PLANNING AND PRESENTING LIFE ORIENTATION LESSONS FOR INTERMEDIATE PHASE LEARNERS

By

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DECLARATION

I, **MILUBI KHATHUTSHELO JEANET,** hereby declare that the dissertation for the degree of Master of Education at University of Venda hereby submitted by me has not been previously submitted for a degree at this or any other university. This is my own work in design and execution, and that all reference materials contained therein has been duly acknowledged.

..... 16-08-2013.....

Signature Date

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DEDICATION

On my personal note, I dedicate this project to my parents, Mr. Milubi David Mangale and Mrs Milubi Thanyani Maria. You were there for me in every step of the way.

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ABSTRACT

The study focused on planning and presentation of Life Orientation lessons in the Intermediate Phase. The purpose was to examine possible strategies that could be developed and applied to equip educators with skills and knowledge needed for effective planning of Life Orientation lessons and presenting them to learners in Intermediate classes. Apart from literature review, a qualitative approach in the form of a case study was followed. Data was collected by means of in-depth and focus group interviews from participants drawn from a population of 18 primary schools, 20 educators and one curriculum advisor from the Mvudi Circuit of Vhembe District, Limpopo Province . The results from the interviews were analyzed, interpreted and the findings thereof were presented.

Key concepts

Assessment

Life Orientation

Education

Intermediate Phase

Subjects

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LIST OF ABBREVIATIONS

OBE	Outcomes-Based Education
LO	Life Orientation
GET	General Education and Training
NCS	National Curriculum Statement
SMT	School Management Team
SASA	School Africa School Act
RNCS	Revised National Curriculum Statement
DOE	Department Of Education
SMT	School Management Teams
ANC	African National Congress
SADTU	South African Democratic Teachers Union

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CHAPTER 1

INTRODUCTION AND OVERVIEW

1. 1 Background of the study

The development of democracy in South Africa has brought about transformation in almost all spheres of society, including the education system and schooling, the curriculum, teaching and learning. As part of the transformation agenda, Curriculum 2005 was introduced in the country with the aim of eradicating inequalities and injustices of the past apartheid education system. This curriculum was revised in 2000 and it is now referred to as the Revised National Curriculum Statement (RNCS) (Department of Education 2002).

To address the needs of a transformed society, the curriculum structure was transformed to include new learning areas deemed suitable for the 21 Century schooling in South Africa. One of the new learning areas that emerged from this curriculum is Life Orientation (LO). LO focuses on empowering learners by developing their skills,knowledge, values and attitudes, necessary for making informed decisions and taking appropriate actions in various facets of life (Department of Education 2002:4). Learners empowered in this manner will make a valuable contribution towards the transformation of our society in various sectors of development.

Like other learning areas, Life Orientation places special demands on the educator for an effective curriculum delivery in the classroom. One of the key sets of challenges central to effective teaching of LO is the development of lesson plans and the ability to present the plans in the instructional programme (teaching and learning). Effective lesson planning is critical for successful classroom practices. This is particularly critical in an environment where inclusive education is advocated and pursued as is the case in South African schools. In such an environment, teachers are expected to plan teaching

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and learning with learners in mind (UNESCO 2005: 30). What this suggests is that when teachers plan their LO lessons, consideration should be given to the special needs of learners. As Ainscow (2005:13) suggests, educators should focus on learning and learners when planning and implementing particular teaching approaches and strategies. In other words, teaching Life Orientation demands special knowledge, skills and attitudes from educators to facilitate the instructional programme in an inclusive way. These issues are therefore, critical when planning for effective teaching and learning in this learning area.

Research has revealed that in many instances curriculum reform fails to attain desirable expectations at the implementation point, because of the failure "to recognize the practical problems of classroom application faced by teachers" (Verspoor, 2003:25). It is against this background that emphasis is placed on effective planning to ensure successful teaching and learning of Life Orientation. Effective lesson planning for effective teaching and learning of Life Orientation requires capacity building and development for educators in the form of support from within and outside the school environment, that is, the school management and the District respectively as the following paragraph explains.

District support includes provision of in-service training that goes beyond mere orientation of educators which is currently a usual practice in South Africa. Unfortunately, as research has revealed (Christaan, 2006:34), the necessary support from the Department of Education in this regard is insufficient. For example, the researcher has realized that teacher training workshops on Life Orientation are seldom held in her district. Added to this, is the lack of monitoring and support from the District. School-based support involves the creation of conditions within the school that are conducive for effective teaching and learning.

Such support involves three critical issues which have bearing on successful achievement of learning outcomes. The first issue revolves around planning per se and involves gaining sufficient knowledge and understanding of the learning area in terms of

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content, assessment and outcomes specific to the learning area. The second issue revolves around methodology, approaches and strategies and involves acquisition of skills necessary for effective content delivery to the learners. The third issue revolves around attitudes of school principals and educators towards the learning area and learners with special attention given to the demands of the learning area and the special needs of the learners. Negative attitudes towards Life Orientation are practically manifested by instances where the learning area is allocated to teachers who are not specialist.

In view of the key issues mentioned in the previous paragraph, the researcher found it necessary to investigate teachers' perspectives regarding the implementation of Life Orientation in the Intermediate Phase in lesson planning and presentation. From her experience as an Intermediate Phase teacher, the researcher has learnt that if a lesson is not presented according to the lesson plan learners perform poorly as they are unable to engage effectively in the lesson. Against this background it was deemed necessary by the researcher to investigate the implementation of LO with special focus on lesson planning because LO is a new Learning area in the Intermediate Phase.

1.2 Statement of the problem

Transformation of the education system had received a special focus from the new democratic government in South Africa. To facilitate this transformation, a new curriculum called National Curriculum Statement (NCS) has been introduced as a policy directive to be applied in schools throughout the country (DoE, 2012). As a result, changes were introduced in instruction, learning and assessment as part of curriculum transformation. These changes brought about enormous challenges for teachers, particularly in primary schools. The main challenge revolves around building and developing capacity for teachers to deliver the new curriculum in the classroom effectively in order to improve learner performance.

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Specifically this involves equipping teachers with the necessary practical skills and knowledge needed for lesson planning and presentation. The main problem is that teachers do not possess these skills and knowledge particularly in planning and presenting Life Orientation lessons in the Intermediate Phase. In the absence of these skills and knowledge, learner's performance will not improve.

1.3 Aims of the study

The aims of the study were:

- To determine challenges that Life Orientation teachers face regarding the implementation of the NCS with specific reference to lesson planning and presentation in the Intermediate Phase.
- To orientate the district curriculum advisors about challenges encountered by teachers when planning and presenting Life Orientation in the classroom.
- To develop strategies that can support Life Orientation teachers in planning and presenting lessons.

1.4 Research or critical questions

The research had to answer the following three critical questions:

- What are the challenges that teachers experience in planning and presenting Life Orientation lessons?
- How can district officers responsible for curriculum development be orientated about challenges encountered by teachers when planning and presenting Life Orientation in the classroom?
- What strategies can the research develop to support Life Orientation teacher in planning and presenting lessons?

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1.5 Beginning assumptions

The researcher's assumption was that poor performance of learners in the Intermediate Phase in LO was caused by poor lesson planning and presentation on behalf of the teacher. She also assumed that poor lesson planning and presentation results from both lack of District support and lack of strategies aimed at supporting teachers in carrying out these tasks in the teaching of Life Orientation.

1.6 Definitions of concepts/terms

The following concepts need to be defined for the purpose of this study:

1.6.1 *Assessment*

Assessment is the collection and synthesis of data to inform instruction and to document student learning growth (DoE 2012:3). It is an integral part of curriculum differentiation which helps to identify what students needs so that we can appropriately adapt the content and our teaching methods activities.

1.6.2 *Professional Development*

Dunlap (1995:147) maintains that professional development refers to a life-long educator development process that begins with initial educator preparation and continues throughout the educators career to develop professional knowledge, skills, attitudes needed to educate students more effectively and to sustain change.

1.6.3 Life Orientation

According to the NCS (DoE, 2002b), Life Orientation guide and prepare learners for a meaningful and successful life in a rapidly changing and transforming society. The teaching of this learning area starts in lower classes, that is, in the General Education

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and Training (GET) band (Grade R-9). The main focus of education in this band falls on issues relating to health promotion, social development, personal development and physical development. As part of the curriculum offered in the GET band, Life Orientation concerns itself with the environment, responsible citizenship, a healthy productive life, social engagement, recreation and physical activity and career choices in an attempt to equip learners for meaningful and successful life in a rapidly changing and transforming society. (DoE, 2002b:4).

It is evident given the wide array of issues covered in Life Orientation, that the learning area is fragmented (Rooth, 2005). Given this fragmented nature of the learning area, for learners to be equipped with the requisite knowledge, skills, values and attitudes, teachers should be able to teach the learning area effectively. What this suggests is that teachers too should possess knowledge, skills, values and attitudes and reflect them in their lesson planning as well as teaching learners.

1.6.4 Planning and Presenting LO Lessons

The importance of lesson planning prior to teaching learners was widely acknowledged as the following paragraph (UNESCO, 2OO4: 20) indicates:

- When planning a lesson the teacher needs to know his students individual characteristics, background of experience, interests and learning profile.
- Effective curriculum delivery requires thorough planning and sensitivity to students' diversity.

This means that when a teacher plans a lesson in a learning area like LO, the starting point should be the learner's background. With the Inclusive Education Policy (Department of Education) the need for thorough planning becomes even more pressing in this regard. This is because learners come to the school with different needs, abilities and barriers that have to be catered for in teaching and learning.

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Knowing their background is critical when planning lessons and may impact on the success of such lessons.

It was further stated that 'when presenting a lesson, teachers must make use of multi-level activities and learning centres (UNESCO, 20004:18). With regard to LO, this statement implies that the teacher must provide tasks and questions at different levels of complexities to embrace all learners so that at the end of the day all learners may perform satisfactorily. Poor lesson plans and presentation may create challenges when teachers assess learners as the learners are unlikely to perform well.

1.6.5 Inclusive Education

Christiaans (2007:34) indicates that inclusivity is a very broad term covering a very wide spectrum of issues, for example, racism, culture, gender, disabilities, HIV Aids and other communicable diseases. Inclusivity can therefore mean different things for different people depending on their areas or issues of focus. Inclusivity calls for social justice by emphasizing the inclusion of people diversified by demographics, geography, gender, disability, culture and nationality.

The Intermediate Phase teachers encounter cases of the learners with learning disability, obesity, cerebral palsy, and other physical disabilities. However, many schools do not employ teachers with special qualifications in the Intermediate Phase to assist learners with special needs in LO. It is on this note that the South African education system has recognized the need for special commitment on inclusive education. The Education White Paper Number 6 on Special Needs Education in South Africa (South Africa, 2001) states the principles guiding the broad strategies for achieving the vision for inclusivity in education. It includes the acceptance of principles and values contained in the constitution and white papers Education and Training, human rights and social justice for all learners, participation and social integration, community responsiveness and cost effectiveness.

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1.7 Research design and methodology

The researcher followed qualitative design where she used observation, literature study and interviews. According to Creswell (1994:154), research design refers to the plan according to which relevant data are collected. The study on the lesson planning and presentation for LO in the intermediate phase followed the case study design which included the use of qualitative method.

1.7.1 *Methodology*

The researcher used interviews, where interviews were held with LO teachers in the intermediate phase, the researcher also observed teachers while they were busy presenting a lesson in the classroom. Documents were used to study on how the lessons were planned.

1.7.2 *Research Population*

Population is any group that is the subject of research interest (Melville and Goddard 1996:29). For the purpose of this study, all primary schools in the Mvudi Circuit formed part of the population and the subjects were the teachers in the intermediate phase who were teaching LO.

1.7.3 *Sampling*

A sample refers to a subject of participants drawn from a population (Melville & Goddard 1996:29). In this regard the researcher searched for information-rich key participants because they were likely to be knowledgeable and informative about the phenomena under investigation. In this case this refers to the lesson planning and presentation of Life Orientation in the Intermediate phase. Apart from the criterion of information-rich standing, participants were also selected on account of convenience .In this case, five

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primary schools were selected at Mvudi Circuit. From these schools 20 teachers and one curriculum advisor were selected as sample of the study.

1.7.4 *Data collection procedure and instrumentation*

During the interview the researcher used interview guides and notes taking.

1.7.4.1 *In-depth individual interview*

This is sometimes called 'the informal conversation' interview (MacMillan & Schumacher 1997:447) in that questions are not reformulated or themes identified before the interview takes place, but are developed spontaneously in the course of the interaction with the interviewee. Therefore, for the purpose of this study on the lesson planning and presentation of LO in the intermediate phase, individual interviews were conducted on the basis of a semi-structured arrangement. The researcher however attempted to peruse the virtues of an informal conservation to ensure that participants reveal their true knowledge and feelings. For the purpose of the record all interviews were recorded and transcribed.

1.7.4.2 Focus group interviews

This type of an interview in a qualitative research, aims at finding out what other people feel and think about the phenomenon which is investigated (Rubin &Babbie 1993:12).
For the purpose of this study, the researcher administered focus groups interviews with the heads of departments and senior teachers. Three focus group interviews were conducted where each group had five people. Those interviews enabled the researcher to gather data on the lesson planning and presentation for LO.
The researcher collected data through tape recording groups of people whom she interviewed and through field notes where she got the information from the education portfolios. The researcher used the purposeful sampling because the schools were convenient to her.

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1.8 Data analysis

After the data were collected, they were transcribed word for word and then coded before they were analyzed. The researcher used thematic analysis in the analysis of data. They were analyzed according to were the following:

- Attitudes of educators towards curriculum change with regard to LO
- Planning and presenting LO lessons
- Challenges facing the LO teachers; and
- Capacity building and development of educators

1.9 Delimitations and limitations of study

The study targeted three schools in Mvudi Circuit. The circuit consist of 18 (eighteen) primary schools. Not all the teachers in the intermediate phase will be interviewed, but I only concentrated on grade 6 teachers of Life Orientation because of time constraints and costs involved in studying other grades and additional schools. Most schools were far apart and it was costly to go there. For this reason, selected schools were only those within researcher's reach.

1.10 Ethical considerations

Permission to research in primary schools under Mvudi Circuit was granted by the office of the District Senior Manager. The researcher did appointments to conduct interviews and administer questions where confidentiality was of first priority through a written notice.

1.11 Significance of study

This study will be important in that it will improve practice. LO teachers would be able to plan lessons that will be effectively taught in their Intermediate Phase classes. The study would therefore make an important contribution to teaching practice.

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1.12 Organisation of the study

The study was organized in the following manner:

Chapter one contains an overview and the rationale of the study. It includes an introduction to the research and a reflection on the background to and motivation for the study. The statement of the problem, aims and objectives of the study and the researcher methodology as well as the researcher design were also briefly addressed in chapter one.

Chapter two covers relevant literature on lesson planning and presentation of LO in the intermediate phase. That was done to provide a theoretical background and framework to the problem under investigation.

Chapter three presents a detailed explanation of the research design and research methodology employed in the study. That included data collection and data interpretation procedures.

In **Chapter four** research findings were presented and those were based on the data collected through the empirical investigation.

Chapter five contains a summary of the study and was based on critical integration of literature study and empirical research findings. That was followed by conclusion and recommendations for future study.

1.13 Conclusion

The study on lesson planning and presentation for LO in the intermediate phase in Vhembe District under Mvudi Circuit Limpopo will be of great help in our circuit, district , region and our province and the country as a whole even to some other countries abroad .

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CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

When the democratic government took office in 1994 in South Africa, one of the challenges it was faced with was to redress the quality of education offered to the black majority. This necessitated a new curriculum that would empower previously suppressed, neglected and disadvantaged communities. As a result, the then Minister of Education Professor Sibusiso Bengu launched, in 1997, a new curriculum called Curriculum 2005 (C2005), which offers an outcomes-based education (OBE).

The Curriculum was regarded as a key initiative in the transformation of the South African society because it was hoped that OBE would facilitate the development of an internationally competitive nation with literate, creative and critical thinking citizenry. The Department of Education (DoE) (1997:12) reckoned that C2005 would equip learners with relevant skills and knowledge that would make them self-reliant and self-supporting (Mudau, 2004:1). Before discussing the nature of changes brought about by the introduction of democratic government in education, it is of utmost important to highlight the state of education before and after apartheid government in South Africa.

2.2 State of education in South Africa before 1994

South African education policy was based on the policy of separate development, which resulted in different Education Departments catering for different races, where certain sections of the populations, such as Whites, benefited from the system (Mokgaphame, 2001:8). The majority of the Black population was disadvantaged by this policy. As a result, many Black children went to school, but received an inferior education (Maylam, 1986:175). Learners became alienated from the education system because it

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emphasized learning by heart, and the teaching they received only focused on what they had to know for the examinations. Learners were not able to participate in the school system and they did not learn how to solve problems or think critically (Mokgaphame, 2001:8). This means that the South Africa's first democratically elected government had inherited all the problems bequeathed by the divisive, unequal and fragmented education system that for the past half century had failed to adequately educate the majority of the citizens of South Africa (Dean, 2005: 1).

These problems were coupled with the structural legacy of a rigidity-defined, politically-driven content-based curriculum prescribed by Whites for Blacks where the curriculum was used as an element of control and as a rationale for the racist model of the apartheid government (Jansen & Christie, 1999:4). According to Mudau (1998:16), the curriculum was characterized by the lack of a culture of problem-solving and free enquiry or active learning. The curriculum successfully suppressed teachers' and pupils' intellectual and analytical abilities.

Attempts to change education have been philosophical as well as structural. The long-term challenge was to change entrenched attitudes and values and to educate all the country's citizens for a modern democratic society where they will be able to solve societal problems and make choices using the skills gained during the teaching and learning process.

2.3 Curriculum change in post-apartheid South Africa

Following the South African 1994 general elections and change of government, almost every aspect of education continued to be the subject of debate and change, mainly as a result of government initiatives to help all learners realize their full potential. Curriculum changes and the implementation thereof required of schools to plan and develop learning initiatives that would meet the needs of individual learners. The introduction of outcomes-based education (OBE) as an approach to deliver Curriculum 2005 has meant changes to the curriculum (Mokgaphame, 2001:7). For instance, there

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has been a change in how curriculum is delivered in the classroom and what is expected of all learners to achieve by the end of Grade 12. As the environment changes and societies portray new needs, the curriculum has to keep changing to address these needs. These changes in society provoke changes in the school curriculum because the school is a social institution, serving the society.

