country has identified three models of post-communist society (Schöpflin 1993: 3).

The three models are the following:

(1) The traditional society – This model is defined by the area's rural past. Its ideas are strongly collectivist, negatively egalitarian or hierarchical, anti-intellectual, distrustful of politics and due to its lack of political sophistication, it is vulnerable to manipulation by populist demagogues (Schöpflin 1993: 3).

(2) The socialist society – This is the model where communist influence is still to be reckoned with (Schöpflin 1993: 4). It is a society where the state is still considered the best guarantor of both individual and collective well-being. It has a sizeable intelligentsia and upper echelons who have converted political power into economic power under post-communism. This is where the phenomenon of 'Chauvin-communism' emerged, where highly placed functionaries salvage political power by a rapid conversion to nationalism while often embracing market principles. This has been evident in Slovakia, in Romania and in Serbia (Schöpflin 1993: 4).

(3) The liberal society – This model is characterized by its openness to new ideas, to the market, to initiatives, technology and a flexible political system based on compromise and openness to change (Schöpflin 1993: 4). In other parts of the country an effort has been made to overcome the limitations of the past and adopt a 'liberal' approach. It is the most difficult route to follow, because it represents the total antithesis of what went before (Schöpflin 1993: 5).

In Britain, the conservative voices won. They consider pre- French or Prussian models of schooling as their curriculum. They move to the direction set by the British Education Reform Act of 1988 and the ideas of Friedman (1982: 50). Higher education which many feel should provide leadership in education reform was

blocked by “die-hardovers” from the former era, who were claiming the democratic privileges that they have been denied for so long (Beresford-Hill 1994: 51). Decentralization and increased levels of autonomy in both school districts and institutions, coupled sometimes with reduction in funding have created serious management problems. Newly appointed school leaders have neither training nor experience in dealing with change and its consequences. In an effort to save links with the old regime, respected school administrators were placed in the region that followed communism. By that, they create a void in leadership, which will take many years to fill (Beresford-Hill 1994: 51).

The pressing issues were easy to be identified and appeared to be fairly consistent across the region. They concern the inadequate preparation of school administrators and teachers for the complex tasks that lay ahead (Friedman 1982: 50). The curriculum changes and the scarcity of resources caused confusion in the classrooms. Another problem was that of technology and apprenticeship training. There was a confusion brought about by different ideologies. The above results led to the collapse of communism. Finally, Britain returned to pre-French war or Prussian models of schooling which every teacher was comfortable with.

What had happened in Britain is not very different from what is happening in South Africa today. In Britain, they experienced problems when the new curriculum was implemented because teachers were not adequately prepared. There is no thorough preparation for teachers in South Africa to implement the National Curriculum Statement as well. In both Britain and South Africa, curriculum change was the result of government change. The British experienced problems that South Africans are experiencing today, like inadequate preparation of teachers and administrators and lack of resources for implementation of the new curriculum. Britain returned back to the old curriculum because there were so many problems in implementing the new curriculum. The major problem was inadequate teacher preparation.

2.3.2. Curriculum change in Turkey

Turkey is also in a process of curriculum reform involving a change of educational paradigm (Avenstrup in [http:// tedp.meb.govtr](http://tedp.meb.govtr)). The shift is from pure behaviourist to an eclectic constructive approach. Curriculum developers seem to be at a loss as to how to construct thinking in a national curriculum. When national curricula from Norway, Denmark, Sweden, Finland, Britain, France, South Africa, Palestine, Australia, and New Zealand are compared, they all fail to give clear answers on how to develop a curriculum (Avenstrup in <http:// tedp.meb.govtr>). Most of them cannot answer the most important questions on what children should learn, how they learn and how teachers are going to implement the curriculum. Curriculum developers are struggling to provide statements of intended learning based on constructive principles. Each country has to find its own solutions within its own context although all are looking at what others are doing. Turkey has to change to constructivist education (Bass 2001: 62). Constructivism is Dewey's approach to learning. In constructivism, what learners learn is reflected by what they have experienced. Learners do not come to school as empty buckets but they come with information from their world experience.

The change of paradigm to a constructivist approach not only means change of curriculum and assessment (Ankara in <http:// tedp.meb.govtr>). It also means change in the roles of teachers. Previously, learners have been more or less passive recipient of information conveyed by the teacher or text book. Constructivism is a fact of understanding what we have constructed ourselves. Conditions have to be created by the teacher for learners to learn more constructively. It involves teacher's use of a variety of teaching methods including finding out from what learners already know (baseline knowledge). The class can be encouraged to suggest ways in which they may find out more about the topics and the teacher functions as the organizer of the work (Ankara in <http:// tedp.meb.govtr>).

Teachers are supposed to guide learners in developing their thinking skills through questions and discussions, making sure that those ideas are taught in the class (Ankara in [http:// tedp.meb.govtr](http://tedp.meb.govtr)). The way the teacher leads learners to develop their thinking skill is scaffolding to help them to construct new understanding. The teacher becomes the facilitator of new understanding.

A curriculum might be very well designed and developed, consistent and coherent, but if not manageable to the ordinary teacher in the classroom, it is of no use (Ankara in <http:// tedp.meb.govtr>). Teachers know the type of teachers they all wanted to become but they don't know how to become such teachers.

If the term curriculum is taken broadly, it means the text and the trajectory from the agreed national statement of intended learning to what the learner comes out with at the end of the schooling. In Turkey it is the teacher who is the most crucial actor in the field (Ankara in <http:// tedp.meb.govtr>). Curriculum reform of this nature fails to develop teachers for a different understanding and approach to learning and assessment.

One thing that is required from the learner is to stay active. It takes time for a Grade 1 learner entering the school to learn how to be an active learner. It also takes time for those learners who are already in school to adapt to the new system. Unless teachers reach a stage of creating atmosphere in which learners are actively engaged, they may find it difficult to become what is expected of them (Ankara in <http:// tedp.meb.govtr>).

2.3.3. Curriculum change in Romania society

The Romanian society is an open society, but many of its institutions, including educational system remain hooked in the past (Gilligan, 1982: 23). The National

Ministry of Education initiated changes affecting the curriculum, assessment as well as the structure and philosophy of teacher training.

According to Spiro (1990: 18) in <http://tedp.meb.govtr>, In Romania the professional development of teachers was highly centralized and designed to reinforce communist dogma. Teachers would return to teacher houses every 5 years for refresher courses. With the fall of the communist regime, educators were left guessing for what to do with their new professional freedom and what to rely on in the place of dogma.

To replace the old truth of the communist system, the ministry of Romanian Education promoted the concept of critical thinking. Spiro (1990: 21 in <http://tedp.meb.govtr>) defines critical thinking as the ability to examine multiple perspectives with openness and respect in order to reach a reasoned conclusion. Teachers started using the concept of critical thinking in the classrooms. Romanian textbooks began to look like tools for learning that may develop students' sense of independence and initiative. It was obvious that the curriculum was going to fall into the hands of teachers who were taught only to lecture. To solve the problem of teachers, they reformed both pre-service and in-service teacher training. They started the following programmes: workshops, conferences, study tours, internships and consultations. They also established the "train the trainer's model" aimed at reaching every teacher from every school in every district across the country. Sixty national trainers were prepared. The 60 trainers trained 1 500 trainers to train 300 000 teachers. The workshops began with theoretical introduction to active learning which engages teachers in techniques related to alternative assessment, conflict resolution, group collaboration and individual instruction. The core of training teachers was a series of value exercise for teachers, designed to stimulate reflection and motivation for learning.

2.3.4. Curriculum change and teacher preparation in Scandinavia, Denmark, Norway and Sweden

In Scandinavia, there is a document that describes of intended learning (Mcniff 2005: 67). The document is very brief. There is shared understanding of principles and approaches. Teachers know exactly what to teach and how to teach in the classrooms.

In Denmark, each subject has a somewhat essay pamphlet describing objectives, method and content for Grades 1 to 9 (Mcniff 2005: 67). Teachers know exactly what is to be done in the classroom.

In Norway, a beautifully illustrated book does the same as in Denmark and Scandinavia (Mcniff 2005: 67). Much space is given to general principles and practice and little to describing content (all themes and topics). It leaves a great deal open to the school and teachers to decide on the content (Mcniff 2005: 67). Teachers are given time to develop their own curriculum.

2.4. ROLES OF TEACHERS DURING CURRICULUM CHANGE

The process of curriculum change is always difficult for all people who are involved in the change (Dunham 1992: 37). In South Africa teachers go through difficult time of uncertainty and adjustment. Paradigm shift brings resistance.

One major problem with transformation is that teachers' roles become more complex and demanding than in the past (Dunham 1992: 37). Transformation is problematic to teachers since they have to change things that they were used to. By now teachers are the masters of the old curriculum, which they used to implement before the National Curriculum Statement. A Change to Outcomes-Based Education (OBE) entails a lot of complexities for teachers. Teachers are continually required to alter their administrative and organizational system, their pedagogy,

curriculum contents, resources, technology they use and their assessment procedures and acknowledge their inadequacies (Fullan 1998: 37).

Teachers were supposed to have undergone thorough preparation before the implementation of new methods of teaching and assessment standards. It cannot be expected that learners should perform well in classes before teachers become acquainted with the requirements of the National Curriculum Statement.

Teachers' attitudes in transformation are very important. The curriculum trainers should consider teachers' attitudes towards the new curriculum first. Teachers need positive motivation for them to implement the Curriculum positively. Some teachers cannot withstand the extra overload that the new curriculum brings.

Time is one factor which induces stress for teachers during curriculum innovation since they have to get an extra time for planning and implementing the new curriculum (Wedekind 1998: 67). This factor could not inflict much stress if orientation is done well before curriculum implementation. Prior preparation would have reduced teachers' stress and negative attitudes towards implementation of National Curriculum Statement.

All teachers are key contributors to the transformation of education in South Africa (Department of Education 2002b: 5). They are the change agents. The National Curriculum Statement visualizes teachers who are qualified, competent, dedicated and caring, teachers who are able to fulfil various roles outlined in the Norms and Standards for Educators document. These include being mediators of learning, interpreters and designers of learning programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors and subjects specialists (Wedekind 1998: 67). Much of the literature on education and change in South Africa emphasize the need for change from the old content-based system to the new system of Outcomes-Based Education (Wedekind 1998: 67).

To date, curriculum change has largely concerned syllabus inaccuracies and structural adjustments. Equipping teachers to cope with these changes has been identified as an urgent need (Wedekind 1998: 68). What is required is simply a re-education and re-orientation of existing teachers. In-service training is required for proper implementation of the National Curriculum Statement (NCS).

However, given the context sketched above, it becomes apparent that teachers cannot allow themselves to be constrained by the limitation of the old system (Wedekind 1998: 68). A new education system and the teacher that operates within that system must begin to accommodate demands of the learning society. These include thinking, analyzing, synthesizing, creating, communicating and accessing information.

