

TITLE

Teachers' experiences of the implementation of the Curriculum and Assessment Policy Statement: a case study of three primary schools in KwaZulu-Natal Province.

By

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A dissertation submitted to the Faculty of Education studies at the University of KwaZulu- Natal in partial fulfillment of the requirements of the degree of Master of Education (Curriculum studies).

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ABSTRACT

This study focuses on a case study of three primary school teachers who were implementing the South African Curriculum and Assessment Policy Statement. The Curriculum and Assessment Policy Statement is a new curriculum policy which was introduced in 2012. This study seeks to answer the research question ‘what are the teachers’ experiences of the implementation of the curriculum and assessment policy statement in three primary schools?’ The study undergoes a form of a qualitative interpretive case study focusing on a study of three primary school teacher participants.

The literature review focused on curriculum change internationally, curriculum change nationally, causes of curriculum change internationally, causes of curriculum change nationally, factors affecting the implementation of curriculum, the role of teachers in implementing, training and support in implementing curriculum and the impact of curriculum change in schools.

Data generation occurred through one on one semi-structured interviews where the researcher attempted to get more information about teachers’ experiences of the implementation of CAPS in three primary schools. This dissertation explores the experiences of three teachers in the implementation of Curriculum and Assessment Policy statement. The data generated was analysed using qualitative data packages. The study used the content analysis method where data was categorised according to the themes.

The study has shown that there are many dynamics and possibilities relating to curriculum change in South Africa particularly the implementation of CAPS. Understanding these dynamics, the study has paid considerable attention to the growing concerns relating to curriculum change, and how these concerns can be averted in order to implement CAPS efficiently and effectively in South Africa. While the study has drawn quite extensively from the previous curriculum changes that have been introduced in South Africa (such as OBE, Curriculum 2005, NCS, and most recently the RNCS), this study has explored teachers’ experiences of the implementation of the Curriculum and Assessment Policy Statement in primary schools.

Through this study, it has become apparent that curriculum changes are done with a view of bringing about positive change in the education system if it is not achieving its stated objectives. As the study has shown, curriculum changes have been beset by constraints and challenges. As such, the planning, formulation, and adoption of curriculum changes are not really a serious concern rather; implementation has become a huge challenge.

This study recommends that the educational resources have to be prioritized by the Department of Basic Education to ensure the efficiency of curriculum implementation.

DEDICATION

This study is dedicated to my husband Samukelo Nkosi for his support and love, to my children, Sinenhlanhla, Amukele, and my twins, Samukeliswa and Samukelisiwe and my parents (Zungu family) and my father- in- law for their love and prayers.

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DECLARATION

I, hereby declare that this dissertation entitled "**Teachers' experiences of the implementation of the Curriculum and Assessment Policy Statement: a case study of three primary schools in KwaZulu-Natal Province**" is my own work and all sources that have been used in this dissertation are indicated and are acknowledged by means of complete references. This dissertation has not been submitted previously in part or whole for examination for a degree at any institution.

Signed _____ **DATE:** _____

Thandi Priscillia Nkosi

Statement by supervisor:

This dissertation is submitted with / without the supervisor's approval.

Signed _____ **DATE:** _____

Supervisor: Dr L.R Maharajh

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LIST OF ABBREVIATIONS

CAPS -	Curriculum and Assessment Policy Statement
C2005 -	Curriculum 2005
OBE -	Outcomes Based Education
DoE -	Department of Education
RNCS -	Revised National Curriculum Statement
NCS -	National Curriculum Statement
SGBs -	School Governing Bodies
SMT -	School Management Team
LoLT -	Language of Learning and Teaching
LTSM -	Learner and Teacher Support Material

CHAPTER ONE

INTRODUCING THE STUDY

1.1 Introduction

Different studies have been conducted around teachers' experiences of curriculum implementation such as the implementation of Outcomes Based Education, Curriculum 2005 and the Revised National Curriculum Statement (Carl, 2008). The Curriculum and Assessment Policy Statement (CAPS) was introduced in 2010, and implemented in 2012 in the Foundation Phase, 2013 in the Intermediate Phase and in 2014 is in the process of being implemented in the Senior Phase. Mdutshane (2007) conducted a study investigating the implementation of Curriculum 2005 in South Africa. The main aim of the Mdutshane study was to examine teachers' theoretical understanding of Curriculum and identifying the teaching and learning they used during the implementation of Curriculum 2005. Mdutshane's study revealed that teachers did not have a clear knowledge of the theories and principles supporting the curriculum.

Maphalala (2006) conducted a study on educator's experiences in implementing the Revised National Curriculum Statement which indicates that educators were not all at the same level of understanding in terms of the nature of their experiences in implementing the revised Curriculum statement. The implementation of the Curriculum and Assessment Policy Statements is new in the Intermediate Phase. My study intends to explore teachers' experiences of the Curriculum and Assessment Policy Statements in primary schools. This is a case study of three primary schools in the Pinetown District, KwaZulu-Natal Province. This chapter discusses the curriculum changes that have taken place since 1994. It also highlights the background and the context of the study. It also provides a problem statement, the aim of the study, research objectives, and research questions, significance of the study and delimitations of the study. Finally, it provides the breakdown of chapters by outlining what each chapter discusses.

Most studies which were conducted in curriculum implementation indicate that a lack of resources which is the unavailability of learner support materials, well equipped laboratories and classroom shortages, a lack of training and other factors have an impact on the implementation of the new curriculum.

1.2 Background and Context of the Study

Since the advent of democracy in 1994, South Africa has had a number of curriculum reforms which were apparently intended to level out the inequalities and injustices caused by the apartheid regime policies, which used education as its tool. Magano (2009, p. 2) states that ‘changes in curriculum policy may lead to the greater changes from the teachers the way they teach learners and the way learners learn in the classroom’. This indicates that teachers have to deal with many changes regarding new curriculum.

The educational system has experienced many changes in the curricula in an attempt to improve and address challenges which relate to inequality and lack of quality within the education system which is attributed to the apartheid dispensation. The transition to democracy was quickly accompanied by the introduction of a series of curriculum changes including Curriculum 2005, and most recently the Curriculum and Assessment Policy Statement brings about significant changes in the methods of assessments, time that learners have to spend in the classroom from grade R-12 and new teaching approaches. Before the implementation of CAPS, the Portfolio Committee on Basic Education visited areas such as the Eastern Cape, Limpopo and Mpumalanga to verify their readiness in terms of the implementation of CAPS. In their report, the portfolio committee came to the conclusion that “overall the implementation of Curriculum and Assessment Policy Statements has experienced major challenges” (Portfolio Committee on Basic Education, 2012). Some of these challenges were:

- Unrecoverable shortage of subject specialists to support teachers in primary schools during the implementation of this new curriculum (CAPS).
- The shortage of teachers in scarcity subjects like Physical Science and Mathematics and also the ongoing delayed delivery of textbooks and stationary to schools (Portfolio Committee on Basic Education, 2012).

According to van der Nest (2012, p. 5), “a change in curriculum therefore necessitates a change of the function of the teacher. Teachers not only have to focus on changing content knowledge but also need to look at a change in educational knowledge, which results in numerous challenges concerning the effective implementation of CAPS as the new curriculum”.

In this research, the researcher will be conducting interviews with teachers trying to find out their experiences of the implementation of the Curriculum and Assessment Policy Statements (CAPS). I will explore teachers' experiences in the implementation of CAPS by looking at the global climate as to whether it is constantly changing the curricula which needs to be transformed, altered and geared towards suiting these changes. South Africa is especially not resistant to changes in the curricula given its abnormal history which was based on racial isolation (Jansen, 1998; Jansen and Taylor, 2003). Historically, the Bantu Education Act, 1953 (Act 47 of 1953) had sought to establish an education system that was not the same for all races in terms material resources, and the quality of education obtained (Jansen and Taylor, 2003).

Jansen and Christie (1999) maintain that South Africa's education system was branded by a uniform and conventional curriculum environment. According to Mokhaba (2005) education for blacks was primarily characterised by packed classes. According to Jansen and Christie (1999), the curriculum policy system was not receptive to the needs of all South African learners regardless of race and ethnic groups. Rather, Jansen and Christie (1999) note that it was intrinsically problematic, prejudiced, Euro-centric, sexist, demanding and static. There was no room for stakeholder participation. The curriculum was teacher-centred not learner-centred in the sense that the teacher instructed and the learners memorised. As a consequence, this was followed swiftly by a sharp decline in the quality of education for blacks.

This decline, according to Mokhaba (2005), was credited to inadequate financial provision for blacks who subsequently took charge of Bantu education that was imposed. The quality of education in South Africa, in particular, for a majority group was so poor in such a way that millions of adults are functionally illiterate.

It is this decline in the quality of education that created inequities and a number of under-resourced schools for most blacks in the South African context. When the democratic government came to power in 1994, it was faced with challenges together with a rapidly declining quality of education among black schools (Adam, 2009). According to Jansen and Christie (2003), the 1990s brought a number of changes in the political terrain in South Africa and in the Southern African region.

The policy choices implemented progressively after 1994 were thus in response to these inequalities. In this context, Adam (2009) further notes that curriculum changes in South Africa are an attempt to bring about transformation and rekindle education that is based on equality. According to Mahomed (2004), the curriculum transformation process in South Africa was initiated quickly after the 1994 elections. Since 1994, the education system in South Africa has been engaged in the transformation process.

1.3 Problem statement

This study has explored the experiences of primary school teachers in the implementation of the CAPS in selected primary schools. I am attempting to understand how CAPS is being implemented in the classroom and how the teachers are coping with the CAPS implementation in primary schools.

1.4 History of Curriculum Change in South Africa

The South African education system has experienced dramatic changes in the curriculum (Prinsloo, 2009). For instance, Curriculum 2005 was replaced by the National Curriculum Statement (NCS), and subsequently the Curriculum and Assessment Policy Statement (CAPS) was derived from Revised National Curriculum Statement (RNCS). To begin with, OBE was introduced in an effort to bolster the seemingly ailing education system (Jansen and Taylor, 2003). According to Vandeyar and Killen (2003), OBE was introduced in South African schools with authoritarian regulations, where OBE needed teachers to take on approaches of how to plan, teach, and assess. On the other hand, the government was criticised for not sufficiently spending time preparing the teachers for this tremendous task (Vandeyar & Killen, 2003). According to Jansen (1998), OBE sought to democratise education and get rid of inequality in the post-apartheid education system. Additionally, OBE could be seen as an approach to education which underpinned the new Curriculum 2005 (Jansen, 1998, p. 321).

OBE also attempted to develop thinking citizens capable of problem-solving, who needed to be empowered to take part in society and in the economy in an active and productive way. Consequently, OBE sought to increase the knowledge and skills of the learners. The weaknesses

of OBE have produced a fertile ground for new policy alternatives. The weaknesses of OBE include the fact that OBE imposed constraints on children; inclusion of an emphasis on attitudes was inappropriate and there was an inhibition of learning by discovery (Davis, 2003, p. 221). Although OBE was intended to ensure relevance and appropriateness, the environment upon which it was implemented was not conducive. New post-OBE policy options include the introduction of the RNCS. The OBE actually received fierce opposition from many corners in South Africa.

According to Jansen and Taylor (2003), teachers were not provided with guidelines as to how to follow the basic principles leading the assessment. This thus creates more difficulties for teachers who were experiencing a new curriculum. It also complicates the implementation of the curriculum. The recent developments in the arena of policy choices has seen the growth of the Curriculum and Assessment Policy Statements (CAPS) which was destined to address challenges faced by previous policies. In regard to this new policy direction, Ntshaba (2012) argues that it was derived from the Revised National Curriculum Statement (RNCS). Thus, the RNCS was introduced with a view of identifying the difficulties that had a negative impact on the quality of teaching in schools. However, CAPS is also not immune to challenges. According to Mamosa (2010), successful implementation also implies that teachers implement it as intended, understand and support its implications. It is desirable that they understand both the theoretical underpinnings and classroom application of the changed curriculum. The Commonwealth of Learning (2000) argues that in order to achieve an efficient curriculum implementation, resources need to be made accessible. The availability and excellence of resource material and the availability of appropriate facilities have a great influence on curriculum implementation.

To achieve successful implementation, Chisholm (2011) posits that teachers must be well-qualified, motivated, and the teachers must get full support from the district office. Support can be in the form of learning material, and teacher development. According to the Department of Education (2011, p. 8), "Technology has existed during history. People use the combination of knowledge, skills and available resources to develop solutions that meet their daily needs and wants. Economic and environmental factors and a wide range of attitudes and values need to be taken into account when developing technological solutions". The policy documents also

emphasized that “for learners for whom the Language of Learning and Teaching (LoLT) is their first additional language, it is important to provide learners with opportunities to develop and improve their language skills in the context of learning Science and Technology (Department of Education, 2011, p. 19)”.

