

An exploration of Intermediate Phase English First
Additional Language teacher learning through the use
of PILO toolkits to improve curriculum coverage:
A case study of three primary schools in the King
Cetshwayo District.

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DECLARATION

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2. I have never submitted it before for examination to any university.
3. This thesis does not contain any other person's information, other than where the sources are specifically acknowledged.
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ABSTRACT

In South African Primary schools, the education policy states that the learners may learn in their mother tongue up to grade three. Thereafter, English or Afrikaans becomes the compulsory Language of Learning and Teaching (LOLT) from grade four. But most grade four to six learners demonstrate a poor understanding of English First Additional Language (EFAL). A further concern is that the teachers do not complete curriculum coverage when teaching EFAL. The initiation of *Jika iMfundo* (JM) programme was intended to help and support teachers in KwaZulu-Natal through the use of PILO toolkits in order to improve curriculum coverage.

Toolkits are resources designed to help teachers to improve curriculum coverage and to influence learning outcomes. JM provided PILO toolkits that included curriculum planners to teachers during workshop training. The curriculum planners were used to pace teachers' teaching and assessment against CAPS expectations in order to help teachers to reflect and recognize the gaps that were related to curriculum coverage. The purpose of this research was to explore Intermediate Phase English first Additional Language (EFAL) teacher learning through using the PILO toolkits to improve curriculum coverage in three primary schools in the King Cetshwayo District.

This research used qualitative methods within the interpretative paradigm. Data was generated through semi-structured interviews, participants' biographic information, field notes and document analysis. The research data reveals that teachers acquired content and subject knowledge from training workshops through the use of the PILO toolkits offered by the JM programme. The collaborative active participation was implemented during workshop trainings provided teachers with the understanding needed to deliver effective learning and teaching in their classrooms. Moreover, the findings indicated that regular collaborative interaction between teachers and their Heads of Departments (HODs) was ensured by meetings that were held within their respective schools by the HODs, and they were visited by subject advisors as well as attended cluster meetings, which helped them to cover the expected curriculum. However, there were tensions between the monitoring and support aspects of the PILO toolkit planners and the fast pacing of the curriculum and learners' grasp of concepts.

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Table of Contents

DECLARATION	i
ABSTRACT	ii
ACKNOWLEDGEMENTS	iii
CHAPTER 1	1
Introduction.....	1
1.1 Introduction.....	1
1.2 The focus and purpose of the study	1
1.3 Rationale of the study	1
1.4 Background information about Jika iMfundo	2
1.5 Research questions.....	4
1.6 Research methodology and design.....	4
1.7 Overview of the dissertation.....	5
1.8 Conclusion	5
CHAPTER 2	6
Literature review	6
2.1 Introduction.....	6
2.2. Defining professional development.....	6
2. 3 Purpose of Jika iMfundo’s professional development.....	7
2. 4 Professional development in South Africa since 1994	8
2.5 Teacher knowledge and professional development.....	9
2. 6 Models for continuing professional development (CPD).....	11
2.6.1 Coaching and mentoring.....	11
2.6.2 Community of practice	13
2. 6. 3 Training	15
2. 7 Definitions of teacher learning.....	17
2.8 Theories of teacher learning.....	18

2. 8. 1 Cognitive approach to teacher learning	18
2. 8. 2 Socio-cultural approach to learning	19
2. 9 Changes in teacher practices.....	21
2. 10 Jika iMfundo PILO toolkits	23
2.11 The conceptual framework	24
2. 11. 1 Content	25
2. 11. 2 Active learning.....	25
2. 11. 3 Coherence	26
2. 11. 4 Duration	26
2. 11. 5 Collective participation	26
2. 12 Teacher knowledge	27
2. 12. 1 Subject matter knowledge	28
2.12. 2 Pedagogical Content Knowledge (PCK).....	29
2. 12. 3 Knowledge of Context	30
2.12. 4 General Pedagogical Knowledge (GPK)	30
2.13 Conclusion	31
Chapter 3	32
Research methodology	32
3.1. Introduction.....	32
3.2. Research paradigm	32
3.3. Qualitative research method	33
3. 4 Data collection methods.....	34
3.4.1 Interviews	34
3.4.2 Document analysis	36
3.5. Sampling	37
3.6 Triangulation and trustworthiness.....	38
3.7 Profiles of the Jika iMfundo participants	39
3.8 Background context of schools.....	42

3.9 Data analysis.....	43
3.10 Ethical issues in data collection.....	43
3.10.1 Anonymity and confidentiality	44
3.10. 2 Informed consent	45
3.10.3. Potential harm to participants.....	45
3.10.4 Right to privacy	45
3.10.5 Gaining ethical approval.....	46
3.11 Conclusion	46
CHAPTER 4	47
Presentation of findings.....	47
4.1. Introduction.....	47
4. 2 Teacher learning when using Jika iMfundo toolkits	47
4.2.1 Guidance on what to teach and assess	47
4.2.2 Learning how to reflect	49
4.2.3. Learning to assess learners formally	52
4. 2. 4 Learning how to use the JM lesson planners	57
4. 2. 5 Learning to cover the curriculum, but often falling behind.....	58
4. 2. 6 Learning strategies to teach EFAL content.....	60
4. 3 Jika iMfundo activities that EFAL teachers engage in.....	62
4. 3. 1 Workshop training.....	63
4. 3. 2 Cluster meetings.....	66
4. 3. 3 Class visits	67
4. 3. 4 One-on-one teacher-HOD meetings	69
4. 3. 5 Subject phase meetings	71
4. 4 Emerging tensions.....	71
4.4.1 Tension between support and monitoring.....	71
4.4.2 Tension between curriculum pacing and learning.....	73
4. 5 Conclusion	74

Chapter 5	75
Discussion and conclusion.....	75
5. 1. Introduction.....	75
5. 2. What do EFAL teachers say they learn through the use of PILO toolkits to improve curriculum coverage?	75
5. 3 What activities do EFAL teachers participating in Jika iMfundo engage in to improve curriculum coverage?	76
5. 4 How do teachers say the use of Jika iMfundo EFAL toolkits and training changed their practice to improve curriculum coverage?	78
5. 5 Limitations of the study	79
5. 6 Recommendations	80
5. 7 Conclusion	80
REFERENCES.....	82
APPENDIX: 1 Permission Letter from Department of Education	89
APPENDIX: 2 Ethical clearance permission from University of KwaZulu Natal.....	91
APPENDIX: 3 Questionnaires/ Biographic information of the participants.	92
APPENDIX: 4 Schedule of semi-structured interviews	93
APPENDIX: 5 Proof of editing letter from the editor	95
APPENDIX: 6 Permission letter to the circuit manager.....	96
APPENDIX: 7 Gate-keeper permission letter to the principal	97

LIST OF ACRONYMS

ABET	= Adult Basic Education and Training
ATP	= Annual Teaching Plan
B. Ed	= Bachelor of Education
ACE	= Advanced Certificate in Education
CAPS	= Curriculum and Assessment Policy Statement
CK	= Context Knowledge
CPD	= Continuing Professional Development
CRB	= Core Reader Book
DBE	= Department of Basic Education
DH	= Department Head
KZNDOE	= KwaZulu-Natal Department of Education
EFAL	= English First Additional Language
EMS	= Economics and Management Science
GPK	= General Pedagogical Knowledge
HOD	= Head of Department
IQMS	= Integrated Quality Management Systems
JM	= Jika iMfundo
JIT	= Just in Time
LB	= Learner's Book
LTSM	= Learning and Teaching Support Materials
LOLT	= Language of Teaching and Learning
NECT	= National Collaborative Trust
NPDE	= National Professional Diploma in Education
PILO	= Program of Improve Learning Outcomes
PCK	= Pedagogical Content Knowledge
PGCE	= Post Graduate Certificate in Education
PTD	= Primary Teaching Diploma
SMT	= School Management Team
TG	= Teacher's Guide

CHAPTER 1

Introduction

1.1 Introduction

This chapter highlights the focus and purpose of the study. The following discussion presents the rationale and my interest in undertaking this study. The chapter provides the background information about Jika iMfundo Programme to Improve Learning Outcomes (PILO) and describes the research questions. This chapter also clarifies the concepts of professional development and teacher learning theories. Furthermore, there is discussion of the conceptual framework and methodological approaches.

1.2 The focus and purpose of the study

The focus of the study is the phenomenon of teacher learning, particularly of how teachers learn to improve curriculum coverage through the use of Jika iMfundo's PILO toolkits. The context of the study is the three primary schools in Nkandla Circuit in King Cetshwayo District in KwaZulu-Natal. Seven teachers from three different schools were studied. In these schools, teachers were involved in the implementation of English First Additional Language (EFAL) PILO toolkits in their school's classrooms to improve the curriculum coverage during learning and teaching. Thus, the teachers had knowledge about the use of PILO toolkits. The purpose of the study is to explore how the selected intermediate phase EFAL teachers learned to improve curriculum coverage when they use PILO toolkits.

1.3 Rationale of the study

As an English First Additional Language (EFAL) teacher at intermediate phase, I have attended numerous professional development activities but my classroom practices do not seem to improve. I have never used the Jika iMfundo (JM), PILO toolkits and therefore I would like to understand what these teachers learn through the use of the PILO toolkits and to comprehend the way they learn from the toolkits. The literature suggests that teacher learning is a complex process, therefore, I hope this study can contribute to our understanding of the JM programme in a rural context, in King Cetshwayo District of KwaZulu-Natal. Some authors such as Desimone (2006) suggest that the linear model of teacher learning can influence teacher

professional development. On the other hand, other authors perceive that the linear approach is insufficient if teacher professional development does not support different factors that influence teachers to learn in order to develop professionally (Kelly, 2006; Sfard, 1999; Kelly, 2006; Sfard, 1999). Opfer and Pedder (2011) note that the professional development of teachers is not a simple straightforward thing, but teachers are required to engage in the processes of learning that enable them to transfer appropriate strategies that they have learned in professional development courses into their classroom practices.

1.4 Background information about Jika iMfundo

Programme to improve learning outcomes (PILO) is a nonprofit organization which develops and shares change methodologies to improve education in South Africa (Pillay, 2018). PILO supports Jika iMfundo which is an education programme intervention in KZN, supported by and funded by National Education Collaboration Trust (NECT), the KwaZulu- Natal Department of Education (KZNDOE) and other stakeholders as an attempt to improve education outcomes. JM is the programme of professional development that aims to assist teachers to acquire the strategies and methods that help them to cover the curriculum (Christie & Monyokolo, 2018). In order to improve learning outcomes, JM programme is an education intervention run by PILO was to render the required support, strategies, tools and methods to achieve the required learning outcomes. In this regard, JM's focus is curriculum management and coverage.

The Annual National Assessments (ANA, 2014) report the large numbers of grade four learners are failing to achieve learning outcomes because they cannot read and write for meaning. The ANA report states that the learners are unable to learn effectively because the teachers do not understand how to teach learners reading and writing in the early phases. Additionally, most South African learners cannot read for comprehension in any language (TIMMS, 2015 & PIRLS, 2016). This indicates challenges with South African education system. Switching to English as the medium of instruction for all learning areas from grade four can be the reason of poor performance standard of learners in mathematics and science subjects.

Rusznyak (2014) and Taylor (2007) state that there is a crisis with English First Additional Language (EFAL) as medium of instruction in South African schools. Rusznyak (2014) identifies teachers' challenges caused by narrow teaching knowledge of EFAL curriculum in primary schools. He emphasizes that the lack of adequate curriculum coverage results to high schools learners being unprepared to study in universities. And this points to the foundation

phase teachers' inability to prepare children with literacy, reading and writing skills as critical in grade four learners.

Moreover, Spaul (2013) argue that teachers cover less than a third of the curriculum each year in schools. This means that there is poor learning and teaching in the lower phases which escalates to the higher levels of failure in education at the exit point of grade 12. Spaul's (2013) report indicates that some teachers are incompetent to deliver EFAL content knowledge during learning and teaching in EFAL classrooms. The above statement shows teachers' inability to teach reading and writing, especially in rural poor schools due to the lack of ongoing support by the SMTs, is a concern of the provincial department of education and Department of basic education.

Jika iMfundo (JM) is the programme to Improving Learning Outcomes (PILO) in schools undertaken by the KwaZulu-Natal Department of Education (KZNDOE) to improve curriculum coverage and to support teacher development. In this regard, Jika iMfundo programme focuses on management and coverage of the curriculum. Christie and Monyokolo (2018) maintain that JM is a teacher professional development programme that aims to assist teachers to learn the required strategies and methods that help them to cover the curriculum during their classroom practice in schools. In order to achieve learning outcome, the JM programme provides the required support, strategies and methods through the use of PILO toolkits that were supplied to teachers during workshops and trainings.

Toolkits refer to resources designed by PILO to support and help teachers when planning and monitoring curriculum coverage to influence learning outcomes. The supportive materials provided to teachers are curriculum planners to plan teaching and assessment against the Curriculum Assessment Policy Statements (CAPS) expectations. The planner assist teachers to track curriculum coverage (Christie & Manyokolo, 2018). This study aims to explore what teachers learnt through the use of PILO toolkits to cover the curriculum.

The JM agents of change experts intervened to support, mentor, provide training and toolkits to teachers to encourage adaptability and apply expected EFAL strategies and methods in their classrooms in order to improve curriculum coverage. The teachers were supported by Jika iMfundo agents of change, subject advisors, the school principals, the Departmental Heads (DH) and School Management Team (SMT). The JM programme ensured that the support of teachers was just- in -time curriculum coverage from term one up to term three, linking teaching and learning with CAPS documents and with learning and teaching support materials (LTSM)

such as learner's textbooks, a teacher's guide, annual teaching plan and Department of Education workbooks. The purpose of the Jika iMfundo programme was that teachers learn strategies and methods to implement quality teaching and learning practices in their classrooms. The district officials, SMTs and teachers were trained to use planners and other resources and to initiate professional development within their designated schools. The JM officials believed that once the teachers have developed the knowledge of practice through the use of PILO toolkits, then the learners' outcomes would improve.