According to Wedekind (1998: 69) there is a need to emphasize that teachers themselves have to become life-long learners. They need to remain learners of their subject field and be able to adapt and respond dynamically to the changes within that field. But perhaps more importantly, they need to become students of teaching. Their own training as teachers needs to be conceptualized and internalized as an ongoing and life-long process rather than ending with their graduation from a teacher training institute (Wedekind 1998: 69). It is one strategy that can support and facilitate this new orientation of the teaching and learning process that we now turn to.

Teachers should become evaluators and change agents of their own practice (Wedekind 1998: 70). This is a key shift in the thinking about teacher development and support. Teachers should be seen as technicians who need to be retrained or changed but rather as active agents within their own context. They should become life-long learners of the craft of teaching.

Teachers must play a leading role in the teaching situation because they possess adequate knowledge, skills and values of the subject matter. Teachers need to have

knowledge of the method, which would assist the child to master the subject matter (Pitout, Smith & Windell 1992: 148). It is inevitable that when one discusses curriculum, method should be a priority. Any new change in curriculum must result in the change in methodology (Morrish 1976: 148). Change in methodology implies that there should be teacher preparation to back up the changing curriculum. There is overwhelming evidence that teachers are the key force in determining the quality of teaching (Fullan 1998: 37).

2.5. MAJOR CHANGES FACED BY TEACHERS IN THE NATIONAL CURRICULUM STATEMENT (NCS) IN SOUTH AFRICA

2.5.1. Assessment

Assessment is an authentic, continuous planned process of identifying, gathering and interpreting information about the performance of learners (Department of Education 1996: 5). According to the Teachers' Guideline for the development of learning programmes, assessment cannot be neutral with respect to what is taught and learnt. Any assessment is an expression of values on teaching, learning and assessment. Most teachers face problems when they plan for assessment. When assessing in the National Curriculum Statement (NCS), the following documents should provide the framework for the teachers' planning in the classrooms:

- (a) The assessment policy for the General Education and Training Band, Grades R to 9 and ABET.

This document provides assistance in developing, organizing, structuring and implementing an assessment programme with an emphasis to each grade, and

a) Learning Programme

- (b) Assessment Guidelines for each learning area. This document sets out the minimum knowledge, skills, values and attitudes that must be achieved in each grade.

Although teachers may have these documents, understanding the context in which they are applied takes precedence. Teachers should be trained on how to use the assessment documents.

2.5.2. Assessment strategies

A wide range of assessment strategies may be used to measure learner performance. Teachers should choose a strategy depending on the purpose of assessment, according to a specific Learning Area. The form of assessment chosen must provide a range of opportunities for learners to demonstrate an attainment of knowledge, values and attitudes. Some examples are tests, interviews, performance based assessment, questionnaires, case studies, projects, role plays, simulations, observation, practical, demonstrations etc. (Department of Education 1996: 10). Teachers are not used in other form of assessment except tests so they need thorough training in order to use the new strategies.

2.5.3. Planning

Planning for assessment in the learning programme should give schools an indication of resources and time needed for assessment in a particular phase. To do this, teachers need to know what knowledge, skills, attitudes and values the learners are expected to possess so that they are able to integrate the assessment programme within teaching and learning activities. When planning, the following three levels of planning should be considered: Learning Programme, Work Schedule and Lesson plan (Department of Education 2005: 5).

a) Learning Programme

According to the Department of Education (2005: 5), the Learning Programme requires teachers to:

- (i) Mention all the possible forms of assessment they are likely to use in determining the achievement of the learning outcomes, taking into consideration assessment standards, for example, assignments, tests, projects and case studies.
- (ii) Mention the resources they are likely to need, for an example, charts and pictures.
- (iii) Take the context and core knowledge and concepts into consideration.
- (iv) Indicate the time that will be needed for an example 30 minutes, an hour.

2.8 CHALLENGES, GAPS AND PROBLEMS BROUGHT BY CURRICULUM

(b) Work Schedule

In the work schedule planning for assessment focuses on a specific grade. When planning a work schedule considerations should be given to the following (Department of Education 2005: 5)

- (i) Learning Outcomes should give guidance by indicating what should be assessed.
- (ii) Assessments standards should indicate the level at which the Learning outcomes should be assessed.
- (iii) An Indication of the assessment strategies or different forms of assessment teachers plan to use, for example, baseline assessment, diagnostic assessment, formative assessment and summative assessment.
- (iv) An indication of the resources teachers would use, for example, charts, pictures and text books.
- (v) The diverse needs of the learners, for example, culture and background.

(c) Lesson plan

According to the Department of Education (1996: 11) a lesson plan should:

- (i) Indicate how the learning outcomes would be assessed.

(ii) Consider the level at which the learning outcomes would be assessed using the assessment standards.

(iii) Also consider the context, the availability of resources and diverse needs of learners.

(iv) Give detailed description of how teachers should plan to use the various assessment strategies, for an example, baseline, diagnostic and formative. How they will integrate different forms of assessment within teaching and learning and what would be recorded.

2.6. CHALLENGES, GAPS AND PROBLEMS BROUGHT BY CURRICULUM CHANGE

It is difficult to implement the National Curriculum Statement with immediate effect because there are gaps which need to be filled before the implementation process. There are challenges that teachers are faced with during the implementation stage.

2.6.1. Challenges

One of the reasons why teachers are sometimes slow in innovation is that the new curriculum requires teachers to give up practices in which they feel so secured and in which they have displayed high levels of competence (Nicholas 1983: 4). There is a problem when teachers implement something they are not sure of in the classrooms. Holmes (1986: 11) shows that no teacher, or even the temporary instructor, should be allowed to teach learning areas that they have not studied deeply. Through my experience as a teacher, I learnt that in the implementation of the National Curriculum Statement curriculum, most teachers are teaching learning areas, for which they are shoddily prepared. Consequences of this practice would be a failure. The following are some of the challenges brought about by curriculum change.

(a) Lack of resources

One of the challenges facing curriculum change in South Africa is the lack of valuable resources for its implementation. There is a lack of resources teachers could use in their preparation. There is lack of Learner support materials. Seemingly, if teachers are given all the resources, support and preparation that they need to implement the curriculum there would be fewer problems in curriculum implementation. A majority of teachers would know what to do, and how things should be done in the classrooms.

Spiro (1990: 10) noted that the following lack of resources have results in failure in curriculum implementation:

- (a) Lack of learner-teacher support material e.g. charts laboratories etc;
- (b) Lack of educator support subsequent to training; and
- (c) Lack of staff development programmes in schools.

(b) Lack of computers and computer literacy

Like other countries South Africa technology has become a basic commodity in Education. Computer knowledge is compulsory to each and every learner. Some lessons cannot be done without computers. Computers in schools make curriculum implementation difficult for teachers (Seizer 1994: 214). Technology forces teachers to reassess what it means to teach and to be a teacher. Unavailability of computers forces teachers to look critically at how they are supposed to teach computer literacy. According to Seizer (1994: 214) government should supply computers and train teachers on their use before curriculum implementation. Teachers tend to be spectators while learners have better knowledge about computers. In some school, there are no computers. In such schools, both teachers and learners remain computer illiterate, which works against implementation of the National Curriculum Statement.

2. 6. 2. Problems

(a) Overcrowded classrooms

One of the principles in the National Curriculum Statement is the development of high levels of skills and knowledge (Department of Education 2002b: 3). The development of high skills and knowledge need resources. Teacher-learner ratio counts a lot when considering National Curriculum Statement implementation. In secondary schools, the teacher-learner ratio is 1: 35, whereas in primary schools it is 1:30. Individual and group teaching are easily monitored when teacher-learner ratios are appropriate. Most of the secondary school classrooms are overcrowded. There is a lack of classrooms. It is possible to get more than 100 learners in one classroom. Such classes are difficult to handle even though teachers may be having enough knowledge and skills for curriculum implementation. Overcrowding is a problem to teachers.

(b) Inclusivity

Inclusivity means that all learners are highly regarded and valued in terms of their unique contribution to a subject or experience (Wits University 2000: 108). To recognize and respond to the diverse needs of all learners, the existing education system must be transformed from a system of separate education (isolating special education from regular education) to a single integrated system (Idol 1997: 386). As a result, the focus of education in South Africa has recently shifted from changing the person to a system approach (Department of National Education 1998: 54). The focus is no longer on the individual learner who needs to fit in, but on the potential and responsibility of the system to transform so that individual differences among learners can be accommodated.

Inclusion therefore implies both societal and educational change. Such change has direct implications for schools and teachers. Legislation and policy require that all

learners must be accommodated in every public school irrespective of gender, religion or disability. Unless teachers are prepared and given the support necessary for inclusive education, quality education for all could not be achieved.

Negative attitudes towards in-service training always bring about undesired change.

Inclusive education demands that all learners, with or without disabilities should be accommodated in the classrooms within regular schools. Teachers should be able to handle them in their teaching and learning environment. There is overwhelming evidence that teachers are the key force in determining the quality of inclusion (Fullan 1998: 39). They can play a crucial role in transforming schools, or bring about no change at all. Fullan (*ibid*) refers to numerous studies indicating the importance of teachers' attitudes for successful inclusion. They maintain that a school philosophy and the attitudes of the staff are crucial. Thus, an understanding of teachers' perspectives and their attitudes towards inclusion is essential for the management and accomplishment of meaningful transformation in South African education. Attitudes play crucial roles in an individuals' life.

Various researchers have found that teachers' beliefs and attitudes can often be linked to the more generalized belief systems of their society. This may be directly related to the influences and learning experiences provided by the environment, which shape one's attitudes. For it is argued that, a teacher not only needs knowledge and skills to cope with learners with special needs (LSEN) but ideally also positive emotional component. In other words, in order to ensure positive behaviour, or teaching outcomes, teachers have to develop positive attitudes. According to (Swart *et al.* 2002: 134). the emotional aspect that underlie teachers' beliefs about inclusion are ignored by the policy makers, who tend to focus on knowledge, skills and practical support without giving much recognition to implicit needs and emotional inhibition.

of learners with special educational needs requires facilities, infrastructure and assistive devices, which are presently lacking. Devices

As a mainstream of integration, recently inclusion has become a universal agenda for school reform. Most of the research on teachers 'attitudes towards inclusion reflect intentional tendencies. In general, teachers are of the opinion that they do not

possess adequate training, skills, and time to support networks to ensure quality education for all (Swart *et al.* 2002: 134).

Negative attitudes towards in-service training always bring about undesired change. The limited knowledge of inclusive education had been obtained from newspapers, pamphlets, educational programmes and informal discussions. A further area of concern was the management of large classes with high teacher-learner ratios. Inclusion is not possible in such classrooms.