1.5 Outcomes-Based Education (OBE)

According to Ntshaba (2012), OBE was adopted as the approach that would enable the implementation of the existing curriculum. While Outcomes Based Education can be associated with the transition to democracy, Mokhaba (2005) traces the roots of OBE in the South African context. According to Mokhaba (2005), politics has had a powerful influence on the nature and character of every education system of a state. The ushering in of democracy in 1994 has paved the way for the new Constitution of the Republic in particular; Act 108 of 1996 has necessitated the review of the national education system in order to make sure that it responds to the challenges that are facing the country including poverty, unemployment, and inequality. The decline in the quality of education and crammed classes are regarded as the reasons that led to the introduction of OBE. OBE was thus adopted as an important policy for improving the quality of education (Mokhaba, 2005, p. 28). Mokhaba further states that “OBE actually required renewing the standard of teaching and learning which was completely caught up by the Bantu Education Act of 1953”.

Kudlas (1994, p. 32) notes that “outcomes-based education can be viewed as a process that focuses on what is to be learned, that is, the outcome”. Here, the outcome is described as an outcome of learning, that is, what the learner is supposed to learn or do. According to Botha (2002), OBE was concerned with focusing on what learners actually learn, and how well they learn it (measured academic results) and not on what learners are supposed to learn.

1.6 Curriculum 2005

According to De Waal (2004), C2005 was viewed as a planned framework of curriculum innovation underpinned by redress, access, equity and development. OBE was an approach which focused on what was learned and how learning was taking place. After having recognised that OBE is a method of teaching, there were many reactions to its introduction and researchers

including Jansen (2009) were quick to recognise that it was intended to re-organise the curriculum which seemingly did not achieve its objectives. Jansen (2009) states that unlike in OBE, Curriculum 2005 appeared to be competence based and that knowledge was organised through emphasis on integration of learning. Leboua (2005) states that Curriculum 2005 was going to use an OBE teaching approach. Thus, the only difference that was most visible was the fact that Curriculum 2005 has brought ‘grades’ instead of ‘standards’.

According to Mdutshane (2007), OBE was an empowerment-oriented approach to learning which aimed to ensure that all learners were developed. By so doing, it also ensured that learners were able to achieve maximum ability and were equipped and prepared for continuous learning. In contrast, in C2005 teachers were expected to select the content and methods through which the learners have to achieve the outcomes. Now, bodies of literature on the Curriculum and Assessment Policy Statement will be vital as the CAPS seek to provide new methods of assessments. The Department of Basic Education has introduced the Annual National Assessment (ANA) as a standardized testing to sum up each learner’s development and learning achievement.

1.7 National Curriculum Statement (NCS)

The National Curriculum Statement was a result of problems experienced with C2005. Taking over where other policies have left off, the National Curriculum Statement (NCS) came into being with grade 10-12 as a major priority area. While Curriculum 2005 was intended to reorganise the curriculum (Jansen, 2009), the NCS moved beyond mere re-organisation by giving expression to the values of democracy, human rights, social justice, equity, non-racism and Ubuntu (Department of Education, 2003). Further, DoE (2003) cited in Badugela (2012, p. 12) notes that the “NSC was focused on the outcomes and deserted issues of content; these were left to teachers to build”. However, due to deprived training of teachers and the lack of resources caused teachers to find it difficult to know what was expected from them as curriculum implementers such as how to teach that particular learning area.

1.8 Overview of Curriculum Assessment Policy Statement (CAPS)

The Curriculum and Assessment Policy Statements (CAPS) is supposed to be nothing new but the amendment of the Curriculum in the National Curriculum Statement. The CAPS was introduced in 2012 and it was prepared to show what teachers should teach in class and how they should assess learners. According to the Department of Education (2011) the main aim of introducing CAPS was to identify challenges and pressure points that had a negative impact on the quality of teaching in schools and come up with mechanisms that could address those challenges. According to the Department of Education (2011) CAPS is a change to what we teach which is the curriculum and not how we teach (teaching methods). The Department of Education (2011, p.7) says the “Curriculum and Assessment Policy Statements is being used as a starting point for filling in gaps, reducing repetition and clarifying where necessary, for example learning area has been changed into subject, Learning Outcomes and Assessment Standards are no longer there but reworked into general aims of the South African curriculum and specific aims of each subject”. Previously, C2005 and RNCS subjects were called Learning Areas but in the new curriculum, CAPS, are called subjects and these subjects are reduced from eight to six. Natural Science and Technology were combined to form one subject and also Life Orientation and Arts and Culture were merged. The promotion requirements are different from the RNCS. In accordance with the introduction of CAPS, every subject in each grade has to have a single comprehensive and concise policy document that will provide details on what teachers need to teach and assess on a grade by grade and subject by subject basis. Thus, this implies that this curriculum review aims to lessen the administrative load on teachers -thereby ensuring that there is clear guidance and consistency for teachers when teaching. Thaanyane (2010) and Marsh (2009) highlighted that the curriculum is based on the content to be taught and learned, it also includes the teaching and learning experiences undertaken to meet the intended learning objectives and the assessment of the learner about the knowledge of that curriculum.

However, Melrose (1998) defines curriculum as planned learning activities that are given to the learner by the teaching organisation. These learning experiences have vital effects on the learner’s pre-existing knowledge; and are espoused within CAPS as follows:

- CAPS Foundation Phase: instructional time is increased.
- Numeracy is now called Mathematics, and Literacy is called Language.

- First Additional Language is added to the Foundation Phase (one language must be the LoLT).
- The Intermediate Phase: The eight learning areas are changed to six subjects.
- CAPS for Senior Phase: School-Based Assessment to count 40% and end of year examination to count 60%.
- CAPS for FET Phase: The content has been reorganized for several of the subjects and the exam structure has changed in some of the subjects.
- All grades have to use a 7-point scale.
- Learning Outcomes and Assessment Standards have been removed (General Aims).
- Learning Outcomes and Assessment Standards are now called topics (themes) and skills.
- Learning Areas and Learning Programmes are now called subjects.
- CAPS give a week-by –week teaching plan.
- Curriculum Statements and Learning Programme Guidelines are replaced by one document called CAPS.

1.9 Rationale for the Study

The study focuses on teachers' experiences in implementing the Curriculum and Assessment Policy Statements in primary schools in Pinetown. The researcher will look at the experiences of the implementation of the new curriculum in the classrooms as experienced by teachers in selected schools. According to Thaanyane (2010), when a new curriculum is introduced in schools, one should not fail to notice the needs of teachers because they are the ones who are concerned with implementing it.

Since teachers are play an important role in the implementation of curriculum, the researcher saw the need to explore the experiences of teachers in selected primary schools.

1.10 Significance of the Study

Whilst the study specifically explores the teacher's experiences of the implementation of Curriculum and Assessment Policy Statement, the researcher hopes that the research findings will firstly contribute substantially to the body of knowledge on CAPS implementation.

Secondly, the research findings may assist the Department of Basic Education in its review of CAPS.

1.11 Objective of the Study

The study hopes to understand teachers' experiences in the implementation of the Curriculum and Assessment Policy Statement in selected primary schools.

1.12 Key research Question

What are teachers' experiences of the implementation of the Curriculum and Assessment Policy Statement in three primary schools?

1.13 Delimitations of the study

The research focused on the teachers 'experiences of the implementation of the CAPS in primary schools within the Pinetown District of the Umhlathuzana Circuit Schools in KwaZulu-Natal Province. For this reason, the research was confined only to those educators who implemented CAPS in these primary schools.

1.14 Limitations of study

The purpose of this study was to explore teachers' experiences of the implementation of the Curriculum and Assessment Policy Statement in primary schools. This study had some limitations. The study was limited to Pinetown District schools because the researcher worked in the area and is familiar with the schools. Limited resources, time and financial constraints restricted the researcher to the study of three primary schools in the Pinetown district. The researcher used a qualitative approach to the study. Data was generated in three primary schools through interviews.

1.15 The Breakdown of Chapters

The research project is divided into five chapters. The chapters are as follows:

Chapter 1: is an introductory chapter to the study. It provides the background and context of the study. This chapter introduces the study by identifying the rationale for the study, objectives of the study, significance of the study and the delimitations of the study.

Chapter 2: provides the literature review along with the theoretical framework. Through reviewing related literature, this chapter provides an outline of the debates with regard to curriculum change and it also seeks to identify the existing gaps in the literature relating to teacher's experiences of the implementation of CAPS. This study is premised upon the teachers' experiences of the implementation of the Curriculum and Assessment Policy Statement in primary schools. In this chapter, the researcher will look at the curriculum changes in the international and national context, the causes of curriculum change in the international and national arena, the critical factor/s that affect the implementation of curriculum change, the role of teachers in implementing the curriculum, training and support in implementing curriculum and the impact curriculum change has in schools.

Chapter 3: This chapter provides an explanation of the research design and methodology that are employed in this research project and for positioning the researcher within the interpretive paradigm using qualitative research. The chapter then discusses a case study approach by clearing up what a case study is and what the relevance of case study to this study is. The researcher also describes the case study schools and discusses how the sample was selected. The data collection and interview method is discussed. Lastly, the following relevant issues in research are discussed: ethical issues and limitations in conducting the study.

Chapter 4: This chapter presents the data analysis and discusses findings in accordance with the research question and the findings are presented in themes. Descriptions of the participants are provided. The researcher draws on the data collected using the instrument as mentioned in chapter three. The summary of the study results is reflected in this chapter.

Chapter 5: Summarises the research project that is being undertaken, and it seeks to present possible implications on the implementation of the CAPS, methods of teaching and assessing

primary school learners in terms of the Curriculum and Assessment Policy Statement. Areas that need a further research also indicated.

1.16 Conclusion

This research was conducted in three primary schools using interviews as research methods for data generated. The researcher selects three participants, one from each school. All three participants are teaching in primary schools. Chapter 2 will follow which deals with the literature review and theoretical framework. Chapter two will focus on the causes of curriculum change nationally and internationally and factors affecting curriculum implementation.

CHAPTER TWO

CURRICULUM CHANGE AND IMPLEMENTATION: NATIONAL AND INTERNATIONAL PERSPECTIVES

2.1 Introduction

This section presents debates among scholars, researchers, and analysts who have contributed in the field of curriculum development and innovation. In particular, the international experience with curriculum changes has shown that curriculum planners are earmarked for bringing about reforms. The South African case, however, has shown that poorly planned curriculum changes will not be successful (Jansen, 1998). In fact, curriculum changes have faced so many shortcomings since they were first introduced after 1994. As a consequence, bodies of literature on Outcomes Based Education (its successes and failures) will be considered as they provide a historical account/analysis of curriculum. Literature on Curriculum 2005 (its failures and successes) will be considered as a move away from the Outcomes Based Education. There are slight differences between OBE and Curriculum 2005. Mdutshane (2007, p. 6) argues that changing from what one is used to do or learning a new skill creates suspicions and feelings of ineffectiveness especially when one tries something for the first time. Fullan (1991, p. 30) argues that the “concern of insecurity and joys of mastery are central to the particular meaning of educational change”.

Xulu (2012) argues that the government in South Africa has prioritized the addressing of issues relating to equity and justice which were adversely affected by the apartheid regime. One of the most important South African priorities is the transformation of education through the introduction of a new curriculum. Indeed, the aim of the implementation of the new curriculum in South African schools is to enhance the teaching and learning of science and technology in schools because performance in these subjects was poor (Xulu, 2012). Thus, in Xulu’s (2012) view, Government has to invest heavily in science and technology if it intends to enhance the living conditions of South Africans. Another problem facing South African schools is the lack of personnel resources. Additionally, Mdutshane (2007) argues that for teachers to be confident and competent they need to be empowered with skills and strategies to manage change in their schools, as well as in their classrooms. This chapter will examine the experiences of teachers not

only in the local context but also in the international context. Taking the international context into consideration will help to reveal the similarities and differences in terms of how a new curriculum is introduced.

This chapter examines the causes of curriculum change, the factors that are crucial in influencing curriculum, and the role that teachers are required to play in the implementation of a new curriculum.

2.2 Curriculum Change in an International Context

Though a lot of attention has been paid to the curriculum changes in the South African context, curriculum changes are taking place all over the world (Rogan and Grayson, 2003, p. 1171). According to Fullan (2001, p. 7), “curriculum change is a compound and dangerous journey as it involves several components, which are hard to control such as changing teachers’ beliefs systems, teachers’ behaviours as well as teaching approaches”. Traditionally, such changes appear to shape and influence the way and the manner in which curriculum change is taking place in South Africa. According to Rogan and Grayson (2003), investing in science and technology is an important step towards ensuring economic development particularly among developing nations. In the 1970’s, there was an organized curriculum development in the United States of America (USA).

Bybee and McInerney (1995) note that the United States government prioritized curriculum reform particularly in science education. According to Kirkgoz (2008), in Turkey there are factors which make teachers counteract difficulties in the curriculum change. Firstly, Kirkgoz (2008) highlights, among other things, which teachers need to have a better understanding about the curriculum, teacher background training, lack of resources and classrooms overcrowding. Kirkgoz (2008) further highlights that teacher support from the Department of Education in Turkey and teacher training plays a vital role in the way in which they implement the new curriculum. It also plays a vital role in the way in which they understand the curriculum and classroom practices. According to Fullan (2007), the educational change also includes change in practice. Fullan (2007) elaborates on change in practice by stating that change in practice may occur at different levels, that is, the classroom, the school and the school district. Fullan (2007)

further states that the difficult thing in implementing educational change is that there is a need to consider the three aspects of change which are, the use of new materials, application of new teaching approaches or activities and the alteration of beliefs by considering all the aspects.