1.5 Research questions

This study explores the intermediate phase EFAL teachers learning through the use of PILO toolkits to improve the curriculum coverage in King Cetshwayo district. Moreover; the questions look at the activities that the teachers engaged in, to increase their learning to improve curriculum coverage. Lastly, the study describes the teachers change in their practices after being learnt to use the PILO toolkits to influence EFAL curriculum coverage and learning outcomes.

1. What do teachers say they learn when using the PILO toolkits to improve curriculum coverage in English First Additional Language (EFAL) classrooms?
2. What activities do EFAL teachers participating in Jika iMfundo engaged in to improve curriculum coverage?
3. How do teachers say the use of PILO toolkits changed their teaching practices to improve curriculum coverage in intermediate phase EFAL classrooms?

With the above questions, I was trying to understand what the teachers learnt and the activities that the teachers were engaged in to learn about the use of PILO toolkits and change impacted on teacher practices in their EFAL classrooms

1.6 Research methodology and design

A qualitative research method is suitable for this study and it is located within the interpretative paradigm. A qualitative approach means that the researcher generates data through direct communication with the subjects (Macmillan & Schumacher, 2014). The epistemology of this approach requires the investigator to interpret meaning through interaction with people about their own experiences. In this way, the researcher's expectation is to engage in the field with participants and establish contact with them. The participants in the study are seven teachers who are teaching English First Additional Language in the intermediate phase classrooms from

grades four to six. The teachers' schools fall under Quintile 1 and are situated in a deep rural areas. The schools are scattered and learner enrolment is not huge, so each school has only one HOD. The reason for undertaking the study in four schools is that in each school there are teachers assigned to teach EFAL at intermediate phase using JM toolkits.

The qualitative data was collected through the use of unstructured and semi-structured interviews to gather in-depth and rich data. The unstructured interviews provided insight into the teachers' experiences about activities and to establish the significance of what teachers learn from using EFAL PILO toolkits to cover curriculum.

1.7 Overview of the dissertation

Chapter two reviews different perspectives of teacher learning from various literatures on how to impact the professional development of teachers in order to improve the curriculum coverage. This chapter elaborates on Desimone (2009) core features of quality professional development and presents the theories of teacher learning nested under the concept of professional development. Grossman's (1990) four domains of teacher knowledge is highlighted in the conceptual framework of teacher learning. Chapter three focuses on the research methodology suitable for data collection. The research design and sampling is discussed. The target population to participate in the study is indicated. There is an explanation of suitable instruments to collect data such as formal face to face interviews with the participants, questionnaires, field notes and document analysis. The application of the above mentioned data collection instruments ensures triangulation with reliable presentation of the findings. Chapter four describes the findings from participants' experiences that are organized into themes. Finally, chapter five provides discussion of the research questions, recommendations, and a conclusion from the research findings.

1.8 Conclusion

Chapter one discussed the focus and purpose of the study and gave an outline of the rationale and the background to the study. The chapter included the presentation of research questions, research methodology and design and ended with an overview of the dissertation. Chapter two involves the literature review about the concepts of teacher professional development and learning. This includes Desimone (2009) core feature of professional development, Kennedy (2005) models of continuing professional development and Grossman's (1990) teacher knowledge.

CHAPTER 2

Literature review

2.1 Introduction

This chapter reviews literature related to this study, which aims to explore how intermediate phase English First Additional Language (EFAL) teachers learn when using the PILO toolkits. The chapter focuses on the literature review and provides definitions of professional development and concepts of teacher learning from various authors. Then it discusses the suitability of continuing professional development models for improving teacher learning, such as coaching and mentoring, communities of practice and training. Thereafter it expounds on teacher learning theories which are cognitivist and socio-cultural approaches. Furthermore, there is in-depth discussion of conceptual frameworks linking to quality core features of professional development and teacher domains of knowledge which form part of this study.

2.2. Defining professional development

The concept of professional development has many definitions stemming from different authors. Desimone (2009, p. 182) describes professional development as “any activity intended partly or primarily to prepare paid staff members for improved performance in their present or future roles in the school district.” The trainings and workshop activities can help to develop teachers and can be located within the schools to improve performance and teaching practice. The ongoing process of teacher development relies on teacher learning and engagement in continuing professional activities that can be accompanied with action methods to acquire a higher order knowledge of practice (Desimone, 2009). The acquisition of practical knowledge is accomplished through engagement with the communities of practice (COP) where teachers learn to master new styles effectively (Desimone, 2009; Knight, 2002 & Kelly, 2006). This clearly indicates that one approach to teacher learning is to learn from other teachers, through participation in practical activities such as team building workshops and in cluster meetings.

King (2016) defines teacher professional development (PD) as the “process, activities, and experiences that provide opportunities to extend teacher professional learning.” In order to understand the concept of teacher PD, it is clear that an individual teacher has to go through a series of stages of development and gain new skills of practices depending on the school needs.

These stages need to include some effective activities that allow EFAL teachers to gain experience on how to practice teaching of English language. After reviewing a range of different definitions, I found Desimone's (2009) definition suitable for this study because it incorporates activities that prepare paid staff members to improve their future roles performance. In this regard, the education system is required to train and prepare teachers for better performance by linking with the required methods and strategies of good practice.

Mizell (2010) suggests that both experienced and novice educators need continuous professional development in order to confront the challenges of ongoing curriculum reform. In this regard, Kelly, (2006) and Putnam and Borko (2000) point out numerous activities that account for formal teacher professional development such as structured workshops, college courses, conferences and seminars. Similarly, Desimone (2009), Kelly (2006) and Sfard (1998) provide other forms of informal PD such as unstructured learning, whereby teachers engage with colleagues in the school through co-teaching and mentoring, holding discussions in communities of practice.

2. 3 Purpose of Jika iMfundo's professional development

There are various reasons to initiate teacher professional development in schools because education profession practices, styles and methods become outdated over time. Therefore there is a need for teachers' professional development to renew and modify their practice skills in classrooms. This professional development of teachers can be directly linked to the work of teaching that is coherent to the state reform and policies at district and school level (Desimone, 2009; Kelly, 2006 & Knight, 2002). In this regard, the purpose of the JM programme was to improve quality curriculum coverage with the assumption that this would improve learning outcomes. The JM programme intervention targeted the whole education system to develop professional agency, and focused on the work with established relationship between district officials, principals, school management teams (SMTs), heads of departments (HODs) and teachers alike (De Clercq & Shalem, 2020). Furthermore, the JM programme aimed to shift behaviors and practices of school stakeholders to foster internal and external accountability in KwaZulu-Natal Department of Education within national education system. But still this indicated the lack of proper intervention to provide teachers with proper pedagogy to teach at right level to enable teachers to identify individual learners with learning gaps (Bertram, Mthiyane & Naidoo, 2021)

The priority purpose of the JM intervention was to improve learning outcomes by changing teachers' behaviours linking with curriculum coverage followed by monitoring and reporting actions after the implementation of PILO toolkits. According to Bertram, Mthiyane and Naidoo (2021, p. 2) "the curriculum coverage determines the amount of content topics that the teacher has taught and the learners have learned and able to do". In this regard, the provision of responses from teachers fueled the supportive actions by SMTs, subject advisors to solve problems related to curriculum coverage in the form of sustainable routine practices within the system (Christie & Monyokolo, 2018). The establishment of PILO toolkits aimed to develop internal mutual accountability within schools districts through the use of modified tools to support the effectiveness intervention of wide sustainable Education system. The development of PILO toolkits and other learning materials aimed to drive the improvement of curriculum coverage and establishment of a meaningful collaborative substantive engagement in the process of learning. As the process engaged teachers and the HODs collaboratively, provided them with opportunity to identify problems and actively seek solutions and support establishment of reciprocal accountability to increase collegial professional culture within schools. (Christie & Monyokolo, 2018; De Clercq & Shalem, 2020). This would help teachers to learn to comply with the main expectation of the curriculum coverage.

In most South African primary schools, many learners are promoted to the next grade level who have not reached the appropriate levels of knowledge and skills (Bertram, Mthiyane and Naidoo (2021). This poses challenges in South Africa education to come up with the right intervention that would address the gap of those learners whose understanding is lagging below expected curriculum.

2. 4 Professional development in South Africa since 1994

After the inception of democracy in South Africa, many professional development activities were initiated to enhance teacher learning and to improve teacher practices in their classrooms such as orientation workshops and cluster meetings and Integrated Quality Management System (IQMS). Many workshops focused on simply reading through policy documents and some focused on understanding the content of the learning areas. Most of the workshops were conducted away from the schools neglecting the need of teachers to understand content knowledge (Bertram, 2011). Additionally, Meyer and Abel (2015) argue that the understanding of propositional knowledge only is not the solution to teacher development and learning but both the propositional and content knowledge as well as appropriate strategies and methods to

deliver learning are important to fuel teacher change practices in their classroom. These statements refine that teachers' understanding of the policy document alone cannot contribute to teacher development and learning; but it is imperative that teachers acquire the development of knowledge in practice and competences to transfer EFAL learning in the classrooms.

Both Meyer and Abel (2015) and Bertram (2011) suggest that the effective professional development programmes should offered support and monitoring of teacher practices during their actual classroom. Moreover, Brodie (2013) proposes that teacher learning in and from practice is more productive to bring change to their practices. She suggests that the long term implementation of teacher learning and professional development must include artefacts of practice with reflection approach in order to stimulate student thinking. In this regard, the PILO toolkits were designed with reflective part and supplied to teachers to enhance their practices of curriculum coverage.

2.5 Teacher knowledge and professional development

Bertram (2011) argues that professional development initiatives should equip teachers with knowledge, competences and skills in order for them to organize systematic learning. In this regard, the professional development initiatives should provide knowledge on how to transfer EFAL content to learners. And the curriculum understanding should be integrated to the knowledge of good practice combined with strategies, methods and assessment of what has been taught.

A range of international studies, such as TIMMS (2011); ANA (2011); SACMEQ 111 (2007; 2011) and PIRLS (2006 and 2011) report that South African learners in schools are the most poorly underperforming nationally, especially in mathematics and science when compared internationally with other countries' standards of education and qualifications. Moreover, the results of learners' results indicate low achievement which points in literacy and problems in reading comprehension when comparing South African provinces with international literacy levels. Spaul (2013). Pretorius (2015) note that the low level of achievement in education may be that teachers are not proficient in English as the language of teaching and learning (LOLT). Therefore, teacher professional development need to address knowledge to improving practice strategies and methods of effective practice and teaching of literacy to help learners understanding to achieve outcomes.

South African learners experience problems of English vocabulary knowledge by the end of grade three because teachers limit the learners' acquisition of vocabulary to the requirements of grade four (Stofelsma, 2019). In this regard, the cause may be that most South African primary school teachers did not acquire the knowledge and skills of teaching reading in their teacher education. Stofelsma (2019, p. 2) argues that "the shortage of educational resources in schools is a critical challenge that puts the South African Education system at risk of producing lower results in grade four." Therefore, the individual teacher needs opportunity to identify his own area of professional development in school classrooms and the Department of Education system is required to invest the programmes to improve teacher quality of teaching and learning.

The empirical study conducted in South Africa's nine provinces through assessment showed that grade three learners' language development in home languages (HL) as from grade one to grade two is insufficient (Sibanda, 2017). Therefore, EFAL teaching and learning needs teachers that have strong foundation and understanding of EFAL concepts to interrogate and develop learners' understanding. This may need teachers with deep understanding proper developed knowledge of instructional practices to teach in EFAL classrooms.

The school systems of a country depend on teachers to drive the education system to influence learner achievement (Spaull, 2013). The teachers are the main agents to influence learners to learn from them because of the quality knowledge, skills and value they teach in the schools. Spaull (2013) argues that many teachers have shallow content knowledge and the immediate intervention is required to complement teacher professional development that will improve teacher content knowledge and the quality knowledge of practices within EFAL classrooms.

Walton, Nel, Muller and Lebeloane (2014) contend that many teachers do not have knowledge that represents instructional strategies of teaching according to learners' different needs. And the once-off workshops away from classrooms do not prepare them appropriately because they lack support when they face challenges in their schools' practices. In this regard teaching and treating learners as if they are all the same cannot result in quality learning chances for all learners to learn.

Bertram (2011) suggests that the process of professional learning application is needed with the provision of extended period and the experts supporting new practices with collegial mentoring in the classroom. Similarly, Christie and Monyokolo (2018) argue that the teaching

practices are attached to teachers' understanding the role of transfer of the specific knowledge to learners. Bertram (2011) and Christie and Monyokolo (2018) agree that the extended interactive opportunities can provide the constructive learning practices that are required to strengthen teachers' knowledge.

2. 6 Models for continuing professional development (CPD)

The teacher professional development encourages teachers' commitment to formal and informal learning in the form of ongoing sequence within classrooms. Kennedy (2005) provides continuing professional development models such as coaching and mentoring; communities of practice and training workshops as the significant factors to address continuing professional development of teachers in the study.

In this regard, the JM programme intervention offered training workshops, mentoring and coaching strategies, and these models were rendered with support, monitoring and evaluation during implementation. The EFAL training was invested in school principals, HODs, SMTs, subject advisors and district officials to sharpen them with understanding and knowledge to supervise and support teachers to cover the curriculum (Jika iMfundo, 2015; Christie & Monyokolo, 2018; de Clercq & Shalem, 2020). The JM implementation of these models intended to addressing EFAL incompetency and assisting teachers' commitment to learn the best practices that improve their classroom performances and achieve curriculum coverage. The teacher development performances were addressed through Kennedy (2005) coaching and mentoring and training activities of continuing professional development that are discussed below:

2.6.1 Coaching and mentoring

Coaching is a "process whereby new teachers are guaranteed with support for continuing professional development practices" (Kennedy, 2005, p. 242). In this process teachers' competencies are examined against set standards by expert teachers as the newly appointed educators lack the proper skills of teaching in their early years in school (Kennedy, 2005 & Kelly, 2006). Similarly, Desimone (2009) maintains that teaching can be more effective in the form of co-teaching, mentoring and reflecting about the actual lesson. The above statement informs us that coaching and mentoring teachers during teaching and learning is important to impact teacher learning in order to be developed professionally with the opportunity to reflect on her practices after teaching a particular lesson.