(c) Potential effects of inclusive education on learners

Negative attitudes and labelling tend to arise from misconception and assumptions about disabilities. It is hard for learners in public schools to accept and accommodate learners with special needs. Special training of teachers is needed in this regard (Swart *et al.* 2002: 187).

The challenge of training teachers for inclusive education now lies in changing the conception of what in-service training is all about. Workshops that are conducted by the government are for a very short period of time and ever teacher is expected to gain from such workshops (Swart *et al.* 2002: 188). The current practice tends to underestimate the long term commitment to professional development that is required for real change. For a lifelong change, like the transformation of Bantu Education to National curriculum Statement needs a long time for teacher training.

(d) Insufficient facilities, infrastructure and assertive devices

The successful accommodation of learners with special educational needs requires facilities, infrastructure and assistive devices, which are presently lacking. Devices that can assist teachers include accessible buildings, appropriate instructional materials and equipments. There is no well prepared teacher to implement inclusive education (Swart *et al.* 2002: 134).

2.6.3. Gaps



(a) Lack of education and teacher support in implementing national curriculum statement

A theme strongly associated with training is the perceived lack of educational and teacher support. Teachers expressed a need for teacher support teams and support services to help them to cope with learners (Swart *et al.* 2002: 187). Teachers require skills for collaboration, which they do not possess or use presently. This is a great challenge since the support offered to these teachers remains limited.

(b) The problem of equipping teachers with knowledge, skills, attitudes and values of teaching multicultural classes

Spiro's research findings (Spiro 1990: 23) show that there is lack of knowledge, skills and understanding of the implementation of the National Curriculum Statement. The training provided is insufficient and inadequate.

Apartheid Education was provided according to races. The National Curriculum Statement requires teachers to teach learners from different cultural backgrounds in the same classroom. According to Le Roux & Muller (2002: 185), teachers cannot be expected to teach multicultural contents successfully and work effectively with ethnically diverse learners without being professionally prepared for this task. Knowledgeableness is the first and utmost minimum condition for effective teaching,

A natural tendency may be a reluctance to change, from what teachers are accustomed to do in an environment and practice that is familiar. (Banks *et al.* 1986: 22). The following factors have been reported, to fuel teachers' reluctance to change from a former monocultural education practice into one that is fully and truly multicultural in theory and practice:

- (a) A Feeling of inadequacy;
- (b) Lack of professional confidence;
- (c) Few persuasive incentives; and
- (a) A scarcity of experienced multicultural teacher role models.

Melnick and Zeichner (1988: 88) identified the following problems in the preparation of teachers to teach multicultural classes:

- (a) Teachers' education programmes usually did little to sensitize teachers with regard to their own existing prejudices and values;
- (b) Teachers lacked the cultivation of skills needed to perform effectively in the culturally mixed classes;
- (c) Most teachers are prepared to teach learners like themselves;
- (d) Major adjustments are needed as far as diversity and equality are concerned;
- (e) Teacher training is based on the monocultural approach.

Most teachers are like their students, limited in cross-cultural experience and understanding and culturally encapsulated. Hammond and Klein (1997:33) argue that the new mission for education requires substantially more knowledge and radically different skills for teachers. If all children are to be taught effectively, teachers must be prepared to address the substantial diversity in experiences children bring to school, the wide range of languages, cultures, exceptional learning styles, talents and intelligence that in turn requires an equally rich and varied repertoire of teaching strategies, and to match learning and performance opportunities to the needs of the learners.

Teachers are largely responsible for how and what students learn. Therefore the degree to which education for cultural diversity is to be realized in our schools depends largely upon the attitudes, knowledge and behaviour of classroom teachers (Rodriquez 1993: 12). Many identifiable factors account for the progress, prospects and perils of multicultural education in both primary and secondary schools all over

the world today. Essential among these factors are preconceptions, attitudes, values, skills and the commitment of classroom teachers.

Banks, Rivlin & Lynch (1986: 24) make an important point that teachers cannot teach what they don't know. All over the world, histories of cultural diversity and management in schools have proven that the true impediment in the way of cultural pluralism is culturally deficient educators attempting to teach culturally different children (Aragon 1983: 50). The failure to include education for cultural diversity in teacher training programmes has been largely responsible for this inadequacy. Limited multicultural experience and a situation where resources are available for in-service training tends to be sporadic, fragmentary and superficial add on "optional extras" to an already overloaded school curriculum (Craft 1981: 114). Thorough preparation is needed in order for teachers to implement multicultural diversity in their classrooms.

2.7. REORIENTATION OF TEACHERS INTO LEARNING PROGRAMMES

In the past, teachers were used to subjects rather than learning areas. Some of the learning areas are new to our education system, like Life Orientation, Arts and Culture and Agricultural Technology, etc. Teachers have to teach these subjects even though they are not prepared. Bellack & Bluebird (1977: 8) said that desirable changes, knowledge, attitudes, skills and appreciation would result if the NCS is well implemented. Therefore in the Implementation of the National Curriculum Statement, there is need for the reorientation of teachers in the understanding of learning areas, new terminologies and other related activities (Report of the Review Committee 2000: 112).

Reorientation of teachers would prepare teachers to perform well in their classrooms. Learning Areas like Life Sciences, Physical Sciences, Mathematics and Engineering need practical engagement and skills development. In many black schools, the basic Curriculum resources are in fact present, but are not used

(Jansen & Christie 1999: 84). In some schools science laboratories or classrooms stand empty, dangerous chemicals are stored in the corners of rooms; boxes of equipments remain closed and stacked one on top of the other, microscopes are disconnected.

Teachers lack skills to use these complex resources. This simply shows that teachers are not adequately reoriented to use the resources. When a learner chooses a study of field, it should be in line with his career choice. Job training occurs from the Further Education and Training Band (Grades 10 to 12). One of the key principles under Outcomes Based Education (OBE) is the integration of education and training (Review committee 2000: 2). The approach in which learning entails the integration of knowledge, skills, values, attitude and practical work is of great significance in National Curriculum Statement.

Teachers lack the broad base of knowledge which will help learners to make career choices. Adequate reorientation of teachers is needed. Curriculum change is a complex process (Judith *et al.* 1996: 160). It requires teachers to work out new ways of undertaking their roles and managing this change while at the same time teaching their regular classes. This is because any type of change from the old approach to the new approach involves some form of anxiety and non-adaptation of skills. To try a new teaching approach means letting go of accustomed ways of operating and trying the unfamiliar (Judith *et al.* 1996: 160). Teachers were the masters of their subjects in the old curriculum.

Teachers were used to teach the old syllabuses using the old methodologies. Teachers need great support to adjust to the new mode of teaching. The time frame for them to adjust from Curriculum 2005 (C2005) to the Revised National Curriculum statement (RNCS), and from the Revised National Statement to National Curriculum Statement (NCS) was too short.

Teachers always have to refine their knowledge (Rich 1993: 6). The qualifications that most teachers have are no longer relevant to the new curriculum. Outcomes-Based Education (OBE) is a new territory for the teaching careers in our country. If poorly prepared for the implementation of the new curriculum, teachers will resort to content based curriculum, as this is the practice they are most familiar and comfortable with.

The Department of Education must begin to equip, practice and pre-service teachers with the skills that enable them to take control of their own ongoing retraining process.

For successful implementation of Outcomes-Based Education, it is necessary to carry out orientation programmes for education officers, trainers of teachers, college lecturers, university lecturers, principals, teachers, parents and NGOs. The concept "orientation" represents change of emphasis in teaching, from sit still, stop talking and listens to move about, discuss with group members and facilitators of learning process (Rich 1993: 6).

2.8. TEACHERS PERCEPTIONS

Change becomes essentially a break with old habits and routines. Teachers need to think in a new way. They need to reconsider and to re-evaluate all the old assumptions upon which they have made their former judgments (Morrish 1976: 55). According to (Aldous 2005: 69) report, more teachers admit that they are nervous about not being able to answer questions posed to them by learners in the implementation of the National Curriculum Statement. Teachers say that the National Curriculum Statement is more tiring than the old system. Teachers raise negative perceptions and misconceptions about their abilities to implement the National Curriculum Statement. Aldous (ibid) finds the following negative

perceptions and misconceptions among teachers in the implementation of the National Curriculum Statement.



2.8.1. Negative perceptions

Teachers have the following perceptions towards the National Curriculum Statement:

- (a) It is not possible to teach according to the National Curriculum Statement with so many learners in the classroom;
- (b) The National Curriculum Statement has a lot of confusing terminology;
- (c) There are problems in assessment and difficulty in assessing certain outcomes
- (d) Teachers felt they have less control over the class;
- (e) The National Curriculum Statement means a lowering of standards;
- (f) Teachers are expected to teach things they are not trained for; and
- (g) Teaching the new curriculum is more tiring than teaching the old syllabus.

2.8.2. Misconceptions

The following are misconceptions that teachers have about the National Curriculum Statement:

- (a) The National Curriculum Statement requires that we use group work at all times;
- (b) The National Curriculum Statement is just a new name for what has been done all along;
- (c) Outcomes are just another word for what were always called objectives;
- (d) Teachers are not expected to use textbooks;
- (e) The National Curriculum Statement requires less work than the old system;
- (f) When teaching according to the National Curriculum Statement content is

not important.



The misconceptions and negative perceptions that teachers have raised questions about their ability to implement the National Curriculum Statement successfully in their classrooms as directed by the department of education. The misconceptions and negative perceptions may provide a basis for recommendation to the Education Department in its involvement in retraining of teachers (Aldous 2005: 65). The main problem in the implementation of the National Curriculum Statement is that, teachers seem to lack knowledge, skills, values and attitudes appropriate for to the curriculum. Before any curriculum implementation, the following aspects should be done for effective implementation (Gadebe 2006: 1).

- (a) Development programs should be conducted all over provinces.
- (b) Intensive training by curriculum specialists should be conducted;
- (b) More educators should be employed;
- (c) Hands on training in the form of in-service training and workshops should be conducted on a continuous basis; and
- (d) Staff development programs should be drawn by all educators and by the SMT to enhance the effective implementation of the National Curriculum Statement.

2.9. GENERAL PROBLEMS AFFECTING THE IMPLEMENTATION OF THE NATIONAL CURRICULUM STATEMENT IN SOUTH AFRICAN SCHOOLS

The constitution of the Republic of South Africa (Act 108 of 1996) provides the basis for curriculum transformation and development in South Africa (Department of Education 2002a: 1). The aims of the constitution of South Africa are to heal the divisions of the past and establish a society based on democratic values, social justice and human rights as well as improving life for all citizens and build a united democratic South Africa in which every citizen is protected by the law (Department of Education 2002a: 1). Education and curriculum have an important role to play in realizing these goals. The most important resources in changing the curriculum are

teachers. When one sees what is happening in schools with regard to the implementation of the new curriculum, one would guess that some form of training and preparation on teachers is necessary.

