

**THE IMPLEMENTATION OF CURRICULUM AND ASSESSMENT POLICY  
STATEMENT AT THE FOUNDATION PHASE: A CASE OF KOLOTI  
CIRCUIT IN THE CAPRICORN DISTRICT OF LIMPOPO PROVINCE**

by

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## DECLARATION

I, **MATHUKHWANE JOHANNAH MAKGATO**, declare that:

**The Implementation of Curriculum and Assessment Policy Statement at the Foundation Phase: A Case of Koloti Circuit in the Capricorn District of Limpopo Province**

is my own work and has not been previously submitted in any form whatsoever, by myself or anyone else, to this university for any degree or examination purposes. All resources that I have used or quoted have been indicated and duly acknowledged by means of complete references.

.....  
**MATHUKHWANE JOHANNAH MAKGATO**

.....  
**DATE**

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I would like to thank God who granted me grace to study. I am always encouraged by Isaiah 41:10 which says: “do not fear for I am with you, do not be dismayed for I am your God; I will strengthen you and help you”. Indeed, God gave me strength to complete the race. 2 Timothy 4:17 also says, “But the Lord stood by my side and gave me strength”. I am also indebted to my spiritual parents Pastor Ben and Pam Jordan who prayed with me throughout this journey.

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## DEDICATION

This dissertation is dedicated to the Almighty God who saw me through this journey. Psalm 46:10 says; “Be still and know that I am God”. Indeed, I saw Him as the God of my life. The following scriptures confirm what God has done in my life.

Psalm 37:23; “What God is walking me into is far greater than what I walked out of” and Psalm 106:1; “Give thanks to the Lord for he is good, his love endures forever”.

## ABSTRACT

The study investigated the implementation of Curriculum and Assessment Policy Statement (CAPS) at the Foundation Phase. The implementation of CAPS was problematic in South African schools. If challenges experienced by teachers, such as inadequate resources, insufficient support, financial constraints and lack of proper training are not addressed, they would have far-reaching consequences for the type of skilled learners the system seeks to produce. The study was informed by an anti-positivist worldview. The study adopted a qualitative case study research design. The population was the Foundation Phase teachers and School Management teams in Koloti Circuit. Purposive sampling was used to select participants. The sample consisted of 24 Foundation Phase teachers, 8 Heads of Departments and 8 School Principals. Qualitative data was generated through individual and focus group interviews and was analysed thematically. The study revealed that teachers understood CAPS. The curriculum was implemented fully in the schools. The study also established that even though teachers were committed to implementing the curriculum, there were challenges in the system like; inadequate teacher training, multi-grade teaching, monitoring and support for teachers, skilled school management teams and provisioning of human and material resources. The study recommends quality continuous teacher development, merging of small schools to eliminate multi-grade teaching, commitment to learner teacher ratio of 1:35 and providing schools with sufficient and relevant human, physical and material resources to enhance the implementation of the curriculum.

**Key concepts:** Teaching and Learning, Learner performance, Curriculum and Assessment Policy Statement, Curriculum Implementation, Foundation Phase

## LIST OF ACRONYMS

CAPS :	Curriculum Assessment Policy Statement
DBE :	Department of Basic Education
HoDs :	Head of Departments
LDoE :	Limpopo Department of Education
LTSM :	Learner Teacher Support Materials
MEC :	Member of the Executive Council
NCS :	National Curriculum Statement
OBE :	Outcome-Based Education
RNCS:	Revised National Curriculum Statement

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## CHAPTER 1

### 1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

The dawn of democracy in South Africa brought in the need to transform the apartheid education system that was marked by racial understanding to a more inclusive and democratic education. In order to achieve this notion, the African National Congress led government had to grapple with a new educational policy and curriculum change. The new curriculum had to reflect democratic values and principles in agreement with the new constitution of the country (Chisholm, 2003:5). The new order came in with some challenges. Teachers experienced rapid curriculum changes influenced by rapid increase in global knowledge, technology and skills (Makelani & Sethusha, 2014:103).

The first version of the new curriculum for the General Education and Training Band, known as Curriculum 2005 and was introduced into the Foundation Phase in 1998 (Chisholm, 2003:80). The adoption of outcomes-based education as an approach in the implementation of Curriculum 2005 brought many changes in the education system. There were a lot of people who commended the new curriculum, but teachers' concerns led to the review of Curriculum in 2005. This provided the basis for the development of the Revised National Curriculum Statement for General Education and Training (Grades R-9) which became policy in 2002 (Chisholm, 2003:2) and the National Curriculum Statement for Grades 10-12. The Department of Education (DoE) introduced the Revised National Curriculum Statement (RNCS) for Grades R-9 and was implemented as follows: 2004 Implementation in Grades R-3; 2005 Implementation in Grades 4 to 6; 2006-2008 implementation in Grades 7-9 (Western Cape DoE, 2013:1).

According to the Minister of Basic Education, Angie Motshekga (DBE, 2011a:1), "the on-going implementation challenges of the Revised National Curriculum Statement Grades R-9 resulted in another review in 2009" then the National Curriculum Statement (NCS) was introduced in all phases. The NCS document was meant to build on the previous curriculum but was amended to provide clear specifications of what needed to

be taught and learnt on a term basis. It was also revised due to on-going implementation challenges.

The researcher was a circuit manager and observed that the implementation of NCS had challenges despite the fact that it had clear outcomes. The practice has been that teachers decided on what to teach based on the outcomes, and when and how to teach it in the classroom. As a result, when learners moved from one school to another, they would develop learning gaps as the teaching sequence would not always be the same in different schools (Selesho & Monyane, 2012:111). Research in South Africa confirmed the challenges mentioned above. Bantwini (2009:178) asserts that despite the reforms, most teachers lack adequate pedagogical content knowledge, lesson planning and the use of various instructional and assessment approaches.

Teachers expressed their concerns about the various challenges in the implementation of the Revised National Curriculum Statement (RNCS) for Grades R-9 and the National Curriculum Statement of Grades 10-12. The Minister of Basic Education then appointed a Task Team to identify the challenges and pressure points that negatively impacted on the quality of teaching in schools and also propose the mechanisms that could address the challenges (DBE, 2011c:5). The amendments aimed to address four main concerns about the NCS as identified by a task team which reported to the Minister of Education in October 2009 (Department of Basic Education, 2009:13). The four concerns identified by the task team are: (a) complaints about the implementation of the NCS, (b) teachers who were overburdened with administration, (c) different interpretations of the curriculum requirements and (d) underperformance of learners (Du Plessis, 2013:2).

Research done on the experiences of Foundation Phase teachers revealed that Foundation Phase teachers experience problems such as the quality of the training and lack of learning support materials (Makeleni & Sethusha, 2014:106). The minister introduced Curriculum and Assessment Policy Statement (CAPS) in 2012 to address major concerns. CAPS is a single, comprehensive, and concise policy document which has replaced the Subject and Learning Area Statements, Learning Programme

Guidelines and Subject Assessment Guidelines for all the subjects listed in the National Curriculum Statement Grades R – 12 (Department of Basic Education, 2009:13). CAPS is an adjustment to what is taught (curriculum) and not how it is taught (teaching methods) (Pinnock, 2011:7). CAPS provide details on what content teachers ought to teach and assess on a grade-by-grade and subject-by-subject basis. There is a clearly delineated topic for each subject and a recommendation on the number and type of assessments per term. Outcomes and assessment standards are now called topics and themes and learning areas are now called subjects (Department of Education, 2010:5). It is noteworthy that CAPS is not a new curriculum, but an amendment to the National Curriculum Statement (NCS) Grades R-12 so that the curriculum is more accessible and simplified to teachers (Pinnock, 2011:7).

The Curriculum Assessment Policy Statement (CAPS) was first implemented in Grade R to 3 (Foundation Phase) in 2012. The study began when teachers in the Foundation Phase had been implementing CAPS for the past three years, that is, from 2012 to 2014. The 2014 academic year was a critical period as it marked the final stage of the incremental implementation of the Curriculum and Assessment Policy Statement (CAPS).

According to Carl (2005:223), the process of curriculum change became a major feature of teaching in South Africa, because it involved various role-players and interested parties including teachers who are effective principal role-players. Smit (2001:67) states that policy-makers at national levels usually produce policies for schools whereas teachers remain in the background. Although teacher unions may represent teachers at policy level, their voices were seldom heard.

Erden (2010:3) argues that if teachers do not comprehend what the curriculum theoretical framework is all about, they will fail to successfully implement the curriculum and it will not yield the desired results. There were a number of contributory factors impacting negatively to curriculum implementation. These include lack of support to schools, lack of resources, SMT competencies and initiatives to facilitate development

before implementation. Curriculum implementation became a matter of concern. This had potentially two-fold negative effect on the learners' future. Firstly, those who choose to undertake tertiary education were at risk of starting on a less equal footing with their peers where curriculum was implemented effectively. Secondly, learners who pursue careers without certain essential skills find themselves excluded from the workforce, adding to South Africa's unemployed youth.

The Annual National Assessment (ANA) performance in the country was relatively low (Motshekga, 2014:8). The rate of Annual National Assessment (ANA) failure in schools across all provinces in South Africa calls for educationists of all kinds to come together and provide a lasting solution to the challenges that affect the country. Therefore, it is crucial to address the issues identified because of their direct and severe impact on teacher quality and performance and eventually on learners' performance in general. Koloti Circuit learners were still performing below average in Numeracy and Literacy in Grade 1 to 3, Languages and Maths in Grade 4 to 9.

It is against this background that the study investigated the implementation of Curriculum and Assessment Policy Statement (CAPS) at the Foundation Phase.

## **1.2 STATEMENT OF THE PROBLEM**

The South African education system has always been faced with many challenges since the early years of its democracy. Rogan and Grayson (2003:1174) state that there is a big range in the quality of schools in South Africa, and there is also a big range in the skills and knowledge of teachers. Badugela (2012: 6) indicated that challenges faced by teachers with regard to the implementation of CAPS include resistance to the change of the curriculum, insufficient resources, incompetence of teachers in content knowledge and skills, disparities between schools, insufficiency in teacher development and training, and in-adequate school support and monitoring. If these matters are left unaddressed they would have far-reaching consequences not only for the South African education system, but also for the type of skilled learners that would be produced and

for the economic growth of the country (Badugela, 2012:6). In the light of the above issues, the study investigated challenges faced by teachers and school management teams (SMTs) in the implementation of Curriculum and Assessment Policy Statement (CAPS) at the Foundation Phase.

### **1.3 AIM OF THE STUDY)**

The aim of the study was to investigate challenges faced by teachers and School Management Teams (SMTs) in the implementation of Curriculum and Assessment Policy Statement (CAPS) at the Foundation Phase.

The following objectives were formulated in order to address the aim:

- To examine how Foundation Phase teachers conceptualize CAPS.
- To identify challenges faced by Foundation Phase teachers in the implementation of CAPS.
- To develop strategies that can be adopted to enhance successful implementation of CAPS.

### **1.4 RESEARCH QUESTIONS**

The primary research question of the study was: What are the challenges faced by Foundation Phase teachers and School Management Teams (SMTs) in the implementation of Curriculum and Assessment Policy Statement at the Foundation Phase?

In order to answer the primary research question, the following subsidiary questions were raised:

- How do Foundation Phase teachers conceptualise CAPS?
- What are the challenges faced by Foundation Phase teachers in teaching within the context of CAPS?

- What strategies can be adopted to enhance the successful implementation of CAPS?

## 1.5 PRELIMINARY LITERATURE REVIEW

In this section, preliminary literature on the implementation of Curriculum and Assessment Policy Statement at the Foundation Phase was reviewed. The Foundation Phase is increasingly acknowledged as a critical phase in a learner's education, especially in establishing the building blocks for Numeracy and Literacy that are the foundations for effective future learning.

The concentration and focus on the Foundation Phase is meant to improve levels of Literacy and Numeracy, demystification of the obsessions with mother tongue learning at this phase and the delivery of the knock-out blow on education – the teaching corps. This is the segment that serves as a pivot in the learning process. Currently, the Foundation Phase is totally ill-equipped to produce a significant quality of learners.

There was insufficient research on CAPS implementation in the Foundation Phase. The research should have been timeous and not be conducted after the problem has escalated to a point where it is highly unlikely that its findings would contribute to solving the problem or to preventing further escalation of the problem (Brynard, Hanekom & Brynard, 2014:15).

A lot of scholarly work has been done on curriculum delivery in the South African education system. A myriad of suggestions have been postulated on how curriculum delivery can be turned around for the better. However, the scarcity of scholarly work on curriculum delivery at Koloti Circuit cannot be over-emphasised. Curriculum delivery problems that were addressed in scholarly thesis such as the one on problems experienced by teachers in planning social sciences lessons and using them as tools to achieve the learning outcomes in the Senior Phase level in Mankweng Circuit cannot be applicable in all circuits of the Limpopo Province (Kgopa, 2006:12). The one size-fits-all

approach has devastating consequences in education. The same implementation challenges were observed in the UNICEF's participation in the ECD policy document development in the Limpopo Province. This was despite the Minister of Basic Education's commitment "to up our efforts in the area of Early Childhood Development" (in DBE, 2011a:2). The identified insufficiencies of these interventions should be clearly understood. The overriding aims of these interventions remain sound but the practicalities in addressing the challenges that beset the curriculum delivery are as elusive as ever.

### **1.5.1 Provision of Resources for Implementation of CAPS**

The presence or absence of resources, and teachers' ability to harness them, are likely to be crucial in any attempts at innovation. Onwu and Stoffels (2005, on-line) found that the lessons of teachers in large under-resourced classrooms in Limpopo Province were typically traditional. They were teacher-centred. Teachers were using the question and answer mode, text-book-based and whole-class oriented, large numbers and there was restricted movement in the classroom. Teachers' lack of confidence in managing activity-based lessons severely limited their ability to change to new approaches. They also point out that these teachers have never seen new practices in action and they suggested that there was a need to focus efforts on helping teachers to bridge the gap between what is intended in the new curriculum and classroom implementation in the realities of the teachers' school context.

Rogan and Grayson (2003: on-line) argue that resources can influence how a teacher teaches. They chose cases in schools where they had adequate resources to facilitate practical work. This was to eliminate the lack of apparatus and other resources needed for practical work by the teacher to conduct practical work in a particular way.

Taylor (2008:10) argues that a good text book contains, in a single source, a comprehensive study programme for the year, it lays the curriculum out systematically providing expositions of the concepts, definitions of the terms and symbols of the

subject in questions, worked examples of standard and non-standard problems, lots of graded exercises, and answers.

Foundation Phase classrooms should be adequately provisioned to ensure equity across schools and to allow young learners' access to the range of support materials necessary to support the curriculum. Each learner from Grade 4 to Grade 12 must have his/her own textbook for each learning area/subject. A textbook is the most effective tool to ensure consistency, coverage, appropriate pacing and better quality instruction in implementing a curriculum (DBE, 2011a:11). One had to find out whether Foundation Phase classrooms are resourced as per minister's directives.

Other learner teacher support materials related complaints were that some provinces had not provided sufficient textbooks to learners for many years, and that some provincially developed catalogues contained learner teacher support material of doubtful quality (DBE, 2009:8).

The Minister of Basic Education appointed a task team to review the implementation of National Curriculum Statement and a final report was presented to the minister in October 2009. The Ministerial Task Team recommendations as presented in the review report (DBE, 2009:7), suggested that the role of the textbook should be reasserted, and in this regard called for the development of a catalogue of textbooks aligned to the curriculum.

In the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ) III study, textbooks are classified as an "essential classroom resource" on the basis that effective teaching and learning cannot take place without them. This concern coincides with the apprehension that a serious challenge facing South African education in general is the lack of a successful translation of new curriculum reforms into classroom practice. Insufficient resources might impact negatively to effective teaching and learning in the Foundation Phase classrooms. CAPS will not yield the desired results if schools experience a shortage of learner-teacher support material as

alleged. It is of vital importance to strengthen institutions of learning with appropriate facilities, support materials and pedagogical training to enhance learning (Van der Berg, 2011:20).

### **1.7.3 Teacher Support for Effective Teaching and Learning**

The Ministerial Task Team Report (DBE, 2009:8) reveals that the current system is almost completely dependent on curriculum advisors and district staff to act as intermediaries between curriculum policy and implementation in the classroom. In every province, teachers mentioned that there were several challenges around the role of the districts. Firstly, the role of the curriculum advisors differs from province to province. Secondly, many teachers see the role of curriculum advisors primarily as too technical and demanding of unnecessary administrative tasks and 'box ticking'. Thirdly, there are too few curriculum advisors nationwide to do justice to thorough and qualitative in-class support for teachers. Many do not have sufficient knowledge and skills to offer teachers the support they require to improve learner performance. The task team recommendations, as presented in the review report, states that the nature of classrooms and school support by the curriculum advisors must be specified and being specific will assist curriculum advisors to perform their duties and provide relevant support to teachers. Finally, in the absence of role clarification and training for the curriculum advisors, many have resorted to developing tools to help interpret policies and guidelines that have contributed to the confusion and proliferation of documents and paperwork (DBE, 2009:8).

The Ministerial Task Team Report DBE (2009:8) has recommended that curriculum advisors' roles nationally must clarify and specify the exact nature of in-school and classroom support they should provide to teachers. The limited number of curriculum advisors in the Limpopo Province is expected to support both primary and secondary schools in all circuits. The schools in Koloti Circuit should be supported in the implementation of CAPS by officials from circuit, district or even head office.

#### **1.7.4 Teacher Workload and Administrative Burden**

The Ministerial Task Team Report DBE (2009:8) states that teachers across the country complained about numerous administration requirements and duplication of work. This has partially been addressed by the recommendation on supporting roles in the districts and the curriculum advisory services. However, the planning requirements of teachers has become unnecessarily complicated and appear to make little contribution towards improving teaching or learner attainment. On the other hand, the administrative burden around assessment and planning appear to impact negatively on teaching and contact time. The Ministerial Task Team Report (DBE, 2009:8) clearly indicates that CAPS would reduce teachers' workload particularly with regard to administrative requirements and planning, to allow more time for teaching.

#### **1.7.5 Teacher Training for the Implementation of New Curriculum**

Teachers require in-service training in order to implement the curriculum effectively. Recent investigation of curriculum implementation in rural primary schools in the Foundation Phase has revealed that teachers experience numerous challenges regarding teaching and learning internationally and nationally (Moalosi & Molwane, 2010:29). These challenges emanate from lack of effective teaching and learning of Numeracy and Literacy in the Foundation Phase. According to Mohd *et al.* (2010:50), to ensure the effective implementation of curriculum, teachers need to be well trained, highly motivated, dedicated and professionally competent.

The teacher hearings and submissions were unanimous in suggesting that current teacher development policies to support the curriculum were often too generic and superficial and did not provide the needed support to teachers. They made it clear that addressing the need to upgrade teachers' skills would not be appropriate with a 'one size fits all' approach. Teachers also complained that most tertiary institutions did not cover the National Curriculum Statement thoroughly enough and that many newly trained teachers were not competent to teach the curriculum (DBE, 2009:9).

The Ministerial Task Team's recommendations as presented in the review report (DBE, 2009:7) reveal that the Department of Basic Education should provide targeted in-service training and development. Further Higher Education Institutions (HEI) should align their teacher training programmes with the new curriculum. The study confirmed the research findings by other scholars, indicating that participants received little training when a curriculum was introduced (Moalosi & Molwane, 2010:33).

Participants expressed the view that the training they received was inadequate for them to implement the curriculum effectively. In their responses, they indicated that the training they received just provided a basic knowledge and understanding of the modification to the curriculum. The knowledge and understanding on training teachers had been influenced by the fact that CAPS is built on NCS. Therefore, facilitators took it for granted that they should not go deep into training teachers as teachers already have adequate knowledge about NCS content. The idea was only to orientate teachers on new additions and omissions (Makeleni & Sethusha, 2014:106).

On the other hand, there were teachers who benefited from CAPS training through the knowledge they gained from NCS previous workshops regarding the quality of training teachers received. The responses reveal that teachers have different perceptions of the training they received. The findings further proved that workshops have been conducted before the curriculum implementation process (Motshekga, 2014:107).

Mokhele (2014:on-line) asserts that the need for high quality professional development is a central component in nearly every modern proposal for improving the quality of education in South Africa and abroad. Indeed, if all learners are to succeed, they must have teachers who are knowledgeable and competent. Unfortunately, many teachers, especially in developing countries, do not have the necessary skills to teach well nor are equipped to confront the challenges and adverse conditions they face in trying to improve the quality of education in schools (Mokhele, 2014:on-line). It is therefore necessary to find appropriate professional development approaches to ensure that all the teachers, even the most experienced ones, are equipped with the necessary

knowledge and skills for improving learner performance. Teachers also need to broaden their knowledge and improve their skills over the course of their careers. It is no surprise that funders, teachers and researchers all suggest professional development for improving the quality of education in schools (Mokhele, 2014: on-line).

### **1.7.6 Curriculum Implementation and Learner Performance**

Jahan (2015:9) states that in the Middle East, a study was conducted before implementation of a new curriculum in the country. The aim of the study was to evaluate the attitudes, knowledge and perceptions of medical students towards the elderly before and after implementation of geriatrics curriculum. Teaching and learning strategies were devised and consisted of small group tutorial sessions, case-based scenarios, role play, simulated history taking and a few large class format sessions. Student's feedback on this curriculum was taken to further refine the curricular content and strategies as necessary (Jahan, 2015:9). South Africa can also learn from the Middle East and adopt good practices before the implementation of the new curriculum.

In Turkey, Ergin (2013:468) undertook a study focused on observations of the applications of instructional theories, methodologies, and techniques/strategies in different field teachers' classrooms and their learners' attitudes towards teachers' ways of teaching. The teachers' use of materials during the lessons was additionally observed. This study was carried out just before the implementation of the new curriculum which is based on constructivist approach to demonstrate what was preferred by teachers at schools before its implementation.

Sargen (2011:49) studies revealed that curriculum reform implementation in China have also frequently found that teachers are simply continuing to teach as they did before the new curriculum reforms aimed to transform teaching practices from the traditional examination-oriented approaches of rote memorization, lecture, and drill to more learner-cantered approaches.

Cuban's (1990:9) study revealed that according to teachers, the most important goals of education are a shift away from dominant new curriculum ideologies. In the early years of reform, creativity and thinking skills were the most important goals for teachers and principals, but after several years of reform implementation, this was overtaken by good habits and discipline. This may indicate attitudes that the new curriculum reforms were having a negative impact on the traditional virtues of discipline and order so conducive to examination preparation in Gansu Province in China. Cuban (1990:9) also states that cluster work, role-play, inquiry-based learning, and hands-on activities are central to teaching and learning. In addition, fewer learners report that teachers allocate a lot of homework and fewer teachers report that classes are ruled by teacher talk hence poor performance.