Kennedy (2005) notes that coaching is a one-on-one conversation between two people, and is designed to help individual teachers in their school classrooms. And the essence of coaching is to improve the skills of individual teachers while the mentoring approach involves “counseling and establishes everlasting professional friendship” (Kennedy, 2005, p. 244). And, these approaches are helpful to change poor performance into better. This can involve the experienced teachers and experts commitment into ongoing support to shape poor performance of individual teacher into quality acceptable behaviours of both newly appointed and in-service teachers (Kennedy, 2005). In this regard, it is clear that the long term in-service teachers’ teaching strategies become obsolete and they need their skills to be updated through the ongoing process of learning to overcome daily challenges in EFAL classrooms.

Mentoring is a “process of teacher learning and professional development with regular supporting teachers in their professional career through individual guidance learning given by one person to another person” (Jugmohan, 2008, p. 2). In the process of mentoring activity, teachers should be flexible to engage in collective learning efforts to advance individual EFAL knowledge. And the schools mentoring programs should provide collaboration and flexibility and the schools should be created to be conducive learning environment that boost the morale of the teaching staff members (Kennedy, 2005). I agree with the above definition because support and guidance eliminate inadequacies and poor performances that hinder the achievement of expected goals. Once the teachers experience mentoring they may know what is expected from them and get the opportunity to turn their weaknesses into strengths. Teachers may regain their confidence to approach one another and solve the problems they experience in their EFAL classrooms.

Moreover, Kennedy (2005) emphasizes that the expert teachers should assume the role of being role models to build sustainable relationships with novices through peer coaching within the school context. Once the mentoring and coaching process is established between equitable relationships between mentor and mentee the firm relationship between mentor and mentee will enable them to discuss their beliefs, hopes and possibilities in a less threatening manner. Therefore, school-based improvement for teacher learning, such as coaching and mentoring, is essential to be undertaken as continuous professional development to enhance teachers’ professional development and growth. Following similar reasoning, the JM mentored teachers with the help of expert subject advisors and HODs that were trained to coach and mentor EFAL teachers in their respective schools discussing challenges in EFAL practices.

Similarly, Mullins (2010) and Kennedy (2005) maintain that coaching and mentoring equally play a supporting role, as mentors are expert leaders who are responsible to offer guidance and advice to problems related effective teaching practice to novices. In this regard, mentors can give directions to teachers on how to act through their facilitation of expected performance behaviours. And the EFAL specialists or experts need to lead with demonstrations on how to teach EFAL-particular aspects such as reading and writing by devising quality strategies when teaching comprehension. The JM programme provides mentoring and coaching to EFAL teachers in the form of one-on-one conversations, and they gain support from HODs depending on their reflection reports in relation to the need for curriculum coverage, including assessment activities (Jika iMfundo, 2015; De Clercq & Shalem, 2020). This makes us understand that individual EFAL teachers need to develop professionally through one-on-one ongoing guidance and support to gain experience and through facilitated learning to master the tasks during their teaching and learning process.

Darling-Hammond, Chung Wei, Andre, Richardson and Orphanus (2009) point out that school based coaching and mentoring may help to strengthen teachers' professional learning and increase their ability to act according to desired teaching practices. In this regard, the above models are effective because they support teachers to gain confidence to apply appropriate EFAL strategies related to the topics they teach. In this regard, the support of EFAL teachers can yield positive results if the professional development of teachers can seriously assigning teachers learning through coaching and mentoring by subject experts and communities of practice.

2.6.2 Community of practice

A community of practice (COP) is “a close-knit group of workers sharing knowledge, tasks, activities and common physical location” (Hodkinson & Hodkinson, 2004, p. 29). Knight (2002) emphasizes that learning is built and established within communities of practice. This can involve teachers of the same subject or phase coming together to share teaching knowledge through participation in tasks and activities. In this manner EFAL teachers can discuss their classroom experiences and solve problems associated with their practices. Their discussion can help them to come up with innovative strategies that transform their practices. In the JM programme teachers were assigned into groups to discuss about the use of given learning materials. Teachers were given opportunity to attend clusters to learn from others.

Brodie (2013) describes a professional learning community as a group of people who share a concern or passion for something they do and learn to do it better as they interact regularly. This definition makes us understand that teachers of the same subject can meet together to teach each other better practices and learn from each other strategies to solve problems in their classroom. They can also learn performances of good practice from others. Learning in a community of practice can be a powerful influence on teachers' professional development practice when they learn through participation, experience and sharing of knowledge (Brodie, 2013). As they interact, they can learn quality teaching strategies of classroom practice. The JM programme ensures that teachers become a part of a learning community and they learn in groups to practice lesson planning and experiment learning about the use of toolkits. They participate in preparing lesson plans with their colleagues to ensure proper methods of teaching EFAL to learners.

A community of practice has a powerful influence on teacher learning because it involves "more than two people depending on confidentiality, mutual engagement and understanding in tuning their enterprise" (Kennedy, 2005, p. 244). The informal interaction of teachers allow them to discuss matters pertaining their teaching and learning experiences. As they collaborate they form collective decisions and thinking about possible solutions that can shape individuals' understandings as members of a wider team.

Brodie (2013) and Kelly (2006) argue that once the teachers are engaged in informal unplanned learning, they get the opportunity to learn from colleagues in school in an unplanned manner whereby they collaborate as a community of teaching and have experts to facilitate learning and teaching. Additionally, Jita and Mokele (2014) state that collaboration through cluster formation tends to be successful for teacher learning as teachers assist one another in lesson preparation and planning and share knowledge and ideas as well as strategies, while at the same time they get an opportunity to engage in practice being observed by experts and get opportunity to share the problems together.

Collaborative learning activity motivates teachers to improve their teacher professional development (Vescio, Ross & Adams, 2008). This activity of collaboration can also impact changes in teaching culture because of teachers' involvement in open practices into incorporative activities like sharing and reflecting. Vescio, Ross and Adam, (2008) suggest that learning in the communities of learning is important because it helps teachers to examine their practices and such as sharing a lesson, using protocol for decision making that is connected to

their work. “In the communities of learning teachers share their challenging experiences when they practice in their classrooms” (Vescio, Ross & Adams, 2008, p. 84). Therefore, teachers need effective EFAL learning activities that promote their collaboration to improve classroom practices in order to boost teachers of the same grade level with content and pedagogical content knowledge which can lead to good practices.

King (2016) argues that the COPs are effective if teachers work collaboratively with support through reflective enquiry, openness and networking and in a spirit of mutual trust and respect. This informs teachers that the learning communities are effective if they consider mutual understanding, research and networking to find new ways of doing things, and teachers’ reflections allow them to discover their weaknesses and acquire effective ways of teaching through networking that is built during meetings with colleagues. Finally, Sfard (1998) argues that learning is the process of becoming part of a certain community as EFAL teachers are part of practicing community of learning in a way of attending workshops and in groups as they demonstrate ways to solve problems during their classroom teaching.

The JM programme practical planning, monitoring and assessment was established in an ongoing process of professional development. The workshop involved district managers, circuit managers and subject advisors and were equipped with the skills required for professional support and coaching as well as mentoring during the workshops (Christie & Monyokolo, 2018; De Clercq & Shalem, 2020). Both novice and in-service teachers received support and guidance through continuing professional development process. The support and guidance was provided to teachers whereby they were orientated to the school environment, being coached in order to grow the needed expertise needed to cover the curriculum during their teaching practice.

2. 6. 3 Training

“Training refers to a content-based activity that is normally done away from the workplace with the leading instructor in order to change individual teacher’s behaviour or attitudes of teaching practice (Mullins, 2010). Kennedy (2005) argues that the training model is a dominant form of professional development. It can be effective for providing new content knowledge and information, but is not successful in developing new practices, unless it is accompanied by classroom support. The central control of training model is influenced by alignment to set of performance standards required.

Ono and Ferreira (2010) acknowledge that the training model in traditional nature relies on courses, seminars, conferences and workshops offered by outside experts away from the work premises. They point out that this popular model is widely employed in various developing countries, including South Africa. As teachers attend workshops organized by the Department of Education on a regular basis, the outside experts train and prepare them for new roles, especially in different aspects of teaching and learning with the training providers determine the agenda of the expected outcomes.

Critically, Ono and Ferreira (2010), Guskey and Yoon (2009) and Bantwini (2009) argue that huge funds are wasted as the training models fail to develop teachers. In this manner, the once-off workshop trainings hosted by the education system leaves teachers impossible to understand the implementation of the programme because it lacks monitoring and evaluation by experts. Guskey and Yoon (2009) maintain that the time management is insufficient for teachers to gain the knowledge needed to master implementation since there is no follow-up on assessment of the programme's effective implementation in schools after attending workshops programs away from schools.

Kennedy (2005) and Day and Sachs (2004) suggest that the implementation of a professional development process can be effective if the (CPD) initiatives involve novice teachers from the onset and in-service experienced teachers to learn the new ways of teaching. As the involvement of novice and experienced teachers in the professional development process can help them to adapt and provide them with opportunity to influence change practices in EFAL classrooms. Consequently, the influence of continuing teacher professional development can impact on teacher learning by engaging teacher's experiences into activities that induces them to learn. The intervention of JM ensured that teachers attended continuous training workshops. The workshop aimed to train teachers through the use of PILO tools such as planners and trackers. Teachers were grouped and supported with guidance on how to use planners during planning and during lesson preparation.

JM programme training was offered to teachers, HODs, School Management Teams (SMTs) and principals provided them with the skills of practice over the process of three years (Christie & Monyokolo, 2018). The training workshops programme orientated teachers to the use of the PILO toolkits. The toolkits were linked to CAPS planners designed to introduce teachers to the proper skills of tracking the curriculum coverage during lesson preparation (Bertram, Mthiyane & Naidoo (2021). "The teachers were grounded in the tracking skills and the professional

support was provided based on the teacher's reflection report of their teaching and assessment of the learners' outcomes" (Christie & Monyokolo, 2018, p. 39).

Moreover, the SMTs, HODs and principals of the schools attended the supervisory and monitoring workshops were trained to check teachers' and learners' work and provide skills to assist them to solve problems related to covering the curriculum (Christie & Monyokolo, 2018). Both HODs and principals engaged in reviewing the quality of EFAL curriculum coverage and were advised about the whole school curriculum coverage. The training involved subject advisors, circuit and district managers to collaborate and work together with schools to support and solve identified problems related to the curriculum. The education systems had to render collective support and scaffold and nurture the critical pedagogy of practice as EFAL teachers were failing to transfer lessons in their classrooms. The supervision and monitoring support were linked to the content coverage of CAPS expectations and conducted in a professional manner.

2. 7 Definitions of teacher learning

"Learning is the acquisition of knowledge, concepts and skills thought to be useful in a wide variety of settings and the situation in which a person learns, becomes a fundamental part of what is learnt" (Sfard, 1998, p. 5). Kelly (2006, p. 505) describes "teacher learning as the process by which novice teachers move towards expertise." involves new and in-service teachers to acquire knowledge of moving towards required expertise." Additionally, Mullins (2010, p. 503) describes learning as a self-managed process of acquiring new knowledge and skills with the aim of increasing knowledge of performance. In this regard, the JM intervention involved experienced and newly qualified EFAL teachers in numerous learning activities to enhance teachers' knowledge to improve their practice to influence curriculum coverage within the schools.

Furthermore, Opfer and Pedder (2011) describe teacher learning as a complex system established within other systems and claim that there are three systems that regulate teacher learning, namely the school, the teacher's orientation to learning and the nature of the learning activities. These systems are built within each other. In order for a teacher to learn, we must understand these systems are imperative because they influence teaching and learning of EFAL in the school classrooms. Similarly, Bekkens, Vermunt and Wubbels (2010) acknowledge that teachers with vision about teaching are motivated to put more effort into teaching students in certain ways and are guided by certain principles of good practices. Additionally, they note that

a teacher who engages himself in a community and colleagues or with other teachers in the school, reflecting on his current or previous practice experiences, is more likely to learn. This clarifies that the formation of community of learning can boost teachers' practices once they become involved in learning and experiment learning as learners. The teachers who involve themselves in communities gain more experience and become creative and adapt quickly to new changes. The teachers who engage in different activities of learning consequently change their knowledge and belief in their physical mind and teaching practices. However; there are two different perspectives which inform us about how teacher professional development and learning occurs.

2.8 Theories of teacher learning

Most researchers indicate that teacher professional development activities are viable to introduce teachers into learning new knowledge and skills in order to improve teaching and learning in schools. There are two perspectives that inform teacher learning which make us to understand the effectiveness of teacher learning that results to appropriate professional development to influence learning outcome and the ability to cover the curriculum. Kelly (2006), Sfard (1998) and Putnam and Borko (2000) identifies two theories of teacher learning, firstly, the cognitive perspectives and the secondly, the socio-cultural perspectives. These approaches provide different understandings of teacher learning.

2. 8. 1 Cognitive approach to teacher learning

The cognitive theorist assumes that teacher learning resides within the individual mind and knowledge is acquired through lecturing or reading. According to cognitivists, the learning and knowledge is internalized in physical thinking, but they ignore the skills of applying cognitive knowledge in the classroom context. This approach is concerned about individuals acquisition of the knowledge of practice in one context and fails assumes that the knowledge can then be transferred to the workplace. However, this perspective does not consider the school environment where teachers have to acquire the knowledge in practice in the context of learning communities.