For OBE to succeed, it requires a number of ingredients in the education system.

Bellack and Bluebird (1977: 8) define training as a process of preparing an individual to perform defined functions in a predictable situation. Under Outcome-Based Education, it is hoped that desirable changes in knowledge, attitudes, skills or appreciation will result. The outcomes are the result of the learning process. Therefore in the implementation of OBE, there is a need for the reorientation of teachers into learning areas, terminologies and other related activities Department of Education (1996: 4). Retraining and further preparation of teachers would lay a strong foundation for them.

Teachers are supposed to be trained and practice the concepts and methods

One of the key principles of OBE is the integration of Education and Training. The approach whereby knowledge, skills, values, attitudes are learnt and integrated is of great significance. The implication is that, teachers must be initiated in to a wide variety of learning areas, Department of Education (1996: 4). In the absence of a broad base of knowledge there is nothing to integrate. Holmes's (Holmes 1986: 10) report, "No teacher, even the temporary instructors should be allowed to teach learning areas that they have not studied deeply". Experience has shown that, presently teachers are teaching learning areas which they are shoddily retrained for. Consequently, there is failure in curriculum implementation (Ramparsad 2001: 288). This is because it is difficult for the teacher to integrate the knowledge of the past with the knowledge that is required in the National Curriculum Statement (NCS).

(4) The inaccessibility of resources for the majority of schools.

Curriculum change is a complex process. It requires teachers to work out new ways of undertaking their roles and manage this change while at the same time teaching their regular classes. This is because any type of change from the old approach to OBE involves some form of anxiety. To try a new teaching approach means letting

(9) Lack of understanding of the principles of OBE.

go of accustomed ways of operating and trying the unfamiliar (Judith *et al.* 1996: 160). Teachers have to refine their knowledge (Rich 1993: 6).



For OBE to succeed, it requires a number of innovations in the education system, like teachers who are prepared, new forms of assessment, classroom organization that requires monitoring and assessment, additional time for monitoring the complex process and teamwork for teachers (Jansen and Christie 1999: 292). In line with the above statement, one can add that there are many problems facing the implementation of the new curriculum today.

The Executive summary of the Education department in Columbia (Education department 2004: 1) shows that insufficient attention is given to the question of how teachers are supposed to be trained and enabled to use the concepts and methods for the new curriculum. Seemingly, retraining is the major problem in the successful implementation of the new curriculum.

If teachers are given all the support and preparation that they need, there will be no problems in the National Curriculum Statement (NCS) implementation. Every teacher should know what to do and how it is done. These are some of the facts that hinder the preparation of teachers for the implementation of the new curriculum (Klaaste 1998: 25):

- (1) Lack of adequate finances to run workshop for teachers.
- (2) Lack of a sound strategic plan for in-service programs.
- (3) Lack of relevant and adequate resources such as textbooks.
- (4) The inaccessibility of libraries for the majority of teachers.
- (5) Lack of experienced staff with expertise in in-service programs.
- (6) Lack of finance for travelling to workshops.
- (7) Inadequate duration as some of the workshops is held for half a day.
- (8) Lack of regular, effective workshops and follow-ups.
- (9) Lack of understanding of key principles of OBE.

- (10) Lack of participation of all key stakeholders and
- (11) Lack of proper catering at workshops.



Siyakwazi (1998: 13) proposes an orientation model below, which shows a plan on how the department should use principals and teachers about National Curriculum Statement before its implementation. However, if the model was adopted as it is, every stakeholder involved should have acquired relevant knowledge about the implementation process.

2.10. THE SIYAKWAZI NATIONAL CURRICULUM STATEMENT ORIENTATION MODEL

- (1) A meeting of the department of education from Province and distinguished scholars.
- (2) Pilot study in each Province testing OBE's new ideas.
- (3) Sharing results of the pilot scheme with key stakeholders.
- (4) Orientation of Education officers, parents, teachers and unions.
- (5) Orientation of selected school principals.
- (6) Orientation of teachers in clusters of 4 to 6 schools.
- (7) Follow -ups in schools and a review of the orientation programmed.

For the successful implementation of OBE, it is necessary to carry out orientation programmes for education officers and teacher trainers. The concepts of orientation represents change of emphasis in teaching, from sitting still, stopping talking and listening to moving about and discussing with group members and facilitators of the learning process. Teachers appeared to be severely de-skilled by past education methods, and initiative appears to be lacking (Ramparsad 2001: 288). The National Department of Education needs to devote time during each term of the school calendar to retrain teachers. This should not take the form of once off workshops, orientation sessions, Cascade training models or meetings. This should take the

form of formal teacher training with semester courses. These courses could be included during extended school hours or during extended school vacations. It could also be allocated a period or two each week as part of a compulsory staff development process. Adequate training will provide teachers with relevant knowledge for curriculum implementation

2.11. CURRENT DEVELOPMENTS ABOUT TEACHER PREPARATION

According to Naledi Pandor's parliamentary address (2009), the African National Congress worked closely with education stakeholders to develop and adopt the education roadmap. The education roadmap is a document that focuses on improving the education system as a whole. The roadmap focuses on what already exists and on making the system work far much better. The document does not radically redesign the system; rather it indicates where modification and review may benefit the sector. The roadmap seeks to close the gap between what we aspire to and what actually happens in our education system. The document focuses on training new and better teachers and retraining old ones. The roadmap also focuses on encouraging teachers to use text books, to be in class on time, and to spread the joy of teaching. But there are many failings. One of the failures that the minister has mentioned is the incompetence and inadequate preparation of teachers. The National Curriculum statement has been introduced for some time until now, but teachers still struggle with its implementation. The most important thing should have been teacher training, but up to so far teacher retraining still falls under one of the failures in the implementation of the National curriculum statement

Fourie (2009:1) conducted a research on teacher training in North West Province. The results showed that teachers are inadequately trained to implement the new curriculum in their classrooms.

In 1994, South Africa got their first democratic elections. After the elections, South Africa started with the process of curriculum change. Outcomes-Based Education was gradually introduced. The process of curriculum change was well planned by

the Department of Education. The policies, assessment and practical application were fully discussed.

Different stakeholders including the Education Department were involved in the designing of the implementation of the curriculum. Outcomes and Assessment Standards in each subject were outlined but there was no content in different subjects. Important aspects in planning like lesson plans and activities were not emphasized. The Department of Education released the curriculum policy and training content specifications and gave them to Universities, to develop training materials. The universities select and train facilitators and organize training aimed at retraining teachers.

Even though there were preparations done by the Department of Education, there was no formal teacher training that was given to teachers. Teachers were expected to implement the new Curriculum in their classrooms without formal training.

Even though there was planning in some aspects, the Department of Education missed a major thing, *i.e.* adequate teachers retraining. The results of the research showed that teachers still need classroom support at three levels of planning namely; learning programmes, work schedule and lesson planning. Policy concepts and task assessment still give teachers problems. The major challenge facing the Department of Education is inadequate training of teacher for the implementation of the National Curriculum Statement.

Research in the United State of America, Department of Education showed that a positive connection between teachers' preparation for curriculum change in their subjects matter and their performance and impact in the classroom. If the preparation is intensive and have been done for a longer time, it will show positive results in the classroom during implementation (Wilson, Floden & Mundy 2001: 3)

Research in Nigeria (Owolabi 2007: 17), Africa shows that there are host of problems confronting the in-service training of teachers during Curriculum Change in Africa. He found out the following as major problems during curriculum change in Nigeria:

- i) Lack of resources
- ii) Lack of monitoring mechanisms
- iii) Problems of overpopulated classes.
- iv) In-service-training for teachers

The above mentioned problems appear to be quiet similar in many sub-Saharan countries. The situation is also the same as it is in South Africa. Teacher preparation for new curriculum implementation is essential.

2.12. DESCRIPTION OF RESEARCH APPROACH

2.12. CONCLUSION

The qualitative approach was used in this study to explore how teachers were In this chapter literature review was conceptualized and addressed. This means, further that, it explained the concepts that operate within the investigation in order to understand the findings of the study from literatures or previous researcher point of view.

2.13. POPULATION

The challenge of training teachers for the National Curriculum Statement lies in the conception of what in-service training is all about. Workshops that are conducted by the government are for a very short period of time and every teacher is expected to gain from such workshops. The most important aspect that should have been emphasised is planning. The three levels of training, that is, work programme, work schedule and lesson plans should have served as a backbone. The current practice tends to underestimate the long term commitment to professional development of teachers that is required for real change. For a lifelong change, like the transformation of Bantu Education to the National curriculum Statement, enough time for teacher training is needed.

information rich and knowledgeable

Curriculum Statement were national

METHODOLOGY

3. 1. INTRODUCTION

In this chapter the research methodology and design that grounded the study are discussed. The practical field study was conducted at Nzhelele East Circuit, Vhembe District of the Limpopo Province, in order to assess the adequacy of teacher preparation for the implementation of the National Curriculum Statement.

3. 2. DESCRIPTION OF RESEARCH APPROACH

The qualitative approach was used in this study to explore how teachers were prepared in Nzhelele East Circuit for the implementation of the National Curriculum Statement. This approach allowed the researcher to interact with teachers face to face.

3. 3. POPULATION

White (2002: 80) defines population as a specific group of people to which the research results apply, for example, age group. The population of this study are all secondary school teachers, who are teaching grade 10 to 12 in the Nzhelele East Circuit. The teachers comprised in this investigation are directly associated with the implementation of the National Curriculum Statement.

3.4. SAMPLE

This research adopted purposive sampling procedure. Teachers who seemed to be information rich and knowledgeable about the implementation of the National Curriculum Statement were sampled for the interview. Eight teachers were

purposively chosen from eight secondary schools under Nzhelele East Circuit. These are the teachers who are teaching in the Further Education and Training band (FET), from Grade 10 to 12.

3.5. INSTRUMENTATION

The researcher also sought the permission from the principals of the chosen schools. The researcher successfully chose the key informants from each school. All the participants were interviewed using the English language. The Structured interview was used as method of collecting data. (See Appendix 5: 76). The interview schedule consisted of ten question items. The interview questions sought information related to the National Curriculum Statement implementation in the classroom.

3.6. DATA COLLECTION TECHNIQUES

Leedy and Ormrod (2001: 157) said that data analysis in qualitative research is a The most important aspect in this study was not the number of respondents, but the quality of information being exchanged.

Holloway (1997: 45) indicated that data collection in qualitative research involves the gathering of information for a research project through a variety of data sources. In this study, the structured interview was used to gather valuable data. A tape recorder was used for recording verbal communication. Biographic information of every participant was recorded down in the note book. The researcher observed every verbal and non-verbal reaction of each participant.