Changes in the school community, its population and professional staff should be reflected in the related changes in the school curriculum. In addition, curriculum changes in South Africa can also be perceived from sociological perspectives as a variety of educational changes (Shiundu & Omulando, 1992:131). In other words, educational change is one form of social change, because a change in society may call for a change in the curriculum. A changed curriculum results, then, again in changes in the society, for instance, more correctly skilled manpower for the labour market.

This is summed up by Print (1993:224) who indicates that curriculum change in schools reflects changes in society at large as most societal changes may have a significant impact upon the school curriculum. Examples of societal changes include high levels of youth unemployment and the emergence of HIV/AIDS. The emergence of HIV/AIDS within the society, for example, has placed indirect societal pressure on the South African school curriculum to accommodate the teaching of health and sex education (Horn, 2006:117).

This has forced the government to introduce a school curriculum which includes the teaching of sex education and career choice by means of the subject LO as a way of trying to respond to the needs of the society. The introduction of LO as one of the subjects in school curriculum indicates that the government has embarked on a major change that would enable the citizens to think critically, to make reasonable choices and to solve some societal problems. It comes to my attention that the concept of LO although it is not a new concept, should be highlighted.

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2.3.1 *Understanding the concept of LO*

The concept of Life Orientation is an inter-disciplinary subject in that it integrates knowledge, values, skills and processes embedded in various disciplines such as Sociology, Psychology, Political Science and Science (Department of Education (DoE), 2005:7). It captures the essence of what these learning areas aim to achieve (Pandy, 2007:3). This is to say, Life Orientation guides and prepares learners for life and its possibilities. Furthermore, Life Orientation is concerned with describing, understanding, making predictions about, and evaluating the individual learner with the efforts to change and equip them for meaningful and successful living in the rapidly changing and transforming society (Prinsloo, 2007:156).

2.3.2 *LO in the South African context*

In the South African educational settings, LO as a subject is used to address the needs and risks associated with adolescent development. These needs are concerned with the physical, emotional and intellectual development of learners (Dalzell, 2006:399). On the other hand, the risks associated with learners' adolescent development include: forms of child abuse, alcohol or drugs abuse, rape, gangsterisms HIV and AIDS (DoE, 2000:4). The Revised National Curriculum Statement (RNCS) document (DoE, 2000:26) says the concept of Life Orientation captures what the essence of teaching Life Orientation is. LO is a subject that equips learners for meaningful and successful living in a rapidly changing society. LO focuses on the following: Health promotion, Social development, Personal development and Physical and Body movement. These focus areas are then called learning outcomes.

2.4 Attitudes of educators towards curriculum change with regard to LO

The teachers' attitudes are very important in teaching LO. In the education system, policy makers emphasize practical support that needs to be given to educators as well

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as knowledge and skills, but tend to give little attention to the need and emotional support that they need (Swart et al., 2002:178). This tends to develop a negative attitude amongst the educators who are expected to teach LO especially in the intermediate phase. The negative attitude is attributed to inadequate training amongst the LO educators.

Educators do not have relevant skills and training to teach Life Orientation. It is important to note that when curriculum changes, educators quite often experience stress (Maphalala, 2006). Such stress emanates from their inability to understand policies that drive change and their inadequate preparedness for implementing such policies. As studies have found (Blignaut, 2008), teachers' ability to translate curriculum policy into practice depends on their ability to make sense of the policy. For this reason, how they feel about curriculum change may affect how they teach as the next paragraph shows.

2.5 Implications of curriculum changes for teaching and learning

Change that took place after the 1994 general election had a significant implication for education and curriculum, specifically for teaching and learning. It requires educators to have new understanding of what they are teaching. With regard to the teaching of Life Orientation as a subject, teachers need to adapt and learn new skills, new values and attitudes (Carpolio, 1998:2). They need to learn new ways of assessment and the assessment tools that have to be used in the new curriculum (CAPS) as compared to the old curriculum (NCS).They need to have a thorough background of what was done in the past, since any curriculum change has its own ways of teaching, for instance, CAPS has its own way of teaching, different from NCS.

This is emphasized by Herman and Herman (1994:4-5) who indicate that the individuals need to have a clear picture of what ought to be and could be done in the future. When dealing with change, the individual needs to have a clear picture of what is currently in existence, and of what its quality is. This implies that not everything in a curriculum or in

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the teaching of a particular subject has to be changed; some things do not need to be changed as they are relevant to the expected change. This requires teachers to view the future with clear and positive vision and make immediate and continuous plan to achieve the vision. It is the obligation of the Life Orientation teacher not to face the new curriculum with fear, but instead they need to do the proper planning that could enable them to have a positive vision of teaching in the classroom effectively.

It is true that teachers view the change in LO as a challenge, but they also have to put in their minds that curriculum change is not a problem that emerged to them in teaching, but a challenge that needs to be enjoyed when teachers are learning new ideas of doing things. The change in the national curriculum, where LO subject is not an exceptional, calls for the changes in methodology of teaching driven by the teachers. For the new methodologies to be well carried out, the teachers who are teaching Life Orientation need to understand the reason why it is changing, so that it will be easier for them to change their ways of planning and presenting lessons.

2.6 Teaching and learning in LO

Various strategies, approaches and principles are applied in teaching and learning LO in schools. This ensures that teaching and learning becomes meaningful to both learners and their teachers. A teaching strategy is a process of guiding and enabling the individual learners to learn new ideas, skills and also develop the learners' views and attitudes (Dhanarajan, 2000: 8). Teachers use different methods of teaching with the objective of enabling learners to acquire the capacity to learn since they are teaching different learners with different learning abilities.

Teachers use many strategies in their day to day teaching. Sometimes they are fully aware of the strategies they are employing, sometimes not. Teachers need to know a variety of teaching strategies so that they can use them to address issues in particular subjects and situations. Of all those strategies that they use, some will work well with some learners while some will not (Dhanarajan 2000:8).

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There are different strategies that would help Life Orientation teachers to enhance their teaching capabilities. Some of these strategies include the style in which the lesson is being presented. These include the lecture and explanation techniques where a teacher delivers a lesson with very minimal learner involvement. This is ideal when dealing with senior classes but it is not suitable for young learners in the intermediate phase. When these techniques are applied, the teacher should be cautious, bearing in mind that they should not exceed 10-20 per cent of the lesson time.

For younger pupils time allocated for these techniques should be less. The teacher has to make sure that learners are not sitting passively through an entire lesson. The teacher must vary styles by asking them questions about the lesson to create involvement (Perrot, 1982:19). In Life Orientation learners play inactive role in their own learning. This enables them to take responsibility for such learning. There is peer teaching where some learners serve as teachers or coaches to other learners in the same grade. Project approach is another unique strategy where learners learn by doing little projects that help them to consolidate abstract knowledge. Discussion, as one of strategies of presenting lessons in LO, consists of questions, answers and comments by both teacher and pupils.

It helps learners to work out complicated problems (Perrot, 1982: 19). There is also the group work approach where learners are put into small groups and materials are then presented to these groups, keeping in mind their abilities, interests and ages. In such a situation, individual attention can be afforded and all learners in the group will participate. Cooperative learning group is also included in LO teaching strategies. This learning method is based on the presence of learner peers. It is through this method where learners are encouraged to interact, and establishes a systematic relationship among team members, which benefits both the learners and the teacher (Hendricks & Mushnin, 2000:15). The teacher may sometimes make the system of nominating some learners to form a grouping a LO class; this deprives other learners of the opportunity to participate actively in the lesson. This is supported by Posamentier and Stepelman

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(1996: 4) who argue that a simple collection of individuals may not constitute a cooperative learning group. There is a range of strategies that a cooperative group teaching model comprises and they could be underpinned by the following principles (Hopkins, 2002:158):

- Social skills: This includes skills that enable groups to function effectively (e.g. taking turns, encouraging learning, giving help, clarifying, checking, understanding and probing).These skills encourage communication, trust, leadership, decision making, and conflict management among learners.
- Heterogeneous groups: This refers to the inclusion of gender, social backgrounds, social skills and physical attributes
- Face to face interaction: This is getting in close proximity to members of the group which results in dialogue that promotes continued progress.
- Positive interdependence: This is related with a feeling of connectedness in the accomplishment of a common goal, and the success f every individual for the success of the group.

In addition to the above-mentioned principles, Fullan (2007:214) cites district-driven strategies that could enforce success in presenting Life Orientation lessons in the classroom. The strategies, amongst others, include the following:

- Acknowledging poor performance and seek solutions building the will for reform;
- Focusing intensively on improving instruction and achievement;
- Building system wide framework and infrastructure to support instruction;
- Redefining and distributing leadership at all levels of the district;
- Making professional development relevant and useful; and
- Recognizing that there are no quick fixes.

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2.7 Planning as a critical element for successful teaching and learning

Planning is a vital element in successful teaching, since what the teacher decides to teach learners is based on this element. For teachers to teach better, proper planning needs to be done. Teachers plan in different ways. Some plan yearly, some do it over a unit, others weekly and some do it daily (Cooper, 2006:51). Planning is important because it enables the teacher to research on what is to be taught, understand it better, think about its applicability and also sequence it logically before it is delivered to the learners. In teaching, an emphasize needs to be made about planning. The quality of planning can be determined by the realization of the following three major factors:

- Substantively, by showing concern for the structure of a body of a subject matter;
- Pragmatically, by employing suitable principles of ordering the sequence of subject matter and constructing its internal logic and organization;
- Arranging appropriate practice trials.

Perrot (1982: 12) outlines basic planning processes that include consideration of the following aspects:

- Choosing the subject matter of a lesson;
- Finding out what the pupils already know about the subject you have chosen;
- Specifying instructional objectives;
- Devising instructional procedures which will help you to achieve the objectives;
- Determining how to tell whether or not those procedures work.

What the above-mentioned aspects have important implications for teachers. In other words, they point to the role of the teacher in the process which can be unpacked into the following actions:

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- Deciding on the kind of things you want the pupils to learn and stating what is to be learned in terms of precise instructional objectives;
- Specifying an appropriate experience of topics and tasks;
- Describing the teaching methods to be used to move pupils towards the learning objective;
- Describing how the pupils will demonstrate what they have learned or determining how to tell whether or not the procedures have worked by establishing checkpoints to provide feedback and monitor progress.

Planning therefore affords the educator the opportunity to structure his or her ideas in an orderly and logical manner. A properly planned lesson more often leads to a good lesson presentation. This is so because the lesson aims and objectives would have been clarified and procedures to fulfill them would have been stated beforehand. It will, therefore, be easy to evaluate and determine if the lesson would be a success or not. Planning also affords the educator the opportunity to acknowledge the different abilities possessed by the learners in a class and prepare to deal with it.

There are various pedagogical aspects that teachers need to know before they start to plan. These include stages in child and learner development, how learners learn, subject matter content, how to make it accessible to diverse learners, a broad repertoire of instructional strategies, (for example direct and indirect instruction, experience-based and skill-based approaches, lecture and small group work). When planning, especially by experienced teachers, it is important to reflect back on the lessons that have been taught to make it a point as to how those particular lessons can be improved. This can be done through looking at the video tape of a lesson that was taught previously, checking the previous lesson plans to check which activities worked well or by looking at their own early school experiences. This is part of what is called lesson evaluation.

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2.7.1 *What does lesson planning entail?*

Lesson planning is an "ongoing process that aims at preparing the educators to facilitate the teaching and learning of Life Orientation" (DoE, 2001:16). For effective teaching and learning to be realized, the lesson needs to be thoroughly planned. The teacher must ensure that every learner works and achieves the outcomes and assessment standards which the teacher himself decides first when planning a lesson. DoE (2010:24) indicates that "the lesson plan should have differentiation at the level of the task, lesson and activity- at the interface between the proposed curriculum and the teaching needs of individual pupils". This implies that adjusting tasks to the various interests needs aptitudes, experiences and previous achievements of diverse groups of pupils.

A lesson plan is one of the tools in teaching and learning that benefits both the teachers and the learners. Learners meet their goals efficiently through a good lesson plan which identifies the materials, equipment and the appropriate activities to realize the objectives of the lesson. Lesson planning therefore is a vital element in teaching, since the whole decision making is based on this skill.

Perrot (1982:12) presents steps to be followed in a basic lesson planning process. These steps can also be applied to Life Orientation. They include the following actions:

- choosing the subject matter of a lesson;
- finding out what the pupils already know about the subject you have chosen;
- specifying instructional objectives;
- devising instructional procedures which will help you to achieve the objectives;
- determining how to tell whether or not those procedures work;
- deciding on the kind of things you want the pupils to learn and stating what is to be learnt in terms of precise instructional objectives;
- specifying appropriate experience of topics and tasks;
- describing the teaching methods to be used to move pupils towards the learning objective;

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- describing how the pupils will demonstrate what they have learnt or determining how to tell wither or not the procedures have worked by establishing checkpoints to provide feedback and monitor progress.

DoE (2001:16) suggests that the following should be taken into consideration when planning a Life Orientation lesson:

- The educator must take skills, knowledge, assessment methods, tools and techniques into consideration;
- The educator must ensure that the relevant resource material and aids are available to ensure that the assessment standards are achieved;
- The necessary pre-knowledge must be taken into account;
- The learner involvement;
- Differentiation in presentation and written work;
- Peer, self and educator assessment must be done after each unit of work;
- Enabling objectives are the basic skills and Life Skills (including cultural information) that are necessary to accomplish the objective;
- Materials and equipment should be identified and secured well before class time to ensure that activities can be carried out as planned. These may include (real-life materials) visual aids, teacher's made handouts, textbooks, flip chart and markers, overhead projectors, tape recorder etc.;
- Activities, generally move from more controlled (e.g. repetition) to a less structured or free format (e.g. interviewing each other.) They should be varied in type (e.g. whole group, paired, individual) and modality e.g. speaking. Listening, and writing;
- Ascertain whether corrective or remedial teaching is required;
- Apply lessons to everyday situations or meaningful experiences.

Content is one of important aspects that should be included in lesson plan for learners to work on various aspect of the same subject matter (DoE, 2010:24).This is particularly applicable to those schools that have access to relevant resources. In some schools

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teachers find themselves in a situation where they only have that content in the lesson plan displayed or written, but being unable to get the relevant content which they can use to teach the learners. This presents a great amount of stress to teachers because most of the topics that need to be addressed are too sensitive for learners to learn through investigation, more especially those learners that are in rural areas. For example, learners and teachers find it difficult to conduct an investigation into HIV/ AIDS in communities where parents still take it as a taboo to disclose their own status about the disease (DoE, 2010:24).

2.7.2 *Lesson plan for inclusive LO teaching and learning*

After 1994, South African education system was combined to one education system. Learners were no longer separated according to their categories of disability as it was before 1994. Learners with special needs were combined with those without barriers. Teachers were expected to adapt to new teaching methods, the learning environment and the assessment procedures to accommodate those learners with special needs (DoE, 2010:5). Before then, learners with special needs were not able to receive education the way it was designed. While those without learning barriers were able to access education, those who experienced such barriers were having a minimum access to quality education. Teachers were expected to adapt to new teaching methods, the learning environment and the assessment procedures to accommodate those learners with special needs (DoE, 2010:5).

When educators plan their lessons, they have to consider that they are planning for the class that also has learners with special needs. The term "special education" previously referred to the provisions made in special schools with learners having the following handicap categories: blind or partially sighted, deaf or partially hearing, physically handicapped, a speech defect and epileptic (Kyriako 1997:72). A general lesson plan is not ideal for each and every learner in class, but a rare and unique lesson plan is the excellent one to cover any individual learner. Teachers need to plan a lesson in a diverse way in order to adapt to the needs of each and every learner in class which will

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in turn promote effective learning. For example, if the teacher tailored his lesson in a way that embraced all learners including those with special needs, then the result would be that all learners' needs will be catered for and addressed.

In order to meet the educational needs of learners with special needs, the teacher needs to be involved in the school programmes that had to be organized by the education system to train them on this particular aspect. Teachers need to develop new skills and to use different equipment or learning materials in order to deliver effective teaching.

2.7.3 *Key elements of a lesson plan in LO*

While structurally a LO is similar to lesson plans for other subjects, issues addressed in the plan differ from those addressed in other subjects. This can be illustrated by briefly focusing on three key issues, namely, learning outcomes, assessment standards and teacher competence.

2.7.3.1 *Learning Outcomes (LOs) and Assessment Standards (AS) in the Intermediate phase*

LO in the Intermediate Phase consists of the following five outcomes:

- Learning Outcome (LO)1 (healthy promotion),
- LO 2 (social development),
- LO3 (personal development),
- LO4 (physical development and movement);
- LO 5 (Orientation to the world of work).

All these five LOs correspond with their assessment standards. They are all aimed at accommodating all learners, despite their barriers to learning (DoE 2010: 46). The Learning Outcome 4 which is the (the physical development and movement) provides a

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very special challenge for learners who need a high level of support in the classroom. It is also a challenge to the Life Orientation teacher because that would require application of different techniques that could make a lesson plan flexible to accommodate all learners in the class. The teacher who is teaching Life Orientation in Grade 6 where learners will be expected to go and run sprint on the school ground, has to ensure that learners who are on a wheelchair is assessed in a special way, different necessary techniques and skills to assess such learners. That is still a challenge to our teachers because most of them do not possess these skills.

Time allocated to teach LO in this phase also becomes an additional challenge. In addition to this, LO is given a very limited time to enable the teacher to carry out the assessment tasks as speculated in the Department of Education document (DoE, 2010: 46). Learning Outcome 1(health promotion) sometimes requires learners to express their views on how to look after themselves to maintain healthy bodies. In a diverse class it is normal for a teacher to come across a learner who cannot express himself or herself due to a speech barrier. Teachers tend to face a lot of confusion when coming to assessing such learners. This is mainly because training has not been done to enable teachers in the Intermediate Phase to assess these learners.

One common strategy educators apply when faced with this challenge, is avoidance or exclusion. This occurs when teachers exclude learners with diverse needs in their lesson plans because of lack of knowledge of how to plan a lesson accommodating those. Teaching LO in a diverse classroom needs the teacher to provide learning, teaching and assessment through a variety of media such as computers, radios and television in order to let learners have access to information (DoE 2010: 48).Teachers, who are planning a LO lesson, especially in the outlying rural areas, find this extremely difficult for them.

This is because schools in these environments usually do not have audio visuals to enhance teaching and learning. In some instances, teachers reflect in their lesson plans

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that they are going to use the audio visuals in their teaching and learning situation, but end up being unable to implement it.