The cognitivist approach refers to formal teacher learning that is an accumulated knowledge through passive university courses and workshops that occur outside school premises (Kelly, 2006; Putman & Borko; 2000 & Sfard; 1998). These authors argue that pre-service teachers gain formal education to acquire knowledge of teaching rather than knowledge in practice

which does not emphasize the importance of the school context where teachers gain experience of teaching. The above authors regard cognitive learning as acquiring knowledge which is localized in individuals but lacks transferability of knowledge to acquire teaching skills. Sfard (1998), Putnam and Borko (2000) and Kelly (2006) claim that propositional knowledge is insufficient but importance and can be recognized if it is combined with practical experience gained within the teachers' workplace. In this regard, the issue of transferring the internalized knowledge is not recognized as a separate endeavor for teacher learning but can be completely understood if it is implemented in classroom engagement in the community of practice.

Researchers such as Sfard (1998), Putnam and Borko (2000) and Kelly (2006) criticize the cognitivist approach because it accounts only for propositional knowledge as received knowledge without being shared within the school context across all participants. In this way while there is a need to gain knowledge of teaching experience in practice within a community of learning and teaching. The cognitivists locate learning solely in the mind and do not account for learning within a particular context, such as the classroom. In contrast, the socio-cultural approach claims that we need to understand that individual teachers bring different ideas that can be shared within the community of practice, which may then be adjusted for better classroom instruction.

Putman and Borko (2000) maintain that the cognitivists view teacher knowing as manipulation of symbols in the mind. Symbols are referred to as concepts that are clarified through the acquisition of knowledge. Kelly (2006), Putman and Borko (2000) and Sfard (1998) criticize the cognitive views of teacher learning and maintain that the skill of knowing is learnt through sharing with other teachers to gain experience. They argue that the socio cultural approach to learning is effective if it is transformed into social practice within the community of learning.

2. 8. 2 Socio-cultural approach to learning

The socio-cultural perspectives provide different views of learning to that of cognitivists. They argue that teacher learning is accumulated within the teaching workplace and learning from the job (Kelly, 2006). Similarly, Sfard (1998) argues that learning is participatory with others. As teachers may learn when discussing and sharing ideas with other teachers about the problems they face while they teach EFAL lessons in classrooms. This confirms that learning happens during teaching and learning when teachers use different EFAL strategies, enabling students to understand the lesson.

According to Kelly (2006) workplace learning happens informally whereby individuals engage in practical experiences. The knowledge-in-practice is imperative for teacher learning to bring about change in instruction within classrooms. According to Desimone (2009) teachers learn through collective participation in group work using resources such as artifacts. These artifacts enable them to teachers to build their understanding of performances and expectations about EFAL learning and teaching. The JM intervention programme created documents called CAPS planners, trackers and assessment resources for teachers to follow prescribed topics to cover curriculum (Bertram, Mthiyane & Naidoo (2021).

Similarly, Avalos (2011, p. 10) argues that the professional development is about “learning to transform knowledge into practice for the benefit of individual teachers’ growth whereby teachers can involve collaboratively and collectively to construct their meaning and beliefs to influence change”. As Bekkens, Vermunt and Wubbels (2010) suggest that the effective learning is built through interactive discussion with fellow students to determine future work. The socio-cultural perspective conceptualizes that individual teacher learning cannot be separated from interacting with the environment that forms the link between the mind and the social context as an integral part of teacher learning. In this regard, the district officials, school principals and their deputies, Head of Departments were the role players to regulate desired behaviours of teachers (Bertram, Mthiyane & Naidoo (2021).

Kelly (2006), Putnam and Borko (2000) and Sfard (1998) agree that both cognitive formal and socio-cultural perspectives are important as it involves informal teacher learning. Kelly (2006), Putnam and Borko (2000) and Sfard (1998) suggest that both cognitive and socio-cultural perspectives are integral part of both teacher professional development and learning since these concepts are related and geared to achieving quality teaching practices in EFAL classrooms. In this perspective provides teachers form social structures of learning whereby they are involved in real physical experiences in order to gain knowledge in practice. In this regard, the JM intervention programme is informed by the socio-cultural theory of learning because it understands that the learning of teachers is built within the school context where teachers, principals and HODs and Deputies are collectively involved. The programme initiators believe that teacher participation in the communities of practice as practitioners in a process of teaching and learning is important to include the use of conceptual and physical artifacts are crucial to impact teacher learning. With the use of supportive tools such as Planners and trackers as well as assessment activities with memorandum, the JM programme wanted to establish sustainable collaborative action to solve problems related to the curriculum coverage with the HODs,

school principals, school deputies and subject advisors by encouraging supportive conversation with EFAL teachers (Bertram, Mthiyane & Naidoo (2021).

2. 9 Changes in teacher practices

Opfer and Pedder (2011) claim that change in teachers' practices is influenced by three subsystems which are the school, the teacher and learning activities because these interact and intersect in different ways. Additionally, Hollingsworth (2002) notes that programs that engage teachers in activities as active learners usually shape them to increase their professional growth. JM intervention adopted collaborative participation by including district officials, circuit managers, teachers, school principals, HODs and SMTs in workshop trainings to develop them in the process of learning activities to changes teachers' practices to produce desired actions towards curriculum coverage (Bertram, Mthiyane & Naidoo, 2021). The collaborative action of the stakeholders was to render support within the school classrooms in order to develop EFAL teachers according to the needs they identified in their classrooms to adopt good instructional practices. Teachers were learning new values and adhered to desired quality performances of teaching EFAL in schools, starting from grade four to grade six. de Clercq & Shalem (2019) claim that the JM EFAL tools of change were designed to drive teachers' learning in the process to impact changes to quality practice fueled by modelling new values of the curriculum coverage.

However, Shalem (2003, p. 32) asserts that support provided to teachers is insufficient if "accountability is not considered as priority and followed with support of in-service teachers". Similarly, Taylor (2008, p. 347) confirms that the quality learning programme should include the key elements of "internal accountability such as time regulation, planning and monitoring curriculum coverage and internal management arrangement". The JM tools of change were designed and consisted of reflection part of EFAL planners with the aim to drive professional conversation between SMTs, HODs and school principals to help in maintaining an internal accountability process (de Clercq & Shalem, 2019; Christie & Monyokolo, 2018). And the intervention's internal accountability is maintained by internal management arrangements to get work done (Taylor, 2008) and to promote teacher change. The JM intervention promoted internal accountability process which was empowered by continuous support to improve EFAL curriculum coverage to impact learning outcomes. The JM intervention provided the EFAL cycle with different activities that the school would implement collaboratively to support

internal accountability and promote professional conversation to help improve curriculum coverage.

However, de Clercq and Shalem (2019) propose a cyclical approach of activities to introduce teacher to learning for change, through a process of coherent series of learning experiences which could result in specific changes in professional knowledge, skills, attitudes, beliefs or actions (Bertram, 2011). The stages below consist of nine elements of teacher development activities for teachers to learn new ideas of improving instructional practices in schools. These elements are organized into nine stages introduced by JM officials to support teachers, HODs, principals and district officials during the course of implementation in schools to improve EFAL curriculum coverage (Jika iMfundo, 2020).

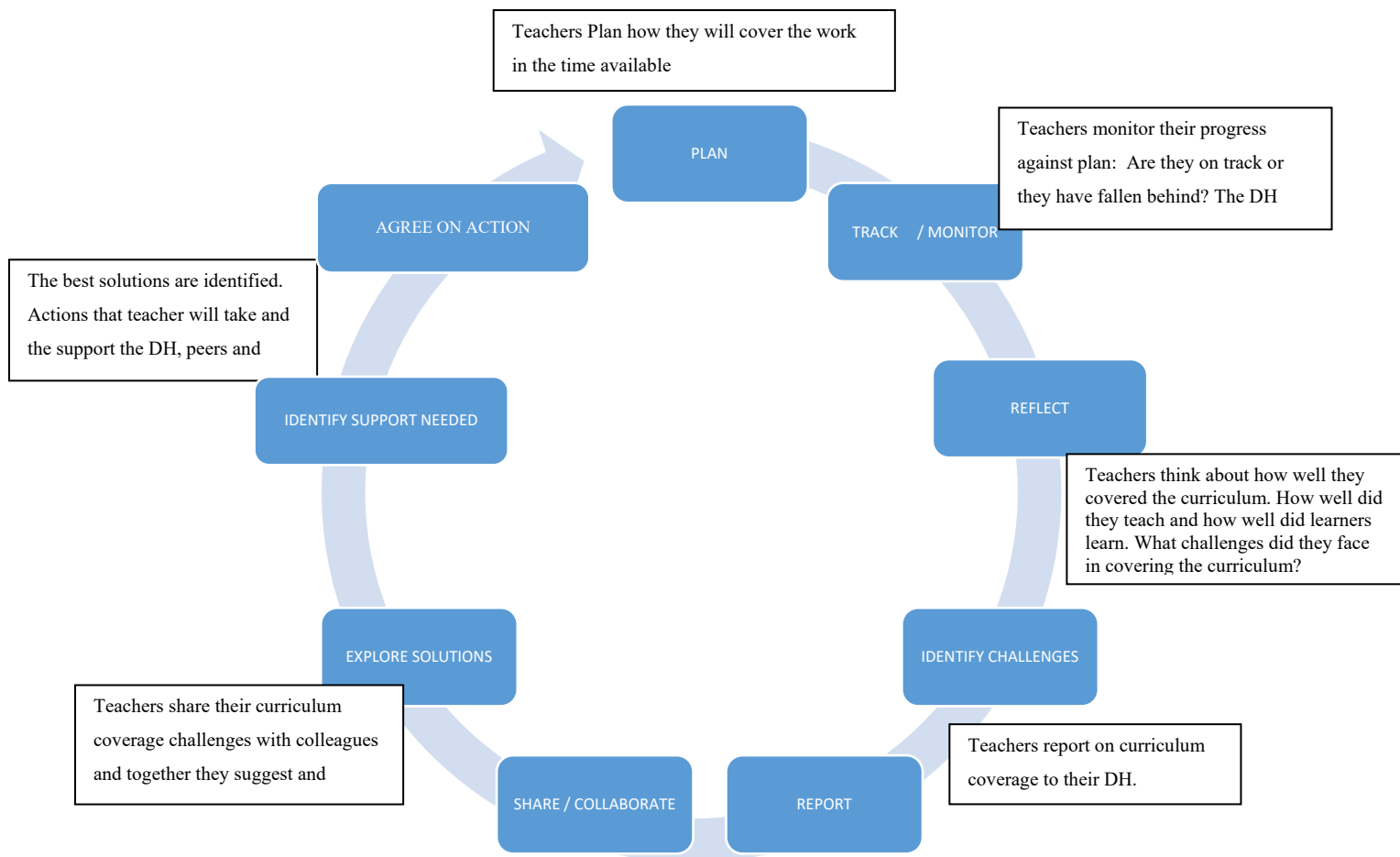


Figure 1. Jika iMfundo cycle of supporting practices (Jika iMfundo, 2020)

The above cycle begins with planning, using lesson plans provided to individual EFAL teachers during the workshop. Teachers are supported and proper strategies for preparing lessons are indicated. The above figure consist of different steps in a routine cycle of practice to improve curriculum coverage. **The step 1:** in the cycle, begins with teachers planning about how they would cover their work in a given time. **Step 2:** The teachers track and monitor their progress against plan to cover EFAL curriculum content to check whether they progress according to the plan. The HODs was to monitor individual teacher's progress to determine whether he or she has fallen behind. **Step 3:** The teachers are expected to reflect and think about how well they teach and covered the curriculum. **Step 4:** The teachers are given an opportunity to identify the challenges that hinder their EFAL curriculum coverage. Step 5: teachers are responsible to report such challenges to HODs. **Step 6 indicates that** teachers collaborate to discuss their challenges and share solutions with the subject advisors. **Step 7 shows that** the teachers share with the subject advisors the proper suggestions and explore the possible solutions to cover the curriculum. **Step 8:** identifies the collaborative support and actions involving teachers and the HODs in the implementation of the best solutions. **Step 9:** The District managers, subject advisors, the HODs, the SMTs and teachers they come into collaborative agreement of the best solution and actions the teachers will take to cover EFAL curriculum.

JM adopted the above routine cycle of activities to ensure that teachers are supported to their practices and change behaviours in order to enhance their performance by using strategies and methods they learn during the cycle. Teachers were provided together with the toolkits of change to cover the curriculum through consistent planning, tracking and reporting about their classroom challenges.

2. 10 Jika iMfundo PILO toolkits

Toolkits were independent resource which provided guidance to teachers and schools on how to use available resources to improve the desired goals (Higgins, Kokotsaki & Coe, 2012). Therefore, the PILO toolkits were resources offered to teachers to achieve desired goals in order to improve EFAL learning outcomes. The district managers, subject advisors, school principals, the Head of Departments (HD), School Management Teams (SMTs) and the teachers were trained to use toolkits throughout the process. The toolkits were set of two in one document, the planners with reflection part. The CAPs planners were provided to support teachers and help them during consistent lesson planning, tracking and reporting on teaching using curriculum tracking tools (Jika iMfundo, 2015). The JM toolkits, planners and trackers

were coherent to the CAPS content and comprised of weekly planning including the list of approved learning and teaching support materials (LTSM) for each terms' work.

The planners consisted of a daily program of work with required skills in learner's book (LB), teachers' guide (TG) and core reader book (CRB) as well as the Department of Basic Education (DBE) workbook. The daily planned activities provided the allocated time for all work needed by CAPS per term. These planners consisted of structured content to be covered in one hour per day with the skills required for teacher to deal with for five hour-long lessons per week (Jika iMfundo, 2020). The content in the PILO planner was formally organized with reference page numbers for the topic which enabled teachers to access references easily in the learner's book and teacher's guide. In the PILO toolkits, planner consisted of a weekly reflection part with supportive questions to help teachers construct their reports during professional conversation (Jika iMfundo, 2020). And the planner informed EFAL teachers about the overview of work for the week in order to keep pace with the CAPS document and assisted teachers during lesson planning. The planners were associated with tracking the progress of the teacher and planning functions. In this regard, the CAPS coverage was to determine the pace of learning tracked by both the teachers and SMTs.