The poor performance of South African schools related to those in both developed and developing countries has been observed at primary level in Mathematics and reading (Taylor, 2008:2). The SACMEQ scores show that South Africa is outperformed by 8 surrounding countries, some of which include Mozambique, Kenya, Uganda and Tanzania which are much poorer, with gross domestic products in the order of one-tenth to one-fifth.

The DBE's Annual National Assessment (ANA) is a standardised assessment system for Numeracy and Literacy in Grades 1 to 6 and in 2012 was extended to include Grade 9. The results of the ANA illustrate that the average learner struggles with numeracy and has failed to master reading and writing (Motshekga, 2013:9).

In 2014, the overall results for ANA in Grades 1 to 6 points towards an upward movement of test scores, while in Grade 9 Mathematics, the performance of learners has remained at a low level as was the case in 2012 and 2013. Over the last three years, the analysis of provincial trends in the ANA indicate that the education sector is making strides in the Foundation and Intermediate phases in both Languages and Mathematics (Motshekga, 2014:8). For example, in Gauteng, the average percentage mark was above 60% across Grades 1 to 3 in both subjects (Motshekga, 2014:8). The

researcher believes that as a country, South Africa cannot be impressed by an average of 60% which means 40% of our learners in Gauteng, which is our best performing province, still fail ANA dismally.

Across all grades, CAPS formed the basis for the development of the tests in Mathematics and languages. CAPS provided a clear prescription to teachers and learners on the content areas to be covered in each quarter; hence the designing of the tests that were written in the third quarter were made less challenging. Informed by the release of the ANA 2013 results, a Diagnostic Report and 2014 Framework for Improvement was generated from the analysis of learner responses in ANA 2013 (Motshekga, 2014:8).

It against this background that this study investigated the implementation of Curriculum and Assessment Policy Statement in the Foundation Phase teaching and learning and determined challenges in the implementation of CAPS in the Foundation Phase.

## **1.6 DEFINITION OF CONCEPTS**

The following key concepts are defined for the purpose of easy understanding of this study:

### **1.6.1 Teaching and Learning**

Center (2016:1) defined teaching as an instruction that leads to effective learning, which in turn means thorough and lasting acquisition of the knowledge, skills, and values the instructor or the institution has set out to impart to learners.

In the context of the study, teaching is a systematic and scientific transfer or imparting of knowledge and information to learners whereas learning is the receipt and absorption of material or programmes. Learning is the acquisition of knowledge or skills that learners gain through the teaching experience. Teachers facilitate the process of

teaching and learning in schools.

### **1.6.2 Learners' Performance**

According to Eison (2010:1) learners' performance is the ability of the learners to apply and demonstrate what they learnt, how well the learner meets standards set by teachers. Learners' performance refers to the ability of a learner to demonstrate knowledge by participating in class work and homework, writing test, making presentation and participating in discussions.

In the context of this study, learner performance is how well a learner is accomplishing tasks and studies. However, there are quite a number of factors that determine the level and quality of learner's performance.

### **1.6.3 Curriculum Assessment Policy Statement**

The Curriculum and Assessment Policy Statements (CAPS) is a single, comprehensive, and concise policy document which has replaced the Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects listed in the National Curriculum Statement for Grades R -12 (DBE, 2011b:3).

In the context of this study, Curriculum and Assessment Policy Statement refers to improving the quality of teaching and learning which would in turn improve learner performance from Grade R to 12.

### **1.6.4 Curriculum Implementation**

The Merriam-Webster Online Dictionary (2005: on-line) defines curriculum as a process where prescriptive courses or content is offered at a school and is based on a more general syllabus which merely specifies what topics must be understood and to what

level to achieve a particular grade or standard. Implementation is the formal and informal process by which learners gain knowledge and understanding, skills are developed under the auspices of a school.

In the context of this study, curriculum implementation is a process where documents developed by curriculum experts appointed by the government is carried out or executed by teachers in the teaching and learning process. This is done through an interaction between the teacher and learners in the classroom.

### **1.6.5 Foundation Phase**

The Foundation Phase is the first phase of the general education and training (GET) band and includes Grade R (the reception year) and Grades 1, 2 and 3. It focuses on primary skills, knowledge and values and lays the foundation for further learning (DoE, 2003:19). The broader aim of the Foundation Phase is to provide learners with sufficient opportunities to develop their full potential as active, responsible and fulfilled citizens (DoE, 1997:4). For the purposes of this study, the Foundation Phase is the first stage of formal education, teachers imparting knowledge to Grade R to Grade 3 learners.

### **1.6.6 Learner Teacher Support Materials (LTSM)**

Learner Teacher Support Materials (LTSM) refers to all materials that are created and are of high quality and relevancy to meet the demands of the teaching and learning of all learners (LTSM Policy, 2011:4). Learner Teacher Support Materials include electronic materials, textbooks, library, books, charts, models, computer hardware and software, television, video recorders; video tapes that aid learning and teaching for learners. This study focused on LTSM relevant to Foundation Phase teaching and learning.

In the context of this study, LTSM refer to resource materials that the Department of

Basic Education or any institution provides for use by both teachers and learners to facilitate teaching and learning.

### **1.6.7 Annual National Assessments (ANA)**

The Annual National Assessments (ANA) are standardised national assessments for Literacy and Numeracy for the Foundation Phase (Grades 1-3). Languages and Mathematics in the Intermediate and Senior phase (Grades 4-9) and the question papers and memoranda are supplied by the National Department of Basic Education and the schools manage the conduct of the tests as well as the marking and internal moderation (Motshekga, 2014:1). ANA was put in place by the Department of Basic Education as a strategy to annually measure progress in learner achievement (Motshekga, 2014:1).

In the context of this study, Annual National Assessments (ANA) is an assessment yardstick to evaluate the efficacy of teaching strategies exit grades regarding Numeracy and Literacy skills from Grade 1 to 3 and Maths and languages from Grade 4 to 9.

## **1.7 RESEARCH DESIGN AND METHODOLOGY**

This section focuses on the research paradigm, research design, and methodology.

### **1.7.1 Research Paradigm**

The study was informed by an anti-positivists worldview. Anti-positivists believe that reality is multi-layered and complex, and that a single phenomenon has multiple interpretations (Dash, 2005:online). This means that reality depends on how an individual interprets it. Individual interpretations fall within a category of interpretivism, a philosophical view that believes that all humans are guided by abstract principles (Denzin & Lincoln, 2000:18). In order to give the interpretation of the participants in their own fields of operation, the study adopted the qualitative research design and

methodology.

### **1.7.2 Research Design**

This study used qualitative research design. McMillan and Schumacher (2001:395) define qualitative research as an interactive inquiry in which researchers collect data in a face-to-face situations by interacting with selected persons in their settings. In qualitative research, the researcher is concerned with understanding social phenomena from participants' perspectives and therefore interprets phenomena in terms of meanings people bring (McMillan & Schumacher, 2001:395).

### **1.7.3 Research Methodology**

McMillan and Schumacher (2001:9) refer to research methodology as a method according to which the researcher selects data collection and analysis procedures to investigate a specific research problem. Interviews were used as a research method for the collection of data.

The following types of interviews were used to collect data: individual and focus group interviews. The interview is in a sense, a vocal type of questionnaire (MacMillan & Schumacher, 2006:203). Instead of writing the response, the interviewees provide the needed information verbally in a face to face interaction (MacMillan & Schumacher, 2006:203). The methods that were used to collect qualitative data are discussed here under:

#### **1.7.3.1 Individual Interviews**

The individual interview is when the researcher speaks to participants on one on one basis. The researcher and the participant communicate directly with each other, and this allows for more quality information to be communicated between them. Individual interviews go beyond verbal expression. The nature of words used, facial expressions and body language all communicate what the other party mean. De Vos (2005:287)

viewed interview as a predominant mode of data or information collection in qualitative research. Individual interviews were a direct attempt by the researcher to obtain reliable and valid measures in the form of verbal responses from participants.

The researcher conducted individual interviews with heads of departments and principals. The individual interviews assisted the researcher to get detailed information. The school management teams were interviewed individually and at their own space. They were free to express themselves on any aspect without any disturbance and fear.

### **1.7.3.2 Focus Group Interviews**

Focus group interviews is another way of collecting qualitative data, which essentially involves engaging a small number of people focused around a particular topic or set of issues (Onwuegbuzie, 2009:2). The researcher used the focus group interviews as a strategy to collect data engaging participants in small groups. The central feature of this method of obtaining data from groups of participants is that the interviewer strives to keep the discussion focused upon the issue of concern. The interviewer directs the group towards the focus of the research. In doing so, the researcher through probing encourages the group to provide the required information.

The researcher conducted focus group interviews with teachers. The focus group interviews assisted the researcher to get more information. Some people are shy to talk but when they are in a group setting they may open up, as the group may give them courage.

## **1.8 SAMPLING**

Sampling involves the choice of the population and the determination of the sampling procedures and the sample sizes.

### **1.8.1 Population**

A population is an entire group of individuals that share one or more characteristics from which data can be gathered and analysed (Simon & Goes, 2013:11). The population of the study consisted of all Foundation Phase teachers and SMTs of eight primary schools in Koloti Circuit. Foundation Phase teachers are directly involved in the implementation of CAPS.

### **1.8.2 Sampling Procedures**

The study used purposive sampling. Purposive sampling is a type of sampling which is based entirely on the judgement of the researcher, in that a sample is composed of elements that contain the most characteristic, representative or typical attributes of the population (De Vos, 2005:202).

Purposive sampling in this regard is a strategy that the researcher used to choose small groups or individuals with knowledge about the implementation of CAPS at the Foundation Phase (De Vos, 2005:202). In this study, teachers with 4 years teaching experience in the foundation phase were sampled because they have been teaching since the inception of CAPS. In the same vein, the heads of departments sampled were those who have been involved in the Foundation Phase since the implementation of CAPS. School principals sampled were those that had managed schools since CAPS' inception. These participants were people with in-depth knowledge and understanding about the implementation of CAPS at the Foundation Phase teaching.

### **1.8.3 Sample**

The sample is a small portion of the total set of persons which together comprise the participants of the study (De Vos, 2005:192). The sample for this study consisted of 24 Foundation Phase teachers, 8 heads of departments and 8 primary school principals.

## **1.9 DATA ANALYSIS**

According to McMillan and Schumacher (2006:364), qualitative data analysis is an on-going, cyclical process that is integrated into all phases of qualitative research. White (2002:82) and Leedy and Ormrod (2001:150) argue that qualitative data analysis is a systemic process of examining, selecting, categorising, comparing, synthesising and interpreting data to address the initial propositions of the study. The study adopted qualitative data analysis methods. Data analysis involved the examination and interpretation of data.

Data collected was ordered in such a way that it became useful. This was achieved by comparing responses from interviews. Efforts were made to avoid data manipulation. Critical presentation of data assisted in avoiding or minimizing chances of data manipulation. Simple form of data presentation for any reader's critical and objective analysis was essential. Trends that emerged during data organisation were reflected or highlighted in the write-up of the research findings. Conclusions reached, were based on the information that had been gleaned from the data bereft of manipulation (White, 2002:82; Leedy & Ormrod, 2001:150).

Data analysis did not only occur at the end of the study. In fact, it was done simultaneously as data was gathered. Inductive data analysis was used where categories and patterns emerged from the data rather than being imposed prior to collection (McMillan & Schumacher, 2006:364). Analysis of narrative data involved examining and organising notes from interviews, reducing the information into smaller segments from which the researcher can see and interpret patterns and trends. Data was analysed thematically.

## **1.10 TRUSTWORTHINESS OF QUALITATIVE RESEARCH DATA**

According to Lablanca (2010:on-line) trustworthiness of qualitative research is when evidence for the results reported is sound and when the argument made based on the

results is strong. In order to maintain trustworthiness, the study maintained a high degree of credibility and objectivity. Criteria for trustworthiness in qualitative research are closely tied to the paradigmatic underpinnings of the particular discipline in which a particular investigation is conducted (Morrow, 2005:251). Trustworthiness of qualitative research data in this regard was determined by the following specific criteria: credibility, transferability, dependability and confirmability.

### **1.10.1 Credibility**

One of the key criteria addressed by positivist researchers is that of internal validity in which they seek to ensure that a study measures or tests what is actually intended (Shenton, 2004:64). Different types of data from different types of informants, different sites and adoption of appropriate research methods were used to ensure credibility. In this regard, data derived from individual interviews and focus group interviews with heads of departments, principals and teachers were used to ensure credibility.

### **1.10.2 Transferability**

According to Shenton (2004:69), “transferability is concerned with the extent to which the findings of one study can be applied to other situations”. In positivist work, the concern often lies in demonstrating that the results of the work at hand can be applied to a wider population. In this study, multiple cases, multiple informants and more than one data-gathering method was used, and this strengthened the study’s usefulness for other settings (Shenton, 2004:65). The researcher provided background data to establish context of the study and detailed description of phenomenon in question to allow comparisons. Data from different sources, that is, literature, teachers, HoD’s and principals was used to corroborate, elaborate or illuminate the research in question.

### **1.10.3 Dependability**

Dependability refers to the stability or consistency of the inquiry processes used over time. The more consistent the researcher is in this research process, the more

dependable are the results (Morrow, 2005:252).

Dependability deals with the core issue that the way in which a study is conducted should be consistent across time, researchers, and analysis techniques. Thus, the process through which findings are derived should be explicit and repeatable as much as possible (Morrow, 2005:252). This study employed “overlapping methods” to strengthen dependability.

#### **1.10.4 Confirmability**

Morrow (2005:252) stresses the need to ask whether the findings of the study could be confirmed by another researcher. This removes evaluation from some inherent characteristic of the researcher (objectivity) and places it squarely on the data itself. The data helped in confirming the general findings and led to the implications. This is the appropriate qualitative criterion (Morrow, 2005:252).

In this study, steps were taken to help ensure as far as possible that the work’s findings are the result of the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher.

According to De Vos (2005:346), findings of the research against the four criteria developed could prove that credibility, transferability, dependability and confirmability of the research results are impeccable. The role of triangulation in promoting such confirmability was again emphasised as it reduced the effect of investigator bias (Shenton, 2004:72). Three types of data were triangulated, data from focus group interviews with teachers, data from individual interviews with HODs and principals. Major commonalities, discrepancies and agreements from individual and focus group interviews were also identified.

### **1.11 SIGNIFICANCE OF THE STUDY**

As a key in implementing Curriculum and Assessment Policy Statement, teachers must understand what is expected of them and envision what standards look like in their classrooms. When teachers understand what is expected of them, the full potential of each learner as a citizen of a democratic South Africa is developed through CAPS. The CAPS curriculum creates a lifelong learner who is confident, compassionate, independent, literate, numerate and multi-skilled and has respect for the environment. Learners are equipped with the capacity to participate as active and critical citizens in the society. Schools will also benefit from the outcomes of this study. When the curriculum is better understood and implemented properly, schools' targets are achieved. Learner academic performance is improved. Schools would be resourced adequately to the benefit of learners.

### **1.12 DELIMITATION OF THE STUDY**

This study was conducted in Koloti Circuit in the Capricorn District of Limpopo Province, South Africa. Koloti Circuit is located in Polokwane Municipality, Moletjie Rural Village and thirty-seven kilometres west of the city of Polokwane.

Schools in Koloti Circuit are public ordinary schools, quintiled 2. The quintile ranking of a school determines the no-fee status of the school. Quintile 2 schools are the second poorest category of schools according to poverty ranking based on the economic status of parents and geographic location as determined by National Treasury (DoE, 2007:5).

The quintile ranking determines the amount of money that a school receives as subsidy from the department. The poorest schools receive the greatest per-learner allocation, based on the assumption that schools in wealthier communities are able to raise funds better and require less funding support from government.

## 1.12 ETHICAL CONSIDERATIONS

Permission to collect data was sought from the Head of Department of Limpopo Department of Education. Once permission had been granted, the researcher arranged with the school management before data collection so that there was no interference to the teaching and learning.

Personal visits were made to conduct face to face interviews. Prior to the commencement of data collection activities, the researcher undertook to communicate the aims, objectives, nature and future use of findings to participants. The study ensured that those who participated in its processes did so with informed consent and that they had the right to withdraw participation at any stage. The information obtained from respondents was treated with due confidentiality and the names of the participants were not revealed. The participants were assured that there would be no unpleasant or damaging effects on the individual or the setting (the school). The researcher did not interact with the participants in any way that would suggest the violation of ethics. Participants were treated with respect. Leedy and Omrod (2013:107) suggest that individuals should not be exposed to harm or be probed to participate in a research that may result in violation of ethical or moral standards. The researcher followed the necessary protocols and adhered to the ethical guidelines of the University as outlined in the institution's Handbook for Higher Degrees of the University of Venda.

## 1.14 RESEARCH OUTLINE

The study is divided into the following five chapters:

**Chapter One** presents the introduction and background to the study, statement of the problem, aims, objectives and research questions.

**Chapter Two** presents and discusses the literature review.

**Chapter Three** consists of research design and methodology.

**Chapter Four** analyses and interprets data.

**Chapter Five** elaborates on findings, summary, conclusion, recommendations and suggestions for further studies.

## **1.16 CONCLUSION**

In this chapter, the introduction of CAPS and its background was outlined. The chapter focused on the problem statement, aim of the study, research questions, significance of the study and preliminary literature review. Basic concepts used in the study were also defined as well as discussion of the research design and methodology, trustworthiness of the study, delimitation of the study and a research outline. The chapter further discussed sampling, ethical considerations and data analysis. The next chapter presented the review of literature.

## CHAPTER 2

### LITERATURE REVIEW: IMPLEMENTATION OF CAPS AT THE FOUNDATION PHASE TEACHING

#### 2.1 INTRODUCTION

The researcher focused on Curriculum implementation in South Africa, conceptualization of Curriculum and Assessment Policy Statement (CAPS) and a comparative study of curriculum implementation in other countries. The successes, challenges, and strategies that can enhance CAPS implementation are also addressed.

#### 2.2 CURRICULUM IMPLEMENTATION IN SOUTH AFRICA

According to the Minister of Basic Education, the national curriculum is the result of struggles over a period of seventeen years to change the curriculum handed down through the apartheid government (DBE, 2011a:iii). From the start of democracy, the curriculum has been built on the values that inspired the Constitution (Act 108, 1996). The Preamble to the Constitution states that the aims of the Constitution are to: heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights; improve the quality of life of all citizens and free the potential of each person; lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations (Constitution Act 108,1996:2). Education and curriculum have an important role to play in realizing the above-mentioned aims.

The South African educational system has undergone a major transformation since 1994. According to a study by Rogan and Grayson (2003:47), the new curriculum evolved from Outcomes-Based Education (OBE), Curriculum 2005 (C2005), Revised National Curriculum Statement (RNCS) and currently CAPS. This represents a radical paradigm shift and has been greeted with both resistance and enthusiasm.

### **2.2.1 Outcomes-Based Education (OBE)**

According to Minister Angie Motshekga DBE (2011c:iii), Outcomes-Based Education was introduced to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. OBE was an approach aimed at embracing the capacity of learners to think, to learn from the environment, and to respond to wise guidance by teachers who value creativity and self-motivated learning (Chisholm, 2003:278). The new approach was not a set of rules and regulations handed down by the department and which schools just blindly follow. It was a set of guidelines on how schools can put the new curriculum into practice. To some extent, provincial departments and educators decide for themselves what these guidelines mean for their schools. Individual schools and educators draw up their own learning programme (Chisholm, 2003:278).

Maphala (2006:23) argues that OBE undermined the fragile learning environment in schools and classrooms of the new South Africa instead of validating innovation. Maphala (2006:39) further points out OBE failed as it has difficult semantics and ideas, language is unclear and often conflicting. The influence of OBE on society and the economy is dangerous; it misleads and misinforms teachers and the public. The OBE policy is based on weak assumptions about what happens inside the average South African classroom.

Teachers as a constituency were limited in the participation around the formulation of this policy. The management of OBE increased the administrative burdens placed on teachers. Without adequate support such as release time, aide support and manageable class sizes, OBE failed (Moodley, 2013:28). On 24 March 1997, the Minister of Education, Professor Bengu, announced the Government's decision to discontinue OBE policy and introduce Curriculum 2005 (Moodley, 2013:23).

### **2.2.2 Curriculum 2005 (C2005)**

South Africa adopted a policy which aimed to change the curriculum in all schools called Curriculum 2005 in 1998. C2005 was intended by the Ministry to be a coherent policy initiative that would change the nature of schooling in line with the

aim of introducing transformation concerning teaching and learning (Fataar, 2001:21).

Curriculum 2005 was a great start to transforming our education system but as it was implemented, school managers, teachers and others discovered its weaknesses. According to Moodley (2013:29), C2005 was criticised for being too stylish, and in that it involved new and excessively difficult terminology. It depended on poorly trained and already overworked educators for its implementation. The curriculum was also heavily reliant on resources, textbooks and even classroom space, whereas many poor schools were already struggling with few and outdated textbooks and minimal resources. Teachers were offering subjects which they were not qualified or trained to teach, for example, Technology and Life Orientation.

The then Education Minister Kader Asmal appointed a committee to review C2005. (Department of Education, 2000:iii). Members of the Review Committee consulted teachers, departmental officials and other stakeholders. They found that C2005 had several weaknesses. These are the main ones: language is too difficult to understand; people do not always have the same understanding of the difficult and new language used; it leads to confusion and teachers become de-motivated; it does not give enough guidance on what to teach, when to teach and at what level to teach and learners are taught the same concepts at different levels.

This review of C2005 was done within two years of its implementation. The endorsed changes were put into run-through by the educators even before they mastered the original 2005 curriculum. Moodley (2013:30) found that although new learning areas were introduced there was no attempt to train teachers in the knowledge and skills aspect of these new learning areas. Based on their findings, the C2005 Review Committee suggested that C2005 in its present form should be phased out.

### **2.2.3 Revised National Curriculum Statement (RNCS)**

The review committee proposed the introduction of a Revised National Curriculum Statement (RNCS) which became policy in 2002 (DOE, 2002b:2). RNCS supported

changes in teacher orientation, training, and learning support materials. The curriculum had a clear language. The RNCS reduced Learning Areas to eight (DOE, 2002b:9).