2.7.3.2 *The teacher's competence in assessing the needs and the levels of support to learners*

The Department of Education (DoE, 2001:11) introduced a policy framework which emphasizes that educational opportunities should to be given to all learners, particularly those who experience barriers to learning. The level of support that is required by individual learners becomes too difficult to be offered by the teachers who are teaching Life Orientation because teachers themselves do not know how to identify the support that the learners need. Teachers find themselves in diverse classrooms, but they apply teaching methods that cater only for ordinary learners. One can draw a conclusion here that strategies for teaching LO in a diverse classroom are only documented but not possible to apply. Their application remains a dream that is yet to come true.

2.8 Lesson presentation

Lesson presentation on its own revolves around a central theme: that of teaching learners in the classroom. Presenting a lesson in the classroom also hinges on the teacher. That brings us to the point of trying to understand the role of the teacher. The teacher has got three major roles to play in the classroom, namely,(a) organizer of the learning environment, (b) assessor of learners 'thinking; and (c) initiator of group activities. All those roles have to be played by the teacher in the process of presenting a lesson in the classroom.

The LO teacher acts as a facilitator, a guide and a participant. With the change of curriculum, it is very difficult for Life Orientation teachers to facilitate lessons without the proper knowledge and skills to enable them to present such lessons effectively, considering the mentioned roles. During the presentation process the teacher also plays an additional role of an active listener. The teacher listens to learners' conceptions, their

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ideas individually and socially and constructs different interpretations of knowledge (Marsh, 2004:43). In this regard the LO teacher needs to possess good listening skills in order to get relevant interpretations. Like their teachers, leaner's also having their share of participation in the lesson. They play their role as active constructors of meaning for others and for themselves.

The teachers have to allocate their time in such a way that learners are given time to think, explain, interpret, ask questions and work as individuals. The above-mentioned roles can only be realized if teachers receive proper training on how to present lessons in this subject effectively. Training needs to be organized in such a way that it will give effect to a shift in the teacher's mindset from passive to active participation of everyone involved in the Life Orientation lesson. Learners in Life Orientation class are supposed to enjoy the lesson and be able to express themselves fully. Hustinck and Munshin (2000: 57) emphasize the point by stating that learners are "motivated intrusively and socially" to construct their own knowledge.

2.8.1 Requisite skills for effective lesson presentation

Lesson presentation means individual instruction and delivery of information which requires a considerable amount of verbal structuring and directing to keep classroom activities progress smoothly. Perrot (1982:22) identifies the following skills that the teacher has to bear in mind in order to become an effective presenter, namely, set induction, transitional set, closure, stimulus variation and use of examples.

2.8.1.1 Set induction

Research appears to be indicating that the activities which precede a learning task have an influence upon the outcome of the task and that some instructional sets promote learning better than others. Set inductions focus the student's attention on what is to be learned by gaining their interests e.g. the teacher may begin a lesson on movement by

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bringing aquatic animals into the classroom (Perrot, 1982:22). The interest of the learners will be captured and they are likely to pay attention for the entire lesson.

2.8.1.2 *Transition set*

Transition set provides a smooth transition from known or already covered material to new or unknown material. It is often achieved by a question-and-answer session on the topic covered in the last session, providing a linkage with the next topic. It also provides a structure or framework for the lesson. In this regard teachers influence learners'behaviour by telling them in advance what is expected of them. To give meaning to a new concept or principle, the teacher needs to give an introduction to an activity to guide in order to help the learners understand the lesson.

Set induction can be used through the entire lesson, for example, to begin a new unit of work, to introduce an assignment, to prepare for a field excursion, to prepare for a field excursion, to prepare for a practical lesson in the laboratory, to prepare for viewing a film or TV programme and to introduce a guest speaker. Video and audio-recording allows the educator to see or hear himself as pupils see or hear you. In teaching and learning, both audio and video recordings provide important, self- learning experiences. It also helps a teacher in evaluating his/her lesson in order to identify the strength and the weaknesses of the lesson.

2.8.1.3 *Closure*

Closure is a complement of set induction. It draws attention to the end of a specific learning sequence, or of an entire lesson by focusing on what has been learned. The closure helps learners to remember the important points presented in the lesson and increase the possibility that they will be able to recall and use that information at another time.

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2.8.1.4 *Stimulus Variation*

Stimulus variation refers to those teacher actions (sometimes planned and sometimes spontaneous), that develops and maintains a high level of attention on the part of the pupils during the course of the lesson. This skill arouses the pupils' attention to focus upon the content of the lesson. Allen, Fortune and Cooper (1968:38) maintain that "... the skill of varying the stimulus is based on learning theory which indicates that uniformity of the perceived environment tends to lead people into mental activity, while changes in the perceived environment attract their attention and stimulate mental activity."

2.8.1.5 *Using examples*

Using examples is a skill commonly used in clarifying explanations. Effective teaching depends on the teacher's ability to use examples and seek examples from learners, in such a way as to help pupils to comprehend a new concept. When using examples, the teacher has to start with simple examples and work towards more complex examples. That is to say that the teacher must start with examples relevant to pupils experience and level of knowledge.

The teacher also has to relate examples to the principle, idea or generalization being taught, check to see whether you have accomplished your objective by asking the pupils to give examples which illustrate the point you were trying to make (Bellack *et al.*, 1966). Teachers should be able to teach diverse learners with a keen diagnostic eye and apply a range of instructional approaches skillfully and systematically organize the learning process. The curriculum should be structured so that each lesson relates to future lessons. A lesson should be presented in a critical way and with the use of appropriate learning materials; it should adapt instruction to the different learning styles and backgrounds of the study.

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2.9 Challenges that Life Orientation educators experience

The implementation of Life Orientation as one of the new learning areas in C2005 was met with mixed feelings from various quarters. The doubts and criticisms were due to the anticipated difficulty for implementing it in a setting that has a considerable number of inadequately qualified as well as under-prepared educators coupled with under-resourced schools. Siyakwazi (1998:2) states that in terms of the actual implementation of C2005 in schools in 1998 in grades 1 and 7, the process never ran free of shortcomings.

In short, there were widespread criticisms regarding the introduction of C2005 in 1998. Some of the criticisms were based on the fact that it was too early to introduce OBE, as all the necessary preparations had not been completed. In particular, educators were not adequately prepared, teaching and learning resources were insufficient or not there at all in the schools and key stakeholders in education were not involved.

2.9.1 Lack of sufficient infrastructure

The content of LO entails teachers to have access to the newest information which they had to acquire through the internet. That becomes impossible when planning a LO lesson since most teachers find themselves in the rural areas where access to the internet is either limited on non-existent. Most schools in rural areas do not have libraries and this makes it difficult for LO teachers to get newest information. Besides, the books teachers use in teaching the subjecting most cases are old books which are quite outdated.

The researcher has learnt from studies (Baglieri & Knoff, 2004:525) that only a few rural schools have access to the internet and still have teachers that are not trained in ways of retrieving the information they desperately need to present effective lessons to their learners.

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2.9.2 *Lack of teaching and learning materials*

Jansen (1999:12) points out that the educators who are willing and eager to implement C2005 and believe that it is beneficial for their learners are demoralized by problems associated with the learning and teaching materials ranging from availability, quality and proper use to irregular or total lack of supply. Furthermore, the educators are not given enough time to select relevant materials and this leads them to making hasty choices of materials, which is problematic (Potenza and Monyokolo, 1999:43). According to one report by the South African Democratic Teachers Union (SADTU) (2000:36) some schools receive materials that do not meet the needs of educators.

SADTU further reports that in some schools, materials are received too late and this delays the implementation process. The GETC (1999:22) indicates that at one time the delivery of materials such as the Grade One Policy Document and learner workbooks to schools in Gauteng, for example, was only done in the second and the third quarter of the year. Unfortunately, in some cases, the delivered materials, according to Khulisa (1999:67), are kept in the principals' offices and are rarely used by educators

2.9.3 *Lack of human resources*

In this context the researcher refers to human resources as school-based teachers and the school management teams who are responsible for guiding and supporting educators who are in schools. This is combined with teachers' knowledge and skills, quality of service delivery and the supply of teacher-learner support material.

The South African education system is faced with crisis to produce the adequate number of new teachers who can meet the demand side of service delivery (Faller 2006:5). LO teachers in particular are faced with the increasing levels of occupational stress, workloads, and assessment practices which many teachers regard as intimidating and intruding into their habitual ways, large classes and often poorly disciplined and disrespectful learners.

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2.9.4 *Inadequate in-service teacher training and development*

Many teachers who are teaching LO received little training in the planning of effective Life Orientation lessons because their training consists mostly of one to three-day short courses, focusing on content and aims of lesson planning. In most instances teachers are trained by trainers who lack experience and knowledge. According to Prinsloo (2007:16) teachers tend to criticize knowledge and experience of the trainers or facilitators who are appointed by the Department to empower. This statement puts it clear that the trainers possess little teaching knowledge of didactic methods and current conditions of how the classrooms look like. For example, teachers who are teaching in rural areas find themselves teaching a class of more than 50 learner's content which is irrelevant to their environment.

Education White Paper 6 (DoE 2001:18) describes educators as the primary resource for achieving the goal on inclusive education and training system. Teachers who are teaching Life Orientation in the Intermediate Phase have not received formal training in respect of the implementation of teaching. The researcher is of the view that there is no consistency in the training of LO teachers. Teachers who are allocated to teach LO currently are not maintained to teach the same class the following year. This is because LO is taken as an additional subject in schools, where teachers are given to add their workload during the subject allocation.

It leaves the LO subject as a subject that can be given to any teacher any year; and leaves the Intermediate Phase teachers to be new every year that have to be trained since they were not teaching it. The education system is not able to train LO teachers every year because it seems not to be aware of what is happening in schools. The education system seems not to be coordinating with the heads of department of LO in schools on the importance of maintaining LO for some specific years for better performance in implementation. Because that is not done each and every year, new teachers are trained and finally leaves the class which they were now mastering the content well. Teachers need the knowledge on the policy document on how to plan the

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lessons in LO and also the skills on how to present it in the classroom. Teachers need the support from the School Management Team that is knowledgeable and well equipped district officers like curriculum advisors who are well advanced in the policy making of LO in the Intermediate Phase.

Our universities are training inadequate teachers for all schools phases (Faller 2006:5). Most universities train teachers who are not fit to teach at the secondary schools. Few teachers are trained to teach LO in the Intermediate Phase. From those few whom are trained to teach at the intermediate phase, not all of them return to go and teach at the rural areas because by the time they complete their studies, they used to urban life (Faller 2006:5). The researcher is of the idea that teachers are not ready to address the situation that our education system is facing. They seem to have followed the career of teaching with little or without the prior knowledge of being leaders and expertise in their profession. Teachers need a real support to be able to value their profession and be knowledgeable so that they can gain confidence in teaching the LO subject.

Weeks (2003:23) suggest that the community need to be involved in the education of their learners. Pre and in-service programs are very important to teachers because they could be focused on the strength of learners with regard to the different cultural and ethnic backgrounds of learners as having the potential to stimulate a richer learning environment. Prinsloo (2001:345) emphasized the need for teachers to understand the diverse needs of learners in the classroom, to identify their problems and also to give support to all learners in order to achieve the maximum achievement of learner's performance and participation. Teachers need support from the district office in a form of re-educational training so that they can be able to apply the knowledge to plan and present the lessons in the diverse classrooms that were brought about by the curriculum

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2.9.5 *Lack of positive learning climate*

The school is the only institution where the needs of learners academic standards needs to be maintained (Prinsloo 2001:344). Our schools are comprised of learners with limited experiences, backgrounds, and knowledge and foundation skills. Teachers are daily facing learners who are finding themselves in an environment that is characterized by poverty and emotional deprivation.

Landsberg (2005:28) describe poverty in South Africa as characterized by ill-health, undernourishment, deprivation, backlogs in education, unsupportive environments, communication and language deficiency. Teachers who are teaching LO in the Intermediate Phase are usually teaching learners who are at the age of 10-12. Learners at this stage are still minors are young and still needs support from both the community and the family or parents. As this is not usually true in the practical part of it because more learners found themselves staying without parents or with their old grandparents who cannot give them sufficient support academically, nutritionally and also economically.

The education system is not doing enough by providing food at school and ensuring that there is free education. Learners needs people who can help them to do their homework at home and ensure that they are safe from immoral behavior that our learners finds themselves in while they are at home. A learner who is exposed to the said factors above always gives a teacher a hard time to impart knowledge of the subject, because the learners mind is always troubled by the background of the negative things that he comes across at home.

When all those type of learners happen to be more in the class, it creates a negative learning climate that becomes impossible for the teacher to teach well. Under that type of circumstance, the teachers, including Life Orientation teachers, needs a lot of support from both the district officers, counselors, psychologists, occupational therapists as well as LO curriculum advisors so that the teacher can be able to handle and understand the

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diverse classroom that he is teaching. Engelbrecht (2004:22) is also of the same idea that when he said children are exposed to different types of stressors that range from HIV/AIDS, under-nourishment, abuse, violence etc. Learner's come to school while coming from families where parents are struck by HIV/AIDS disease, that left them without parents to support them, but instead they (learners) are the ones who had to give total support to their parents. In that way children arrive at school being stressed, that is where psychologists, who can counsel the learners up to the point where he can be able to cope, while the teacher is teaching in a classroom.

A learner who lacks a safe environment, good nutrition and shelter can be seriously affecting his level of intelligence. The education system through school need to be able to support teachers through providing enough places of safety for children without homes or those who are child headed due to loss of parents through HIV/AIDS pandemic.

2.9.6 *Inadequate parents and community involvement*

Lack of participation by stakeholders such as parents was created during the designing of the curriculum and affected the implementation of the C2005. Jansen (1999:14) states that the educators, principals, lecturers, prominent historians and parents as well as the education officers in regions, districts and provinces were not involved in designing the C2005. As a result some of the key stakeholders, e.g. parents, played a limited role in the curriculum implementation.

In education, parents are taken as partners with teachers and other professionals in realizing that their children are getting proper education. Engel Brecht et al (2005:462). Parents as the ones who are staying with their children are the ones who are considered as the central resource as primary care givers of their children in the education system. It is true that the National Curriculum Statement expects the teachers, parents and a learner to work in a triangle shape, but parents are the core care givers as they are the ones who have to provide the principal support to their

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children, so the availability of the parents on our education is one which never had to be underestimated. The researcher has realized that in many instances, learners whose parents are positively involved in their education have greatly gained them. This is also emphasized Engelbrecht *et al.* (2005:85) when he stated that there is a great different outstanding amongst parents and difference in the degree of involvement of parents with the teachers and schools.

Schools were parents are greatly involved results in learner's better performance and achievement than those schools were parents are not actively involved. In such types of schools, teachers who are teaching LO may well be catered for by those parents as it is a subject that also needs learners to some activities in the playground. Such activities may need equipment's that are not acquired by the school, but needs the parents to be involved through supporting teachers by buying those equipment's to their children. Such equipment's may range from skipping ropes and whistles that learners may use during physical and body movement. Bronfenbremer (1974:64) is also of the same idea when he points out that parental involvement in schools is related to children's increased academic achievement

2.9.7 *Inadequate follow-up by the Curriculum Advisors*

There was either insufficient or no educators support programmes in place. Khulisa (1999:66) argues that the problems associated with the educator support programmers were due to the fact that there was a lack of adequate and readily available expertise amongst the regional, district and provincial education officials. In particular, this problem was created by lack of funding and shortage of personnel to run the effective follow-up programmes. The GETC (1999:74) indicates that in Gauteng, particularly in areas such as Benoni/Brackpan district, there was only one subject advisor for a large number of schools. This affected the C2005 implementation programmes as educators lacked support when they encountered problems in the classrooms.

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2.10 Capacity building and development for teachers

The South African Education landscape has been transforming since 1994. In 1998, the government sought to transform the education system and implement an educational system called Outcomes Based Education (OBE). At its meeting in June 2000, the Council of the Education Ministers (CEM) agreed that the statement of the National Curriculum should be to streamline and strengthen curriculum 2005 (Department of Education RNCS document). In 2005 OBE or (curriculum 2005) was dropped in favour of the National Curriculum Statement (RNCS) which was later renamed National Curriculum Statement (NCS).

Over and above the theory and philosophy behind NCS (e.g. kind of a child envisaged, kind of teacher envisaged, values to be developed, principles etc.) the document also goes on to identify the different learning areas that would then be taught between Grade R- 9. Life Orientation is one of these learning areas and it was allocated 8% of the total teaching time for the intermediate phase. Although Curriculum 2005 was an improvement on the previous apartheid education curriculum, the success of the implementation was compromised by factors such as the particular design of the curriculum, insufficient orientation and training, lack of learning and teaching materials and inadequate support to teachers(Christie in Pandy 2007:10)

The successfulness of the implementation of NCS was seen by various researchers from different perspectives. The initial construction and design of the new curriculum was restricted by the availability of financial and human resources. The training and development of teachers was compromised by the quality and quantity of the trainers and the training they provided (Pandy, 2007:10). The availability of suitable learning support materials was undermined by the provincial incapacity to ensure punctual and efficient distribution of such materials. There was a serious lack of consistent co-ordination since teachers were not familiar with the new approach. Many teachers were still using previous teaching methods.

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The implementation of the curriculum at school level was embraced by uncertainty, ineffective classroom management and the general lack of the academic performance by learners which was greatly caused by the lack of adequate training and support for teachers in the classroom.

Unrealistic time frames were set at a time when newly constituted Provincial Departments of Education were not fully in operation. Teachers were faced with new terminology coupled with an over-load of integration, assessment, recording and paperwork. DoE (2002:9) points that teachers have an important role to play and therefore they should be qualified, competent, dedicated, caring and be able to fulfill the roles outlined in the norms and standards for educators of 2000 (Government Gazette No 20844). In this regard, teachers are seen as mediators, leaders, designers, administrators, scholars, community members, assessors as well as learning area specialist. Therefore teachers are required to be lifelong learners, which means that they should receive continuous professional development and be able to create a caring classroom environment which prepares a child for different roles in society (Strydom 2011:105).

Teachers usually have problems of identifying pupils with learning difficulties, though in some schools, they have screening programmes to screen the learners when they admit them. Some learners' problems are complex in such a way that it is very difficult to identify them. This is also emphasized by (Kyriacou1997:74) when he said "the task of identifying and matching a pupil's educational needs with the provision to be made is not an easy one". For the teachers to be able to fulfill the above, they also need to possess emotional skills that are based in counseling theory.

