

TITLE OF RESEARCH

**AN INVESTIGATION INTO THE IMPLEMENTATION
OF CURRICULUM 2005 IN GRADE NINE (09): A CASE
STUDY OF TWO SCHOOLS**

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**Submitted in partial fulfilment of the requirements for the degree of Master of
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DEDICATION

This work is dedicated to my sister V. J. N. Sineke for sending me to the college.

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Much appreciation is expressed to my supervisor Dr. Ken Harley for his support, invaluable guidance and expert advice during the research process and the writing of this research report.

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- iii.** The two principals of schools that permitted the research to be done in their schools and who also shared their experiences with me.
- iv.** The grade nine teachers who in both schools agreed to share their teaching experiences with me.

DECLARATION OF ORIGINALITY

I the undersigned, declare that the whole of this work, unless specifically indicated to the contrary in the text, is my own original work.

The work has not been submitted for a degree in any other university.

G.M.Sineke

Date

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ABSTRACT

This small but in-depth comparative study sought to explore the extent to which a rural ex-farm school and an urban ex-model C school were in a position to implement C2005. It was acknowledged that a small-scale study could not address the question of whether the two schools *actually were* implementing the new curriculum. The question was rather whether their circumstances were conducive to C2005 implementation.

Bernstein's (1971) definition of curriculum as comprising content, pedagogy, and evaluation was found to be useful categories for analysing classroom practice in relation to C2005 design features, namely the outcomes based approach, an integrated curriculum, and learner centred teaching. The social relationships associated with weak classification (or the Integrated Code) directed the study towards forms of school organisation that would be necessary for the reception of C2005. Bernstein's concept of framing was useful in that its related concepts of sequencing and pacing of lessons provided a means of analysing classroom practices. Data collection tools included semi structured interviews and observations in the two schools.

While both schools experienced difficulty in implementing C2005 in grade 9, findings indicated that the rural ex-farm experienced significantly greater difficulty. Historical disadvantage, poverty, lack of resources and lack of adequate departmental support seemed to combine with a lack of will on the part of educators to develop the kinds of lessons and materials on which C2005 depends. While teachers at this school supported the idea of C2005, they felt it could not be implemented in their context. The former model C school was advantaged by its relatively favourable situation with respect to both human and physical resources, and was making impressive progress towards C2005 implementation.

Despite the fact that C2005 aimed at achieving equity, the evidence from this study suggests that the gap that had previously existed between these different schools was

in fact widening. The gulf separating policymakers and their planners on the one hand, and teachers and their classrooms on the other, was particularly great in the case of the ex-farm school. Implications arising from this are discussed in terms of forms of teacher development that might alleviate the difficulties experienced in disadvantaged schools.

LIST OF ABBREVIATIONS

ANC	African National Congress
A&C	Arts and Culture
CTA	Common Task Assessment
C2005	Curriculum 2005
DoE	Department of Education
EMS	Economics Management Sciences
HSS	Human and Social Sciences
LLC	Language, Literacy and Communication
LSM	Learner Support Material
LO	Life Orientation
MLMMS	Mathematical Literacy, Mathematics and Mathematical Sciences
NECC	National Education Crisis Committee
NS	Natural Sciences
OBE	Outcomes-based Education
SMT	School Management Team
SAQA	South African Qualifications Authority
TECH	Technology

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Chapter One

INTRODUCTION AND OVERVIEW

1.1 BACKGROUND TO THE STUDY

My experience of being a teacher, as well as a principal in one of the high schools of KwaZulu-Natal, aroused my interest in finding out more about Curriculum 2005 (C2005). In meetings that were called for principals and teachers by the department of Education and Culture, colleagues of mine would raise questions concerning the effectiveness and feasibility of C2005 and Outcomes-based Education. I began to have an interest in the issues they were raising because these also affected me and the school for which I was responsible.

Concerns about C2005 raised at the local level were also reflected in controversies and debates in national newspapers such as the *Sunday Times*, *Sunday Tribune* and the *City Press*. Comments of concern were being expressed by a wide range of individuals from editors to members of the public in general. The following article taken from the *Sunday Times* serves as an example of the news papers that I read and that aroused my interest:

NEW SCHOOL CURRICULUM RUNNING INTO TROUBLE

Time is running out for the Department of Education to ensure the smooth introduction of a new curriculum for at least half a million pupils who will be in grade 10 in 2004. The outcomes based curriculum for grade 10 to 12 is still being drafted. Even if curriculum specialists succeed in completing the education plan by February next year, it will give the education authorities only nine months to prepare teachers for its introduction.

The department is now faced with a repeat of 1998 events when curriculum 2005 was introduced while teachers were still ill-prepared for the transition and textbooks arrived months late because of weak provincial management and tight budgets.

The tight time frame is evident when it is compared with curriculum 2005. The time it will have taken from the release of the improved curriculum 2005 to its re-introduction in schools in 2004 is three years. Now the department wants to do more work in 18 months.

Some publishers told the *Sunday Times* this week that it would not be possible to have books ready in time.

Despite the concerns, publishers committed themselves to the 2004 target date through the Publishers Association of South Africa.

'We are going to give it our best shot,' said Dave Ryder, managing director of Shuter & Shooter Publishers and vice chairman of the associations education sector.

Thami Mseleku, the Director-General of education, said the department's first responsibility was towards the majority who were eagerly awaiting a new curriculum, as they were 'sick of learning about Jan van Riebeeck'. However, he said the department would review the process in next June.

He said teacher training was continuing and that the department talking to the deans of higher education faculties of education about introducing a formal outcomes-based training programme for teachers, but it may not be necessary for grade 10 teachers.

Mseleku said existing outcomes-based materials in schools did not have to be replaced and that schools did not necessarily have to use books (Pretoria Cornia, *Sunday Times*, 14 July 2002).

The process of implementation of the new curriculum emerged as an area of particular concern in the public debate. I became aware that problems that were encountered by teachers in the town where I work and its surrounding areas were not only unique to them, but were also problems that the whole country appeared to be facing. I accordingly took a decision that as a practising teacher, I would investigate C2005 implementation through formal research, focusing specifically on implementation in different schools. Further reasons for this focus are discussed in Chapter Two which reviews some of the literature on C2005, and where the context of implementation emerges as a major factor.

I chose to conduct this research in two schools that were not far from where I taught. Details of these two schools and why I chose them will follow later in this chapter.

The layout of my research work in Chapter One is as follows: I have already started with a section that deals with my general interest in the field of study. What follows are sections that deal with the following sub-headings or sections.

- Firstly, I give reasons that justify the choice of my study wherein I deal with the introduction of C2005 in the country at large, as well as the importance of a focus on teachers in the research study.
- Secondly, there is an overview of the research design.
- Thirdly, I justify the need for a comparative study on the basis of the fundamental importance of school contexts in the success of C2005 implementation.
- Fourthly, the critical questions underpinning the study are outlined.

All the above sections will be dealt with extensively in the discussions that feature them. Subsequent chapters are introduced in a similar way, with an outline of the structure of each.

1.2 THE INTRODUCTION OF CURRICULUM 2005 (C2005)

After South Africa's new political dispensation following the 1994 general elections, it became evident that all systems of governance had to change. With education being a key functionary of governance, curriculum was amongst the first sectors to be attended to for change. In fact, even before the elections of 1994, curriculum issues were attended to by extra parliamentary organizations such as NECC (National Education Crisis Committee). The fundamental aims of the NECC were to investigate a broader national curriculum consistent with the policy / principle of a non-racist, non-sexist and democratic South Africa.

The Department of National Education published its first White Paper on Education and Training at the beginning of 1995. It then went on to publish the South African Qualifications Act (Act No 58, 1995). The education sector was seen as the main functionary through which social and political transformation could be better achieved, hence the introduction of C2005.

The introduction of the new education curriculum and the vehicle by which it was to be brought about, namely Outcomes Based Education (OBE) led to unforeseen problems that have prompted the present research study. The general outcry by the organized teaching fraternity regarding the manner in which C2005 was being implemented in our country raised some doubts about the whole process of C2005 implementation. Teacher unions cited such issues as inadequate training provided to teachers, an acute shortage of teachers, as well as lack of learner support materials that were all believed to be hampering the implementation of C2005. Secondly, the National Minister's public denouncement of the process followed in the implementation of C2005 led to the appointment of the Curriculum Review Committee charged with the responsibility of reviewing the Department of Education's approach to C2005 implementation.

The Review Committee found that from the start, the process of implementation was attended by grave difficulty. Despite enormous political will and effort, social demands were seemingly not matched by financial, physical and human capacity in the system to implement the new curriculum according to schedule. The Review Committee found that the implementation process of C2005 came to be confounded by, amongst other factors:

- Lack of alignment between curriculum and assessment policy
- Inadequate orientation, training and development of teachers
- Learning support materials that were variable in quality, often unavailable, and not sufficiently used in classrooms
- Shortages of personnel and resources to implement and support C2005
- Inadequate recognition of curriculum as the core business of education department

(Report of the Review Committee on C2005, 2000:vii).

In addition to official views about C2005 implementation, my interest in the topic was fueled by the opinions of a number of leading figures in education. A documented comment made by one of the leading academics in this country and also a well-known critic of C2005 policy and practice aroused my interest in asking about the type of an education system that could be so well spoken about on public platforms and yet be equally if not more criticized in private meetings by the very officials that were said to have constructed it and, therefore, had an obligation to defend it.

Almost every official interviewed for the original OBE paper was privately critical of OBE and unanimously skeptical of its chances of being implemented with any success. The same officials though would take public platforms and defend OBE as if it was the best discovery on the education landscape since mother's milk (Jansen, 1997: 7).

I found some difficulty with this contradiction between personal beliefs and public declarations, particularly in a matter so vital to the public interest. Having been a practising teacher myself for the past seventeen years, and as already mentioned above, I decided to turn my general interest towards undertaking a formal investigation concerning OBE/C2005 context and implementation.

My interest was not general or open ended. I took a decision that my research work would be focused on grade 9 partly because, before becoming a principal, I had taught grade 9 in the old education system and I then wanted to know how that change had impacted on grade 9. More importantly, grade 9 was chosen because this grade is seen as the gateway from the General Education and Training band to Further Education and Training band. Furthermore, the other reason that prompted me to do a study of grade 9 was that the department of education announced that this grade would write examination papers that were to be set nationally at the end of the 2004 academic year. Grade 9 academic years 2002 as well as 2003 were years that were set for pilot studies in selected schools in all nine provinces. Seeing how rural/farm schools were struggling with a number of aspects in C2005, I therefore developed an interest in conducting a formal

investigation into their work. I wanted to find out and know in order to assist where possible as to what end of the year 2004 grade 09 results should the nation expect from these different urban/rural-farm schools. Most importantly, the phasing in of C2005 meant that there was an opportunity to conduct research into C2005 implementation in a grade that had obviously not been the subject of reported research.

The differences between the Cabinet and the National Minister of Education over the review of our C2005 policy and the implementation of the Review Committee's proposals or recommendations brought about more confusion amongst the implementers, namely the educators. Hence the majority of educators did not know what to do, and whether to continue with the implementation of C2005 or not (Jansen, 2003).

1.3 THE IMPORTANCE OF TEACHERS

All curriculum literature on issues such as educational quality and educational reform point to the central importance of teachers. For example, the Dakar Framework for Action adopted by the World Education Forum includes the following points agreed to by the underdeveloped countries:

- Enhance the status, morale and professionalism of teachers.
- Teachers are essential players in promoting quality education, whether in schools or in more flexible community-based programmes; they are advocates for, and catalysts of, change. No education reform is likely to succeed without the active participation and ownership of teachers. Teachers at all levels of the education system should be respected and adequately remunerated: have access to training and ongoing professional development and support, including through open and distance learning; and be able to participate, locally and nationally, in decisions affecting their professional lives and teaching environments. Teachers must accept their professional responsibilities and be accountable to both learners and communities (Meeting Our Collective Commitments, 2000).

The above statement is self-explanatory because undertaking a research study of curriculum implementation in schools certainly has to involve teachers. Aspects such as in-service training and capacity building of teachers are areas of interest that this study will include. The need of policy to take almost every teacher 'on board' can never be over emphasized. Being a teacher myself, and having talked to some of the grade 9 practitioners, I had developed an interest in studying the conditions under which they work in relation to new curriculum specification.

The literature review that justifies decisions about the choice of this study is presented in Chapter Two. In this next chapter I write extensively about the views that are expressed by other writers on the subject of C2005. As per the dictates of my topic, this research will focus mainly on the issues that relate to the context of implementation of C2005 by teachers and the schools where they work.

1.4 OVERVIEW OF THE RESEARCH

1.4.1 Aim of the research

The aim of this research study was to establish how Grade 9 teachers as well as the two schools in which they worked were in a position to cope with the implementation of C2005.

1.4.2 The research site

The study was conducted at two local schools in a small farming town in Southern KwaZulu-Natal. This town is characterized mainly by stock farming activities and a few chain stores that trade in furniture and in wholesale businesses. It lies in the border of Southern KwaZulu-Natal and the eastern part of the Eastern Cape. According to the information that was obtained both at the local municipal office and the office of the

Independent Electoral Office (IEC 2000 census), this town had a population of about forty thousand people.

The first school that was selected for the research purpose was a school in the town itself. The second school selected for the study was a rural farm school. Due to the ethical norms that are followed when conducting research, the names of both schools that participated in the research were changed. This was done in order to deliberately conceal the true identity of the schools (Cohen, et al, 2000: 57). Considering the acute shortage of resources in the majority of South African schools and greater demands being made on teachers by the National Ministry of Education in respect of C2005 implementation, it was of interest to establish how the two parallel but very different institutions were striving towards effectiveness and efficiency regarding the implementation of C2005. This was a matter of critical importance especially if one considered the fact that the attitudes and professional practices of teachers might not have been necessarily directed at effectiveness and efficiency due to a number of reasons or factors. The focus of the research was also on situational constraints and opportunities that might have played an important role in the implementation of C2005. In this sense, the study was exploratory.

1.5 WHY A COMPARATIVE STUDY?

The discipline of Comparative Education is founded on what every practising teacher knows: the nature and quality of schooling depends very much on its context. A key factor in the context is the availability of suitable resources. The question of resources can be crucial in determining the effectiveness of teaching. This insight has greatest applicability in South Africa. Indeed, one of the very features C2005 was intended to address was the very large inequalities in the South African schooling system. Yet C2005 has been widely depicted as a 'resource hungry' curriculum. It is therefore not surprising that lack of resources emerges as a major difficulty for historically disadvantaged schools (Hlalele, 2000). Many South African schools do not have

electricity, let alone books. According to Czerniewicz et al (2000), 52% of schools are inadequately supplied with textbooks and 83% of schools do not have libraries.

The following quotation better illustrates the above paragraph:

The more we have recognized education as an instrument in human resource and an instrument for bringing about economic growth and social change, the stronger has been the need to investigate the roots of educational systems of which the world around us shows such a striking diversity. In the need for causal factors behind the development and 'productivity' of educational systems there is need for empirical data and for cross-national variables pertaining to those systems as they actually function (Trethewey, 1980: 7).

As a national comparative study is clearly beyond the scope of a single higher degree study, my study focuses on what is feasible: the situation and experiences of two very different local schools in grappling with C2005 implementation.

The need for a comparative study thus arises as an issue of social justice. Are very unequally resourced schools in a position to rise above historical inequalities in a way that enables 'disadvantaged' students to complete schooling, and complete their schooling with grades which enable them to compete for modern sector jobs? It is a well known fact that students who fare best in matriculation have better chances of gaining acceptance in leading tertiary institutions or getting a better job. Out there in the market place, there is also a belief that people who have gained their qualifications from a private institution are more able students than those who qualified from a government public school. I refer to this as a belief because at present I know of no academic research that has been conducted in that field of study. The same belief exists when it comes to people who have qualified through an urban institution instead of a rural/farm school.

In a very useful study into assessment practices in schools, Nakabugo and Sieborger (2001) were able to highlight key issues by selecting schools "because they appeared to reflect two extremes of schooling" (2001: 55). The two schools that have been chosen for my study are indeed considered to be at the opposite ends of the spectrum. The research study was limited to the two institutions that represented schools in the privileged

community and schools in the disadvantaged community respectively. Chapter Four deals with their different profiles which clearly demonstrate how different these two schools were from each other. In this sense, the study aimed to capture the extent to which curriculum practices differed in the two schools, and sought to link differences with the different contexts in which the schools operated.

South Africa is a vast country with a mostly rural population. If the call that was made by our leaders to improve the lives of the rural people is to be achieved, then a good place to start was with the problems of rural/ farm schools and the standard of education in such areas compared to those of their counter-parts in urban areas. However, attempts at improvement could only be focused at a targeted point or area that had been researched and its situational circumstances understood. This study was therefore aimed at identifying the areas that could be given some attention in order to improve and put on par rural/farm schools to their urban counter parts so that at the end of the day our entire population could experience schooling on an equitable basis.

After it had been established how grade 9 educators were coping with the implementation of C2005, it was also the purpose of this study to provide concrete proposals, if possible, to assist in strengthening the implementation of C2005 in South Africa.

The above statement is issued in line with the fact that policy makers and departmental officials do appear to be sensitive to research findings, no matter how small scale and humble these might be.

The most important aim of the comparative research, however, was to contribute to the body of knowledge around C2005 and its implementation.

The critical questions that follow arose from the aims and focus in the overview presented thus far. Justification for the critical questions will be evident in the literature review that follows in Chapter Two.

1.6 CRITICAL QUESTIONS

Given the above mentioned research focus, the following critical questions arise with regard to this research:

1. *What is the context of implementation?*
2. *What is the teacher's capacity to implement C2005?*
3. *What are teacher practices?*

Below each critical question I have asked some sub-questions whose function it is to assist in arriving at the critical questions of the investigation.

Critical question one: What is the context of implementation?

Sub-questions

1. Do the schools have the capacity and forms of organization necessary for the implementation of C 2005? Do the schools in question have sufficient resources in terms of:
 - 1.1. Information resources (learner support materials);
 - 1.2. Human resources (teachers);
 - 1.3. Financial resources (needed for providing supplementary training and information for educators); and
 - 1.4. Physical resources (classroom space, electricity and classroom furniture)?
2. What are the conditions of teaching and learning (large/overcrowded classes, teacher: pupil ratios, etc)? Do these conditions facilitate or inhibit teaching and learning? How do they facilitate or inhibit learning?
3. Leadership, management, and the form of organisation of schools:

- 3.1. Do principals, deputy principals and HODs support the implementation of C2005, at institutional (classroom) level?
- 3.2. To what extent does planning regarding C2005 implementation take place?
- 3.3. How is the implementation of C2005 administered and managed? Is there any co-ordination of activities and resources? Are there any monitoring systems in place?

Critical question two: What is the teacher's capacity to implement C2005?

Sub-questions

4. To what extent do teachers show the necessary will to enable C2005 implementation? (Readiness to engage with new ideas and put them into practice)?
5. To what extent do teachers receive adequate and timeous information and training? Did they receive the necessary curriculum documentation? Are learner support materials (text books) and stationery currently available? How are they utilised? What other resource materials do the two schools use? Did teachers receive training on C2005 practices? Do they show understanding of the intentions of C2005 policies?
6. To what extent do teachers receive regular and necessary support from the department of education officials (Subject Advisers and curriculum specialists)?

Critical question three: What are teacher practices?

Sub-Questions

7. Do teachers employ the required integrated approach to curriculum implementation?
8. Do teachers utilise learner-centred methods and strategies in their implementation of C2005?
9. Do lessons reflect outcomes-based planning in accordance with C2005 principles?