White (2002: 82) indicated that qualitative researchers operate under the assumptions that reality is not easily divided into discrete, measurable variables. Qualitative researchers are often described as being the instruments because the bulk of their data collection depends in the personal involvement. To this end, the researcher went to different schools and conducted interviews with the identified participants.

First, the researcher sought for permission to conduct this research from the Circuit Manager by writing a letter of permission (Appendix 1: 72).

The researcher also sought the permission from the principals of the chosen schools (Appendix 3: 74). The researcher purposefully chose the key informants from each school. All the participants were interviewed using the English language. The researcher interviewed one participant at a time. The time spent with an interviewee depended on the nature or character of the interviewee and the information he or she was giving.

The participants agreed and signed the consent form (Appendix 4: 73) before they were interviewed. The researcher explained to the participants the purpose of the research and whether their participation was voluntary.

3.7. DATA ANALYSIS

Leedy and Ormrod (2001: 150) said that data analysis in qualitative research is a systematic process of selecting, categorizing, comparing, synthesizing and interpreting data to provide explanations of the phenomena of interest.

The researcher recorded each structured interview after getting permission by the participants. The researcher also assured that their names would be kept confidential.

The following steps were applied during data analysis:

The researcher generated natural units of meaning from the collected data. The units were classified, categorised and put in order. The narratives were structured to describe the interview contents. Interview data were interpreted to generate the meaning from transcribed data. Occurrences of ideas, themes and pieces of data were counted. The researcher made a good sense of data using intuition to reach conclusions. Clustering was done; setting items into categories. Key concepts were classified. Lastly a logic chain of evidence was built.

The analysis and interpretation of the data are represented in chapter four. The analysis and presentation were mainly descriptive, given the qualitative nature of this study.

3.8. ETHICAL CONSIDERATIONS

Ethical measures are principles by which the researcher should bind himself (Schulze 2002: 170). In this study, the researcher adhered to the following research procedures:

4.1. INTRODUCTION

(a) Informed consent

This chapter gives detailed information about the ethical considerations of the study.

The researcher outlined the purpose of the study to the participants, the procedures that were to be followed and how the results would be used. The participants agreed and signed the consent form (Appendix 4: 79) before they were interviewed. This enabled participants to make an informed decision on whether they participated or not.

(b) Anonymity

This section discusses the measures taken to ensure the anonymity of the participants.

The participants were given assurance that their information would remain anonymous. The researcher recorded each structured interview after being given permission by the participants to record the session. The participants were also ensured that their names would not be used in the writing up of the findings of the study.

3.9. CONCLUSION

This chapter presented the methodology of the study. The details of the respondents were presented, in terms of their age, background, qualifications and teaching experience. The participants of this study were purposively selected to ensure that reliable information would be obtainable. Structured interview was prepared to collect data about how teachers were prepared for the implementation of the National Curriculum Statement in Nzhelele East Circuit. Tape recorder was used to record the participants. The biographic information of the participants was recorded in the note book. Data analysis was discussed.

ANALYSIS AND INTERPRETATION OF DATA

4.1. INTRODUCTION

This chapter gives detailed analysis and interpretation of the data collected on teacher preparation for the implementation of the National Curriculum Statement in Nzhelele East Circuit, Vhembe District in Limpopo Province.

4.2. BIOGRAPHIC INFORMATION

Eight Teachers under investigation were required to reveal their personal information in relation to: age, gender, teaching experience and qualifications. Five of the participants were females and three were males. The average age of teachers is 40. Their average teaching experience is seven years. The participant's qualifications ranges from secondary teachers 'Diploma (STD) to Honours degree. The state of their personal data is summarised in the table below:

Table 1: Teachers' biographic data.

Average age	Average teaching experience	Range of qualifications	Gender	
			Males	Females
40	7	Diploma to Honours degree	3	5
			Total	8

4.3. ANALYSIS OF THE CONTEXTUAL DATA



The researcher asked eight questions from each participant. Hereunder follows the analysis of the response:

4.3.1. Question 1

Knowledge and skills are very important when assessing learners. How do teachers find out whether the learners have acquired the skills?

The participants viewed this question as a very difficult question. They were of the opinion that they were unable to assess skills. They only knew how to assess knowledge. They used the same old way of teaching and giving tests as a form of assessment. They contended that they are still learning how to assess skills. They do not know the difference between knowledge and skills. The good thing about these teachers was that they confirmed that if they were trained, they would be able to assess skills. They indicated that the National Curriculum Statement is very new to them; they were trained for three years on how to assess knowledge only.

Furthermore, a male participant indicated that he had knowledge about skill assessment. He knew the major types of skill assessment, namely. Observation based and performance based skill assessment. His advantage is that he had once worked in a private school in Gauteng and he was trained on skill assessment.

In general, teachers lack knowledge on how to assess skills when implementing National Curriculum Statement because they were not thoroughly prepared.

4.3.2. Question 2

Comment on the importance and availability of teaching and learning support materials in your school?

4.3.4. Question 4

All eight teachers conceded that they depended on the text books when teaching. Generally the schools do not have facilities like libraries, laboratories and computer centres. All these facilities are needed for National Curriculum Statement implementation.

A male participant clearly elaborated in the importance of Learning and Teaching Support Materials. He said that the resources facilitate the teaching and learning process. The Learning and Teaching Support Materials are very important when assessing Learning Outcomes but they were not enough at his school. This teacher is well informed because he was once a teacher in one of the private schools in Gauteng.

4.3.3. Question 3

What do you use the Lesson plan for?

Seven of the interviewed teachers just knew that the lesson plans are very important and they must be used in each and every lesson but they could not create one lesson plan. Teachers who had lessons plans in their files have copied from friends or from examples supplied by the Department of Education. Some of the teachers knew that a lesson plan covers everything done in the class. This would mean that the teachers were not prepared for National Curriculum Statement. One teacher said that, he only knows that there must be teacher's activity in the lesson plan.

Only one male teacher from the eight interviewed participants knows the function of the lesson plan. He said the lesson plan divide the work schedule into smaller units of



deliverable learning experience. He alluded to the fact that the lesson plan indicates other relevant issues to be considered with teaching and assessing in the classroom.

4.3.3. Question 3

4.3.4. Question 4

How have the workshops contributed to developing your skills in designing a

What are the aspects necessary when designing a lesson plan?

Seven of the teachers interviewed did not know how to design a lesson plan. They did not know the aspects that should be included when designing a lesson plan. They just copied from samples provided by the Department of Education. One teacher admitted that she knew that she had to use a work schedule and text books when designing a lesson plan. She did not know the format of designing a lesson plan. One teacher indicated that their trainers were not clear on how to design a lesson plan. She only knew that it should indicate textbooks, Learning Outcomes and Assessment Standards, but she could not design one.

methods, development of 4Ps, resources, context, appropriate differentiation

A male teacher from the eight interviewed participants knew how to design a lesson plan. The teacher displayed a clear purpose in the form of Learning Outcomes and Assessment standards, resources, content, context, appropriate differentiation according to individual needs, and provision of assessment, evaluation, recording and reporting.

4.3.5. Question 5

The workshop attendance may determine the impact of the curriculum implementation. How often have you attended National Curriculum Statement workshops?

subject framework, Teachers' Guide to the Curriculum Statement

Seven of the eight teachers interviewed attended all the workshops. The workshops were organized three times in a year. Each workshop lasted for a week. From all the

interviewed teachers only one teacher didn't attend any workshop because she was not informed.

4.3.6. Question 6

How have the workshops contributed in improving your skills in developing a lesson plan?

One of the teachers indicated that the workshops didn't contribute much, as he is still struggling on how to make a lesson plan. These teachers said that trainers did not teach them how to design a lesson plan, they gave handouts and nothing was gained from the workshops.

Only one male teacher who was already trained in Gauteng showed an understanding. He was aware of the steps required when designing a lesson plan, that is, content, context, learning outcomes, assessment standards, teaching methods, development of skills, values, knowledge and attitudes.

All the teachers showed that the workshops didn't contribute positively towards National Curriculum Statement implementation. Teachers conceded during interviews that their trainers did not show them direction about the implementation of the National Curriculum Statement.

4.3.7. Question 7

What is the purpose of subject framework?

Seven of the eight teachers interviewed did not even know the definition of the subject framework. Teachers did not know how to use the subject framework. One teacher knew the subject framework as a tool that shows what is going to be done for a particular grade, which is a misconception.

Only the male teacher who had been trained in Gauteng knew how to use a subject framework. He said that the purpose of the subject framework is to spell out the scope of the subject, three years assessment plan, and list of learning and teaching support materials required.

4.3.8. Question 8

How do you package your subject's work schedule?

Seven of the eight teachers interviewed did not know what a work schedule is and they did not know how to package it. Teachers depended on the work schedules provided by the department but they did not know how to use them.

Only one teacher who had undergone thorough training in Gauteng knew exactly how to package a work schedule. He knew that this is done by determining how much time in the school year will be spent on each of the Learning Outcomes and Assessment Standards for a particular grade. He knew that he should revise the content and context listed in the subject framework and refines it according to skills, knowledge, values and attitudes.

4.3.9. Question 9

Would Computers serve some purpose in your subject, how do you assess your own skills when working with computers?

All the interviewed teachers were of the opinion that computers are very important. Most of the information that is needed in different subjects is accessible from computers. If computers are available in schools, they are not enough for all the learners. Others have only one computer in the Principal's office. The teachers knew that computer literacy plays a great role during NCS implementation but they are not

computer literate. One female teacher showed that his school doesn't have any computer.

4.3.10. Question 10

How competent are you in teaching learners of different races and abilities in the same class?

South Africa is a multi-racial country. Seven of the interviewed teachers indicated that they would be competent if they come across multicultural classes.

In the Nzhelele East Circuit learners share the same race, culture and cultural background. All the interviewed teachers showed that they can handle multicultural and inclusive education, but for now, the interviewed teachers rate learners according to different abilities.

One of the participants showed that he won't be competent because he was trained for Bantu Education for three years; he was neither trained for nor has been involved in teaching learners from different backgrounds. He said he might develop inferior complex when teaching such classes. He said there is a call for re-education and change when coming to National Curriculum Statement.

The key in teaching learners of diverse backgrounds is to explore the various options available within each activity that will allow expanded opportunities to those learners that require individual support, considering individual past experience.

4.4. GENERAL FINDINGS OF THE INTERVIEWS



99% of the teachers interviewed are of the opinion that they are unable to assess skills. They only know how to assess knowledge. They use the same old way of teaching and tests.

All the teachers interviewed are of the opinion that there are no LTSMs in schools. The teachers know that LTSMs are very important in teaching subjects like Life Orientation, Life Sciences and Natural Sciences. The schools that have resources are few and the Learning and Teaching Support Materials are not sufficient for all the learners.