In a study conducted by (Strydom 2011:105) in the Western Cape, she found that most teachers do not have competences such as emotional intelligence which are fundamental to the practice of teaching Life Orientation. In order for teachers to be able to ensure that these expectations of a Life Orientation teacher are fulfilled, they need to be properly equipped to be able to plan proper lessons that will enable them (teachers)

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to deliver meaningful lessons that are beneficial to the learners. In teaching LO, one needs not only his/her natural intelligence but also emotional intelligence as well. The district have a significant role to play in the in the realization of the achievement of the students. Corcoran and Christman (2001:15) divide the central office role into the following three components:

- decision-making about the curriculum/ instruction
- supporting good instructional practice through professional development
- evaluating results and the feedback loop from evaluation to decision-making and supporting instructional practice

2.10.1 *Educator's development program*

The decision on what to do is the first step in realizing instructional improvement (Corcoran 2001:79). The schools have a high level of potential from both the teacher's and the school management teams (principal, deputy principal and head of department). They have the experience and better understanding of what type of curriculum will best assist the learners learning and high achievement. They have teachers whose role is to deliver quality teaching and ensuring that learner's receive high levels of learning. Our education system (South African System) through the district office does not include teachers and the school management teams in their decision making of planning, who are the relevant role players in ensuring that high level of achievement is maintained at our schools.

Teachers, particularly LO teachers find themselves in a situation where they are unable to produce a good lesson plan in Life Orientation that can have the capacity to be well presented in class in front of the learners. It is from the same lesson plan that is poorly planned that learners are expected to produce high achievement in learning. That left the teachers who are teaching in rural schools where there is a high level of poverty in a dilemma in the decision on how to plan and present the same topic that the teacher who is teaching at a school that is found in the urban areas is planning and presenting.

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The DoE suggested decentralized decision making about curriculum as one of the important aspects because school leaders need guidance in choosing the relevant curriculum that would facilitate better instruction in teaching and learning in the classroom (Foley, 2001:55). The teachers sought for more help with regard to lesson planning so that they can point out the standard developed under the Children Achieving initiative that were not clear to them.

The same applies to our education system in South Africa, the teachers and the School Management Team is facing a biggest challenge. The School Management Team (heads of department) in the Life Orientation have to guide the teachers to develop a good lesson planning that will ensure a high level of achievement in learners. Most heads of department in LO lacks the knowledge in skills to guide the teacher on how to come up with a lesson plan that will ensure a good teaching and learning in the classroom because the head of department and the teachers were not involved in the decision making of coming up with a curriculum that is offered in the intermediate phase where they are teaching.

Grossman, Thompson, and Valencia (2001:56) realized that the novice teachers who only receive performance standard without any guidance from the school or the district office on how to structure instruction to meet those goals end up facing a lot of difficulties. With Life Orientation in the Intermediate Phase as one of the subject that came up with the change of curriculum, the teacher who is only carrying the work schedule that indicate the performance standard, without receiving any training from the district office encountered a dilemma in planning the lesson, which results in poor presentation in class, on the other hand, poor achievement in learners is of no doubt in such s situation. Both the teachers and the school Management Teams require are not receiving a thorough guidance to meet the standards that the district is aiming, that of high level achievement of learners. (Datnow, Hubbard, & Meehan 2002:71) suggest the need of the district in supporting through all stages of the implementation process of the curriculum (dissemination of information about models that are appropriate for their

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situation, provision of ongoing support, including waiving conflict requirement, as models are implemented in the schools).

LO teachers, as the implementers of a new subject in schools needs an effective and continuous availability of information on how to design a good lesson plan for their phase or grade could ensure a good understanding to all learners at the end of the lesson during the presentation time. The district is failing at providing an ongoing support to the LO teachers (novice teachers) that are new in the teaching field be supported until they familiarize themselves with mechanisms to develop a proper lesson planning with ease. The changes in district leadership, always results in poor support from the central office in the implementation of the curriculum (Ross 2001:67). The education system in South Africa is contributing in the slow rate of the curriculum progress with regard to its implementation in schools.

The district leaders, circuit inspectors in South Africa are faced with a lot of pressure with regard to their placements. Circuit managers are always being changed under the so called " the level of performance", where those who are considered as performing low in achieving high rate of grade 12 results have to be demoted to be curriculum advisors. This becomes stressful to schools realizing that teachers need an ongoing curriculum support in implementing a new subject like LO. On the contrary stable leadership, flexibility and resource allocation from the district office in sustaining implementation becomes a major tool to learner's achievement in schools (Berends, Kirby, Naftel, and McKelvey, 2001:122).

The schools that are faced with stable leadership in the district office and circuit level might indeed shaved a lot of progress in maintaining a good support to its educators, because they will be having good performance record, problems that are still outstanding on their educators. That might suggest that, they could be able to deal with such problems step in planning and presenting a good effective lesson.
McIver and Balfaz (2000:49) suggests the following as some of the aspects that the district fails to contribute in ensuring a high level of achievement in schools, and they

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are lack of resources (especially human resources, lack of technical knowledge about effective curriculum and instruction and unstable operating environments (teacher and principal mobility). The education system in South Africa is failing to come up with the best strategy of replacing who left the profession due to death or those who have left the profession and went and join other departments and those who have retired. It takes a long time for the district to replace such teachers.

Learners in Life Orientation always find themselves in a situation where they are taught by a teacher who is not a subject specialist, but offering Life Orientation subject. Among the performance standards that are found in Life Orientation, performance standard 4 (physical and body movement) requires learners to do different types of sporting activities. The district office is not ensuring that physical education teachers are placed or trained to teach LO so that all the performance standards that are listed in Life Orientation in the Intermediate phase may well be addressed in learners achieving their goals. The process of removing teachers from a particular school and placed him at the other school due to teacher- learner ratio is also contributing in hindering the progress of implementing LO subject in a high level.

The status of LO in the education system in this regard puts the learners in a high risk. The educators who are teaching Math and Natural Science are not supposed to be affected by the process of redeployment as those two subjects are considered as the fundamental subjects in the Intermediate phase. That left LO educators being among the subjects who its teachers have to be serious negatively affected. In a situation where teachers have to be redeployed during the middle of the year, learners face a lot of confusion as it is possible that teacher replacing might have some challenges in implementing LO well, which would also mean poor performance in learner's achievement. There is little that the department is doing in trying to minimize what the researcher has just pointed above. The district office is not offering professional development to those new teachers who are joining the teaching profession (novice teaching) to make sure that their level of implementation might be developed in LO.

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The district office is not coming up with strategies for class implementation support for reform models where curriculum advisors may visit the class while teachers are teaching, more especially to those schools where learners seems to show a level of achievement in LO, so that curriculum advisors might observe and come up with areas where teachers need special attention in planning as well as presenting LO in class. The district office is offering a little support in ensuring that effective school organizational structures are maintained. Small learning communities are not established. The last minute policy and staffing changes are having a serious negative impact on teachers teaching Life Orientation and learners who are expected to achieve goals and desired specific outcomes.

The district office have task to perform in providing resources for professional development to Life Orientation teachers (Huberman & Grandal, 1993:73. The education system in South Africa seems to look down or grade the status of the subject when performing professional development of educators. More bursaries are awarded are awarded to those teachers who are studying or teaching Accounting, Math's, Natural Sciences and Technology. Nothing is done about LO as one of the subjects that constitute or forms part of the learner's progress in education. By doing that teachers who are teaching LO becomes demotivated, and generally give the educators the impression that Life Orientation is just a subject that is done add the curriculum, but will a little value to the overall achievement of the learners.

The teacher planning time is also under rated (Denton, Borman & Stringfield, 2000:112). The subject LO is indeed new in our curriculum, which suggests that the district office have a major role to play in establishing LO cluster meetings on planning and presenting LO. What the LO curriculum advisors are doing is not sufficient in ensuring that such a commitment is done, where cluster meetings in planning and presenting LO is held. The researcher observed that they are only observed once or twice in a year on that particular month that the subject advisor conducted a one day workshop to LO subject teachers. There is a need to conduct a follow up on such a cluster meetings. The education system in South Africa also seem to have to have a negative impact on

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what is happening in the problems associated with the implementation of LO. Subjects such as Maths, Science and Technology are given packages with files indicating the whole year lesson planning and also the frequent workshops on how to implement those subjects are done, but nothing is done on LO.

The LO teacher in the Intermediate phase has to struggle to develop the lesson plan on his own and put it in a way that the skills, knowledge and values are included as expected by the education system. The decision on what to do is the first step in realizing instructional improvement (Corcoran 2001:79). The schools have a high level of potential from both the teacher's and the school management teams (principal, deputy principal and head of department). They have the experience and better understanding on what type of curriculum will best capacitate the student learning and high achievement.

They have teachers whose role is to deliver quality teaching and ensuring that learner's receive high levels of learning. Our education system (South African System) through the district office does not include teachers and the school management teams in their decision making of planning, who are the relevant role players in ensuring that high level of achievement is maintained at our schools. Teachers, particularly LO teachers find themselves in a situation where they are unable to produce a good lesson plan in LO that can have the capacity to be well presented in class in front of the learners. It is from the same lesson plan that is poorly planned that learners are expected to produce high achievement in learning.

Teachers are given the curriculum that compels them to use the resources that are mostly found in schools that are in the urban areas. That left the teachers who are teaching in rural schools where there is a high level of poverty in a dilemma in the decision on how to plan and present the same topic that the teacher who is teaching at a school that is found in the urban areas is planning and presenting.

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The education district like Philadelphia suggested decentralized decision making about curriculum as one of the important aspects because school leaders need guidance in choosing the relevant curriculum that would facilitate better instruction in teaching and learning in the classroom (Foley, 2001:94). The teachers in Philadelphia sought for more help with regard to lesson planning so that they can point out the standard developed under the Children Achieving initiative that were not clear to them. The same applies to our education system in South Africa, the teachers and the School Management Team is facing a biggest challenge.

The School Management Team (heads of department) in the Life Orientation have to guide the teachers to develop a good lesson planning that will ensure a high level of achievement in learners. Most heads of department in Life Orientation lacks the knowledge in skills to guide the teacher on how to come up with a lesson plan that will ensure a good teaching and learning in the classroom because the head of department and the teachers were not involved in the decision making of coming up with a curriculum that is offered in the intermediate phase where they are teaching.

2.10.1.1 Characteristics of teacher development

There are several characteristics that epitomize teacher development. Some of the literature identifies the following:

- It is based on constructivism rather than a transmission oriented model. That is teachers are treated as active learners who are engaged in the concrete task of teaching assessment, observation and reflection (Reimers 2003:13)
- Teacher professional development is perceived as a long term process because it improves what teachers learn over time. Regular follow up support is regarded as an " indispensable catalyst of the change process"(Schifter, Russel and Basterble 1999:30)
- Teacher development is perceived as a process that takes place within a particular context which is based in schools and is related to the daily

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activities of teachers and learners. In that way schools are transformed into communities because teachers are involved in professional development activities.

- A teacher is conceived as a reflective practitioner; therefore teacher development helps in building new practices and develops teacher's expertise and excellence in the field.
- Teacher development is conceived as a collaborative process because most effective professional development occurs when there are meaningful interactions amongst teachers, administrators, parents and other community members (Grace in Reimers 1982:13)

Research has proved that professional development improves student outcomes. Mentoring programmes are of great importance to novice teachers. It further reflects that district officials who conduct professional teacher development end up receiving good performance or results from student achievements. The approaches that may be used in teacher professional development include strategic use of financial resources, research-based principles to guide planning, training, and nurturing of instructional leadership teams, support systems for new teachers and a focus on understanding and using student data to guide decisions.

The innovative approaches for professional development include opportunities for collaborative learning and planning time, mentoring and data-driven analysis of achievement. Quality professional development has its own positive results such as the improvement in individual teacher skills and development of opportunities for peer learning because it equips the teacher in all spheres with tools to approach and cope with all the challenges with confidence and enthusiasm to proceed.

2.10.1.2 The impact of professional development on teachers

Communities can also participate in teacher development. According to Law (2004:10) "...a community-based public schools advocacy organisation and local education fund,

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provides technology training for teachers every spring and summer to train the trainer model" whereby teachers interact in transferring what they have learned to other teachers at their schools.

Barko and Putnam (1995:60) indicated that professional development has a great positive impact on changing the methods that teachers use in class. Darling- Hammond (1999: 32) is of the same view when he said teachers who participated in sustained curriculum based professional development were highly found to maintain higher student achievement scores when their assessments were conducted nationally. Anderson in Fullan (2007:215) identifies twelve strategic components on the district effectiveness and they are:

- district-wide sense of efficiency;
- district- wide focus on student achievement and the quality of instruction;
- adoption and commitment of district wide performance standard;
- development and adoption of district- wide curricula and approaches to instruction;
- alignment of curriculum, teaching and learning materials, and assessment to relevant standards;
- multi measure accountability systems and system wide use of data to inform practice and hold school and district leaders accountable for results and monitor progress;
- targets and phased focus of improvement;
- investment in instructional leadership development at school and at district level
- district- wide, job- embedded professional development focuses and support for teachers;
- district-wide and school- level emphasis on teamwork and professional community (including in several cases positive partnership with unions);
- new approaches to board district relations and in-district relations;
- Strategic relations with the state reform policies and resources.

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Hubbard et al (2006:216) suggested the following strategies for the district officers to succeed:

- improved student learning; closing the achievement gap;
- improved instruction; teacher learning through professional development;
- Restructuring the organisation to support student learning and instruction.

2.10.2 *Support offered by the curriculum advisors*

District education departments throughout the country have curriculum advisors or subject specialists based at the district offices. Their main duty is to help guide the teachers at school level on how to approach the teaching and learning areas. Amongst other things, the curriculum advisors are supposed to be responsible for developing and empowering teachers in their subject areas. This may include inculcating good teaching methodologies, leadership and classroom management skills.

The need for professional teacher development in South Africa is of great importance and needs to be undertaken because of the changes in the curriculum that came because of the introduction of the NCS. Educational reforms that do not include teachers and their professional development have never been successful. Teachers' understanding of the teaching and learning methods has a significant positive impact on the students' performance. Specific knowledge of the subject makes a teacher to become an excellent teacher.

Shorrok (1997) believes that teachers must be competent in the content knowledge, the planning and presentation of the subject area they teach. This is to say that curriculum advisors should offer enough support in terms of both materials and capacity training on the new curriculum. Material support for curriculum advisors can never be over-emphasized. According to Dawson (2005:3) the basic and secondary levels of education are driven by curriculum, teaching resources and teaching methodologies that are relevant to different countries' cultures and values. Therefore, curriculum

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advisers as leaders in their specific subjects are supposed to have good knowledge about the curriculum materials and how they are used so that they can pass on the knowledge to teachers. This will enable them to support pre-service teachers better with instructional decisions in the classrooms.

Kauffman (2005:3) identified curriculum materials which include: textbooks, teachers' guides, and other printed materials that help unpack the curriculum content. For curriculum advisors to guide educators on planning and presenting LO lessons there will be the need for capacity training especially on the new curriculum. The United Nations for Environmental Programme (2006:2) report suggests that capacity training is the act of initiating activities that enhance skills, co-operation and involvement for higher productivity among workers. The type of capacity building that curriculum advisers need for empowerment may comprise of supervisory, leadership and mentorship development. This can be referred to as professional development which according to Sale, Samuel, Koren, Gribets and Reimer (2007:45), should be based on sound pedagogy that takes into account how adults learn.

The leadership and supervisory ability of the curriculum advisers should be supported with co-operation and collaboration from both the education office and teachers. According to the South African Department of Basic Education (2011:5), the district education office has a pivotal role in ensuring that curriculum advisers are equipped and motivated to enable them deliver on their leadership and supervisory role. Williams and Thorpe (1998:168) posit that collaboration with the officers is essential in developing, exploring, and modeling the most effective ways in which schools can work together. Also, cooperating and collaborating with parents in educational activities that benefit both the schools and the curriculum advisers (Rioux 1995:66).

When the process of curriculum change came into motion teachers acted as mere obstacles rather than being the most important agents of educational reform. That is to say that they were not considered in the process of planning the new curriculum. This then necessitates a continuous process of development on their part. Professional

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development has an important role to play in the teachers' beliefs and practices, students learning and on the implementation of educational reforms.

2.10.3 *School based support for LO teachers*

Schools became sites of struggles teachers prove to be true that a small number of people accept diversity in culture and ability and in turn tend to be faced with a lot of challenges (Skinner in Higgs 1988: 277). Teachers in schools are faced with the day to day challenges of diversity in teaching and learning. Public schools are perceived by policy makers as the path through which education can be developed and realized. The government is not paying extensive attention on the role that the public schools are paying in the implementation of the curriculum, more especially looking at the new subjects that came with new curriculum. Serious focus is not paid on Life Orientation as a new subject where teachers have to be given support on the methodologies on how to plan and present Life Orientation in the classroom.

Teachers at school have to be assisted on two ways in order to support them in teaching Life Orientation in the intermediate phase. Swart et al. (2002:175) suggest that teachers need to be supported in two ways and that is providing sufficient facilities and resources as well as the training for the implementation of Life Orientation subject in the classroom. Some of the areas that the teacher deemed it necessary for the teachers to get support is the provision of positive learning environment and parental and community involvement. The factors that are mentioned above are discussed by the researcher below.

2.10.4 *Improving teacher instructional practices through mentoring*

Mentoring is used by managers to improve the employee skills and motivation (Murray & Owen, 1991). The survival of many organization are still existing today because of using mentoring as their key element; Deurne (1985) suggests mentoring to be the management tool that gives strategies through which organization's stands from. The

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educator system used mentoring to support the new teachers in the field. Mentoring becomes less expensive than in service professional development. With the subject Life-skills that is being introduced with this new (CAPS) curriculum in the intermediate phase, it is good for the education system of South Africa to be less cost effective.

The mentoring for teachers who are teaching Life Skills is of great importance to improve their effectiveness in planning and presenting Life Skills in the Intermediate Phase. Murray & Owen (1991) describe a mentor as a teacher, advisor or a friend. It is true that teachers who are teaching Life Skills needs a support from someone to help them to perceive the new curriculum as a tool that is introduced in the education system to improve the teacher Instructional Practices (planning and presenting in the classroom) than perceiving them as an obstacle that is introduced to make their practice a boring one.

2.11 Conclusion

This chapter elaborated on how the changes brought by the new government affected the curriculum. The changes came up with some new learning areas which included Life Orientation as one of the subjects. The teaching and presentation of this subject had its own challenges that include lack of teacher-learner support materials, insufficient infrastructure, inadequate in-service teacher training and development and lack of human resource. The following chapter deals with the research design and methodology.