1.7 RESEARCH LIMITATIONS

A small-scale study cannot hope to adequately capture classroom practices in a definitive way. Within the research aim of establishing how Grade 9 teachers in the two schools in which they worked were *in a position* to cope with the implementation of C2005, the focus on classroom practices does not claim to reflect whether C2005 was *actually being implemented according to the policy script*. The account of classroom practices is an attempt to illuminate the question of whether teachers were in a position to begin implementing C2005.

Chapter Two

C2005 POLICY, IMPLEMENTATION AND RESEARCH

2.1 C2005 DESIGN FEATURES

A new education system that was designed to heal the divisions that were created during the administration of the past government led to the introduction of C2005. While the curriculum had been used in the past to divide races and to prepare them for different positions in social, political and economic life, C2005 was designed to unite all citizens as equals in a democratic and prosperous South Africa. C2005 was designed to achieve *equity and development*.

In this chapter I begin by elucidating the meaning of the concepts that underpin the framework of C2005. After giving technical descriptions about what C2005 entails, this study will develop its synthesis around similar studies that have been done concerning the topic of the research work. Perhaps due to the limited amount of documented research work on the topic, the study will then look at the aspect of gaps in the literature. Each minor topic is introduced with a short introductory explanation.

The Review Committee on C2005 (2000) identified the following C2005 design features:

- Integrated knowledge
- Outcomes based education
- Learner centeredness.

2.1.1 Integrated knowledge

In (Gultig et al, 1998) Integrated Knowledge, or the concept of integration, is described as a practice whereby knowledge, skills and practice are fused together so that whoever wants to learn has meaningful access to an understanding of the knowledge he/she needs. Bernstein (1971) refers to this type of curriculum as *weak classification*. This is the term he uses for a situation in which the boundary between subjects is weak. In this case, we could talk of boundary maintenance between contents being weak. Although Bernstein did not write

about the South African situation, his concept of weak classification well describes the integration of knowledge in C2005 where different subject contents are integrated by means of over-arching themes. C2005 Learning Areas have a striking correspondence with Bernstein's (1971) concept of the Integrated Code (as opposed to the Collection Code with strongly bounded subjects).

In C2005, then, the relationship between and amongst different learning areas is much closer than was the case in the traditional curriculum of the apartheid era. This is endorsed by (Taylor and Vinjevold 1999: 118) when they refer to the new curriculum as:

... an integrated curriculum which implies that not only are we integrating across disciplines into learning areas but we are integrating across all 8 learning areas in all Educational activities. The outcome of this form of integration will be a profound transferability of knowledge in real life.

In order to remedy a system of division that existed in this country, the concept of integrated knowledge appears to have a close link to the aim of achieving *equity*. The principle of equity became a democratic vehicle through which that process of harmonisation was to be achieved. Through linking 'academic' and everyday knowledge, C2005 was designed to affirm the knowledges of South Africa's diverse population. It should be education for a living, hence sometimes referred to as education and training. It must be interpreted and understood to be meaning knowledge across a broad spectrum, skills and practice i.e. the mental and manual divide. By linking education and training, it was thus intended to provide a laddering of qualifications that would provide access and mobility to workers at all levels of the work force and to learners in different situations.

On the mechanism for integrating different forms of knowledge Jansen and Christie, (1999) mention the principle of collapsing the boundaries between theoretical and applied/experiential knowledge, and between the academic and vocational/training. To achieve integration, educators from across subject boundaries should be able to meet and discuss a common phase organizer. An example would be *Communication* as a phase organiser. This organising theme would require all teachers to meet before their lessons started and plan in a way that would make their specific subjects contribute to the overarching theme of *information*. Though the various subjects would differ with respect to what they contributed, communication remains common to a History teacher, Geography

teacher, Science teacher, and Technology teacher and perhaps to other teachers of the same grade. That was how the concept of integration was supposed to operate. In closing their discussion of this design feature, Gultig et al mention specifically that:

In the development, design, and delivery of learning programmes, cognisance should be taken of differing cultures, languages, and religious beliefs. The selection of topics for learning and teaching and of teaching approaches and methods need, for example, to reflect cultural sensitivity. Learners should be able to recognize the uniqueness of our multicultural situation and potential for the development of culture as a unique South Africa commodity that has immense positive implications for the nation building and economic and social development (Gultig et al, 1998: 5).

Ironically, research has found that 'despite the noble intentions of the state to create greater equity and justice in the education system, there is considerable evidence that the gap between white; privileged schools and black, marginalized schools has in fact increased because of policy' (Jansen 2003;citing Jansen 1999). This integration of knowledge that the state envisaged was not being attained as the state would have liked to see partly because there was very little research done prior the implementation of that policy. Policy was developed under great pressure of time due to the need for rapid educational and social transformation.

2.1.2 Outcomes-based education

Outcomes-based education (OBE) means focusing and organizing an education system around what is essential for all students to be able to achieve at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organizing curriculum, teaching, and assessment to make sure this learning is ultimately achieved. The fundamental aspects that need to be considered when one undertakes to engage in OBE are aspects such as:

- developing a clear set of learning outcomes around which all of the system components can be focussed;
- establishing the conditions and opportunities that enable and encourage all students to achieve those essential outcomes.

The above aspects clearly demonstrate the importance of the need to achieve results more than the idea of just following content topics slavishly as was the case in the NATED

system where teachers were required to simply impart information to students. This relegated learners to the status of rather passive bodies whose role it was to absorb content knowledge. Simply put, one may say that outcomes are clear learning results which all students are expected to demonstrate at the end of every significant learning experience (Gultig, et al, 1998).

Learners no longer have to master content alone, relying on teachers to deliver information and source information from textbooks. They are meant to be the initiators of their own knowledge and researchers for their own development. On the basis that outcomes involve in most cases an actual performance in an authentic context, a teacher is expected to define outcomes on the basis of the actions that are to be carried out. When designing the lesson, it is advisable that a teacher should build his/her lesson around verbs so that learners can actually get an opportunity to engage in activity during the learning of a particular theme.

In practice, the outcomes-based element of C2005 is often seen as its only feature. The term 'OBE' is often used synonymously with C2005. However, research needs to take into account the other C2005 design features as well.

2.1.3 Learner-centredness

C2005 demands that curriculum development, especially the development of learning programmes and materials, should put learners first, recognizing and building on their knowledge and experience, and responding to their needs. When educators prepare learner centered lessons, they should have in mind curriculum development processes and the delivery of learning content (knowledge, skills, attitudes, and values). They should also take account of the general characteristics, developmental and otherwise, of diverse groups of learners (Levine, 1992). Educators have to ascertain that when developing learning programmes they take into account the diverse cultural needs and practices of learners (Gultig, 1998).

Learner centeredness does not mean taking the control of the class out of the teachers' hands/responsibility. An educator remains in control with a major role of being the facilitator. The concept of *Tabula Rasa* does not exist in learner centred lessons because

learners are recognised as people that already have some existing knowledge even before they come to school. Putting learners at the centre stage is intended to encourage them to learn better and to have confidence in themselves. An important aspect of learner centredness is the belief that all learners can achieve the outcomes – they will just arrive there through different processes, and at their own pace. The pacing of learning is an important aspect of learner centredness.

Particularly given the traditions of pedagogy in South Africa, learner centredness is arguably the most challenging aspect of C2005. I must mention here that what was noted in the study was that, in its practice, the Department of Education gave all schools - irrespective of their different contexts - information that was similar. Similar demands were also made of all schools. This actually undermined the very principle of diverse representativity underpinning the curriculum.

2.2 RESEARCH INTO C2005

The review of literature related to the research study being undertaken is of critical importance in the sense that it provides a relevant context within which a researcher develops his /her argument regarding the research topic of investigation. To conduct an in-depth investigation of what was already known in the researcher's area of study was important for the following reasons:

- 1.** It provides the reader with an overview of the background or context within which the research questions evolved;
- 2.** It alerts the reader to the importance of the research questions by explaining why it was worth the effort to undertake the research study in order to seek answers to the research questions; and
- 3.** It constitutes an analysis of the existing literature on a topic that provides a logical rationale for the research questions that the study sought to give answers to.

The anomalies that are being investigated in relation to C2005 relate well to the critical questions that form the basis of this research study.

The literature on C2005 reveals some serious gaps.

Because of the phased implementation of C2005, with the new curriculum reaching Grade 9 for the first time, there was obviously no research into implementation at this level. As mentioned previously, it is an important grade situated as it is at the gateway of the high stakes matriculation examination.

2.2.1 Teachers and C2005

Perhaps the most important gap in our understanding concerns the position of teachers implementing C2005. One always knew that teachers were the vital link in curriculum implementation, a point emphasized by Malcolm (1999). Sears and Marshall (1990) highlight the fact that teachers have a vital, fundamental role to play in curriculum. They further go on to say that to by-pass the teacher when designing curriculum serves no good purpose because the teacher has ultimately a very powerful influence on what students learn. The influence of the teacher on curriculum, and the teacher as a source of fundamental curriculum knowledge, is beginning to be recognized and studied. 'Teacher proof' curriculums, such as those designed in USA in the 1970s and 1980s, have been shown to have little chance of gaining acceptance by teachers.

Ever since the President's Education Review, (see Taylor and Vinjevoid, 1999) the view that teachers have insufficient mastery of subject knowledge has been reinforced to the point that it is now part of our stock of conventional wisdom. The issue of teacher identity, however, has emerged as one of the more important but also more inscrutable areas for further research. Research suggesting that teachers endorse C2005 despite the fact that they have shallow understanding of it (Review Committee on C2005, 2000) and even 'false clarity' about C2005 (Mattson and Harley, 2002) lends support to concerns about curriculum policy demands in relation to teacher identity (e.g. see Baxen and Soudien, 1999; Harley and Parker, 1999; Jansen, 2001).

Jansen (1997) comments that few black teachers were against OBE in principle; however these same teachers expressed strong reservations about their level of preparedness to engage this new policy: more training was needed, more explanation, more debates, more time. As one black teacher eloquently put it: "We used to ask 'Why OBE' but now we are simple asking 'How OBE?'" (ibid: 6). Jansen continues to say that white teachers viewed OBE as automatic passes for black students; collapsing of multiple grades or standards in one classroom, the loss of status for English, the dropping of standards - in short, the undermining of all that was good in white education. This was indicative of the fact that teachers had not been part of the planning and construction of C2005. This also explains why teachers in most schools were unable to implement C2005 with better understanding. If teachers have not been adequately consulted about the change of curriculum, Sears and Marshall (1990) argue that some of them will initially speak of curriculum as: 'content that we must cover or squeeze into'. In this study done by Sears and Marshall, one teacher spoke of her feeling that she and her students were 'galloping across the curriculum' to teach the objectives that the 'learning specialists' had specified.

One can see that comments such as those mentioned above, are comments that are made to show a feeling of not only conceptions of curriculum, but also of frustrations and anxieties that teachers experience in attempting to implement curriculum that has been created, chosen and standardized by others in the form of textbooks or state mandates (Sears and Marshall, 1990). In most cases, this is probably true about the feeling of teachers when it came to C2005 as applied in the South African context. There was a gap of knowledge with respect to the meaning and implementation of C2005 between the teacher bodies and the Department of Education. In my own experience, there was even a wider gap concerning issues of implementation when it came to what the Department knew and said to the community and what the community knew on its own. The Department told the communities that it was going to provide each learner with support material towards the implementation of the new education system. On the other hand, due to non-delivery on the part of the department, parents found themselves having to purchase extensive and expensive learner support material Jansen (1999).

The broader literature, as cited by Fullan (1991: 117), maintains "If a new programme works, educators get little credit, if it fails they get the most blame". It is no exaggeration to state that educators play a vital role in determining the implementation of curriculum

programs. The success of any curriculum program, whether new or old largely depends on the development and orientation of educators.

“Teachers need to see curriculum as a shared process-not as something that teachers dispense the way physician prescribe medicine. Curriculum is a process in which teachers and students engage to order and make sense of the world. As much, it requires that teachers have a deep respect for the work of children”(Sears and Marshall.1994: 104). In some quarters, however, C2005 may still be viewed as the top-down approach because of the manner it has reached schools.

In the local context of writing as cited by the Report of the Review Committee, Jansen and Christie (1999,P: 208) state that training given to educators that were going to lead C2005 was haphazard and inadequate. Even the national Minister of Education acknowledged that preparations for the implementation of C2005 may have “been inadequately prepared, too rushed, hasty and poorly thought through”(Asmal, 2000: 1). It was in the same breath that the minister announced the formation of a task team that was to develop the national framework for educators’ education (Asmal, 2000).

Overall, the literature shows that it is an undeniable fact that successful implementation of C2005 is dependent on adequately trained and supported educators. The research shows that in practice, teachers generally did not receive the necessary support.

2.2.2 The context of operation

Symbolic interaction theory cites context as one of the key focusing concepts for research into schools and classroom (e.g. see Woods, 1982). In this theory, context is not merely the place where social action happens to take place: different context have their own distinctive enabling and disabling features with respect to teachers’ practice.

Even if research in South African teacher education were not especially mindful of theory (Harley and Wedekind, 2002), at a purely practical common-sense level one would expect comparative studies of C2005 implementation in different contexts. Surprisingly, the critical importance of school context has barely been acknowledged, even though it is specifically alluded to in such a way as to imply that C2005 implementation will undoubtedly be most difficult in historically disadvantaged schools. There is, for example, reference to the effects of the following:

Chapter Three

Research Design

3.1 THEORETICAL FRAMEWORK

The preceding chapter dealt with policy and related research relevant to the present study. The role of teachers in relation to curriculum change and C2005 was considered, and the literature that deals with context of operation of schools with respect to the practice of C2005 was also reviewed.

Drawing on Bernstein's concepts of classification and framing, this chapter deals with the theoretical framework that informed this study.

Bernstein's classical statement reads as follows: "How a society selects, classifies, distributes, transmits and evaluates the educational knowledge it considers to be public, reflects both the distribution of power and the principles of social control" (Bernstein, 1971: 47). This statement is amongst the best-known statements on the nature between curriculum and politics. In a more familiar context, it is in South Africa that the link can be clearly shown. When the Nationalist Party Government came to power after the general elections of 1948, those who were in authority changed the education system that was in operation before their tenure. They made segregation that was already in practice, but loosely organised, more rigid. Apartheid education was born. After the general elections of 1994, and with the election of the African National Congress party (ANC) into government, the focus was again on education, although the aims were radically different, as discussed earlier.

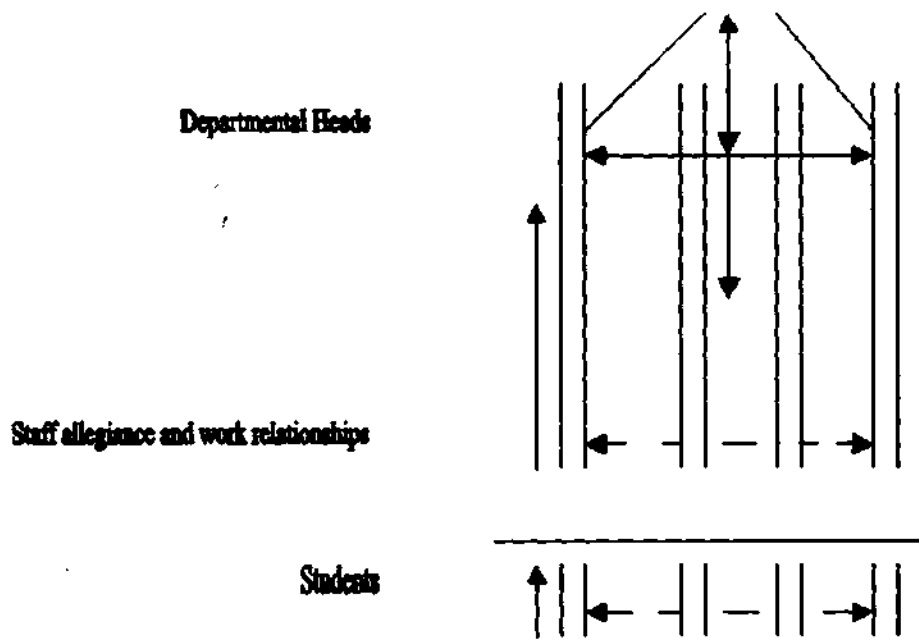
This shows that changes in the power structure lead inevitably to education becoming one of the sectors that governments look at first. Hence I strongly agree with the statement made by Bernstein. Other writers of differing theoretical orientation are agreed that there is generally a close relationship between national political visions and national curricula. A blunt statement on this topic is: "Setting out what a nation thinks all students should learn is a major political exercise. It is a direct statement of what a society believes schooling is about" (Malcolm, 1999: 98).

It is both interesting and insightful to view the shift in South Africa's curriculum and the emergence of new teacher roles through the conceptual lens of Bernstein's theory on classification and framing (Bernstein, 1971). It also provides a language of description for fieldwork.

The introduction of OBE into the South African curriculum represented a radical shift on the very nature of the curriculum itself, from what Bernstein (1971) calls a "collection code" to a more "integrated code" According to Bernstein, a collection code describes a situation in which content stand in a closed relation to each other. This occurs when "...the contents are clearly bounded and insulated from each other..."Bernstein (1971:49, see also Figure 1 below). Bernstein uses the concept of "classification" to refer to the relationship between contents. In a "collection code" the "classification" or relationship between contents is typically strongly insulated. Strong classification means that subjects are kept apart. The contents of South Africa's previous curriculum seldom overlapped and were clearly bounded and insulated from each other. There was little if any recognition of the interconnectedness of knowledge or the permeability of content boundaries. Figure 1 clearly shows through the thick unbroken lines the concept of the boundary strength between the subjects and the structure of the organisation as a whole. The broken lines at the base within the sphere of the students indicate that students may interact loosely in an unstructured academic manner. They might have met through sport activities or perhaps even in culture or any other activity. These social relationships amongst learners are mirrored in staff relationships. In the "collection code", allegiances are hierarchical.

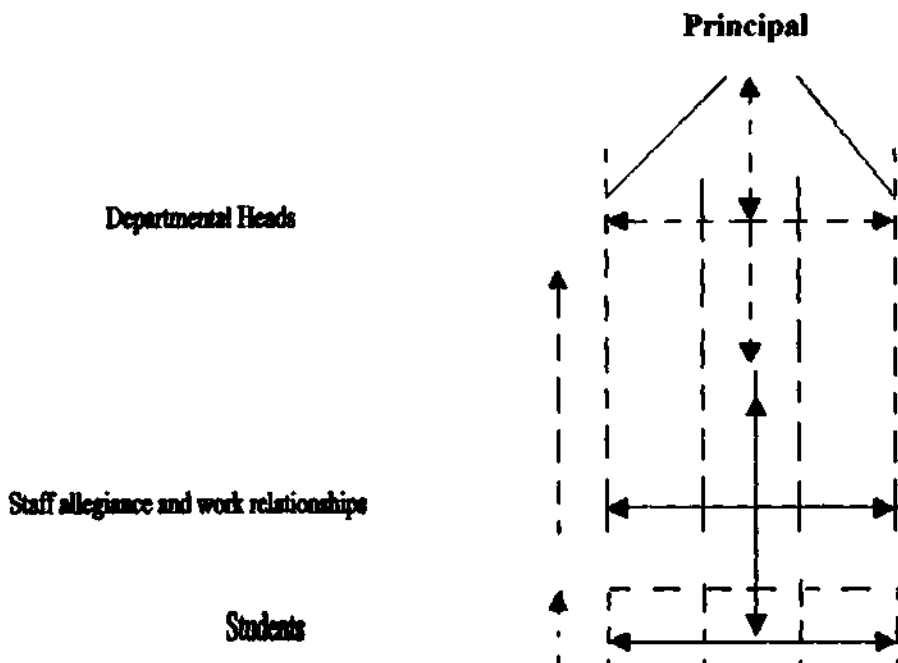
Figure 1 Ideal Typical Organisation Structure of a traditional school with a Collection Code

Principal



According to Bernstein, an “integrated code” refers to: “ A curriculum where the contents do not go own separate ways, but where the contents are in an open relation to each other” Bernstein (1971:49). Classification in an “integrated code” is weak. C2005, with its strong links to OBE, has attempted to weaken (even collapse) the boundaries between the contents. Figure 2 better illustrates this phenomenon.