Research done on the experiences of educators in the implementation of RNCS revealed that they had also experienced problems with the training they had received, the quality of the trainers and the lack of teaching and learning support materials (Selesho & Monyane, 2012:111). RNCS also had its own shortfalls. The problems with RNCS, which led to its change and reform can be summarised as follows: Level of disciplinary and pedagogical understanding, its implementation and assessment. In addition, it over-emphasised assessment and associated administration. RNCS also overloaded teachers (DOE, 2002b:9).

According to Pinnock (2011:1), the Minister of Basic Education received many complaints and comments regarding the implementation of the NCS. The NCS was criticized for overburdening teachers. As a response to comments from teachers, parents, teachers' unions, school management and academics over a period of time on the implementation of the National Curriculum Statement (NCS), the Minister appointed a task team in 2009 to investigate the complaints (DBE, 2011d:5). The brief of the Task Team was to identify the challenges and pressure points that negatively impacted on the quality of teaching in schools and to propose the mechanisms that could address the challenges (DBE, 2011d:5). The amendments were made to address four main concerns about the NCS as identified by a task team and reported to the Minister of Education in October 2009 (DBE, 2009:7). The four main concerns of NCS as identified by the Task Team were the main contributory factors to the change from NCS to CAPS. The minister of Basic Education after considerations of recommendations from the task team introduced a new curriculum called CAPS (DBE, 2011a:4).

### **2.3 CONCEPTUALISATION OF CAPS**

The National Curriculum and Assessment Policy Statement is a single, comprehensive, and concise policy document, which has changed the Subject and Learning Area Statements, Learning Programme Guidelines and Subject

Assessment Guidelines for all the subjects listed in the National Curriculum Statement (NCS) Grades R – 12 (DBE, 2011a:3).

Curriculum and Assessment Policy Statement represents a policy statement for teaching and learning in South African schools. It comprises the following policy documents: National policy pertaining to the programme and promotion requirements and the National Protocol for Assessment which regulates the recording and reporting processes (DBE, 2011d:1).

According to the Department of Basic Education (DBE) (2011b:5), the Curriculum and Assessment Policy Statement (CAPS), gives demonstration to the knowledge, skills and values worth learning in South African schools. This curriculum provides learners with skills and knowledge that are important to their own lives. The curriculum promotes knowledge in local contexts while being sensitive to universal imperatives.

CAPS also serves the purposes of preparing learners, regardless of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment. It also prepares learners for meaningful participation in society. CAPS provides access to higher education, which facilitates the transition of learners from schools to the workplace (DBE, 2011b:4).

Curriculum and Assessment Policy Statement (CAPS) is based on the following principles: ensuring that the scholastic differences of the past are remedied, equal education views are provided for all the population encouraging an active and serious approach to learning.

CAPS' implementation in schools was as follows, January 2011: Prepare the system for introduction of the National Curriculum and Assessment Policy Statements that include workshops for officials, principals and districts; implementation and use of workbooks Grades 1 – 6; teacher orientation and training and textbook preparation and procurement. January 2012: The Foundation Phase (Grades R–3) and Grade 10 (FET) January 2013: The Intermediate Phase (Grades 4–6) and Grade 11 (FET)

January 2014: The Senior Phase (Grades 7–9) and Grade 12 (FET) (DBE, 2009:7).

The Foundation Phase is the entry level of schooling and, as a result, all the new curriculum reforms begin here. These changes are supported by Erden (2010:1), who emphasises that, “everything changes, nothing remains still”.

Foundation phase teachers in South Africa have been experiencing rapid curriculum changes influenced by the rapid increase in global knowledge, technology and skills. Currently, South Africa is reshaping its curriculum to meet the international standards of education. Foundations for learning are built, and as such are the key determinants of the child’s success (DBE, 2011a:6).

## **2.4 SUCCESSES IN THE IMPLEMENTATION OF CAPS**

In CAPS, the minimum standards of knowledge and skills to be realised at each grade are indicated. Achievable standards in all subjects, content and context of each grade shows progression from simple to complex (DBE, 2011b:5).

### **2.4.1 Planning**

CAPS introduced the teaching of English as a subject, parallel to Home Language, from Grade 1 for learners and use English as a language of teaching and learning from Grade 4. It reduced the overload in the intermediate phase by reducing the number of subjects from 8 to six (DBE, 2011a:4).

According to Du Plessis and Marais (2015:12), CAPS directs what must be planned and taught against what must be assessed. CAPS provides clear guidelines on pacing, sequencing and curriculum coverage. It concentrates on the formal planning and preparation of the curriculum by providing structured lesson plans. These guided teachers in their teaching activities rather than leaving the teachers on their own regarding content as was the case with NCS. Time was wasted when teachers had to determine what and how to teach. It is well arranged; it covers study areas, topics and sub-topics, examples, plans, annual teaching plans, assessment activities and resources to guide teachers. This means that teachers are able to plan

effectively using these procedures.

CAPS provided more uniformity across the provinces, districts and schools. It has the advantage of enabling all learners in the country to be taught and assessed on the same content as teachers are bound to teach what is specified per subject per term. Learners moving from a school or province can carry on from where they left off. This helps the learners as well as the teachers because less time is spent on catch up and more on the learners (Du Plessis & Marais, 2015:121).

### **2.4.2 Teacher Training**

Du Plessis (2013:1) views CAPS as an adjustment to what we teach (curriculum) and not how we teach (teaching methods). CAPS for Grades R-12 build on the previous curriculum. It also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis (DBE, 2011c:iii). Workshops should be conducted to ensure that teachers are trained on implementation of CAPS in the classroom. Mechanisms were developed to help teachers set detailed work schedules, strengthening textbook development, the “do-ability” exercise of CAPS focused only on a limited number of subjects based on teacher comments (DBE, 2009:7).

DBE developed a toolkit for training of Foundation Phase teachers on CAPS. The toolkit supports the following; implementation of CAPS in the classroom, implementation of English FAL, role and use of literacy and numeracy workbooks in Grades 1-3, use of Grade R resource kit and Annual National Assessments in Grades 2 and 3 (DBE, 2009:6).

The Provincial Departments of Education and Districts ensured that teachers were trained and provided with support in the implementation of CAPS in the classroom from 2012 (DBE, 2009:6).

### **2.4.3 The CAPS Documents**

The CAPS documents do not all follow exactly the same format or layout. CAPS

include clearly delineated topics for each subject and a recommended number and type of assessments per term (Pinnock, 2011:7). Although there seem to be common categories and headings, the way the information is presented differs from subject to subject. Each subject has its own policy document divided into topics and each topic into content outlines. This has replaced all learning outcomes and assessment standards. There are some subjects, for example the languages, that refer to skills (e.g. listening skills, reading skills) rather than topics. There is an emphasis on competencies that must be demonstrated in the assessment tasks (Du Plessis, 2013:13).

#### **2.4.4 Time Tabling**

Time tabling provides clear plans on the number of periods to be given for each subject. The CAPS documents provide guidelines on how much time should be spent on each topic and what content should be covered in that time. CAPS documents provide an outline of the annual teaching plan which indicates the topics per term in sequence and how much time should be spent on them (Du Plessis 2013:13).

CAPS Foundation Phase has increased the instructional time. Generally, the Foundation Phase timetable consists of routine activities, free play activities indoors and outdoors, and structured activities. Routine and free play activities have been built into the Life Skills CAPS document because they usually involve learners in physical education or health education (Du Plessis, 2013:13).

AND ASSESSMENT POLICY STATEMENT (CAPS)

## Foundation Phase Time Allocation

(a) The instructional time in the Foundation Phase is as follows:

**Table 1.1: Foundation Phase Time Allocation**

SUBJECT	GRADE R (HOURS)	GRADE 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	<b>6</b>	6	<b>7</b>
▪ Beginning Knowledge	(1)	(1)	(2)
▪ Creative Arts	(2)	(2)	(2)
▪ Physical Education			
▪ Personal and Social Well-being	(1)	(1)	(1)
<b>TOTAL</b>	23	23	25

(Adapted from (DBE, 2011b:6)

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades 1-2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

(d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R-2 and 2 hours as indicated by the hours in brackets for Grade 3 (DBE, 2011b:6).

The teacher should provide routine, structured and free play activities for learners

that are interesting and manage a range of resources for routine, structured and free play activities. An environment must be well-managed, child-friendly and freely accessible.

All Foundation Phase learners, but Grade R learners in particular, should not be stuck in chairs behind desks all morning. They rather need comfortable spaces with blankets and cushions and workspaces with chairs and tables in which they can play, work and move around freely (DBE, 2011b:6).

#### **2.4.5 Subjects Offered in the Foundation Phase**

Home Language, First Additional Language, Mathematics and Life Skills are compulsory subjects taught in the Foundation Phase from Grade 1-3. Grade R learners are taught all three subjects excluding First Additional Language (DBE, 2011b:6). In the Foundation Phase, Mathematics forges the link between the child's pre-school life and life outside school on the one hand, and the abstract Mathematics of the later grades on the other hand. In the early grades, children should be exposed to mathematical experiences that give them many opportunities "to do, talk and record" their mathematical thinking. The amount of time spent on Mathematics has a decisive impact on learners' development of mathematical concepts and skills.

However, the activities learners engage in should not be "keep busy" activities but should be clearly focused on the mathematics as outlined in the curriculum. It is important for learners who experience barriers to learning Mathematics to be exposed to activity-based learning (DBE, 2011b:11). Mathematics in the Foundation Phase covers five content areas. Each content area contributes to the acquisition of specific skills (DBE, 2011b:9).

In the implementation of CAPS, the following changes were made, Numeracy is called Mathematics, and Literacy is called Language across all phases. First Additional Language was added to the Foundation Phase (one language be the Language of Learning and Teaching (LOLT)). CAPS addresses the issue of the learners' right to learn in their mother tongue. There seems to be more emphasis on reading in Language for Foundation Phase, therefore it aims to improve the nation's

Literacy levels (DBE, 2010:6). Learners are taught Life Skills in the entry level of schooling.

#### **2.4.6 Provisioning of Resources**

The Department of Basic Education is committed to improving Literacy and Numeracy skills of learners. In achieving this, the Department has produced a series of workbooks to assist learners in Grade R-9 (DBE, 2011a:7). Each workbook is made up of 128 easy-to-follow worksheets for listening, reading and writing skills. The workbooks are organised into four worksheets per week, divided over eight weeks per term. All workbooks comply with the latest Curriculum Assessment Policy Statement (CAPS). For each year, a learner in Grade 1-9 will get two workbooks for each subject. Workbook 1 must be used from January to June. Workbook 2 must be used in July to December. Grade R learners receive four books per year, one for each term (DBE, 2011a:7).

Workbooks are distributed free of charge. Workbooks provide every learner with worksheets to practice the Language and Numeracy skills they have been taught in class. They are also meant to help teachers track the progress of learners and provide extra support if needed. They are a simple way to structure learning activities for learners (DBE, 2011a:7). CAPS' literacy and numeracy strategy are supported further by investing in textbooks, workbooks and reading books as part of the plan to ensure text-rich classrooms. Each and every child owns the workbooks until the end of the year. This means they take them home and write in them. These workbooks do not replace textbooks and are meant to be used with textbooks. They save the teacher from writing exercises and preparing their own worksheets (DBE, 2011a:7).

DBE (2011a:1) posits that workbooks form part of the Department of Basic Education's range of interventions aimed at improving the performance of South African learners in the first six grades as one of the priorities of the Government's Plan of Action. This has enabled the department to make these workbooks, in all the official languages, available at no cost to learners. Teachers find these workbooks useful in their everyday teaching and in ensuring that their learners cover the

curriculum. There are also guides for the teacher through each of the activities by the inclusion of icons that indicate what it is that the learner should do. Children enjoy working through the book as they grow and learn so that the teachers will share their pleasure.

#### **2.4.7 Inclusivity**

According to DBE (2011a:5), inclusivity becomes a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres.

In order to address barriers in the classroom, teachers should use various curriculum differentiation strategies. CAPS place emphasis on supporting learners through full service schools depending on the need and support required. In terms of the CAPS document, which is based on inclusive education policies, learners who experience challenges and barriers to learning must receive the necessary support to enable them to learn in mainstream classrooms (DoE 2002a:5).

According to DBE (2010:20), the broad aim of the national Department of Basic Education's Curriculum and Assessment Policy Statement (CAPS) is to develop, maintain and support a South African school education system for the 21st century. The vision of the DBE is that all learners should be able to learn without any barrier to learning. Inclusivity becomes a central part of the organisation, planning and teaching at all schools in the country (DBE 2010:7). CAPS envisage closing the gap between learners in poor schools and their counterparts in well-resourced schools and identifying and addressing the various barriers or challenges to learning.

Curriculum and Assessment Policy Statement (CAPS) provides teachers with recommended resources for the Foundation Phase Mathematics lessons, suggested guidelines on supporting learners with barriers to learning Mathematics, mental

mathematics and enhancing the teaching of early numeracy skills (DBE, 2011a:5).

Eison (2010:3) says, “tell me and I'll listen. Show me and I'll understand. Involve me and I'll learn”. This indicates that learning is an active process and not passive absorbing of information from books or teachers. He alleges that children create meaning themselves when the teaching and learning process is based on an interactive classroom situation in which children are actively engaged in learning. In active learning, the children handle concrete objects to better understand and gain knowledge. The children will also use their own words to explain the information gained from their engagement with the setting. In this manner, children are afforded an opportunity to develop the acquired knowledge and understanding through active learning. By discussing their actions and how they solve the problems, their numerical knowledge is enhanced (DoE, 2003:65). The report back sessions provide children with the chance to discuss their tasks. These feedback sessions also give children the opportunity for practical involvement and thus a chance to gain confidence. Teachers make a shift from a teacher centred to child centred approach in the teaching of all subjects.

They further claim that child centred classes refer to classroom practices and activities that focus on the involvement of children. Eison (2010:3) states that the practice of active participation in learning activities is an effective way to enable learners to understand concepts. This is consistent with how South African teachers are expected to teach. Their roles include facilitation, mediation and support of learning.

## **2.5 CHALLENGES IN THE IMPLEMENTATION OF CAPS**

Schooling in South Africa is faced with many challenges. The bulk of our schools are simply not generating the results that are envisaged. What is more, international tests suggest that South African schools are among the world's poorest performers in Mathematics and Literacy. Worse still is the tragedy that our schools are underpinning the social and economic marginalisation of the poor and vulnerable (Blease & Condy, 2014:38).

Creative teachers might find CAPS a bit restricting, especially in more forward-thinking schools. Du Plessis and Marais (2015:125) state that innovative teachers might find CAPS a bit limiting, especially in more progressive schools. Teachers have little say in what they teach and when. Possible additions or deletions, regarding aspects such as assessment and learning content to be mastered in one year need to be considered. South African learners in many township schools are struggling even though CAPS has clear outcomes.

### **2.5.1 Workload of Learners**

CAPS raised a challenge to the workload of learners in the Foundation Phase. It is rather ambitious in terms of the amount of content that has to be covered by all learners each term. This is due to the fact that each day has its own work. CAPS encourages teachers to teach fast learners, leaving those who are slower to cope on their own. Learners with different intellectual abilities are expected to grasp the same content, at the same pace, and at the same time. There is no time to cover missed topics and, as a result, uncontrolled situations, like teachers' and learners' absenteeism, lead to gaps and some content not being mastered. There is more reliance on content rather than skills and thinking (Du Plessis & Marais, 2015:121).

Acceptance of little ones in Grade 1 is another problem that urgently needs attention. Many are being allowed despite the fact that they are still too young and should rather go to Grade R. When the children are under-age, it is actually detrimental as they are still in a stage where they want to play. Not only do classes become overcrowded, the little ones are often being challenged beyond their abilities.

### **2.5.2 Content Gap**

According to Du Plessis and Marais (2015:119), few teachers know how they are going to get the learners to comprehend the content or how they will assess the learning of a particular knowledge item. Assessment is the key to the learning process and many teachers are confused by the terminology. They do not know about rubrics, grids and continuous assessment. They even do not know if they are mediators or teachers anymore. Student teachers and recently graduated teachers

struggle to apply their training because how they were taught does not always tally with the reality in schools and this confuses the young inexperienced teachers. Teachers are offering subjects which they were not qualified for and had no training in. Many teachers still do not know how to work with the concrete (body – non-body), representative and abstract concepts to teach basic mathematical principles. Du Plessis and Marais (2015:119) acknowledge that all learners need support. As the task of supporting each learner to learn falls on teachers, teachers themselves also require support. The CAPS documents, based on White Paper 5 and White Paper 6, requires a shift from previous models of supporting only the individual child from the perspective of a deficit model to supporting the teacher in order to prevent and eliminate learning problems in all learners. White Paper 6 stipulates that such support should include the provision of training, mentoring, monitoring, and consultation.

Erden (2010:3) argues that if teachers do not comprehend what the curriculum theoretical framework is all about, they will fail to implement the curriculum successfully. A one-size-fits-all curriculum cannot address the issues faced by rural, multi-grade teachers and learners. In South Africa, despite government efforts to relieve adversity, poverty in rural areas is still rife and poor education still fails to lift people out of it.

### **2.5.3 Multi-Grade Teaching**

Some small primary schools in South Africa implement multi-grade teaching due to the country staffing model of 1:35 teachers in primary schools. Multi-grade education is a way of life for most rural and farm communities and constitutes a shift from teacher support to group support, peer support and, ultimately, individual self-directed learning (Mulryan-Kyne, 2007:5).

Taylor (2008:22) states that despite the insults and discrimination of public opinion, South African teachers are dedicated and work hard to educate children under difficult circumstances. However, multi-grade teachers who need to plan and prepare for more than one grade per lesson, face special challenges.

## 2.5.4 Teacher Training

Teachers require training in order to implement curriculum effectively. Recent investigation of curriculum implementation in rural primary schools in the foundation phase revealed that teachers experience many challenges regarding teaching and learner achievement internationally and nationally (Moalosi & Molwane, 2010:29). During the inquiry of teachers' experiences on curriculum implementation, factors emerged that impede their curriculum implementation. The basic training teachers received and lack of curriculum interpretation. It appeared as if some facilitators lacked knowledge about CAPS and they ended up imparting wrong knowledge and information to the teachers. According to Du Plessis and Marais (2015:12), teachers went to a workshop and came back not understanding what CAPS is all about, simply because facilitators failed to deliver. Questions were posed about CAPS in the workshops, but some facilitators failed to answer them appropriately.

According to Makelani and Mathosa (2014:108), the basic training affected teachers' knowledge and understanding of curriculum principles, instructional planning, teaching and learning, and assessment practices. Some teachers were unable to meet the requirements of curriculum implementation. The study confirmed that teachers' knowledge and understanding of the basic requirements of curriculum implementation are not on the same level. The challenges highlighted above seemed likely to bring about curriculum implementation to an ultimate low level of success in some foundation phase classrooms (Makelani & Mathosa, 2014:108).

Studies reveal that in South Africa, poorly planned workshops left teachers confused as to where, what and how to start teaching the curriculum (Matshidiso, 2007:109). It was also revealed that Foundation Phase teachers lack content knowledge to teach Mathematics and know very little about phonics in Literacy. Therefore, it is evident that teachers are experiencing various challenges resulting from the quality of training they receive (Makelani, 2014:102).

Makelani (2014:108) confirms that teachers' knowledge and understanding of the basic requirements of curriculum implementation are not on the same level. Some participants view the implementation of curriculum for meaningful educational

change as it provides learners with meaningful knowledge and skills for life.

According to Erden (2010:2), curriculum change involves goals and objectives, content of the curriculum and its design. This indicates that teaching and learning in the classroom is subject to change. The aim of this change is to improve the quality of education. Erden (2010:2) also suggests a need for good implementers of the current innovations. Teachers are the main implementers, responsible for transferring the theoretical information into a real classroom setting so there is a need for them to receive adequate training.

### **2.5.5 Learner Performance**

Erden (2010:3) states that poor learner performance is observed in the Foundation Phase and discovered that the national and provincial Departments of Education, parents, Intermediate, and Senior Phase teachers questioned the academic performance of Foundation Phase learners. Stakeholders were raising concerns about learners who could not read or write, and those who could not do activities demanding higher order thinking at their level but who in any event progress to the next grades. Many scholars have voiced similar concerns. For instance, Fleisch (2008:122) asserts that teachers in disadvantaged rural primary schools tend to have lower expectations of what learners can achieve. If this is the case, it suggests that the system of education is in crisis, because the Foundation Phase is its cornerstone. From the aforementioned scholars' arguments and concerns, it is evident that the Foundation Phase teachers are teaching parallel to the aims and objectives of the implementation of the curriculum. The curriculum principle emphasizes that outcomes should represent a high level of challenge for learners, and all are expected to accomplish them at high performance levels and be given credits for their achievements (Maphalala, 2006:31).

According to Mtshali (2012:25), Annual National Assessments literacy rankings for South African pupils were previously based on relatively smaller samples of children. This changed when 9 million pupils from Grades 2 to 9 across all nine provinces sat for tests that gauged their ability to write, read and count. The assessments were not used to position the pupils, but to give the department and the education sector

insight into whether or not the pupils had the skills they needed to have acquired in previous grades. The results were dismal. The overall average score was 30 percent. The marks dipped even lower in Mathematics and languages across all grades.

According to Mtshali (2012:25), the Basic Education Minister said the low levels of literacy and numeracy in primary schools were “worrying precisely because the critical skills of literacy and numeracy are fundamental to further education and achievement in the worlds of both education and work”. Many of the learners lack proper foundations in all subjects and so they struggle to progress in the system and into post-schooling education and training. The poor results confirmed earlier international surveys in which South African Grade 3 and 6 pupils were ranked low, with their performance being cited by educationists as a symptom of a dysfunctional education system.

### **2.5.6 Provision of Resources**

A lack of basic resources such as stationery, work cards and games posed a further challenge to the teachers at both schools and impacted negatively on the learners (Blease & Condy, 2014:48). Moreover, implementation and provision of textbooks remain a challenge in South African Schools (Du Plessis & Marais, 1995:12).

In January 2012, the public interest organisation Section 27 initiated an investigation into the non-delivery of textbooks at schools in the Limpopo Province. This followed media reports that schools in the province had not received their textbooks at the beginning of the 2012 academic year (Faranaaz, 2013:9). Karodia’s year report describes the non-delivery of textbooks in Limpopo as being a “symptom” of a system “in a state of morass and decay”. The report reads as a litany into the state of dysfunctionality in the Limpopo Department of Education (Faranaaz, 2013:17).