2.3 Curriculum change in a South African Context

Bantwini (2009, p. 84) highlighted that “in South Africa, educational reforms are projected to rectify past racial inequalities as well as fight for current skills shortages in areas like mathematics, science and technology”. According to Jansen and Taylor (2003, p. 7), the post-apartheid South Africa has experienced a sequence of policies, regulations, and laws aimed at improving the state and quality of education more than any other transitional democracies. This overabundance of policy changes were first implemented under the first Minister of education in posy-Apartheid South Africa Professor Bhengu from 1994-1999. Jansen and Taylor (2003, p. 8) posit that the trend in curriculum change was considerably low during Professor Kader Asmal’s term in office as a second minister of education.

According to Bantwini (2009), since the introduction of democracy in 1994, South Africa has had a number of curriculum reforms which clearly sought to redress structural problems which were created by the apartheid regime especially inequalities and injustice in the education sector. Curriculum changes have taken place in South Africa despite of the rigidly centralized education which characterised South Africa during the apartheid era (Frey & Hameyer, 1987). Jansen (1998) and Chisholm (2005) note that the changes in curriculum have occurred in two stages. The first stage had to refresh the syllabi by ensuring that racist and contentious language and outdated content were scrapped. The second stage was characterized by the introduction of Curriculum 2005 (C2005) in March 1997. C2005 is premised upon ideals of democracy including harmony, wealth, non-racialism, and non-sexism. Indeed, these values are enshrined in the South African constitution. According to Sumran and Malcom (2004), curriculum reform was regarded as an important landmark for change in particular because it sought mainly to achieve one education for all South Africans. Even though South Africa appears to have produced more educational policies than any other modern democracy, the policies have been noticeable by ‘gaps’ (Jansen & Taylor, 2003).

These policy ‘gaps’ have therefore amounted to deficit of the education system in general. Jansen and Taylor (2003) and Kahn (1996) attribute this deficiency in education to the lack of capacity and political will within the new state coupled with resource shortages. There are not enough textbooks, libraries, and other essential services in schools. Although curriculum change has, to a large extent, appeared to have weakened the education system because of weak capacity within the new state, Jansen and Taylor (2003) concede that there are activities which are attributed to curriculum changes in South Africa. These activities include, firstly: given the religious and racial diversity that exists in South Africa, the creation of a single national department of education was regarded as one of the significant milestones in the history of education in South Africa (Jansen & Taylor (2003, p. 9).

Secondly, the formation of unbiased school environments into which access was gained on the basis of criteria other than race or religion was also a significant achievement of the new government. Consequently, there was a sequence of policies and laws that were introduced in an effort to develop the quality of education in South Africa. This was largely the case in technikons, colleges, and universities (Jansen & Taylor, 2003, p. 9). Together, these accomplishments have played a vital part in redressing the imbalances formed by the apartheid regime. Having furnished the curriculum change in a South African context, it is also critically important to furnish the reasons why curriculum change takes place.

2.4 The Causes of Curriculum change in a International Context

Smith (2001) on how primary school teachers experience education policy change in South Africa highlights that there are various reasons which motivates and drives countries in seeking to implement a revised curriculum. According to Rogan and Aldous (2004, p. 313), “planned educational change occurs regularly throughout the world.

During the past, curriculum changes have been responding to social, political, and economic changes in each and every country in which they take place. Camille (2010, p. 1) asserts that “there are many broad influences that shape a curriculum, set its scope, and that provide a sense of coherence throughout the educational experience”. Camille (2010) further notes that although there are similarities in these curriculum changes across the globe, the curriculum is always

shaped by the local context in which it takes place. According to Adam (2009), trends across the world have a tendency to privilege particular curriculum discourses informed by global and market pressures at the expense of institutional driving forces, neglecting the role of agency or local and institutional discourses. Adam (2009) concurs that curriculum across the globe is experiencing significant pressure to transform from its ‘insular’, distant and abstract form to one that is more responsive to the direct needs of society. The needs of society tend to be at the heart of curriculum changes across the globe with science, mathematics, and modern foreign languages. In the US, changes in science and mathematics were consistent with attempts to beef up the national security against the East. Across the globe, curriculum change is motivated by an attempt to prioritise curricula that focus on skills, application, and problem-solving (Adam, 2009). Whilst there are similarities in terms of the conditions that are conducive for curriculum change in a global context and the South African context, the dissimilarities appear to be substantive.

In South Africa, the curriculum changes have not benefited or developed the quality of education (Jansen & Taylor, 2003). In many parts of the world, curriculum changes have been about improving application and problem-solving skills while in South Africa changes have been about ensuring education that is learner-centred. While having dealt with the causes of curriculum change in the international context, the following argument presents the causes of curriculum change in South Africa.

2.5 The Causes of Curriculum change in the South African Context

Smith (2001) believes that curriculum change could be driven by economic, political, and social factors. Economically, Smith (2001) believes that constitutional adjustment programmes have had a negative impact on many emerging economies. Politically, Smith (2001) argues that a new government tends to bring in new ideology. And finally, it could be a mixture of economic and political factors that impose upon the quality of education.

Hall and Hord (2006) regard change as a process through which individuals and organisations move as they gradually come to understand and become skilled and competent in the use of new ways. In essence, change can be described as the process of analysing the past to elicit present

actions required for the future (Badugela, 2012). This is so partly because it involves moving from an existing state, through a middle state, to a future desired state. The focus of change is to introduce an innovation that produces something better, hence the implementation of the new curriculum. Magano (2009) states that changes in the policy have led to great changes in the expectation teachers have about the way in which learners should learn in the classroom. Primary school teachers are expected to plan a lesson in such a way that learners would attain inquiry and investigative skills, observational and experimental skills.

Given the oppressive regime that once controlled South Africa, educational changes were almost inevitable. In looking at the causes of curriculum change, it is important to take them into account.

2.6 Factors Affecting the Implementation of Curriculum Change

In the previous section, the researcher discussed international curriculum change, curriculum change in South Africa, the causes of curriculum change internationally and nationally. In this section, the researcher will look at the factors that affect the implementation of curriculum change.

2.6 .1 Inadequate Resources

Inadequate facilities such as classrooms, laboratories, libraries and playing grounds can affect the implementation of the new curriculum (Jansen and Taylor, 2003). Accessibility of laboratories in schools is important; libraries also assist in offering a wide range of reading material. The availability of resources, funds and an environment conducive for teaching and learning also plays an essential part in ensuring effective implementation of the new curriculum. By and large, the lack of resources is also one of the factors which affect curriculum implementation.

Mdutshane (2007) argues that the allocation of material resources is one of the aspects that affect curriculum change, as it will make a big difference for learners in highly resourced schools and learners in under resourced schools. According to Mahomed (2004), classrooms and learners' performance are the points at which we can measure how effective a curriculum is. There are, however, many resource constraints in the system which affect the effective curriculum.

Moore (2007) states that this constraint which includes books, the number of schools, classroom sizes and the school conditions can affect the effective implementation of curriculum change. Van der Nest (2012) argues that adequate facilities such as classrooms, halls, libraries, laboratories and playing fields are the key factors in implementing the curriculum. Van der Nest (2012) further highlighted that for the schools to implement a curriculum there is also a need for sufficient classrooms to alleviate overcrowding of learners.

And those classrooms must be properly constructed with adequate ventilation in order for the learners to learn in an environment conducive to learning and teaching. The availability of laboratories in schools is important because experiments need to be conducted. There is also a need for a library in a school to offer learners and educators a wide range of reading materials (Mdutshane, 2007). Badugela (2012, p. 22) added that “the availability of resources, funds, training, educators and a positive school climate were equally important for the success of curriculum implementation”. Van der Nest (2012, p. 36) cited in Adler (2000) supports the issue of resources and classified educational resources into three main categories namely human resources, cultural resources and material resources. Firstly, human resources include the teachers themselves and the pedagogic content knowledge that they embody. Secondly, cultural resources include resources such as language, time, and other culturally available tools or concepts. Thirdly, material resources are, for example, technologies, curricular documents, textbooks, that may be incorporated into the teaching and learning process. Material resources appear to be lacking or underutilised in many South African mathematics classrooms. While inadequate resources affect implementation, implementation is also impacted upon by untrained teachers.

2.6.2 Untrained Teachers

According to Badugela (2012) educators need to be trained how to develop their own resource materials and this needs time on the side of educators to prepare and construct classroom resources, to profile and track each learner, discuss projects with groups of learners and a lot of time is needed for cooperation between teachers. It is apparent that teacher’s commitment is important in influencing the implementation of curriculum. In this context, Jansen and Christie

(1999) concede that the implementation of C2005 was a challenge for many South African teachers who had inadequate knowledge, skills and competences. They further argue that the case was more serious with Mathematics and Science teachers due to inadequate training. And there were too few teachers who qualified in Mathematics, Science and Technology which led to poor quality performance in these subjects. Since the implementation of CAPS is new, it is important for the teachers to receive continuous training in order to implement the curriculum successfully.

Fullan (1991) and Kirkgoz (2008) highlighted factors such as “teachers’ understanding, their background training, and lack of guidance, the influence of textbooks, large class size and insufficient resources”. And these factors make it difficult for the teachers to implement curriculum innovation in the classroom’. Kirkgoz (2008, p. 1) further suggest that “teachers need to be supported to help them adapt and accommodate new ideas into their instructional practices”. The Mamosa (2010) study revealed that teachers were not adequately trained on how to implement the new curriculum and not many teachers were involved in the design of the new curriculum. Mamosa (2010) further states that this resulted in the implementation of the new curriculum being difficult for the teachers. And teachers ended up using previous teaching methods. Another fact that impacts the implementation of curriculum is financial constraints.

2.6.3 Financial Constraints

While on the one hand schools need financial support from the government, parents, and the private sector in order to implement the new curriculum effectively (Badugela, 2012). They are allowed to complement the funds by school fees from parents. The issue of financing the schools in South Africa has become a conundrum. The government has thus introduced the concept of no-fee schools in order to accommodate parents who are financially needy. Badugela (2012) also highlighted that funds were needed in order for the schools to purchase learning and teaching support materials (LTSM). It is also the responsibility of the school to organize teacher specialists to conduct workshops at school level. Badugela (2012) argues that many economic support systems for schools exist in other parts of the world such as Section 20 schools (those

schools which do not receive the full budget amount from the Department of Education for stationery and textbooks) and Section 21 schools (those schools which received the full budget amount from the Department of Education for stationery and textbooks) and most of them seem to have been designed to address inequalities in education. According to Van der Nest (2012), most South African schools receive funds from the Provincial Government and they are allowed to add on to those funds by charging school fees from parents. Mdutshane (2007, p. 28) also highlighted that In terms of the South African Schools Act [SASA] (RSA 1996) the state finance public schools from public revenue on an equitable basis in order to ensure the proper exercise of the rights of learners to education and the redress of past inequalities in education.

Those schools which belong under Section 21 have been allowed to control and manage their own financial affairs. Schools falling under section 21 are those schools which received norms and standards funding from the Department of Education. According to Department of Education (2002): These norms and minimum standards deal with (a) the public funding of public schools, in terms of section 35 of the Act.(b) the exemption of parents who are unable to pay school fees, in terms of section 39(4) of the Act(1) (c) Public subsidies to independent schools in terms of section 48(1) of the Act.

According to the regulations for financial management and the Public Finance Management Act, it is the responsibility of School Governing Bodies (SGBs) to account to the parents and the Department of Education about the usage of these public funds. Each and every school requires facilities in order to implement the curriculum effectively. The Nxumalo (2009, p. 56) study revealed that “the funding to the no-fee schools has to be allocated and deposited into school accounts in January of the school year in order to allow schools to operate effectively. This was a challenge for the Section 21 schools in this study as they received their allocations late”. Because of financial constraints, the implementation of curriculum has also been badly affected in South Africa. These constraints include the shortage of resources such as Learning Teaching Support Material (LTSM). Apart from financial constraints, parental involvement also affects the implementation of curriculum change.

2.6.4 Parental Involvement

The involvement of parents in their children's education improves the academic achievement of learners (Sclafani, 2004). According to Mahomed (2004), educators are aware that they do not get adequate support from the parents. Mohamed (2004) further states that parents also believe that it is not their role to assist children with their school work. Another stumbling block is that parents are ill-informed when it comes to the implementation of the new curriculum. As a consequence, they end up not knowing how to help their children. In South Africa, the involvement of parents in children's education appears to be minimal because they have problems of their own (Fullan, 2007). In most cases for parents in South Africa who are untrained, it is really difficult for them to interfere positively in their children's education, due to their lack of knowledge. According to Fullan (1991, p. 198), the role of parents in their children's education is a powerful instrument for improvement. Fullan (1991) asserts that there is a necessity for teachers and principals to be in touch with parents and communities when initial conditions do not provide support, since parents have a better knowledge about their children that is not available to anyone.