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CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter dealt with literature review on teaching LO within the framework of curriculum change. Specific reference to lesson planning and presentation was made in the review. This chapter focuses on the empirical study into the research problem. Special attention is given to the research design and methodology applied in the examination of the research problem. A qualitative research approach was selected to gather data that deal with the challenges that Life Orientation educators face regarding the implementation of the National Curriculum Statement with specific reference to lesson planning and presentation in the Intermediate Phase.

A frame of reference in this study reflects the Literature Review that was conducted in Chapter 2. Key issues addressed in this chapter include the research design, methodology, study population, sampling, data collection, data analysis and consideration of ethical issues. The researcher followed qualitative approach as the method suitable for this study. Selected against the background of the literature review conducted in the previous chapter, the qualitative approach was found to be suitable for examining the research problem and the research questions emanating from it.

Retrospectively, the questions revolved around the challenges that LO teachers face when planning and presenting lessons; orientation of district curriculum advisors about the challenges; and, possible support strategies to assist teachers in dealing with the identified challenges. Motivation for following qualitative research approach in a study like this derives from several scientific views.

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First, according to Leedy and Ormrod (2001:101) qualitative researchers are often described as the research instruments because the bulk of their data collection is depended on their personal involvement in their setting. Second, Heining (in Bitzer; 2004: 5) defines qualitative research as the type of enquiry in which the qualities, the characteristics or the properties of a phenomenon are examined for better understanding and explanation. Guided by these views, the researcher chose the qualitative approach, because she could directly talk with the participants while simultaneously observing their reactions and feelings as they responded to different questions. In this study data were gathered through interviews based on interview schedules that the researcher prepared before the interviews to guide the interview sessions.

The main focus of this study was on teacher capacity building and development in the area of planning and presenting LO lessons in the context of curriculum change. Specific issues examined in this study were:

- Challenges that LO teachers face regarding the implementation of the NCS with specific reference to lesson planning and presentation in the Intermediate Phase.
- Development of strategies aimed at supporting LO teachers in planning and presenting lessons.

3.2 Research design

One of the basic requirements of a successful scientific study is a good research design. The latter presents a plan according to which relevant data are collected (Creswell, 1994: 154). In a further description and appreciation of the importance of a research design, McMillan and Schumacher (1993: 30) see a research design as the plan and structure of the investigation used to obtain evidence needed to answer research questions. In this study, the researcher used qualitative research design in which data were obtained from primary schools in a circuit as well as the circuit office in which the schools are located.

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In their support of this design, Denzin and Lincoln (1994:236) assert that qualitative researchers study things in their natural setting, attempting to make sense of phenomena and interpreting them in terms of the meanings they present. This study was conducted in such a way that interpretations and descriptions were portrayed verbally. Investigations related to small and distinct groups of LO teachers from selected schools and the interaction of the social phenomenon for investigation were to be understood from the participant's perspective.

This is because the social enquiries in this case focused specifically on the way teachers and the circuit-based curriculum support staff experienced and interpreted what happened in their work situation. Denzin and Lincoln (1994: 236) go further to state that that research inquiry in socio-historical contexts should focus on those life experiences that alter and shape the meanings people give to their life projects. Given this theoretical background and the grounds that follow, the qualitative research design was selected as a suitable design for the study:

- Firstly, the researcher viewed a qualitative research design as the most suitable design for the study because it allows the researcher to use more than one method of data collection (Creswell 1994:154). In this study the researcher used semi-structured focus groups and an in-depth individual interview to collect data.
- Secondly, a qualitative approach requires data that is rich in the description of people and places (Hoepfl, 1997:3). Given this assertion, participants at both individual and group level were able to give sufficient information relating to the research problem and subsequent research questions.
- Thirdly, a qualitative design was adopted because it allows the researcher to collect information continuously until the information start showing signs of repeating itself. Schulze (2000:57) reinforces this view in asserting that data collection in quantitative research continues until the process is exhausted and the researcher does not hear any new information.

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3.3 Research methodology

Qualitative research consists of specific techniques and instruments that are applied in gathering data of qualitative nature. They include the use of photographs, audio and video recordings, field notes, observation notes, interviews and the study of written documents. Given the nature of the research problem and subsequent research questions, a qualitative research methodology was chosen as an appropriate method to follow in this study.

3.3.1 *Research population*

All primary schools around Mvudi circuit formed part of the population for this study. The other part comprised teachers in the Intermediate Phase who were responsible for teaching LO and members of school management teams.

3.3.1.1 Teachers

Only teachers who were teaching Life Orientation in the Intermediate Phase formed part of the study participants. Primary school teachers who were teaching LO in the Intermediate Phase were seen as important sources of data. Their importance was due to their daily involvement in the teaching of the subject; they were the ones who had to plan and present lessons in the classrooms.

3.3.1.2 School Management Team members

Members of School Management Teams (SMT) who were teaching and managing LO in the Intermediate Phase classes participated in the study. The main participants here included senior teachers, Heads of Department and principals. The researcher chose members of primary schools management teams because they were responsible for the day-to- day running of the their schools and had a key responsibility of managing

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curriculum. While some of these educators were directly involved in teaching LO, others were responsible for coordination.

3.3.1.3 Curriculum Advisors

The researcher selected one Curriculum Advisor who was responsible for supporting teachers in schools in Mvudi Circuit. In this study, the Mvudi Curriculum Advisor was selected because curriculum advisors in the Circuit advise school management teams and educators on how to implement the curriculum. Their role in this area is especially critical since national curriculum is continuously changing. Curriculum Advisors worked hand in hand with the district coordinator; therefore, they had first-hand information on curriculum change and its implementation.

3.3.2 Sampling and sample

Sampling is defined as "the process of selecting a portion of the population to represent the entire population" (Pilot & Hungler, 1997:278). In other words sampling refers to the selection of research participants from the whole population. It calls for certain aspects to be observed which includes decisions about which people to be selected, settings, events and behaviours or social processes.

3.3.2.1 Sampling procedure

There are two common types of sampling procedures followed in qualitative research, namely, purposive sampling and convenience sampling. Purposive sampling is used to select information-rich cases for the study in depth. Cases are chosen because they are likely to be knowledgeable and informative about the phenomena the researcher is investigating. This reduces possible threats to design validity (McMillan & Schumacher 1997:397). Convenience sampling, on the other hand, involves choosing the nearest individuals to serve as respondents (Cohen et al, 2002:102). Considering their merits the researcher followed both types of sampling procedures, in selecting the sample for

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the study. For the selection of primary school teachers and SMTs, the convenience sampling procedure was followed. This was done because the schools to which the selected participants belonged were closer to the researcher.

Their proximity was convenient in terms of accessibility and travelling time and cost reduction. For the selection of a curriculum advisor, a purposive sampling procedure was followed. The researcher focused on those curriculum advisors who were involved in supporting primary schools and training teachers during workshops in Mvudi Circuit. For this reason, only one curriculum advisor was selected for participation in the study.

3.3.2.2 Sample for the study

The sample selected for this study was drawn from five (5) schools. From each of these schools four (4) educators were selected. The educators comprised three (3) teachers and (1) member of the School Management Team. In addition, one Curriculum Advisor from Mvudi Circuit was included. The sample consisted of twenty-one (21) participants in total. Given the total number of schools in the circuit and the purpose of this study, the researcher regarded the sample size as sufficient for the subsequent data collection to proceed.

3.3.3 Data collection

In this study the researcher chose a combination of interviews, observations and the study of documents as research strategies for data collection. The researcher's use of these three methods of data collection was meant for triangulation to ensure validity of her results. After the completion of the design of the necessary tools, permission to conduct the study in schools was requested and secured from the Circuit Office Management (Annexure A) and primary school principals. As part of research protocol, consent form was then given to teachers who formed part of the sample to sign. The following paragraphs describe how data was collected after this introductory procedure.

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3.3.3.1 *Study of documents*

Teachers like any other employees, have to keep the documents which they use in their profession to enable them to work in line with the education policies. Bogdan and Biklen (2007:64) point out that these organizational employees produce official documents not only for record keeping, but also for the purpose of dissemination and retrieval of information whenever such information is needed. With this view in mind, the researcher saw LO teachers' documents as important sources of data. For this reason, data from the following school documents were collected:

- work schedules
- lesson plans
- record sheets
- assessment plans
- subject policy book

The data which was collected from the contents of the above-mentioned formal documents were recorded for subsequent analysis.

3.3.3.2 *Observation*

Researchers in qualitative studies gather data by studying the perspectives of participants who affect one another through mutual interaction. This data-gathering method is called participant observation and is rooted in traditional ethnographic research whose objective is to assist researchers in studying the perspectives held by the study populations (Mack et al, 2005: 13). The researcher found this method important for gathering additional data in her study.

After a request was made with teachers and SMTs of the schools covered by the study for access to classrooms, the researcher had the opportunity to engage herself in participant observation. This involved direct observation of lessons while teachers

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where busy teaching in their classrooms. The areas which observation focused were the following:

- implementing the principle of inclusivity in teaching and learning
- the availability and proper use of teacher- learner support materials
- the knowledge of the subject content
- proper implementation of the assessment framework

The observations were noted and recorded. This was done in order to meet the scientific requirement suggested by some scholars (Neumann, 1997:363) that direct observation notes should be written by the observer immediately after leaving the field.

3.3.3.3 *Interviews*

There are four common kinds of interviews in qualitative research, namely, unstructured interviews, non-directive interviews, structured interviews and the focus group interviews (Schulze, 2000:82). The researcher used the focus group interviews and in-depth individual interviews to collect data from selected primary schools and the district office respectively. While focus group interview was used to obtain data from schools, the in-depth interview was used to collect data from the circuit office.

The researcher used the two types of interviews to explore interesting or unexpected ideas raised by the participants. To proceed towards the achievement of this objective, the researchers followed Babbie and Mutton's (2006:290) approach to interview process which involves the following seven stages:

- *Thematizing*: clarifying the purpose of interviews to be explored
- *Designing*: pointing out the whole process including considerations for ethical dimensions
- *Interviewing*: conducting the actual interview takes place
- *Transcribing*: writing the text to the interviews

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- *Analyzing*: determining the meaning of gathered materials in relation to the purpose of the study
- *Verifying*: checking the reliability and validity of the materials
- *Reporting*: telling others what has been learnt.

Guided by Babbie and Mutton's ideas as indicated above, the researcher designed three interview schedules for the different participants, notably, LO teachers, school management teams and one curriculum advisor. Questions ranging from three to six were grouped into two themes as listed in the interview schedule. The two themes were as follows:

(a) *Piloting the interview schedule*

A pilot study was conducted at one of the schools near Thohoyandou, in Mvudi Circuit. The participants in this study were three teachers who were teaching LO in the Intermediate Phase and one member of the School Management Team. The purpose of the pilot study was to determine the reliability of the interview schedule as a data-gathering instrument. The advantage of this practice is to enable the researcher to improve questioning and thus, rectify mistakes before the main study the actual study commences.

(b) *Interview procedure*

The researcher conducted her interviews with teachers, management teams of the selected schools and a curriculum advisor at Mvudi Circuit. Permission was granted to voice-record each interview for transcription later on. The interview questions were based on the themes that were derived from the literature review.

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(i) Focus group interviews with teachers

Five focus group interview sessions were held. A total number of twenty (20) educators were involved in the focus group interviews. Each focus group consisted of four (4) members. Twelve (12) were females and eight (8) were males. All of these teachers were involved in teaching Life Orientation in the Intermediate Phase classes. The focus group interview focused on two main issues. The first issue was the identification of the challenges that teachers face in the teaching of the subject with reference to lesson planning and presentation (Annexure B). The second issue was examination of the strategies that the school management teams were applying to support Life Orientation teachers.

(ii) In-depth interview with a Curriculum Advisor

Researcher interviewed one (1) curriculum advisor from Mvudi Circuit who was responsible for curriculum development and implementation for as a subject. The interview took place at the Circuit Office and focused on determining the kind of support Curriculum Advisors give teachers when they visit schools. Key issues covered during the interview include teacher training and capacity building (Annexure C).

3.3.4 Data analysis

Data analysis is performed in order to transform information or data into an answer to the original research questions. McMillan and Schumacher (2001:461) indicate that qualitative data analysis is primarily an inductive process of organizing data into categories and identifying patterns emerging among these categories. Such analysis should match the research questions the study intends to address (Terre Blanche et al., 2006:52). In this study the challenges experienced by teachers as expressed through interviews, observations of lessons taught in the classroom and the study of documents collectively constituted data to be analyzed. Data analysis as the nature of this study

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demanded, involved organization of data into themes to answer the research questions and thus, address the research problem.

3.3.4.1 *Data transcription*

Data transcription is a process that involves writing out verbatim statements made and notes taken during an interview (Hoberg, 1999:98). This includes non-verbal communication through actions and gesture manifested by the participants during the interview sessions. In other words, data transcription serves as a vital link between fieldwork and data analysis that paves a way for a subsequent data interpretation. To ensure accuracy of data collected during the interviews, the researcher transcribed the voice-recorded data immediately after the interview session, while the interview experiences were still fresh in her mind. By transcribing data on her own, the researcher generated more insight.

In this study the transcriptions were done with the intention of providing the researcher with the opportunity to be totally immersed in data processing and thus, generate more insight into the research problem. Observation notes and field notes were transcribed immediately after the interview and later typed to produce data that could be analyzed.

3.3.4.2 *Thematic analysis*

Thematic analysis is a method which is used to identify, analyze and report patterns or themes within data (Braun & Clarke, 2006:79).The researcher studied the themes, categorized them, and gave codes to each category. This is the commonly used method of analysis in qualitative research. The researcher did that by analyzing the themes and then writing what she captured from the particular themes during the interviews. The researchers then analyzed the responses to the interview questions according to the categories (Annexure D).

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3.5 Data interpretation

Data interpretation involves explaining and searching for meaning from data (Schulze, 2002:40). Interpretation of data involves dependence on one's own intelligence. That called for the researcher to apply the creativity that was needed for the task of scrutinizing every word; sentence; phrase or paragraph to search for meaning. In this study interpretations were done immediately after the researcher had transcribed the data into the following three categories, namely, knowledge, experience, and attitudes. These categories were consolidated into the following themes which included:

- Attitudes of educators towards curriculum change with regard to LO
- Planning and presenting LO lessons
- Challenges facing LO educators; and
- Capacity building and development of educators

3.6 Ethical considerations

Qualitative research is both personal and interpersonal in nature. It demands the researcher to be deeply immersed into the exact places where people spend most of their time and where they live and work (Bless & Higson 1995:407). Being guided by what the researcher discussed, the ethical issues were considered for the purpose of offering oneself guidelines on the relevant ethical principles. Specific ethical matters which the researcher took into account during the study were the permission to conduct research, informed consent, confidentiality and anonymity.

3.6.1 Permission to conduct research

It is a standard practice in research for the researcher to seek and secure permission before conducting the actual study. In other words, approval for conducting the research should be obtained before any datum is collected (McMillan & Schumacher, 1993:195). In this study, the researchers first sought permission from the Mvudi Circuit

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Manager and the district senior manager before collecting data from the selected primary schools (Annexure A).

3.6.2 *Informed consent*

Consent is usually obtained by asking the participants to sign a consent form that indicates an understanding of the research and consent to participate in the study (Cohen, 2000:51).The main aim of providing the participants with the consent form is to get the permission to interview them during the research process. To add on that Informed consent is intended to provide research subjects with an explanation of the research objectives and the freedom to either decline to participate or terminate their participation at any stage of data collection process without personally suffering the consequences of doing so. It includes full disclosure of any potential risks associated with the study (Bailey, in Makhado, 2002: 121), where such risks exist. The nature of the study was explained to the participants and they were given a choice of either participating or with drawing (Annexure E).

3.6.3 *Confidentiality and anonymity*

The researcher is expected to be responsible at all times and sensitive to issues relating to human dignity (Gay, 1996:85). What this suggests is that during the research process, the researcher has to effectively manage all data regarding the participants. For example, permission to use voice recorder should be granted by the participants prior to recording and participants should be assured in advance that the recorded data will be secured against abuse. In other words, as McMillan and Schumacher (1997:190) suggest, information relating to participants in a study should be regarded as confidential unless agreed upon through consent. In this study, the participants' confidentialities were not compromised, as their names and the names of their schools were not used in the collection and presentation of data. The participants' anonymity was assured; instead of real names, fictitious names were used.

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3.7 Delimitation and limitation of the study

This study took place in Mvudi Circuit. Mvudi Circuit is one of the twenty seven (27) circuits in the Vhembe District under Limpopo Education Department. It is located in Makwarela Township in Sibasa, four (4) kilometers from Thohoyandou, Vhembe District Municipality Offices. This is a vibrant circuit with a large number of best performing schools in the province. The Circuit serves twenty three (23) primary schools, in a geographical setting that has both urban and semi-urban characteristics. There are however, three (3) limitations to the study that need to be noted.

Firstly, since the study took place in a relatively small geographical area, the results hereof cannot be generalized. This limitation, nonetheless, does not dilute the appreciation of the rich and complex understanding of the context in which Life Orientation is taught in primary schools. Secondly, the study focused only on two key issues, namely, lesson planning and lesson presentation in exclusion of other issues. The reason for this is that in the researcher's opinion, these issues are central to teaching and learning which constitutes the core of the National Curriculum delivery process. Lastly, the study took place at a time when the National Curriculum Statement was being reviewed.

At the time the South African Department of Education was working on plans that would see LO being taught in some grades and replaced with Life Skills in other grades. Despite these changes, the researcher is of the opinion that lesson planning and presentation would not be affected by these changes.

3.8 Conclusion

The chapter explained in detail how the study was conducted. Issues discussed included methods and design, data collection instruments, population of the study, how data was presented and analyzed as well as ethical considerations. By doing that, the researcher had a full understanding of where the research was going to be conducted,

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how it was conducted, who participated in the study and whether the participants also had a full understanding of what they were doing. The next chapter deals with how the empirical research data was collected, analyzed and interpreted. In addition, the research findings are discussed.

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CHAPTER 4

DATA PRESENTATION OF FINDINGS AND DISCUSSION

4.1 Introduction

In the previous chapter, the discussion focused on the research design, theory underpinning the method, data collection instruments as well as data analysis procedures. In this chapter, the focus falls on the presentation and discussions of findings derived from the empirical study. The key issues discussed in the chapter include presentation, analysis and interpretation of data.