Figure 1 Ideal Typical Organisation Structure of a school with an Integrated Code



Taken from Bernstein (1971:62)

A boundary may also exist between “what may be transmitted and what may not be transmitted in the pedagogical relationship” (Bernstein, 1971:50). In this lies Bernstein’s concept of Framing, which may also be strong or weak. Strong framing is said to occur when a prescribed syllabus controls key aspects of the pedagogical relationship, such as *sequence* and *pacing*. Framing is weak when teachers and learners control sequence and pacing.

In C2005, framing is weak, allowing teachers a greater degree of control over “the selection, organisation and pacing of the knowledge transmitted and received in the pedagogical relationship”(Bernstein 1971:50). The control available to teachers in and across content in the C2005 Learning Areas is greater and thus, in many ways, the roles and competences expected of teachers in discharging their duties are of greater significance. Given this greater significance, it is hardly surprising that they would receive increased focus and that attempts to define them would lead to the emergence of documents such as the *Norms and Standard for Educators* (DoE, 2000).

In sum, the present study relied on Bernstein’s concepts of weak / strong Classification and Framing. Specifically, the concept of classification oriented the study towards consideration of the context of operation. If school organisation is receptive C2005, there should be an “integrated” knowledge code, as in Figure 2, and similarly, social relationships will be horizontal rather than vertical. The concept of framing can be linked with learner-centredness in the sense that if the necessary weak framing is in evidence, its key indicators will be teacher and especially learner control over the sequence and pacing in the pedagogy. Important for observation is the question of how is the pedagogy organised, how is it sequenced, and who controls the pacing? A syllabus with rigid topics, to be compiled in a given order, within given time frames, would represent strong framing. Weak framing would occur when the teacher is able to select topics on the basis of pupil interest, or some other such principle, and organise the sequence and presentation of material according to pupil readiness and stage development.

Bernstein’s concepts of classification and framing thus informed the criteria used in fieldwork. In presenting as well as interpreting data in Chapter 5, I outline conditions in each school so as to address the question of whether it was possible for teachers under those circumstances to adequately apply the principles of teaching and learning as envisaged by C2005.

3.2 METHODOLOGY

When writing about research design, one of the requirements a researcher has to meet is to map out the route of investigation planned and followed in the process of data collection.

The present study relied partly on semi-structured and unstructured interviews. These interviews were normally conducted in schools at the place of familiarity and comfort of the respondent. The main purpose of these interviews was to gather data relevant to the analysis within the contextual factors operational in the two schools under study. Interviews went hand in hand with observation. Observation was carried out in each class that was studied. Observation was done in order to see whether conditions were favourable to the implementation of C2005 principles.

To cater for the concerns I had about the degree of confidence that I would have concerning the validity of the data, I relied on the various means of data collection as form of triangulation. For example, it was possible to verify claims made by teachers in interviews against what I was able to observe in the classroom. Therefore, to enhance data validity, I engaged in the following variety of instruments as advocated by Fraenkel and Wallen (1990:380).

- Triangulation.
- Learning to understand and, where appropriate, being able to speak the language of the group being studied (teachers and learners).
- Describing the context in which teaching and learning takes place as observed.
- Using the audiotape as means of backup to the field note.

The necessary clearance was obtained from both principals. Some time before I commenced my fieldwork I went to the schools to meet the teachers that I was to work with. At the meetings I would basically give an account of why I was doing this research and how their schools had come to be chosen to be participants. Aspects such as the manner in which I was to record my responses were clarified. I explained that I would use an audiotape and further justified the necessity of its use without alarming my would-be respondents. Basically we talked about the ethics of research and how I was going to

observe them throughout the period of my research study (Cohen et al, 2001). The table below is intended to better illustrate the methodology used to gather data for the purposes of analysis.

Table 1 Summary of data sources and methods of collection and analysis

Key Research questions focused on:	Sources of data	Analysis of data
Context	Interviews and observation; School records	Bernstein: Classification and Social relationships
Capacity	Interviews with Principals & Teachers; Observations	Bernstein: Classification and framing
Practices	Classroom observations	Bernstein: Classification and framing

In both schools I was a non-participatory observer. I observed all that took place in class during teaching and learning and documented information I had found to be important or interesting. I chose to do classroom observation mainly after I had read the literature and weighed the different options that were at my disposal. My choice was influenced by the following extract: 'Classroom observation can provide an enormously rich source of data about the general conditions in schools, teaching methods, the quality of learning taking place, the use of equipment and materials, and the relationship between the forms of teaching and learning behaviours and their outcome' (Taylor and Vinjevold, 1999).

✧ Semi-structured interviews were found to be a suitable instrument for this research. My work was not really categorised because at certain times I would ask a teacher questions of clarity before going to his/her class for observation whilst on some occasions I would ask after I had done observation. As a matter of principle and information update, each teacher would give me a briefing about the lesson he/she was going to teach, whether it was a continuation of the previous lesson or a new one, and so on. This information was intended to assist me with a clear understanding of what was to unfold. Children whom I observed in

the classes came from different backgrounds, and teachers too were different from one another. (For a more detailed description, see Chapter 4 on profiles.)

Of the eight learning areas in grade 9, I carried out observations in six of them. This also means that apart from the school principal, at a school I would interview teachers that were responsible for the six learning areas. That meant that I interviewed a total of twelve teachers in both schools. The following is a list of the learning areas that I observed in each school:

- Language Literacy and Communication (LLC)
- Natural Science (NS)
- Economics Management Sciences (EMS)
- Human Social Sciences (HSS)
- Technology (TECH)
- Life Orientation (LO).

These learning areas were chosen on no particular scientific basis except that they are of great importance in one's life at a later stage. The present government has made it clear in its open meetings with the people that it calls for the previously disadvantaged pupils/people to study these field in order to be on par with the people of other race groups. Therefore I may say that the selection of these learning areas was purposive.

Officially, and as per my agreement with the two schools, I would do two learning areas per day. In some instances I would go back to the school to ask for further information that I had found to be of critical importance to the study. The proximity I had between the schools and the place where I lived permitted this movement with ease. Good working relations that existed between myself and both principals of the schools made my visits easy. At Attwell (fictitious name for the advantaged school in town) I was given a teacher that was assigned to liaise with me during the entire period of my stay at the school. At Nozuko (fictitious name for the disadvantaged rural school) no one was assigned to look after me per se, except that when I needed some assistance I would ask for help from any available teacher at the time. I had no problems getting lost because at this school there was one grade nine class, unlike at Attwell where there were three grade nine classes.

I completed the schedule of my fieldwork without major mishap. All my documented information was intended to be used when I was to write a chapter about the comparative practices at the two schools. Both schools were cooperative. My fieldwork took a period of a month in both schools. The following table is intended to summarise the number of visits and various activities that occurred at the schools respectively.

Table 2 Number of visits at each school

Attwell High School		Nozuko Combined	
No. of interviews with teachers:	6	No. of interviews with teachers:	6
No of interviews with Principal:	1	Interviews with Principal:	1
No of classroom observation on teachers:	6	No of classroom observation on teachers:	6
No of general visits to the school:	4	No of general visits to the school:	4

The next chapter gives detailed descriptions of the two schools where the research study took place. It will pick up differences and similarities that existed in these schools. It is a chapter that aims at giving the reader an insight into the context under which these two schools functioned.

Chapter Four

School Profiles

4.1 INTRODUCTION

For the purposes of the research it is important and necessary that the profiles of the two schools be given. The profile of each school will assist the reader in knowing precisely the type of a school that he/she will be reading about. The study took place in two high schools that are both in the area of East Griqualand. This is the area that is found in Southern Drakensburg. (For the profile of the area please refer to Chapter One). That these schools are said to be town and rural farm schools may not be good enough. It is therefore important that a detailed report of each school be given. As already mentioned in Chapter One, for purposes of this research real names of the schools were not be used. It was mentioned in Chapter 3 that the fictitious name for the school in town was Attwell High School, while the rural farm school was referred to as Nozuko Combined School.

4.2 ATTWELL HIGH SCHOOL

Attwell is situated at a distance of just less than a kilometre from the centre of town. It is an old school that dates back more than 80 years. In the-mid 80s when the national government converted formally white schools into model C schools, Attwell High School achieved model C status. In line with current discourse, it is now known as a 'former model C school'. It is administered under the KwaZulu-Natal provincial Department of Education and Culture.

The school has three blocks constructed of face brick. As you enter the premises, there is an undercover car park that can accommodate almost twenty cars. The administration building has a large foyer where there is a display of the

memorabilia depicting the school history. There is a notice board where the school's mission statement is on display. The mission statement reads as follows:

Attwell High School Mission Statement

1. To develop pupils to their full potential by the conclusion of their secondary school education in the academic, sporting, arts and spiritual spheres, thereby equipping them to assimilate and fully contribute to the community and to South African Society in all its rich diversity. In achieving its mission, the school shall utilise any property or income to the benefit of the pupils who attend the school and shall endeavour to provide education which is financially accessible to the members of the community.
2. To provide accommodation, food and facilities to pupils who board in the school hostels.
3. To acquire any property or income for the advancement of the pupils at the school.
4. To provide the aforesaid education in the English and Afrikaans Language mediums.
5. To provide differentiated education, both academic and vocational.

At the main entrance on the left is the school hall. On the right is the school principal's office. You are now in a passage; on the left are three offices that are used by the support staff. On the right is the office of the principal, next the deputy principal's office and next to his are three offices for the heads of department. There is also a spacious staff room.

The school has sixteen classrooms. In each of these classrooms there is a small stove i.e. queen stove. I was told that on very cold days the stoves are usually lit in order to warm the classrooms. Apart from the teacher's table and learners' desks, in each class there is an overhead projector. Most classes have a television set plus videotape.

All classes are connected through an intercom stationed at the principal's office. Each class has a ceiling that is well secured. All classrooms have lockable doors. Attwell High School is well fenced right round its perimeter. In general, the school appears neat. There are neither loose papers lying around, nor walls with paint showing signs of peeling off. The surroundings are enriched with a variety of flowers in well-maintained flower gardens.

There are no broken windowpanes in the school. Learners' toilets as well as the toilets used by the teaching personnel are inside the building and are of the flush type. There are two thirty-five-seater Mercedes Benz buses that are used for the purpose of conveying learners to school activities. Sporting facilities are all within the school premises. These include the netball field, lawn tennis court, table tennis, squash as well as rugby field.

In the interview with the principal of Attwell High School, her comments on issues of ethos and the tradition of the school were that the atmosphere that prevailed at her school was positive. She assigned the success of her school to that positive attitude which invariably leads to good communication. In turn, any misunderstanding that cropped-up between or amongst her colleagues was easily settled due to that good working relationship. Traditionally speaking, if there were any new innovations that might impact on teachers' work, they were called to a meeting where they were updated about the latest developments.

The principal said that maintenance of good discipline within the school, specifically on both sides of the stakeholders, i.e. teachers as well as the learners, had positively yielded the best academic results that the school had had. She did, however, raise a concern that, of late, she had noticed that discipline was gradually being eroded on the side of the learners.

The principal's judgements on her school were verified during my stay at her school. Not only was the teacher assigned to me very understanding and helpful, but also the entire staff members that I personally dealt with were kind and cooperative. Perhaps it tells us that the school principal had very high expectations of students on the aspect of discipline because, learners on their part were respectful: those that I met in the passages would greet me in a friendly and courteous manner, and then move on.

Students were clean and neatly dressed. Their grade 12 results for the past academic year of 2001 was a 100% pass rate. This record had been standing for the previous eight years.

There were twenty-two educators. Of those twenty-two, thirteen were state paid teachers, with the school governing council employing the remaining nine. All teachers had at least M plus three qualifications, that is, REQV13 (Relevant Education Qualification Value). Ten of them were in possession of a university teaching degree, whilst the remaining twelve had a tertiary teachers' diploma.

The support staff was made-up of six members: the gardener, internal cleaner and one administration clerk were paid by the state, whilst the rest of the support staff were paid by the school-governing fund.

There were five hundred and twenty learners in the school for that particular academic year. Grade nine was made up of one hundred and fourteen learners, and of these one hundred and fourteen learners, fifty-two were boys, with the remaining sixty-two being girls. The school catered for learners from grade 08 to grade 12.

Learners that studied at Attwell High School came from all walks of life. There were a few whose parents were business people, others were professional, some semi-professional, and the other group was of the working class who worked as assistant workers where they were employed. The principal further acknowledged that the school received maximum support from the parents. She backed her statement by substantiating that when she called a parents' meeting, almost 90% of the parent body would turn up for the meeting. She further asserted that they were also very co-operative when it came to the payment of fees. Each learner was required to pay a school fund of three thousand rand per annum (Financial Year Statement of 2002/2003).

4.3 NOZUKO COMBINED SCHOOL

Nozuko Combined School is located twenty kilometres from town in the direction of Pietermaritzburg N2 route. The first ten kilometres are of tarred road, whilst the remaining ten are dirt road (gravel road).

This school can be described of having had two life spans. At first it was a primary school that started from sub-standard A up to standard five. For almost fifteen years this was the case. Learners who passed standard five and wanted to continue with their education were forced to travel on foot a distance of about ten kilometres to the nearest school that offered senior secondary classes. A few who were fortunate in having relatives who lived in town often found accommodation with them. This rarely happened, as most of the parents were farm workers who were usually isolated out in the farms. Contact with the townspeople was not encouraged due to the high cost of living that was always perceived to prevail in town. At the time of the above scenario, the school was under the administration of the former Department of Education and Training (DET).

After the South African political dispensation that was introduced in April 1994, the following academic year the school's administration was taken over by the KwaZulu-Natal provincial department of Education and Culture. It was at this time that the school authorities and stakeholders in general adopted a mission statement that reads as follows:

Nozuko State- Aided Combined School

Our mission is to offer educational programmes and facilities to the community of Pakkies, as a priority and other educational consumers. Our theme is to open doors of learning to all needy families around us and without any discrimination on the base of religion, race, ethnicity, and colour etc. that may prejudice any child.

It was only in 1995 that the school had its curriculum extended from sub-standard A up to grade twelve. Nozuko Combined is a typical rural school. Through a donation that was given by the district council of Ndlovu municipality (whose head office is based in Pietermaritzburg) the school managed to have two blocks of classrooms built with cement blocks. The other two blocks of buildings are blocks that were built through funds raised by the community.

Nozuko had an administration block that accommodated a principal's office, and an office that was for the deputy principal, as well as two heads of department.

There was also a small staff room. There was a hall that served as a classroom when there were no formal occasions. In another block of classrooms the outer classroom wall had collapsed. When I was there it had not been repaired due to lack of funds. This anomaly delayed the process of teaching and learning because of lack of classroom space. Some classes had stoves, whilst others did not. When I enquired of some teachers as to what was the reason for other classes not having stoves, they informed me that the classes without stoves had had their stoves stolen. They also informed me that due to lack of funds the school could not even afford to buy coal for the classes that had stoves fitted.

The school toilets were situated outside the classes. They were still the old pit latrine system, some with no doors. This made them user-unfriendly because if someone had to use them, one would have actually been exposed to passer-bys. This might have well have affected the state of mind of those returning to class after having just been to them. Classes in every teaching block had at least some broken windowpanes.

Comparatively speaking, Nozuko was a typical example of a rural farm school. They had neither a flower garden nor any decorative feature that made the school look more attractive from the outside. It was only when one was inside the schoolyard that one noticed a rockery that was meant to serve as a decorative feature. This rockery was established in a space that was between the two teaching blocks.

In terms of the school's ethos, when I spoke to the principal of the school he informed me that he was working very well with his colleagues. He too acknowledged that whenever there was anything that would impact on his colleagues, he would simply call them to a meeting and discuss what was new. He too maintained that he was getting very well with his colleagues. I must mention that during my stay at the school for observation, I did notice that what the principal told me about a good atmosphere was indeed correct. Teachers that I worked with and also those whom I came across in the school premises were relaxed and easy to mix with. They were always eager to share their experiences with me. This was a gesture that I found very helpful in my work.

The matric results of the school had not been very encouraging. In 2001 the school attained 39% pass rate. In 2000 they had attained a 36% pass rate. To explain the poor performance the school the principal cited a number of factors that may have played a part. For the purpose of this research study, the researcher saw it as not being necessary to mention those reasons. In terms of discipline, the principal responded by saying that he had no problems with discipline. He said that students at his school were very co-operative. Here too I have to admit that what I saw was in line with what the principal claimed. For example, when I walked into the grade 09 class all learners stood-up and greeted me in unison. At no time during my stay at the school was I made to feel unwelcome. Learners adhered to school rules and respected authority.

The school's catchment area was mainly that of surrounding farms. People who worked as labourers in those farms sent their children to Nozuko combined for educational needs. It was no secret that like many other farm workers in the country, their employers too subjected them to under payment. It was no wonder therefore that when it came to school fund payment; some of them were irregular towards paying. From grade 1 to grade 7 the school fee was R50 per annum per learner, increasing to R100 per annum per learner from grade 8 to grade 12.

Despite that anomaly towards school fund payment, relations and attitudes were at their best between the school and parent community.

With regard to the learner teacher ratio, there were more learners per teacher in the primary section. In the secondary section the teacher learner ratio was moderate. To expand on the above statement, in grade 09 there were 27 learners per teacher, whilst in grade 12 the ratio was 36: 1. The above figures were slightly more favourable than the recognized departmental ratio.

When visiting the school late one afternoon in 2002, some window frames had not been properly closed, making them vulnerable to blowing winds. There was constant banging, and this seemed to be symptomatic of a more general lack of control in the school.

The telephone had ceased functioning four years previously. It transpired that the lines had been struck by lightning. The school did have electricity, and the administration block was therefore electrified. Running water was supplied from a borehole. However, none of the sixteen classrooms had a ceiling.

Their thirteen teachers were responsible for four hundred and thirty-nine learners, of whom twenty-seven were grade nines. Of that twenty-seven, eighteen were girls, and nine boys. Of the thirteen teachers, eight were adequately qualified with teaching diplomas; and of those eight, three had university teaching degrees. The remaining five were under-qualified teachers with matric plus two years of teacher training. There were no school governing body paid teachers. For the grade nines, the school fee was one hundred rands per learner per academic year. There was no support staff such as administration secretary, gardener or cleaner. Students normally performed classroom cleaning themselves.

The school was properly fenced right round its perimeter. A soccer field that was used by the school soccer team for their matches was almost half a kilometre away from the school premises. The netball field was just outside the school fence. One appreciated that at least the idea of sport existed under those adverse conditions. Whenever there were sporting activities outside the school they had to hire transport because they could not afford to purchase a school bus of their own, such as Attwell High School had done. It was not uncommon for students who studied at that school to cover a walking distance of ten kilometres per single journey per day.

4.4 A COMPARATIVE OVERVIEW OF THE TWO SCHOOLS

Below is a comparative table that lists the assets of each school. This table is meant to serve as an abbreviated summation of the above school profiles.