99% of the teachers interviewed just know that the lesson plans are very important and it must be used in each and every lesson but they cannot prepare them. Teachers who have lessons plans have copied from friends and from examples supplied by the Department of Education.

99% of the teachers interviewed do not know how to design a lesson plan. They do not know the aspects that must be included when designing a lesson plan. They just copy from a sample.

99% of the teachers interviewed attended all the workshops. The workshops were organized three times, each workshop lasting a week. From all the interviewed teachers only one teacher didn't attend any workshop because she was not informed.

All the teachers under investigation show that the workshops didn't contribute effectively towards curriculum implementation. They cannot even make a lesson plan. They give the testimony that their trainers didn't have enough knowledge about the curriculum.



99% of the teachers interviewed didn't even know the definition of the subject framework. They do not even know how to use it. Only 1% knows how to use a subject framework.

99% of the teachers interviewed do not know what a work schedule is and they do not know how to package it.

All the interviewed teachers are of the opinion that computers are very important. Most of the information that are needed in different subjects are accessible from computers. If computers are available in a school, they are not enough for all learners.

In the Nzhelele East Circuit learners are of the same race, culture and background. All the interviewed teachers show that they can handle multicultural and inclusive education if they come across it. The interviewed teachers rate learners according to different abilities.

4.5. CONCLUSION

The study revealed that training given to teachers in the form of workshops was inadequate. Time frame for workshops was too short. Teachers still lack knowledge to implement National Curriculum Statement after attending workshops. Teachers' trainers did not train teachers to an extent that they could implement the knowledge they got from training in their classrooms. Teachers were unable to apply knowledge about the three levels of planning, *i.e.* subject framework, work schedule and Lesson Plan. Schools are not yet equipped with Learning and Teaching Support Materials. Teachers are still teaching knowledge and they know nothing about skills assessment. Lack of resources, computer knowledge and overcrowded classrooms contributed to the failure in the implementation of the National Curriculum Statement.

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDY.

5.3. SUMMARY OF THE FINDINGS

5.1. INTRODUCTION

This chapter presents summary, conclusions and recommendations and suggestions for further study.

5.2. SUMMARY OF THE REVIEW OF LITERATURE

The review of the literature indicated that teachers are slow in innovations because the National Curriculum Statement requires them to give up the old practices in which they feel so secured and which they have displayed high level of competency for a very long time. Lack of resources, computer knowledge and overcrowded classrooms give challenges to teachers during NCS implementation.

In the implementation of the National Curriculum Statement, all learners with or without disabilities should be accommodated in one regular class, it is hard in a public school for learners to accept disability. Lack of educator support and staff development programmes also contributed to the failure of NCS implementation.

The literature indicated that training given to teachers in the form of workshops was inadequate. Teachers still lack knowledge, skills, values and attitudes to implement the National Curriculum Statement after workshops because of the time frame. Teachers' trainers did not train teachers to an extent that they could implement the knowledge they got from training in their classrooms. The giving out of the handouts by teachers's trainers did not guarantee classroom implementation. Teachers seem to lack knowledge about the three major aspects in the levels of planning, that is, subject framework, work schedule and Lesson Plan. Literature review also revealed

that in some countries, teachers are prepared before curriculum implementation. Major adjustments in the form of in-service training are of importance during curriculum change.

5.3. SUMMARY OF THE FINDINGS

The participants were of the opinion that they were unable to assess skills. The participants were facing challenges when they have to assess skills, for example, volley ball skills, communication skills, singing, drama etc. Teachers assessed knowledge by giving a test, assignment etc. Teachers resorted on using the same old way of teaching and giving tests as an assessment.

All the teachers interviewed were of the opinion that there did not have Learning and Teaching Support Materials (LTSMs) in their schools. The teachers knew that LTSMs are very important in teaching subjects like Life Orientation, Agricultural Science, Life Sciences and Natural Sciences. The schools that have resources were few and the Learning and Teaching Support Materials were not sufficient for all the learners.

Most of the teachers interviewed just knew that the lesson plans were very important and it should be used in each and every lesson but they could not prepare them. Teachers who had lessons plans have copied from friends and from examples supplied by the Department of Education.

Most of the teachers interviewed did not know how to design a lesson plan. They did not know the aspects that must be included when designing a lesson plan. They just copied from departmental samples.

Most of the teachers interviewed attended all the workshops. The workshops were organized three times, each workshop lasting for a week. From all the interviewed teachers only one teacher didn't attend any workshop because she was not informed.

All the teachers under investigation showed that the workshops did not contribute effectively towards curriculum implementation. Trained teachers could not even make a lesson plan. They testified that their trainers did not show them the direction to follow when implementing the new curriculum, they were only given handouts.

Most of the teachers interviewed did not know the definition of the subject framework. They did not know how to use it. Only one teacher knew how to use a subject framework.

Most of the teachers interviewed did not know what a work schedule is and they did not know how to package it.

All the interviewed teachers were of the opinion that computers were very important. Most of the information that was needed in different subjects is accessible from computers. If computers are available in a school, they are not enough for all learners.

In the Nzhelele East Circuit learners were of the same race, culture and background. All the interviewed teachers showed that they could handle multicultural and inclusive education if they came across it. The interviewed teachers rated learners according to different abilities. Schools are not yet equipped with Learning and Teaching Support Materials. Teachers were still teaching knowledge and they knew nothing about skills assessment. Teachers have attended workshops but the workshops did not have any contribution to National Curriculum Statement implementation.

5.4. LIMITATIONS OF THE STUDY

Only eight secondary schools were selected for this study and not all teachers who are teaching grades ten to twelve participated in this study. A possibility would always exist that a different picture might be obtained if all schools in the circuits were involved in the study.



The study was carried out only one circuit of district and possibly different results might have been obtained if more circuits and districts were involved. Therefore, the results of the study cannot be generalised to the larger population.

5.5. CONCLUSIONS

There is an indication from this study that the Department of Education has not done enough teacher training for the implementation of the National Curriculum Statement.

Resources in an institution are very important. The resources make the implementation process easier and more efficient. Formally black schools still struggle with relevant and proper resources to enable teachers to implement the National Curriculum Statement.

Unlike South Africa, other countries like Rome and Britain have advanced educational facilities, well trained dedicated and highly paid teachers, limited numbers of learners per classroom, literate parents, advanced curriculum advisors who are able to prepare teachers for quality implementation in the classroom.

Teachers are trained in the form of one-week workshops and they are expected to go and implement the National Curriculum Statement well in the classroom. For effective implementation of the new curriculum, several factors need to be considered.

Based on the research findings, which shows that teachers were trained for two weeks, it was evident that teachers were not adequately orientated and prepared for the implementation of the National Curriculum Statement, yet it has been launched.

This is seriously affecting the progress of the National Curriculum Statement and there is a need for a serious monitoring by the government.

Teachers encounter so many problems during the implementation of the National Curriculum Statement. The schools are characterised by shortage of electricity, laboratories, classrooms, toilets, staffrooms and teaching and learning materials which are very essential in the implementation of the National Curriculum Statement.

The researcher concludes that, for teachers to implement the National Curriculum Statement effectively, teachers should be given intensive training for the National Curriculum Statement.

There is a problem about teacher trainers who seem not to understand the new curriculum. Teacher's trainers should put emphases on important aspects like subject framework, work schedule and lesson plans during training. If the Department provide schools with resources that are required, the implementation would be successful.

The workshops that the Department of Education conducted in training teachers did not bear much fruits, because the time frame for workshops was too short. The department should embark on intensive training for all teachers. Educator support and staff development programmes should be emphasised.

The findings of the research show that teachers will be able to implement the National Curriculum Statement in their classrooms, if teachers are well trained.

5.6. RECOMMENDATIONS

The Department of Education needs to retrain teachers and also supplement training by the use of mass media, seminars, conferences, committees and personal contact.

From the interviews findings, teachers should go for an intensive in-service training in order to implement the National Curriculum Statement efficiently. The rationalised colleges should be used for in-service training.

Trainers of the teachers should emphasize three levels of planning, that is, work schedule, subject framework and lesson plan. The teacher trainers should do research in order to be well vested with information about the National Curriculum Statement. Teachers should be prepared for multicultural and inclusive education. Subject advisors should always give monitoring and support in the form of school visits and Continuous Assessment throughout the whole year.

Subject committees and clusters should be emphasized to enhance learning. Principals should be well acquainted with the National Curriculum Statement to support of teachers.

The government should provide schools with the resources, for an example, Learning and Teaching Support Materials, library books and laboratory equipments. The Department should build classes to solve the problem of overcrowding. Black schools should be provided with sports equipments for Life Orientation. Teachers should be trained in computer literacy. Computers should be provided to all schools.

When employing teachers, the learner teacher ratio should be considered. Teachers should form committees to set assessment tasks. Continuous Assessment Monitoring should be organized. The circuits and the district should organize teachers' development programmes. Teacher's positive emotional component should also be considered.

The above recommendations necessitate the establishment of administrative arrangement, which will ensure that teachers are also involved in Curriculum decision making at all levels of Education system.

5.7 SUGGESTIONS OF FURTHER STUDY

There is still a need for further research to be done regarding the training of teachers for the National Curriculum Statement. The purpose of further research would



hopefully bring about transformation and enhance quality of education. Future research about teacher preparation for the new curriculum implementation can be conducted in a setting different from this one, and different group of teachers could be investigated.

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Enquiries: 082 584 8616

P. O. Box 543

Nchabelo

0953

12 May 2020

Dear Madam

Requestion to conduct a research in your Circuit.

I Tshigivho Muvhango Esther, student number 2020010 is hereby requesting for a Permission to conduct research in your Circuit. The research topic is as follows:

Teacher preparation for the implementation of National Curriculum Statement.

The following schools are purposively selected for the study.

1. Vhusendoka
2. Dzata
3. Mphophu
4. Jack Lavhengwa
5. Mushantlioni
6. Tshala
7. Nditshoni
8. Phiriphi

The teachers will be visited during observation time.

I will be very happy for any positive response.

Yours Faithfully

Muvhango Esther Tshigivho

7.1. Appendix 1: Requisition to conduct a research

Enquiries: 082 584 8616

P. O. Box 643

Nzhelele

0993

12 May 2009

Dear Madam

Requisition to conduct a research in your Circuit.

I **Tshiguvho Muvhango Esther**, student number 8901040 is hereby requesting for a permission to conduct research in your Circuit. The research topic is as follows:

Teacher preparation for the implementation of National Curriculum Statement.

The following schools are purposively selected for the study.

1. Vhusendeka
2. Dzata
3. Mphephu
4. Jack Lavhengwa
5. Mushaathoni
6. Tshala
7. Nditsheni
8. Phiriphiri

The teachers will be visited during observation time.

I will be very happy for any positive response.