The PILO toolkits provided teachers with the guidelines of assessment and gave remedial suggestions for teachers. The PILO toolkits, planner comprised of the time allocated for each lesson topic with assessment activities (Jika iMfundo, 2020). The PILO toolkits provided memorandum which linked to the Teachers' guide and the Department of Education DBE's workbook. The teachers were orientated to identify problems to be solved regarding curriculum coverage and the reflection part for teachers to furnish dates once the topic was completed. The PILO toolkits contained the assessment criteria required in the CAPS document for listening and speaking, viewing and reading, reading and presenting as well as language structures. Christie and Monyokolo (2018) suggested that the effective use of PILO toolkits included the content strategies of a subject to bring about an understanding of each lesson which indicated the strategies teachers that were needed to demonstrate and how to transfer those skills to learners.

2.11 The conceptual framework

This study uses two different frameworks to analyze the data. Firstly, I use Desimone's (2006) core features of professional development as a conceptual framework. Desimone (2006) argues that there are five core features that characterize effective professional development, namely

content, active learning, collective participation, coherence and duration. I found this conceptual framework useful for analyzing the question about the kinds of learning activities that teachers engage in. It provides insight into the kind of activities that are imperative to increase teacher learning through the use of Jika iMfundo toolkits.

Secondly, I use Grossman's (1990) domains of teacher knowledge that are important to teacher learning during teacher professional development.

2. 11. 1 Content

Effective professional development activity ensures that teachers have a good knowledge of subject content, and how learners understand the content should form part of teacher learning and ability to change his practices. Desimone (2006) argues that teachers must be introduced into new concepts and theories and develop their content knowledge. She further states that teachers who experience a wide range of activities and interaction with others are more likely to increase their knowledge and skills to improve their teaching practices to increase learners' knowledge. Bertram (2011) states that lack of understanding of the concepts of a subject content results to poor transfer of the content which may result to poor learning outcomes.

2. 11. 2 Active learning

Effective professional development activities must provide teachers with opportunities to engage in active learning in order to improve learners' knowledge about subject content. This may help them to transfer the knowledge and skills they learnt to learners in the classroom. Desimone (2006) argues that active learning by the teachers occur through involvement in practice and being observed by an expert teacher, followed by interactive discussion, with feedback and reviewing students' work in covering particular topic. Therefore, teachers are expected to engage themselves in collaborative discussion about ways of engaging learners to participate in the classroom. Active learning also occurs when learners are engaged in reading, writing, assessment, group work and discussing content. Moreover, teachers can be engaged in solving problems arising from practices in their classroom. Learners need opportunity to change from being passive to be more actively engaged in experimental learning.

King (2016) maintains that teachers who engage in active learning consider content knowledge as important, as well as peer observation with alignment of their school and departmental goals, and how students learn the content. Moreover, active learning should be supported by school culture with some influenced and managed by leadership.

2. 11. 3 Coherence

Consistency and coherence occur when teacher learning is consistent with teachers' knowledge and beliefs (Desimone, 2006). Coherence means that content aligns with the instructional core and corresponds with what is to be achieved by the learners at the end of the phase. Coherence implies that what is taught in the classroom can be presented by learners when they are asked to show evidence that validates their learning. Authors such as Desimone (2006), Putman and Borko (2000) acknowledge that teachers may use resources such as textbooks that are aligned with the goals and purpose of the school system. JM ensured that that the supportive resources materials such as planners trackers were aligned with the curriculum content that the teachers were expected to teach each year (Bertram, Mthiyane & Naidoo (2021.)

2. 11. 4 Duration

Professional development should allow sufficient time for teachers to learn developmental activities which can be linked with support and follow-up during the period of learning which can be more than twenty hours (Desimone, 2006). The time factor is crucial for teachers' professional development. There should be enough time for teachers to learn in order to adapt and conceptualize their knowledge and understanding of what should be taught in the classroom to achieve quality performance of learners.

2. 11. 5 Collective participation

Collective participation should be embedded within the school where the learners and teachers are concentrated (Desimone, 2006). In this regard, Desimone (2006) suggests that teachers from the same school, grade or department can arrange to set up potential interactions in order to discuss their classroom experiences in order to solve problems. The following figure represents the core features for effective professional development (Desimone, 2006). Desimone (2006) core features of PD assisted me in analyzing the feature to influence teacher learning in order to increase improve his knowledge, attitude and skills to change their instruction and improve curriculum coverage in their respective classrooms. Figure 2 below represents the core quality features of professional development.

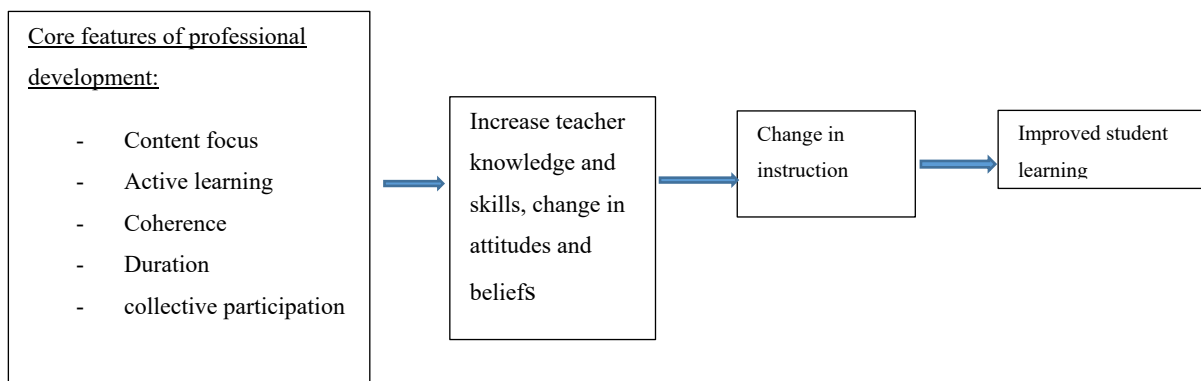


Figure: 2 The core features of professional development (Desimone, 2006)

The above model illustrates that professional development activities must focus on understanding concepts in the content and the ability to clarify concepts related to the content. Moreover, teachers must be given a chance to participate collectively in active learning with other teachers of the same grade level or department as learners. The engagement of teachers in collective participation can help them to gaining content knowledge to increases their skills and motivate them to change their attitudes and beliefs towards effective teaching. Consequently, this may instill desire to change teacher instruction and improve student learning outcomes.

Additionally, Desimone (2006) and Birman, Desimone, Porter and Garet (2000) maintained that the effective professional development that is coherent with policies and other professional development policies is associated with increased teacher learning. Bertram (2014) argues that the linear model of professional development does not fully capture the process of teacher learning and there are other factors that support teacher learning, such as teacher knowledge, school context and teacher identity and motivation. Therefore, I have chosen to use both Desimone (2006) core features and Grossman’s teacher knowledge domains because of their suitability in clarifying what teachers learn in EFAL intermediate phase classrooms.

2. 12 Teacher knowledge

Grossman (1990) identifies four kinds of teacher knowledge which teachers need to have. These knowledge domains help me to analyze what knowledge teachers have acquired while they were using the JM toolkits. Finally, this will help me to present findings about the use of Jika Imfundo toolkits to support teacher learning to change towards improving EFAL curriculum coverage in order to influence learner outcomes. Grossman (1990) identifies four essential domains of teacher knowledge that are relevant to teacher learning and professional

development in in teaching learners. Figure: 3 represents four domains of knowledge that are essential for teacher practices to become experts in their teaching profession.

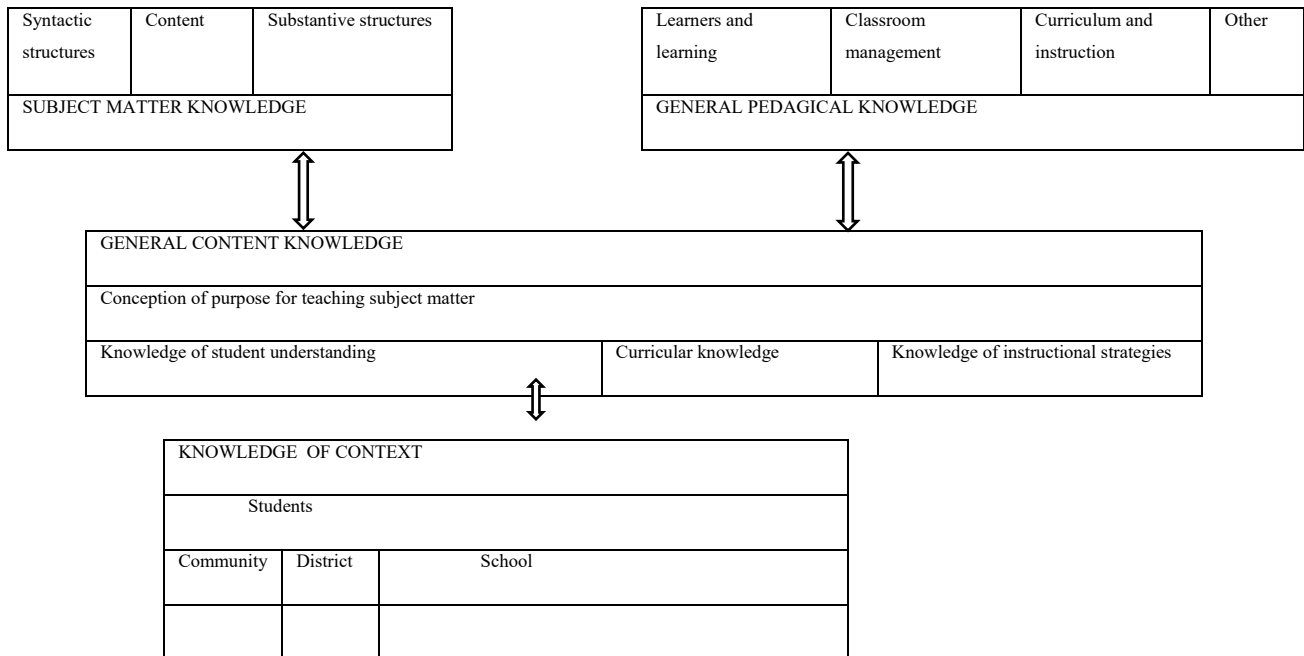


Figure: 3 The domains of teacher knowledge (adapted from Grossman, 1990)

Grossman (1990) suggests that the domains knowledge would enable teachers to have abilities to teach using the appropriate skills and methods required to encourage teachers to engage in a more meaningful teaching and learning.

2. 12. 1 Subject matter knowledge

This knowledge focuses on subject understanding and is evaluated by members of the discipline as it is guided by continuous research (Grossman, 1990). Explaining the topic of a subject depends on how well the teacher clarifies the concepts is based on the lesson. As teachers are directors of teaching and learning, they need to understand that students understanding rely on them to clarify meaning of a subject. It is clear that the lack of understanding subject content can result in poor lesson planning and delivery of a subject content to students. Grossman (1990) demonstrates that subject knowledge is linked to knowledge of the substantive structure and syntactic structures of the discipline.

Stuart, Akyeampong and Croft (2009) define subject matter knowledge as propositional knowledge whereby the individual teacher learns this this kind of knowledge from college and

university, outside of the teaching context. The knowledge is explicit and is available in public documents which contains the knowledge about facts, concepts, theories, and research findings. This kind of knowledge can be regarded as wisdom knowledge and is referred to the received knowledge from books which is not transferrable. This implies that EFAL teachers must have learnt English as a subjects from colleges to gain understanding when they teach students in their classrooms but they must ensure that they get opportunity to engage in teaching practice.

Correspondingly, both Grossman (1990) and Stuart, Akyeampong and Croft (2009) assert that teachers must come to understand that this knowledge contains major facts and concepts in the field of learning. The JM initiative was designed to address poor EFAL curriculum coverage because of teachers' lack of knowledge and skills of teaching English to learners. In JM workshops, the teachers were supported and guided to develop the necessary skills and strategies to clarify and emphasize different concepts that consist of grammar, reading and writing and spelling. . The application of strategies and methods should occurred during EFAL teaching sessions to help learners gain knowledge of English and the ability to comprehend during independent reading.

In this regard, JM allows teachers to engage in learning the bodies of knowledge by actively participating and experience learning as students. The transfer of knowledge of practice is combined with the teachers' EFAL cognitive experiences which they learned from colleges to produce quality learning and teaching in EFAL classrooms. The knowledge of EFAL as a subject is learnt formally and ability of the teacher to clarify concepts and meanings within community of learning. This is important to English teachers to learn how to assess learners and help those who are still struggling when they are learning to read and write in order to intervene with support, nurturing and scaffolding in EFAL classes.

2.12. 2 Pedagogical Content Knowledge (PCK)

PCK refers to the pedagogic knowledge that teachers need to teach specific content to a particular group of learners. Grossman (1990) and Stuart, Akyeampong and Croft (2009, p. 193) refer to "PCK as the knowledge of Practice which provides teachers' opportunity to transfer what she learnt from one context to another context." Grossman (1990) argues that teacher understanding and knowledge of a subject is important to be transferred through presentations and practice in the classroom with the use of effective methods and strategies to grow learners understanding. Grossman (1990) maintains that teachers' presentation of ideas should be matched with illustrations and demonstrations about the topic of a subject with

examples that foster understanding of meanings to students. And this may involve the building of the concepts that are specific to the topic by providing clear explanations to students, using appropriate examples and analogies.

Pedagogical content knowledge refers to knowledge of practice which relates to the subject knowledge which can be learnt in the classroom. However, Desimone (2006), Kelly (2009) and Sfard (1998) and Putnam and Borko (2000) emphasize that the knowledge of a subject knowledge can be internalized by the teacher but PCK experiences is accumulated by understanding learners' different need and applying relevant methods and strategies needed to improve learner understanding. Additionally, Moreover, Sfard (1998), Desimone (2006) and Kelly (2009) emphasize that teachers need to acquire the basic units of the discipline, of a subject knowledge in order to influence learners' learning to improve students' knowledge through practical experiences using appropriate strategies and methods required for proper teaching and learning.