In this chapter the results are discussed in the light of the theoretical framework presented in chapter 2. The chapter analyses the collected data from the 21 participants in order to provide evidence on challenges Life Orientation teachers face in lesson planning and presentation in the Intermediate Phase and examining the capacity-building measures that are being developed for teachers.

4.2 Data analysis procedures

Data analysis involves reducing' organizing, synthesizing, searching for significant patterns and discovering what data are important (Ary, Razaviah & Sarensen, 2006:90). For the purpose of this study, the analysis of the collected data was performed manually and according to the predetermined research themes that were described in Chapter Three. The various questions in the interview schedule were utilized as sub- themes of all the predetermined research themes. The data from the transcripts and examined documents were organized and analysed in order to trace the significant patterns that were interpreted and eventually grouped according to themes and sub-themes.

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4.3 Presentation, analysis and interpretation of data

4.3.1 *Study of Documents*

With the aim of identifying challenges which teachers experienced when preparing and presenting Life Orientation, several documents which the teachers used to plan lessons were analyzed in order to establish whether they were in line with the requirements of policy documents. The researcher examined and analyzed the official documents in order to supplement the data from the focus-group interviews as Mason (2002: 102) once suggested. The said documents were also utilized to contextualize, verify and clarify the data obtained from the interviews (Mason, 2002:102). The researcher studied the following documents which belonged to teachers namely:

- Work schedules
- Lesson plans
- Record sheets
- Assessment plan

The contents of each of the above documents were analyzed and interpreted individually in order to establish areas of commonality and divergence from the stated positions in the literature review. The findings from the documents are discussed and presented separately from data obtained from interviews. It was found that the majority of schools had work schedules, but when the teachers were asked about the accessibility of the topics that were stipulated; they revealed that they experienced a lot of problems when they had to plan the lessons, since most of the topics prescribed in the work schedule were not found in the learners' books teachers were to use when planning. After studying the teachers work schedules, the researcher realized that most teachers were not teaching in line with what was reflected in their work schedules. What the teachers were teaching and what was stipulated on the work schedule did not have any relation to each other.

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Teachers who taught LO in the Intermediate Phase showed the challenge of not knowing a specific lesson plan that they had to use. They had different lesson plan templates and when asked for reasons, they indicated that every year during workshops curriculum advisors bring different lesson plans. Most of the lesson plans that the researcher studied from teachers didn't reflect the learners' activities and teachers' activities, instead it was just written that learners will write homework and a class work. They were not specific as to what type of homework are they going to write, whether it was in the form of a project or an assignment.

Most teachers whom the researcher studied their documents arranged their lesson plans in the above said manner. Lesson planning calls for teachers to be familiar with the subject policy book. The schools that the researcher visited where all in possession of the subject policy book, but they were those who seems to have problems in using them to plan LO lessons. The point of planning LO lessons in the Intermediate Phase with a point of differentiating them to the degrees of complexities were not considered by some of the teachers.

The content and context of the lesson also was a challenge to the teachers. In this pointing time, there are still teachers who cannot differentiate difference between the two concepts mentioned above. The schools that the researcher visited had different views of looking at the assessment plans. Some did the assessment plans during the beginning of each term, some at the beginning of the year for the whole terms, and others did not do them at all. Those who did not do them explained that they were not told by their Heads of Departments to do them. Some did not even know that it was something that had to be done.

The researcher realized that amongst those who wrote their assessment plans, they indicated that they will give learners the tests, projects, assignments and some sporting activities. All that is reflected on the assessment plan in a form of formal assessment didn't reflect on the lesson plans. What only reflected there were the informal assessments in a form of homework's and class works and the informal assessments,

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of which the formal assessments have to be reflected on the record sheets. The teachers tends to forget that when planning their assessments, it is not a matter of giving any assessment, but they have to give according to the assessment guideline so that it will correspond with what is prescribed in the record sheet of LO.

4.3.2 *Observations*

The researcher happened to observe LO lessons presented in Grade 4, 5 and 6. The observation was focused on challenges teachers faced in presentation of lessons. The following key issues received the researcher's attention:

- Methodology (of teaching LO)
- Knowledge of the subject content
- Assessment
- Teaching and learning activities
- Use of resources

The teachers were observed while teaching Life Orientation in the Intermediate Phase classes. The researcher found that teachers took time to start lessons due to overcrowding. In that situation, teachers tended to have a problem of controlling classes. At one school (the name of the teacher withheld), the teacher had a challenge of teaching a topic on Religion to the Grade 4classes. The reason was that the school was dominated by learners from Islamic religious background and whenever the teacher tried to elaborate something in Islam religion, the learners felt that their religion was being publicized which led to learners withdrawing themselves from that lesson.

Teachers were still using an out-dated teacher-centered method of instruction whereby the teacher dominates the whole lesson. At one school (the name of the teacher withheld), the teacher was teaching a class with a learner whose vision was impaired. The learner was not in possession of Braille, but she was instead allowed to tape-record the lesson. The teaching and learning conditions in that class were not viable due to a

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high number of learners. The researcher's observation of the manner in which the teachers presented their lessons revealed clearly that they lacked training that could enable them to acquire broad understanding of the learning area itself. Most of the teachers didn't show any interest in the learning area.

At some of the schools that the researcher visited, found that teachers gave learners some work to do as a class activity. That was after reading an instruction from the book and giving some explanation about it. What the researcher observed was totally different from what she expected, considering that LO is all about guiding learners in life as a whole. With that in mind it suggested to the researcher that learners needed a thorough explanation of every concept of what they learned in class.

During my visit to the classrooms, the researcher also found that some teachers did not teach the topics which were reflected in their lesson plans. For example, they tended to start from Chapter One at the beginning of the year without checking if it was in line with what was expected to be taught at that specific time. The researcher realized that after studying their work schedules and their lesson plans, teachers did not teach following what was reflected in their work schedules. None of the schools that the researcher visited had teacher- learner support materials in the form of audio-visuals necessary for teaching LO. At one school the learners did not even have a textbook to refer to during the lesson that the researcher attended. What was even disturbing was to see the teacher spending the entire period trying to teach one aspect.

The researcher also found lack of infrastructure posing a challenge to teachers and learners. All the schools that the researcher visited had a challenge of the infrastructure ranging from insufficient tables and chairs, chalkboards to very small classrooms which were in poor conditions. These physical conditions affected the teachers' way of presenting her lesson.

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4.3.3 *Interviews*

Two types of interviews were conducted, namely:

- Focus group interviews with teachers
- In-depth interview with the curriculum advisor

4.3.3.1 Focus group interview with the teachers

The purpose of the focus group interviews was to identify the challenges that teachers experienced when planning and presenting Life Orientation in their schools. This was meant to address the first objective of the study. The focus group interviews held with teachers covered the following themes:

- Attitudes of educators towards curriculum changes affecting LO
- Challenges that Life Orientation teachers face in planning and presenting Life Orientation
- Capacity building and development for teachers

(a) Attitudes of educators towards curriculum changes affecting the teaching in LO

The general question that was based on lesson planning and presentation covering the four themes presented above revealed that though teachers were positive about curriculum change, they were concerned about lack of capacity building in the form of training and provision of learning and teaching materials for LO and their changing roles. Regarding capacity building, QUEEN argued that, "We don't have workshops that can enable us to have much understanding when we come to the learning area.

"In the same manner, ZODWA voiced her concern about a shortage of learning support materials and said that, "As far as I know, there is a problem in preparing, because as an educator I don't have enough materials. I can't guarantee myself as an expert as far

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as I know. I have less experience in teaching this subject." The issue changing roles means teachers are unaware of what they are supposed to do due to the lack of skills and knowledge on how to plan and present and the lessons well. The heads of department in LO are not sure of what they are supposed to do in ensuring that LO is taught well in schools. On that note KATE indicated that, "As an HOD, in other words as a school, we are trying by all means to get an expert - those who can help us in that particular learning area in order to guide teachers how to go about teaching it". Still on that point, LULU expressed her view by saying that, "There are many roles that I am playing in assisting colleagues to deal with the shortage. I help them to get the suitable material and encourage them to consult other people and to use the internet".

Discussion

That was an indication that while the government has made efforts to train teachers in implementing the new curriculum, there was still a need of Life Orientation workshops to be conducted for teachers who were teaching Life Orientation in the Intermediate Phase. The other point was that teachers are supposed to teach this subject without the learner-teacher support materials that would make it possible for them to plan and present the lessons well. Teachers view the coming of the new curriculum as something could that brought confusion on the way they have to carry out their roles in teaching LO. Members of the School Management Teams in this study were confused as to how they could assist teachers in their phase to deal with challenges they faced in planning and presenting LO. They also expressed their concern about the support they got from curriculum advisors which, according to them, was inadequate.

(b) Challenges that LO teachers face when planning and presenting lessons

All the groups that the researcher interviewed were of the opinion that they needed skills in planning and presenting LO lessons. Common challenges faced by these teachers were the following:

- Overcrowding in classrooms

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- Lack of teacher-learner support material
- The principle of inclusivity in the classroom
- The absence of a specific lesson plan template
- Narrow scope of Life Orientation Work Schedule
- The language (culture) barrier

(i) Overcrowding in classrooms

Overcrowding in this instance refers to more learners in the classroom as against the prescribed pupil ratio number. Teachers cited overcrowding as one of the major problems they were facing .This was due to the shortage of classrooms and teachers. To express this view, NORMAN remarked that, "It is not possible to interact with them effectively because our classes are overcrowded. There is no chance for the teacher to move from the front of the class to the back. Even the furniture...it is scattered all around and they are not good, which means it is difficult for the teacher to interact effectively". To support NORMANS' views DAN indicated that, "We are meeting so many challenges when teaching this Life Orientation. We have a problem of teacher-learner ratio which is 1:52".

Discussion

The interview revealed that teachers taught under very stressful conditions in their classrooms due to the high numbers of learners and lack of furniture. It appeared that effective teaching is not possible under these circumstances. Teaching is effective when the teacher is able to move around the whole classroom to assist every learner. For the teacher to assist such a number of learners alone might be too strenuous. That suggests that for an educator to make a proper planning and presentation under such conditions can be difficult.

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(ii) Lack of teacher- learner support material

Both teachers and school management team members interviewed indicated lack of resources as one of the challenges faced by LO teachers in the Intermediate Phase. DAN pointed out that, "There are no materials for the teachers to prepare. The only materials we have are the policy document, work schedule and the learning program. But there are no extra materials to get the information from."In addition, ROSE said that:

> *The problem is that Life Orientation addresses things that we come across everyday in our lives. Sometimes you put the plan aside and concentrate on the current thing you are facing or answer the question they will be asking. Giving them homework will be a problem because at home they use a different language. Better if we are using video clips, which we don't have.*

Discussion

This illustrates that challenges within LO imposes great threats and confusion amongst teachers hence books they are using are comprised of a lot of pictures with less information, as a matter of fact teachers find it difficult to get more information and learners remain less informed. Teachers need to be equipped with the necessary skills and knowledge of implementing environmental learning in schools; if that is not done, learners will not be provided with meaningful learning experiences that benefit the environment and the process towards sustainable development (Le Roux & Maila, 2004:237).

This means that LO as a subject needs to be taught by teachers who are trained to teach LO, this will help learners because such teachers will be having more information from their training institutions that would enable them to plan and present the lessons efficiently and effectively.

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(iii) The principle of inclusivity in the classrooms

The difference in learner abilities was expressed among others as a challenge for teachers during lesson presentation in the classroom, ESTHER remarked that, "The problem is that I have some learners who are slow, and when I teach, they are left behind". To add to that, MANDY indicated that, "You need to repeat the lesson three or four times because learners are different". The absence of teachers trained for inclusive education was amongst the issues that teachers raised as a challenge when presenting the lessons in the classroom. NORMAN put it in the following words:

> *When you find that some are mentally impaired…the thing is we are not trained for inclusive education. We are not trained in a methodologically inclusive curriculum. When you are teaching them, you have to love them; you need to accept them as they are. You need to have interest in them. You have to teach them according to their pace. You have to teach them according to their needs. We need to have remedial teaching. We don't have a physiotherapist or a remedial teacher.*

Discussion

The interviews revealed that teachers spent a lot of time doing the same thing until they are convinced that all learners have understood because learners are different. The learners who are gifted would be forced to wait for those who took time to understand. Those learners who are gifted might have a negative impact on the manner in which the teacher presents his lesson. That type of a learning situation might ends up bringing boredom in the classroom.

(iv) The absence of a specific Life Orientation lesson plan template

The absence of a specific lesson plan template was also mentioned as one of the obstacles negatively affecting teachers in planning LO lessons. In his view MAEBA

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attributed that to the "shortage of materials. There is not even a proper sample of a lesson plan. You will find that this year when you attend a workshop, this curriculum advisor gives you a sample of a Life Orientation lesson plan, the following year the other curriculum advisor comes with another sample. It is so confusing. You end up not knowing whom you have to follow."

Discussion

The statement above puts it clearly that there was a need for a specific lesson plan template that needs to be given to teachers either during workshops that would be a common. The absence of a specific LO template bring confusion because they don't know which lesson plan is supposed to be used or followed in a particular time.

(v) Narrow scope of Life Orientation Work Schedule

When asked about the accessibility of the topics that were stipulated on the work schedule, most teachers revealed that they had a lot of problems when they were supposed to plan the lesson, since most of the topics were not found. KULU put it in this manner:

> *Hmm…If you have a glance at them, they are easily accessible; -problem is on the work Schedule that we have, they have just some of the sub-headings in the chapter. In one chapter you find yourself having to teach four lessons and skip the rest. I think those who make this Work Schedule, don't understand some of the aspects that they even skip some.*

Discussion

For the effective planning of lessons to be realized, the people responsible to draw the Work-Schedule for Life Orientation in the Intermediate Phase need to take into

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consideration that the topics that are stipulated on the work schedule are found in the textbooks that have been approved for that Phase, failing of which teachers remain without proper information to plan and present their lessons.

(vi) *Language (culture) barrier*

Language barrier was listed as one of the important challenges that LO teachers face during lesson presentations. This was expressed by K6 when she said:
"LO, for grade 4 learners 'in HIV/AIDS, must offer specific topics which are suitable for such learners because they are still young". To add on that HOPE remarked that: "The language they are being taught is a foreign language instead of their home language. I think this is the challenge that teachers are facing".

Discussion

Teachers find it difficult to teach learners on HIV/AIDS aspect which are regarded as taboo in their culture and as a result they resort to use films and videos for learners to watch and have discussion among them and give feedback to educators at the end of the discussion. Teachers are not teaching learners in their home language, which delays the progress of the topic that is being taught because the teacher had to spend a lot of time trying to look for the terminology that learners would be able to understand and also explain in their home language for learners to have a better understanding.

(c) Capacity building and development of teachers

The researcher included this section in her study in order to find out who conducted the capacity building workshops and what was covered during those workshops. The researchers 'view is that the main aim of the capacity building development of teachers is to assist them to direct their energies towards attaining their goals. Regarding whether teachers are receiving any professional development support, the general

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feeling of all participants was that they are not receiving adequate workshops as it was perceived.

Asked whether they attended workshops organized by the SMT or those organized by the district office outside the school, the responses of the teachers were different. There were those who indicated that they have attended workshops organized by the district office some years back, and this was also confirmed by BONO in his statement when he said that "So far as I know, I haven't gone to any workshop, either organized by the school or by the district."

In most of the schools the researcher visited, teachers indicated that the non-governmental organizations helped them a lot by conducting workshops. FRED remarked, "We are going to the workshops sponsored by Obama, where they teach us how we must teach LO. We received Life Orientation textbooks, about respect, behavior and other morals for everyday life". Asked whether teachers were gaining from the workshops organized by the Non-Governmental Organizations, MAEBA remarked that, "As of now, I can say that, I am satisfied by the activities conducted and the more information we have acquired from the workshop.

Discussion

It emerged from the interview that when teachers compared workshops organized and run by the department and those organized and run by non-governmental organizations (NGOs), they found the NGOs providing more effective than the Department of Education. According to the teachers, NGOs managed to provide teachers with relevant information. The impression they gave with LO workshops run by external service providers was that the workshops were more informative and successful than those provided by trainers from the District Office. Unfortunately, such workshops were very few.

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4.3.3.2 In-depth interview with the Curriculum Advisor

The purpose of this interview was to examine the capacity building measures that the district applied in supporting teachers to plan and present effective LO lessons. This interview was intended to address the second objective of the study. During the focus group interviews with teachers, some teachers indicated the absence of a specific Life Orientation lesson plan template as a challenge when planning LO lessons. When asked whether there was a specific LO lesson plan template the curriculum advisor remarked that:

> *Yes, it is also found in the assessment guideline for LO. In that document there are different templates including that of a lesson plan. Teachers were asking which template they have to use and we told them that it doesn't matter; they can develop their own, as long as it has all aspects that are found in a lesson plan.*

Some teachers indicated the challenges that they were facing in which they are expected to teach LO in an inclusive classroom without been trained on how to plan and present a lesson in such an inclusive classrooms. When the curriculum advisor was asked if the district conducted workshops to help teachers, he remarked the following:

> *No, I have never work shopped them, but I know that there are schools like Tshiluvhi which were selected as pilots for inclusive education.*

During the process of interview teachers indicate that LO is negatively affected i must be n both educators and learners because it is regarded as a top up subject, and that must be rectified by the department of education. The curriculum advisor was of the same view when he indicated that:

> *We discourage the problem of giving Life Orientation to lazy teachers and also undermined teachers. We told the heads of departments in the meetings. The issue of changing teachers after each three months was*

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discouraged. Life Orientation is not supposed to be given to teachers who are impossible. Life Orientation is not supposed to be undermined since it is important like all other subjects

Discussion

The statement from the curriculum advisor puts it clearly that teachers are not obliged to use the lesson plan that is in the Assessment guideline for LO. Teachers are free to create their own lesson plans as long as they include all the important aspects that are found in the LO Lesson plan. From the information that was gathered during the interview with the curriculum advisor, it is clear that the information that teachers needed to plan and present the lesson efficiently and effectively was not delivered. As a result this is an indication that the district has failed to do its work for addressing the challenges that teachers face in planning and presenting the LO lessons in the Intermediate Phase.

4.4 Conclusion

The findings clearly indicate the effects of the challenges that teachers face in the planning and presenting of Life Orientation in the Intermediate Phase. Educators seem to have interest in curriculum change which brought about the Life Orientation as a new learning area. This interest was shuttered when the government failed to capacitate teachers with knowledge, relevant information and resources.