The CAPS curriculum was introduced to Grades R, 1, 2, 3 and 10 in 2012. Learners in these grades were mostly affected by non-delivery of textbooks whilst other grades would have only required top-ups to their existing stocks. The fact that textbooks had not been ordered for learners in Limpopo for 2012 had a detrimental

effect to Foundation Phase learning. Textbooks national concern studies also suggest that the lack of textbooks is not unique to the Limpopo Province and it is not unusual for learners elsewhere to go without textbooks (Faranaaz, 2013:22).

### **2.5.7 Monitoring, Support and Evaluation**

In South Africa during 2007, the Quality Improvement Development Support and Upliftment (QUIDS UP) revealed falling standards in the Foundation Phase in Literacy and in Numeracy (Makelani, 2014:4). The study indicated a lack of awareness of the requirements of the curriculum implementation and a clear system of evaluating and monitoring teaching and learning. It also highlighted that Foundation Phase teachers lacked curriculum content knowledge and skills to implement the expectations of curriculum implementation. The lack of monitoring and support by head of departments and subject advisors constrained the challenge of training further in implementing the new curriculum.

The researcher as a circuit manager, has noticed that Foundation Phase teachers experience challenges in the implementation process and affected their teaching practices negatively in the classroom situations. Smith (2010:6) finds evidence for this in the lack of foundation in Numeracy and Literacy internationally, nationally and provincially. Therefore, the challenges experienced by Foundation Phase teachers in curriculum implementation are not unique to South Africa, and it is common to experience challenges when any country introduces a new curriculum (Moalosi & Molwane, 2010:29).

There is a tendency for teachers to feel confused and unsure about what is expected of them, particularly when the 'top down' approach is implemented. Teachers also feel distanced from the development and overall philosophical approach to new curriculum when they have not been involved in this process from the outset and feel that they have little power to influence these official discourses. Similarly, those that have researched the approaches to, and effectiveness of, professional development based on new initiatives have noted that much support provided is a reactive approach and is often not evaluated effectively usually due to high costs, lack of time and fear of lack of skill in implementing programs (Barton, 2014:175).

## **2.6 EXPERIENCES OF THE INTRODUCTION OF A NEW CURRICULUM IN OTHER COUNTRIES**

Leadership in government changes throughout the whole world and when leadership changes it is likely that curriculum may also change. This is a universal trend (Tshiguvho, 2009:13).

### **2.6.1 Curriculum Implementation in Britain**

Britain was also involved in curriculum change. There are so many ideologists in Britain (Tshiguvho, 2009:13). There are adherents to socialist, liberal and conservative ideologies. All these ideologies did not offer immediate solutions to the difficulties which affected education in Britain (Tshiguvho, 2009:13).

In Britain, the conservative voices won. They consider pre-French or Prussian models of schooling as their curriculum. They move to the direction set by the British Education Reform Act of 1988 (Tshiguvho, 2009:14). Higher education which many feel should provide leadership in education reform was blocked by “die-hard-overs” from the former era, who were claiming the democratic privileges that they had been denied for so long (Tshiguvho, 2009:15). Decentralisation and increased levels of autonomy in both school districts and institutions, coupled sometimes with reduction in funding have created serious management problems. Newly appointed school leaders have neither training nor experience in dealing with change and its consequences. In an effort to save links with the old regime, respected school administrators were placed in the region that followed communism. By that, they create a void in leadership, which will take many years to fill (Tshiguvho, 2009:15).

The pressing issues were easy to be identified and appeared to be fairly consistent across the region. They concern the inadequate preparation of school administrators and teachers for the complex tasks that lay ahead. The curriculum changes and the scarcity of resources caused confusion in the classrooms. Another problem was that of technology and apprenticeship training. There was confusion brought about by different ideologies. The above results led to the collapse of communism (Tshiguvho, 2009:15).

Finally, Britain returned to pre-French war or Prussian models of schooling which every teacher was contented with. What had happened in Britain is not very different from what is happening in South Africa today. In Britain, they experienced problems when the new curriculum was implemented because teachers were not sufficiently prepared. There is no thorough preparation for teachers in South Africa to implement the Curriculum Assessment and Policy Statement as well. In both Britain and South Africa, curriculum change was the result of government change. The British experienced difficulties that South Africans are experiencing today, like inadequate preparation of teachers and administrators and lack of resources for implementation of the new curriculum. Britain reverted to the old curriculum because there were so many difficulties in implementing the new curriculum. The major problem was that teachers were not thoroughly prepared for the implementation of a new curriculum.

### **2.6.2 Curriculum Implementation in Botswana**

Botswana's education system has been undergoing changes since independence in 1966. In 1975, the first National Commission on Education (NCE) was set up to review the education system and the subsequent report helped to form a policy and set priorities for growth. The proposed changes in the curriculum were to meet global educational standards by providing quality education. These changes in their differentiated form have been implemented in order to improve the teaching and learning process (Sebobi, 2012:5).

Art and Design Education came at a time when two major developments were taking place in Botswana. Firstly, it was at the time of rapid expansion of secondary education, particularly at junior secondary level. Secondly, because of the country's mineral gains, the economy was blooming and changing from a predominantly agricultural one to a more developed economy (Sebobi, 2012:5).

Now, in order to provide quality education in Botswana, government policy on curriculum development focused on the implementation of the recommendations articulated in the following government documents: *Revised National Policy on Education (RNPE) Government Paper No. 2 of April 1994*, the *National Development*

*Plan 8 and 9 (NDP8&9), National Programme of Action for Children, and Vision 2016.* It is these key documents that have called for innovation in Botswana's curriculum (Sebobi, 2012:5).

Therefore, in 1994 the Botswana Ministry of Education through the Curriculum Development Unit embarked on a national curriculum and assessment reform. According to the Ministry of Education, curriculum reform was also initiated to address problems encountered in the education system (Sebobi, 2012:22). As a solution to the problems encountered in school education, the Ministry of Education with the Curriculum Development Unit decided to adopt the Outcomes Based Education curriculum. The education system empowers citizens to become the best producers of goods and services. It intends to produce entrepreneurs who would create employment through the establishment of new enterprises (Sebobi, 2012:6). The objective of secondary schooling is to produce an educated populace capable of both entering further education and or joining the labour force as workers sufficiently qualified as to benefit from further training on the job.

Botswana has localised its education examinations system even though examinations are still controlled to a large extent by the University of Cambridge Local Examination Syndicate (UCLES) in an endeavour to maintain acceptable standards. In the classrooms in Botswana, some teachers are assessing the learners as stipulated in the Art and Design OBE curriculum. It has a more individualised form of assessment in that learners are assessed in what they are able to do and exhibit in each learning activity rather than assessing them at the end of the year (Sebobi, 2012:8). Continuous assessment is viewed by teachers as an extra workload. Mahlangu (2001:15) argues that some teachers might not be willing to take the added work which is the same even in South Africa.

It was necessary to train teachers for this new curriculum. Thus, in-service training was the way forward. In Botswana, the Art curriculum has involved constant exchange and dialogues with other countries due to its employment of teachers, teacher trainers and university lecturers from a variety of European, Asian and African countries. This was brought about so that the Botswana teachers could be trained, so that they come back with new ideas and other effects on art (Sebobi,

2012:9). Some of the teachers were trained in Australia and England. It is commendable that Botswana took initiatives to train its teachers even outside its borders for the successful implementation of curriculum. The only problem was that some teachers could not cope with the use of machinery even after training.

The need for technological “know how” became paramount and reforming technical education was one of the ways of achieving the desired results (Sebobi, 2012:5). There should be a more intentional and focused monitoring of the teaching and learning in their schools by HODs, to assist teachers to move intelligently into OBE practice. Teachers should be trained so that they understand how to teach using technology. Adaptability based on the use of ICT and technical education is essential for teachers. The curriculum is thus required to provide for an increased emphasis on information and communication technology (ICT), prevocational preparation and a greater practical orientation in the general subjects. South Africa can copy the good practice of using ICT that has been adopted in Botswana. A curriculum in any country has to be reviewed at some stage (Sebobi, 2012:22).

In Botswana, there are 27 senior secondary schools that teach BGCSE Art and Design. All these schools have laboratories that are equipped with machinery to teach the Art and Design curriculum. These schools are situated in the north, south, west and east districts. All the teachers at the schools possess degree qualifications in either fine art or industrial art (Sebobi, 2012:39). Botswana specialises in dimensions when implementing its curriculum like Art and Design.

Botswana still holds to its ethos in terms of the development of local crafts for a global market and inter-cultural exchange in the visual art (Sebobi, 2012:16). The Curriculum Blue print is designed to make learners aware of today’s ever developing world of technology, whilst maintaining an appreciation of Botswana’s culture (Sebobi, 2012:45).

The change to OBE curriculum was for Botswana to stay in tune with curriculum reforms within the Southern African Development Community (SADC) region and globally. As content curriculum was overloaded with subject discipline (Sebobi, 2012:22), it was decided that some subjects should be integrated with other subject

disciplines to form one subject and this approach was similar to the South African curriculum (Sebobi, 2012:9). The Ministry of Education should involve the teachers directly in designing and developing the curriculum because they are on the “shop floor” and very aware of what would be needed to make relevant addition instead of using the cascade model of training. They could also encourage the University of Botswana to take up a similar curriculum used in the Australian University for the training of Botswana Art and Design teachers (Sebobi, 2012:87).

Chisholm (2003:278) asserts that in the first portion of the South African OBE curriculum there was overpowering support for the essence of the NCS and its OBE. But the carrying out was difficult due to curriculum design and structure, misalignment between assessment and curriculum, inadequate learning support materials, poor teacher preparedness, policy overload, lack of pedagogical skill and inadequate recognition of curriculum as the core business of education departments. In other words, curriculum is what actually happens in the classroom and what people do to prepare and evaluate. The new Art and Design OBE curriculum in Botswana had to be implemented whereas implementation came with challenges for continued delivery.

It is clear that curriculum implementation actually means the curriculum making an impact on the learners. Implementation entails teachers being effective in using the curriculum. A teacher will only be effective in teaching if the factors which might affect the effectiveness of the teacher in putting the curriculum innovation into effect are minimal. The findings reviewed as discussed above could equally apply to Botswana schools.

### **2.6.3 Curriculum Implementation in Australia**

During the late 1960s and early 1970s, many schools across Australia moved from a syllabus model to one more in tune with what became known, in the 1990s, as OBE. (Australian Government, 2014:21).

A constructivist view of learning and school-based curriculum development instead of centrally mandated syllabuses, inspectors and examinations is more progressive.

Progressive education also emphasises the process of learning over content, places the child center of learning instead of the subject disciplines, and gives priority to an inquiry-based approach to learning and a definition of relevance that is often restricted to what is immediate, local and contemporary.

In Australia, the practicum has historically required pre-service teachers to prepare and plan lessons and unit plans (depending on their own individual program and place in that program). Pre-service teachers are now being told that they are to adhere to curriculum materials in Queensland schools. This means that direct implications on their planning skills and capacities could be compromised. However, it could also mean that, they have more opportunity to focus on management skills – all aspects that need consideration (Australian Government, 2014:21).

The Review of the Australian Curriculum was informed by consultation and research just like in South Africa. In order to ensure that there was a comprehensive and transparent understanding of the broad range of views on the curriculum. The following processes were used to gather evidence to inform recommendations for the final report; public submissions stakeholder consultations research – international and national evidence evaluation of Australian Curriculum learning area and documentation by subject matter specialists.

Following the announcement of the Review, invitations for public submissions opened on the Students First website. Members of the community were invited to respond to the terms of reference for the Review (Australian Government, 2014:21). There were targeted consultations with educational stakeholders including state and territory government and non-government education authorities, teacher associations, subject associations, parent associations, academics and business groups. The Reviewers were grateful to those who attended the consultations and extended their appreciation to the organizations and individuals for their time, effort and preparation (Australian Government, 2014:21). In South Africa also, there were targeted consultations with educational stakeholders before the implementation of a new curriculum.

Subject matter specialists were identified and commissioned to undertake an analysis of each of the Australian Curriculum learning areas within the scope of the review. For the Australian Curriculum that is already being widely implemented, a decision was made to have the perspectives of school teachers as well as academics. Their focus was on the content specified in the Australian Curriculum – notably the knowledge, understanding and skills component. This analysis was to ascertain whether the intended Australian Curriculum represents what Australian students should be taught in schools and how the intended Australian Curriculum in each subject area compares with that of high-performing countries and those facing similar challenges. It was also meant to see whether the Australian Curriculum reflects what evidence-based research suggests is a sound, rigorous and balanced curriculum. The analysis was done for the following Australian Curriculum learning areas and subjects: English (Foundation to Year 12) mathematics (Foundation to Year 12). Evidence from the subject matter specialists' reports informed the development of implementation (Australian Government, 2014:21).

The Australian Government (2014:21) formative assessments are descriptive, diagnostic and collaborative, as opposed to summative assessment such as competitive Year 12 examinations that are high-risk and externally set and marked. OBE was only adopted by a handful of countries, including New Zealand, Australia, England and Wales, Canada and the United States. Top performing Asian systems maintained a more traditional model of curriculum development and implementation (Australian Government, 2014:21).

During the 1990s the OBE model prevailed, best illustrated by Australia's national statements and profiles, and various equivalent state and territory frameworks such as Essential Learnings and the New Basics (Australian Government, 2014:22). OBE embraces a future perspective with an emphasis on skills Review of the Australian Curriculum - Final Report and capabilities instead of essential content, a developmental approach to learning and a classroom situation where teachers are described as facilitators or 'guides by the side' and students become 'knowledge navigators' and 'digital natives' (Australian Government, 2014:23). However, the Australian curriculum is criticized for being difficult to implement, for failing to detail essential content, for failing to have a valid and credible system of assessment and

for adopting an overly constructivist approach to teaching and learning (Australian Government, 2014:26).

## **2.7 GOOD PRACTICES EMANATING FROM CURRICULUM IMPLEMENTATION IN OTHER COUNTRIES**

Britain reverted to the old curriculum. Britain maintained its old curriculum after realising that changes in curriculum are not beneficial to the country. It does not mean all is doom and gloom about previous curricula in South Africa. There are good practices that can be copied from previous curricula. Teacher training is also viewed as an integral part of successful implementation of curriculum.

The education system in Botswana empowers citizens to become the best producers of goods and services. It will produce entrepreneurs who will create employment through the establishment of new enterprises in the country (Sebobi, 2012:6). The good practices in Botswana are in educating learners to be self-reliant and contribute towards the economy of the country. The objective of secondary schooling is to produce an educated populace capable of both entering further education and or joining the labour force as workers sufficiently qualified as to benefit from further training on the job. The usage of information and communication technology (ICT) in curriculum implementation is thus commendable. South Africa can copy the good practice of using ICT like in Botswana to enhance implementation of Curriculum and Assessment Policy Statement. Botswana still holds to its ethos in terms of the development of local crafts for a global market and inter-cultural exchange in the visual art (Sebobi, 2012:16). The Curriculum Blue print is designed to make learners aware of today's ever developing world of technology, whilst maintaining an appreciation of Botswana's culture (Sebobi, 2012:45).

Subject matter specialists were identified and commissioned to undertake an analysis of each of the Australian Curriculum learning areas within the scope of the review. For the Australian Curriculum that is already being widely implemented, a decision was made to have the perspectives of school teachers as well as academics. This analysis was to ascertain whether the intended Australian Curriculum represents what Australian students should be taught in schools the

intended Australian Curriculum in each subject area. Evidence from the subject matter specialists' reports informed the development of implementation (Australian Government, 2014:21). The Australian Curriculum Training makes provision for review of skills. In Australian Curriculum, they had wide consultations with all stakeholders including parents, not only delegates before introducing a curriculum. Top performing Asian systems maintained a more traditional model of curriculum development and implementation (Australian Government, 2014:21).

## **2.8 ENHANCEMENT OF THE IMPLEMENTATION OF CAPS**

The vision of the DBE is that all learners should be able to learn, and that inclusivity should therefore become a central part of the organization, planning and teaching at all schools in the country (DBE, 2010:7). Equality is essential in ensuring that all South African learners have access to quality education where they can learn in an environment free from bias and discrimination (Blease & Condy, 2014:36). CAPS envisage closing the gap between learners in poor schools and their well-resourced counterparts. The curriculum ensures that identifying and addressing barriers to learning is done in all schools and in time. It includes the provision of adequate support such as teaching time, learning support materials and resources, infrastructure and manageable class sizes. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

Smit (2001:67) states that policy-makers at national levels usually produce policies for schools whereas teachers remain in the background. Although teacher unions may represent teachers at policy level, their voices are seldom heard. Teachers must be consulted in all phases when a new curriculum is introduced and in the development of educational policies.

The system should not put a lot of administrative burdens on teachers. The provision of clerks in all schools to ease the clerical burden can heighten implementation. The principal curriculum innovation determiner is the teacher. The teacher can make the curriculum succeed or fail. A number of recent studies have drawn attention to weak teacher content knowledge (Taylor, 2008:25). According to

Mohd, Meerah, Halim, Rahman, Abdullah, Hassan and Ismail (2010:50), to ensure the effective implementation of curriculum, teachers need to be well-trained, highly motivated, supported, dedicated and professionally competent. Erden (2010:3) argues that teachers must comprehend what the curriculum theoretical framework is all about. The successful implementation of curriculum depends mostly on teachers' comprehension of it. Bailey (2013:on-line) indicates that there are more in-service training programs than ever before, and training often represents the lion's share of investments for strengthening human resources. Teachers must be adequately prepared before the implementation of a new curriculum. The training of teachers should be done on a continual basis, to assist those teachers who are not coping, new entrants including those teaching in multi-grade classrooms. Teachers also complain that most tertiary institutions do not cover the National Curriculum Statement adequately and that many newly trained teachers are not competent to teach the curriculum (DBE, 2009:9). Furthermore, Higher Education Institutions (HEI) should align their teacher training programmes with the new curriculum. South Africa can copy the good practice of using ICT from Botswana. Integrating ICT in teaching and learning will make curriculum implementation more effective.

The effective implementation of curriculum requires well selected individuals such as principals together with management teams to fulfil their roles as leaders of the curriculum, ensuring that an organised environment conducive to learning is present. School visits from curriculum implementers should be a priority to help and guide teachers to implement CAPS and SMT to monitor and support implementation (Van der Berg et al., 2011:3). Curriculum advisors must have sufficient knowledge and skills to offer teachers the support they require to improve learner performance.

CAPS pace setters must allow room for revision and cater for slow learners and not compromising time for gifted learners who grasp faster. Schools should be provided with materials for making teaching aids. The quality of ECD facilities should be improved. All South African learners should have access to ECD facilities that are closely monitored and well supported ensuring high quality so as to give children a better foundation for learning upon entering primary school (Van der Berg et al., 2011:4).

The system must be able to hold parents and education authorities accountable through better information (Van der Berg et al., 2011:5). Reduction of languages in school's disadvantages other learners. Learners will require language policies that expose them to other languages but not compromising their mother tongue (Van der Berg et al, 2011:3). Teachers recommend mother tongue education in the Foundation Phase or in all phases for the outcome to improve.

The Department of Education is unable to retain good teachers because of our incentive model. Bursaries alone will not attract enough top-achieving candidates into teaching and are powerless to retain good teachers. In South Africa, teacher pay and conditions of service in rural areas is the contributory factor towards retaining good teachers in the education departments. The Integrated Quality Management system used in the country for evaluating teacher performance hardly differentiates between better and worse-performing teachers. Some form of teacher incentives as an alternative to rewarding teachers for producing good learner performance are needed to attract and retain the best teachers (Van der Berg et al, 2011:4).

## **2.9 CONCLUSION**

In this chapter, CAPS was conceptualised and addressed. The chapter focused on curriculum change in South Africa, Britain, Botswana and Australia. The chapter outlined curriculum differences and similarities in three countries as compared to South Africa. The chapter also detailed how CAPS can be enhanced for its successful implementation. The next chapter will look at the research design and methodology.

## CHAPTER 3

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 INTRODUCTION

This chapter presents the research design and methodology that were utilised in gathering and analysing data in order to answer the research questions, which are the qualitative research paradigm, design and methodology.

#### 3.2 RESEARCH PARADIGM

A paradigm is essentially a worldview, a whole framework of beliefs, values and methods within which research takes place. It is this worldview within which researchers work (Creswell, 2009:5). The study was informed by an anti-positivist worldview. Anti-positivists believe that reality is multi-layered and complex, and that a single phenomenon has multiple interpretations (Dash, 2005:on-line). This means that reality depends on how an individual interprets it. Individual interpretations fall within a category of interpretivism, which is a philosophical view that believes that all humans are guided by abstract principles. This principle combines beliefs about ontology (the nature of reality), epistemology (the nature of knowledge) and methodology (how we gain knowledge of the world). The net that contains the researcher's ontological, epistemological and methodological premises is termed paradigm or interpretivists framework (Denzin & Lincoln, 2000:18).

#### 3.3 RESEARCH DESIGN

The research design refers to the overall strategy that the researcher chooses to integrate the different components of the study in a coherent and logical way, thereby, ensuring that the research problem is effectively addressed. It constitutes the blueprint for the collection, measurement and analysis of data (Labaree, 2013:2).

This study used the qualitative research design. McMillan and Schumacher (2001:395) define qualitative research as an interactive inquiry in which researchers

collect data in a face-to face situation by interacting with selected persons in their settings. In qualitative research, the researcher is concerned with understanding social phenomena from participants' perspectives and therefore interprets phenomena in terms of meanings that people bring (McMillan & Schumacher, 2001:395).

### **3.4 RESEARCH METHODOLOGY**

McMillan and Schumacher (2001:9) refer to research methodology as a method according to which the researcher selects data collection and analysis procedures to investigate a specific research problem.

The following research methods were used for the collection of data: individual interviews and focus group interviews.

#### **3.4.1 Individual Interviews**

The individual interview is when the researcher talks to participants as individuals and face to face. Instead of writing the response, the interviewee gives the needed information verbally (MacMillan & Schumacher, 2006:203). It is when the researcher and interviewee communicate directly with each other. This allows for more quality information to be communicated between them. This goes beyond verbal expression. The nature of words used, facial expressions and body language all communicate what the other party means. De Vos (2005:287) viewed interview as a predominant mode of data or information collection in qualitative research. Individual interviews were a direct attempt by the researcher to obtain reliable and valid measures in the form of verbal responses from participants regarding the implementation of CAPS at the foundation phase. The researcher used the interview schedule to seek information from heads of departments and principals respectively.