2. 12. 3 Knowledge of Context

Teachers need to understand that the environments they work in require unique practices that accommodate unique needs of individual learners. (Grossman, 1990; Stuart, Akyeampong & Croft, 2009; Putnam & Borko, 2000). As teachers, we have to teach with the understanding that learners are unique, and employing various strategies is important to meet their' different needs including their cultural backgrounds. Therefore, teachers need to employ different instructional strategies aligned with the school culture and the district demands to influence learners' achievement. However, other research has argued that the JM professional development initiation failed to provide teachers with the effective knowledge to embrace the variation in learners' competence who are in the same classroom (Bertram, Mthiyane & Naidoo, 2021).

2.12. 4 General Pedagogical Knowledge (GPK)

Finally, Grossman (1990) maintains that general pedagogical knowledge (GPK) is the pedagogic knowledge that all teachers need, that is not specific to teaching specific content. Teachers develop the understanding and skills suitable to teach learners. Additionally, teachers are involved in designing classroom rules appropriate to classroom situations. The ability to teach comes together with treating students' uniqueness in the classroom. The skills to manage and control students are required as teachers are confronted with challenges to control troubling

learners. General pedagogical knowledge emphasizes the importance of school context, classroom management, lesson planning, and assessment. I use these different kinds of knowledge domains to analyze the degree to which this knowledge is offered in the JM programme through the use of toolkits to achieve curriculum coverage. They are significant forms of knowledge that can influence teacher learning and professional development to increase learning outcomes.

2.13 Conclusion

The above discussion of literature about teacher learning consists of a definition of professional development and the purpose of Jika iMfundo's professional development programme. The characteristics of a quality professional teacher are highlighted. Moreover, there is an outline of models of continuing professional development that can influence teachers to learn. The detailed definition of teacher learning with the inclusion of teacher learning theories is discussed. This chapter describes two conceptual frameworks, the core features of effective professional development and teacher knowledge domains for effective learning. The following chapter will focus on the research methodology and design and data collection methods that are used to collect data for the above study.

Chapter 3

Research methodology

3.1. Introduction

The aim of this study is to explore intermediate EFAL teacher learning through the use of PILO (Programme to Improve Learning Outcomes) toolkits to improve curriculum coverage. This chapter discusses the research methodology employed in the study. It outlines the research methods, research design and research techniques related to the study. The study consists of sampling of the participants and ethical issues guiding research practices. Moreover, trustworthiness of the study is highlighted.

3.2. Research paradigm

The study is informed by the interpretative paradigm. The interpretative paradigm refers to the process of building understanding to produce the desired meaning in words (Maree, 2011). Babbie, Mouton, Vorster and Prozesky (2011) note that for researchers to make meaning of individuals' lives, they must involve themselves in people's conditions to accumulate an understanding of their experiences over time. As researchers, Babbie (2011) and Maree (2011) confirm that we need to engage ourselves in the field where the problem lies to understand participants' experiences. Researchers must provide themselves with the opportunity to understand peoples' experiences about existing problems in their area. Therefore, I conducted research with teachers who teach EFAL from grade four to grade six classrooms. They shared their experiences of using the Jika iMfundo PILO toolkits.

Wagner, Kawulich and Garner (2012) argue that interpretative and constructivist concepts are related because both aim at understanding the world through other peoples' experiences. In the same way, Babbie, Mouton, and Vorster & Prozesky (2011) state that reality is considered trustworthy when it occurs in "multiple realities. In this regard, when similar actions and behaviours are reported by many people, it validates the truth about the reality of the problem. In order to get the real evidence, the reality of a problem relies on gathering data from numerous

participants who are in a similar location suffering the same situations. The interpretative paradigm is linked to the qualitative approach which is elaborated on below.

3.3. Qualitative research method

Qualitative research deals with the examination of the mode of thinking, ideas and action of people and probes for an individual's thoughts and inner experiences (De Vos et al., 2010). In the same way, Annansingh and Bright (2009) acknowledge that assessing the truth about the problem, the researchers need to probe the participants' experiences using different tools, so that the researcher can reveal the truth through giving explanations. Therefore, as a qualitative researcher I gathered the participants' ideas in order to gain a deeper understanding about their experiences.

Additionally, Brynard, Hanekom and Brynard (2014) describe qualitative research as a way which employs informants' own oral or written words regarding the experiences they are confronted with. And, the qualitative method recognizes the researchers as subjects in seeing the world from their own point of view. Therefore, I engaged with the informants in face-to-face conversations and as a researcher I was committed to comprehending the world through seeing participants talking about their experiences in order to explain the problem. This study is qualitative research embedded in phenomenological grounds as it tries to understand the real life experiences of the participants within their located context. I conducted the interviews within the participants' own context in order to see their expression when they were explaining their experiences.

Brynard, Hanekom and Brynard (2014) state that qualitative researchers aim is to confront participants in order to describe their actions and behaviours as they (participants) are objects to be studied. As researchers, we must understand that to describe participants' experiences, we need to get inside the field of the located study to make conversation with respondents through asking questions and invite informants to provide answers connected with their real experiences about the specific phenomenon. Therefore, I approached the schools where my respondents are working to negotiate entrance with the school principals so as to liaise with the participants. This assisted me to get the participants to explain their knowledge about their learning experiences. Moreover, I had the opportunity to get first-hand information about teacher experiences toward teacher learning when using the Jika iMfundo PILO toolkits.

Brynard, Hanekom, and Brynard, (2014), Du Plooy, (2013) and Salkind (2012) maintain that researchers must understand that to undertake qualitative research it is imperative to employ case studies, interviews, observations and questionnaires as instruments to collect data from the participants. In addition, Macmillan and Schumacher (2014) confirm that qualitative researchers also use different types of data collection methods and techniques which may include document review, and audio visual materials such as videos and tape recorders. In this study, I investigated EFAL teacher learning within three schools, and the participants were seven EFAL teachers in the intermediate phase from grade 4-6.

3. 4 Data collection methods

I used semi-structured interviews and document analysis to review documents such as lesson planners and trackers to gather rich data from the participants.

3.4.1 Interviews

Interviews are a technique of accumulating data from humans by asking questions and getting them to react verbally (Polkinghorn, 2005 & Babbie, 2011). Interviewing allows face to face conversation where the researcher probes deeply following on the answers of the respondents. This means interviews are essential to ask questions to the interviewee in order to get their responses. Additionally, Brynard, Hanekom, and Brynard (2014) and Macmillan and Schumacher (2014) note that the interviewing strategy provides primary data from the participants' in-depth responses as the interviewer and interviewee interact with one another. Thus, it is important to understand that in order for a researcher to conduct research, they are expected to engage in interaction and to-and-fro communication takes place with the respondents. This communication may take the form of asking questions from interviewees to obtain responses from them. The interviewer must be prepared beforehand to engage in direct interaction with individual participants. Structured interviews were used in this study. Structured interviews consist of detailed questions that allow participants to provide open-ended responses with an aim to explore in-depth responses (Macmillan and Schumacher, 2014). See Appendix 4 for the interview schedule.

Advantages and disadvantages of interviews

Interview techniques are flexible, adaptable and can be used in numerous problems using different types of people, whether literate or illiterate. Polkinghorne (2005) highlights that the researchers know in advance what questions they are going to ask the respondent. And these

interview questions are planned and directed to the right target group of people with appropriate knowledge to answer the described problem. I thoroughly planned the questions and it was positioned towards answering the described problem. Polkinghorne (2005) emphasizes that the implementation of interviews is simple and provides quick feedback. Using interviews gave me the opportunity to get quick feedback during the interviews. The interviews consisted of semi-structured questions to probe responses from participants. The participants were informed beforehand that they are free to answer in any manner because they will not be penalized and they will be known to me but anonymous to the third party for their responses when answering questions.

The limitation of interviews is that researchers may rely on participants' memories to remember their experiences about the past, and human memories are subject to deterioration when remembering what happened in the past (Macmillan and Schumacher, 2014; Leedy and Ormrod, 2013). A respondent may try to remember what happened in a particular time and context and can sometimes forget about past experiences. Leedy and Ormrod (2013) point out that sometimes the participants may provide false information if they know the researcher within the context. This is true, if the study is conducted within the same context where researcher practices are embedded. This is imperative to understand that as researchers we need to familiarize ourselves with the environment and engage with peoples' experiences. This may help researchers to compare the various responses provided by the interviewees. Salkind (2012) highlights that the participants may be too busy to attend interviews due to time constraints and may be bored with recounting their experiences. Researchers need to make appointments in advance to ensure availability and get respondents prepared for interviews.

As an interviewer, I was interested in participants sharing their experiences about what they learn through the use of PILO toolkits and to understand what do teachers learnt during their EFAL classroom practices to improve curriculum coverage? Secondly, I like to know what activities do EFAL teachers participating in Jika iMfundo engaged in to improve curriculum coverage. Lastly, my interest was to comprehend subject teachers explaining how the use of PILO toolkits changed their practices before and after the programme. Face to face interviews were chosen to get an opportunity to note their physical expression when they expounded about the phenomenon. However, Leedy and Ormrod (2013) highlight that relying on human memories may sometimes distort information as participants may not recall previous information. In order to offset the shortcoming of interviews, I also reviewed documents which contained the information written by teachers who participated in the Jika iMfundo programme.

3.4.2 Document analysis

Documents are objects that reflect reality and contain required information whereby the actions and practices of individuals are presented (Wagner, Kawulich & Garner; 2001). Wagner et al. (2001) argue that collecting different archival material helps researchers to obtain rich and detailed data that assist in description of the problem. They further argue that objects like lesson plans can present information using different modes such as text, pictures and graphs which can make meaning for the researcher and enable him or her to gain insight into a problem. They assert that documents are artifacts that need to be considered to maximize understanding of the problems occurring within the participants' context. I used PILO toolkits such as planners, trackers and Jika iMfundo documents that evaluate its implementation and have been written by other researchers who are part of the project.

Babbie and Mouton (2011) inform researchers to acknowledge the use of documents because they provide important knowledge that can help to answer the questions at hand. And the participants in the study easily presented their feelings and thoughts about experiences through documents and artifacts that were supplied to them. Therefore, analyzing documents from toolkits, such as EFAL planners and trackers and JM lesson plans, provided insight about teacher learning and changes produced through the use of the toolkits. Jika iMfundo documents such as planners and trackers, as well as lesson plans were important to be studied because they contained information written by teachers who engaged in the projects to improve their professional development to enhance their EFAL practice in the classroom.

Therefore, document analysis were suitable for the study since they were written by teachers and other researchers as well as facilitators of the JM programme who participated in the study and had in-depth understanding of the field. Furthermore, the information-rich documents about the phenomenon such as planners, trackers and lesson plans for teachers provided real and informative data about experiences that teachers confronted with while they used toolkits. Therefore, teachers and documents provided evidence about the materials used to achieve the purpose that was expected. The documents analyzed and teachers described areas of improvement wherever they had challenges.

However, Mason (2010) states that analyzing documents may be challenging they may not reveal the facts that contribute towards understanding real life experience about the phenomenon. She points out that reviewing of documents may be time consuming and information may not be relevant to the study. Regarding the documents I reviewed, these

contained enough data that had relevant information to the study and the participants engaged in, had similar experiences that was expected during investigation.

3.5. Sampling

Sampling is the “process used to select a portion of the population for the study and it is essential the representatives to be subdivided into smaller groups in which the study will be conducted” (Maree, 2011, p. 79). There are procedures involved that need to be followed when selecting the target population to be studied. “The target group can be a group of individuals or people, groups, organizations, artefacts or objects like mass media messages or social interaction” (Du Plooy, 2013, p. 108). Du Plooy (2013) maintains that the qualitative researchers usually use smaller sample sizes of all group members to be analyzed, investigated and questioned. Therefore, the purposive sampling is suitable for this study.

“The Purposive or probability sampling refers to the selection of participants because of some defining characters that make them the holders of needed data for the study but also involves the setting; incident; event and activities to be included for data collection” (Maree; 2011; p 79). The challenges with the teachers is failing to cover the intended curriculum because they lack the proper knowledge to transfer the appropriate skills into their teaching of English reading and writing, which results in poor achievement of learner’s outcomes. In this regard, the schools that were purposefully selected are located in the King Cetshwayo District where JM programme was hosted to address the challenges related to the curriculum coverage.

The study comprised of seven teachers in three schools who were teaching EFAL in the intermediate phase (grade 4 – 6). I identified and selected three different schools from the Nkandla circuit in King Cetshwayo district, and the participant teachers were approached as they attended JM workshops, based on their availability with the understanding that they were using the PILO toolkits. The teachers attended EFAL workshops hosted by JM facilitators and they used PILO toolkits to improve curriculum achievement. Thus, the teachers were selected because they were knowledgeable and well informed about the use of JM PILO toolkits in their EFAL classrooms. The two EFAL participant teachers came from school A, three from school B, and two of them were from school C. In fact, there were ten teachers from four schools but later, the three teachers from school D, withdrew their participation from the study. Therefore, I was left with seven teachers from three primary schools who fully participated in the study.

Purposive sampling is used when there is a specific purpose in mind that the researcher wants to achieve for which she may target a specific group of participants with specific qualities (Maree, 2011). The purpose of the study is to explore EFAL teacher learning through the use of EFAL toolkits to improve curriculum coverage. In order to get a richer description of the problem it was essential to select data sources from people who were involved in experiences and had knowledge of the situation under study. The participants must be interested in describing the situation and their experiences regarding the problems they have (Polkinghorne, 2005). JM's purpose is to cover the EFAL curriculum in order for teachers to increase learners' outcomes. The teachers who were teaching EFAL in grades 4 to 5 were the priority group who participated in the study to gather rich data and provided full descriptions of their experiences. Their involvement in the study helped me to answer the intended research questions.

3.6 Triangulation and trustworthiness

Triangulation refers to the process whereby researchers employed many different sources of data to understand the phenomenon (Terreblanche, Durrheim & Painter, 2012). I used interviews, field notes data and document analysis about teachers' experiences to collect data.