Parental involvement also serves as communication between teachers and the parents. It is also the responsibility of the school to encourage communities to take initiatives regarding their children's education. According to Macbeth (1989, p. 20) as cited in Mdutshane (2007), schools must have friendly cooperation to encourage parents to feel that they are part and parcel of the school community. Parents need to know what happens in CAPS in order for them to assist their children with homework. Despite the importance of parental involvement in implementing the curriculum, the role of teachers in implementing the curriculum cannot be neglected.

2.7 The Role of Teachers in Implementing the Curriculum

While teachers are mostly regarded as recipients of educational changes, researchers argue that they play an integral part in the implementation of the curriculum (Nunalall, 2012). It is important to note that the role of the teachers in curriculum implementation need not to be overemphasized (Taole, 2013). He also notes that the implementation of the curriculum cannot be achieved without the significant integration of teachers in the process. Thus the teachers'

inclusion in curriculum implementation could possibly steer the implementation process in the right direction.

It is therefore imperative that teachers' conception and thinking about curriculum review be investigated, as these will determine their acceptance or rejection of such revision. According to Badugela (2012), educators were anxious of change, they feared the unknown, they lacked knowledge and understanding and as such they faced enormous challenges in implementing the new curriculum (CAPS). According to Smit (2001), "the role of teachers can no longer be disregarded because the policy changes will not have the required effects if they are not accompanied by supportive processes intended to strengthen the role of teachers". Based on these claims, the introduction of CAPS has created problems for teachers. As Badugela (2012) notes, the educators were not prepared to put into practice the new curriculum.

Cuban (1993) however, states that if teachers' viewpoints are not taken into account when a new curriculum is introduced, there would be a mismatch between the official curriculum prescribed by the curriculum developers and the actual curriculum taught by teachers in their classrooms. According to Marsh (1997), in a situation where a new curriculum is to be used by teachers in all schools, teachers have no alternative but to find out how to use the new curriculum efficiently. The "how" to use a new curriculum is always a problem for teachers because they gain instant satisfaction from successfully implementing a new curriculum. Mamosa (2010) argues that this is what South African schools experience, if the government make a decision to change the curriculum, teachers cannot refuse it but they will have to accept it especially if it is introduced in all schools. As a result, they will not feel satisfied if they do not understand the content of this new curriculum that they are to deliver.

Taole (2013) states that teachers are the main agents in curriculum review. As a result, they have to be the main source of analysis and evidence when a new curriculum is introduced. Teachers' views on curriculum innovation and the curriculum implementation process are imperative in ensuring the success of a curriculum. Thus, it can be argued that the teachers' beliefs and conceptions are important in shaping and strengthening the curriculum development process in a country. Fullan (1993) further explain that it is difficult to change from one curriculum to

another or implement another curriculum on a national scale. The implementation problems include multiple interpretations of the curriculum and workload, and such interpretations often become a challenge that teachers face in the implementation of any new curriculum (Smit 2001; Chisholm 2003; Pudi 2006, Taole 2013). Lumpe, Haney and Mzrniak (1998) have an idea that policy makers have a tendency to ignore teacher beliefs whereas teacher beliefs are critical because it determined what is taking place in the classroom. Lumpe et al (1998) also states that teacher beliefs play a vital role in science education reform since their beliefs can lead to actions which may have an impact on learners. According to Van der Nest (2012) curriculum change also necessitate a change to the responsibility of the teacher. Educators not only have to deal with changing content knowledge but also a change in educational knowledge, which resulted in challenges with the effective implementation of a new curriculum.

The issue of resources in this study tends to be a curriculum challenge for the teachers when performing their roles of implementing the new curriculum. The role of teachers in implementing the curriculum cannot be successful without ongoing training and support.

2.8 Training and Support

According to Wilson (2009), in educational reforms, the ideas of the classroom teacher, who is the most critical factor in the implementation of the reform, has been overlooked. It is important that teachers are motivated to promote successful implementation of reforms. However, there is a need to involve teachers in the policy making process which is aimed at introducing curriculum change. The teacher's views must be taken into account. The other shortcoming is that teaching and learning materials are often inadequate for use by the teacher. Wilson (2009) further states that it is very important to provide support to teachers, school management team and parents in order to achieve effective curriculum implementation. Furthermore, Wilson (2009) argues that there must be close connection between school improvement work and initial teacher training. This might help in equipping teachers with first-hand experience of employing new strategies and skills. In the new curriculum (CAPS) the number of subjects was reduced from eight to six. This will require new timetables and the training of teachers especially in those subjects which were integrated into one subject such as Natural Science and Technology. According to

Mdutshane (2007), subject specialists need to support teachers and undertake a monitoring process in order for them to get a clear picture of what is happening in classroom situation. Mdutshane (2007) also adds that due to a shortage of training for teachers, they must be encouraged to form clusters(intermediate phase cluster) because by doing that they can share ideas and experiences regarding the curriculum implementation by reviewing their teaching style, teaching resources and school functioning. ‘Teacher training and teacher support play an essential role in how teachers implement the curriculum, influencing teachers’ understandings and their classroom practices (Kirkgoz, 2008. P. 2). According to Fullan (1993), acquired skills and training should be available to ensure the requirements of the new curriculum are met.

According to Mamosa (2010, p. 28), “training sessions that were presented once and no follow-up made are not suitable and the information becomes message given and becomes vague”. Mamosa (2010, p. 28) further adds that a “shortage of teaching and learning materials makes the implementation worse because teachers need guidance regarding the curriculum and new ways of teaching it”. Lin and Fishman (2006) cited in Mamosa (2010) highlighted that teachers need sufficient knowledge and educational content of the subject matter and they also need to access the curriculum lesson structures in order to help them as curriculum implementers make good decisions regarding their adaptations and accommodating the new curriculum. The Badugela (2012) study revealed that attending training three days per quarter was not enough for an educator as is expecting the educator to teach learners effectively through knowledge gained within such a short space of time. Mamosa (2010, p. 42) added that “continuous training for teachers in the form of workshops will be useful to equip them with new skills for implementation of a new curriculum”. Nunalall (2012, p. 17) revealed that “policy changes requires teachers to engage in professional learning on a continuous basis. Thus far teacher training to facilitate the implementation of a new policy has been governed by the Department of Education”. The Mbingo (2006) study conducted in Mpumalanga also revealed that teachers’ were confused with regards to their attendance of in-service training opportunities and workshops which are insufficient and left them unskilled. It is very important for the teachers to be provided with appropriate skills and sound knowledge prior to the implementation of the new curriculum. Having dealt with the factors that affect the implementation of the curriculum, it is

also critical to understand the impact of curriculum change in schools. Understanding the impact helps to gauge whether curriculum change makes a difference or not.

2.9 The Impact of Curriculum Change in Schools

According to Sepeng (2008), curriculum change influences the approach educators use to mediate learning, how principals run schools and how learners are taught. It also changes the focal point of the workload of appropriate officials at the Department of Education at national, provincial and district levels (Sepeng, 2008). Based on Sepeng's study, it can be argued that it is a change that affects all fundamentals of the system. It changes more than the workload of those who work in and with schools.

It also changes the work of the educators and of people who write Learning and Teaching Support Materials (LTSM). In fact, curriculum changes have an effect on parents and communities, as they have a strong interest in ensuring that their children obtain a good quality education that is competitive, comprehensive and up to date. The lack of suitable resources and the shortage of materials surely erode the possibilities of sound implementation in the classrooms. New policies cannot promise the proposed outcomes, unless appropriate teaching and learning materials efficiently support them. Van der Nest (2012, p. 22) argues that it is not simple for the teachers to organize practical lessons in exploratory ways with an overcrowded class of science learners in a school with no or underequipped science laboratories. The Department of Education needs to take the initiative by providing all the necessary resources to the schools to ensure that the curriculum is implemented successfully. Mamosa (2010, p. 43) also argues that "shifting from what people used to be doing and learn something new develops doubts and feelings of lack of abilities.

Based on the causes of curriculum change internationally and nationally, the researcher developed a theoretical framework for this study.

2.10 Theoretical Framework

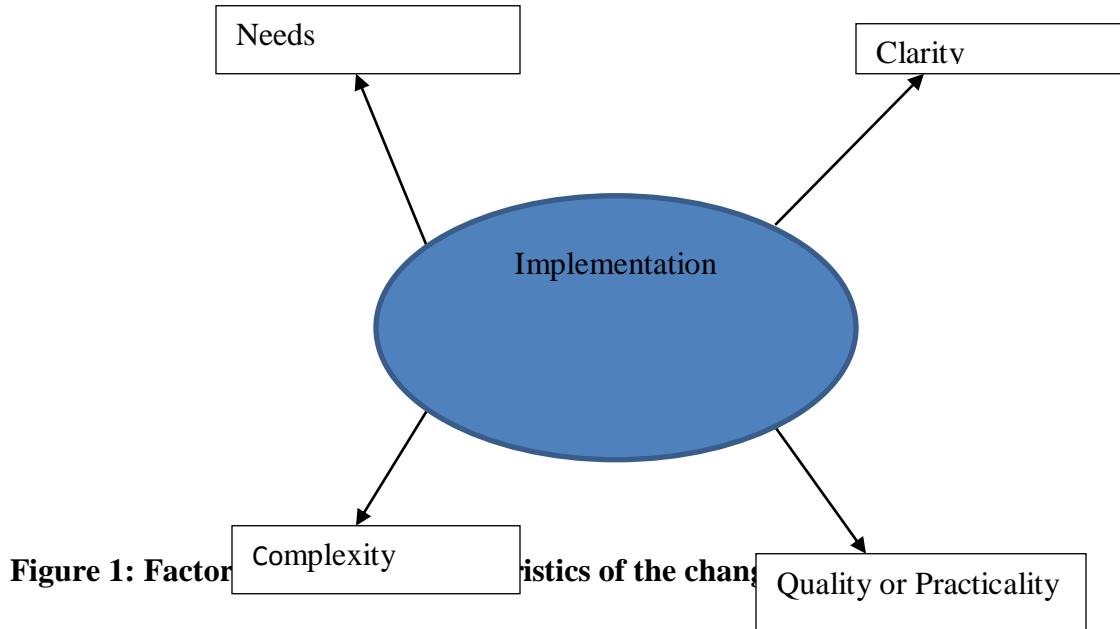
According to Phakisi (2008), a theoretical framework is regarded as an important component of research because it drives the way for the researcher to conduct appropriate research as it

provides the theoretical underpinnings. This study uses curriculum theory as a framework upon which it is constructed. The curriculum theory offers helpful propositions and explanations for understanding curriculum change in any given environment. According to Pinar (2004) curriculum theory is located within the broader field of curriculum studies. Scholars within this field try to study the interdisciplinary relationships among curriculum, individual, and place (Pinar, 2004). This particular area of curriculum studies gained dominance throughout the 1970s to 1990s. Curriculum theory (coined by Tyler around 1950s and 1960s) proposes a way of describing the educational philosophy of certain approaches to the development of curriculum. Although curriculum theory has gained dominance throughout the 1970s, it has serious shortcomings. First, curriculum theory is not always compatible with the nature of human beings. Second, curriculum theory is sporadically used in a variety of common sense ways that have been accepted into general usage.

These shortcomings were particularly relevant in most South African schools – where curriculum changes are often implemented without due regard of the environment in which they are implemented. For example, the implementation of OBE has caused a great deal of havoc among teachers. More recently, the implementation of CAPS has also raised concerns. This suggests that the implementation of such policies has received mixed reactions.

Despite these shortcomings, the study has shown that curriculum theory cannot be downplayed when dealing with curriculum changes in any given context. The framework has proven to be very effective in understanding the context within which curriculum changes occur in South Africa. Curriculum theory has helped the researcher to understand and analyse the experiences of teachers who are implementing the Curriculum and Assessment Policy Statement. Having outlined the framework that is important for understanding curriculum change, it is also worthwhile to point out the characteristics of change. Using Fullan's (2001) analysis of the characteristics of change, the following graph will emphasize the characteristics of change. These characteristics are also expounded in greater details-starting with needs, clarity, complexity, and quality.

The Characteristics of the change



2.11 Needs

According to Fullan (2007), teachers do not see a need for and advocate curriculum change. This indicates that teachers need to be part and parcel of curriculum planning and development so that they can implement the curriculum fully for the benefit of the learners. Fullan (2007, p. 53), further states that “no significant teaching and learning takes place without sufficient resource materials for the curriculum to be implemented effectively as per plan”. Fullan (1992) argued that when teachers are going to be part and parcel in the implementation process, it is important to find a suitable need for that change and find it appropriate. Curriculum change can cause stagnation, dissatisfaction and disorder, therefore, before implementing or introducing new curriculum, designers or agents must make sure that those who will be involved in the implementation will think that change is necessary, appropriate and worthwhile for them to accept (Fullan, 1992 cited in Mamosa 2010). This means that teachers who are most often curriculum implementers must see a need for the change. Naicker (1998) also argues that educational change can be successful in a society in general and in educational structures such as schools if society and teachers can see a need for it. Therefore, teachers should see a need for change of curriculum. Fullan (1992) cited in Mamosa (2010) mentions that “teachers need to know the rationale for any change planned because teaching is not an automatic and mindless

activity but something that requires understanding and decision by teachers". This means curriculum change demands professional involvement in practice. Therefore, the achievement of curriculum change can depend on the implementers view and impressions about it (Naicker, 1998, p. 30). Firestone (1980) states that implementation proceeds smoothly if the new curriculum is intended to meet the needs of the staff and if barriers to implementation are minimised. Teachers support and creation of resources should have an impact in changing the curriculum.