#### **3.4.2 Focus Group Discussion**

Focus group interviews are another way of collecting qualitative data. Focus group involves engaging a small number of people focused around a particular topic or set

of issues (Onwuegbuzie, 2009:2). The researcher used the focus group interviews as a strategy to collect data through engaging participants in small groups. The central feature of this method was that the interviewer strived to keep the discussion focused upon the issue of concern. The interviewer directed the group towards the focus of the research. The researcher probed the group in order to encourage participants to contribute as a strategy to generate information required for the study.

The researcher conducted focus group discussions with Foundation Phase teachers. A tape recorder was used to record all verbal communications.

### **3.5 SAMPLING**

Sampling involves the choice of the population and the determination of the sampling procedures and the sample sizes.

#### **3.5.1 Population**

A population is an entire group of individuals that share one or more characteristics from which data can be gathered and analysed (Simon & Goes, 2013:11). The population of the study consisted of all Foundation Phase teachers, heads of departments and principals of all eight primary schools selected in Koloti Circuit. Foundation Phase teachers are directly involved in the implementation of CAPS. School management teams are involved in managing its implementation.

#### **3.5.2 Sampling Procedures**

The study used purposive sampling. Purposive sampling is a strategy that the researcher used to choose small groups or individuals with knowledge about the implementation of CAPS at the Foundation Phase. In this study, teachers who had four years teaching experience in the Foundation Phase were sampled because they have been teaching since the inception of CAPS. In the same vein, the heads of departments sampled were those who have been involved in the foundation phase since the implementation of CAPS. Principals sampled were those that had been managing primary schools since CAPS' inception. The participants in this study had

in-depth knowledge and understanding about the implementation of CAPS at the Foundation Phase.

### **3.5.3 Sample**

The sample is a small portion of the total set of persons which together comprise the Participants of the study (De Vos, 2005:192). A sample is composed of people with the most characteristic, representative or typical attributes (De Vos, 2005:202). The sample consisted of 24 Foundation Phase teachers, 8 heads of departments and 8 deputy principals or school principals.

## **3.6 INSTRUMENTATION**

Three interview schedules were developed as instruments for data collection, namely; (i) Teachers' interview schedule on how to teach during the implementation of Curriculum and Assessment Policy Statement at primary schools' Foundation Phase (See Appendix A). (ii) Heads of departments' interview schedule on managing teaching during the implementation of Curriculum and Assessment Policy Statement at primary school (See Appendix B). (iii) Schools principals' interview schedule on how they manage the implementation of Curriculum and Assessment Policy Statement at primary schools (See Appendix C). Find below a detailed illustration as to how the three interview schedules were structured to solicit information.

### **3.6.1 Teachers' Interview Schedule on how to Teach During the Implementation of CAPS at Primary Schools' Foundation Phase**

Teachers' interview schedule on how to teach during the implementation of CAPS at primary schools' Foundation Phase was used to solicit information on how teaching takes place during the implementation of CAPS in the Foundation Phase classroom. The schedule encompassed two sections namely; (i) the biographical information and (ii) contextual questions. Biographical information exposed the following; age, gender, designation, teaching experience and professional qualifications of participants. 7 contextual questions were used to collect information from teachers

on the following areas; the impact of curriculum change on teaching at the Foundation Phase, experience on CAPS training received, compliance to continuous assessment expectations as per CAPS policy guidelines, the effect of common pace setters/work schedules across the country, whether teachers' workload has been reduced, availability of sufficient and relevant resources in the classrooms and support received from the School Management Teams in the teaching of CAPS in the Foundation Phase.

### **3.6.2 Heads of Departments' Interview Schedule on Managing Teaching During the Implementation of CAPS at Primary Schools**

Heads of Departments' interview schedule on managing teaching during the implementation of CAPS at Primary Schools was used to solicit information on how HODs manage teaching during the implementation of CAPS at primary schools. The schedule was divided into 2 sections. The first section was used to collect participants' biographical information, age, gender, designation, professional qualifications, teaching experience and managerial experience of participants were revealed. The second section was for contextual questions. 7 questions were posed to establish the following features; monitoring and support HODs provided to teachers, managing teaching and learning in the Foundation Phase, compliance to pacesetters/work schedules, assessment policy implementation, whether HODs carried out all roles and responsibilities as expected, the impact of curriculum workshops and support received in managing the implementation of CAPS at primary schools' Foundation Phase.

### **3.6.3 School Principals' Interview Schedule on how they Manage the Implementation of CAPS at Primary Schools**

School principals' interview schedule on how they manage the implementation of CAPS at primary schools was used to gather biographical and contextual information on how principals manage the implementation of CAPS at primary schools' Foundation Phase in the Koloti Circuit. Biographical information revealed participants' age, gender, designation, professional qualifications, teaching experience and managerial experience.

Six contextual questions were used to seek information on the following aspects: role played in ensuring full compliance of policies in schools, the impact of workshops conducted, support given to heads of departments on the curriculum requirements, availability of sufficient and relevant resources, envisaged support from Circuits or Districts and major concerns about managing the implementation of CAPS at primary schools' Foundation Phase. Teachers, heads of departments and school principals' interviews were recorded through a tape recorder.

### **3.7 DATA COLLECTION PROCEDURES**

The researcher requested permission from the Head of Department, Limpopo Department of Education to conduct the study at 8 primary schools in the Koloti Circuit (See Appendix H). The Head of Department granted the researcher permission to collect data (See Appendix I). The researcher arranged with the school principals before data collection to avoid interference in the teaching and learning. Principals were contacted telephonically to secure appointments. The researcher visited the schools under investigation personally to get prior permission to collect data and presented permission letter from the head of department. The researcher also arranged a suitable date and time with the school principals, HODs' and Foundation Phase teachers to ensure that all participants were not inconvenienced. The researcher followed the necessary protocols and adhered to the ethical guidelines of the University of Venda (See Appendix G). The consent letters explaining the research topic, aims and ethical considerations was issued to Principals, HODs' and Foundation Phase teachers prior collection of data (See Appendix D, E, F). The consent letters explained a topic under investigation, the purpose of the study and indicating that participation was voluntary, confidential, anonymous and that participants were free to withdraw at any time when they were uncomfortable. Permission was obtained from participants to record interviews on a tape recorder.

### **3.8 DATA ANALYSIS**

According to McMillan and Schumacher (2006:364), qualitative data analysis is an on-going, cyclical process that is integrated into all phases of qualitative research.

Qualitative data analysis is a systemic process of examining, selecting, categorising, comparing, synthesising and interpreting data to address the initial propositions of the study (White, 2002:82; Leedy & Ormrod, 2001:150).

This study adopted a thematic analysis. The researcher identified patterns in the substances of data. It then proceeded through a chain of well-defined steps such as category-building, coding and categorising. The researcher created units of meaning from the data collected. The units were classified, categorised and put in order. The narratives were structured to describe the interview contents. Interview data was interpreted to generate the meaning from transcribed data. Pieces of data were counted in themes. The researcher made good sense of data using intuition to reach conclusions. Grouping was done through setting items into categories and key concepts were classified. Lastly, a sense chain of evidence was built.

Data collected was ordered in such a way that it became useful. Efforts were made to avoid data manipulation. Critical presentation of data assisted in avoiding or minimising chances of data manipulation. A Simple form of data presentation for any reader's critical and objective analysis is essential. Trends that emerged during data organisation were reflected in the write-up of the research findings. The conclusion reached was based on the information that had been gleaned from the data and that which was devoid of manipulation (White, 2002:82; Leedy & Ormrod, 2001:150).

Data analysis did not only occur at the end of the study but was done simultaneously as data was gathered. Inductive data analysis was used where categories and patterns emerged from the data rather than being imposed prior to collection (McMillan & Schumacher, 2006:364). Analysis of narrative data involves examining and organising notes from interviews, reducing the information into smaller segments from which the researcher could see and interpret patterns and trends. The analysis and interpretation of data is presented in Chapter Four.

### **3.9 CONCLUSION**

This chapter presented the research paradigm, design and methodology of the study. The anti-positivists worldview informed the study. The qualitative research

design was selected to guide the selection of participants, data collection methods and data analysis procedures. The researcher used individual interviews and focus group interviews to collect data. Structured interviews were prepared to collect data with regard to the implementation of Curriculum and Assessment Policy Statements in the Foundation Phase in the Koloti Circuit. The sampling process focused on the population of the study, sampling procedures and sample. The participants of this study were purposively selected to ensure that reliable information was obtained, and data was analysed thematically.

## CHAPTER 4

### ANALYSIS AND INTERPRETATION OF DATA

#### 4.1 INTRODUCTION

This chapter presents the detailed analysis and interpretation of the collected data. The data was captured through individual and focus group interviews. Qualitative data analysis can be described as the process of making sense of research participants' views and opinions of situations, corresponding patterns, themes, categories and regular similarities (Cohen *et al.*, 2007:461). This involved reducing the volume of raw information, sifting significance from trivia, identifying significant patterns and constructing a framework for communicating the essence of what the data revealed. Data was analysed thematically. The discussion and interpretation of the results as presented through themes proceed in the light of the literature review.

#### 4.2 BIOGRAPHICAL INFORMATION

24 foundation phase teachers, 8 heads of departments (HODs) and 8 Principals of primary schools with Foundation Phase classes participated in the study. The participants were requested to reveal their personal information in relation to age, teaching experience, designation and experience in the positions they held, their professional qualifications and highest qualifications. Their biographic information is summarised as follows:

##### 4.2.1 Biographical Information of Teachers

24 Foundation Phase teachers participated in the study. 23 were females and 1 was male. Their ages ranged from 50 to 60 years. The majority of them were almost at retirement age. Their qualifications ranged from Junior Primary Teachers Diploma to Honours Degree. 5 were qualified to teach in the Foundation Phase and 19 in the Intermediate and Senior Phases respectively but were teaching at the Foundation Phase because of the shortage of qualified teachers. One Foundation Phase teacher was identified as a lead teacher. The lead teacher was a teacher who acquired 4

years fulltime Foundation Phase degree through the Provincial Department of Education funding. She was a teacher who was identified by the department, trained with the purpose of acquiring extensive knowledge to assist other Foundation Phase teachers. She was more knowledgeable, skilled and qualified to teach in the Foundation Phase and used by the department to support other teachers.

#### **4.2.2 Biographical Information of Heads of Departments**

8 Heads of Departments (HODs) participated in the study. All HODs were females. Their ages ranged from 47 to 57 years. Their experience in teaching at primary schools ranged from 12 to 34 years. They were all teaching in the Foundation Phase during the time of the study. 4 of them had Bachelor of Education Honours Degrees, 3 had Bachelor of Education Degrees in the Foundation Phase and 1 had a Master of Education Degree in Educational Management. 4 HODs did not have a qualification to teach at the Foundation Phase but were doing so due to lack of properly qualified teachers at the Foundation Phase. 2 of them were acting HODs but responsible for heading the Foundation Phase classes because of being the most senior teachers in the school. A senior teacher was a teacher with more teaching experience as compared to other teachers in a particular school. 1 HOD was also identified as a lead teacher.

#### **4.2.3 Biographical Information of Principals**

Principals of 8 sampled primary schools participated in the study. 5 were females and 3 males. Their ages ranged from 46 to 60 years. 2 principals were at a retirement age. Their teaching experience ranged from 17 to 38 years. 5 were permanently appointed whereas 3 were acting as principals. 5 permanently appointed Principals' experiences ranged from 7 to 22 years. 3 acting principals' experience ranged from 1 to 6 years. 1 principal had acted for 6 years, 1 for 3 years and 1 for 1 year. 4 principals were fulltime teachers at the Foundation Phase. 2 were teaching without a qualification at the Foundation Phase teaching. 2 had a diploma in Junior Primary Teachers Diploma. 5 principals had a Bachelor's Degree in Educational Management. 2 had a Bachelor of Arts Degree and 1 had Secondary Teachers Diploma. 2 principals taught Grade 1 and 2 learners through multi-grade

teaching for 5 years. 1 principal taught all the 3 Foundation Phase grades through multi-grade teaching for 7 years.

### **4.3 ANALYSIS OF CONTEXTUAL DATA**

The analysis was guided by the questions that informed the conversations, consequences from discussions, the aim of the study and the literature review. The information gathered was categorised into themes that arose from the data collected.

#### **4.3.1 Contextual Analysis of Data Derived from Teachers' Interview Schedule on how to Teach during the Implementation of Curriculum and Assessment Policy Statement at Primary Schools' Foundation Phase at Koloti Circuit**

8 focus groups from 8 sampled primary schools participated in the study. Each focus group had an average of 3 to 6 teachers. Focus group (FG) 1 to 8 represents the views of 24 teachers from 8 schools numbered in accordance with the first group interviewed as 1 and the last one interviewed as 8 respectively.

##### **Question 1**

**Foundation phase teachers in South Africa have experienced rapid curriculum changes influenced by the rapid increase in global knowledge, technology and skills. How have these changes affected your teaching?**

**Theme 1: Teachers' experiences of rapid curriculum changes.**

**Sub-theme 1: Teaching made easy**

All the participants applauded the inception of CAPS as compared to all curricula that had been implemented in the past. It was revealed that there was a noticeable difference between the previous curriculum and CAPS. It was further indicated that the previous curriculum was long, and some information was not even relevant for the level of the learners.

The study revealed that teachers enjoyed teaching through CAPS. CAPS include all areas of teaching, that is language, reading, writing, speech, and counting. The study discovered that lesson plans, pacesetters and assessment guidelines were provided. Foundation Phase teachers were informed as to how much time to spend

on each subject and each topic. They were provided with workbooks with interesting learner activities. CAPS encouraged teachers to use laptops as some information was provided through CDs. In focus group 3 and 5 it was revealed that teachers are left with no choice but to use computers in the classrooms. Learners also enjoyed CAPS because of its interesting activities. It was more on the real world, so learners can easily link what they are taught in classrooms with what is happening outside the classrooms. A representative of Focus Group 5s' appreciation of CAPS was expressed in the following words:

*A very good curriculum indeed, it is education made easy, it is easy to follow because there are clear guidelines in each policy (FG5).*

Teacher's responses clearly indicated that they enjoy teaching through CAPS. Their teaching has been simplified. CAPS has a positive impact on teaching and learning in the Foundation Phase.

According to Du Plessis and Marais (2015:12), CAPS directs what must be planned and taught against what must be assessed. CAPS provides clear guidelines on pacing, sequencing and curriculum coverage. It concentrates on the formal planning and preparation of the curriculum by providing structured lesson plans. These guided teachers in their teaching activities rather than leaving the teachers on their own regarding content as was the case with NCS.

## **Question 2**

**Workshop attendance may determine the impact of curriculum implementation. What is your experience on this view?**

### **Theme 2: Teachers' workshop attendance.**

#### **Sub-theme 1: Inadequate teacher training**

Magadzi (2013:21) states that the Limpopo Department of Education has managed to train 43,914 educators on CAPS, content and methodology with a view to improving their ability to lead and teach learners in schools, for better educational outcomes workshops were conducted for Foundation Phase teachers.

All focus groups confirmed that CAPS workshops were indeed conducted. According to their responses, the following challenges emerged regarding workshop

attendance: the type, length and scope covered by training they received. A representative of focus group 3 confirmed that:

*Teachers in the Foundation Phase attended workshops, but workshops were conducted only at the beginning of the year for only 2 hours, the workshops targeted many teachers at the same time and it compromised its objectives (FG3).*

All focus groups expressed a sense of disaffection with some of the training they received at the workshop. Such dissatisfaction ranged from the length of the workshop, workshop venue, the number of workshops conducted, overcrowding, and shortage of materials in some instances.

### **Sub-theme 2: Overcrowding and shortage of material**

The study revealed that Foundation Phase teachers from 184 schools in six circuits within Polokwane cluster were trained in one venue. The hall was overcrowded during the workshop. Teachers experienced shortages of materials. They ended up not taking any material to their schools for ease of references in the implementation processes. One participant of Focus Group 4 said:

*The hall was full to capacity, in order for us to get seats and materials; we had to arrive early and book a front seat to be able to hear facilitators because at the back you will not even hear properly (FG4).*

Studies in South Africa reveal that poorly planned workshops left teachers confused as to where, what and how to start teaching the curriculum (Matshidiso, 2007:109).

### **Sub-theme 3: Workshop period and delegations**

All focus groups articulated their disappointments regarding the duration and time of the workshop. Workshops were conducted from 12h00 to 15h00 during the week compromising teaching and learning in schools. One participant in Focus Group 2 said:

*Workshops are conducted from 12h00 when we were already tired from work; you drive to work in the morning then 11h00 drive again to the workshop venue which is also far from school (FG2).*

A participant in Focus Group 1 said:

*It was not possible for me to attend all workshops because I am the only teacher from grade 1 to 3. When I leave for workshops, it means learners must all go home as no one will care for them, so I was selective in workshops attendance (FG1).*

One participant in focus group 5 stated:

*We were given too much information within a short space of time condensed. The workshops are like “micro-waving”. The facilitators were taken for a week-long workshop but expected teachers to grasp all in only 3 hours (FG5).*

It was revealed that not all Foundation Phase teachers attended workshops as only representatives of schools were invited. The teachers were expected to come back and train other teachers at school level. Schools are sending representatives because workshops are conducted during school hours, for example a Grade 1 teacher would attend the Foundation Phase workshop and leave the learners at 11h00 for a 12h00 session to allow for travelling time. There was a distortion of information when reporting back. Participants’ expectations were that all of them must be given an opportunity to attend workshops. Participants also suggested that workshops must be conducted outside school contact time so that all teachers can be trained for the desired duration and avoid compromising teaching and learning.

#### **Sub-theme 4: The level of facilitation**

All focus groups’ main concern regarding workshops was the level of facilitation. It was discovered that some facilitators had insufficient knowledge about the content. All groups singled out the English First Additional Language (EFAL) presenter as the most capable facilitator. It emerged from the focus group interviews that some teachers were not satisfied with the content delivered at the workshops for some subjects. Teachers’ expectations were not met in Sepedi, Mathematics and Life Skills. The views expressed below emerged from one of the participants in Focus Group 5:

*Some of the facilitators mentioned that they were not clear in some aspects, but they are also learning from us. We were requested to work in groups and at the end there was no comment on what we had*

*done. Sometimes you go there and come back not really having understood what should be done. Facilitators were collecting some ideas from us (FG5).*

A representative of Focus Group 6 said:

*Some teachers only arrived early at the workshops to collect materials and depart prematurely because some of the workshops were of poor quality (FG6).*

According to Du Plessis and Marais (2015:12), “you go to a workshop; you come out, still not understanding what it was about, simply because facilitators failed to deliver. Ask them questions about CAPS – they can’t answer you”.

Erden (2010:3) argues that if teachers do not comprehend what the curriculum theoretical framework is all about, they will fail to implement the curriculum successfully and it will not yield the desired results.

### **Question 3**

**CAPS provides more uniformity across all provinces, districts and schools. It has the advantage of enabling all learners in the country to be taught and assessed on the same content as teachers are bound to teach what is specified per subject per term. What is your opinion on this statement?**

### **Theme 3: Uniformity across all provinces, districts and schools.**

#### **Sub-theme 1: The positive impact of common pacesetter**

The study showed that learners were taught the same content across the country. It was revealed that teachers were guided on what to teach and when to teach. When they admit new learners even in the middle of the academic year, they are certain regarding content that has been covered. A representative of Focus Group 6 pointed out:

*It is a good thing to teach common content across all schools. It gives us positive pressure to run with the pacesetter (FG6).*

#### **Sub-theme 2: Challenges of teaching the same content in all schools at the same time**

Teaching same content had some serious challenges in schools where multi-grade teaching was practiced. Shortage of teachers in some schools led to teachers

combining grades such that Grade 1 and 2 would be taught by one teacher. A participant in Focus Group 1 stated:

*Grade 1, 2 and 3 are taught by one teacher, so it is impossible to teach the same content like other schools because of multi-grade teaching (FG1).*

A representative in Focus Group 5 said:

*Grade 1 and 2 are taught by one teacher, so the same content here is out of the picture because we are not even trained for multi-grade teaching as it is a new school (FG5).*

A representative of Focus Group 7 said:

*Grade R and 1 are taught by one teacher and it is the same with Grade 2 and 3 in our school so we cannot run at the same pace with other schools (FG7).*

The study showed that it was very difficult to comply with the pacesetters by teaching the same content with other teachers across the country, when the school is implementing multi-grade teaching. Some small primary schools in this country implement multi-grade teaching due to the country staffing model of 1:35 teachers in primary schools (Mulryan-Kyne, 2007:5). A one-size-fits-all curriculum cannot address the issues faced by rural, multi-grade teachers and learners (Erden, 2010:3).

CAPS posed a challenge to the workload of learners in the Foundation Phase. It is ambitious in terms of the amount of content that has to be covered by all learners each term. This is due to the fact that each day has its own work (Du Plessis & Marais, 2015:121). One participant in Focus Group 4 clarified:

*Learners have different abilities and we would accordingly introduce each lesson differently. All learners cannot learn at the same pace. We have slow and gifted learners in classrooms. Sometimes there is a need to repeat lessons (FG4).*

The study revealed that sometimes there is a need for more time to go an extra mile for struggling learners. CAPS encouraged teachers to teach fast learners, leaving

those who are slower to cope on their own. Teaching and learning was sometimes affected by learner and teacher absenteeism due to unforeseen circumstances. There would be backlog on the pacesetter and the teachers would be expected to cover the lost contact time. CAPS pacesetters must allow room for revision and cater for slow learners and not compromise time for gifted learners who grasp faster (Van der Berg et al., 2011:4).