Table 3 Summary of school characteristics

Attwell High School**Nozuko Combined**

Buildings in good order; no broken window panes, walls well painted	Buildings in only fair to poor condition; a few broken windowpanes, paint peeling off
Grade nine classrooms well looked after	Grade nine classroom: as above
School fully resourced with teaching aids	School with minimal teaching aids
Number of teachers including the principal: 22	Number of teachers including the principal: 13
Number of teachers paid by the state: 13	Number of teachers paid by the state: 13
Number of teachers paid by the S.G.B: 9	Number of teachers paid by the S.G.B: 0
Non-teaching support staff 5	Non-teaching support staff 0
Learners enrolled in 2002: 520	Learners enrolled in 2002: 439
Grade nine enrolment: 114 learners accommodated in 3 classrooms	Grade nine enrolment: 27 learners accommodated in 1 classroom
School fees paid by each grade 9 learner per year: R3000-00	School fees paid by each grade 9 learner per year: R100-00
Sporting fields situated within the school premises	Sporting fields situated outside the school premises
School had own transport for activities	School hired transport

In the next chapter I present findings and an in-depth analysis of data collected during the fieldwork. This data was comprised of semi-structured interviews with educators and principals, and observations in classrooms. In order to simplify my interpretation of what took place at the schools during the period of my visits (Observation and Interviews), I will use tables to serve as summaries of my data presentation.

Chapter Five

PRACTICES IN THE TWO SCHOOLS

5.1 ANALYSIS AND INTERPRETATION OF DATA

This chapter focuses on the analysis and interpretation of field data. It is based on interviews and observations that were undertaken in the two schools. It is analysed in an integrated approach that presents the context, and the structure of operation in the two schools of study. It must be mentioned at the outset of this chapter that there will not only be presentation of data but its analysis as well. Although my work has been divided into subheadings in order to simplify presentation, due to facts that are sometimes inextricably linked, my presentation will overlap from one sub-heading to another. The use of appendices has made it possible to combine data presentation and data analysis. I begin with the analysis of the interviews of the two principals that focused on the following issues:

- Resource material
- Human resources (inclusive of staff complement and training)
- Classroom accommodation, learner discipline
- General readiness in respect of C2005
- Collaboration between schools and the adequacy of training.

In this discussion the next aspect of resource material should not be taken to imply that resources are deterministic of performance. They only assist in providing the context within which practices take place. The following quote vindicates the above sentiments:

Physical resources seem to be less consequential than human ones in poor South African schools. Teacher qualification, textbooks, management and other 'cognitive' resources have greater impact on learners than 'the brick and mortar' and other easily quantifiable resources (Taylor et al, 2003: 31, citing Crouch and Mabogoane, 2001:64).

5.2 THE CONTEXT

5.2.1 Resource material

The Department of Education (DOE) regards adequate learning support materials as essential to the effective running of an education system and asserts that these materials are an 'integral part of curriculum development' and 'a means of promoting both good teaching and learning' (Department of Education, 1998: 1).

The term 'Learner Support Material' refers to a wide range of teaching and learning materials such as those which may be print-based, electronic, physical, combinative, human, and organisational. A more detailed list of material that could be derived from the above source includes the following, but is not limited to: Published textbooks, videos, computer software, teacher guides, newspapers, reference books, transparencies, slides, and many more documents.

The above quotation taken from the Department literally implies that for any lesson to be effectively delivered in class, a teacher has to consider the use of a teaching aid/support material in one way or the other. This statement does not mean that no lesson can be successfully taught by a teacher without the use of a teaching aid. It only emphasises the importance of the learner support materials and the positive effect they usually bring in a teacher's lesson. Learner support materials are normally designed such that their use may amongst other benefits:

- Promote a love for life long learning
- Promote critical thinking, logical reasoning and problem solving skills as essential skills
- Promote emotional, intellectual, personal, physical, spiritual, moral, and social development, gender appropriateness and sensitivity, an integrated approach to learning and encourage 'hands on' experiences
- Link content/concepts/knowledge/understanding to skills and to values/dispositions/attitudes/ and norms

(Taylor and Vinjevoid, 1999: 164).

The following analytical discussion of the resource materials that are found at the two schools in the study is used to interpret the conditions of teaching and learning that occur in the said schools.

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Both principals acknowledged that learner support materials were supplied by the Department of Education. The principal of Attwell qualified her statement further, however, stating that her school fell under the Section 21 schools whose funds were directly deposited into the school's bank account. As the school, it remained their duty to prioritise the use of those funds. However, she stated that apart from the few textbooks that the school bought, much of the resource material used was prepared by teachers themselves. The principal reported:

We are not supplied anything by the department, being a Section 21 school, much of it is prepared by the educators themselves but we also receive a few textbook-copies from the publishers, and although we do not use all of them, it has given us an overall idea as to what to prepare.

On the other hand, Nozuko Combined School did not enjoy the same liberty of being given funds directly. Every transaction concerning their funds went through the channels of the Department. Apart from minor teaching aids such as charts, and a few other artefacts which the teachers were able to make, the principal of Nozuko commented that as a school, his colleagues were not in a position to design any teaching and learning material due to *lack of training* in that regard. The following comments by the principal illustrates this point:

No, no, we do not design it, the Department does send it. We send our orders through the normal process of acquisition. We receive it although in many instances it comes late. But we do receive it from the department.

The control of their funds by the Department impacted negatively on both the resource materials they would have loved to buy as well as additional training that they would have given to their teachers. (Taylor and Vinjevold, 1999) point out that, despite the fact that in Gauteng province some teachers were given adequate training in designing and developing their own learning materials, research later found that those who were trained were not willing to make learning materials of their own. When asked for a reason why, a number said they lacked the creativity to identify resources that could be turned into learning materials. Lack of secure space was also given as a reason for not developing materials.

Similarly, teachers at Nozuko did not have learning materials of their own manufacture. When asked for reasons why they did not have them, they answered that they had not had an opportunity to make their own Learner Support Materials because what was taught in class did not tally with what was in their environment. The reason they gave was interpreted as meaning that there was difference between policy and practice in their particular community and environment. At times it is not the money that makes a person do something new, but it is the will that drives him/her to engage in new work. In this case, the will seemed not to be there. It also needs to be noted that the perception of a disjunction between policy and the learners' own environment is a serious misinterpretation of policy: policy affirms different cultures and their life worlds and experiences. This is a clear indication of the inadequacy of teacher preparation and support on the part of what was called 'OBE training'.

The following table serves as a summary of the interviews that took place between the researcher and each of the six teachers per school plus the two principals.

Table 4 Findings from interviews with Principals & Teachers in both schools

Attwell High School	Nozuko Combined School
All six teachers claimed to be well prepared for C2005	Five of the six teachers claimed to be prepared for C2005
Provides private supplementary training to teachers	Unable to provide private supplementary training to teachers
Learning programmes are relevant to the immediate environment	Learning programmes not relevant to immediate environment.
Positive morale to embrace new curriculum	Lack of morale to embrace new curriculum.

In the light of the above comment regarding the inadequacy of teacher preparation for the new curriculum, the fact that five of the six Nozuko teachers claimed to be prepared for C2005 shows the limitations of self-report data: those who are in fact

inadequately informed might believe they are adequately informed for the very reason that they know no better.

When the government changed the curriculum to one more demanding than ever of human and physical resources, the context of practice for advantaged and disadvantaged schools seems not to have been adequately considered. Attwell in this case found itself in a favourable condition since its purchases did not go through the various channels of the Department of Education as Nozuko was supposed to do. Moreover, as it has been previously mentioned, at Attwell educators were able to prepare material for themselves through the use of machinery and various means, and were also able to use these materials productively as intended, whereas at Nozuko they were not in a position to produce equivalent resource material due to lack of capacity and training and the absence of ordinary human will to venture into something new. When interviewed, Nozuko teachers said they were prepared to teach C2005 through OBE but in practice I observed that they were not teaching according to C2005 principles. In the coming sections of my discussion, this notion of the lack of will amongst teachers will be developed further.

In order for effective teaching and learning to occur, implementation of C2005 policy required that there should be adequate availability of space and structure. This meant that the school had to have enough classroom space, spare classrooms, or a school hall. Looking at the situation of Attwell compared to Nozuko one observed that Attwell had long been favoured by circumstances (refer to School Profiles in Chapter 4). On the one hand, the old regime-funded schools like Attwell had enough space to implement this policy. On the other hand, Nozuko never had this opportunity, hence it faced difficulty in implementing this policy in terms of structure. Even though this new education system was meant to favour the previously disadvantaged schools through equity, specifically speaking, such was not the case when it came to schools such as Nozuko. With regard to context, this shows that Attwell was at an advantage in that it was the kind of context which the literature says is needed for successful implementation of the new curriculum (Taylor and Vinjevoold, 1999). While resources are necessary tools to work with, they cannot be sufficient on their own. Creative and dedicated teachers are still a prerequisite in order to overcome the odds, hence the next session is about human resources.

5.2.2 Human resources

On the aspect of human resources, both of the two schools saw the shortage of teaching personnel as a hindrance to the effective implementation of C2005. However, due to the availability of funds at Attwell, the school was able to employ 9 of their 23 teachers and pay them from the governing body fund. It was also able to provide supplementary training to such aspects as teacher/learner ratio of one is to thirty-five, an area that the Department had not been able to attend to. This gave Attwell a head start into effective implementation of C2005 since it had reasonable funds to utilise. An extract taken from the interview of the school principal of Attwell shows the fact that availability of the teaching personnel is crucial to the success of C2005:

Interviewer: Right, now, if we talk about resources – I 'm thinking about human resources, for instance. Now, are there enough teachers to implement C2005 as per the ratios that are set by the national standards?

Respondent: Yes, you see what. We have simply used the teachers that are available to us, those departmentally paid ones, and also quite a number of governing body paid teachers, and we rescheduled the timetable of what we used to have as the normal subjects for Grades 8 and 9, we now have the different learning areas, so yes, we do have enough educators to cover it. (See Appendix A)

On the other hand, even though Nozuko also had an acute shortage of teaching staff, they could not afford to employ teachers on the governing body funding. The principal of Nozuko acknowledged that shortage of funds to hire more teachers on a private basis, led to over-size classes. At the primary level the ratio was one teacher to about fifty learners per class. Invariably, in over-sized classes, teaching and learning could not be as effective as it might have been in the light of C2005 principles where individual attention given to a learner by a teacher is emphasised. In terms of assessment too, the teachers in over-sized classrooms became reluctant to engage learners in certain modes of assessment (Lubisi, 1999). It was a result of such reluctance that teachers only assessed learners through written assessment tasks that were also not necessarily potent even though they were the most recognisable. Kramer (1999: 1) likens OBE to a toolbox:

Used properly, carefully and intelligently, it can help us achieve much. Used ignorantly, naively and incorrectly, OBE can do a tremendous amount of damage.

As is the case with many tools, we need to learn how, when and when not to use them.

Considering the above quotation the situation could even be worse in schools such as Nozuko where there were no sufficient human resources. It is clear that one of the fundamental aims of C2005 was to teach and transmit practices of modern life into outcomes based living. Considering the work norms that prevailed at Nozuko, it was not easy for the above principles to be practised.

There had also been complaints from educators interviewed about the lack of sufficient retraining and support to implement OBE (Taylor and Vinjevold, 1999). The Report of the Review Committee on C2005 also picked up this point from interviews with teachers:

Although most teachers received some form of training, the training was generally regarded as insufficient and at times inappropriate. This has a negative effect on the level of confidence of the teachers. Most expressed a need for training that was less theoretical and more sustained. Dissatisfaction with short 2-3day training workshops without follow-up support was a general feature.

(Report Of The Review Committee On C 2005, 2000: 56.)

Every single teacher interviewed from both schools voiced the opinion that the training that they were normally given by the Department was not adequate because it was not mindful of the reality of what took place in the class. It has been highlighted above that this education approach came in to replace the content –based approach that was once prevalent. Therefore, it was imperative that teachers be capacitated in its implementation. When the Department of Education could not offer the kind of support that the teachers needed in order to be able to cross the divide, how were they expected to effectively implement the policy?

Challenges that Nozuko faced were similar challenges that were more likely to be faced by schools in a similar situation. Teachers would take time off to undergo a Departmentally organised workshop, whilst at the same time teaching in schools was supposed to be up and running. Whilst those teachers left their schools to attend a

week's training, in their absence no one was left behind in class to make sure that work was done. This therefore meant that when they returned they had to gallop over the amount of work that they had not been able to do. In support of the above statement, especially when it came to leaving learners unattended, the Review Committee quotes a submission by Shau B.G, a parent from KwaZulu-Natal,

Training of educators is also problematic, in a sense that it is not intensive, it is done haphazardly. The area needs thorough planning, e.g. teachers should be trained during vacation (Report Of The Review Committee On C2005, 2000:40).

Turning to the aspect of interpretation, even though these principals and teachers had had no choice of selecting C2005 on their own and the vehicle of OBE to deliver C2005, they however, did have an opportunity of selecting the methods of teaching learning areas that constituted their curriculum. Due to historical imbalances of curriculum offered to different school sectors, to the previously disadvantaged the choice of different learning areas was limited. This situation leads me into questioning whether principles that underpin C2005 were achievable, namely the principles of aiming to achieve both equity and economic development. This issue is discussed in more detail in Chapter 6.

At the interview the principal of Attwell stressed that prior to the introduction of C2005, departments in her school were not encouraged to work together. In fact, even in government legislation nothing compelled subjects departments to work as a unit. Boundaries between them were solid. There was a Collection Code (Bernstein, 1971). Each subject was heavily insulated. The introduction of C2005 generally led to a more open approach. Both principals acknowledged that holding meetings with their teachers had actually been a break-through towards understanding and implementation of C2005. In this sense, the horizontal social relationships characteristic of Bernstein's Integrated Code had been promoted by the forms of organisation in both schools. My own observations (Chapter 4) indicated that social relationships in both schools were indeed relatively horizontal. The fact this organisational precondition for C2005 was more or less in place in both schools, while C2005 practices had taken a hold in only Nozuko, is indicative of the potency of the resource factor – in combination with teacher will to engage a new curriculum.

The principal of Nozuko took it even further when he said that he held weekly meetings with his school management team to discuss curriculum related matters inclusive of C2005. In turn, members of his SMT held meetings with the general members of staff where new information was disseminated and discussed aiming at improving teaching and learning in the school. This practice could be interpreted as an attempt at integrating knowledge as required by C2005.

The holding of meetings between principal and SMT and between principal and staff clearly showed that they were attempting to work within a weak classification of knowledge. There was mutual sharing of information. What emanated very powerfully in the study was that teachers were struggling to fulfil the professional obligations of the role of curriculum developer. Teachers reported having had difficulty interpreting the broad guidelines of C2005 while developing their own materials largely because of conceptual knowledge constraints.

On the aspect of farming, the “message system” (Bernstein, 1971), at Attwell High an example that can be used as a typical case of pedagogic practices that prevailed in the school is that of a Technology educator who acknowledged that her students were able to work on their own. She stated that she left them to work independently of her. The following quote bears testimony to that:

On most occasions I leave the learners to prepare on their own. I find that they often even try challenging one another to make some designs that are not even mentioned during the lessons that I conducted whilst I was still teaching. (See Interview 5, Appendix C).

Having said that, she did accept valid information that was brought up by students. This clearly showed that in this relationship of knowledge transmission framing was weak. The teacher did not keep to the old rigid notion which assumed that information could only come from the teacher, and not the student being taught. What was important was the presentation of correct/accurate facts. The teacher and her students worked as a team. The above example is typical of what all Attwell High School grade 9 teachers did in their teaching that I observed. In the interviews that I conducted with six of them, this also came up as a norm. During the observation

periods, I also noted that, what they claimed to be happening in the lessons, did indeed happen.

5.3 CLASSROOM PRACTICES

I now start the aspect of describing what teachers and their learners actually did in class in the practice of teaching and learning. I submit a comparative presentation of both schools as observed. I will mention similarities as well as differences in practice.

C2005 policy advocates that everything that is dealt with in the lesson should be outcomes based. This means that even during the planning stages of the lesson, an outcome that was sought to be achieved ought to be known before hand. When I analysed teaching practices of educators at Attwell high school, I found that six out of six teachers that I observed stated their lesson outcomes beforehand. This meant that from the start of his/her lesson, a teacher would inform the class what results were expected at the end of the lesson. For example, an educator teaching learners about life style diseases centred her presentation on the knowledge of life style diseases. The teacher used an approach of case studies to highlight some people with these life style diseases. At the end of the lesson, the aim of the study was achieved. (See Appendix E for an example of field notes made in class).

What was noticeable at Attwell High was that even though the students were a mixture, in terms of race groups, lessons were conducted in the medium of English language, and no learner seemed unable to understand. At Nozuko, all learners were of one race group and the greater part of the lesson was conducted in both English and Xhosa. An example of the same learning area of Life Orientation was approached totally differently by the educator at Nozuko. The outcome of the lesson was not given before hand, no case studies were used as examples, and the teacher did most of the talking. The following cameos illustrate this feature of classroom practice.

5.3.1 Cameos of classroom practices

Below is presentation of two cameos which depict the general practices that were characteristic of the twelve lessons I observed in the two schools. The two examples are of Natural Science lessons in each of the two schools. I chose to use the learning area of Natural Science mainly because the present government had set this learning area as one of its priorities: on the one hand it was seen as being important in achieving the aim of development, and on the other it was an equity issue since the previous government had not encouraged learners from the previously disadvantaged communities to study Natural Sciences. The other reason is that this Learning Area is readily able to lend itself to learner activity. Learners are able to conduct experiments on the basis of trial and error during the progression of the lesson.

NS Lesson at Attwell

At Attwell an NS teacher conducted a lesson that involved an experiment. She stated before hand what the expectation/result of the experiment would be. When the teacher seemed unable to get the expected results of the experiment, it was a learner who came to her rescue and assisted in getting the desired results. The aim of the experiment was to show that water conducts electricity. Two metal rods were connected to a cell using electric conductors. The metal rods were then put into a container half filled with water and their ends touched the base of the container. After a few minutes of observation nothing happened. The expected results could not be achieved. When the results could not be achieved and the teacher being unable to find the cause for the failure, some learners gave suggestions as to what they thought could have been the cause for failure. After several attempts that were suggested by other learners failed, one particular learner suggested that the two metal rods be suspended in the water and not be made to touch the base of the container. His suggestion was taken and after a few minutes of observation small bubbles started to form around the bottom edges of the metal rods indicating that water is a conductor of electricity. Her lesson had therefore actively involved the class. There was even supplementary reading material given to learners so that as the experiment was in progress, those who wanted to compare what was being done with what was written on the book could easily do so. At the end of the lesson, what was being aimed at achieving was

achieved. The outcome was reached; it was proved that water does conduct electricity. Learners gained new knowledge as a result of the teaching as well as the conducting of the experiment. The experiment could be said to be the end product of an observable, transparent, active learning process (Refer to Appendix E). Framing was weak, and learner-centredness was apparent.

It was learning that had qualities of being demonstrated, and may have been evaluated if needs be. It comprised of procedural steps to be followed such as the preparation stage, performance, and the conclusion stage. The achievement of these supporting elements to outcomes was a measure by which a teacher could conclude that the set outcome for that particular lesson had been achieved.

NS Lesson at Nozuko

At Nozuko in the same NS study, the teacher spent most of the lesson time drawing a human diagram on the chalkboard. He started his lesson with a drawing of a respiratory diagram on the board - he had drawn this diagram on his own. He thereafter started the lesson by asking questions that needed knowledge of the diagram on the board. One could clearly see that the method of teaching and learning applied in this particular school were totally different from the practices of Attwell High School teachers. As has been indicated above, this difference in terms of classroom practices emanates from lack of training to handle C2005 lessons and perhaps an influence of other matters such as: experiences of the teacher in the learning area, resources at hand, learner motivation as well as general expectations of both the learners and the teacher. An inadequate assistance programme of help and support within the teaching staff may also be the cause.