2.12 Clarity

According to Mamosa (2010, p. 44), "clarity of implementation strategy at the time of preparation and during implementation is critical for the successful implementation of a curriculum to take place". Fullan (1992) and McLaughlin (1997) highlights that it is a challenge in curriculum implementation if teachers do not understand what they are expected to do. Fullan (1992) further stated that "The clarity of focus assists educators to set up a clear picture of the learning they want students to show in a performance demonstration". This indicates that everyone concerned must have a clear picture of what is required at the end. This implies that educators must make sure that learners are clear about the criteria set against which they are to be assessed and therefore what they are going to demonstrate (Department of Education, 2002, p. 3). According to Nunalall (2012), CAPS also provides teachers with clarity of what the teacher can teach in class and how they can assess learners learning.

2.13 Complexity

According to Fullan (1992) "complexity refers to the difficulty and degree of change required of the individuals responsible for implementation". Fullan (1992, p. 78) further states that the actual amount depends on the starting point for any group, but any change can be examined with regard to difficulty, skill required and teaching strategies, and use of materials. Even complexity creates problems for curriculum implementation; it may result in a better change (Fullan, 1992).

2.14 Quality

The nature of change concerns the quality and practicality of the change plan when it is a new curriculum (Fullan, 1992). According to Hargreaves (1989, p. 70), poor teaching is the result of an absence of the necessary competences and qualities. The Department of Education needs to provide teachers with extensive professional training in order for the teachers to be well equipped with relevant skills and sound knowledge of the subject. The Department of Education (2002) revealed that teachers who are regarded as the key contributors to the transformation of education in South Africa need to be qualified, competent and fulfil the role of educators. Hargreaves (1989) further states that good teachers need to have suitable professional skills to teach their subjects. Lack of teaching and learning materials may also affect the standard and quality of teaching. Low resources and poor material support causes teachers to adopt a survival orientation to their work (Hargreaves, 1989, p. 80).

Bentley and Watts (1994, pp. 174-181) describe knowledge gaps in six ways but this research study will focus on two ways, which are teacher content knowledge and teacher pedagogic knowledge.

2.15 Teachers' pedagogic knowledge

Bentley and Watts (1994, p. 181) states that “teachers obtain pedagogic knowledge in two different ways, firstly, working with children and secondly, sharing knowledge with other teachers”.

2.16 Conclusion

This chapter conceptualised curriculum and curriculum implementation. It reviewed the literature both in the international and local context. The idea was to find out what is happening across the globe with regards to curriculum changes. It presented the context within which curriculum change was introduced in South Africa. Introducing curriculum changes in South Africa was in response to the decline in the quality of education. Different policies implemented since 1994 including OBE, Curriculum 2005, RNCS, NCS, and CAPS; and the differences or similarities have been discussed separately in this chapter. The role of teachers and the causes of curriculum change have also been discussed. The factors that inhibit curriculum implementation

and those that facilitate the implementation have been discussed. Finally, it also provided a useful theoretical underpinning which informed the undertaking of this research project. While the focus of this chapter has been outlined, it is also important to indicate that the next chapter will focus on the research design and methodology that has been used in gathering relevant data.

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter highlighted the causes of curriculum change both internationally and nationally and the factors that affect the implementation of curriculum change. In this chapter, the researcher is going to discuss the methods of enquiry that have been used in trying to answer the research question. The critical research question is: What are teachers' experiences of the implementation of the Curriculum and Assessment Policy Statement in three primary schools? In particular, this chapter concentrates on approaches and methods that were used in trying to answer the research question. The chapter also provides reasons why certain methods were chosen over others. The study applies a qualitative approach. Thus, this chapter provides a summary of the research paradigm, approach, methods, study site, sampling and the selection of participants. Furthermore, the data collection and data analysis methods used are also provided in this chapter. Apart from data collection and analytic approach, this chapter also seeks to discuss validity, reliability, and trustworthiness issues as they are important in determining the accuracy and factualness of the findings. This chapter will also present how data was recorded and transcribed. Finally, it will identify the limitations and ethical issues which are critical in a research project. In short, the data collected actually focuses on the experiences of teachers in implementing curriculum change particularly CAPS.

3.2 Research aim

The aim of this study is to explore teachers' experiences of the implementation of the Curriculum and Assessment Policy Statement in three primary schools.

3.3 Research question

What are teachers' experiences of the implementation of Curriculum and Assessment Policy Statement?

3.4 Research Paradigm

Cohen, Manion and Morrison (2007) state that there are three paradigms that influences research; the positivists, interpretivists and critical paradigms. The positivistic paradigm strives for objectivity, measurability, predictability, patterning and the construction of laws. Positivists and the interpretive paradigms are seen as preoccupied with technical and hermeneutic knowledge respectively. According to positivists, there is only one reality. Cohen, Manion and Morrison (2007) argue that positivists explain behaviour by seeking causes of such behaviour, while Phakisi (2004) states that researchers involved in qualitative research from the interpretive paradigm believe that individuals consciously construct their own understanding of the world through experience. Thus, interpretivists strive to understand people's actions the way they are and try to give them meaning by interpreting them. This study has adopted an interpretive paradigm as it acknowledges that the experiences of the three teachers from the three primary schools are one of many other experiences.

In addition, Nxumalo (2009) notes that an interpretivist research paradigm is primarily concerned with meaning and seeks to understand social members, definitions and understanding of situations. According to Maree (2003, p. 61), "the aim of interpretivist research is to present a perspective of a situation and to analyse the situation under study to provide insight into the way in which a particular group of people make sense of their situation or the phenomena they encounter". The main strength of the qualitative approach is the richness and depth of explorations and descriptions it yields. The paradigm used in this study is the interpretive paradigm. The interpretive paradigm provides a conceptual framework for making sense of the social world.

This study focussed on the teachers' experiences of the implementation of the Curriculum and Assessment Policy Statement in selected primary schools. Using an interpretive paradigm helps the researcher to find out how the teachers understand and implement the CAPS in primary schools based on their teaching practice. The main aim of the research paradigm is to guide the researcher's actions (Ntshaba, 2012). The main objective of this study is to gain an understanding of individual participants' experiences about the implementation of Curriculum and Assessment Policy Statement. Participants in this study are teachers from different

backgrounds and they understand the world around them differently. After having dealt with the research paradigm, the study also deals with qualitative research approaches that have been employed and the style of research. The style of research is a case study.

3.5 Research Design: Qualitative Approach

McMillan (2001) asserts that research methodology refers to a “design whereby the researchers choose data collection and analysis procedures to explore a specific research problem”. Research methods are the ways of collecting and analysing data. According to Ntshaba (2012), the design is the plan in terms of which the study is conducted. The design must be selected in order to suit the nature of the research being conducted. The design also outlines how the research is being conducted from the beginning to the end (Ntshaba, 2012). The study adopted a qualitative approach for collecting data. Cohen and Manion (2010) argue that qualitative studies are basically interpretive in nature. Usually, the qualitative studies aim to provide a detailed and extensive investigation of the social phenomenon under investigation (Babbie & Mouton, 2001). In this study the researcher is investigating the teachers’ experiences in implementing CAPS by interviewing them. By virtue of being a qualitative study, this study has used interviews and document analysis when gathering data. The qualitative approach was chosen because it presents the researcher with the opportunity to explore and gain an in-depth understanding of the teachers’ experiences of the implementation of CAPS in selected primary schools in the Pinetown District.

3.6 Methodology: Case Study

As has been indicated early on, this study employs a qualitative approach known as case study. According to Wilson (2009), “a case study is an experiential inquiry that explores a contemporary phenomenon within its real life context; when boundaries between phenomenon and context are not clearly evident and in which multiple source of evidence is used. In a case study, a particular individual, program, or event is studied in depth for a defined period of time” (Leedy and Ormrod, 2010, p. 137). A case study is a thorough exploration of a single unit (Babbie and Mouton, 2001). Other researchers assumed that case studies can expand experience or add strength to what is already known through previous research. In this study a case study was selected to gain in-depth understanding of the teachers’ experiences of the implementation

of the CAPS in primary schools. This study used a descriptive case study. One teacher from each school was selected, which makes up a total of three teachers in all. Therefore, the experience of three different schools with different performance levels helped me in understanding teachers' experiences in implementing CAPS in different ways.

Mamosa (2010) states that a case study uses a qualitative approach, which depends on interviews and documentation (for example, review of documents). As this study uses a qualitative approach, the case study allows the researcher to focus on the specific situation and identify the various interactive processes at work. This study thus focuses on the situation that exists in three different schools with regard to teachers' experiences of curriculum implementation. A case study also involves the collection and recording of data about a case. Three primary school teachers were selected from three different schools as cases in this study; one teacher per school was selected. This study used a multiple data collection methods, which is interviews and document analysis. Gay, Mills and Airasian (2009) and Cohen et al (2007) highlights the advantages of the case study as follows: firstly, it reports and investigates the complex dynamic and relating interactions of events. Cohen et al further states that it allows in-depth focusing on changing relations as the researcher spends more time with the participants. It asks broad questions and seeks to understand the participants' experiences with a central phenomenon.

The relationship between teachers and learners is going to be particularly important in this regard. Having outlined the case study, it is also essential to outline the study site.

3.7 Study Site

My site of study is three primary schools in the Pinetown district. These schools were selected because they provide service to the same district. This means learners from these schools come from the same community which is KwaNdenezi ward and KwaSanti in Pinetown district. The researcher has selected the three primary schools especially given the fact that they are similar in terms of resources available in each school. The commonality is that these schools are mostly under-resourced. While the study site is critically important in the research project, careful selection of the study participants within the study site is also critically important.

3.8 Sampling and Selection of Participants

In this study, the researcher has selected three teachers from three different schools in the Pinetown District in KwaZulu-Natal. It is hoped that their responses will add some value in the understanding of the teachers' experiences of the implementation of the Curriculum and Assessment Policy Statement in primary schools. The study only selected primary school teachers because it is where the implementation of CAPS started. In terms of sampling, this study uses a non-random purposive sampling. The purposive sampling technique is justified precisely because the researcher has a purpose in mind. The purpose is to explore teachers' experiences in the implementation of Curriculum and Assessment Policy Statement. Apart from careful selection of the study participants, selecting appropriate research methods is also critically important.

3.9 Data generation Methods

The data generation methods used is influenced by the interpretivist paradigm. The main purpose of this study is to gain a deep understanding of individual participants' experiences about the implementation of the Curriculum and Assessment Policy Statement in primary schools. It has also combined primary and secondary sources of data. The researcher used commonly known

research methods of data collection such as interviews with open-ended questions to collect data. Actually, individual interviews would target educators individually. Even though individual interviews are widely accepted as sources that offer credible and in-depth information, critics argue that such information may be partial.

This study depended on secondary sources of data in the form of existing scholarly literature. To begin with, secondary sources of data would basically include: books, journal articles, newspaper articles as well as internet articles and already interpreted qualitative and quantitative data. Participants in this study are three teachers from three different schools in the Pinetown District in KwaZulu-Natal. The data from the interviews will be recorded using audio-tapes to ensure that the data is not lost. While recording will act mainly as a supplement to note-taking, it will serve a key purpose because it will make sure that the data is properly captured which would ultimately help in providing a true reflection of what unfolded in the field. Transcription will precede the data analysis stage.

3. 9.1 Interviews

According to Sepeng (2008), the purpose of the interview is to determine what is in or on someone else's mind. Open-ended interviews are therefore not planned to put things in someone's mind but they are intended to assess the viewpoint of the person being interviewed (Sepeng, 2008). The interview is defined as "an exchange of views between two or more people on a topic of common interest, which sees the centrality of individual interaction for knowledge production" (Cohen et al, 2007, p. 349). The aim of employing interviews as part of the data collection methods is to get an individual's (primary school teachers) perspective about their experiences of the implementation of the CAPS in primary schools.

Qualitative data consists of data obtained from the respondent about their experiences, opinions, feelings and knowledge through interviews. The researcher has collected data by conducting interviews, which took sixty minutes for each participant. Before the interviews, the researcher obtained permission from the schools' principals and from the participants. These interviews took place in October 2013 by means of audio-recording so that accurate data was available to the researcher after the interviews for analysis and were conducted after school hours as per

participant choice. The participant preferred the researcher to come after school. The researcher used an audio-tape for the interview, using one-on-one conversation. The researcher and participants also looked at documents such as lesson plans and work schedules for the researcher to have a clear understanding of the way in which teachers plan their work and assess learners. Prior to the interview the participants completed their personal details and declaration of consent. According to Mamosa (2010), interviews provide in-depth data if well conducted because they allowed both the participants and researcher time to ask for clarification. The interviews were recorded by the researcher in English for all participants. Data was generated by means of interviews using handwritten notes and audio-recording. Mamosa (2010) states that interviews are apparatus used to collect data from people and Kumar (2005), cited in Mamosa (2010), and defines the interview as a person to person communication between two or more individuals with an exact purpose in mind.