#### **Question 4**

**Continuous assessment is also viewed by some Foundation Phase teachers as an extra workload. How do you carry out assessment in your teaching?**

#### **Theme 4: Continuous assessment as an extra workload.**

##### **Sub-theme 1: Tracking learner performance**

Continuous assessment was of vital importance as shown by participants. Continuous assessment was done, and it enabled teachers to track learner performance and support them accordingly. It was only deemed an extra load when it comes to overcrowded classrooms. A representative of Focus Group 8 indicated that:

*Learners are assessed verbally or in a written form in every lesson, to check whether they understood the lessons or not, the problem is marking when the class is overcrowded so the work is too much to handle (FG8).*

##### **Sub-theme 2: Benefits of common assessment**

The study revealed that lessons were planned in such a way that they provided room for continuous assessment. Learners were assessed through formal and informal tasks. Assessment was not carried out only in writing but also in speaking, listening, through jumping, reading aloud, poetry, playing and all other activities. Assessment was not done only at the end of term but continuously following common plans. One participant from group 5 said:

*In multi-grade teaching teachers found it challenging to assess learners in line with common plans and common assessments (FG5).*

A representative of Focus Group 4 expressed that:

*In the Foundation Phase continuous assessment was good, if you assess learner on something you taught them long ago or some months ago they would have forgotten everything. Their memories might not be that good they may fail but with continuous assessment they do it whilst they are still fresh (FG4).*

A representative of Focus Group 6 said:

*Continuous assessment was beneficial because it helped a teacher to gauge learner's level of understanding. It also helped to check if strategies suit all your learners. Sometimes learners could be absent due to illness or any other causative factor. Continuous assessment assisted in awarding marks for them even when they did not write the final tasks (FG6).*

The study revealed that learners in the Foundation Phase were assessed through formal and informal assessment. Written work, orally and practical exercises were used to gauge learners' performance. Individualised form of assessment is when learners are assessed in what they are able to do and exhibit in each learning activity rather than assessing them at the end of the year (Sebobi, 2012:8).

#### **Question 5**

**The Ministerial Task Team Report clearly indicates that CAPS would reduce teachers' workload particularly with regard to administrative requirements and planning to allow more time for teaching. What is your experience on this undertaking?**

**Theme 5: CAPS can reduce teachers' workload with regard to administrative requirements and planning.**

#### **Sub-theme 1: Reduced teachers' workload**

The study confirmed that CAPS reduced teachers workload. Assessment tasks were also made available with clear guidelines. Policies provided clear guidelines for all focus groups specified. One participant in Focus Group 2 stated:

*We are no longer expected to spend sleepless nights planning, as lesson plans were provided. Teachers and learners' workbooks were also provided to ease assessment (FG2).*

A representative of Focus Group 3 said:

*We are always expected to make copies for learners. We wished to have a photocopier specifically for Foundation Phase as it consumes time for us to come to the office to make copies. It compromises contact time as we must be in class for the whole day unlike in other phases (FG3).*

Overcrowded classrooms and cases where lack of teachers was encountered, teachers' workload was increased. In schools where classes are combined through multi-grade teaching teachers' workload was not reduced but doubled. A representative of Focus Group 4 expressed pointed out:

*Even though CAPS was indicated to be a curriculum that made teaching easy, in real sense there was no reduction of workload because classrooms are overcrowded. In a classroom, the ratio must be 1:35. In some of the classrooms here we are having 70+ learners, how can that be reduction of workload (FG4).*

The study revealed poor planning as teachers were complaining about making copies compromising contact time. Copies could be done in advance and the management of the school must assist in that regard.

### **Sub-theme 2: Human and physical resource challenges**

It was discovered that the staffing model provide sufficient teachers in accordance with the total number of learners in a school. Learners were over-crowded at the Foundation Phase but practically many teachers were placed in the intermediate and senior phase due to subject teaching. A representative in Focus Group 4 said:

*The school management is considering only number of periods allocated to teachers in the phase, ignoring total number of learners in the foundation phase (FG4).*

The views below emerged from one participant from Focus Group 8:

*What kind of quality can one expect from you, if you have 72 learners in a class? Mind that these learners need your full attention. How possible can one attend to each one of them if a class holds 80 learners (FG8)?*

A representative of Focus Group 3 said:

*There are 2 Foundation Phase posts vacant due to attrition. It was taking time for the school to find replacement due to shortage of skilled teachers in the phase. They ended up poaching teachers from other districts through horizontal transfers. The process was also taking long leaving teachers without any option but combining grades (FG3).*

Shortages of classrooms were also mentioned as a contributory factor in this regard. Learners were expected to share available classrooms and mobile classrooms. Participants revealed that in most instances Foundation Phase learners and their full-time teachers were the hardest hit in cases where there is a shortage of teachers and inadequate classrooms.

The study revealed that proper implementation of teacher provisioning model was compromised by placing more teachers in the intermediate phase than in the foundation phase and not considering the total number of learners in the phase. The study discovered that when a teacher leaves the system it takes a long time to fill the vacant post. At the Foundation Phase, causative factors realised were skills shortage. Lack of classrooms was also identified as a serious challenge in some schools. It was indicated that the Department of Education was in the process of appointing contractors to build more classrooms for the school.

### **Question 6**

**Foundation Phase classrooms should be adequately provisioned to ensure equity across schools and to allow young learners' access to a wide range of support materials necessary to support the curriculum. How would you comment about the availability of resources in your Foundation Phase classroom?**

**Theme 6: Equitable provision of resources and opening access.**

#### **Sub-theme 1: Availability of resources**

The study revealed that relevant resources were available in the classrooms but were not sufficient for all aspects they must cover. Workbooks previously were supplied with wrong editions but now the department has improved the editions. Sufficient workbooks are provided as compared to previous years when CAPS was introduced. Materials on the boards to aid teaching were not adequate. It was revealed that schools bought some resources needed to enhance implementation

from the schools' norms and standard budget. Participants commended the Non-profit Organizations and business sectors for donating resources to their schools. The views below emerged from a representative of Focus Group 7:

*We have resources in our classrooms, but they were not enough. The department has improved these days as compared to previous years even though some of the materials were in English while they were taught in Sepedi (FG7).*

A representative from Focus Group 3 said:

*In other learning areas some translations were wrong especially in Maths. The teacher who was more knowledgeable might confuse learners as she/he would differ with the textbook (FG3).*

One participant from Focus Group 6 expressed stated:

*In some instances, black and white pictures were supplied whereas Foundation Phase learners were interested in coloured ones. Black and white pictures were relevant but not attractive (FG6).*

It has been realized that learners perform well when pictures are in colour but confused when pictures are in black and white. A serious challenge experienced by all participants with regard to Mathematics was insufficient supply of resources.

### **Sub-theme 2: Improvisation**

The study revealed that schools requested parents to assist in creating or even buying some resources. The challenge was that not all parents could afford to buy the required resources. In all schools the resources provided are insufficient. The focus groups' responses clearly indicated a need to equip all Foundation Phase classrooms with sufficient and relevant resources to enhance CAPS' implementation.

A representative of Focus Group 5 pointed out:

*As teachers we took some initiatives to improvise by collecting and creating some resources, but when we created resources with learners, seniors would disapprove the quality of the art work. We end up stopping to create resources but waiting for the department or the school to provide (FG5).*

A lack of basic resources such as stationery, work cards and games posed a further challenge to the teachers at both schools and impacted negatively on the learners. (Blease & Condy, 2014:48). Moreover, implementation and provision of textbooks remain a challenge in South African schools (Du Plessis & Marais, 1995:12).

### **Question 7**

**The Provincial Department of Education and Districts ensure that teachers are provided with support in the implementation of CAPS. There should also be a more intentional and focused monitoring of the teaching and learning in schools. What support do you receive from the School Management Team in the teaching of CAPS at the Foundation Phase?**

### **Theme 7: Teachers' support in the implementation of CAPS.**

#### **Sub-theme 1: Level of support and HODs' competencies**

The Ministerial Task Team Report DBE (2009:8) recommended that curriculum advisors' roles must clarify and specify the exact nature of in-school and classroom support they provide to teachers. The study revealed in Focus Group 3, 4, 6, and teachers were receiving support from their peers and Heads of Departments. In Focus Group 3 and 4 there were lead teachers. They were deemed competent, more knowledgeable and used to support teachers even in other schools around the district. All focus groups indicated their wish to see even more curriculum advisors coming to the Foundation Phase classrooms to support them. Seemingly, Foundation Phase teachers were not receiving support from curriculum advisors but from their immediate seniors only. A representative of Focus Group 6 said:

*We meet at the beginning of each term to plan as phase teachers, review and discuss our successes, challenges and share good practices (FG6).*

One participant from Focus Group 3 stated:

*I have never seen a curriculum advisor in my school my entire career life, except in workshops. I am not getting or expecting support in the content from any sphere. The available curriculum advisors were only supporting intermediate and senior phase teachers (FG3).*

Focus Group 2, 5 and 8 revealed that Head of Departments posts were vacant and

senior teachers were used to support other teachers even though this posed a serious challenge. In some instances, the principal was teaching Grade 1, 2 and 3 and also acting as a Head of Department to support and monitor other teachers in the intermediate and senior phase. A participant in Focus group 8 pointed out:

*We are the ones teaching our Head of Department new concepts, new methods of teaching, accessing information on the internet and the use of laptops, projectors, and capturing marks through SA-SAMS system (FG8).*

School visits from curriculum implementers should be a priority to help and guide teachers in implementing CAPS and SMT (Van der Berg et al., 2011:3).

Makelani (2014:18) argue that without support from the school or district officials; teachers are unable to apply their newly acquired knowledge and skills to benefit learners.

#### **4.3.2 Contextual Analysis of Data Derived from Heads of Departments' Interview Schedule on Managing Teaching during the Implementation of Curriculum and Assessment Policy Statement at Primary Schools' Foundation Phase in Koloti Circuit**

Head of Department (HOD) 1 to 8 stand for each HOD interviewed individually from 8 sampled schools, numbered in accordance with the first participant interviewed as 1 and the last one as 8.

##### **Question 1**

**One of the roles and responsibilities of Heads of Departments in schools is to provide support to teachers and learners in the teaching and learning practices. What kind of support do you give to Foundation Phase teachers to enable a successful implementation of CAPS?**

**Theme 8: Heads of Departments' support support to teachers and learners in the teaching and learning practices.**

##### **Sub-theme 1: Multi-grade teaching**

It was revealed that participant 1 engages in multi-grade teaching. The participant was the only teacher at the Foundation Phase. She also carried out all

responsibilities of a Head of Department in the phase. There was no support or supervision of what was happening in the classrooms.

### **Sub-theme 2: In-competencies in acting positions**

The study revealed that in some schools where HODs were not permanently appointed, there were signs of in-competencies. Acting HODs were not carrying out their responsibilities as expected as they lacked expertise. Principals were assisting in managing curriculum at the Foundation Phase in cases where principals themselves are competent. Participants 2, 5 and 8 revealed that they did not have permanent appointments. They were senior teachers acting as Heads of Departments in their schools. Participant 5 said:

*I am an acting HOD even though I was not even qualified to teach or knowledgeable in the Foundation Phase curriculum. I am not confident in the job I do because I do not have the expertise. I cannot even reprimand teachers because they know a lot more than me (HOD5).*

Participants 3, 4, 6 and 7 revealed that they were using monitoring tools to monitor teachers' work out and plans, holding support meetings and individually supporting teachers. Participants 2, 3, 4, 6, 7 and 8 were also boasting with pride that they had sufficient evidence that teachers were fully supported. Support given to teachers was through interpretation of the policy documents. Participant 6 stated:

*We support them individually and in group sessions, even when they come across challenges and we come together to break it down appraisal meetings are held at school level to assist teachers (HOD 6).*

### **Question 2**

**In order to improve teaching and learning, there is a need for Heads of Departments to supervise teachers' work output and plans thoroughly. How do you supervise teachers' work output and plans?**

**Theme 9: Heads of Departments' supervisors of teachers' work output and plans.**

### **Sub-theme 1: Monitoring of work output and plans**

All participants revealed that supervision of teachers was done. Supervision was

done through checking the necessary documents using monitoring tools. Participants 2, 3 and 4 revealed that before supervision, meetings with teachers are convened to indicate expectations and design a monitoring tool collectively guided by policy documents. During monitoring, learners' books and teachers' files are also checked. Class visits were done by all participants in schools. Participant 3 said:

*We are using tools to check compliance to the work output policy and agreed expectations. It also verifies whether all plans were available and implemented. Class visits are done using the agreed programme of visits; even though we are overloaded as we are full-time teachers too (HOD 3).*

### **Question 3**

**Continuous assessment is also viewed by some Foundation Phase teachers as an extra workload. How do you ensure that teachers at the Foundation Phase assess learners accordingly?**

Theme 10: Teachers' perspective with regard to assessment.

#### **Sub-theme 1: Curriculum overload**

The study discovered that, Participants 2 and 5 view curriculum expectations as overload. They view their management roles and responsibilities as extra work. Participant 1 who was also carrying out roles and responsibilities of managing the school was teaching all the grades as result of the multi-grade system. It seems there was no one to monitor compliance. Participants 5 stated:

*It's strenuous to me as I have my own work and I am a full-time teacher too (HOD 5).*

Participant 1 said:

*I am a player and a referee at the same time, I am trying my level best to assess learners every day as I teach. I also consult neighbouring schools for assistance as there was no one to monitor my work (HOD 1).*

#### **Sub-theme 2: Monitoring learner assessment**

The study discovered that at the beginning of every term, Foundation Phase teachers met with their Heads of Departments and planned for assessment for the term. Teachers were reminded of the expectations of the assessment policy framework, school assessment policy and the school annual assessment plans.

### **Sub-theme 3: Usage of monitoring tools**

Participants in all schools revealed that all Heads of Departments were using monitoring tools to check compliance. Participants 2 pointed out:

*I am assisted by the tool we developed collectively with the teachers to check compliance, I check learners' continuous assessment files, class activity books and usage of workbooks (HOD 2).*

It is revealed that Foundation Phase HODs ensured that teachers comply with the assessment plans. It appeared that they were doing pre-moderation and post moderations of assessment tasks. They have developed monitoring tools for pre-moderation and post moderations. Participants 2, 3, 4, 6 and 8 had reports on audit of assessment tasks per month with an indication of their comments.

Participants' responses clearly indicated that Heads of Departments carried out their responsibilities with diligence by ensuring that teachers assessed learners in line with the policy regulations. Monitoring and support of assessment was done, and Participants had evidence to prove it.

#### **Question 4**

**CAPS pose a challenge to the workload of teachers and learners. It is rather ambitious in terms of the amount of content that has to be covered. This is due to the fact that each day has its own work. How do you ensure that teachers meet CAPS expectations?**

**Theme 11: CAPS a challenge to the workload of teachers and learners.**

#### **Sub-theme 1: Reduction of activities to comply with the pacesetter**

The study discovered that CAPS expectations were discussed in planning meetings. Pacesetters were provided to all teachers. Tools to monitor curriculum coverage per term were developed collectively.

Participants 3, 4 and 6 indicated that they had follow-up meetings. Class visits were done by the HODs 2, 3, 4, 5 and 6 to support teachers. It appeared that Participants 4, 5, 6 and 7 awarded teachers an opportunity to reduce activities as expected by the policy in order to cover all content for the term. For example, if one topic required many activities teachers would reduce the given activities to be in step with the

pacesetter. Participant 6 stated:

*Workload was really a challenge but as teachers we weigh the number of content with the number of days and reduce the required activities in some instance. Some learners require more time on the same topic as learners cannot grasp at the same pace (HOD6).*

Teachers who are able to do all activities were at liberty to do so. It seemed that at the Foundation Phase most teachers were unable to keep up with the pacesetter on a daily basis due to several causative factors. The study revealed that curriculum expectations were met even though there was an indication of “curriculum overload” meaning too much content had to be covered within a limited period of time.

### **Question 5**

**Heads of departments are regarded as subject specialist, they are expected to mentor, motivate and develop other subject teachers, and they are seen as models. What do you do to carry out all these roles and responsibilities?**

### **Theme 12: Heads of departments as subject specialists.**

#### **Sub-theme 1: Sufficient monitoring and support**

Participant’s response revealed that mentoring, motivating and development was done by all participants but different in terms of levels. All the mentioned roles were carried out through school-based support meetings, on site-workshops, class visits, individual support, peer learning and awarding best performance. Heads of departments are subject specialists; they mentor, motivate and develop other subject teachers. Participants 3, 4, 6 and 8 seemed to carry out their responsibilities excellently. It appeared that all this was done fully in schools where Heads of Departments were permanently appointed. They were more knowledgeable about Foundation Phase content. It was also confirmed by some teachers during focus group interviews that HODs were doing their utmost best to monitor and support. Participant 4 said:

*As a point of departure, it is just to be there for the teachers, listen to them, and earn their trust. We assist them in all aspects. There is no question posed by teachers that you can say I don’t know. I have to go an extra mile and outsource. As a lead teacher I am more knowledgeable to share my expertise with all teachers. I was taken to university for 4 years by the Department of Education to unpack the Foundation Phase content (HOD 4).*

### Question 6

The Heads of Departments should keep abreast of new conceptions with regard to curriculum by attending curriculum workshops. What is your view of this statement?

**Theme 13: The Heads of Departments attendance of curriculum workshops.**

#### **Sub-theme 1: Content covered at the workshops**

The study indicated that content covered at the workshops for some subjects was beneficial to all HODs for the implementation of CAPS. They learnt new CAPS concepts through the training conducted by the Department of Education and partners in education like publishers and non-profit organizations. The impact of content-based workshops in schools was visible. All participants said they learnt a lot from CAPS workshops for some subjects and implementation was done successfully in schools because of the training they received.

#### **Sub-theme 2: Poorly arranged workshops**

The study revealed that all participants had some concerns regarding the quality of some workshops conducted. It appeared as if the number of workshops conducted and time were insufficient, all participants indicated that there was a need for sufficient time and continuous development. Participant 6 stated:

*Workshops were conducted from 12h00 to 15h00 when we were already tired from work; we travel to school in the morning then travel again for workshops, its tiring (HOD 6).*

#### **Sub-theme 3: Competency of facilitators**

The study exposed that the knowledge of some facilitators seemed questionable. It appeared from the outcomes that all participants were not satisfied with the content they received in certain subjects but were extremely impressed by some facilitators. They also expected follow up visits after workshops, but this was not done. Participant 7 observed:

*We came back from the workshops with full energy, trying to implement what we had learnt but on the way we just got lost with no one nearby to help (HOD 7).*

### Question 7

The Provincial Department of Education and Districts ensure that teachers are provided with support in the implementation of CAPS. There should also be a more intentional and focused monitoring of the teaching and learning in schools. What support do you receive to manage the implementation of CAPS?

Theme 14: The Provincial Department of Education and Districts' monitoring of the teaching and learning in schools.

#### Sub-theme 1: Insufficient support

The study revealed that all participants seemed to have received insufficient support to manage CAPS at the foundation phase. All participants indicated that they were not receiving support from the circuit, districts and provincial department as expected. They alleged that most of the times they were on their own. Participants 2 said:

*Sometimes we do things depending on our own understanding; we cannot blame the principals because they were not familiar with the Foundation Phase concepts (HOD 2).*

Participant 8 echoed this view saying:

*The support we got from the department sometimes was questionable, because some of them came to schools only to find faults. The support we received was not even Foundation Phase related but general. It was only during the content workshops when we were told how to rectify our mistakes (HOD8).*

#### Sub-theme 2: Shortage of Foundation Phase curriculum advisors

The study revealed that there was either a shortage or non-existence of Foundation Phase curriculum advisors. It seemed curriculum advisors do not regularly visit schools to support Foundation Phase teachers. The shortage of Foundation Phase curriculum advisors became evident in the study. It was also indicated that even those that were available and visiting schools are not very helpful because they are only qualified to support Intermediate and Senior Phases. Participants 2, 3, 5, 7 and 8 also mentioned that they had not received on site support from curriculum advisory section due to lack of Foundation Phase curriculum advisors. Participant 4 said:

*Since I was at this school one curriculum advisor came once to visit Foundation Phase and her focus was more on grade R" practitioners (HOD4).*

Participant 7 echoed this observation saying:

*Since I started working at this school I have never received any support from curriculum advisor, the only period we are in contact with curriculum advisors is during briefing workshops but at school we have never seen them. Those who are coming here are supporting the Intermediate and Senior Phase teachers only (HOD7).*

### **Sub-theme 3: School-based support**

The study exposed that challenges were that school principals were not trained to teach or support teachers at the Foundation Phase hence they find it difficult to monitor and support heads of departments in this regard. It appeared that principals of schools with Foundation Phase are not adequately equipped to provide support in the implementation of CAPS at the Foundation Phase. Participant 4 observed:

*Our principal is not able to support us as he is not knowledgeable in the Foundation Phase content. He is always puzzled by what is happening in the phase because he is a senior phase Grade 7 teacher (HOD 4).*

The study revealed that the majority of the Foundation Phase HODs were not receiving sufficient support in the management of curriculum. The conducted workshops were mostly for teachers but not for SMTs on managing teaching and learning at the Foundation Phase.

#### **4.3.3 Contextual Analysis of Data Derived from School Principals' Interview Schedule on how they Manage the Implementation of Curriculum and Assessment Policy Statement at Primary Schools' Foundation Phase in Koloti Circuit**

Participants 1 to 8 stand for each school principal (SP) interviewed individually from 8 sampled schools, numbered in accordance with the first participant interviewed as 1 and the last one as 8.

### Question 1

**The role of school principals is to ensure implementation of policies. How do you ensure that there is full compliance by Heads of Departments and teachers in the implementation of CAPS?**

**Theme 15: The role of school principals in the implementation of policies.**

#### **Sub-theme 1: School-based monitoring and support**

The study revealed that principals provided Heads of Departments with all the necessary policy documents. They also conducted on-site meetings to ensure that all teachers know their expectations. They developed monitoring tools collectively. The monitoring tools were used in all schools to monitor and support compliance. The study revealed that all participants were monitoring their school management teams. Participant 5 said:

*The HODs visit teachers in their classrooms to monitor compliance to CAPS, checking learners and educators' files. They also did follow-up visits even though they were also learning in the process (SP 5).*

Participant 7 stated:

*I am a fulltime teacher teaching multi-grade classroom, when I get time I do classroom visits for monitoring and support (SP 7).*

#### **Sub-theme 2: Knowledge of the Foundation Phase teachers**

It was established that most of the teachers at the Foundation Phase were allocated subjects in the phase without Foundation Phase specialization. They were teaching because of shortage of skilled teachers. Some principals that specialized in Foundation Phase like participant 8, conducted on-site training for each content area and intensive monitoring and support to ensure compliance. Participant 7 stated:

*The only teacher with a Foundation Phase qualification is the HOD (SP7).*

Participant 5 made a similar observation:

*There is only 1 teacher with Foundation Phase qualification in our school, the other teachers are teaching because of lack of qualified teachers (SP5).*

Participant 1 said:

*There is no teacher with a Foundation Phase qualification in the school (SP 1).*

Effective implementation of curriculum required principals together with other management teams to fulfil their roles as leaders of the curriculum. Many of the teachers who taught young learners have not, in fact, been educated and trained professionally to specialise in this pedagogy. Indeed, a 2004 survey suggested that perhaps as few as half of all teachers teaching in the foundation phase had been trained to teach in this area (ELRC, 2005:77). Until at least the mid-1990s, South African universities focused on training high school teachers, neglecting the training of primary school teachers.