In terms of the new curricular needs, one may conclude that the classroom practices at Attwell were positive towards the attainment of the new policy requirements. The will to engage in new practices existed amongst teachers. At Nozuko, as mentioned above, through classroom observations, teachers were not employing strategies and techniques that were directed towards the required norms of operation and practice. It was noticeable that in the learning area of Natural Sciences an educator stood his ground to use NATED procedures. The will to change from old to new was not

thoroughly displayed as was shown by this example. C2005 is not against the use of diagrams, but had he involved learners in the drawing of the diagram it would have been advantageous for them. It would have exposed learners to the skill of drawing which in itself would have promoted learning. One noticed that the educator was not aware that by drawing that diagram he was depriving learners of learning opportunity. The writer here reminds the reader about the experiment in the same learning area (NS) that took place at Attwell, as described above. In their experiment, learners were involved from the start to the end of the experiment.

The approach that I plan to use now is to present a learning area and discuss how that particular learning was handled in both schools. I proceed with discussion on how LLC 1 (English) was dealt with. At Attwell, the teacher that handled English started the lesson with an introduction and then moved on to the main topic of the lesson; which was *Communication*. Having made students familiar with what was needed, she thereafter assigned them certain tasks. Students were divided into groups and every group had resource material to refer to. The teacher moved around within groups to check the progress of the given task. Academically everything was under control: students would discuss amongst themselves and agree about the correct answer. When the teacher went outside to check the progress with other groups, students that were left in the classroom had a tendency to make unproductive noise, something that was typical of students in both schools.

At Nozuko the language teacher taught about the Xhosa language. She handled aspects such as the (Concord) called *izivumelanisi* and the prefix called (*Izimaphambili*) in the Xhosa language. The style of presentation between these two teachers differed in terms of the teaching methods that they applied. The Nozuko teacher read an extract from a book she had with her. She later wrote an exercise which she instructed learners to answer. Sequencing and pacing were strongly dictated by the teacher in a way that was not sensitive to the understanding of learners. The exercise that learners were asked to do was done by all of them while they were all quiet. No two teachers will teach the same subject matter exactly alike. This was the case here in this language lesson. According to my judgement, both lessons were a success even though the methods that the two teachers used totally

differed. But the Attwell teacher was clearly more consistent with policy with respect to weaker classification and framing.

The next learning area that I discuss is MLMMS (Mathematics) in both schools.

At Attwell the teacher gave learners an exercise or a problem to solve. Students were instructed to work as individuals first, and then later they were asked to work in groups in order to check one another's work. During the lesson the teacher would move between the desks doing what is referred to by teachers as 'elbow marking'. Towards the end of the lesson the teacher went to the chalkboard to demonstrate to the students how the problem ought to have been solved. At Nozuko, almost the same approach was used except that here there were no group consultations.

At Nozuko each learner worked on his/her own without the help of a colleague or desk mate. When the teacher asked a question, the whole class would answer in chorus form. At times, certain learners would be called upon to come to the chalkboard to solve the Mathematical problems that the teacher had given them. This lesson too did not differ much from the other lessons conducted in other learning areas: it was a 'chalk and talk' lesson mostly centred around teacher direction.

Turning to the concept of framing as outlined by Bernstein (1971) one may say that in the learning areas that have been dealt with, framing was generally strong. These lessons that were taught were not chosen according to the interest and set at the pace that would have been determined by the grasp of the learners. Sequencing was determined by the teacher. They were lessons which the Department had set according to a given syllabus and a particular scheme of work. Therefore one realized that teachers in both schools had limited control over pedagogy per se, all sequencing plus pacing being determined by the Department. Learners did not control anything, and teachers little except perhaps elucidating information (but not change the content) so that their students could understand. Through this pedagogy pacing was not sensitive to learner progress. This was something that came from *above* and teachers were expected to deliver it according to the schedule of the Department. This was a rigid syllabus which the department was expecting both the teachers as well as the learners to apply and follow with honesty and loyalty without question. Two points

stand out here: Firstly, framing appeared to be somewhat weaker at Attwell. In this sense, learner centredness at Attwell appeared to be stronger than at Nozuko. Secondly, I see contradiction between what the Department prescribes as policy, and what it expects to be done in practice.

The above examples highlight the differences between these two schools and they were typical of what occurred in the other learning areas as well.

5.3.2 Integrated knowledge

One of the pillars of C2005 is that lessons and practices of educators should have an integrated approach (refer to Chapter 2). This requires teachers to work together so as to reach outcomes through overarching principles and themes that draw different school 'subjects' into a common focus.

Mention must be made that the syllabus and the expected outcomes are supposed to be the same in all government schools. The only difference that one may encounter lies in the methodology of achieving the outcome. The aspect of the concept of integrated knowledge cannot operate in a vacuum. There are other phenomena that come into play when this concept comes into consideration. In management, for example, line function should no longer be vertical in approach but should be horizontally inclined. In human relations, there is relevant horizontal movement within the aspect of space. Staff in both schools mixed easily whilst they also found it easy to relate to members of senior staff inclusive of the principal. Information is shared through a system of weak classification.

The new education system of C2005 is such that the integrated code demands that no teacher works in isolation. No school department should work in isolation either, all departments are supposed to meet and design their lessons together. There should be no subject insulation, hence we have learning areas and not particular subjects per se.

At Attwell I was told that teachers would meet at fortnightly scheduled meetings. They would meet in order to plan their lessons. The advantage they had was that they had space, time, and most importantly, they had resources. It was possible for them to

either go to the library or alternatively surf the Internet for information. They had many alternatives to consult and seek information from. One must also remember that this was the school that had engaged the services of a professional social worker to teach Life Orientation in grade 09. Though the school had abundant accommodation, when it came to teacher offices, that system of accommodation had not disadvantaged the teachers because when it was time to meet and discuss school business, it was easy for them to meet. Teachers of this school were utilising an opportunity whose context the school was able to provide.

I make the above statement because at Attwell each HOD has his or her office, the deputy principal has his, and some teachers had small offices attached to their classrooms whilst others stay in the classes where they were designated class teachers. Under normal circumstances, therefore, such an arrangement of space would make it difficult for staff members to socialise and work towards integrating knowledge.

At Nozuko one sees that the shortage of space for learners as well as for staff members could be a serious impediment to C2005 implementation. However, the fact that almost every staff member had to share the staff room accommodation would also mean that there was opportunity for co-operative work leading to integrated knowledge within the different lessons. One has to remember that this was the school that due to lack of funds could not afford to hire their privately paid teachers. The advantage of staying together in one staff room, is just an ordinary social advantage because due to lack of capacity in terms of reading material and other related matters, no significant academic exchange occurred between teachers. No teacher had received external training other than that the Department offered. The fact that subject insulation was weak in terms of policy did not necessarily mean that there was integration of knowledge in the actual lessons presented. Academically speaking, it could be that there was strong framing and also strong classification at Nozuko.

The following tables serves as summary of what transpired in the lessons as observed in both schools. The rating scale is that 1 stands for affirmative. This means that a lesson that the teacher conducted had a strong measure of integrated knowledge. There was a link between that lesson and other learning areas. A rating of 2 indicates that the lesson that was conducted had some integrated knowledge with other learning

areas. A rating of 3 means signifies absence of integration. There was no attempt to link the lesson with other learning areas at all. The theme of the lesson was presented in isolation.

Table 5 Comparative tables showing extent of integration from a range of learning areas

Integrated Knowledge

5.1 Attwell High Phase Organizer/Theme: Transport

Teacher	Score	Reason
L.O	1	Adhered to the principles of integration of knowledge as advocated by C2005. Linked L.O with English Literature.
NS	1	Adhered to the principles of integration of knowledge as advocated by C2005. Linked with principles of diesel engine.
EMS	1	Adhered to the principles of integration of knowledge as advocated by C2005. Variations in transport rates.
LLC1	1	Adhered to the principles of integration of knowledge as advocated by C2005. The transport rider.
TECH	1	Adhered to the principles of integration of knowledge as advocated by C2005. Different designs of motorcars.
A & C	1	Adhered to the principles of integration of knowledge as advocated by C2005. Different modes of transport.

5.2 Nozuko Combined No Phase Organizer/Theme was set

Teacher	Score	Reason
L.O	2	Partly adhered to the principles of C2005 but sometimes conditions at work became too difficult to allow this.

NS	3	Did not conduct lessons on C2005 principles
EMS	3	Did not conduct lessons on C2005 principles.
LLC1	2	Partly adhered to the principles of C2005 but sometimes conditions at work became too difficult to allow this.
TECH	3	Did not conduct lessons on C2005 principles.
A & C	2	Partly adhered to the principles of C2005 but sometimes conditions at work became difficult to allow this.

Key: 1 = Yes ; 2 = Not always; 3 = No

5.3.3 Outcomes-based approaches

Outcomes-based teaching and learning means that the teacher identifies outcomes to be achieved by learners in the lesson before deciding on strategies and techniques to be employed to achieve the set outcomes or end products. Learners no longer have to master content only and rely on teachers to deliver information and source information from textbooks. They are also initiators of their own knowledge and researchers for their own development.

Referring back to the observation at Attwell where learners were actively involved in the lesson such that a solution to a problem had to come from a learner whilst the teacher was still considering other options, that was exactly what one would expect in an OBE lesson. Unlike at Nozuko where a teacher drew the diagrams on the chalkboard thereby alienating the learners from being involved, at Attwell learners were involved throughout, from the preparation stage for the experiment, the interaction with the problem, till the completion and achievement of the set outcome. (See Appendix E for evidence.)

Having deliberated on the different approaches employed at these two schools one may say that the approach that was used at Nozuko equipped the learners with knowledge, while Attwell's approach equipped the learners with contextualised skills and knowledge. Moreover, learners at Nozuko were deprived by circumstances of the kind of learning that was related to real-life experiences and which could be repeated

in new contexts whilst their counterparts at Attwell seemingly enjoyed every privilege there could be in the new C2005 policy.

Table 6 Outcomes Based Practices

6.1 Attwell High (See Appendix E for Outcomes)

Teacher	Score	Reason
L.O	1	Lessons conducted by the teacher had clearly set outcomes that were achievable at the end of the lesson.
NS	1	Lessons conducted by the teacher had clearly set outcomes that were achievable at the end of the lesson.
EMS	1	Lessons conducted by the teacher had clearly set outcomes that were achievable at the end of the lesson.
LLC1	1	Lessons conducted by the teacher had clearly set outcomes that were achievable at the end of the lesson.
TECH	1	Lessons conducted by the teacher had clearly set outcomes that were achievable at the end of the lesson.
A & C	1	Lessons conducted by the teacher had clearly set outcomes that were achievable at the end of the lesson.

6.2 Nozuko Combined (See Appendix F for Outcomes)

Teacher	Score	Reason
L.O	2	Outcomes were not always clear.
NS	3	The lesson was general with no clearly set outcomes at the beginning of the lesson.
EMS	3	The lesson was general with no clearly set outcomes at the beginning of the lesson.

LLC1	3	The lesson was general with no clearly set outcomes at the beginning of the lesson.
TECH	2	Outcomes were not always clear.
A & C	2	Outcomes were not always clear.

Key: 1 = Yes 2 = Not always 3 = No

5.3.4 Assessment practices

At both schools teachers that I interviewed about assessment methods that their school used claimed that their practice was consistent with policy. Theirs was outcomes based assessment. Policy stipulates that in grade 09 assessments should be 25% summative and 75% school based. This 75 % school based assessment is composed of a number of assessment practices. It is not only formal tests but also aspects such as homework, class work, assignments, portfolio work, projects, group work, research, and many other practices.

More challenges were highlighted at Nozuko than at Attwell. This is a list of what the Nozuko educators had to say in my meeting with them.

- In schools it was difficult for OBE trained teachers to be assessed and be supervised by the then present SMT members because no one amongst the SMT members had undergone OBE training. Therefore what this meant was that when someone taught using the OBE style of teaching, it was possible that to the member of the appraising team, what that teacher was saying might be regarded as out of context. A wrong impression could have been created therefore, not because of the incompetence of the teacher, but due to the SMT person not being exposed outcomes based teaching as well as outcomes based assessment.
- For the above point, the educators advocated that the Department of Education and Culture should train all educators so that they could all be on par with respect to familiarity with C2005.

- Those who had been to the OBE training claimed that at times it did happen that what they were told to do by the facilitators at the workshops was not the same and also that, that very information was disputed by the Subject Advisers when they visited their schools
- There was also another problem caused by the combination of subjects. An example they gave was based in EMS. They said that an educator guide concentrated more on business economics than accounting. This meant that no grade nine learner was taught accounting yet in grade ten, accounting came as a separate subject. This negatively affected grade ten learners who had no accounting base in grade nine.
- That peer assessment ought to be closely monitored because it so turned out that learners got an opportunity of taking revenge for one thing or another on those that they were not friends with. This led to double work for the teachers.
- That the formation of groups by students for learning and teaching purposes had no clear policy because if they left their formation to the discretion of learners, it may happen that these groups could be formed on a friendship basis. Sometimes they may be formed on lines of academic performance where top achievers may simply come together and form a group thereby depriving other learners of a good opportunity to learn from the peer group.
- That in the CTA's of the 2002 end of the year examination in Xhosa there was no instruction that section B would depend on section A and yet this was discovered in the exam room with no learner having section A in his/her possession. (A sample of what these teachers were talking about was shown to me.) This led to some confusion as no one knew what to do in that situation. A lot of time was wasted when learners were asked to leave the examination room to go home and bring the section A document. (In fact this also happened in the school where I work).

- The questions of the CTA were abstract and superficial, this came from the fact that in Mathematics there was a task that required learners to measure the distance from their classroom to their principal's office. In our discussions it transpired that tasks such as the above one could be confusing because in some schools there was no principal's office, yet in others there was a one-teacher school. Therefore in setting such questions the fate /condition of the farm schools was not taken into consideration. The above point was made worse by the question that required learners to discuss a happy stay the learner was presumably to have had in a guesthouse. How was this possible to learners when even the very teachers who taught these learners might not have experienced and known what a 'guesthouse' was?
- They complained about the range statement which they claimed was rather too advanced for their learners who were second language speakers of English. This implies that learners from rural/farm schools who are not 100% conversant in English stood very little chance of passing.
- The last thing they mentioned was a negative attitude starting to develop within some of them as educators due to being ignored by the Department when they voiced their concern on operational matters that affected their handling of C2005.

At Attwell High there was a concern over the late delivery of the CTA work by the Department to the school.

The educator that was responsible for the OBE section voiced a concern about the attitude and the unpreparedness of the department in issues that sporadically came as challenge to C2005. She mentioned that a lot of photocopying had to be done in assessing learners, something that ought to have been done by the Department. She said this was due to the carelessness of the people who were responsible for reprographics in the Department. She said even though they had given them correct numbers when they ordered the

CTA's, when the material was delivered there was a huge shortage of scripts and yet there were strict instruction that parcels that contained the CTA's should not be opened before the exact date and time of the actual writing of the paper.

She also complained that a few days before the departments papers were to be written, the very question papers that were yet to be written as final assessment external papers by grade 09, the Department put them on their web site. This meant that a learner who had Internet at home could easily have had access to the paper even before writing it at school. This was an unfair advantage to those privileged learners at the expense of the underprivileged ones. (A copy of the paper down loaded from the net was shown to me).

The following tables serve as guide to a comparative study of the analysis of the above discussions. They are intended to give a graphic representation of the discussions that have been reported portraying assessment practices at the two schools. The tables indicate the design features of C2005 as were observed to have happened at both schools. These are simplified self-explanatory diagrams. All the tables have a key that serves to explain the rating scale.

Table 7 Assessment Practices

7.1 Attwell High

Teacher	Score	Reason
L.O	1	Practised as per the demands of Departmental policy.
NS	1	Practised as per the demands of Departmental policy.
EMS	1	Practised as per the demands of Departmental policy.
LLC1	1	Practised as per the demands of Departmental policy.
TECH	1	Practised as per the demands of Departmental policy.
A & C	1	Practised as per the demands of Departmental policy.

7.2 Nozuko High

Teacher	Score	Reason
L.O	1	Practised as per the demands of Departmental policy.
NS	1	Practised as per the demands of Departmental policy.
EMS	1	Practised as per the demands of Departmental policy.
LLC1	1	Practised as per the demands of Departmental policy.
TECH	1	Practised as per the demands of Departmental policy.
A & C	1	Practised as per the demands of Departmental policy.

Key: 1 = Yes 2 = Not always 3 = No

5.4 COMPARATIVE SUMMARY OF PRACTICES

Table 8 Average scores of features of C2005 as observed in both schools

	OBE	Learner Centredness	Integrated Knowledge	Assessment Practices
Attwell High School:	1	1	2	1
Nozuko Combined School:	3	2	3	1

Key: 1 = Yes 2 = Not always 3 = No

This concludes discussion on data analysis and interpretation. My final comments on this section appear in the next chapter, the Conclusion. This chapter draws together all discussion in the preceding chapters. Thereafter, I conclude with some recommendations.

Chapter Six

CONCLUSION

6.1 OVERVIEW OF THE RESEARCH

In this chapter I present an overview of what has been written in all the previous chapters. In chapter One we saw the need that necessitated the undertaking of the research study. Statements and opinions issued by the different stakeholders such as teacher unions, organised labour, churches, parent organisations and the national Department of Education in respect of C2005 prompted the researcher to undertake a study into the changed education system.

Critical questions addressed were:

1. What was the context of C2005 implementation?
2. What was the teacher's capacity to implement C2005?
3. What were teacher practices?

A consolidated overview of findings with respect to these three questions was presented in Chapter Six.

The choice of the topic was taken based on the fact that if C2005 were to succeed, it was paramount that teachers working in great diversity of South African school be in a position to implement the new curriculum. One must realize that it is the very educators that were supposed to be change agents that the whole country was looking up-to for the success of the new education system. The two schools were chosen such that due to their proximity to the researcher it would be possible for the researcher to reach the schools within the available time during the study. However, the main factor was that the two schools were typical of rural ex-farm schools and urban ex-model C schools respectively. This chapter raised research questions about issues that affected the schools' context of operation, the capacity of teachers in respect of their training, and lastly, questions about the practices of teachers implementing C2005 in Grade 09.

Chapter Two dealt with curriculum policy specification. Key concepts such as the C2005 design features of integrated knowledge, outcomes based education, and learner centeredness were introduced and interrogated. Related literature studies were reviewed in an overview of relevant research on this topic. A specific issue dealt with was the comparative nature of the study into two very different types of schools. Why a rural school farm school and an urban school? The aim of the research was to explore the extent to which these very different types of schools were in a position to implement C2005. It was acknowledged that a small scale study could not address the question of whether they *actually were* implementing the new curriculum. The question was rather whether their circumstances were conducive to C2005 implementation.

Chapter Three dealt with classic Classification and Framing paper of Bernstein (1971) and in particular, his theory on the social selection of knowledge. Bernstein's definition of curriculum as comprising content, pedagogy, and evaluation provided useful categories for analysing classroom practice. The social relationships associated with weak classification (or the Integrated Code) directed the study towards forms of school organisation that would be necessary for the reception of C2005. The concept of Framing was useful in that its related concepts of sequencing and pacing of lessons provided a means of analysing classroom practices in relation to learner centredness. Also dealt with in this chapter was the methodology used. Data collection tools included semi structured interviews and observations in the two schools.