The interpretation of validity in qualitative research requires the use of multiple different instruments for data collection. Maree (2011) argues that for researchers to maintain trustworthiness of findings it is important to employ various tools that serve as evidence that the data collected is valid and accurate. I checked with my participants to ensure that what I had written corresponded to their viewpoints, in order to establish the trustworthiness and reliability of the study. Maree (2011) suggests that validity of qualitative data is ensured through crystallization whereby the findings are compared with other findings through member checking to verify with respondents whether the information provided was correctly written to minimize bias in the inquiry.

Rolfe (2006) maintains that in order to assess the quality of trustworthiness it is important for researchers to pursue various verification strategies through the research process. Similarly, Rule and John suggest that researchers need skills to verify participants' responses to ensure data accuracy in order to establish trustworthiness. Confirmability was strengthened by reviewing the written notes and audio tapes and reviewing the documents and the data was cross checked with the participants. This can be achieved by getting respondent to confirm their responses after data had been collected. I ensured trustworthiness as I contacted my participants to confirm their responses. I ensured credibility and cross checked with them to

establish validity and credibility as well as confirmability of the data about the study. In this regard I believe that dependability, confirmability and transferability would be established once the participants confirmed with the validity of this data in this study. The sampling of the study was too small to establish generalizability of the findings in the three schools in King Cetshwayo District. Then, I believe that the recommendations would be trustworthy when the evidence is traced back from the main sources.

3.7 Profiles of the Jika iMfundo participants

Out of the seven participants in the study, three participants have completed their Bachelor of Education degrees (B. ED.) and three have completed their National Professional Diploma in Education (NPDE). And three participants have completed their Advanced Certificate in Education (ACE). Two teachers have completed their Post - Graduate Certificate in Education (PGCE). Table 1 below shows that five participants specialized in English from their initial teacher education.

PARTICIPANTS (PSEUDONYMS)	GRADE TEACHING	QUALIFICATIONS	MAJOR SUBJECTS	NUMBER OF YEARS TEACHING	LOCATION OF SCHOOL
Miss Domba	6	Bachelor of Education (B.ED) Honours	English	More than six years	Rural area
Miss Jali	6	Diploma in Education	English, isiZulu	More than six years	Rural area
Miss Khwela	4 & 5	National Diploma in Education (NPDE), Advanced certificate in Education (ACE) & Adult Basic Education and training (ABET)	Biology & Geography	More than six years	Rural area
Miss Luvuyo	4 & 5	NPDE & ACE	English, IsiZulu & Maths	More than six years	Rural area
Miss Nhlaba	6	Diploma in Communication Studies, Post Graduate certificate in teaching (PGCE)	English, IsiZulu & Technology	More than six years	Rural area
Mr. Radebe	6 & 7 (HOD)	Diploma in Human Resource Management, Post Graduate certificate in Education & Bachelor of Education.Honours	English, Business Studies	More than six years	Rural area
Miss Saul	4 and 5	NPDE, ACE Fashion Design	Technology , English & Fashion Design	More than six years	Rural area

Table: 1 The biographic information of the participants

The participants' biographical information above shows that most of the teachers had English as one of their teaching subjects, while one (Miss Kwela) had specialized in Biology and Geography. This would influence the teachers' ability to teach according to the expectations of the EFAL curriculum.

Of seven participants in my study, six were female participants and one male teacher. The data provided confirmed that only two participants were registered with local institution to further their studies to accomplish further knowledge. All the participants had more than six years' teaching experience in the intermediate phase. Out of seven teachers, six participants were post level one educators and one was an HOD (post level two).

Miss Domba

Miss Domba was post level one educator in School A. She was between 30 to 39 years old and had a Bachelor of Education and Honours in Education. She specialized in educational management and educational law. She taught EFAL more than six years. She started teaching in 2012 and worked in the same primary school for than six years. Her interest to learning new things that might advance and develop her EFAL knowledge to achieve expected outcomes. She indicated that she used the PILO strategies to improve curriculum coverage in her EFAL classroom at the intermediate phase.

Miss. Jali

Miss Jali was grade six teacher in school A. She had more than forty years old. She had a Diploma in Education. Her major subjects were IsiZulu and English. She taught in the same school for more than six years. She attended JM since 2015 until present. She had more than twenty years teaching experience and taught EFAL for more than six years in intermediate phase. She pointed out that the PILO strategies and methods helped her in grade six EFAL classrooms during teaching and learning.

Miss Luvuyo

Miss Luvuyo was a post level one educator in school B and she was more than 40 years old. She completed her National Professional Diploma in Education (NPDE) and Advance Certificate in Education (ACE). She had more than twenty years' teaching experience in the intermediate and senior phase and more than six years teaching EFAL in grade six. She attended the Jika iMfundo training since in 2015. She reported that she participated in the JM program in order to learn about improving her EFAL curriculum coverage.

Miss Khwela

Miss Khwela was a teacher in school B. She was between forty and fifty years old and completed her National Professional Diploma in Education (NPDE) and Advanced Certificate in Education (ACE) and Adult Basic Education and Training certificate from local colleges. Her major subjects were English and Mathematics. She worked in school B for more than six years. She was a post level one educator and taught mathematics from grade four to six and EFAL in grade four and five. She has taught English in grade five for more than five years and she attended JM EFAL programme since its inception in 2015.

Miss Nhlaba

Miss Nhlaba was a post level one educator in school B. She was more than forty years old. She had Diploma in Communication and the Post Graduate Certificate in Education (PGCE). Her major subjects were isiZulu, English and Technology. She completed her Bachelor of Education and Honours degree in Inclusive Education in local universities. She reported that an inclusive education degree assisted her with skills to understand and support struggling learners. She taught EFAL in grades four and six for more than six years. She indicated that participated in JM training workshops since 2016 until present. She mentioned that she used the knowledge she gained from attending JM programme to help learners with problems in EFAL reading and writing.

Mr. Radebe

Mr. Radebe was the Head of Department (HOD) in school C. He was forty years old. He had a Bachelor of Education (B.Ed.), Human Resources Management Diploma, and Post Graduate Certificate in Education (PGCE). His major subjects were Business Studies and English. Then, he registered a Masters degree in Education Management in local institution. He was an Economics and Management Science (EMS) teacher in grade seven and EFAL educator in grade six and seven more than five years. He attended Department of Education (DOE) and JM supervision workshops several times.

Miss Saul

Miss Saul was in school C and she was thirty to forty years old. She completed her National Professional Diploma in Education (NPDE) and Advanced Certificate in Education (ACE) in Technology. Her major subjects were English and Technology. She told me that she was motivated by technology courses to study Fashion Design Diploma at a local college. She

taught EFAL in grade four and five learners more than six years in different schools. She attended Jika iMfundo since 2016 until then. She enjoyed teaching grade four to five because at this point learners had to receive a solid foundation in English to understand and learn to listen and be able to respond to this additional language. She mentioned that sometimes grade four and five learners did not understand what she was teaching them. But she said that she concentrated particularly on struggling learners to catch up with lessons in the classroom. But, she enjoyed seeing them being able to comprehend with the work after being assisted.

All the participants had more than six years' teaching experience in the intermediate phase. Out of the seven teachers, six participants were post level one educators and one HOD in post level two. The above table indicates that few teachers who took stances to improve their professional teaching knowledge and skills.

3.8 Background context of schools

These data were generated from three primary schools in a rural area in the Nkandla circuit in King Cetshwayo district in KwaZulu-Natal. These schools were more than ten kilometers apart from each other. Two schools were more than eighty years old and the third school was more than fifty years old. These schools were under resourced quintile 1 and are non-fee paying schools which were characterized by poor socioeconomic backgrounds.

Pseudonyms	No. of learners and grades in school	Total number of teachers in school	Gender of teacher participants		Total number of participant teachers
			Female	Male	
School A	370 (grade R – 10)	13	2	-	2
School B	449 (grade R – 7)	13	3	-	3
School C	316 (grade R – 7)	9	1	1	2
Total			6	1	7

Table 2 Profiling Jika iMfundo participants and schools

School A is a combined school from grade R to grade ten. It has three hundred and seventy learners (370) enrolled in the school. There are thirteen teachers, five males and eight females. Only two EFAL teachers participated in my study. Schools B and C are primary schools from grade R to grade seven. In school B, there are four hundred and forty-nine (449) learners enrolled and thirteen teachers. Of thirteen, three are males and ten female teachers. Three

teachers participated in this study. In school C, there are three hundred and fifteen learners and nine teachers: six females and three males. Only two teachers, one female and one male, were part of the study.

These schools attend orientation workshops by JM each term three times a year. They also attend Department of Education (DOE) once-off orientation workshops at the beginning of the year conducted by subject advisors, cluster meetings outside school premises and various meetings that were held within the school by SMTs and HODs as well as with subject colleagues. There was no direct transport to the schools where the participants were located. This resulted to challenges in getting transport and to reach the participants on time. I was compelled to visit them several times in order to interview all of them.

3.9 Data analysis

The qualitative data was analyzed through inductive analysis whereby the data that stemmed from interviews and written field notes was processed. Inductive analysis is “the process of moving from specific data to general categories and patterns” (Macmillan & Schumacher, 2014, p. 395). The responses from individual participants from each school were organized and made easy to be read with understanding. The data was transcribed and coded into segments of categories to form patterns.

Altheide and Schneider (2013) maintain that the themes are essential to understand the link between theory and the situation. They emphasize that thematic analysis allows researchers to identify conceptual relationships in the data collected. Themes that were established from data provided meaningful information that was used in my study. The themes that emerged were categorized and meaningfully directed by existing concepts from conceptual frameworks to provide discussion about to the study. The data was analyzed deductively, with the use of the conceptual frameworks of Desimone (2006) and Grossman (1990). The discussions are organized according to the research questions of the study as it explores intermediate phase EFAL teacher learning through the use of PILO toolkits to improve curriculum coverage.

3.10 Ethical issues in data collection

Ethics are code of conduct which the researcher should consider when deciding to conduct research. According to Curtis, Murphy and Shield (2014, p. 185), and Du Plooy (2013, p. 53) “ethical research guidelines are codes of conduct which outline a system of moral principles”

whereby the researchers are to follow when investigating a problem. The researcher requires ethical acceptance letters from the gate-keepers whom to grant him or her the permission to conduct research before engaging with the participants in the field. The ethical clearance certificate entails principles and guidelines that the researcher must adhere to when conducting research. I applied for the permission to conduct research from the district circuit managers, and principals of the schools to conduct research in their designated schools. They granted me the permission to conduct research before I began to engage with participants in the field. I followed the guidelines and principles that are clearly discussed below:

3.10.1 Anonymity and confidentiality

Anonymity means that “the subjects’ names may not be exposed to the public and should not be named” (Du Plooy, 2012, p. 397). This means that the participants’ names should be unknown to the public and the researcher is bound to the code to keep participants’ names secret. “Anonymity allows participants to be confident and comfortable in providing their experiences with the assurance that their names cannot be revealed.” (Curtis, Murphy & Shield, 2014, p. 186). Therefore I used pseudonyms instead of participants’ real names.

Confidentiality implies that information may not be disclosed and the participants should be informed if someone else is going to access the data provided by the respondents (Curtis, Murphy, & Shield, 2014). According to Macmillan and Schumacher (2014, p. 134), no one should be allowed to access individuals’ data and participants’ names except the researcher. In this regard, the data I gathered was shared with my supervisor whom I reported about the data I collected.

Du Plooy (2013) notes that there should be greater confidentiality and higher level of integrity when the researcher is conducting research about the data collected. I rechecked and cross examined the data I collected with individual participants in the study, to maintain accuracy, consistency and ensured that the data I collected was reliable and valid prior and during administration. Therefore, I did not talk about my participants and I maintained a high degree of confidentiality regarding the data I collected from my respondents. The information I gathered would be stored in a secured storage in my supervisor’s cupboard for the period of five year and would be destroyed after that.

3.10. 2 Informed consent

Curtis, Murphy and Shield (2014) argue that “researchers should explain clearly explain to the participants the reasons of choosing participants to partake in the study so that the participants may decide to whether or not to take part of research in order to avoid being affected by information they selected voluntarily. Du Plooy (2013) and , McMillan and Schumacher (2014) suggest that the researcher must inform the participants about the purpose of the research and the reasons of undertaking the investigation in order to give opportunity to the participants to change their minds about their involvement in the study. In this regard, I informed my participants about the content of the study and reasons for selecting them and conducting the study. I gave them opportunity to decide whether they were interested to be part of this study. With above statement I avoided not to compel them to participate in the study and I informed them to withdraw anytime themselves if they wished to.

3.10.3. Potential harm to participants

Salkind (2012) advises researchers to be careful not to harm the respondents when conducting interviews or asking questions that are sensitive and harmful to the participants when they remember their past experiences. Curtis, Murphy and Shield (2014) and Leedy, Ellis, and Ormrod (2013) emphasize that there must be no harm done through exposing participants to emotional or physical harm to human beings or non-human beings. I ensured to that there was no harm or any threats that would be harmful to them after they participated in the study.

3.10.4 Right to privacy

Macmillan and Schumacher (2014, p. 133) suggest that “the researchers should respect participants’ right to privacy and in terms of reporting the findings in a way that other people may not become aware how a particular participant had responded.” They emphasize that privacy implies protecting participants from anyone who may have to access to their characteristics, responses, behaviors, action and any other relevant information instead pseudonyms should be applied to replace participants’ names. I used false name instead of real name and schools of the participants. I did this in order to maintain privacy and avoid violation of the rights of my participants. I ensured to my participants that the information they provided about their’ experience in the study would be confidential.