## **Question 2**

**Workshop attendance may determine the impact of curriculum implementation. What is your experience on this regard?**

### **Theme 16: Workshop attendance by principals.**

#### **Sub-theme 1: Training for principals**

Newly appointed school leaders have neither training nor experience in dealing with change and its consequences (Tshiguvho, 2009:15). Workshops were of vital importance for successful implementation. All participants revealed that curriculum workshops were conducted at cluster level by the Department of Education. The workshops were in most cases subject specific. Principals benefited a lot from those workshops in terms of subjects they were teaching. They were able to implement curriculum better as a result. Participant 3 observed:

*School-based workshops were also conducted for teachers and it showed a noticeable improvement in the implementation process (SP3).*

Participant 5 said:

*Some teachers attended workshops but on return they were unable to report back hence implementation in the school was sometimes affected (SP5).*

It seemed as if some workshops did not assist or make a huge impact in the implementation process.

### **Sub-theme 2: Insufficient training on managing Foundation Phase curriculum**

The study exposed that the centralised school management workshops were either not conducted or very minimal. It seemed as if the training principals received was not on managing Foundation Phase specifically but on managing other phases. Hence principals without qualifications at the Foundation Phase were unable to support teachers relevantly. Participant 7 observed:

*There was a need for more capacity to enable us to manage implementation of CAPS in the Foundation Phase better (SP7).*

### **Question 3**

**Heads of Departments need to be conversant with the changing conceptions of curriculum, educational philosophies, beliefs, curricular sources, conflicts, curricular evaluation and improvements. In view of this, how do you ensure that Heads of Departments are conversant with the new curriculum requirements and are able to properly support teachers?**

**Theme 17: Heads of Departments changing conceptions of curriculum, educational philosophies, beliefs, curricular sources, conflicts, curricular evaluation and improvements.**

### **Sub-theme 1: Heads of Departments training**

The study revealed that all principals ensured that Heads of Departments attended curriculum workshops. When policies were introduced, teachers were always a priority and HODs attended on the basis of being full time teachers.

### **Sub-theme 2: Capacity to conduct school-based workshops**

It seemed some principals were unable to develop HODs' because they also lacked capacity. School based workshops were conducted in all schools to ensure that teachers were conversant with new curriculum requirements. Where the principal lacked capacity, they would outsource from neighbouring schools. They used lead teachers within or from other school to enable effective curriculum implementation.

### **Sub-theme 3: Monitoring compliance**

All participants revealed that in their schools monitoring tools were developed to check compliance. Monitoring outcomes indicated strengths and areas for development. HODs were also monitoring teachers and presenting reports in the school management meetings. The monitoring outcomes would give a clear indication of compliance and non-compliance. Participant 5 pointed out:

*Heads of Departments are supported relevantly by principals and other members of the school management team to ensure compliance (SP5).*

### **Question 4**

**How do you ensure that there are sufficient and relevant resources to enhance the implementation of CAPS?**

**Theme 18: Ensuring that there are sufficient and relevant resources.**

### **Sub-theme 1: Insufficient resources in schools**

Schools received inappropriate resources from the Department of Education. Participant 3 said:

*In schools, teachers compiled lists of resources they needed even after consideration of the supply from the department. Some teachers would improvise and create other resources (SP3).*

Participant 6 echoed this sentiment saying:

*Teachers submit their needs to HODs, who then present those needs to the management for consideration. The management would also check the relevancy of the materials ordered by teachers and the available budget, if needs are more than the allocated budget, they would request adjustments from the budget to ensure that each teacher received resources ordered. SMT would then combine a consolidated list, then forward to the SGB for approval and the actual purchasing (SP6).*

Participant 7 said:

*In most cases, it would not be possible to buy all the listed items because of budget constraints. Parents were also requested to buy or create some of the resources (SP7).*

At all schools, teachers were also encouraged to be innovative and improvise in order to get some of the resources for themselves. The challenge was that in most cases the needs were more than the budget allocations. Some parents would not assist their kids to get the resources arguing that the Department of Education must provide all the needed materials.

### **Question 5**

**The Provincial Department of Education and Districts ensure that teachers are provided with support in the implementation of CAPS. There should also be a more intentional and focused monitoring of the teaching and learning in schools. What is the support that you receive to manage the implementation of CAPS?**

**Theme 19: The Provincial Department of Education and Districts teachers' support support in the implementation of CAPS.**

#### **Sub-theme 1: Inadequate support**

School visits from curriculum implementers should be a priority to help and guide teachers to implement CAPS and SMT to monitor and support implementation (Van der Berg et al., 2011:3). The study revealed that all participants seemed to be receiving support from circuit, district, province and Department of Basic Education. Support was provided through workshops and school visits. The focus of the support was more on the general curriculum management and functionality of the school rather than managing Foundation Phase.

Participants indicated that they were not receiving support specifically on managing the Foundation Phase. All participants indicated the lack of support from Foundation Phase curriculum advisors. The participants in all eight schools indicated that they were supported by the circuit manager on managing CAPS but not specifically on managing the Foundation Phase. Participant 5 expressed herself as follows:

*For a period of six years as a principal, I have never received support from a Foundation Phase curriculum advisor. It is one curriculum advisor who came to our school but to support Grade R practitioners (SP5).*

## **Sub-theme 2: Relevant qualifications**

Participants 2, 5 and 8 said Heads of Departments in their schools did not specialize in Foundation Phase teaching. The principal was expected to assist them in managing the phase. Principals were unable to support HODs and Foundation Phase teachers specifically on content matters because they also lacked the expertise. Participants 3, 4, 6 and 7 revealed that in their schools, HODs possessed qualifications in Foundation Phase teaching and are competent to perform the expected work. They were able to show principals expectations of CAPS in the Foundation Phase. Participant 1 observed:

*I am a full-time teacher in the Foundation Phase, teaching all three Foundation Phase grades but without a Foundation Phase qualification. I am only using experience; I need special support in multi-grade teaching. I attended workshops invited by department of education aligned with the implementation of CAPS. Apart from workshops, the Grade R curriculum advisor and the Circuit Manager visited our school regularly for monitoring and support (SP1).*

### **Question 6**

**What are your major concerns about managing implementation of CAPS in the primary schools?**

**Theme 20: Concerns about managing implementation of CAPS in the primary schools.**

### **Sub-theme 1: Relevant teachers' qualifications**

The majority of teachers offering lessons in the Foundation Phase were without relevant qualifications. New entrants in the system did not train for the implementation of CAPS because training was done before their appointments. Participant 7 had this to say:

*No one was qualified to teach in the Foundation Phase in this school but teaching because of lack of Foundation Phase teachers. It is only the Foundation Phase HOD who has a Foundation Phase qualification, but others do not (SP7).*

### **Sub-theme 2: Aged teachers**

Most Foundation Phase teachers in schools were nearing retirement. Aged teachers were no longer educable, and they seem not to be coping with curriculum changes. The education system is no longer producing sufficient Foundation Phase teachers to cope with the needs in schools.

### **Sub-theme 3: Teacher training**

The study revealed that workshops are conducted during normal school hours. Foundation Phase classes are taught by 1 teacher. When the teacher is absent the whole class is released as there are no substitute teachers in rural schools. Teaching and learning would not be effective due to overcrowding. Taking teachers out of the classrooms to attend workshops had some serious repercussions. Participant 4 stated:

*Training did not cover all Foundation Phase teachers as representatives were sent from schools. I can hardly read the policy book because we don't understand; we wait for the day of workshop and realized all along we were doing wrong things. We are given a lot of books to read during workshops (SP4).*

Participant 3 pointed out:

*Teachers were well informed more than principals, but principals are expected to monitor and support them.*

Continuous quality workshops must be conducted and if possible, every educator must be given an opportunity to attend not just representatives as indicted by participant 3. More training sessions should be organized because foundation phase is a very sensitive stage. Proper implementation must be done in order to lay a proper foundation, but so far it seems it has only been done sporadically.

### **Sub-theme 4: Resources in schools**

The major concern was contextual; it was about the post-provisioning model which left small schools doing multi-grade teaching like with participant 1 and 7. The study revealed that all participants were not satisfied with availability of LTSM in schools.

Challenges on lack of Foundation Phase teachers, Foundation Phase classrooms and sufficient LTSM in the classrooms was established in the study. Some Foundation Phase learners were taught in mobile classrooms. Participant 4 stated:

*The mobile classrooms are so hot during summer and very cold during winter and we expect learners and teachers to stay in those classrooms for eight hours (SP4).*

## **4.4 TRIANGULATION OF DATA**

According to De Vos (2005:361) triangulation in qualitative research is the conjunction of multiple perspectives that can provide greater confidence that what is being targeted is being accurately captured. Its techniques evolved the usage of more than one quantitative method to measure a psychological attribute. Triangulation of data occurs when the researcher identifies major commonalities and major discrepancies from data solicited through different instruments and from different participants. Triangulation is used to validate data and research by cross-verifying the same information. Triangulation of data strengthens research outcomes. The researcher identified the following major commonalities and discrepancies from the outcomes of interviews with teachers, HODs and school principals:

### **4.4.1 Major Commonalities**

Major commonalities established from interviews with teachers, HODs and principals of primary schools with Foundation Phase are:

#### **4.4.1.1 CAPS a good curriculum indeed**

CAPS provide clear guidelines on pacing, sequencing and curriculum coverage. These guided teachers in their teaching activities. Participants indicated that teaching was made easy. Policy guidelines are easy to follow as they are very clear as to what teachers are expected to do in the classrooms. CAPS promote usage of technology in schools as it encourages teachers to use laptops making teaching and learning more interesting.

#### **4.4.1.2 CAPS made it easy to plan and assess**

The study revealed that CAPS gave a clear indication of what must be planned and taught against what must be assessed. Teachers were provided with lesson plans that made it easier for them to teach and assess continuously. The assessment tasks were also provided in the workbooks.

#### **4.4.1.3 Teacher training**

There were efforts to train teachers on CAPS before its implementation. CAPS workshops were indeed conducted for all schools. Most of the teachers interviewed were of the opinion that not all workshops contributed positively towards curriculum implementation. Some teachers were still unable to implement the curriculum properly even after training. It appeared that CAPS workshops did not contribute much towards the implementation of curriculum in schools.

#### **4.4.1.4 Provisioning of resources**

Provisioning of workbooks and other LTSM in schools was highly appreciated even though all participants indicated that there was still a dire need for more resources.

#### **4.4.1.5 School based monitoring and support**

There was evidence of monitoring and support of policy compliance in schools which enhance the implementation of CAPS.

### **4.4.2 Major Discrepancies**

The study discovered some discrepancies in the implementation of CAPS at the Foundation Phase. The outcomes of interviews with teachers, HODs and principals classified discrepancies as follows:

#### **4.4.2.1 Curriculum overload**

CAPS expect all learners to be taught the same content each day and to follow the common pacesetters. Learners were also expected to write same assessment tasks as each day has its own task. The study revealed that not all learners can learn at the same pace as they have different abilities. Teachers and learners were sometimes absent from school due to various reasons.

Management roles and responsibilities were also viewed as work overload as HODs were also full-time teachers at foundation classrooms. Overcrowded classrooms contributed to work overload for teachers. Schools implementing multi-grade teaching were identified as the most overloaded as compared to other schools.

#### **4.4.2.2 Lack of sufficient resources**

The model of staffing schools in accordance with the learner enrolment left small schools with few teachers and ended up practicing multi-grade teaching. Insufficient human resources and physical resources in schools was also a major concern. Lack of Foundation Phase teachers was identified as a major problem in schools. Most Foundation Phase teachers were exiting the system due to retirement and the system was no longer receiving sufficient Foundation Phase teachers. Schools end up appointing intermediate teachers to teach in the Foundation Phase.

LTSM was provided to schools using the previous year enrolment, only to find out that in some schools' learner enrolment has increased or decreased, leaving some schools with shortages and with surpluses. The funding model allocates schools money according to the total learner enrolment. Small schools get a lesser portion.

#### **4.4.2.3 Inadequate teacher training**

Teacher training was conducted during school hours compromising contact time with learners. Not all Foundation Phase teachers were capacitated as schools were only sending selected representatives. New entrants joining the system during the year were not trained as workshops were conducted at the beginning of the year.

The level of facilitation in some subjects was not satisfactory. Workshops were conducted but materials distributed in some workshops were not enough for all attendees. Teachers were always expected to make copies of materials. Furthermore, only teachers and Heads of Departments were trained in teaching and managing Foundation Phase and school principals were not.

#### **4.4.2.4 Monitoring and support**

The study revealed that Foundation Phase teachers were receiving support from their HODs but there was no monitoring and support of what was happening in the classrooms by curriculum advisors. Some principals of schools could not support teachers because of lack of competencies in Foundation Phase teaching. There were absolutely no Foundation Phase curriculum advisors or if they were available they were not visible in schools. Foundation Phase teachers were supported by business partners and Non-Government Organizations through workshops,

provisioning of some LTS and supporting them in the classrooms.

#### **4.5 CONCLUSION**

The study revealed that teachers were able to implement curriculum much easier through CAPS guidelines. CAPS policies and guidelines were easy to interpret for teachers. Teacher's workload on planning lessons and assessment was reduced. Teacher training was done even though some teachers felt that it was insufficient. Time frames were limited, and workshops materials were not adequate. Resources were insufficient, some classrooms were overcrowded and lack of skill to teach at the Foundation Phase and aging teachers might contribute negatively towards the implementation of CAPS in schools. Teachers were doing their utmost to teach one another and ensure that the implementation of CAPS was done properly at the Foundation Phase level amidst all the challenges.

All participants were of the opinion that CAPS was a good curriculum. Participants' responses gave a clear indication that CAPS was impacting positively on teaching and learning at the Foundation Phase. The Department of Education must just deal with all identified challenges in schools towards the effective implementation of the curriculum.

## CHAPTER 5

### SUMMARY, LIMITATIONS, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDY

#### 5.1 INTRODUCTION

This chapter presents the summary, limitations, conclusion, recommendations, and suggestions for further study.

#### 5.2 SUMMARY OF THE STUDY

The summary of the study is informed by the research questions, the literature reviewed and the empirical findings.

##### 5.2.1 How the Study Responded to the Research Questions

The study was guided by the following research questions: What are the challenges faced by Foundation Phase teachers and School Management Teams (SMTs') in the implementation of Curriculum and Assessment Policy Statement at the Foundation Phase? In order to answer the main research question, the following subsidiary questions were raised:

**Research question 1: How do Foundation Phase teachers conceptualise CAPS?**

##### **Conceptualisation of CAPS:**

The study established that teachers understood the Curriculum and Assessment Policy Statements as a single, comprehensive and concise policy document for Grades R -12. CAPS was understood by participants as a good curriculum that has clear policy guidelines. The participants indicated that each subject has its own guidelines. CAPS provided all the necessary plans including timetables, lesson plans and assessment plans, thereby reducing teachers' workload on planning. The

participants regard CAPS as a very good curriculum because it made teaching easier for them. Teachers' responses clearly indicated that they enjoy teaching through CAPS. Their teaching has been simplified. The study also revealed that teachers are guided on what and when to teach through the common pacesetters. Learners are provided with workbooks, making teaching and learning very interesting. Learner activities are more on the practical world events, making it much easier for learners to grasp what they are taught in the classrooms. CAPS enables teachers to implement curriculum better because its guidelines were easy for teachers to interpret.

## **Research question 2: What challenges are faced by Foundation Phase teachers in teaching within the context of CAPS?**

### **Common pacesetters:**

Teachers, HODs and principals experienced challenges on the implementation of CAPS. Their challenges ranged from lack of resources to curriculum content detailed below: It has been established that CAPS provides teachers with pacesetters whereby each day has its own work. All learners in the country are taught the same content and are given the same assessment each day. However, CAPS poses a challenge to the workload of learners at the Foundation Phase. It is rather too ambitious in terms of the amount of content that has to be covered by all learners each term.

Not all learners can learn at the same pace due to differing abilities. Teachers would introduce each lesson differently in accordance with learner's abilities. Sometimes there was a need for teachers to repeat lessons. CAPS encouraged teachers to teach fast learners, leaving those who are slower to cope on their own. It has been highlighted that teaching and learning was sometimes affected by learner and teacher absenteeism due to unforeseen circumstances. There would be a backlog on the pacesetter. A one-size-fits-all curriculum cannot address the issues faced by rural, multi-grade teachers and learners.

### **Unavailability of sufficient and relevant teachers:**

It was revealed that some teachers offering lessons in the Foundation Phase were without relevant qualifications but teaching because of lack of Foundation Phase teachers. Some acting Heads of Departments did not specialize in Foundation Phase teaching and were not even competent but were acting because of seniority.

Most Foundation Phase teachers in schools were at the retirement age. The education system was no longer producing sufficient Foundation Phase teachers to cope with the needs in schools. It was discovered that in some instances it often took a long time to fill in a vacancy at the Foundation Phase. The study revealed a serious shortage of Foundation Phase teachers in schools. The teacher provisioning model used in schools left some schools with insufficient human resource, teacher overloading and with some teachers ending up doing multi-grade teaching.

### **Insufficient supply of resources in schools:**

Infrastructural challenges in some schools compromised teacher learner ratio and caused overloading for teachers. The provisioning of LTSM was done in accordance with the previous year learner enrolments which in some instances leaves some schools with shortages or surpluses. Foundation Phase learners learn best with teaching aids and it was indicated by all participants that a need for LTSM was very huge at the Foundation Phase. The supply from the Department of Education, purchases by schools, improvisation by teachers and parents cannot meet the demand.

### **Inadequate support:**

The majority of principals of primary schools were not trained to teach in the Foundation Phase but in the Intermediate Phase. Therefore, they find it difficult to monitor and support teachers in the implementation of curriculum in the Foundation Phase.

Participants pointed out that the support provided to HODs and principals was more on the general curriculum management and functionality of the school. There was inadequate support on implementation of CAPS specifically at the Foundation Phase level. All participants indicated lack of support from Foundation Phase curriculum advisors. Some participants revealed that they had never received support from a Foundation Phase curriculum advisor in the past 6 years. Some mentioned just one curriculum advisor supporting Grade R practitioners but not Foundation Phase teachers. The shortage of Foundation Phase curriculum advisors to support teachers had a huge negative impact on the implementation of curriculum in the phase.

### **Inadequate teacher training:**

The study revealed that all participants had concerns regarding the quality of some workshops that were conducted. Participants' concerns ranged from the quality of content for some subjects to the time factor which was limited and not conducive for teachers as workshops were conducted from 12h00 to 15h00 during the week, compromising contact time as a result. Other logistical arrangements were also highlighted as factors that compromised workshops objectives, like the capacity of the hall, overcrowding, shortage of materials in some instances and the fact that schools sent only representatives and not all teachers attended training. Lack of or insufficient training of HODs and principals was also raised as an impediment to the successful implementation CAPS.

### **Research question 3: What strategies can be adopted to enhance the successful implementation of CAPS?**

#### **Common pacesetters:**

The participants indicated that sometimes it is not possible to follow pacesetters step by step. Pacesetters should just be guidelines. Teachers would ensure that the term work was completed at the end of each term. Learners were taught all that they were supposed to cover and assessed accordingly.

### **Teachers' qualifications and competencies:**

The study revealed that some teachers offering lessons at the Foundation Phase were without relevant qualifications. It was established that teachers must have qualifications to teach in a particular phase for proper implementation. The Department of Education can introduce incentives like bursaries to encourage new teachers to do qualifications in the Foundation Phase. All Foundation Phase HODs must also possess qualifications in Foundation Phase teaching and in Education management to enable them to effectively monitor and support teachers.

### **Acting on promotional posts:**

The study indicated that some HODs and principals have been acting for too long for up to 6 years. An employee can only act on a promotional post for not more than 12 months. This means that the Department has to expedite permanent appointments. Appointments of acting HODs and principals should be done considering competency and not just seniority.

### **Resources at the Foundation Phase:**

The study revealed that foundation phase was classified as an entry point. In order to lay a solid foundation sufficient and relevant resources for all foundation phase learners and teachers must be provided. The South African government declared free education for all including learners in rural schools. The Department of Education could raise the resources budget to ensure that quality teaching and learning is not compromised at the Foundation Phase. Parents and teachers emulate good practices by improvisations.

### **Ensuring adequate support:**

School based monitoring and support was presented as the most effective way of ensuring the successful implementation of CAPS. School based support meetings, on site-workshops, class visits, individual support, peer learning and rewarding best performance were used as support measures to enhance the implementation of

CAPS. The other strategy to be employed by the Department of Education is ensuring that the Foundation Phase curriculum advisors are available and adequately support schools.

### **Teacher training:**

It has been established that training of teachers was done in most cases at the beginning of the academic year. Participants pointed out to the need for on-going development. Continuous workshops should be conducted and if possible, every educator must be given an opportunity to attend not just a few representatives. New entrants joining the system during the year must also be considered for training. Participants suggested that there should be school-based teacher training to curb all training challenges that are currently being encountered.

Training of principals and other members of management on managing Foundation phase is important for successful implementation of CAPS. Some participants needed special training and support on multi-grade teaching. Participants also requested an improvement on all logistical arrangements of the workshops and the need to ensure that workshops benefit all attendees.

### **5.2.2 Summary of the Literature Review**

The review of the literature showed that CAPS provided teachers with guidelines for each subject. CAPS reduced teachers' workload through providing lesson plans, time tables, assessment plans and other relevant plans.

The literature indicated that training was done before the implementation of CAPS even though teachers were not satisfied with the quality of workshops in some subjects. Some facilitators failed to effectively deliver the desired content and fully answer the teachers' questions. Poorly planned workshops left teachers confused as to where, what and how to start teaching the curriculum. It was also revealed that Foundation Phase teachers lacked content knowledge to teach Mathematics and knew very little about phonics in Literacy. Therefore, it is evident that teachers experienced various challenges resulting from the quality of training they received.

The lack of monitoring and support by Head of Departments and subject advisors constrained the challenge of training further in implementing the new curriculum. The literature also showed that without support from the school or district officials; teachers are unable to apply their newly acquired knowledge and skills to benefit learners.

The literature showed that the low levels of literacy and numeracy in primary schools were worrying precisely because the critical skills of literacy and numeracy are fundamental to further education and achievement in the worlds of both education and work. Many learners lack proper foundation in all subjects and so they struggle to progress in the system and into post-schooling education and training. International surveys ranked South African Grade 3 and 6 pupils very low. Some educationists say that this is a symptom of a dysfunctional education system.