In Chapter Four a detailed profile of the two schools was provided. A clear picture of the profiles of the two schools highlighted the key differences between the rural ex-farm school and the urban former model C school. Features of these schools suggested that they were indeed typical of those categories of school.

Chapter Five presented research findings and an in-depth analysis of the forms of organisation and practices of the two schools. Both schools had forms of organisation – in particular, horizontal rather than vertical hierarchies and relationships – but it was clear that the former model C school was much better positioned to implement C2005. In the case of the ex-farm school, historical disadvantage, poverty, lack of resources and lack of adequate departmental support seemed to combine with a lack of will on

the part of educators to develop the kinds of lessons and materials on which C2005 depends. While they supported the idea of C2005, they felt it could not be implemented in their context. This view was even endorsed by their departmental advisor who counselled them to continue in the interim as they had in the past.

This final chapter seeks to show how the Department of National Education developed a curriculum policy without taking into consideration the different contexts in which that policy was to function. The gulf separating policymakers and their planners on the one hand, and teachers and their classrooms on the other, is particularly great in the case of the ex-farm school. It may be assumed that this would apply equally to the many other historically disadvantaged schools in South Africa. In its early years of implementation C2005 policy remained context blind.

6.2 TEACHERS' RESPONSE TO THE NEW CURRICULUM

As shown in the appendices of teacher interviews, one of the key questions that each teacher interviewed was asked was, if that particular educator was to be given an opportunity of either choosing or not choosing C2005 as an education system to be followed, what would that educator choose. Of the twelve teachers interviewed, eleven expressed a desire to teach Grade 09 if they were to be given an opportunity of teaching the Grade again. They said they would choose to use C2005 as their system of education. They also explained that the vehicle they would choose to deliver that C2005 would still be through the OBE approach. Only one educator said he would choose not to teach Grade 09 again because of the OBE style of teaching.

There is clearly a difference between the goodwill of teachers towards social change and C2005 on the one hand, and on the other their discomfort at having to implement it.

Teachers (most of whom were in the ex-farm school) who felt unable to implement C2005 were inclined to blame external factors for their difficulties. Personal responsibility seemed to be lost as they externalised the locus of control. This was the trend when there were particular difficult issues to handle. Teachers were not easily prepared to take blame for shortfalls of a system they had not been involved in

designing. I equate the sentiments of these teachers to Tony Bush's *Theories of Educational Management: (Collegial Models: 97)* where it is said that the quality of decision-making is likely to be better where teaching staff participate in the process of its development. Due to a feeling of having been left out of the planning process, teachers saw no need to 'own' and implement the new curriculum, even though they supported its aims. The following quote can better serve their cause:

Finally, the participation of teaching staff is important because they usually have the responsibility for implementing changes in policy. Effective implementation is much more likely if teachers feel that they 'own' the decisions (Bush, 1995: 58).

Technically, teachers were represented in the process of curriculum policy development and planning - their respective teacher unions represented them. Nevertheless, all the teachers in this study voiced concerns of dissatisfaction about the jargon, magnitude and the fast pace associated with C2005 implementation. The literature (on teachers as curriculum developers using OBE) in other countries reflects that this is not an unusual response. Elliot and Hughes (1998) in USA reported that the language in OBE was perceived as too remote and complex, which led to feelings of anger, frustration, and stress amongst teachers.

One wonders then if the changes were of smaller scale, more manageable and conducted at a more gradual pace, would teachers in disadvantaged schools have been able to cope? Interestingly, the literature on teachers using OBE in other countries, recommends moving slowly towards goals as teachers may generally see the task of restructuring daunting. McNeir (1993) illustrates the effectiveness of this principle in a state in America (North Eugene High School in Eugene, Oregon) where change took a gradual approach and was reported to have been successful.

Whilst it may appear that these guidelines were not given due consideration in South Africa, at the same time one has to take cognisance of the fact that the state was under enormous pressure from politicians and the public at large to transform the education system to reflect the changing nature of society.

In classroom observations done in both schools (I will use the notion of group work involving learners as an example) it appeared that while group-work was reflected as a tool on learning programmes, there was no real attempt by teachers in either school to engage learners in meaningful decision-making and problem solving activities. For example at Attwell High School in the learning area of EMS, even though the teacher concerned was using flash cards and group work, answers by the students were still given by individual learners from within the group without the respondent first checking with the other members of the group for approval. Perhaps one may say that this was an oversight on the part of the teacher. This was something that could have been easily rectified. It was even worse when it came to Nozuko Combined School, where no group work was acknowledged by the teacher at all. During the lesson of NS the educator that was responsible asked questions and easily accepted answers that were from individual learners without even forming groups. One must note that it was also at Nozuko in the EMS class that the notion of group work was used with success. This shows that Nozuko was not completely unable to begin implementing C2005. Both schools were found to be struggling, but both trying their best.

6.3 OVERVIEW OF DIFFERENT CONTEXTS AND PRACTICES

This research study on the implementation of Curriculum 2005 has pointed to some glaring differences between these two schools of study. The study brought to light the fact that marked differences exist between schools in affluent areas and schools in disadvantaged areas, particularly rural areas. The implementation of the new outcomes-based curricula requires adequate staffing in terms of the teaching personnel, so that educators are able to handle reasonable class loads in terms of student numbers in each class. This study has revealed (through literature and the study in the two schools) that schools in affluent areas have better staffing than schools in historically disadvantaged areas. Schools in affluent areas are able to meet their staffing needs through raising additional funds from parents, something which schools in disadvantaged areas are not able to do, due to the high rate of poverty gripping these areas (See Chapter Two and Chapter Four respectively).

Therefore, in the light of the above, one can argue that schools in disadvantaged areas are faced with an acute shortage of educators, which is linked to the whole issue of the acute shortage of financial resources. The inability of these schools to raise funds from parents required to meet the demands placed on them by the introduction of Curriculum 2005, is propelled by perpetual poverty to which the rural poor are subject. As a result of the above, rural schools find it difficult to cope with the demands placed on them by Curriculum 2005 in terms of human resource needs, resource material needs, and physical resource needs.

From the research study, one deduces that without sufficient financial resources, the human resource needs of schools in rural areas will not likely be adequately addressed and as such, no effective implementation of Curriculum 2005 will be realized. This is certainly the lesson we learn from the case of Nozuko Combined School. Secondly, adequate financial resources are needed to purchase resource materials needed to facilitate teaching and learning, so that educators and learners become collaborative learners in the process of implementing Outcomes-Based Education.

Furthermore, it needs to be emphasized that effective schools research has noted that effective schools are characterised by principals and supervisors who exercise strong instructional leadership (Everard and Morris, 1990, citing Stoll 1991:75). The issue of the Department of Education not paying special attention to the training of the School Management Teams in schools is a cause for concern. Ever since the introduction of the new curriculum, there has been no training directed specifically at principals and other school-based supervisors of teaching and learning processes. How are principals and these supervisors expected to fulfil their roles of being instructional leaders without having been adequately prepared to successfully play this role?

Capacity-building in respect of principals, deputy principals, heads of departments and other senior teachers is necessary in order to ensure that experienced teachers can act as change agents insofar as the implementation of Curriculum 2005 is concerned. Through private training that was organised by Attwell High, the above problem was managed with some success. Lack of funds disadvantaged even the veteran Nozuko Combined teachers, and as such they found themselves in a dire position.

Furthermore, the training of principals and other supervisors will enable these school-based instructional leaders to fulfil their obligations in terms of the following:

- Planning, designing and preparing teaching and learning materials with the teachers;
- Frequently observing teachers in practice and providing them with useful critiques of their teaching.

This would ensure that teachers and their supervisors taught each other the practice of teaching. By engaging in such talk about the practice of teaching in relation to the new outcomes-based approach, teachers and supervisors would be able to build up a shared language required to deal with the complexities of curriculum 2005. This is what collegiality could have been all about. It could have been used as a kingpin to facilitate the effective implementation of curriculum 2005. Most importantly, through such shared endeavour, teachers may begin to locate the locus of control within themselves, and they may thus begin to experience the vital sense of agency.

In general it also came to light that because experienced (senior) teachers were not given special attention when it came to capacity-building in respect of the implementation of C2005, they also found themselves being victims of the new curriculum system, given the fact that they found themselves unable to help their colleagues who were implementing the new curriculum in the classroom, thereby failing to fulfil their important role of being instructional leaders. The Department of Education needed to give recognition to the fact that because principals and other supervisors occupy a centre stage in the school situation as instructional leaders, they had an important supportive role to play in the implementation of Curriculum 2005.

From the above, one can deduce that the issue of inadequate or no special training given to experienced teachers who occupy the positions of instructional leaders, had rendered experienced teachers ineffective in terms of supporting their junior colleagues who were classroom implementers. Due to this lack of training, experienced teachers found themselves unable to provide professional guidance and

advice to their junior colleagues, hence their failure or inability to act as change agents when it came to the implementation of classroom practices required in terms of Curriculum 2005. This limited their capacity to create a supportive relationship with the teachers who were the real practitioners when it came to the implementation of the new curriculum.

Another important point worth noting is that research studies conducted on the issue of collegial relationships in schools have revealed that most schools are characterized by the “sink-or-swim” mentality when it comes to the relations between novice teachers and experienced teachers. As a headmaster who has been a teacher for quite a number of years, I must indicate that for a variety of reasons, new or beginning teachers are normally left on their own to “sink or swim”. Experienced teachers are reluctant to provide professional assistance to the novice teachers who are in most cases faced with the difficult assignment of implementing, in the classroom, the new practices required in terms of the C2005 approach to teaching and learning.

6.4 IMPLICATIONS

6.4.1 Implications for policy and departmental support

The successful implementation of Curriculum 2005 required not only technical changes in practices in respect of teaching and learning, but also changes in teachers' mindsets, attitudes and beliefs that have a major role to play in any teaching-learning environment. From the above, one may argue that for the implementation of Curriculum 2005 to have been successful, teachers needed to be viewed as “whole persons” in their own right rather than as packages required to bring about technical changes in respect of classroom practices. Viewing teachers as “whole persons” would have meant that particular attention should have also been paid to changing or at least respecting teachers' identities, i.e., mindsets, attitudes and beliefs. This meant that the effective implementation of the new curriculum would only be facilitated through a complete paradigm shift in both teachers' identities and classroom practices.

One obtained in Nozuko Combined a situation whereby in the same school, teachers viewed their work differently from each other, and this emanated from the sense of isolation and individualism that pervaded the school culture. Teachers did not readily talk about their work, i.e., teaching, with each other. Hence there was no collaborative work amongst them. Morale, collegiality and an integrated curriculum were the casualties.

It was also mentioned earlier that teaching has been and is still a career in which the greatest challenge and most difficult assignments are carried by those with the least experience – an incredible state of affairs that needs to be discouraged if Curriculum 2005 is to be a success. As indicated earlier, all this stems from the “sink-or-swim” mentality that pervades the culture of most schools. The beginning years of one’s teaching career are always viewed as a necessary “trial by fire” through which all novice teachers must pass. One belief that most of the experienced teachers have is that new teachers need to be subjected to and pass through the same trials and tribulations that they themselves navigated as beginning teachers. This is regarded as a necessary trial that separates weak teachers from good teachers.

From the foregoing paragraph, one can argue that the perceptions portrayed by experienced teachers do not augur very well for the effective implementation of the new curriculum. Hence they need to be eradicated through a carefully planned process of shaping teachers’ identities, so that they reflect the thinking required in terms of Curriculum 2005. Otherwise if these perceptions and beliefs are not changed, new and less experienced teachers will continue to suffer at the hands of experienced teachers.

In changing teachers’ identities for the better, the focus should be, amongst other things, on discouraging teacher isolation and individualism and encouraging professional dialogue and collaboration. If one follows the results of effective schools research, one will note that teaching in effective schools is a collective rather than an individual enterprise. At Nozuko teaching according to the C2005 principles was a non-starter because of individual enterprise by teachers, and yet at Attwell C2005 was possible due to the collective enterprise approach adopted by teachers.

For the implementation of the new outcomes-based curriculum to be successful, teachers' identities need to be affected positively, by a way of making teachers understand that schools are learning communities where collaborative work should be encouraged. This requires the inculcation of a sense of collegiality amongst teachers. By collegiality I mean the existence, within a school situation, of high levels of collaboration amongst teachers and between teachers and principals. This encompasses mutual respect, shared work values, co-operation and targeted and focused conversations about teaching and learning.

For all of the above to happen, it becomes necessary that the work environment of teachers should be receptive to and promote change and innovation through encouraging risk taking and rewarding good work. This requires that teachers be provided with the necessary support from within and outside of the school. The above-mentioned support was found to be lacking at Nozuko, hence their performance in respect of C2005 needed a facelift both from within and outside the school. Comparatively speaking, Attwell High School performed as required by operational principles of C2005 mainly because of the logistical support that the school was able to provide on its own initiative.

6.4.2 Implications for research

Given the fact that improving teachers' workplaces is one important way of improving schools and that the success of Curriculum 2005 depends on the school climate and on what goes in within the four walls of the classroom (as the heart of education), it becomes necessary that large scale investigations should be conducted into the following:

- Implementation of Curriculum 2005 in schools of similar contexts – affluent or disadvantaged, in order to establish whether there are differences in policy implementation, or whether there are any deviations from policy as a result of the particular problems encountered
- Work environment of teachers in terms of physical resource provision
- Supervision of teaching; and

- **Assessment of learning.**

The above suggested research studies will enable the Department of Education to determine whether the conditions as they prevail in schools are conducive to the effective implementation of C2005. This is necessary in order to ensure that the external support given to schools, in terms of human resource capacity, financial resource capacity, resource material provision, or physical resource capacity, is targeted and sufficient to the schools that are in need.

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Appendix A

Interview with the Principal of Attwell High School

Interviewer: I am Sineke, a student at the University of Natal studying for an M. Ed degree. I have with me Mrs. Smith, principal of Attwell High School, a school in the area of East Griqualand, Mrs. Smith, good morning.

Respondent: Good morning...

Interviewer: ...and thank you for agreeing to have this interview with me. I do promise that I'm not going to take too much of your time. The first question revolves around the learners' support material that you have at school. What can you say about learners' support material? Do you design it yourselves, or is it sent by the department?

Respondent: We are not supplied anything by the department being a Section 21 School, much of it is prepared by the educators themselves, but we also have received quite a few text books - copies from publishers, and although we don't use all of them, it has given us an overall idea as to what to prepare.

Interviewer: Right now, if we talk about resources - I'm thinking about human resources, for instance. Now, are there enough teachers to implement this curriculum 2005 as per the ratios that are set by the national Standards?

Respondent: Yes, you see what. We have simply used the teachers that are available to us, those departmentally paid ones, and also quite a number of governing body paid teachers, and we rescheduled the timetable of what we used to have as the normal subjects for Grades 8 and 9, we now have the different learning areas, so yes, we do have enough educators to cover it.

Interviewer: If you talk about educators, in terms of training, who gives them supplementary training apart from the training that they learnt at institutions when they were still learners themselves?

Respondent: Not all of them have learnt from institutions, because some of them are of the old breed like myself – some are- they have had workshops arranged by the Department. We are also fortunate in having one of the facilitators on our staff, Miss Landman who has a much wider and broader perception and view on the whole OBE system. So we have in fact organized, - at the end of last year, we organized it for the last two years, as soon as the reports have been done, it lasted two weeks, that they all got together in one classroom, worked it out overlapping themes –it's not called themes but I can't remember now what exactly it's called in OBE, and so they'd work it out together and we all help each other, so there's not specific training as such, apart from the departmental assistance, but we're helping each other, and those who have a better idea will give advice to those who don't.

Interviewer: Comparatively speaking, therefore, if you look at yourselves, and perhaps King Edward, which is a counterpart of you here, are in a comfortable position to say yes, indeed, you are there towards the the implementation of OBE?

Respondent: Yes, I feel I can say that. We have –we've approached it in what we felt was the most sensible way, because we are all very concerned about the gap that will be created between Grade 9 and Grade 10. and we have therefore – because in a small school like ourselves, many teachers who will be teaching Grad 9 also do subjects in the higher grade. So we've established what would be a good foundation so that there ... yes, there is definitely a mixture of more formal teaching and making sure that aspects that they need to built on in the following year, that those aspects will be covered, but in an OBE approach.

Interviewer: Now, looking at the neighboring schools, and you being the leader here section 21 school, are there any teachers who have shown interest or think of coming to chat with your teachers, or observe what goes on in class, so that they will be able to adopt more or less the same style?

Respondent: Mr. Sineke, you know , we have never invited anybody. I think that the greatest problem created is that with training sessions , etc. the teachers are out of the classroom when those things happen. And I think , well, as a principal myself , I would find it difficult to release teachers to actually go to other schools, to go and observe how they are doing things , because it's very difficult to have teachers out of the classroom. And that's my biggest bugbear about the whole process and they have five or six teachers at one workshop, which makes matters very difficult for the school to function properly during those times.

Interviewer: When your teachers come back from workshops that they attend , normally what is their comment ? Are they well informed about what has been going on there in the workshop?

Respondent: It has improved greatly I must admit, it has improved. In the beginning they used to come back and really not have a clue of what was going on , feeling very frustrated, feeling that they are going to have to implement something but they actually don't know well, all of this year , nobody's come back saying ,you know, We don't think this is going to work , or we don't know what they want from us , so they actually feel that they know more about how to implement it , so it has definitely improved.

Interviewer: Can you agree that perhaps your Miss Landman, whom you say is a facilitator, might have perhaps been building confidence amongst her Colleagues?

Respondent: Yes. We have also had Mrs. July, whom um, was HOD in charge of OBE , who unfortunately has left us now , who has had on this very positive input , and who has made a real study of it herself, so that she could answer questions , and so that when people do come to her with problems, she could actually put their minds at rest, you know, that things are OK. And yes, I do agree that I think that because people are more confident about the whole process, that they've also taken to the training workshops in a more positive way.

Interviewer: Well , let us look at your physical structure here. What contribution can you say , your physical structure has , or the impact it has on the aspects of the OBE –I mean , I 'm talking about space now ,and I' m talking about furniture , and I'm talking about resources – but basically the

physical structure first

Respondent: Mr. Sineke, I think you might know our circumstances, that we actually had great shortage of classrooms, because of the way that we've grown the school, and that in fact that we used to use the hostel as a classroom we have now completed three new classrooms, which I might just add here, the school had to find the money for ... and yes, that has alleviated the whole infrastructure problems that we have had, but with the classrooms available, the furniture available, we manage. We have overhead projectors ...

Interviewer: ...Almost in each classroom?

Respondent: Well, the teachers want it. Not every teacher likes to work from –from an OHP, ja. So yes, we are equipped. Do lot of Photostatting, of course.

Interviewer: You are advantaged – you are a formerly advantaged school, maybe that can almost play a role in terms of parents paying fees, almost on a willing basis, and making life here rather easy in terms of managing, for instance. Is there no collaboration there? You are saying there is much photocopying taking place – I'm thinking of a rural school where there is absolutely no photocopying taking place.

Respondent: Mr. Sineke, there is no doubt that in a school like this, it is 100% easier to implement a very sophisticated system like OBE, than in a rural school. It has to be! And yes, we are advantaged in that way. We do have paying parents –there is a constant nagging – you know, it's not something that just come easy, but the percentage of parents –but I think what people must keep in mind is that everything, except 70% of our teachers, has to be paid by the school. So, that advantage I think is slightly diminished by the fact that we don't get any resources from government department, like textbooks –like...

Interviewer: They don't give you textbooks?

Respondent: No, no, no. Nothing.

Interviewer: That is a difficulty. That means that you have to meet, which goes beyond the resources in terms of money that they give you?