3.10 Data Analysis Methods

The qualitative data collected was analysed using qualitative data packages. In trying to analyse data, the study employs content analysis method. Content analysis is defined as being what is said in a text, how it is said, and how often it is said (Rugg & Petre, 2007, p. 157). Using this method has meant that data was categorised according to the emerged themes. Central in the use of this method was the realisation of similarities and differences in the themes. With reference to the data analysis methods, a triangulation technique has also been used to make sure that relevant data is collected.

3.11 Triangulation

The researcher used different methods and techniques to ensure triangulation. According to Arksey & Knight (1999, p. 22) triangulation is defined as a concept of using two or more instruments to collect data on the teachers' experiences of the implementation of Curriculum and Assessment Policy Statement. Triangulation bridges issues of reliability and validity in research results (Glesne & Peshkin, 1992). The main encouragement towards using the technique of triangulation is that the weaknesses of one research instrument are offset by the strengths of the other instrument. The research project has to be supported by reliability, validity, and trustworthiness in order to ensure that valid data is obtained.

3.12 Reliability, Validity and Trustworthiness

According to Ntshaba (2012, p. 81) “validity is the complement to reliability and refers to the extent to which our measure reflects what we are expected to measure”. Irrespective of any methods, approach, and technique used in collecting data, the research results ought to be reliable, valid, and trustworthy. The researcher used notes and audio recording in order to ensure the dependability of the research study. Terre Blanche & Durrheim (1999, p. 88) say validity is based on checking the accurateness of the findings from the researcher’s point of view, participant, or the readers of an account. In contrast reliability refers to the extent to which results can be repeated. It also has to do with the dependability of a measurement tool, that is, the degree to which similar results can be arrived at using the measuring instrument on repeated trials (Terre Blanche and Durheim, 1999, p. 88). Further, there are methods which could be used to enhance the credibility of the research results. These include: checking transcripts for mistakes, ensuring that the coding of data is consistent, cross checking codes developed by different researchers in a team by comparing results and finally, communicating with members of the research team through regular meetings, and sharing analysis (Creswell, 2009, pp. 190-191). Qualitative research projects place much emphasis on trustworthiness and credibility of the research results (Marshall & Rossman, 1995, p. 143). By contrast, quantitative research projects emphasize that results must be replicable and verifiable. To meet these requirements, the study has applied all the above prescribed techniques to ensure reliability.

3.13 Recording and Transcription

The collected data was recorded using the latest digital audiotape recorder to ensure that no data was lost. A recording actually serves as a supplement for field notes. The advantage of using a recorder is that all data is captured. These recorded data were later transcribed into written versions. The researcher informed the participants prior the interview that they would be recorded. After the interview the researcher would transcribe and analyse the responses. All three participants didn’t show any problem with that. They were co-operative. During interviews I also took notes.

3.14 Limitations of the Study

Firstly, the study is interpretive in nature; it is thus not generalizable (Babbie & Mouton, 2001) since the purpose of qualitative studies is not to give generalizations about the results obtained in the study since the emphasis is not on verifiability and measurability. The study was done in Pinetown District schools and a case study of only three primary schools was involved. This indicates that the results cannot be generalised as the participants were small in number. What happened in one school might not indicate that it happened in all schools in Pinetown, which has ten districts. Secondly, there were methodological limitations which were largely evident in the study. The data collected through the use of interviews is always subject to bias. The participants tend to be biased when answering questions in an interview. Finally, the document analysis also had limitations. Poorly written lesson plans, usually by under-qualified teachers, do not reflect the realities on the ground. Having outlined the methods and instruments that were used to ensure that data collection is successful, the ethical considerations were also taken seriously so that the rights of the participants were not infringed upon.

3.15 Ethical Considerations

According to Mamosa (2010, p. 78), “ethical consideration plays a vital role in all research studies and must be attended to by researchers. Educational research involves people as participants in the research, therefore ethical and legal considerations are of great concern”. The study targeted study participants that are above eighteen years of age. In other words, no minor was interviewed in this study. If a minor was to be interviewed, necessary prior arrangements would have been made. No interview was conducted without getting the informed consent from the study participants. The informed consent was clearly explained both verbally and in writing in language that the participants understood fully. Participation in the study was completely voluntary. Participants were advised about their rights of participation. For instance, participants were allowed to withdraw at any stage should they so wish. It was also explained to the study participants that the dissemination of research data will be in the form of a finished thesis. The purpose of the study was explained to the participants before they participated. Dates of data collection were negotiated and confirmed between the researcher and participants. Kumar (2005) cited in Mamosa (2010) clearly indicates that “it is unprincipled to collect information without the knowledge of the participants and their expressed willingness and informed consent”. Gay et

al (2009) also highlight that it is important for the researcher to obtain informed consent to ensure that participants go into the research with understanding of the nature of research. The researcher needs to inform the participants that she would record the interviews so that the participants give her their consent for recording and that they would be interviewed in the language they are comfortable with. Tuckman (1992, p. 15) highlights that “the subject of ethics is an essential factor for educational researchers, since their subject of study concerns the learning of human beings”. The nature of such research may upset or humiliate those who are participating in the research.

3.16 Conclusion

In this chapter, the research design and methodology used were explained. This chapter involved illustrating the methods, techniques, and approaches used in collecting data. The chapter has also made it clear as to how study participants were selected, how the data was collected, how the Data was analysed, and how informed consent was obtained. The chapter further explained the usefulness of triangulation in generating data. Recording, transcription and the limitations encountered during data generation have been discussed in this chapter. Unlike this chapter which outlined the methods used in obtaining the results, the following chapter will discuss the results of the study in greater detail.

CHAPTER 4

RESULTS AND FINDINGS

4.1 Introduction

The previous chapter presented the research approach, research design and methods used in this study. This chapter represents the findings of this study which seeks to understand the teachers' experiences of the implementation of CAPS in primary schools. All participants were allocated pseudonyms to preserve their anonymity and comply with ethical requirements. This chapter will also present a discussion of the data obtained from the interviews. The purpose of the interviews (which was conducted with three teachers from three different primary schools) was to answer the initial research question: what are the teachers' experiences of the Curriculum and Assessment Policy Statement in primary schools? There are three participants in this study who provide the data for this analysis. Participants will be referred to as Participant 1, Participant 2 and Participant 3. All participants are experienced teachers and are teaching in different primary schools but in the same district.

4.2 Biographical information of participants

For this research project, three participants were selected from the three different primary schools. From each school, as shown below, codes are used to represent a school and teachers' name. For example, **S** stands for a school and **P** for the Participant. A summary of the biographical information of these participants is presented in a table below.

Participant name	Name of school	Age	Teaching Experience	Qualifications
P1	S1	38	11	BA and PGCE
P2	S2	50	12	BEd
P3	S3	52	31	PTC, BA, BEd

Table 1: Biographical information of teachers

The data obtained from the interviews is presented in the following themes: teachers' views on previous policies, teachers' knowledge of CAPS, training related to CAPS, resources and CAPS,

challenges of implementing CAPS and successes and failures of CAPS and lastly the stakeholder participation on CAPS. Each theme will present data that emanated from the interviews. The researcher will also make sense of the data by linking the data with the literature review and the theoretical framework (as presented in chapter 3) where the researcher is going to discuss the aspects which link with need, clarity, quality and complexity.

A brief outline of the main findings seems to suggest that CAPS is a relatively good policy on paper, but the implementation leaves much to be desired. Like many educational policies that have been implemented in an attempt to improve the quality of education, the data indicates that CAPS is not likely to succeed because of a lack of favourable conditions including resources, suitably qualified and experienced teachers, and the support from the Department of Education. For example, teachers are not adequately trained for implementing CAPS.

Like other curriculum policies, CAPS is also a top-down approach. In this context, the participants felt that they were not adequately consulted before CAPS was implemented. Apart from the lack of resources, and lack of consultation is a major contributing factor to the failure of CAPS, the data also indicates that classroom sizes have also greatly compounded the problem. The teachers are struggling to contain big classes. Because of several challenges associated with the implementation of CAPS, the study thus recommends a multiplicity of options that can be used to implement CAPS.

4.3 Teachers views on previous policies

There have been rapid curriculum changes taking place in South Africa since 1994. Each curriculum change in some way influenced the subsequent change. In all these changes, some elements of the previous curriculum were retained. In view of this inter-connection between different curriculums in South Africa, it was necessary to give the teachers knowledge of the previous curriculum adopted in South Africa.

In the interview, the researcher asked teachers questions about the previous curriculum policies in South Africa. The researcher also wanted to understand what teachers knowledge of previous curriculum policies is in order to make sense of their understanding of CAPS. The previous

curriculum policies were Curriculum 2005, National Curriculum Statement and Revised National Curriculum Statement. Since these are the predecessors of CAPS, the researcher felt that it was important to understand teachers' knowledge of the previous curriculum policies.

The participants were also asked if they identified any differences between C2005, NCS and RNCS. Participant 1 responded that: "C2005 was not more of practical". Several studies have found that the reason why C2005 implementation was problematic was because of too much emphasis on the outcomes without stating what should go into system for the outcomes to be achieved, poor training of teachers and shortages of personnel and resources to implement and support C2005 (Cross, Mungadi, & Rouhani, 2010).

Participant 2 has an incomplete or misplaced idea of CAPS since her response to the differences between C2005, NCS and RNCS was:

"In fact the content is the same the only difference is that the focus in CAPS is on content not on Learning areas".

Pinnock (2011), CAPS is not a new curriculum, but an amendment to the NCS. It therefore still follows the same process and procedure as the NCS Grade R-12 (Pinnock, 2011). Du Plessis (2013) further adds that the CAPS does not change the teaching methods but makes adjustments to what we teach (curriculum). Du Plessis (2013) understands OBE to be a method of teaching, while CAPS is a curriculum and hence concludes that the CAPS curriculum is written in content format. Pinnock (2011) a practical guide to implementing CAPS: A toolkit for teachers, school managers and education officials to use to assist in managing the implementation of a new curriculum.

The three teachers in this study were able to name the previous curriculum policies in South Africa. However, they were not familiar with the reasons for the introduction of different curriculum policies at different times. While teachers were able to name the previous curriculum policies they were not very clear on why these policies were introduced. This is of concern since according to Sahlberg (2007), one of the habits of driving a successful curriculum change is to

make sense of why a new curriculum is necessary. Sahlberg (2007) also stated that good understanding of change and clear formation of curriculum are necessary conditions for improved implementation of CAPS.

The next section will look at the teachers' knowledge of CAPS.

4.4 Teachers knowledge of CAPS

The researcher asked the teachers about their understanding of CAPS policy? The participants responded as follows:

Participant 1 “*CAPS as a policy channeled learners into relevant careers*”.

Participant 2 “*It is a good policy because it provides us with a policy document which serves as a guideline to the teachers for implementation.*”

Participant 3 was not positive about CAPS “*CAPS is a top- down policy because in my school nobody comes just to make a follow up as to how we feel about the implementation of CAPS. This is a given policy to us as teachers to implement it and that's all.*”

The participants indicates that CAPS is a good policy which aimed to channel learners into relevant careers, but they also felt that CAPS is a top down policy because there is no follow up after them implementing CAPS at the classroom level. This indicates that teachers as curriculum implementers are not involved in curriculum planning, they are only involved at the implementation phase. Mohamed (2005) stated that there is a need for the teachers to be involved in curriculum planning because lack of teacher participation can lead to feelings of a lack of ownership. This shows that after the introduction of CAPS teachers need ongoing support from the district officials. Participants also indicated that the Department of Education provides teachers with policy documents which guide them how they can prepare their lessons. This indicates that in CAPS teachers focused on policy documents for the implementation of CAPS. According to the Department of Education (2011), the aim of CAPS is to provide clarity of the requirements of what is to be taught and learnt on a term-by-term basis. According to Nunalall

(2012, p. 15), “this kind of system does not encourage critical thinking amongst teachers who are frequently managed by the policy document.”

The researcher asked the participants who formulated CAPS? And why it was formulated? Participants said that there is a task team or people who work for the Department. This implies that teachers are not involved in the policy formulation. According to Govender (2008), policy formulation in South Africa has come to be conceived as a rational and firm process in which policy making is seen as different from policy implementation. Govender (2008) also stated that policy formulation in the school sector has become the sphere of government policy makers and policy experts, while policy implementation was seen as the responsibility of teachers. According to Nunalall (2012), the knowledge or expertise of teachers, therefore, was not given preference in spite of their pivotal location in the policy cycle. Nunalall (2012) further argues that teachers’ experiences are marginalised in the policy field. About why CAPS was formulated, in this study teachers believed that the Department of Education was aiming to improve the education system. This implies that the new curriculum was formulated in order to rectify the challenges that were caused by previous policies. According to the Department of Education (2011), the formulation of CAPS was to “discover challenges and pressure point that had a negative impact on the quality of teaching in schools and to come up with mechanisms that could address those challenges”.