The challenges within LO for example, overcrowding, language (culture) barrier, absence of the specific LO lesson plan template and others left educators with no other choice but frustration and confusion, and some opted to quit from offering LO. The government did not do enough by providing them with well-trained workshop presenters, equipped with the necessary LO knowledge and training skills. The curriculum advisor seemed to be confused without knowing what they are supposed to do because more often you will find them failing to deliver relevant adequate information

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about LO and its resources on time. The curriculums have no power to change some aspects which are not well placed within the curriculum. The summary, recommendations and conclusions of the research study as well as topics for future research are discussed in the next final chapter.

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CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

In this chapter, the interpretation and conclusions on the data analysis of Chapter 4 is provided. The research identified the challenges that teachers face in planning and presenting LO lessons in the Intermediate Phase. It outlined what the district officials can do to support teachers so that LO lessons can be planned and presented efficiently and effectively. The interpretation will flow according to discussions on research questions. Finally, conclusions and recommendations shall be made.

5.2 Summary

The research established that most teachers are experiencing challenges with regard to lesson planning and presentation of Life Orientation lessons in the Intermediate Phase and they are regarding it as a challenge that the district officials are not attending to it seriously. The School Management Teams are not sure of how they have to co-ordinate teachers in this subject (Life Orientation). The District Officers seems to run short of the ways they can apply in order to improve the status of Life Orientation in our education system.

The question raised was "what are the challenges that teachers experience in planning and presenting LO lessons?" That is to determine the challenges that they are experiencing in planning and presenting LO lessons. The reactions of many teachers to the challenges were mostly the absence of teacher-learner support materials that the department is failing to provide to teachers. The district officials were of the same view and agreed that it is a well-known fact, but it is not within their area of jurisdiction.

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Based on the above information, the implication is that teachers are expected to get inside the class and teach without proper resources such as learner's text books and equipments' that could be used to enhance proper learning and teaching in the classrooms. The lack of teaching materials can be linked with the fact that Life Orientation is perceived as a subject with a very low status such that even the distribution of its materials to schools may not have that serious impact if it is not done. The introduction of LO to the curriculum have also brought categories in teachers at schools as this subject is generally given to those teachers who are considered as being lazy and irresponsible.

The research study imposed the question on "how can the district officers responsible for curriculum development be orientated about the challenges encountered by teachers when planning and presenting Life Orientation in the classroom"? The aim was to orientate those who are responsible for curriculum development of the challenges that teachers are encountering in planning and presenting Life Orientation lessons. It was discovered that the district officers responsible for Life Orientation are aware of some of the challenges that LO teachers are facing. It was realised that district officers responsible for LO are aware that teachers are not getting enough training through workshops due to understaffing from the district officials in the Vhembe District.

Despite the lack of specialized and qualified teachers who should teach LO in the Intermediate Phase in schools, the study found that the School Management Teams in most schools are keeping on changing teachers who have to teach LO year after year, and sometimes even after three months. That contributed negatively to teacher s for them to familiarize themselves with what the policy states about the LO, more especially when one have to master its planning and presentation in the classroom. Both the district officers and the teachers agreed on this challenge (teachers replacement), although the district officers showed a lot of concern on this aspect as it something that the School Management Teams are being cautioned about it most workshops that they are attending.

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Another finding relates to the absence of the specific Life Orientation Lesson plan. Teachers who are teaching Life Orientation in the Intermediate Phase don't have a specific LO lesson Plan that they have to use as a tool for lesson planning. The district Officials were unaware of the fact that teachers are waiting for lesson plan that they have to use as a uniform as in those other subjects. Most teachers' do not have lesson plans mainly because they lack knowledge on choosing the correct lesson plan structure that they have to use as they refer to the fact that of all the workshops that they were attending, each district officer was coming with the different lesson plan template.

The research study addresses the question on "what strategies can the research develop to support LO teachers in planning and presenting Life Orientation lessons". The aim of this question was to develop strategies that can support LO teachers in planning and presenting those lessons. It was discovered that teachers are of the opinion that equipments' like television and overhead projectors would be of great importance as LO is a subject that requires learners to visualize most of the things that they learn apart from theory. Most of the teachers were of the opinion that equipments such as the ones mentioned above may enhance teachers in planning and presenting their lessons well. LO as a subject does not require only theory, but a lot of practicals.

Findings of the research has led to the generalization of several recommendations in section 5.3 that would serve as a guideline to teachers, The School Management Teams and the District officers in coming up with the strategies to support LO Teachers in planning and presenting its lessons in the Intermediate Phase.

5.3 Recommendations of the study

The following recommendations and guidelines are based on the findings and the conclusion of the study that was conducted by the researcher:

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- The study revealed the existence of challenges that teachers are encountering daily in planning and presenting Life Orientation lessons in the Intermediate Phase. A study needs to be conducted to investigate what kind of support the district officials and the school management teams can offer to teachers.
- Teachers would like to see the changes from stakeholders that are found in schools. This is in line with the availability of resources that teachers have to use in class when presenting a lesson in a class comprised of learners with special needs and those without those special needs. There is a need to conduct a study on how the principle of inclusivity in schools can affect the planning and presentation of lessons in the classroom.
- The empirical research findings revealed that teachers believe that there should be remedial teachers and psychologists that need to be employed in schools. There is a need to teach the learners with special needs in a way that they will understand and benefit from the Life Orientation lesson in the same way as those without the special needs.
- It was revealed through the empirical research that effective monitoring can be realized through the increase in the number of staff from the district officials to ensure that they do frequently monitor and evaluate the manner in which teachers do their planning and presentation of LO in the Intermediate Phase. Findings in this study revealed the need for the school management team members to be trained frequently in monitoring and evaluating teachers who are teaching Life Orientation. The school management teams can perform their duty of capacitating and co- coordinating LO teachers in schools if they are well trained in monitoring and evaluating LO teachers. It was revealed from this study that Non- Governmental Organizations need to be consulted in establishing partnership with the district officers for support. It is of the utmost importance that teachers are well trained, well ahead of the time of implementation of the new curriculum through proper dissemination and implementation skills. This must be done during the initial pre-service training of teachers, and then preceded by sustained in-service training on a regular basis as the curriculum develops further. With good training teachers can be in the position to assess learners

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properly and help them to improve. The Department of Basic Education must provide the skillful training of teachers on curriculum, and the parents must also be encouraged to get involved. The training should be geared towards preparing teachers for the new curriculum. In-service training must be focused on producing practical activities done by teachers.

- The absence of LO lesson plans on the majority of teachers is linked with the teacher's lack of confidence and skills on developing an acceptable LO lesson plan. It is recommended that the district officers responsible for LO should conduct regular and effective capacity building workshops for teachers who are teaching LO and the members of the School Management Teams who are coordinating LO in the Intermediate Phase. There is a need that these capacity building workshops should be conducted by people who are well acquainted with this subject (LO).

5.4 Recommendations for further study

The following recommendations that are presented as guidelines for the teachers, School Management Teams as well as the District officers should be understood with the context of the findings of the research study. Focus on specific issues like the following may bring to light interesting facts on the empowerment of the teachers, development of the strategies that could support LO teachers in planning and presenting lessons and orientating the district officers responsible for LO about the challenges encountered by teachers in planning and presenting Olessons.

- Teachers' feelings of competence and empowerment now that they are working with the curriculum for some time

- The efficiency of in-service training sessions and workshops in empowering LO teachers in planning and presenting lessons in the classroom

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5.5 Conclusion

In conclusion, it is the responsibility of teachers and School Management Teams and to ensure that the challenges that teachers are experiencing in planning and presenting LO in the Intermediate Phase are dealt with. Thorough attendance of those challenges will lead to teachers gaining confidence in planning and presenting LO lessons in class and also an improved learner's performance in the subject. In the contrary, the hesitation to deal with those challenges that teachers are facing will lead to the less of confidence on teachers who are teaching LO in the Intermediate Phase and that could results in poor learner's performance in the subject.

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ANNEXTURES

ANNEXURE A: AN INTERVIEW SCHEDULE FOR LO TEACHERS

Questions based on challenges that teachers face

1. What does LO entail?

2. What is your role and responsibility as a LO teacher?

3. How effective do you think you are in teaching LO with special emphasis to its planning and presentation?

4. What do you think is the reason for the level of your performance?

5. What problems do you encounter in developing a LO lesson plan?

6. Which difficulties do you experience when presenting LO in an Inclusive classroom?

7. Due to high number of learners in our classrooms, how do you interact with them effectively?

8. Does the topics stipulated on the LO Work Schedule easily accessed?

9. Do you have enough resource materials suitable as well as the time allocation to teach the subject?

Strategies to support LO teachers

1. What materials can be used to ensure that effective teaching and learning is maintained?

2. How can the curriculum structured in order to address HIV/AIDS together with its facilitation skills.

3. What do you think should be done to ensure that LO receive a good status at your school?

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4. What teaching strategies can be applied to realise that each individual learner achieve the expected outcome of the particular lesson irrespective of the individual barrier?

5. Which teaching styles, topics and activities can be used in order to maintain effective teaching and learning in the classroom.

6. Do you understand the terminologies used in the assessment guidelines for LO?

7. Do you receive any professional development support?

8. If yes, what kind of support do you get and who provides this?

9. Are you gaining from these professional development supports that are being offered?

10. How is the monitoring and evaluation of LO done at your school?

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ANNEXURE B: AN INTERVIEW SCHEDULE FOR HEAD OF DEPARTSMENTS WHO ARE TEACHING/ COORDINATING LO

Questions based on what Life Orientation teachers Face

1. What is your role as a head of department in LO?
2. How do you personally understand the term LO?
3. What challenges are you experiencing with teachers teaching LO in the Intermediate Phase?
4. How do you manage the implementation of LO with special emphasis on its planning and presentation?
5. What advice can you give to those teachers that are still having challenges in presenting and planning LO lessons?
6. What are you doing to ensure that LO is taught efficiently in your phase?

Strategies that heads of department who are coordinating LO can offer to support.

1. What professional development do you offer to teachers and when?
2. What criteria do you use to monitor, evaluate and review performance of teachers?
3. Which roles are you playing to deal with the challenges that teachers are facing in planning and presenting LO lessons?
4. What are you doing to ensure that LO is taught effectively in your phase?
5. What strategies are you applying to support that LO teachers present their lessons effectively in their classrooms?
6. What type of support do you get from the district officials?

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ANNEXURE C: INTERVIEW SCHEDULE FOR THE CURRICULUM ADVISOR

Questions based on challenges that LO teachers face.

1. Do you have a lesson plan template designed for LO in the Intermediate Phase?

2. Do you have a professional development policy that guides teachers in planning their lesson plans?

3. Do you have the recording sheet template designed for LO subject in the Intermediate Phase?

4. Are teachers trained to use the teacher- learner support materials that are used by learners with special needs?

Questions based on strategies to support teachers in planning and presenting lessons

1. What professional development programmers do you offer for teachers who are teaching LO in your Circuit?

2. How and when are these programmes offered to teachers?

3. What is the degree of attendance or participation by teachers?

4. What criteria do you use to measure achievement of the purpose of training?

5. What follow- up programmes do you provide for teachers?

6. To what extent is the professional development training programmes that you provide to educators being achieved?

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ANNEXURE D: INTERVIEW SCHEDULE FOR LO AT TSHILUVHI SCHOOL

Questions based on challenges that teachers face

RESEARCHER: What does LO entail?

SARAH: I think the learners the difference in life. The way the life in South Africa. How the South Africa now and before.

ROSE: (Laughs). May you repeat your question? (The researcher repeated the question). Ok, it is about the life skills that we give learners, how they can live their life healthy.

ESTHER: It means the life that we live, our daily life. How to look after themselves. How they should look after themselves physically.

RESEARCHER: What is your role and responsibility as a LO teacher?

ROSE: My role and responsibility is to prepare the lesson, getting the support material like teaching aids, facilities, when they do group work and supervise when they do physical training.

ESTHER: To teach learners. To teach them how to handle themselves. They had to know their status health wise as Life Orientation us about life. To teach them how to look at life at its own. The things they had experience on themselves, for example, dating. How to handle themselves when they are menstruating. Sometimes are not conservative in such a way that they don't tell their children.

SARAH: I am the teacher in the class. My responsibility is how to teach the children in the class. To learn how to teach learners LO and children have to know how LO is.

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RESEARCHER: How effective do you think you are in teaching LO with special emphasis to its planning and presentation?

SARAH: I am an achiever.

ESTHER: (She laughs and said" Is better if you were asking me about Math's then she asked the researcher to repeat the question and the researcher repeated the question). I am excellent.

ROSE: When I look at the learners as an individual, I think I am moderate.

RESEARCHER: What do you think is the reason for the level of your performance?

ESTHER I take time to prepare my lesson. i take into account the learning outcomes and the assessment standards. I am following the work schedule from A-Z. I try by all means to make the lesson interesting. I give them lots of projects and assignments. They participate actively.

ROSE: I involve them in whatever planning I do because most of them are now different because after i speak with them about cleanliness there is improvement

SARAH: Because if the child is not understood, I group the children to individual and I chose the one of the group leader of the group. (This question is difficult for me). Because I am the educator.

RESEARCHER: In other words the way you group them makes them to understand?

SARAH: Yes.

RESERARCHER: What problems do you encounter in developing a LO lesson plan?

SARAH: If I have no teaching aids to motivate the children.

ESTHER: (Laughs) I have already said I am excellent I can't say I have

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problems. I don't have problems.

ROSE: The problem in particular Life Orientation has a lot of information. LO is a daily thing. Sometimes you put the plan aside and concentrated on the current thing you are facing or answer the questions they will be asking . Giving them a homework will be a problem because at home you use different language . Better if we are using video clips, which we don't have.

RESEARCHER: Which difficulties do you experience when presenting LO in an Inclusive classroom?

ROSE: You have to concentrate on the slow learners and go deeper and deeper, and it takes time for them to understand.

ESTHER: The [problem is that I have some of the learners who are slow and then when I am presenting the lesson, they left behind.

SARAH: I found the children with barriers. I phone the parent after school and show them the work of the children.

RESEARCHER: Due to high number of learners in our classrooms, how do you interact with them effectively?

ESTHER: I group them in groups to make it easier for me to attend group by group. (The participant said the researcher is too fast). I even let them learn outside the classroom. ("We are having a lot of work that we are doing here at school. I am tired").

ROSE: It is a big problem. You miss them. You don't have enough time to spend with them. You have little time with learners. They were supposed to be on their own class.

SARAH: I teach the children in group, they are so many in the class, for

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example, I teach 80 (eighty) learners in class. I group the learners who are slow. I group in the first, the fast in the second class.

RESEARCHER: Does the topics stipulated on the Life Orientation Work Schedule easily accessed?

ROSE: Topics are there.

SARAH: Not so much.

ESTHER: Not so easy because they just give us work schedule without a prescribed book. The book that the school bought might not have enough matter.

RESEARCHER: Do you have enough resource materials suitable as well as the time allocation to teach the subject?

SARAH: Not so much teaching aids.

ROSE: Yes, the materials are there, we only need something like overhead projectors or a clip in order to help them understand the topic.

ESTHER: Time allocation is sufficient because we draw the time table following the one prescribed on the policy document.

RESEARCHER: In other words you find the time being sufficient?

ESTHETR: I didn't understand. I think the time allocation is not sufficient.

Strategies to support Life Orientation teachers

RESEARCHER: What materials can be used to ensure that effective teaching and

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learning is maintained?

SARAH: I use workbook and teaching aids in the class.

ESTHER: You are taking me back to the college. I think we can be provided with relevant support material like different teaching aids. Shortages of funds to get the materials is a problem.

RESEARCHER: How can the curriculum structured in order to address HIV/AIDS together with its facilitation skills.

ROSE: That one, how can it be structured, I think it goes according to the standard of learner because they are introducing it according to its standard. When you look it at a clip it becomes more real.

SARAH: (Silent) HIV/AIDS in the classroom, I use the teaching aids, tablets.

ESTHER: Ok. So the curriculum is just saying something about. What is it that is addressing? It is addressing the measures to protect, but leaving the emotional part of the learner like emotions. I am unable to put it. The curriculum advisors are not even sure of what they say in workshops.

RESEARCHER: What do you think should be done to ensure that LO receives a good status at your school?

SARAH: The period of Life Orientation is too short, but I teach the learners extra-curricular activities after school.

ROSE: Laughs) It is very difficult. I think we are trying. LO is unique; it needs special attention if we are saying we are teaching it real. If we can have different types of clips, it could be marvelous. Because seeing is better than hearing.

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ESTHER: I will do more of extended activities, HIV/AIDS campaigns , including things like campaigns which can make learners more aware of their lives.

RESEARCHER: What teaching strategies can be applied to realise that each individual learner achieve the expected outcome of the particular lesson irrespective of the individual barrier?

SARAH: I use teaching aids and I put children on groups.

ESTHER: Depends on the outcomes of the assessment after teaching I will assess them to look for strategy that can use to reach out all

ROSE: You have to know the children and help them and divide them in groups. Mix slow learners with fast learners for them to catch fast.

RESEARCHER: Which teaching styles, topics and activities can be used in order to maintain effective teaching and learning in the classroom.

SARAH: I use road signs in the classroom and chalkboard to write on the chalkboard.

ESTHER: More of discussion methods for learners to participate and the lesson to be more interesting. Methods like research so learners can learn to work independently.

RESEARCHER: Do you understand the terminologies used in the assessment guidelines for Life Orientation?

ROSE: If they tell you what to do, you just follow the instruction in order to do that.

RESEARCHER: Do you receive any professional development support?

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ROSE: Yes. We are from Life Orientation a month ago.

ESTSHER: At school or outside?

RESEARCHER: From both.

ESTHER: I think it will be like I am selling the school. Outside is the curriculum advisor. At school is through the HOD, for example, you set your test or assignment and submit to him.

RESEARCHER: If yes, what kind of support do you get and who provides this?

SARAH: From the HOD

ESTHER: They even visit us in class.

ROSE: No.

RESEARCHER: Are you gaining from these professional developments that are being offered?

SARAH: Yes, I am gaining. I think it is helping us a lot because you look at your work with another eye.

RESEARCHER: How is the monitoring and evaluation of LO done at your school?

SARAH: They come to the classroom when I am teaching.

ESTHER: The HOD do evaluate us.

ROSE: We have to give them class work, homework, take it for moderation. We take it back to the learners to write.

RESEARCHER: That brought us to the end of our interview schedule. Thank for your time.