Respondent: Ja. Well, we will be going around most other Section 21 schools, where

the parents actually have to pay – you know, buy the text books , then they can sell them again, you know , and we will sell them.

Interviewer: Second –hand bookshop

Respondent: Yes. We cannot afford – now textbooks have totally changed, even in grades 8, and 10, 11, and 12, the syllabi have changed, and the old textbooks are actually redundant, and to supply the whole school with new textbook. is going to be absolutely impossible. So I'm afraid that's another financial burden that we are going to have to put on the parents.

Interviewer: Lastly, Mrs. Smith, what can you say about cooperation, your leadership style and the cooperation from your teachers, because I want to say that the successes you have here don't just come out of the blue, but it's through the baton as a leader that you have to be able to pull your teachers along with you, show them a direction, and them having confidence in you, right there. That's my last word.

Respondent: Mr. Sineke, yes, I think that especially with Mrs. July, the school has really been blessed with –an individual who, in a leadership position, wanted this to work. You know, we are actually very flexible, not every member of staff is flexible, but once the implementation of it comes about, then they fall in and they sometimes see that it is actually quite beneficial. But I think what we have established is a vision that what has to happen, and the right – and where there are changes, that we will implement those changes to the best of our ability trying to compact the measures that we have to put in place throughout the years to maintain discipline, etc, etc, because discipline is difficult with the OBE approach, because the learners are so free to say things, so that has got to also be structured in a way that they know that can't just say what ever they want to say, they've got to take their turn, etc. so I think –I think the success lies in the ability of people in general to be able to adapt to circumstances, and making sure that although they see my frustration when so many of my teachers have to be out of the classroom for training sessions, -look, I am behind the system . Because I know that it can work, if it is implemented correctly. If the department would just get rid of this jargon, and all this frills around a very good idea. Because there are too many frills!

Interviewer: OK, what else can you tell us? Is there anything else that you wish to talk about? If I can put a question, for instance. You look young, you look you're still going to be around, and your leadership skills and qualities are really needed, and are an asset to the school. What's your

comment about this? My concluding remark, you know, you've done so beautifully in the past, you've transformed the school. It is now an OBE functional school, you know, all those qualities that you have, for instance.

Respondent: Mr. Sineke, that all sounds very flattering! No, I'm going to be around for only two more years, because then I'm going to retire. I'm hoping to see how it's all going to stand out, because next year the grade 10s will have to cope with what they've learnt in Grade 9, OBE system. I don't believe that myself as a person has made this work, it's a team that's made it work. My only contribution, I believe, is that I've given them the scope to do it in. So I can't take too much credit, I'm afraid.

Interviewer: Mrs. Smith, it is my pleasure and I thank you once more

Respondent: It was a great pleasure, and I hope that everything goes well with your studies.

APPENDIX B

Interview with the principal of Nozuko Combined School

Interviewer: I am Sineke, a student at the University of Natal. I'm doing my M.Ed and seated with me is MR.Diko, Principal of Nozuko Combined School found in the area of East Griqualand. Good morning MR.Diko.

Respondent: Good morning.

Interviewer: ... and thank you for agreeing to have this interview with me. I do promise that I'm not going to take much of your time. The first question revolves around the learners' support material that you have at the school. What can you say about the learners' support material that you have? Do you design it yourself, or does the Department send it?

Respondent: No, we do not design it, the Department does send. We send our orders through the normal process of acquisition. We receive it although in many instances it comes late. But we do receive it from the Department.

Interviewer: Well, right now, if we talk about resources - I'm thinking about human resources, for instance. Are there enough teachers to implement Curriculum 2005 as per the ratios that are set by the Department on the National Norms standards?

Respondent: According to the Departmental norms, no. We don't have adequate numbers in terms of personnel. We do have over-sized classes which is not proper of course for the concept of OBE where you need few figures for a teacher.
However, we do try and improvise.

Interviewer: OK. If you talk about educators in terms of training, who gives them supplementary training apart from the one that they are normally given by the Department of Education?

Respondent: Unfortunately there is nothing, honestly. Because according to the advice that we receive, we are supposed to be making use of institutions that we cannot afford at the school, so we only rely on the Department for training.

Interviewer: OK. Comparatively speaking, therefore, if you compare your school perhaps against a school of similar nature in terms of OBE implementation, what can you say about that? What is your view?

Respondent: In terms of implementation, we may not necessarily be in par with other schools because of the geographical location, because what other schools do, they operate in terms of clusters, for different and respective learning area We do catch up with them in some instances - in some instances we can't.

Interviewer: In that case, what you're saying - you're saying that there is no communication between yourselves and schools that are similar, to the kind of school that you're running?

Respondent: There is ... it depends on certain learning areas. Sometimes communication is not at departmental level, that is teachers do not know where to go and when and how. But there are learning areas where subject advisers are doing a lot in terms of seeing that teachers get together and form clusters or learning area committees, and then they work together.

Interviewer: Oh, OK, Is that being initiated by the Department?

Respondent: By the Department.

Interviewer: Then when your teachers come back from the workshops that they had attended; normally what is their comment? Are they well informed about what has been going on there, because my understanding is that most of those I've talked to say they attend these courses, but they are crash courses. What information do they bring back and share with their colleagues?

Respondent: I have got used to the habit of giving them time to try to implement what they have learnt and then after a while in their departmental meetings they write reports, but most of them are not here, so I agree with you. They are usually in big numbers because facilitators are not thoroughly prepared or rather say, trained for it, so to a large extent it depends on the individual teachers to train themselves and implement what they learnt. They don't gain a lot.

Interviewer: I may take that up. Do you have a teacher here at school that is your facilitator for Curriculum 2005 within the school?

Respondent: No, I don't have.

Interviewer: You don't have? Well, let's look at your physical structure here. What contribution can you say your physical structure has or the impact it has on the on the aspects of OBE? I'm beginning to think about space, I'm talking about furniture, you know, that kind of resource.

Respondent: Yes, I do have space. We do have furniture, although it may not be adequate - you see in OBE they make you set their own certain materials, that is the learners, where you need to keep them in a safer place. We do have a room for such things but we don't have the cupboard and stuff to keep that. But we try by all means to offer them and allocate them some space where they can keep their instruments.

Interviewer: OK. Also lets talk about labour saving devices - do you have them? - In your office I see you have a good machine here, photocopier machine, Duplicating machine. Are these adequate enough to meet your needs? because from my understanding, Curriculum 2005 requires lots of duplicating and photocopying.

Respondent: Well, Mr Sineke, it can never be enough - even the capacity of my machine here cannot cope with the demands in terms of duplication, but we do, comparatively speaking to schools of my standing, we are better off, but it's never enough.

Interviewer: OK. Then what about textbooks? Does the school purchase textbooks for students?

Respondent: Yes, as I have said.

Interviewer: ... who are OBE orientated?

Respondent: We do purchase through the Department, and they are never enough because you know, the Department, according to numbers, allocates the funds according to your enrolment, so the money is not enough to buy - enough number. What we do, we usually buy textbooks for the Grade that introduces OBE in that particular year.

Interviewer: Lastly, what can you say about cooperation, you know, your leadership style, together with your teachers - how far do you get along with them in terms of principles and the aspects of collegiality?

Respondent: I am satisfied with the attitudes and the enthusiasm of my teachers because what we have done now, we have made the OBE a separate department in our school, we have allocated our deputy principal, in fact tasked him as an acting H.O.D. there. They work in collegiality as you are saying, and I usually receive minutes where we talk about their problems, every Wednesday.

That is how we structurally handle OBE matters. There's an HOD who reports to the S.M.T. every Wednesday, then we attend to whatever they raise on a weekly basis.

Interviewer: OK, it means you have your hands on?

Respondent: I do have my hands on. I even do attend OBE Management courses, although it's been a long time now. But I'm very much conversant with what is going on. For instance, as we are talking now, they are busy with their quarterly exams, and I'm the one that initiates all the management planning in terms of submissions, evaluation and everything.

Interviewer: OK. Now, towards my last stages of this interview. What can you tell us about OBE in general? You know, I do understand you got into teaching long before OBE or Curriculum 2005 was introduced. How is it? Your assessment in terms of learner advancement? Are they better off in the nated method or are they better off in the Curriculum 2005 aspect?

Respondent: I usually argue that it would be premature to judge whether or not OBE is really achieving its set outcomes in terms of learners. Learners are actively involved, are participating during the initiation process. Teachers are also changing their attitude - they are being positive. However, I think perhaps the amount of work, especially now due to this external exam, that is they call "CATS" or something, Grade 9, there is lots and lots of work, so I'm not sure it would be premature to judge the outcome at this stage, but with the input from educators and learners, I think it's working - not that well, of course - but it's working.

Interviewer: My last one - given an opportunity to make a choice, you know, we live in a free democratic country, but if you were to be given a choice by the Department whether you would choose the Curriculum 2005 or the old nated education system, which one would you choose and why?

Respondent: Honestly speaking, I would fuse the two. I would take the good aspects out of the two of them. All I'm saying at a practical level, at the end of the day, a teacher still needs to teach, to give information to learners. But learners also need to take part actively in the lesson. I can't expect learners to design a lesson. The teacher must. So in the old system teachers designed the lessons, but the OBE says that the learners are supposed to be doing that, the teacher only facilitates. So I would in a way, try and fuse the two, because nothing has been that bad with the old and even the new one.

Interviewer: Let's look at the participation or the cooperation that you get from the parent component, especially those who are in Grade 9, where all of a sudden they've got to assist with the buying of much material, you know, getting deeper into their pockets. How far do they cooperate with you?

Respondent: I've - the only measure that I use to check their cooperation is their attendance every quarter we call parent meetings where they are briefed as to what is happening. Unfortunately, we are in a socio-economic problem here, of illiteracy and unemployment. So even if they want to pay the money we ask them to pay, they don't usually have it.

Interviewer: ... lots of money, you know, to make those self-made resources. What is your school fund per year now, averagely speaking?

Respondent: On average, because our school fund covers all the school from Grade 1 to 12, our budget is plus / minus R40, 000, you know, directly from the parents. So it's not enough. It definitely is not enough, you know, with OBE and learning areas such as E.M.S., Arts and Culture where you have to take your learners to museums, to private enterprises, we don't afford that. Ideally we should have more money so that we may undertake the excursions, we need to give them briefing, theory and practice and all that kind of stuff. Unfortunately we don't afford that.

Interviewer: MR. Diko, thank you, thanks for the interview.

Respondent: My pleasure, sir. Thank you. Good luck with your work.

Interviewer: Thank you so much.

Appendix C

Interviews with Attwell Educators

First Interview: Life Orientation Teacher (L.O.)

Interviewer: I am Sineke, a student at the University of Natal doing my M.Ed and here sitting with me is my first respondent, the educator for Life Orientation. Please will you tell me how you prepare your learners for their final examinations?

Respondent: I engage them in revision work, and do not leave them alone. Whenever they are in class, I will be there too with them. They are never alone when studying. They either prepare in groups, or sometimes each learner prefer to work on his or her own.

I find that life orientation is a learning area that prepares learners to face life on their own sometimes and at other times life must be approached by individuals in a group form. I only go to their class of study occasionally or when asked to by the learners themselves.

Interviewer: If you were given the choice to teach or not teach a class of Grade 9 again, what would you choose?

Respondent: I would be very willing to teach Grade 9 again. I find that teaching that level under the demands of C2005 has also taught me and gave me some experience and I found it a pleasure to teach this particular group.

Interviewer: How do you handle the continuous task assessment? Do you find that difficult?

Respondent: No, there is no problem with that. In fact, it is very similar to the activities that I had done with the learners. The only problem has been that the CTA's are often delivered late by the Department of Education. The amount of time we are given to mark these CTAs was also very little, given what was covered in the work of the year.

Interviewer: Basically speaking how do you handle the aspect of assessment in general?

Respondent: I usually follow the prescripts of the department. This includes aspects such as giving some homework, class work, tests, assignments and some other exercises that are relevant to knowledge testing.

Second Interview: Natural Science Educator (NS)

Interviewer: Good morning. I believe that you are an NS teacher. I am Sineke, a student at the University of Natal doing my M.Ed Please will you tell me how you prepare your learners for their final examinations.

Respondent: I leave my learners to revise on their own. It is only when they are doing experiments that I come close in order to supervise.

I am aware that the chemicals that the learners could be dangerous. I also have to remind them that discussions should not be in one dominant language because in my class there are both English and Afrikaans speaking learners.

Interviewer: If you were given the choice to teach or not teach a class of Grade 9 again, what would you choose?

Respondent: I would choose to teach Grade 9 again. Teaching that level has given me new positive experience about teaching.

Interviewer: How do you handle the continuous task assessment? Do you find that difficult?

Respondent: I am concerned about the late arrival of the continuous task assessment material. This has to be done by learners within a one-week period. I think that this is not fair to the students as they are not familiar with the methods of the CTA.

Interviewer: Basically speaking how do you handle the aspect of assessment in general?

Respondent: We agreed as the school that assessment shall be done in all learning areas

according to the dictates of C2005 assessment practises. Therefore all aspects of assessment work are given.

Third Interview: Economic Management Sciences (EMS)

Interviewer: I am Sineke, a student at the University of Natal doing my M.Ed and here sitting with me is my third respondent, the E.M.S. educator. Please will you tell me how you prepare your learners for their final examinations?

Respondent: All I have to do is to let the students stay in my class in order to work on their own. Occasionally I go in to them in order to find out whether they have any problems. If some need my guidance, I assist them.

Interviewer: If you were given the choice to teach or not teach a class of Grade 9 again, what would you choose?

Respondent: I definitely would choose to teach Grade 9 again.

Interviewer: How do you handle the continuous task assessment? Do you find that difficult?

Respondent: I don't find any difficulty with the CTA. It is just a problem that the material for the CTA often arrives very late at the school.

Interviewer: Basically speaking how do you handle the aspect of assessment in general?

Respondent: Well as a school we agreed that all set principles of C2005 shall be followed. Sometimes we ask a teacher from another related field to set questions for us so that we may be able to determine our progress and the relatedness of our teaching.

Fourth Interview: Language, Literacy and Communication (LLC1)

Interviewer: I am Sineke, a student at the University of Natal doing my M.Ed and here sitting with me is my fourth respondent, the educator for L.L.C.1. Please will you tell me how you prepare your learners for their final examinations?

Respondent: Oh, I usually leave them to get on with it themselves, but make myself available to help them if they so require.

Interviewer: If you were given the choice to teach or not teach a class of Grade 9 again, what would you choose?

Respondent: I would enjoy teaching the Grade 9 learners again, and I have found that I too have learnt quite a lot through teaching C2005.

Interviewer: How do you handle the continuous task assessment? Do you find that difficult?

Respondent: I don't find any problems with that, only sometimes with the short amount of time allowed for the assessment, as the material is sent too late by the Department.

Interviewer: Therefore, basically speaking how do you handle the aspect of assessment in general?

Respondent: With LLC it is easy, almost every work we do has an exercise that need some work to be done. Of cause there is an understanding we must structure our work on the basis of C2005 aspects.

Fifth Interview: **Technology Teacher (Tech)**

Interviewer: I am Sineke, a student at the University of Natal doing my M.Ed. Good morning. You are the Technology Educator, are you not?

Respondent: Yes, I am the educator for Technology.

Interviewer: Please will you tell me how you prepare your learners for their final examinations?

Respondent: On most occasions I leave the learners to prepare on their own. I find that they often even try challenging one another to make some designs that are

not even mentioned during the lessons that I conducted whilst I was still teaching.

Interviewer: If you were given the choice to teach or not teach a class of Grade 9 again, what would you choose?

Respondent: I am not too impressed by C2005. I find that the environment under which the learners learn is not conducive to practices advocated by C2005. Also parents are also not exposed to the financial demands of C2002 and learners are also not exposed to the outside world. For example, in one lesson that asks learners to write about communication, students living in town will mention the internet as one of the ways to communicate, but farm students would not even understand what the internet is, and yet they are all taught the same curriculum 2005.

Interviewer: How do you handle the continuous task assessment? Do you find that difficult?

Respondent: It is not difficult, but a lot of work has been covered, and often when the material arrives late, I find it difficult to complete it in time, things would be fine if the department would deliver on time.

Interviewer: Therefore, basically speaking how do you handle the aspect of assessment in general?

Respondent: All our assessment is centred on the set demands by the department.

Sixth Interview: **Arts and Culture Teacher (A & C)**

Interviewer: Good morning. I believe that you are an Arts and Culture teacher. I am Sineke, a student at the University of Natal doing my M.Ed Please will you tell me how you prepare your learners for their final examinations.

Respondent: I give my learners lots of projects to work on. This assists them in being able to do revision without being aware of it.

Interviewer: How do you cope with the training you've received in this particular learning area?

- Respondent:** We were fortunate for teaching in a school of this nature, because our principal organised privately paid external training. I also benefited a lot mainly because our facilitator had thorough knowledge of arts.
- Interviewer:** If you were given the choice to teach or not teach a class of Grade 9 again, what would you choose?
- Respondent:** I would choose to teach Grade 9 again. Teaching that level has given me new positive experience about teaching, specifically with regard to the many different cultures that our students bring.
- Interviewer:** How do you handle the continuous task assessment? Do you find that difficult?
- Respondent:** The department needs to do more homework about this area. They delivered these CTA'S very late and as such this negatively impacted on our school year planner. This was also new even to the students, most of them could hardly cope without supervision. On general assessment aspects, I just follow those set for us by the department. This is a wide field, so I am able to tap into other learning areas as well with the help of other teachers.
- Interviewer:** Do you have adequate learner support material to handle this learning area?
- Respondent:** Learner support material is never enough, mainly because we in a technological world. Our school cannot always keep up, however, within our region we are amongst the leaders in the area of arts and culture teaching.
- Interviewer:** How do you plan your lessons?
- Respondent:** We meet with teachers of other learning areas and discuss how we are going to handle a particular phase organiser.
- Interviewer:** Madam, thank you for affording me this opportunity to talk to you.
- Respondent:** You're welcome.

Appendix D

Interviews of Nozuko Educators

First Interview: Life Orientation (L.O.) Teacher

Interviewer: I am Sineke, a student at the university of Natal. As discussed before I am here to ask you a few questions concerning some aspects of C2005 teaching. I believe you are a Life Orientation teacher, good morning Sir. Can you tell me how you normally prepare your learners for their final examinations?

Respondent: I normally assist them whenever I see a need to do so. I also check through informal visits to their study places within the school. I do want to get closer to them all the time.

Interviewer: If you were given the choice to or not to teach a class of grade 9 again, what would you choose?

Respondent: I would love to teach them again because this is also an eye opener to me.

Interviewer: In terms of assessment practices, how do you handle the continuous task assessment?

Respondent: That area of assessment is not at all new to me. We have been doing this except that it was not called CTA. Be cause it is a new system, I would be glad if the department can deliver them on time.

Interviewer: What do you do when it comes to the use of learner support material?

Respondent: My learning area does not require much of it yet. I therefore help to make the little that our learners can afford to make or buy.

Second interview: Natural Science (NS) Teacher

Interviewer: Good morning Sir. My name is Sineke and thank you for agreeing to have this short interview with me. My first question, on normal circumstances, please tell me how do your learners prepare for the final examination?

Respondent: I do that the way I have been doing it before. That means It is the learners who have to do most work but I just supervise them on a daily basis. They normally use the past examinations paper and to some good extent internal tasks that they have been given during the year.

Interviewer: How do you find OBE policy to be, with reference to the performance of your students?

Respondent: OBE is good policy but it is not really meant for us. Schools such as ours are behind in terms of some of the things that are needed if OBE is to succeed. There is no money here to buy all the things that are needed in OBE.