Yours Faithfully

Muvhango Esther Tshiguvho



ENQUIRY: 082 384 0210

P.O. Box 643

Nzhelele

0953

10 May 2008

REPUBLIC OF SOUTH AFRICA

Tel: (015) 973 0517/9

Fax: 015 973 0519

REF. NO.: 80437265
ENQ. : M.L.Nditwani.
DATE : 12 June ,2008
CONTACT NO. : 079 495 6008
015 973 0517

**NZHELELE EAST CIRCUIT
DEPARTMENT OF EDUCATION**

2008 -06- 12

P.BAG X 717 NZHELELE 0993
TEL: 015 973 0519
LIMPOPO PROVINCE

TO WHOM IT MAY CONCERN

1. This is to confirm that **TSHIGUVHO M.E.** an educator at **Mushaathoni Secondary School**
2. has been granted permission to conduct a **Research for her Postgraduate Studies** on the **implementation of National Curriculum Statement with Special reference to Life Orientation** at the following schools:

- ↓ Dzata,
- ↓ Jack Lavhengwa,
- ↓ Mphephu,
- ↓ Mushaathoni,
- ↓ Nnditsheni,
- ↓ Phiriphiri,
- ↓ Tshala and
- ↓ Vhusendeka.

3. I therefore kindly request principals of schools mentioned above to assist **Ms.Tshiguvho M.E** with whatever she will need for her research.

M.L.Nditwani

CIRCUIT MANAGER: NZHELELE EAST.

The heartland of southern Africa - development is about people

TSHIGUVHO ESTHER MUVHANGO

Cell: 0820342816

7.3. Appendix 3: A letter to the principal and consent form



Enquiries: 082 584 8616

P.O. Box 643

Nzhelele

0993

10 May 2008

Dear Principal

I am currently conducting research on Teacher Preparation for the implementation of the National Curriculum Statement and I have been granted permission by the Limpopo Education Department to conduct a research in the school in which you are currently managing as it has been selected to take part in the research.

1. The researcher will interview a teacher for about 30 minutes.
2. There is no known risks involved in the Research
3. There are no costs involved.

You are assured that your identity and responses to this interview will be regarded as extremely confidential at all times and that they will not be made available to any unauthorized user.

Should you have any queries or comments, you are welcome to contact

TSHIGUVHO ESTHER MUVHANGO

Cell: 0825848616

7.4. Appendix 4: Consent form



In terms of the ethical requirements of the University of Venda you are requested to complete the following section:

I.....have read this letter and understand the terms involved

On condition that the information provided by me is treated as confidential at all times. I here (Mark the appropriate section)

Give consent

Do not give consent

Signature:.....

7.5. Appendix 5: Interview schedule

Teacher preparation for the implementation of national curriculum statement

- (1) Knowledge and skills are very important when assessing learners. How do teachers find out whether the learners have acquired the skills?
c. 38-40
- (2) Comment on the importance and availability of teaching and learning support materials in your school?
(2) Please indicate your gender by a tick
- (3) What do you use the Lesson plan for?
b. Female
- (4) What are the aspects necessary when designing a lesson plan?
(3) Please indicate your highest qualifications e.g. (P.T.C, B.Ed, BA etc)
- (5) The workshop attendance may determine the impact of the curriculum implementation. How often have you attended National Curriculum Statement workshops?
D. (Specify)
- (6) How have the workshops contributed in improving your skills in developing a lesson plan?
..... (Specify)
- (7) What is the purpose of subject framework?
- (8) How do you package your subject s work schedule?
- (9) Would Computers serve some purpose in your subject, how do you assess your own skills when working with computers?
- (10) How competent are you in teaching learners of different races and abilities in the same class?

7.6. Appendix 6: Personal details

(1) Please indicate by a tick the age group to which you belong.

I = Interviewer

- a. 25 - 30
- b. 31 - 35
- c. 36 - 40
- d. 41 - above

(2) Please indicate your gender by a tick

- a. Male
- b. Female

(3) Please indicate your highest qualifications e.g. (PTC, STD, BA etc)

- A.....
- B.....
- C.....
- D..... (Specify)

(4) For how long have you been in the teaching field?

.....

7.7. Appendix 7: Raw data

INTERVIEW QUESTIONS AND RESPONSES

I = Interviewer

R = Respondent

RESPONDENT 1

1.1. Skill assessment

I = Knowledge and skills are very important when assessing, how do teachers find out whether the learners have acquired the skills?

R = I don't have any idea about skill development and skill assessment in learners. I am using the same old method of teaching. I teach knowledge and a test is given to test whether learners have understood.

1.2. Availability and usage of learning teaching support materials (Itsm)

I = Comment on the importance and availability of teaching and support materials in your school?

R = There are no resources in my school, I use only text books. We don't have sports equipments for life orientation and we don't even have laboratories for experiments.

1.3. Use of lesson plan

I = what do you use the Lesson plan for?

R = I only know that the Lesson Plan must be used everyday and it covers everything done in the class

1.4. Designing a lesson

I=What are the aspects necessary when designing a lesson plan?

R= I only know that I have to use work schedule and text books when designing a lesson plan. I don't know how to design a lesson plan.

1.5. Computer literacy

1.5. Workshop attendance

I= The workshop attendance may determine the impact of the curriculum implementation. How often have you attended National Curriculum Statement workshops?

R=I have attended all the workshops, even though there is no contribution that I can implement in the classroom.

1.10. Multicultural and Inclusive Education

1.6. Workshop contribution

I= How have the workshops contributed in improving your skills in developing a lesson plan?

R= Attendance didn't contribute anything because I am unable to make a simple lesson plan. I am copying from colleagues.

RESPONDENT 2

1.7. Subject framework

2.1. Skill assessment (40)

I= what is the purpose of subject framework?

R= I don't have any knowledge about subject framework.

1.8. Packaging work schedule

I= How do you package your subject's work schedule?

R= I don't know much about packaging a work schedule.

1.9. Computer literacy

I= Would Computers serve some purpose in your subject, how do you assess your own skills when working with computers?

R= Computers are very important but we don't have enough in our school. They cannot be used for classroom purposes. We only have one computer in the Principal's office.

1.10. Multicultural and inclusive education

I= How competent are you in teaching learners of different races and abilities in the same class?

R= I can try if I come across multicultural classes even though for now I measure learners according to abilities

RESPONDENT 2

2.1. Skill assessment (sk)

I= Knowledge and skills are very important when assessing your subject, how do teachers find out whether the learners have acquired skills?

R= I am still learning how to assess skills, I only assess knowledge. I only asks questions and I think when Learners answer the questions, I think I am assessing skills.

2.2. Availability and usage of learning and teaching support materials (ltsm)

I= Comment on the importance and availability of teaching and support materials in your school?

R= I only know the text books as the resources material. I also thinks that the work schedule is the only LTSM. There are many text books in my school.

2.3. Use of lesson plan

I= What do you use the Lesson plan for?

R= The lesson plan is a key that the teacher has to unlock his class everyday. Presently I am not able to use it and I don't even have one.

2.4. Designing a lesson

I= what are the aspects necessary when designing a lesson plan?

R= I don't have much idea; I only know that I must use work schedule and text books when designing a lesson plan.

2.5. Workshop attendance

I=The workshop attendance may determine the impact of the curriculum implementation. How often have you attended National Curriculum Statement workshops?

R= I have attended some workshops concerning lesson planning.

2.6. Workshop contribution

I= How have the workshops contributed in improving your skills in developing a lesson plan?

R= Though I have attended workshops, little contribution is made in concerning planning, lesson plan. After attending I only know there is like assessment standard.

2.7. Subject framework

I= What is the purpose of subject framework?

R= I only know the definition of subject framework, but I don't know how it works. I only know that subject framework is everything that we are going to do when teaching.

2.8. Packaging work schedule

I= How do you package your subject's work schedule?

R= I don't have any idea about packaging a work schedule.

2.9. Computer literacy

I= Would Computers serve some purpose in your subject, how do you assess your own skills when working with computers?

R= The school only has one computer for management purposes. It cannot be used for classroom purposes.

2.10. Multicultural and inclusive education



I= How competent are you in teaching learners of different races and abilities in the same class?

R= If I come across such learners, I can teach, I don't have problems in teaching such classes.

3. RESPONDENT 3

3.1. Skill assessment (sk)

I= Knowledge and skills are very important when assessing Life orientation, How do teachers find out whether the learners have acquired skills?

R= I know how to assess skills. There is what we call observation based assessment and Performance based assessment. These are major types of assessing skills.

3.2. Availability and usage of learning teaching support materials (ltsm)

I= Comment on the importance and availability of teaching and support materials in your school?

R= The resources facilitate teaching and learning process. They are also important when assessing Learning outcomes but they are not enough at my school. This teacher is well informed because he was once a teacher in one of the private schools in Gauteng.

3.3. Use of lesson plan

I= What do you use the Lesson plan for?

3.7. Subject framework

R= The function of the lesson plan is to divide the work schedule into smaller units of deliverable learning experience. The lesson plan indicates other relevant issues to be considered when teaching and assessing learners in the classroom.

R= The purpose is to spell out the following: the scope of the subject, the time spent

3.4. Designing a lesson

I= What are the aspects necessary when designing a lesson plan?

R= A clear purpose in the form of Learning outcomes and assessment standards, Resources, content, context, appropriate differentiation according to individual needs, Provision of assessment, evaluation, Recording and reporting.

in the school year will be spent on each learning outcome and assessment

3.5. Workshop attendance

Framework and refining it according to skills, knowledge, values and attitudes.

I= The workshop attendance may determine the impact of the curriculum implementation. How often have you attended National Curriculum Statement workshops?

I= Would Computers serve some purpose in your school? how do you expect your

R= I have attended almost all workshops, they were three organized workshops.

deal but I am not sure how to use them and my school

3.6. Workshop contribution

doesn't have any.

I= How have the workshops contributed in improving your skills in developing a lesson plan?

found and inclusive education.

R= It has helped me lot by making him aware that there are steps required when designing a lesson plan. i.e. content, context, learning outcomes and assessment standards, teaching methods, development of skills, values, knowledge and attitude

R= The key to teaching learners of diverse backgrounds is to explore the various

options available with each entry that will help them to learn and

3.7. Subject framework

I= What is the purpose of subject framework?

R= The purpose is to spell out the following: the scope of the subject, three years assessment plan, and list of Learning and Teaching Support Materials required.

3.8. Packaging work schedule

I= How do you package your subject's work schedule?

R= I know exactly how to package a work schedule. By determining how much time in the school year will be spent on each Learning outcomes and assessment standards for particular grade. Revising the content and context listed in the subject framework and refining it according to skills, knowledge, values and attitudes.

3.9. Computer literacy

I= Would Computers serve some purpose in your subject, how do you assess your own skills when working with computers?

R= Computer plays a great deal but I am not computer literate and my school doesn't have any.