Other concerns about the NCS which led to the formulation of CAPS were as follows, complaints about the implementation of NCS, teachers who were overburdened with administration, different interpretations of the curriculum requirements and underperformance of learners (Department of Basic Education, 2009). According to Pinnock (2011), CAPS was also formulated in order to provide information for every subject in each grade about what content teachers need to teach and assess. Pinnock (2011) states that the “principles of CAPS is to encourage an active and critical approach to learning, rather than rote and uncritical learning of given truths”.

4.5 Training related to CAPS

The researcher asked the participants whether teachers received any training relating to the implementation of CAPS. All three participants agreed that they did receive training but they indicated that the training received was not enough for them as curriculum implementers.

They also expressed concern that subject advisors were not clear about CAPS as a new curriculum which made it difficult for subject advisors to assist teachers.

This suggests that teachers need to be trained in such a way that they can even develop their own resource materials and this needs time for educators to prepare and construct classroom resources. According to Badugela (2012), inadequate training of teachers and the lack of resources makes it complicated for teachers to learn what is expected from them.

The researcher asked the participants whether the training equips the teachers with the necessary skills. The participants stated that due to the insufficient training given, teachers are not equipped with necessary skills.

This clearly indicates that due to a lack of training, teachers were not adequately equipped with required skills. And teachers need more training in order to be equipped to implement CAPS. Fullan (1991, p. 118) agrees when he says that “teacher training does not provide teachers for the reality of the classroom.” Smit (2001) also agrees that a lack of appropriate resources surely diminishes the potential of sound implementation in the classrooms.

Nunalall (2012) cautions that formulation of policy after policy may lead teachers to develop a negative attitude towards teaching. According to Mamosa (2010, p. 26), “teachers need to be provided with proper skills and knowledge in order to implement the new curriculum efficiently.”

The participants also stated that the subject advisors who conducted those trainings were not really well trained about the new curriculum implementation. And they do not visit them as frequently as they need them.

The teachers are of the view that it is the responsibility of departmental officials to train teachers regarding CAPS. As one of the departmental officials, one of the difficulties we encounter at our district is the shortage of departmental officials which makes it difficult for one official from a specific subject to provide support to eighty schools.

At the same time those officials have a problem of kilometer limitation per month due to financial constraints in the Department of Education. The Department of Education (2009, p. 8) states clearly that ‘the present system is almost totally dependent on Subject Advisors (and district staff) to act as intermediaries between curriculum policy and implementation in the classroom’. According to Mdutshane (2007), teachers need to be monitored and supported in their classrooms by subject specialists in order for them to have a clear picture of what is happening in class and to rectify mistakes immediately. Mdutshane (2007) further added that due to inappropriate training of teachers, they need to be confident to form clusters so that they can share ideas and experiences regarding the curriculum implementation by reviewing their style of teaching , teaching resources and school functioning. The Nunalall (2012, p. 17) study revealed that “policy changes stipulate that teachers engage in professional learning on a continuous basis”. Teacher training and support play a vital role in how teachers implement curriculum, influencing teachers’ understandings and their classroom practices. According to Fullan (1991), one short workshop is not effective for the implementation of the curriculum.

Shulman (2004) and Nunalall (2012) contend that teachers need to be active in the process of learning; not passive where they only listen to the facilitators. The participants in my study stated that the training for CAPS implementation took only two to three days. This resulted in teachers not getting enough training from the Department of Education which has a negative impact on the implementation of the new curriculum. According to Kirkgoz (2008), teachers need a continuous training program in order for them to get sound knowledge of the curriculum. Fullan (2007, p.97) further stated that “new meanings, new behaviours, new skills, and new beliefs depend on whether teachers are exchanging ideas or are working in isolation”. Fullan (2007) argues that the quality of working relationships among teachers is helpful in the implementation process.

Since it is important for the researcher to find out about their training for CAPS, it is also important to look at the resources in CAPS.

The researcher asked the participants what support, if any do they receive from the School Management Team in the implementation of the CAPS policy.

Participant 1: *They moderate our work and it helps us to improve.*

Participant 2: *Not at the moment because they are not yet trained on CAPS.*

Participant 3: *Our SMT do organised some internal workshop where those teachers who attended the workshop cascade the information to other teachers. And they provide us with materials (LTSMS).*

The participants' response indicates that the School Management Team does provide them with the necessary support needed even though they are not trained for CAPS.

Smith and Andrews (1989) states that once the new curriculum is introduced, then it is the responsibility of the district officials to train the School Management Team and teachers to experience a form of mind shift. They further added that the SMT should provide the teachers with the necessary resources they acquire in order to achieve the school's academic goal. According to Mason (2004), the School Management Team should supervise curriculum planning in the school and make sure that teaching and learning time is used efficiently.

4.6 Resources and CAPS

Cheng and Chueng from China (1995, p. 17) states that in most cases inadequate resources available for policy implementation limit policy makers. If the resource requirements and their use are not planned correctly, this may lead to difficulties in implementing the new curriculum. Important types of resources that are relevant to educational policy are human resources, equipment and facilities, space and monetary resources (Rembe, 2005). These types of resources are the major factors that add to successful implementation. This indicates that curriculum

implementation depends on availability of resources and there is a need for the Department of Education to provide the necessary resources to the schools.

The researcher asked questions about the availability and unavailability of resources for the implementation of CAPS. The participants responded as follows: “resources are available but are not enough.” Participants also stated that the Department of Education provides them with the policy documents which serve as a guide for what to teach, how to teach that particular topic according to terms and we also get workbooks.” They also indicated that the policy documents provide them with time allocation per learning area’. However, the policy documents that were provided to them were insufficient because each school only received two copies of policy documents for forty teachers in a school. According to the participants, textbooks were also not enough for their learners and learners ended up sharing books. Shortage of teachers in schools is also an issue because teachers ended up teaching more than two grades and more than two subjects due to a shortage of teachers.

The participants’ stated that overcrowded classrooms a lack of laboratories and libraries also makes it difficult to implement CAPS effectively. They (participants) further argued that it is the responsibility of the Department of Education to ensure that resources are distributed properly because without proper distribution schools may experience difficulties in implementing CAPS effectively.

This indicates that a shortage of teachers and a lack of learning and teaching support materials is an issue in curriculum implementation. This lack of resources also affects the implementation of CAPS.

According to Van der Nest (2012), sufficient facilities such as classrooms, halls, libraries, laboratories and playing fields serve as the main elements in implementing the curriculum successfully. Moore (2007) agrees with Van der Nest (2012) by stating that constraints such as workbooks, number of schools, classroom sizes and the school’s conditions have an effect on the efficient implementation of curriculum change. Fullan (2007, p. 100) asserts that “government

agencies are aware of the importance and difficulty of implementation and are allocating resources to clarify standards of practice”.

Having touched on the aspect of resources and CAPS, in this section, the next section will present the data on challenges experienced in the implementation of CAPS. Here again the issue of resources and lack of training is singled out by participants as challenges.

4.7 Challenges of implementing CAPS and successes and failures of CAPS

The researcher asked the participants about the challenges facing the implementation of CAPS. The participants were of the view that:

Participant 1 “*There are difficulties because there are still some learners who have barriers in learning. It is difficult for the new curriculum (CAPS) to handle those learners. The number of learners in a class is also a challenge. Learners are overcrowded.*”

Participant 2 “*Teachers training is a challenge since teachers do not get enough training regarding CAPS implementation. Learners are overcrowded which makes the teacher find it difficult to pay attention to each learner in a class. Teachers ended up not paying attention for each learner. Lack of resources such as laboratories, libraries and classrooms are needed in order to overcome difficulties in implementing CAPS and teachers are also expected to work very hard in order to complete all the tasks on time as per CAPS documents requirements.*”

Participant 3 “*Teachers were not well trained and not well equipped.*”

Participants’ responses revealed that a lack of resources such as infrastructure in order to overcome overcrowded classrooms and training of educators is also an issue which needs to be attended to in order to ensure effective curriculum implementation. Participants also stated that due to financial constraints in their schools, it is difficult for the educators to get the materials they need to teach their learners. Overcrowded classroom causes teachers to not pay attention to each learner, and to mark learners’ scripts and provide feedback to learners effectively.

In particular, this made informal assessment difficult and formal assessment extremely onerous for teachers'. According to Kirkgoz (2008), lack of support, influence of textbooks, large class size and inadequate resources are the most difficult factors which affect the curriculum implementation.

It was revealed by several researchers that factors such as financial constraints, overcrowded classrooms and lack of resources are major problematic issues in implementing curriculum. Rembe (2005) states that financial constraints, lack of training and overcrowded classrooms presented a major challenge for the implementation of policies and government's transformative education programmes. The Department of Education (2009, p. 59) also reported that 'there was an overwhelming number of comments regarding overcrowding, and the difficulty of implementing the curriculum in large classes.

The answer that the researcher is getting is not different from that which Badugela (2012) obtained in her research namely that not enough resources, financial constraints and lack of training are the challenges experienced by teachers and these need to be addressed. Badugela (2012) concurs with Jansen and Taylor (2003) that insufficient facilities can affect the implementation of a new curriculum. Mahomed (2004) adds that classrooms and learners' performance are the main issues which measure the successful implementation of a curriculum.

The researcher further asked the participants what they would do to overcome those challenges.

Participant 1 said that "*communication within the staff is so important, in order for the school principal to convey their messages to the Department of Education regarding their challenges that they faced in implementing CAPS*".

Participant 2 said that "*in order to overcome those challenges the Department of Education need to build more classrooms in order to stick to the ratio of 1:35 and give each and every learner a special attention*".

Participant 3 said that “teachers need to be creative by acquiring sponsorship from the private sector. And also makes a follow up to the Department of Education to supply them with required resources which are needed”.

The participants’ responses revealed that there is a need for co-operation between teachers, parents, principals and other stakeholders such as the private sector. The participants also indicate that there is a need for the school to involve parents in children’s education by reporting to the parents about the progress of their children. And parents also need to know about the challenges that face the school. Fullan (1991) indicated that teachers and principals need to communicate with parents and communities when initial conditions do not provide support, since parents have a better knowledge of their children that is not available to anyone.

The researcher also asked the participants about the foreseeable success and failures of CAPS. All Participants indicated that it is too soon to comment on the successes and failures of CAPS since this policy was introduced in 2012. And the policies change now and again, every five years new policy is introduced. Fullan (2007) asserts that it is essential to develop and understand the big picture of educational change because educational change, after all, is a socio-political process.

This indicates that since CAPS was introduced in 2012, teachers have concerns about insufficient training from the Department of Education and a lack of continuous support from the subject advisors. And the changes in the curriculum which happen every five years also affect the attitudes of teachers towards curriculum implementation. According to Nunalall (2012, p. 57), “teachers were not provided with sufficient time to internalise each policy as policies have changed almost every five years-C2005(1997), RNCS (2002), The Foundations for Learning Campaign (2008) and CAPS (2012)”. Fullan (2007, p. 85) believed that curriculum materials, teaching practices, understanding of curriculum and learning practices determine the successes and failures of curriculum.

4.8 Stakeholder participation and CAPS

The researcher asked the participants questions relating to stakeholder participation in the formulation and implementation of CAPS.

Participant 1 and 2 agree that there is stakeholder participation since teacher unions do participate in the implementation of CAPS. Participant 3 said that she had no idea of trade union participation.

Participant 3 may not have an interest in any issue regarding the unions. Van der Nest (2012) has stated that in the South African context, teacher unions and organizations play an important role in the education landscape. According to Bascia (2012), “one of the most common examples of teacher union initiated reform is the provision of professional learning opportunities for teachers”. Bascia (2012) further states that some teacher organizations argue that it is not their responsibility to provide support to teacher’s work but it is the school system’s responsibility.

Regarding the school governing body participation, the participants said that the governing body works closely with the school principal and teachers’ representatives. They help teachers to inform parents about curriculum change by encouraging them to be more involved in their children’s school progress and co-operate effectively with the school.

This indicates that it is important for parents to be involved in their children’s school work. Parents are encouraged to pay school fees in order for the school to buy resources which are needed by the school. According to Fullan (1991), parents are required to become more involved in the education of their children in order to see their children’s development. Macbeth (1989, p. 20) as cited in Mdutshane (2007) felt that schools must have a friendly system to encourage parents to sense that they are part and parcel of the school community.

4.9 Conclusion

The principal objective of this chapter was to present the data collected from the three teachers who were interviewed. While presenting the data, the researcher also scrutinised consistencies and inconsistencies between empirical data and existing literature. Several themes have thus

emerged after analysing the data. In other words, this chapter has focused solely on the themes that have emerged in the data gathered. As such, this chapter has demonstrated that teacher's knowledge of CAPS is exceedingly minimal. Hence, the implementation of CAPS will rest upon the subject specialists' commitment in spearheading the process. The chapter further emphasised that there is a need for adequate training related to how CAPS can be carried out. Whilst this is needed, resource scarcity is another serious shortcoming which (if not dealt with properly) will spell the end of CAPS. The chapter elucidated on these challenges by highlighting the successes and failures of CAPS. It became clear (from this chapter) that if these challenges are not ironed out, CAPS will not succeed. Having presented this data, the following chapter will provide concluding remarks and recommendations.