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ANNEXURE E: AN EXAMPLE OF AN INFORMED CONSERT TO INTERVIEWEE

Informed Consent

Introduction

My name is Milubi Khathutshelo Jeanet, studying towards MEd in Education at the University of Venda. My research focuses on the planning and presentation of LO lessons in the Intermediate Phase. As part of my study, I shall be conducting interviews, studying your plans and observing your lessons. I would kindly like to invite you to take part in this study, since your participation will contribute immensely to our understanding of the challenges that educators experience when they plan and present LO lessons in their classroom. Your choice in participating in this study will have no bearing on your job or any work-related evaluations.

Duration

The research takes place over two days. During that time, I will visit you two times for interviewing you at one day interval and each interview will last for about one hour each.

Confidentiality

I would like to assure you that the information you provide will be kept confidential and that your name will not be disclosed. For this reason, a pseudonym will be used instead of your real name. The information collected from you and your colleagues will only be shared with my supervisors.

Right to Refuse or Withdraw

You do not have to take part in this research if you do not wish to do so, and choosing to participate will not affect your job or job-related evaluations in any way. You may stop participating in the interview at any time that you wish without your job being affected.

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Certificate of Consent

I have been invited to participate in research about lesson planning and presentation of LO in the Intermediate Phase. I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study

Name of Participant: _____

Signature of Participant: _____

Date: _____

Day/month/year

Statement by the researcher/person taking consent

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Milubi Khathutshelo Jeanet

Signature_____

Date _____

Day/month/year

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ANNEXURE F: AN INTERVIEW SCHEDULE FOR HEADS OF DEPARTSMENT WHO ARE TEACHING/ COORDINATING LO

Questions based on challenges LO teachers face

RESEARCHER: What is your role as a head of department in LO?

ANNAH: My role is to especially in this subject is to see that prepare at the same time. They have to be direct with the learners, give them understanding, and teach them the dos and the don'ts. If you don't remind that, after that learners are inquisitive, for example, when they go to grade seven, they start to meet challenges

HOPE: Just to encourage the teachers to be specific in teaching Life Orientation.

RESEARCHER: How do you personally understand the term LO?

ANNAH: The term LO, I find it very important, It is day to day dealing with the essence of life. Understanding challenges and how to cope with those challenges.

HOPE: The life of a child, how the child grows up from maturity to adulthood.

RESEARCHER: What challenges are you experiencing with teachers teaching LO in the Intermediate Phase?

ANNAH: Educators have a lot of challenges, Educator is challenged and has to be able to select his way of teaching LO. He has to break it. He meets problems like intimidation of learners. The four stages of preparation must be done, so that at the end of the day

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you have to teach the conclusion and give them the research. That is why at this school we have the grade sevens that are stable, because that is how we mould them.

HOPE: The language they are being taught is the foreign language instead of their home language. I think that is the challenge that the teachers are facing.

RESEARCHER: Is that the result of how you mould them at the lower grades?

ANNAH: Yes.

RESEARCHER: How do you manage the implementation of LO with special emphasis on its planning and presentation?

HOPE: I encourage teachers to be specific when teaching LO, especially when they are teaching them things like the changes of their bodies and also from puberty to adulthood.

ANNAH: Educators must prepare with four stages, since they are the foundations of a learner. At the end of the lesson they must conclude with either a drama, group work in order to get the individual mind of the child.

RESEARCHER: (Laughs) Ok.

RESEARCHER: What advice can you give to those teachers that are still having challenges in presenting and planning LO lessons?

HOPE: In planning (laughs), in other words they must stick to the practical part of the lesson itself. When presenting they must be free to say what they want to say to their learners.

ANNAH: I find educators that educators when concluding a lesson, they must build an open ground where everybody will give an input.

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RESEARCHER: What are you doing to ensure that Life Orientation is taught in your phase?

ANNAH: What we do in our phase, we sit and discuss. We meet twice in month. Those with difficulties have colleagues to discuss and help each other. Sometimes we take a trip, for example, we can go to Pietersburg to learn about that subject. We normally make sure that education comes first and pleasure comes after. It helps them to mingle there, learners and educators.

Strategies that heads of department who are coordinating LO can offer to support.

RESEARCHER: What professional development do you offer to teachers and when?

ANNAH: Workshops from time to time. Recently during our holiday, we had our workshop and get our material. Department of Education is doing a good job, they are helping us a lot, normally in all subjects.

HOPE: So that teachers may develop themselves. I encourage them to attend workshops and to help one another as professionals. I conduct those programmes after school on the school premises.

RESEARCHER: What criteria do you use to monitor, evaluate and review performance of teachers?

HOPE: We usually do class visits monthly in order to check how the teachers are performing monthly and even to check their daily work in class.

ANNAH: In a class situation, I do individual assessment to learners. I have my notebook that jot down. Then I meet the educator and discuss

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the problems I met.

RESEARCHER: Which roles are you playing to deal with the challenges that teachers are facing in planning and presenting LO lessons?

LULU: There are many roles that I am playing in assisting colleagues to with them shortage. I help them to get the suitable materials and encourage them to consult other people and to use the internet.

HOPE: As an HOD, I try by all means to get an expert who can help us , and guide us so that teachers can improve their skills.

ANNAH: On that area we sit and discuss. We plan ahead of time and for how long. We then go ahead and discuss the planning that we did. the planning, preparation and the learner.

KATE: As an HOD, I am trying by all means to get an expert. Those who can help us in that particular learning area in order to guide teachers how to about teaching it.

RESEARCHER: What are you doing to ensure that LO is taught effectively in your phase?

ANNAH: We only do presentation in the classroom. We usually do it in third quarter. We do regular assessment in third quarter.

HOPE: (Laughs), I encourage the teachers now and then, so that they can do their work properly.

RESEARCHER: What strategies are you applying to support that LO teachers present their lessons effectively in their classrooms?

ANNAH: We give them the materials required in a class situation. We have the big library where they got resources that they need. That is why I

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have to go to the class to check whether what we have planned is happening in a class situation. In the afternoon I go and check teacher's books and learner's books, and then individual assessment, and then I go to my educators.

HOPE: I supply them with enough material so that they can do their work properly for the learners to understand better.

RESEARCHER: What type of support do you get from the district officers..

HOPE: That is not enough. They are not doing enough to support us as we need more support from the district.

ANNAH: (Laughs). They visit us from time to time. They have opened the door for us that whatever we need, we must tell them. We have attended a lot of workshops. We also have our own private workshops

RESEARCHER: Ok, that is when you want to go an extra mile about the issue of education?

ANNAH: Yes.

RESEARCHER: Thank you for your time, keep well the rest of the day.

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ANNEXURE G: INTERVIEW SCHEDULE FOR THE CURRICULUM ADVISOR WHO IS COORDINATING LO IN THE INTERMEDIATE PHASE AT MVUDI CIRCUIT

Questions based on challenges that LO teachers face.

RESEARCHER: Do you have a lesson plan template designed for LO in the Intermediate Phase?

BONY: Yes, we have a lesson plate template. It is also found in the assessment guide line for LO. In that document there are different templates including that one of a lesson plan. Teachers were asking which template do they have to use. We told them it doesn't matter, they can develop their own as long as it has all aspect that are found in a lesson plan.

RESEARCHER: Does that mean that in the same phase teachers can develop different lesson plans?

BONY: Yes, as long as it indicates the grade, learning area, the learning outcome, assessment standard, learners activities, teachers activities, resources that you have used. By resources I mean reliable resources that you have used. Formal tasks, you have to indicate which method are you going to use. There won't be any problem with the format, but what is important is the availability of all the aspects.

RESEARCHER: Really, don't you have a specific Life Orientation lesson plan, since other teachers are formulating their own lesson plans and write the name of the school on top. Some of those lesson plans are even convincing than the ones from the designated one's due to the

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language and format that are understandable?

BONY: I agree with you, but isn't that when we provide them with the lesson plan we are just giving a format, we are not saying necessarily use it on that format. You can use your own hand writing where you are going to have an ample space. When you are using a computer you can alter the space. The issue of aspects that are confusing we do explain them during the workshops.

RESEARCHER: The table on learner activities and teacher's activities. There was a time that we were told that on the learner activity, we need to write terminology and on the teachers activity we need to write the definition of that term. According to you what is the expected way of writing that?

BONY: Majority of teachers don't want to don a lesson plan. There are different views about lesson plan. The concept of bringing back a lesson plan is very difficult more especially after the government said lesson plans are no longer necessary.

In Life Orientation we have different assessment standard. Teachers have to unpack and extract what is needed. In each assessment standard, there are skills, values and attitudes. Normally we assess knowledge and values. The educator's duty is to teach the concepts in the assessment standard and the knowledge, in the first activity, interpreting food labels in grade 6, the educator must define concepts. In the second activity, the things that are found in each food label, for example, nutrients, ingredient's etc. That must be

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said briefly in the lesson plan. The lesson plan should be detailed. Activities might be two or the three, it depends on the assessment standard.

RESEARCHER: In that way you are bringing the idea that the template needs to be retyped so that they can alter the space provided in order to include all the aspects needed?

BONY The challenge that we have is that teachers always want to cheat. They will keep on complaining that the space provided is too small because they won't like to prepare the lesson. Teachers like to change the date every year instead of writing another lesson plan.

RESEARCHER: Do you have a professional development policy that guides teachers in planning their lessons?

BONY: Yes, in that document we have the record sheet, the aspects are the same, but the format is different. Teachers may prepare differently as long as the information is there. Educators must know the meaning of all the aspects that are in the lesson plan. Format is emphasis.

RESEARCHER: Do you have the recording sheet template designed for LO subject in the Intermediate Phase?

BONY: Yes, it is there, and we have provided them with a template. It is different from other learning areas.

RESEARCHER: How do you examine whether the marks that were put on the record

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sheet were done honestly for Physical and Training since there won't be any model that will serve as a model?

BONY: That is a very good question. We invite teachers in a workshop, others come and others don't come. Others implement and others don't implement. Teachers need to know their contact time and be able to divide them. When they assess they have to indicate the activity and provide the evidence for Physical and Training. The educator has to indicate that he will go out with his learners and do the Physical and Training and ask my learners to do 1,2 and 3.

RESEARCHER: My concern is that Physical Training in Life Orientation is to develop the physical body of learners. Do you go to an extent of taking learners outside and try to evaluate whether learners are doing it?

BONY: Our duty is to check the requirement and the tools. Educators will not access all learners in one day. The rubric must be there for each and every learner.

RESEARCHER: Do you as a curriculum advisor emphasise the teachers to do recording or do you emphasise the effective recording?

BONY: That one is a very long issue. The school management team must know and do the approval of everything. The Curriculum advisor won't ask the teacher if the marks are there. The rubric for each and every learner must be there.

RESEARCHER: Are teachers trained to use the teacher- learner support materials that are used by learners with special needs?

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BONY: No, we have not trained educators to teach learners with special needs.

RESEARCHER: Are you aware that our education system is emphasizing inclusivity in schools?

BONY: No, I have never worshipped them. But I know that there are schools like Tshiluvhi that were selected as pilots for inclusive education.

RESEARCHER: My question is, did it ever crossed your mind that there are learners with special needs in our schools?

BONY: I will be lying if I said if I could say we have work-shopped them.

RESEARCHER: Before the issue of piloting came into existence, what were you doing about that?

BONY: No, I just want to be honest.

RESEARCHER: Ok.

Questions based on strategies to support teachers in planning and presenting lessons

RESEARCHER: What professional development programmers do you offer for teachers who are teaching LO in your Circuit?

BONY: Normally every time we have teachers meetings were we implement our programme for them to know what we are expecting from them. For example, teaching them how to interpret the policy.

RESEARCHER: How and when are these programmes offered to teachers?

BONY: At beginning of the year because at the end of the year we are busy monitoring examinations.

RESEARCHER: May I interrupt you, you said you workshop them once, for how long, is it a once off day programme or once per month? If it is a one day

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programme, do you start in the morning and finish in the afternoon.

BONY: It is a matter of three hours, I want to be honest.

RESEARCHER: Is it in the morning or afternoon?

BONY: At 12hours.

RESEARCHER: If it is twelve hours, already the intermediate teacher would be tired. Do you expect him to grab the information and knowledge that you will be imparting to him or her?

BONY: I could say the time is not sufficient.

RESEARCHER: In most schools, teachers who are teaching Life Orientation are given it as a top up subject. The teacher who is teaching this subject this year is not the one who was teaching it last year. What is your view on that, especially bearing in mind the issue of effectiveness?

BONY: I don't expect him to do it effectively. We discourage that problem of giving LO to lazy teachers and also undermine teachers. We told the head of department in the meeting. The issue of changing teachers after each three months was discouraged. LO is not supposed to be given to teachers who are impossible. LO is not supposed to be undermined since it is a very important like all other subjects.

RESEARCHER: Do you think the programmes that you are running are sufficient?

BONY: They are not sufficient, but we will try to teach them the basic aspects that are needed in the classroom.

RESEARCHER: What is its impact to a new teacher who is from the teacher training?

BONY: It is a challenge, we are aware of the shortcomings that are brought about by the three hours programme, but there is nothing we can

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as curriculum advisors. It is beyond our control.

RESEARCHER: What is the degree of attendance or participation by teachers?

BONY: Last term, many teachers were attending, were surprised and even satisfied

RESEARCHER: What about the participation?

BONY: They participated well.

RESEARCHER: What criteria do you use to measure achievement of the purpose of training?

BONY: We start by training them, then we move around to see if they are implementing, if they are not doing it well, we do advise the educators there at school. Of course we cannot move to all schools because we are not many.

RESEARCHER: What follow- up programmes do you provide for teachers?

BONY: Normally I sit down with the educator. If I discover a problem I advise the educator. After some time I go there again and check if the educator is doing it well. I usually tell the educators that I am not happy with the work done.

RESEARCHER: What measure do you apply if the same mistake is happening, do you call the teacher to the circuit?

BONY: No, I don't do that, I call the head of department of that particular school.

RESEARCHER: To what extent is the professional development training programmes that you provide to educators being achieved?

BONY: It is difficult to answer. We measure it in two ways. If they attend in big number, we allow them to comment. We don't have enough time.

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Before we start, they will be asking about time frame. Because of that we prepare basic things that we want them to do in the classroom.

RESEARCHER: Thank you for your time.

BONY: My pleasure.

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ANNEXTURE H: LETTER TO THE CIRCUIT MANAGER MVUDI CIRCUIT ASKING PERMISSION TO INTERVIEW TEACHERS.

P.O. Box 3378

Thohoyandou

0950

12 March 2012

Enquiries: Khathutshelo

Cell no: 0728426197

Work tel. no: 0159626294

Persal no: 92484228

The Circuit Manager

Mvudi Circuit

Private Bag x2106

Sibasa

0970

Dear Sir/ Madam

RE: APPLICATION TO CONDUCT RESEARCH WITHIN MVUDI PRIMARY SCHOOLS

1. The above matter has reference.
2. I am hereby making an application to conduct research within the Mvudi Circuit Primary Schools.
3. My research will be directed to Life Orientation teachers who are teaching Life Orientation in the Intermediate Phase.
4. I promise to abide with all the ethical values during the time on which I will be conducting the research of which confidentiality will be highly maintained.

I hope my application will meet your required needs

Yours in service

Khathutshelo Milubi (Phosiwa)

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ANNEXTURE I: RESPONSE FROM THE CIRCUIT MANAGER GRANTING THE RESEARCHER TO CONDUCT THE RESEARCH

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION
VHEMBE DISTRICT

REF: 14/7/R

ENQ: MAHAMBA R

TEL: 015 963 1048

MVUDI CIRCUIT

PRIVATE BAG x2166

SIBASA

0970

13 March 2012

MILUBI K

P.O. BOX 3378

THOHOYANDOU

0950

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above matter refers.
2. Our office acknowledges the receipt of your request to conduct research on "life Orientation" directed to teachers who are teaching intermediate phase.
3. Permission has been granted to administer survey questionnaires to schools however this should not disrupt teaching and learning activities.

Hoping you will find the above in order

13/03/2012

CIRCUIT MANAGER

DATE/ STAMP

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ANNEXTURE J: LETTER TO THE CIRCUIT MANAGER REQUESTING TO INTERVIEW THE CURRICULLUM ADVISOR

Enq: Milubi K.

Work tel no: 015 962 6294

Cell: 072 8426 197

Persal no: 824884228

P.O Box 3378

Thohoyandou

0950

23 May 2012

The circuit Manager

Mvudi Circuit

Private Bag x2166

Sibasa

0970

Dear Sir / Madam

RE: APPLICATION TO CODUCT RESEARCH WITH A LIFE ORIENTATION CURRICULUM ADVISOR

1. The above matter has reference

1.1. I am a registered M.A student in Curriculum Studies at the University of Venda

1.2. The topic am focusing on is challenges that Life Orientation teachers face in planning and presenting Life Orientation in the Intermediate phase.

1.3. The interview schedules embarks on two themes which are:

1.3.1. Challenges that teachers experience in planning and presenting Life Orientation lesson.

1.3.2. Strategies to support Life Orientation in planning and presenting lesson.

1.3.3. I promise to able with all the ethical values during the time of m research of which confidentiality will be highly maintained.

I hope my application will meet your required needs.

Yours in Service

Milubi Khathutshelo

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Creating Future Leaders

ANNEXURE K: RESPONSE FROM THE CIRCUIT MANAGER GRANTING THE PERMISSION TO INTERVIEW THE CURRICULLUM ADVISOR COORDINATING LIFE ORIENTATION

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION
VHEMBE DISTRICT

REF: 2/5/6/1

ENQ: MAHAMBA R

TELL: 015 963 1048

MVUDI CIRCUIT

PRIVATE BAG X2166

SIBASA

0970

04 JUNE 2012

MILUBI K

P.O. BOX 3378

THOHOYANDOU

0950

APPLICATION TO CONDUCT RESEARCH WITH LIFE ORIENTATION CURRICULUM ADVISOR.

1. The above matter refers.
2. Our office is in receipt of your letter dated 23 May 2012 wherein you are making an application to conduct research with life orientation curriculum advisor.
3. As we go through your questionnaires, we could see that your research studies focus mainly on educators rather than curriculum advisor.
4. Curriculum advisor offers support to schools and he/she is not directly involved in teaching.
5. However, permission is granted provided that you also write a letter to your respondent who will also respond in writing.
   NB: Your research must not disturb our daily activities at circuit office.
6. We wish you all the best in all your endeavours

Hoping you will find the above in order.

THE CIRCUIT MANAGER
MVUDI CIRCUIT OFFICE
2012 -06- 05

04/06/2012

CIRCUIT MANAGER (MVUDI) DATE/STAMP

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