3.10. Multicultural and inclusive education

I= How competent are you in teaching learners of different races and abilities in the same class?

R= The key in teaching learners of diverse background is to explore the various options available within each activity that will allow expanded opportunities to those

learners that require individual support, consider individual past experience. Develop questions and activities aimed at different abilities. He has the experience of teaching in such classes.

RESPONDENT 4

4.1. Skill assessment (sk)

I= Knowledge and skills are very important when assessing Life orientation, how do teachers find out whether the learners have acquired skills?

R= I usually concentrates on knowledge, no skill development and assessment.

4.2. Availability and usage of learning teaching support materials (Itsms)

I= Comment on the importance and availability of teaching and support materials in your school?

R= Though they are very important, My school doesn't have any form of resources except text books.

4.3. Use of lesson plan

I= What do you use the Lesson plan for?

R= I only know that it is used in classroom.

4.4. Designing a lesson

I= what are the aspects necessary when designing a lesson plan?

R= I only know that there must be teacher's activity, I never design one.

5. Workshop attendance.

I= The workshop attendance may determine the impact of the curriculum implementation. How often have you attended National Curriculum Statement workshops?

R= I attended all the organized workshops. I have attended them three times, one workshop lasting for a week.

4.6. Workshop contribution

I= How have the workshops contributed in improving your skills in developing a lesson plan?

R= the workshops didn't contribute much, I am still struggling on how to make a lesson plan.

4.7. Subject framework

I= What is the purpose of subject framework?

R= I only know that its function is to plan for the whole year, which I am not sure of.

4.8. Packaging work schedule

I= How do you package your subject's work schedule?

R= I cannot package my own work schedule. I only see the Work schedule from the department.

4.9. Computer literacy

I= Would Computers serve some purpose in your subject, how do you assess your own skills when working with computers?

R= I know that the lesson is used to plan in the classroom what is offering a lesson.
R= I am not computer literate but I know that computers are very important.

4.10. Multicultural and inclusive education

I= What are the aspects necessary when designing a lesson plan?
I= How competent are you in teaching learners of different races and abilities in the same class?

R=The school is only having children from same background, race and culture. He only takes care of those learners who are wise and ignore the slow learners

5. RESPONDENT 5

5.1. Skill assessment (sk)

I= Knowledge and skills are very important when assessing Life orientation, how do teachers find out whether the learners have acquired skills?

R= I know that skills are shown, but I only teach content which is knowledge.

5.2. Availability and usage of learning teaching support materials (ltsm)

I= Comment on the importance and availability of teaching and support materials in your school?

R= I use only chalkboard, chalks and textbooks.

5.3. Use of lesson plan

I= What do you use the Lesson plan for?

R= I know that the lesson is used to plan in the classroom when offering a lesson.

R= I don't have enough knowledge

5.4. Designing a lesson

5.3. Computer literacy

I= What are the aspects necessary when designing a lesson plan?

I= Would Computers serve some purpose in your lesson, how do you assess your

R= I look at the classroom situation, type of learners and content to handle

5.5. Workshop attendance

I=The workshop attendance may determine the impact of the curriculum implementation. How often have you attended National Curriculum Statement workshops?

R= I have attended once for the past two years.

5.6. Workshop contribution

I= How have the workshops contributed in improving your skills in developing a lesson plan?

RESPONDENT

R= The Trainers didn't teach me how to design a lesson plan. They were only giving handouts; nothing was gained from the workshops.

5.7. Subject framework

I= What is the purpose of subject framework?

R= I only know about assessing knowledge. But I can learn if well prepared.

R= I know that it works through terms, which is

6.2. Availability and usage of learning materials

5.8. Packaging work schedule

I= Comment on the importance and availability of materials and support provided in

I= How do you package your subject's work schedule?

R= I don't have enough knowledge.

I= National Curriculum Statement is important content in the L.T.S.M and very

I= In my school we may use it for things.

5.9. Computer literacy

I= Would Computers serve some purpose in your subject, how do you assess your own skills when working with computers?

I= What do you use the Lesson plan for?

R= I am not computer literate even though she values computers in her subject.

R= I know a lesson plan as a guide to go to my class. There are learning outcomes

5.10. Multicultural and inclusive education

I= How competent are you in teaching learners of different races and abilities in the same class?

I= What are the aspects necessary when dealing with diversity?

R= South Africa is a country of multi racial country, If her class is having different races, she will treat them equally. They must be valued according knowledge, not colour.

6.5. Workshop attendance

6. RESPONDENT 6

I= The workshop attendance may describe the impact of the curriculum

6.1. Skill assessment (sk) have you attended National Curriculum Statement workshops?

I= Knowledge and skills are very important when assessing, how do teachers find out whether the learners have acquired skills?

R= I only know about assessing knowledge. But I can learn if well prepared.

6.2. Availability and usage of learning teaching support materials (Itsms)

lesson plan?

I= Comment on the importance and availability of teaching and support materials in your school?

R= National Curriculum Statement is learners centered as that LTSM are very important. They are there in my school but they are no enough.

I= What is the purpose of subject framework?

6.3. Use of lesson plan

R= I know a subject framework as a tool that guides the teacher in the class for a particular

I= What do you use the Lesson plan for?

R= I know a lesson plan as a guide to go to my class. There are learning outcomes to be achieved.

I= How do you package your subject & what is the purpose?

6.4. Designing a lesson

R= You have to look at the work when you are designing

I= What are the aspects necessary when designing a lesson plan?

6.5. Computer literacy

R= I only know that work schedules and LTSM are important.

I= Would Computers serve state schools in the country, especially the underprivileged?

6.5. Workshop attendance

I= The workshop attendance may determine the impact of the curriculum implementation. How often have you attended National Curriculum Statement workshops?

6.10. Multicultural and Inclusive Education

R= I attended two workshops, lasting for a week each.

I= How competent are you in teaching multicultural & inclusive education?

6.6. Workshop contribution

I= How have the workshops contributed in improving your skills in developing a lesson plan?

R= I have only acquired knowledge but I couldn't understand fully what to be done when designing a lesson plan.

7. RESPONDENT 7

6.7. Subject framework

6.7.1. Skill assessment (14)

I= What is the purpose of subject framework?

I= Knowledge and skills are very important when assessing life orientation, how do

R= I know a subject framework as a tool that shows what to be done for a particular grade.

R= I usually concentrate on knowledge and not skill development. For three years I

6.8. Packaging work schedule

I= How do you package your subject's work schedule?

R= You have to look at the work schedule and pack it.

6.9. Computer literacy

R= Though LTSM are very important for schools, I don't think enough. They are

I= Would Computers serve some purpose in your subject, how do you assess your own skills when working with computers?

R= I believe that computers are very important but he is computer illiterate. I believe that government should train teachers.

R= I only know that a lesson plan is used to make it is suppose to be a guide but I

6.10. Multicultural and inclusive education

I= How competent are you in teaching learners of different races and abilities in the same class?

7.4. Designing a lesson

R= I was trained for Bantu Education for three years; I have never been involved in teaching learners from different backgrounds. I will do it but I will be inferior. There is a call for Education and Change when coming to NCS

R= The trainers were not clear on how to design a lesson plan, I only copy the ready

7. RESPONDENT 7

R= I cannot design one.

7.1. skill assessment (sk)

7.5. Workshop attendance

I= Knowledge and skills are very important when assessing Life orientation, how do teachers find out whether the learners have acquired skills?

R= I usually concentrate on knowledge and not skill development. For three years I

was taught how to assess knowledge and I am now busy assessing knowledge.

R= I have attended all the workshops, all the time.

7.2. Availability and usage of learning teaching support materials (ltsm)

7.6. Workshop contribution

I= Comment on the importance and availability of teaching and support materials in your school?

R= Though LTSM are very important, her school doesn't have enough. They are

insufficient. There is not enough time to use them. Life Orientation Equipments are

very difficult to find in black schools.

7.3. Use of lesson plan

R= I only know that a lesson plan is used in class. It is suppose to be a guide but I

confirm that I copy from friends just for Cass files.

R= I only know that subject framework is the whole plan for the year.

7.4. Designing a lesson

I= What are the aspects necessary when designing a lesson plan?

R=The trainers were not clear on how to design a lesson plan. I only know that there must be books, learning outcomes and assessment standards when designing a lesson plan, but I cannot design one.

7.5. Computer literacy

7.5. Workshop attendance

I= The workshop attendance may determine the impact of the curriculum implementation. How often have you attended National Curriculum Statement workshops?

R= I have attended all the workshops, all the three organized workshops.

7.6. Workshop contribution

I= How have the workshops contributed in improving your skills in developing a lesson plan?

R=The workshops did not contribute anything. I am still struggling on how to make a lesson plan.

7.7. Subject framework

I= What is the purpose of subject framework?

R= I only know that subject framework is the whole year plan, which is wrong.

7.8. Packaging work schedule

I= How do you package your subject's work schedule?

R= I cannot package my own work schedule. I only use the one from the department.

7.9. Computer literacy

I= Would Computers serve some purpose in your subject, how do you assess your own skills when working with computers?

R= I am not computer literate but I know that computers are very important. I cannot even open the computer.

7.10. Multicultural and inclusive education

I= How competent are you in teaching learners of different races and abilities in the same class?

R= The school is only having children from same background, race and culture. I only take care of those learners who are wise and ignore the slow learners. But if I come across such a class I will be competent.

8. RESPONDENT 8

8.1. Skill assessment (sk)

I= Knowledge and skills are very important when assessing Life orientation, How do teachers find out whether the learners have acquired skills?

R= I usually concentrate on knowledge, not skill development and assessment. National Curriculum Statement is very new to her.

8.2. Availability and usage of learning and teaching support materials (Itsm)

I= Comment on the importance and availability of teaching and support materials in your school?

R= They are very important. But I cannot comment because my school doesn't have one.

6.7. Subject framework

8.3. Use of lesson plan

I= What is the purpose of subject framework?

I= What do you use the Lesson plan for?

R= The Teacher only knows that subject framework helps a person to draw a work

It is an antennary to show what you are going to do in class. Since it is new dispensation, I don't have skill to use a lesson plan.

6.8. Packaging work schedule

8.4. Designing a lesson

I= How do you package your subject's work schedule?

I= What are the aspects necessary when designing a lesson plan?

R= I still remember content, content and assessment, but I don't package a work

R= There must be teacher's activity, I never prepare one.

8.5. Workshop attendance

I= The workshop attendance may determine the impact of the curriculum implementation. How often have you attended National Curriculum Statement workshops?



R= I am not computer literate but I know that computers are very important. There is only one accessible computer to be used by everybody, so it is not possible to use it during lessons.

8.10. Multicultural and inclusive

I=How competent are you in teaching learners of different races and abilities in the same class?

R=The school is only having children from same background, race and culture. I won't have any problem in teaching multicultural classes.