CHAPTER FIVE

CONCLUSION

5.1 Introduction

While the previous chapter has discussed the central findings of the study that were intended to answer the key research question, the primary objective of this chapter is to build upon that by providing the conclusion and recommendations of the study. This will be achieved by providing a summary of the relevant literature along with the data, implications for the theory, areas that need further research and possible recommendations that could be employed in order to ensure that the implementation of CAPS is successful. This is done in an attempt to answer the key research question, namely, what are the teachers' experiences of the implementation of the Curriculum and Assessment Policy statement in primary schools?

5.2 Summary

According to the breakdown of the study, chapter one started off by identifying the problem statement, the key research question, and the rationale for the study. Chapter two has dealt with existing literature along with the theoretical framework used, while chapter three has dealt extensively with the research methods that have been employed in the study. The remaining chapters four and five have dealt exclusively with data.

Based on the literature and the data gathered during the course of the study, curriculum change had been much needed in South Africa given the fractured structure of the education system that has been riddled with different forms of inequities – ranging from uneven resource allocation to unevenness in the quality of education that is being provided. Understanding curriculum changes from this point of view suggests that changes in the curricula are mainly carried out with a view of ensuring equality, justice, and fairness in South Africa's education system.

According to Kiregya (2010), while the international experience (albeit only in the US) has had similar stories with regards to curriculum changes, the South African experience has appeared to be overwhelmed by challenges. By comparison, South Africa plays second fiddle to other developing countries including Zimbabwe in terms of the quality of education that is offered Kiregya (2010). While the implementation of CAPS is seen to be desperately needed (partly

because of the fractured education system), the implementation of CAPS also experiences some challenges in schools. Although it is believed that CAPS will eventually bear fruit, the teachers are struggling with regards to the implementation of CAPS. As a result, the whole exercise of implementing CAPS has mostly proven to be a mammoth task. The literature and the data gathered through the interviews have attested to this mammoth task. Indeed, there has been a strong consistency between the literature and the data with regards to the challenges associated with curriculum changes.

Proper training of teachers, ongoing support from the Department of Education and the provision of resources could be employed to ensure a smooth implementation of the curriculum.

Teachers need to be thoroughly trained and assisted by subject advisors in order to achieve the objectives of CAPS. Indeed, the training can be done through regular workshops. Not only are teachers expected to work tirelessly, but the parents are required to participate actively in the education of their children, that is, parent involvement could be an important element in the achievement of curriculum objectives. Because of what the results of the study have shown, curriculum change in South Africa is a dynamic and constantly challenging task that needs to be taken seriously by all stakeholders.

5.3 Areas that needs further research

Although this study concludes that teachers' experiences with regards to implementation of CAPS are adverse, there are areas that need to be explored further. While conducting interviews with teachers, it emerged that there are gaps and areas that need further research. For instance, it emerged that the provision of Learning and Teaching Support Material needs to be strengthened, and beefed up in order to improve the implementation of CAPS. The issue of LTSM needs to be examined further in order to determine its efficiency in the implementation of CAPS. Infrastructure needs to be improved in order to overcome overcrowded classrooms.

5.4 Future Trends

Although the study has shown that some of the barriers associated with CAPS appear to be difficult to overcome, CAPS needs to be implemented in order to redress the imbalances of the past. Using a balanced view from the literature and the data collected from the study site through interviews, the following is Future trends are noted:

A teacher: learner ratio of 1:30 must be practiced to ensure that teachers give special attention to each learner.

Full support from the subject advisors is needed.

Necessary resources must be provided in order to ensure effective curriculum implementation. Badugela (2012) highlighted that the DoE needs to prioritise learning resources for schools and educator training in curriculum implementation.

It is the responsibility of the Department of Education to engage all stakeholders such as SGBs and trade unions in curriculum implementation.

Parental involvement is required where parents need to work hand in hand with teachers in order to see their children's progress.

There is a need for curriculum developers to communicate with teachers as curriculum implementers so that there is a better understanding on implementation. Teachers end up not seeing any need for curriculum change if they are not involved as the curriculum implementers.

Training of teachers to support curriculum implementation is required and should be subject specific (Badugela, 2012). Ntshaba (2012) also highlighted that training development and provision of support from the Department of Education for the new curriculum have been inadequate. The poor training of teachers and their ill-preparedness for the new curriculum has

resulted in a significant number of teachers who have not changed their teaching practices. A recommendation is that teacher development needs to become a priority.

There is a need for the Department of Education to develop resources such as Learning and Teacher Support Material (LTSM) namely, textbooks and teachers' guides with practical advice for teachers on how to implement CAPS effectively in classroom. These resources must be designed to assist teachers with what and how best to teach and each learner must have his or her own textbooks.

All materials regarding curriculum implementation should be supplied to schools by the Department of Education.

Follow-up workshops should have been made to ensure the effective progress of new curriculum implementation. Proper training can give teachers clarity about what is expected of them in CAPS implementation.

There is a need for the active involvement from the Department of Education together with the principals, educators and School governing bodies to ensure the successful delivery of curriculum in schools. Educators should improve their professional qualifications and they should attend to their classes consistently. The analysis of documents revealed that not all policy documents were available at the schools and each school was provided with only two policy documents for 40 teachers in a school; this resulted in planning learning programmes to be a challenge.

A final recommendation would be that there should be no further major curriculum changes for the next twenty years. CAPS should be retained so that in time, all stakeholders will be able to meaningfully engage with it and perhaps see the real effect of CAPS.

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APPENDIX A

31 Umdoni Road

New Germany

3610

11/09/2013

Dear Principal

I am conducting a research project on TEACHERS' EXPERIENCES OF THE IMPLEMENTATION OF THE CURRICULUM AND ASSESSMENT POLICY STATEMENT IN PRIMARY SCHOOLS. I will therefore highly appreciate if you could read this document; sign the declaration below and email as an attachment to my email address 212561205@stu.ukzn.ac.za or post it to my above –mentioned postal address.

This research is being influenced by the love of teaching Natural Science-Technology as it is one of the newly introduced learning areas after 1994. South Africa like any other developing countries has to conduct studies of this nature in order to critically evaluate and improve teachers 'teaching skills. Thus the aim of this study is to explore teachers' experiences of the implementation of the curriculum and assessment policy statement in primary schools.

The following issues will be taken care:

There will be no limit on any benefit that the participants may receive as part of their participation in this research project;

Answer all questions;

Respond to each question in a manner that will reflect your own personal opinion;

Your identity will not be indulged under any circumstances;

There is no right or wrong answer;

All your responses will be treated with strict confidentiality;

Real names of the participants will not be used, but pseudonyms such as (teacher A, teacher B and teacher C will be used to represent participants' name;

The participants are free to withdraw from the research at any time without any negative or undesirable consequences to themselves.

The participants will not be under any circumstances forced to reveal what they don't want to reveal; and No video recording will be made only audio tape will be made.

This research is supervised by Dr Lokesh. M. Maharajh. His number 072 435 6968 and his email address is maharajh@ukzn.ac.za

Thank you for your support, co-operation and valuable time: Best wishes from Nkosi TP

University of KwaZulu-Natal

Tel. :(031) 260 7585

Cel. : 072 994 4662

Email: 212561205@stu.ukzn.ac.za

Please sign the following declaration and include your full names as indicated:

I..... (Full names of principal)

Hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

.....
SIGNATURE OF PRINCIPAL

.....
DATE

APPENDIX B

31 Umdoni Rd

New Germany

3610

11/09/13

Dear Participant

I am conducting a research project on TEACHERS' EXPERIENCES OF THE IMPLEMENTATION OF THE CURRICULUM AND ASSESSMENT POLICY STATEMENT IN PRIMARY SCHOOLS. I will therefore highly appreciate if you could read this document; sign the declaration below and email as an attachment to my email address 212561205@stu.ukzn.ac.za or post it to my above –mentioned postal address.

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There is no right or wrong answer;

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Real names of the participants will not be used, but pseudonyms such as (teacher A, teacher B and teacher C will be used to represent participants' name;

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Please sign the following declaration and include your full names as indicated:

I..... (Full names of participant)

Hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

.....

SIGNATURE OF PARTICIPANT

.....

DATE

APPENDIX C

Interview Schedule

Teachers' experiences of the implementation of the curriculum and assessment policy statement in primary schools: A case study of three primary schools in the Pinetown District, KwaZulu-Natal Province. This study seeks to understand curriculum changes that have occurred in the education system in South Africa. Your participation is cordially requested in this study so that it will add value in understanding new dynamics in this regard. Please answer the following questions.

Details and information of Participants

Surname:

Name :

Age :

Teaching Experience:

Qualifications:

QUESTIONS TO BE ASKED

CAPS

Before I proceed to ask questions about CAPS, I would like to get some information on the previous curriculum policies used in South Africa.

Please name the curriculum policies that came before CAPS.

What was the reason for the introduction of these curriculum policies?

Why were these curriculum policies replaced?

What were some of the successes of these curriculum policies?

What were some of the failures of these curriculum policies?

I will proceed now to ask questions on CAPS.

In your view, how would describe CAPS?

What are the main objectives of CAPS?

How would you describe the differences between CAPS and other previous policies?

In your view, what is it that CAPS is going to do differently that other policies have failed to do?

What are difficult challenges facing CAPS?

In responding to such challenges, are there any defence mechanisms in place to overcome these challenges?

Did teachers receive any training relating to the implementation of CAPS?

Did the training equip the teachers with any skills?

Who conducted those trainings?

How long the training did takes?

RESOURCE SCARCITY

How would you comment about the availability/unavailability of resources in the Department of Education?

Given the scarcity of resources, in your view, how will CAPS be implemented smoothly?

Where will the necessary resources come from?

POLICY MAKING IN THE DEPARTMENT OF EDUCATION

Who formulated CAPS as a policy?

Why was this policy formulated?

What is your understanding about CAPS policy?

IMPLEMENTATION CHALLENGES

What are the most difficult challenges of implementing CAPS?

How would you prepare to overcome those challenges?

Are there any there precautionary measures in place in ensuring a smooth implementation of CAPS?

In terms of the environment within which CAPS will be implemented, it is enabling enough for an effective implementation?

If not so, what are the stumbling blocks?

How would you plan to deal with these stumbling blocks?

FORESEEABLE SUCCESSES AND FAILURES OF CAPS

Are there any achievements that can be attributed to CAPS thus far?

Why do you attribute those achievements to CAPS?

In the near future, would you say that CAPS is likely to be a failure?

On what grounds is your analysis based? 78

MONITORING AND EVALUATION TOOLS

Based on your understanding of CAPS so far, are there any benchmarks set that would act as early warning signs?

How would you carry out a monitoring process?

In what ways would you provide constant feedback on the successes and failures of CAPS?

How would you decide whether CAPS has achieved its objectives or not?

How would carry out an evaluation process?

In terms of ensuring effectiveness, are there any guidelines/pamphlets given to teachers dealing how CAPS should be carried out?

In terms of sustainability, is CAPS a sustainable policy?

If so, why?

If not so, why?

Other policies have come and go, how would you make it sustainable in a short and long run?

STAKEHOLDER PARTICIPATION

In your view, did the government timeously inform the trade unions about curriculum changes?

What are the reactions of trade unions in curriculum changes?

How do trade unions participate in the process of curriculum change?

Are trade unions' views taken into consideration in policy making, and implementation?

What is your overall impression of trade unions' participation in the policy making?

In your view, is the process of curriculum change unilateral or consultative? 79

Why do you say it is unilateral or consultative?

In the trade unions' view, did these changes improve the quality of education in South Africa?

ROLE OF SCHOOL GOVERNING BODIES

What is the role of school governing bodies in curriculum change?

What are the reactions of school governing bodies in curriculum change?

Are the views of these bodies considered when they decide about policy making?

TRAINING AND DEVELOPMENT

Did teachers receive any training relating to the implementation of CAPS?

In your view, was this training adequate given what CAPS entails?

Did the training equip the teachers with necessary skills?

Would you recommend this training to other teachers?

Follow up interview

Details and information of participants

1. SURNAME:

2. FIRST NAME:

3. AGE:

4. TEACHING EXPERIENCE:

5. QUALIFICATIONS:

6. QUESTIONS

6.1 What is your understanding of curriculum?

6.2 What is familiarity with the CAPS policy?

6.3 From where did you obtain the CAPS policy?

6.4 Where was this training held?

6.5 How useful was this training?

6.6 What is the extent to which you implement the CAPS guidelines?

6.7 Do you prepare your lessons according to CAPS guidelines?

6.8 What forms of assessment do you use in class?

6.9 Is this in line with the guidelines set out in CAPS document? Explain.

6.10 What support, if any do you receive from the School Management Team in the implementation of the CAPS policy?

6.11 Do you see any difference between the C2005, NCS and CAPS? Explain.

6.12 What teaching styles or methods do you use in your classroom?

6.13 Is this in line with CAPS policy?

Thank you very much for your participation, we believe that your responses will assist greatly in understanding the reasons regarding curriculum changes in South Africa.