Interviewer: What has the local office of the department said in relation to the concerns that you raise now?

Respondent: Well even the SEM has given us as the school a go ahead to us teach the old system in the interim until the department really delivers tangible material to our school.

Interviewer: How do you handle the aspect of the continuous task assessment?

Respondent: Much as it is good that learners are now assessed more from the school work instead of being external, the department seems not being able to implement its plan of early delivery of the CTA's. They delivered the material to our school very late and our learners did not have enough time to prepare for them.

Interviewer: If you were given an opportunity to choose or not to choose to teach the grade nines again, what would be your choice?

Respondent: No I would not teach this grade again nor any grade that has OBE for that matter until I am fully conversant with the new system.

Interviewer: How do you find the training that you attend for the new system?

Respondent: I find that very scanty compared to what must be done in class. The type of training that is normally given to us is mealy an introduction. On most occasions you are at your own, hence we do not follow the C2005 system as departmentally required.

Third Interview: Economic Management Sciences (EMS) Teacher

Interviewer: I am Sineke a student in Natal University. How do you normally prepare your students for the final examinations?

Respondent: I usually leave them to work on their own so that they can learn freely to be on their own. Sometimes I come and sit with them in class when they study so as no one may make noise for those who study seriously.

Interviewer: How do you cope with limited amount of learner support material that you have at school?

Respondent: Well the learning area that I handle is not that much demanding in terms of a sophisticated learner material. We therefore try our best and design from the local material that is used in every day use even at the learner's homes. Think of empty packages of milk as well as other products that are used at different homes,

Interviewer: How do you manage the continuous task assessment in your class?

Respondent: Apart from having taught learners to your best level and have them ready for the examinations, the department needs to play a positive role on its part. They delivered this very late last year something that disorganised learners in their preparations.

Interviewer: If you were to be given an opportunity to choose either to teach or not to teach C2005 again next year, what would you choose?

Respondent: I am on the fence! I probably would need thorough training first and then choose to teach this grade again because with every thing in order I think it would be nice.

Fourth Interview: Language, Literacy and Communication (LLC) Teacher

Interviewer: Good morning Madam. My name is Sineke and thank you for agreeing to have this short interview with me. My first question, on normal circumstances, please tell me how do your learners prepare for the final examination?

Respondent: I usually let them revise the year's work by themselves, but I would be around to attend to any questions or concerns they might have. Of course, there'll always be those few who need to be monitored if they are to do anything productive. You know.

Interviewer: Of course, I do. That in turn means you always have to be around whilst they are getting on with it.

Respondent: In more ways than one.

Interviewer: If you were given a choice to teach or not to teach grade nine again, what would you choose?

Respondent: Despite the difficulties here and there, I am enjoying teaching C2005 because it does not really mean getting read of everything there was in the previous teaching methods. Specifically with language teaching, there are always basic topics, the now called learning programmes, from where you start.

Interviewer: How do you handle common task assessment? Do you find it difficult?

Respondent: There aren't major problems except for their late coming. One other thing about it is that when it comes it comes with a new theme or area of focus and having very little or nothing of what you have done in class.

Fifth Interview: Technology (Tech) Teacher:

Interviewer: I am Sineke, a student at the University of Natal doing my M.Ed. Good morning. You are a Technology teacher, aren't you?

Respondent: Good morning Mr Sineke. Yes, I am an educator for Technology.

Interviewer: Will you please tell me how you prepare your learners for their final examinations in your learning area?

Respondent: To start with, teaching technology in a disadvantaged school like this one is very difficult. You have to rely on teaching through newspapers and magazines. The learners do not get to see and touch a computer like their counterparts from the well to do schools. Coming to your question, I do leave them to work on some things but they need constant monitoring because some of the things are just out of their frames of reference.

Interviewer: If you were given a choice to teach or not to teach grade nine again, how would you choose?

Respondent: I am not very happy with this new C2005, because really it is not suitable for all contexts. I mean, it needs a lot of learner support material, something we don't afford at our school. It is very relevant for advantaged schools where teacher-learner ratios are reasonable and resources are available.

Interviewer: How do you handle common task assessment? Do you find it difficult?

Respondent: It is not difficult, but when it comes late it puts me under a lot of pressure.

Sixth Interview: Arts and Culture (A&C) Teacher

Interviewer: Good morning I believe that you are an Arts and Culture teacher. I am Sineke, a student at the University of Natal doing my M. Ed Please will you tell me how you prepare your learners for their final examinations.

Respondent: I give them some work to do on their own. Research projects are very effective to enable learners to do revision on their own without feeling that they are really revising.

Interviewer: How do you cope with the training you've received in this learning area?

Respondent: Very well, our facilitator is very conversant in these things and that steers all of us to try our best under the circumstances.

Interviewer: If you were given a choice to choose to teach or not to teach grade nine again, what would you choose?

Respondent: I would choose to teach grade nine again, as I said I am having a very good time with them. I learn a lot from them as much as they do from me. I would definitely stay in this grade.

Interviewer: How do you handle common task assessment? Do you find it difficult?

Respondent: This is an area that the department of education needs to work on. The late arrival of these CTA's is very problematic, especially when they require too much of research work.

Interviewer: Do you have enough learner support material for this learning area?

Respondent: No, a very big No. We do not have even the textbooks to refer on. How would we then have clay, sculpting material, craft material, etc?

Interviewer: How do you plan your lessons?

Respondent: We meet as the teachers of that level and discuss how we are going to tackle the different phase organiser.

Interviewer: Sir, thank you once more for your co-operation.

Respondent: It's my pleasure Sir.

Appendix E

Attwell High School

OBSERVATION GRADE 9 LIFE ORIENTATION (L.O.)

LIFE STYLE DISEASES

From the onset I must state clearly that in this school, it is learners that move from class to class. Teachers remain in their classrooms. The first class that I am taken to for observation purposes is the class of Life Orientation. The teacher starts her lesson by asking questions based on the prior knowledge that was given in the previous class. There is great in depth participation by learners, this was shown by maximum co- operation between the teacher and the learners. Questions that the teacher asks are satisfactory answered by the learners. The teacher explains what lifestyle diseases mean. During the lesson there are learners who chat amongst themselves. As the teacher continues to teach, some learners take notes. Examples of life style diseases are given: heart diseases, lung cancer, STD's, diabetics and high blood pressure.

1st case study

A case study of: Heart diseases

The teacher reads out a story loudly. It is an active class and learners work in groups. More clarity is given about heart diseases. Some groups call the teacher and ask her further questions before answering her questions. There are 4 or 5 learners that form a group. When I look at the walls, I see posters of various topics used. Further discussion of this topic leads to laughter.

Basically it's a class that is alive, it has ideas, and it is creative and seems to be at ease with their teacher. The danger of drugs is explained in greater detail.

2nd case study

Xoliswa's Lifestyle is read out loud as a case study. It highlights a life that is at risk of S.T.D through one's bad behaviour. There is a discussion around behaviour (sexual) and life style disease.

Case Studies.

As the case study is read, learners listen. A session for group discussion is opened. In some groups some learners discuss in their mother tongue, however when the same learners are to answer question or present as group leaders they present in English. They talk in their mother tongue but when the answer is given it's in English. Teacher visits almost every group, this class is made of 38 learners. During the report back session some learners ask questions that wanted to find out more about the diseases. A discussion around the use of 2or 3 condoms at one time as a safety measure ensues. There is great laughter about this idea of condoms, even the teacher joins in the laughter. Discussions of condoms seem to interest most learners. Learners tease their teacher by asking her about the use of condoms. An aspect of the price of condom is discussed: Economical factor may lead to risk of those who can't buy them, female condoms are also discussed.

3rd case study

A topic of nutrition revolves around people who eat healthy food and unhealthy food e.g. junk .the teacher takes for granted that all learners know and understand. Food Types are not explained e.g. hamburgers. After some noise the teacher calls to order "Grade 9 settle down please" the whole class is addressed rather than groups that make noise. Group work as well as homework is given.

OBSERVATION GRADE NINE NATURAL SCIENCES (N.S.)

Mrs Green N.S. The teacher starts by recapping from the previous lesson.

“Contracting elements” “That’s what I was showing you yesterday”

Learners here make use of both English and Afrikaans medium. The teacher too does the same. The teacher is a white lady, it is a class composed mainly of white kids, a few coloureds and 2 Indians. It doesn’t participate as the teacher encourages them to speak on they are rather quite. The teacher in full view of the class conducts the experiment. The closest learner is about 2m from the table of the experiment and the furthest at 8m away. A learner suggests how the experiment was to be conducted and his suggestion yields positive results. The walls have relevant pictures with aspects related to the N.S. subject. Twenty minutes into the lessons, some learners start chatting amongst themselves showing signs of boredom. Learners are not seated in groups instead they are seated in rows. The teacher moves from desks to desks showing each learner the results of her experiment. I was also shown the experiment and I saw the bubbles. It’s a class of 26 learners, learners asked the teacher some questions for clarity and this leads to some noise by other learners. It is the teacher who talks most of the time here student voices are hardly formally heard. There is no group work up to now. The teacher does not ask learners questions, but instead it’s them who ask her questions. The class gets noisier and the teacher calls them to order once more. “Please listen grade 9”

Too much salt results in high blood pressure. There is no teacher - class coordination. Some learners talk whilst others are receiving direct attention of the teacher. One learner is busy shuffling cards. The teacher pays no attention to him. There is noise at back of the class. Reading material and area of the experiment is issued to each child. Only about 4 learners are participating. An announcement for sport people (relay athletes) is made through the intercom system into the class and throws the class into disarray. This class carries on and learners seem not to mind my presence. This is good for research because these learners behave like they do in their every day life. Once the bell rings learners stand up and are ready to leave. The teacher greets again and then thereafter they leave.

Miss Landman (No eating and drinking in this classroom)

**OBSERVATION GRADE NINE ECONOMIC MANAGEMENT SCIENCES
(EMS)**

This group is the same group that I met during my language first observation lesson. The walls are decorated with E. M. S. documents, rules are read out loud are also written on the wall, these are: silence from everyone in class, there should be no litter, desks must be kept neat, bags should be properly closed, there should be respect for everyone. and the chalkboard is used as a resource material. The teacher checks on her learners work by moving from one group to another. The teacher asks some questions. There is integration of work. In each group that is made, there is a leader, timekeeper, spokes person and a scribe. Flash cards are issued to each group. The use of flash cards leads to class participations. There is massive class participation by almost every learner. It is the learners that decide monetary terms. Each learner is given a question and later asks another question, it is a lesson of a chain reaction. The researcher sees this as being a nice introduction. Some questions are also asked not using the flash cards. The teacher is and still manages to reach out to every learner. During teaching learners are also given some assessment tasks to do.

L.L.C.N.N.HOGG (Advance with English grade 9)

The Role of the Media

A good introduction about the role of the media in general. This educator uses question and answer method. Lesson is demonstrated by the teacher who reads an extract from the English book that is issued to every learner. Learners listen very attentively to her reading. There is use of different newspapers by both the teacher and the learners. I was asked to assist in the name of a newspaper known as Sowetan. Skills around newspaper compositions are implanted in learners. There is class involvement, individual, as well as group work.

Programme Organiser: Media

Phase Organiser: Communication

Use of newspapers, magazines and chalkboard. Learners work as groups. Learners develop listening skills from their peers talking, this is evident through the answers that they give when they are asked a few questions from what is being read by groups. There is progress in some groups whilst the last group is still trying to form itself up. Two groups are sent outside the class to prepare for their expected presentation. Only two groups remain in the class. The teacher moves from one group to another giving out instructions of how given tasks should be done. There is loud reading by one member of the group whilst other members listen. Once the teacher goes out to see other groups at work outside the classroom, work continues in the groups left behind. Class participation is good. Assessment in this reading competition is based on the following: A reader's clear voice, his or her appearance, pronunciation of words, pace of the reader and expression.

OBSERVATION GRADE NINE TECHNOLOGY (TECH)

Teacher goes straight to the chalkboard to write some work. In fact she is writing notes that described meaning of words. A number of learners are copying the notes, but they are not attentive to what the teacher is also saying. They are chatting and there is murmur in general. Some papers with notes are given to each learner by the teacher. These notes are to be used as portfolios by the learners. Whilst she said its for the next project.

The educator asks questions and the students respond in a chorus form. She disapproves of the chorus and demands an answer from one learner. The teacher does in a way teach from theory and they relate her subject to real example loose to strong, stronger triangulation.

Building of a watchtower: portfolio

Program Organiser: Structures

Project: Watchtower

A task of working out 3 different designs is expected that each learner should be able to do. So far it's the teacher who talks most giving out instructions of what must be done. There is no group work because each one is expected to develop a skill of

designing some project (watchtower). Therefore learners work independently. There's link of real life and other areas of life influence "Where did you see the idea" T.V. or an idea of your own? The teacher asks a student. What material are you going to use? She emphasis that this project is not meant for group work and instructs that the tasks should be started immediately. She moves around the aisle of the desks. The importance of the use of time is emphasized in learners. This means that the given tasks should be submitted on the due dates given.

In the classrooms there are two television sets connected to a video recorder. A wall clock, overhead projector, a stove, a piano and a bookshelf with books. So far it is the chalkboard that has been used. The teacher moves around checking learners work.

Appendix F

Nozuko Combined High School

OBSERVATION GRADE NINE NATURAL SCIENCES (N.S.)

Mr. Dubula

On my arrival I found that even though I had telephonically checked with the principal whether they would expecting me, he confirmed and in his reply he told me they were, on my arrival he was not here at the school and neither was his deputy. Mr Dubula tells me that he was informed by the principal about my coming but he too has scanty information about the real purpose of my visit. Unlike the other school (urban) here at Nozuko it is the teachers who move from one class to another.

In the first class that I'm being taken into for observation purposes I find that the walls of the classroom are decorated with charts. Most of these charts are hand written. At the corner of this classroom there is a small stove queen stove plus a cupboard. When I came in students stood up and greeted me. They are seated in groups of four. There are six groups in this class. The teacher is writing a structure on the chalkboard. The teacher starts by announcing the structure of system he has written at the chalkboard. Learners are taking notes of the structure into their books. He says late students won't be accommodated. The teacher uses vernacular language even though he is teaching Biology a subject that ought to be taught in English.

The teacher lightly scolds a learner whom he says has a tendency of coming to school with out a writing pen. The classroom is spacious. The floor is only of cement nature. In terms of uniform, a few students are not wearing the school uniform in this class. It's a lesson of system, the first lesson that is dealt with is a respiratory system. Basically this is the teacher-dominated class. He is describing the system he has written on the board. He gives some description of certain terms such as the extruitory system. It is evident that basically he uses both English and Xhosa languages equally. He asks questions and learners answer in a chorus form. The lesson seems to be

around substances that are released by the body. There is laughter whilst urine is mentioned. They laugh when being asked to mention the organ, which is used to excrete urine. There seems to be good rapport between the teacher and the learners in this class. The teacher uses only question and answer method.

A cell phone rings the teacher asks the learner (David) to close it, and only open it at break time. She must switch it off he emphasises. He uses the notion of the ringing phone to teach the hearing system i.e. through the nervous system. This is a teacher centred lesson, which seems not to be that much effective because learners are rather passive.

Mr. Gumede

**OBSERVATION GRADE NINE MATHEMATICAL LITERACY,
MATHEMATICS, MATHEMATICAL SCIENCES (MLMMS)**

Maths Lesson

From the beginning the educator notices that learners have their mathematics books open. He instructs them to close their books. The teacher writes notes on the chalkboard. The lesson is about mathematical expressions. As he teaches he also writes on the chalkboard. He talks facing the chalkboards not the learners. It is the teacher who leads in solving given mathematical problem. He calls some learners by names without even looking at them to answer his questions. Links the lesson to the knowledge they have been taught. The educator informs class that he will be faster in order to finish the new syllabus he has been given. A learner is called to the chalkboard to write an expected answer. Questions asked are not answered by individual but by chorus of learners. The teacher does not discourage this chorus of answer. He asks learners to work out same exercise he has given on the chalkboard. This is an assessment exercise. Learners start their class work and are working individuals even though they are seated in groups. There is no group work. The teacher moves from child to child-monitoring progress that is done. He does what is referred to as elbow marking. More assistance is given to learners by the teacher. When learners are not certain and rather lost the teacher has some example and explains more to the learners. The concentration was centred on signs + or – negative. These signs are

+ x += +

+ x - = -

- x - = +

Learners seem to use those and have no thorough knowledge about how they function. More time is taken on the minor assessment exercise. After some time the teacher takes an exercise and solves it himself. Another exercise is given. Only five got the first exercise correctly. These five are given another example whilst the rest is asked to copy the correct answers from the chalkboard. Fifty-five minutes into the lesson but still there is no group work by learners even though they are made to seat in groups. This measure is taken to discharge copying. Class participation is very minimal. The period finishes whilst the teacher is still assisting a learner. He ignores the bell and continues to a four learners.

Mrs Majola

Lesson 3

**OBSERVATION GRADE NINE LANGUAGE, LITERACY AND
COMMUNICATION (LLC)**

The teacher gets in to teach izimaphambili nezivumelanisi. The teacher uses the Xhosa language. She asks questions and the class answer in i.e. they answer in a chorus form. The educator tells her learners not to copy what she is on the chalkboard because they won't understand. Basically it's the teacher who does most of the talking and writing. She comes with textbook. She is using a chalk and talk method. She gives them an exercise that they must each do. Fifteen minutes into the lessons the teacher quietly moves within the desks checking whether what she has given them as an exercise is being done. Learners are working quietly and independently. The teacher is also reading the textbook perhaps whilst waiting for learners to finish the exercise she has given them.

During her teaching she mostly teaches facing the chalkboard. At times learners are asked to read directly from the chalkboard. As questions are asked an answer in the form of a chorus is discouraged. Individual participation is encouraged. A learner is invited to the chalkboard to go and write something. Isivumelanisi sentsusa sesibaluli

esongzelelwelweyo sesibaluli sihloela isakhi sichazi u-a phambili kwesivumelanisi sentloko.

The teacher comments that what she has taught up to now is enough. She doesn't want to give them too work as she claims that many of them may easily forget what has been taught. As she concentrates to individuals in groups, others whisper amongst themselves. Judging by their facial expressions the topic may not necessarily be around the given exercise. As the lessons draws to a close, the noise grows bigger. When learners make noise, the teacher usually call a student by his or her name to order. After the call there is normally quietness. At Attwell High they would address the whole class yet here at Nozuko they call each learner making noise by his or her name. One could say due to small numbers there is good use of the aspect of individual attention, it's easy for the teacher to move from learner to learner checking whether a given task is actually performed by the learner.

OBSERVATION GRADE NINE ECONOMIC MANAGEMENT SCIENCES (EMS)

Mrs Mnguni

The teacher introduces her lesson using text book method. She writes an example in page 74 of the book they use. In each group there is a text book. Both the teacher and learner read from a particular page. She teaches about certain transactions. She teaches reading from the book titled "Business Today"

The teacher writes diagram on the board.

Cash Receipt Journal

Cash Payment Journal

A learner by the name of Dlamini is singled out to read what is written on the board to learn. A clear description of these lessons is given. Two C.P.J. 1st 15Hoo and 2nd 10HOO

It is only in this lesson that group work is used and seems to work. She says that the diagram she has drawn is also available in the text book. C.P.J. 1st R100 licence5, R5-00 R1750 s/ R450 wages. An activity in page 79 is given to all learners. Before the learners attempt their exercise, the teacher clearly demonstrates and explains the type

of work she asks to be done. She is giving them this task and informs them that she expects the work to be finished and submitted to her on Friday. She further tells that on the very Friday she will mark that given work. The bell rings and the teacher completed her work.