It was established through literature review that lack of textbooks is a national concern. The lack of LTSM was not unique to the Limpopo Province and it was not unusual for learners elsewhere to go without LTSM. Empirical data collected through the Imbewu Project also revealed that schools in underdeveloped rural areas in the Eastern Cape were sometimes affected by lack of textbooks.

Similarly, Britain experienced challenges when the new curriculum was implemented. The country experienced challenges like inadequate teacher training and lack of resources to enable implementation, so they reverted back to the old curriculum. On the other hand, top performing Asian systems maintained a more traditional model of curriculum.

The study revealed that other countries like Botswana and Australia took some initiatives to train their teachers effectively before the implementation of a new curriculum. Botswana involved its teachers directly in designing and developing the curriculum, whereas Australia used its subject specialists. The Australian government had wide consultations with all stakeholders including parents, not just education specialist before introducing the curriculum.

### **5.2.3 Summary of Empirical Findings**

This section presents a summary of empirical findings as follows:

#### **Involvement of teachers in policy making:**

The process of curriculum change was viewed as a challenge by some participants. Teachers felt that they were not fully consulted about the curriculum change. Policy-makers at national levels usually produce policies for schools whereas teachers remain in the background. Although teacher unions may represent teachers at policy level, their voices are seldom heard.

#### **Conceptualisation of CAPS:**

The study observed that teachers understood CAPS as a single curriculum, comprehensive and concise policy document which has replaced all previous documents. The CAPS was identified as an adjustment to what was taught and not how it was taught in the classroom. Teachers viewed CAPS as a curriculum that provided teachers with common pacesetters, lesson plans and assessment plans. It was highlighted that CAPS was shown as a curriculum that reduced teachers' workload and made teaching easy.

The study indicated that teachers found CAPS' guidelines very clear. Participants regard CAPS as the best curriculum ever, as it makes teaching easier for them. Their teaching has been simplified. Learners are provided with more relevant and interesting resources to make learning easier. CAPS enables teachers to teach much easier using policy guidelines amidst all other system challenges encountered.

#### **Common pacesetters:**

The study revealed that CAPS expected all learners to be taught the same content and assessed commonly throughout. It was established that common pacesetters had some strengths and pitfalls. Sometimes teaching and learning was affected by learner and teacher absenteeism. They posed a challenge to the workload of

learners and teachers in the Foundation Phase. It is rather ambitious in terms of the amount of content that has to be covered by all learners each term because learners have different abilities. CAPS encourages teachers to teach fast learners, leaving those who are slower to cope on their own.

### **The quality of teacher training:**

It was established that all participants had some concerns regarding the quality of teacher training conducted which suggested that training for teachers was inadequate or even fruitless. Workshop materials provided to teachers were not adequate. Competencies of some facilitators, workshop venues were sometimes small for the audience. Participants were not satisfied with the fact that they were trained during weekdays from 12h00 to 15h00 when they were already tired from work. This also compromised learners' contact time.

### **Provision of resources:**

Provision of resources for implementation of CAPS at the Foundation Phase classrooms seem to be insufficient. There was a need to supply Foundation Phase teachers and learners with relevant resources. Shortage of qualified Foundation Phase teachers was realized through the study. The Department of Education teacher provisioning model showed some negative impact especially on acting posts and in small schools.

### **School management team training:**

School management team training was either not there or not visible. Some principals of schools were not trained to teach at the Foundation Phase and were therefore unable to monitor and support teachers in the implementation of curriculum. The support provided to HODs and principals was more on the general curriculum management and functionality of the school.

### **Inadequate support from Districts:**

The study revealed that there was inadequate support on the implementation of CAPS specifically at the Foundation Phase level. Curriculum advisors' support to Foundation Phase teachers was pertinent to the implementation of the curriculum. It was revealed that support from a Foundation Phase curriculum advisor was not available in schools. Lack of proper monitoring, support and evaluation made it difficult for teachers to know exactly whether they were doing the right or wrong things. Shortage of Foundation Phase curriculum advisors had a negative impact on the implementation of curriculum in the phase.

### **Revision time on the pacesetters:**

The participants suggested that CAPS pacesetters must allow room for revision and accommodate slow learners and without compromising time for gifted learners. Pacesetters would be used as a guideline to teaching and learning. Teachers must ensure that the term work was completed at the end of each term. Learners must be taught the whole content for the term to cover the entire planned topics and assessed in a term.

### **Monitoring, support and development:**

The study publicised that mentoring, motivating and development was done at school level to enhance implementation. Heads of Departments as subject specialists, mentors motivate and develop other subject teachers. Lead teachers were competent, more knowledgeable and used to support teachers in all schools within and out of the circuit. The study revealed that permanently appointed HODs seemed to carry out their responsibilities with diligence unlike those on acting positions. Monitoring tools used by HODs in schools would ensure compliance of the curriculum. Teachers were able to implement curriculum effectively through site meetings, school-based workshops, peer teaching and support from HODs. Monitoring and support by the Foundation Phase curriculum advisors can also add value towards curriculum implementation.

## **Continuous development and incentives:**

The findings of the study showed that continuous development for both teachers and SMTs would be of vital importance to enhance curriculum implementation. The study showed that workshop facilitators must be competent and developed prior to conducting teacher training. Some participants needed special training and support on multi-grade teaching. Participants also requested an improvement on all logistical arrangements of the workshops.

Qualified teachers in the phase would enhance the implementation of CAPS through their skills and knowledge. They are used to capacitated teachers. However, the outcomes of the study showed a serious skill shortage in the phase. The majority of the Foundation Phase teachers were on retirement age and exiting the system in just a few years from now. Participants are of the view that recruiting new teachers and making Foundation Phase teaching interesting through incentives would enhance the implementation of CAPS.

### **5.3 LIMITATIONS OF THE STUDY**

The researcher encountered some limitations which are discussed below:

- The study was based on 1 circuit out of 134 circuits in the Limpopo Province. Only 8 primary schools were selected to participate in the study out of 15 primary schools in the whole circuit. A possibility would always exist that a different picture might be obtained if all schools in the circuit or all circuits in the province were involved in the study. Therefore, the results of the study cannot be generalized to the larger population.
- There were some difficulties in getting some Foundation Phase teachers for data collection. All Foundation Phase teachers were full time class teachers. In order for the researcher to solicit information from the teachers, they had to be interviewed during break times and after lessons.

## 5.4 CONCLUSION

The Department of Education needs to train teachers continuously and also introduce curriculum seminars, conferences, and committees to ensure that there is one on one support in schools. The interviews revealed a need for intensive capacity training for all teachers including new entrants in the system on the implementation of CAPS. The Department of Education must use facilitators who are knowledgeable in conducting CAPS workshops. The lack of Foundation Phase teachers in schools is a serious threat in laying a good foundation in primary schools. The Department of Education must come up with incentives to recruit new teachers in the phase.

The research findings revealed that some schools in rural areas do not have sufficient human and physical resources. The Department of Education needs to allocate resources to schools in accordance with the needs analysis. The process of merging schools can eliminate a one teacher phase school.

For teachers to implement CAPS effectively, they should be given the necessary resources and intensive quality training. Monitoring, support and evaluation must also be done in schools by relevant officials. There was an indication from this study that the Department of Education has not done enough in teacher training for the implementation of CAPS.

## 5.5 RECOMMENDATIONS

The study makes the following recommendations:

- Teachers should be consulted by policy makers from the Department of Education on whatever changes that are made to curriculum as they are the main implementers.
- The implementation of a new curriculum should be done only after teachers are sufficiently trained and provided with all the necessary guidelines.
- The competency of facilitators is of vital importance. The personnel tasked with the responsibility of capacitating teachers must be well equipped and

competent to conduct workshops. The Department of Education Human Resource Development section should ensure that all facilitators are equipped sufficiently to train teachers. Facilitators could even rehearse their presentations for quality assurance.

- Workshops should be conducted during school holidays to cater for all the responsible teachers and avoid compromising teaching and learning. A sizeable number of attendees should be considered and provided with sufficient workshop materials.
- Employees appointed into acting posts need to have skills and competency to lead other teachers. SMTs should be sufficiently capacitated before assuming managerial roles. The Department of Education must avoid acting on managerial posts for a period exceeding 12 months.
- The Department of Education recruitment strategy should be attractive, consider skills shortages in the foundation phase and be informed as to how many employees are going on retirement and expedite the process of securing teachers. When a teacher leaves the system at the end of the month a new one must assume duty at the beginning of following month. The filling of vacancies should be done timeously so that learners are not left without teachers.
- Monitoring and support by school management teams, curriculum advisors and other officials should not be for compliance purposes only but to add value towards the curriculum implementation in schools.
- Merging of small schools should be a priority in the Department of Education, as multi-grade teaching compromises quality teaching and learning in the classrooms.
- All schools should be provided with the necessary LTSM by the Department of Education for successful implementation of the curriculum.

## **5.6 SUGGESTIONS FOR FURTHER STUDY**

The study makes the following suggestions:

- There is still a need for further research to be done on the success of the implementation of CAPS in schools.

- Qualitative study on challenges faced by Foundation Phase teachers in the implementation of CAPS opens up opportunities for similar studies to be conducted in the employment of quantitative and mixed methods.
- Future research on the implementation of CAPS can be done in a setting which is different from the one under study.
- The study can also be carried out in the intermediate, senior phase or even in the secondary schools.
- Other related topics on curriculum implementation can also be explored. The purpose of further research would hopefully bring about transformation and enhance quality education in schools.

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## APPENDICES

### APPENDIX A: TEACHERS' INTERVIEW SCHEDULE ON HOW TO TEACH DURING THE IMPLEMENTATION OF CURRICULUM AND ASSESSMENT POLICY STATEMENT AT PRIMARY SCHOOLS

#### 1. BIOGRAPHICAL INFORMATION

- 1.1 Age in years: \_\_\_\_\_years.
- 1.2 Gender: \_\_\_\_\_
- 1.3 Designation: \_\_\_\_\_
- 1.4 Professional qualifications: \_\_\_\_\_
- 1.5 Teaching experience in years: \_\_\_\_\_years.

#### 2. CONTEXTUAL QUESTIONS

1. Foundation Phase teachers in South Africa have experienced rapid curriculum changes influenced by the rapid increase in global knowledge, technology and skills. How have these changes affected your teaching?
2. Workshop attendance may determine the impact of curriculum implementation. What is your experience on this view?
3. CAPS provide more uniformity across all provinces, districts and schools. It has the advantage of enabling all learners in the country to be taught and assessed on the same content as teachers are bound to teach what is specified per subject per term. What is your opinion on this statement?
4. Continuous assessment is also viewed by some Foundation Phase teachers as an extra workload. How do you carry out assessment in your teaching?
5. The Ministerial Task Team Report clearly indicates that CAPS would reduce teachers' workload particularly with regard to administrative requirements and planning, to allow more time for teaching. What is your experience on this undertaking?
6. Foundation Phase classrooms should be adequately provisioned to ensure equity across schools and to allow young learners' access to the range of support materials necessary to support the curriculum. How would you

comment about the availability of resources in your Foundation Phase classroom?

7. The Provincial Department of Education and Districts ensure that teachers are provided with support in the implementation of CAPS. There should also be a more intentional and focused monitoring of the teaching and learning in schools. What support do you receive from the School Management Team in teaching of CAPS in the Foundation Phase?

## **APPENDIX B: HEADS OF DEPARTMENTS' INTERVIEW SCHEDULE ON MANAGING TEACHING DURING THE IMPLEMENTATION OF CURRICULUM AND ASSESSMENT POLICY STATEMENT AT PRIMARY SCHOOLS**

### **1. BIOGRAPHICAL INFORMATION**

- 1.1 Age in years: \_\_\_\_\_years.
- 1.2 Gender: \_\_\_\_\_
- 1.3 Designation: \_\_\_\_\_
- 1.4 Professional qualifications: \_\_\_\_\_
- 1.5 Teaching experience in years: \_\_\_\_\_years.
- 1.6 Experience as a head of department in years: \_\_\_\_\_years.

### **2. CONTEXTUAL QUESTIONS**

1. One of the roles and responsibilities of heads of departments in schools is to provide support to teachers and learners in the teaching and learning practices. What kind of support do you give to Foundation Phase teachers to enable a successful implementation of CAPS?
2. In order to improve teaching and learning, there is a need for Heads of Departments to supervise teachers' work output and plans thoroughly. How do you supervise teachers' work output and plans?
3. Continuous assessment is also viewed by some Foundation Phase teachers as an extra workload. How do you ensure that teachers in the Foundation Phase assess learners accordingly?
4. CAPS pose a challenge to the workload of teachers and learners. It is 'a bit ambitious in terms of the amount of content that has to be covered. This is due to the fact that each day has its own work. How do you ensure that teachers meet CAPS expectations?
5. Heads of Departments are regarded as subject specialist, they are expected to mentor, motivate and develop other subject teachers, and they are seen as models. What are you doing to carry out all these roles and responsibilities?

6. The Heads of Departments should keep abreast of new conceptions with regard to curriculum by attending curriculum workshops. What is your view of this statement?
7. The Provincial Department of Education and Districts ensure that teachers are provided with support in the implementation of CAPS. There should also be a more intentional and focused monitoring of the teaching and learning in schools. What support do you receive to manage the implementation of CAPS?

## **APPENDIX C: SCHOOL PRINCIPALS' INTERVIEW SCHEDULE ON HOW THEY MANAGE THE IMPLEMENTATION OF CURRICULUM AND ASSESSMENT POLICY STATEMENT AT PRIMARY SCHOOLS**

### **1. BIOGRAPHICAL INFORMATION**

- 1.1 Age in years: \_\_\_\_\_years.
- 1.2 Gender: \_\_\_\_\_
- 1.3 Designation: \_\_\_\_\_
- 1.4 Professional qualifications: \_\_\_\_\_
- 1.5 Teaching experience in years: \_\_\_\_\_years.
- 1.6 Experience as a deputy principal or principal of a school in years:  
\_\_\_\_\_years.

### **2. CONTEXTUAL QUESTIONS**

1. The role of school principals is to ensure implementation of policies. How do you ensure that there is full compliance by heads of departments and teachers in the implementation of CAPS?
2. Workshop attendance may determine the impact of curriculum implementation. What is your experience on this view?
3. Heads of Departments need to be conversant with the changing conceptions of curriculum, educational philosophies, beliefs, curricular sources, conflicts, curricular evaluation and improvements. In view of this, how do you ensure that heads of departments are conversant with new curriculum requirements and are able to effectively support teachers?
4. How do you ensure that there are sufficient and relevant resources to enhance the implementation of CAPS?
5. The Provincial Department of Education and Districts ensure that teachers are provided with support in the implementation of CAPS. There should also be a more intentional and focused monitoring of the teaching and learning in schools. What is the support that you receive to manage the implementation of CAPS?

6. What are your major concerns about managing the implementation of CAPS in the primary schools?

## APPENDIX D: CONSENT LETTERS TO TEACHERS

University of Venda  
P/Bag X5050  
Thohoyandou  
Limpopo Province

The Circuit Manager  
Koloti Circuit Office  
Capricorn District Department of Education  
14 July 2017

Dear Sir/Madam

### TO WHOM IT MAY CONCERN [TEACHERS]

I, **MJ Makgato** am a bonafide **M.Ed** student at University of Venda. As part of my study, I am carrying out a research project in the Koloti Circuit Office schools in the Capricorn District.

**Aim of Study:** The aim of the study is to investigate the **Topic: 'The implementation of Curriculum and Assessment Policy Statement (CAPS) at Foundation Phase: a case of Koloti circuit in the Capricorn District in the Limpopo Province'**. May you therefore, be part of this endeavour? Please note that participation is voluntary, and a participant can withdraw unconditionally without being coerced to give reasons.

I.....the undersigned do hereby agree to be part of this academic research.

Names..... Signature..... Date.....

## APPENDIX E: CONSENT LETTERS TO HEADS OF DEPARTMENTS

University of Venda  
P/Bag X5050  
Thohoyandou  
Limpopo Province  
14 July 2017

The Circuit Manager  
Koloti Circuit Office  
Capricorn district Department of Education

Dear Sir/Madam

### TO WHOM IT MAY CONCERN [HODs]

I, **MJ Makgato** am a bonafide **M.Ed** student at University of Venda. As part of my study, I am carrying out a research project in the Koloti Circuit Office schools in the Capricorn District.

**Aim of Study:** The aim of the study is to investigate the **Topic: 'The implementation of Curriculum and Assessment Policy Statement (CAPS) at Foundation Phase: A Case of Koloti Circuit in the Capricorn District in the Limpopo Province'**. May you therefore be part of this endeavour? Please note that participation is voluntary, and a participant can withdraw unconditionally without being coerced to give reasons.

I.....the undersigned do hereby agree to be part of this academic research.

Names..... Signature.....Date.....

## APPENDIX F: CONSENT LETTERS TO SCHOOL PRINCIPALS

University of Venda  
P/Bag X5050  
Thohoyandou  
Limpopo Province  
14 July 2017

The Circuit Manager  
Koloti Circuit Office  
Capricorn District Department of Education

Dear Sir/Madam

### TO WHOM IT MAY CONCERN [PRINCIPALS]

I, **MJ Makgato** am a bonafide **M.Ed** student at University of Venda. As part of my study, I am carrying out a research project in the Koloti Circuit Office schools in the Capricorn District.

**Aim of Study:** The aim of the study is to investigate the **Topic: ‘The implementation of Curriculum and Assessment Policy Statement (CAPS) at Foundation Phase: A Case of Koloti Circuit in the Capricorn District in the Limpopo Province’**. May you therefore, be part of this endeavour? Please note that participation is voluntary, and a participant can withdraw unconditionally without being coerced to give reasons.

I.....the undersigned do hereby agree to be part of this academic research.

Names..... Signature..... Date.....

## APPENDIX G: ETHICAL CLEARANCE: UNIVERSITY OF VENDA

RESEARCH AND INNOVATION  
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:

**Ms MJ Makgato**

Student No:

**11616487**

PROJECT TITLE: The implementation of curriculum and assessment policy statement at the foundation phase: a case of Koloti circuit in the Capricorn District of Limpopo Province.

PROJECT NO: SEDU/17/CSEM/09/2807

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Dr M.P Mulaudzi	University of Venda	Supervisor
Mr D Dube	University of Venda	Co- Supervisor
Ms MJ Makgato	University of Venda	Investigator – Student

ISSUED BY:

UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: July 2017

Decision by Ethical Clearance Committee Granted

Signature of Chairperson of the Committee: 

Name of the Chairperson of the Committee: Prof. G.E. Ekosse

UNIVERSITY OF VENDA DIRECTOR RESEARCH AND INNOVATION 2017 -08- 0 1 Private Bag X5050 Thohoyandou 0950
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University of Venda

PRIVATE BAG X5050, THOHOYANDOU, 0950, LIMPOPO PROVINCE, SOUTH AFRICA  
TELEPHONE (015) 962 8504/8313 FAX (015) 962 9060

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## APPENDIX H: REQUEST FOR PERMISSION TO COLLECT DATA FROM SCHOOLS

### 4.1. A REQUEST TO CONDUCT RESEARCH

Enquiries: 082 554 1989

P O Box 1586  
FAUNA PARK  
0787  
28 April 2017

The Head of Department  
113 Biccard Street  
POLOKWANE  
0699

Madam

#### **A REQUEST TO CONDUCT RESEARCH IN THE LIMPOPO DEPARTMENT OF EDUCATION: POLOKWANE DISTRICT IN KOLOTI CIRCUIT**

1. The above matter bears reference.
2. Makgato Mathukhwane Johannah, student number: 11616487 hereby requests for permission to conduct research in the LDOE. The research topic is: **The Implementation of Curriculum and Assessment policy Statement at the Foundation phase.**
3. The following primary schools are purposively selected for the study:
  - 3.1. Mabokelele
  - 3.2. Mokgoba
  - 3.3. Mmasera
  - 3.4. Molalahare
  - 3.5. Komape-Molapo
  - 3.6. Sebokela
  - 3.7. Bailafuri
  - 3.8. Kgwaredi

4. The research will be done in such a way that it does not disturb the smooth running of schools. It will not be done when learners are engaged in the half-yearly examinations.
5. The research findings will be given to all participating schools on request, hoping that it will add value to curriculum implementation in the schools.
6. Hoping for a positive response.

Faithfully

Makgato M.J



Student at UNIVEN (Student No: 11616487)

## APPENDIX I: PERMISSION TO COLLECT DATA FROM SCHOOLS



**LIMPOPO**  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

### DEPARTMENT OF EDUCATION

Ref: 2/2/2      Enq: MC Makola PhD      Tel No: 015 290 9448      E-mail: MakolaMC@edu.limpopo.gov.za

Makgatho MJ  
P O Box 1586  
Fauna Park  
0787

#### RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.

The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **“THE IMPLEMENTATION OF CURRICULUM AND ASSESSMENT POLICY STATEMENT AT THE FOUNDATION PHASE.”**

2. The following conditions should be considered:

- 3.1 The research should not have any financial implications for Limpopo Department of Education.
- 3.2 Arrangements should be made with the Circuit Office and the schools concerned.
- 3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.
- 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
- 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).
- 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: MAKGATO MJ

CONFIDENTIAL

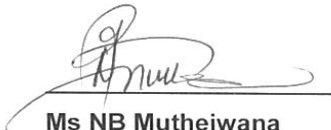


Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700  
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

***The heartland of southern Africa - development is about people!***

- 4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.
- 5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



---

**Ms NB Mutheiwana**  
**Head of Department**

04/05/17  
Date

REQUEST FOR PERMISSION TO CONDUCT RESEARCH.MAKGATO MJ

CONFIDENTIAL

## APPENDIX J: EDITORS' LETTER

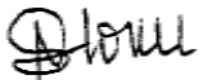
### Editing and Proofreading Report

25 April 2018

This letter serves to confirm that I, Dr I. Ndlovu of the English Department, University of Venda, have proofread and edited a dissertation titled “The Implementation of Curriculum and Assessment Policy Statement at the Foundation Phase: A Case of Koloti Circuit in the Capricorn District of Limpopo Province” by Mathukhwane Johannah Makgato, to be submitted in in the Department of Curriculum Studies in the School of Education at the University of Venda.

I carefully read through the dissertation, focusing on proofreading and minor editorial issues. The recommended suggestions are clearly highlighted and can either be accepted or rejected using the Microsoft Track Changes Function.

Yours Sincerely



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