3.10.5 Gaining ethical approval

Before the researcher starts researching a problem, he or she is expected to get “ethical approval from research committees by submitting an ethical form which includes details about the problem to be conducted” (Curtis, Murphy & Shield, 2014, p. 191). The ethical form contains questionnaires and interview schedules depending on what the research problem is all about. Brynard, Hanekom and Brynards (2014, p. 43) argue that formal permission must be obtained from superiors before approaching the subordinates with whom the interviews will be conducted. I applied for permission to the research committee in KwaZulu-Natal Department of Education, schools principals and district officials to conduct research in their designated areas as well as with the participants.

Similarly, MacMillan and Schumacher (2014) argue that the researcher must reach the mutual agreement with the participants resulting from the power of understanding. I reached mutual agreement with my participants and ethical considerations was signed between us and the permission to conduct research was granted. Finally, I was granted with permission and ethical clearance was approved and I was allowed to conduct the investigation.

3.11 Conclusion

The chapter focused on the research methodology employed in the study. The research methodology, research design and data collection methods related to the study were discussed. The purposive sampling of the participants and triangulation are outlined. The profiling of Jika iMfundo participants and their school backgrounds is also included. The analysis of data and ethical issues guiding research practices was highlighted. Moreover, trustworthiness of the study was explained. The following chapter will provide findings of the data generated from the participants about the study.

CHAPTER 4

Presentation of findings

4.1. Introduction

This chapter presents the qualitative data findings generated through structured interviews, written field notes and some JM documents. The data are presented according to three key themes, namely teacher learning, professional development activities, and the tensions between monitoring and support and the fast pacing.

4.2 Teacher learning when using Jika iMfundo toolkits

4.2.1 Guidance on what to teach and assess

Teachers explained that the PILO toolkits included planners with the content they should cover during teaching and learning with the daily assessment activities of learners five days per week.

Table 3 below shows the example of EFAL planner.

Platinum Week 2		Theme 6		Rolling into action		Class:				
No	CAPS	Activity	LB/RB	TG Pp	DBE Pp	Date completed				
1	Listen and Speak: Daily practice p. 38	Choice of activity	LB 47	70 77						
	L&S; give personal account- own experience, keep to the point: Sequence ideas pp 38	Give personal account		77 78	79					
2	L& S Daily practice: p 38	Choice of activity		70 78						
	R&V: Read a story – answer questions; p. 38	After you read 1a-e, 2-3	LB 48-50	78 79#						
3	L&S daily practice p 38	Choice of activity		70 79						
	LSC: working with words and sentences – irregular verbs, spelling- Capital letters	No1-2; 3a-e; no3a-f	LB 50	75#	75; 83, 74, 81					
4	L&S: Daily practice; p 38	Choice activity		70 80						

	W& P: writes personal account using a frame; p 38	Write a personal account	LB 53	81#						
5	L&S: daily practice; p 38	Choice activity	RB 23	70, 81						
	R7V: Independent reading, reflect on textp.38; FAT RB p 7 &8	Royal Spears rule! Text 2 and questions	LB 54	77-78						
	REVISION		LB 54	TG 82						

Table 3. Exemplar of planner extracted from *Jika iMfundo* (2017)

Table 3 above, indicates that the content of the planner supplied in a curriculum planner per each term that is aligned to the CAPS expectations per term. The teachers mentioned that the EFAL planner goes hand in hand with reference numbers of the EFAL CAPS document, teacher’s guide (TG), learner’s book (LB) and Department of Education (DBE) EFAL workbooks.

Miss Khwela mentioned that she felt confused when she was provided with the planners but her understanding was clarified after she learnt how to use it. Similarly, Miss Phewa confessed that she found difficulty to plan her lesson because she would feel tired to go through CAPS and the textbook before being introduced to the JM programme. But the planner and tracking made it easy and straight forward for her to plan her lessons properly.

Miss Nhlaba concurred with Miss Phewa as she stated that she felt bored when she thought about planning EFAL because she had to spend more time perusing textbooks. And *Jika iMfundo* made her clearly understand about how to plan EFAL lessons well. Since then she enjoys regular planning an English lesson.

Miss Domba explained that she failed to align the topics of the content in her EFAL teaching before the use of planners and tracking. Sometimes she would assess learners prioritizing what she had taught from EFAL textbooks without following CAPS and the Teacher’s guide. But with the help of planners and tracking she was able to teach EFAL learners accordingly.

All seven participants in the study confirmed that before *Jika iMfundo* they did not align their teaching with the CAPS document because it was burden-some to them. But since they had learned to use planners for lesson planning they enjoy planning and it made simple for them to know exactly the aspect to taught weekly, as it clearly showed the textbooks needed for

teaching and learning. Teachers said that planner helped them to organize their planning properly as it showed the exact assessment tasks for learners.

Kelly (2006) maintains that the teacher knowledge can be constructed from available physical resources in order to make their learning of new knowledge understandable. In this regard, teachers maintained that the planners were conducive and supportive tools for teachers when planning EFAL teaching with the use of supportive approved EFAL materials. The approved materials they use as teaching resources are EFAL approved textbooks, National Department of Basic Education workbooks (DBE), the teacher's guide (TG) and the EFAL Annual Teaching Plan (ATP). Teachers reported that the structure of the CAPS and KZNDOE EFAL teaching plan content is similar to Jika iMfundo content that teachers had to follow when teaching EFAL in schools.

However, the participants expressed their feeling that the use of the content in the planners were too fast with too much content to be covered weekly. They emphasized that the pacing was suitable for intelligent learners, but undermined the abilities of struggling learners. Secondly, they mentioned that the planners' influence on pacing did not consider holidays and weeks when the teachers were away from their schools. And the structure of content in the trackers forced teachers to reorganize the backlog tasks before moving forward with their work load.

4.2.2 Learning how to reflect

The successful professional learning of teachers occurs through self-reflection, which leads to continuous conversation about curriculum instruction and student development (Vescio et. al., 2008). Similarly, Kelly (2006) acknowledge that the reflective should results to a dialogue inorder to address the identified problem. The planners had section that asked teachers to reflect on how well the curriculum instructions were carried out and achieved in EFAL classrooms. All of my participants reported that they learnt to reflect on a weekly basis about their teaching and their learners' understanding of lesson topics in EFAL classrooms. They reported that they responded to questions that were presented to guide them in the reflection part of the planner. They mentioned that the planner's reflection was a channel of informing the development of professional conversation between the teachers and the HODs.

Miss Saul stated that she was helped by her HOD as she was unable to make learners understand comparative adjectives during her grade five EFAL period. Miss Nhlaba added

that she was unable to introduce some of the topics in her EFAL classes and she was supported by her HOD. They added that the professional conversations based on teacher reflection reports helped the HODs intervention to render supportive actions to drive EFAL lessons as per CAPS requirements.

Mr Radebe, the HOD, confirmed that the reflection reports from his teachers made him understand where individual teachers required support. Miss Phewa added that her reflection report had some gaps of falling behind with her EFAL teaching and learning, but she found help to address those gaps after discussing with her HOD.

Out of seven teachers, five mentioned that they got assistance after writing their reflection reports and they were supported. However, one of the participants reported that she never asked for support from her HOD because she used to interact with her colleagues if there was something she did not understand before attending the EFAL classroom. The reflection section in the planner is structured as evidence of teacher and HOD collaboration in professional development and supportive supervisory conversations. Teachers noted that a reflective tool served to self-monitor and to identify what an individual teacher needed to address from the previous lesson. Space on the reflection part was reserved for the date and HOD or subject advisor signature in the reflection report in the planner. Table: 4 below indicates a reflection section with set of questions in the planner which guide teachers' responses on how to reflect on their weekly practices.

The reflection tool	
Think about and make a note of:	
What went well?	
What did not go well?	
What did the learners find difficult or easy to understand?	
What will you do to support or extend learners?	
Did you complete all the work set for the week?	
If not, how will you get on track?	
What will you change next time? Why?	
HOD/ Subject head signature	
Date	

Table 4. A set of questions on a reflection tool (adapted from Jika iMfundo, 2017)

Miss Luvuyo stated that the planner tool of reflection exposed individual teacher performance in covering the EFAL curriculum per term, which was not the same as before. Miss Saul agreed that she used to ignore the reflection part in her EFAL lesson plan template issued by the DOE because she did not know how to reflect before *Jika iMfundo*.

Miss Phewa confirmed that *Jika iMfundo* reflection questions were made simple for them to understand how to reflect because these guided them on how to respond. Miss Domba explained that she learned to reflect using the guiding questions on the trackers which asked what went well in a weekly EFAL lesson and they submitted weekly to the HOD to be signed.

All seven participants emphasized that they enjoyed reporting on reflection part because *Jika iMfundo* made it clear for them through questioning, and the reflection served as a reporting instrument of curriculum coverage to the HODs. The planners and reflection part was linked to the learner's exercise books and DBE workbooks as evidence of the work done and completed by each teacher. And teachers reported that sometimes they fell behind with their teaching of some topics as specified by CAPS and they had to report how they would cover the expected topics.

Miss Nhlaba explained that it was not easy to escape reflection to her HOD because when they submitted their reflection, it was verified with learners' exercise books together with their Department of Education workbooks. Miss Saul confirmed that in her reflection, sometimes, she would indicate that she was left behind with teaching some of the topics especially when she was absent from school due to some reasons. She would specify on her reflection what was covered regarding topics as well as the concepts that were not covered in that specific week.

Similarly, Mr Radebe, the HOD, mentioned that the individual teacher's reflection report was good because it gave him clear direction on where to support his colleagues and this allowed him to prepare EFAL professional development meetings according to the needs of each teacher. However, six of the seven teachers reported that they sometimes fell behind with their teaching of some EFAL lessons and they specified the gaps in their teaching in the reflection report, especially when they attended workshops and cluster meetings because these were conducted away from school premises. The document analysis shows that in the reflection part of the EFAL planner, the teacher had to indicate what went wrong during her EFAL classroom teaching session and she had to indicate the ways to cover or teach a particular content topic that did not go well. The planners required teachers to teach every topic of the content on time and linked with the skills required to be attained by each learner. Figure: 4 below shows a

teacher's reflections in response to the questions in the reflection part of a planner with the teacher's signature and the date signed.

Reflection

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

All went well except that some learners needed assistance in reading, the learners also needed assistance in making sentences using adjectives. I will give lessons that understand more activities on the usage of activities. The work set for the week was completed.

What will you change next time? Why?

Next time I will teach learners the past tense and the future tense before they write a message.

HOD/Subject head: *[Signature]* Date: 15/02/19

PLATINUM Week 2 Theme 6: Rolling into action (2)						
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.	Class
						Date completed
1	L&S: Daily practice: p. 38	Choice of activity		70 77		
	L&S: gives personal account – own experience, keeps to the point, sequences ideas: p. 38	Gives a personal account	LB 47	77-78	79	
2	L&S: Daily practice: p. 38	Choice of activity		70 78		
	R&V: Reads a story – answers questions: p. 38	After you read no. 1a-e, 2-3	LB 48-50	78-79 (8)		
3	L&S: Daily practice: p. 38	Choice of activity		70 79		
	L&S: Working with words and sentences – irregular verbs; Spelling – capital letters: p. 38	no. 1-2 no. 3a-e no. 3a-f	LB 50	75 (8)	75 83 74 81	

Figure 4. The structure of teacher reflection part in the planner tool (Jika iMfundo, 2017)

All seven EFAL teachers confirmed that they learnt to reflect in the tracker. However, teachers also complained about a lot of confusing paperwork they had to deal with, especially the updating of ATPs and planners as well as report writing on the reflection part about their progress in their performance during teaching and learning. All seven teachers perceived that reflection was a way of communication and interaction between the teacher and the HOD in the school.

4.2.3. Learning to assess learners formally

Assessment involves the teacher evaluating learner understanding of the lesson topic and concepts taught by the teachers in their classroom practices. In the EFAL CAPS document, teachers are required to conduct daily informal assessment activities with EFAL learners during their classroom practices. The teachers reported that they were taught to administer daily

English informal assessments to learners on each topic they taught. Miss Phewa reported that she always assessed informal daily reading of her learners in the form of whole-class and individual reading once a week. The group reading helped her to separate learners who read well and assess formal reading. She noted that she spent most of her time assisting those who have challenges with reading.

Moreover, teachers reported that they used strategies and methods they learned from attending JM training workshops when assessing learners' reading. Miss Domba outlined that she learned to group her learners according to their capabilities in order to scaffold reading for those who were struggling, as she was taught in workshops. The participants stated that they learnt to administer informal assessment activities to learners in the form of written tasks in learners' exercise books on a weekly basis as evidence that tasks were done accordingly as indicated in the planner. Table 5 below represents the topics that need to be assessed to learners in grade four whose approved textbook is *Via Afrika*. Their assessment was linked to JM EFAL planners, EFAL teacher's guide and CAPS documents.

Via Afrika Week: 7 Theme: 7 Making a kite

No	CAPS	Activity	LB/ RB pp	TG pp	DBE pp
1	Read informational text with visuals, pre-read, reads, answer questions (R&V) p. 41	1, 2 no.1a-b, 2a- e	LB 78-79	135 (#)	128-129
2	Read procedural text, pre read, read p. 41	3 no. 1 and 2a-g	LB 80- 81	136 (#)	
3	Read procedural text- answer questions p. 41	3 no 3 – 8	LB 86	136 (#)	120 -121
4	W&P Write about procedure with support p. 41	8	LB 86	141 (#)	122 130
5	R&V independent reading, reflect on text read	6 no 1 -3	LB 84	139 (#)	

Table 5. Assessment tasks of EFAL grade 4 (Jika iMfundo, 2020, p 76)

In the above table: 5, the symbol # in the teacher's guide column informs teachers about suggestions of informal assessments in the planners (Jika iMfundo, 2017). Regarding table 5 assessment tasks, it showed the linkage to the CAPS, EFAL learner's books, teacher's guide and DBE workbooks for informal assessment activities that should be administered to learners after each lesson.

Teachers noted that after assessing learners, they gained the advantage of reviewing learners' weekly performances and the ability to run remedial work on time in their classrooms when it was needed. The teachers reported that they got an opportunity to check learners' understanding of the topics taught in classroom which allowed them to reflect on time after the

informal assessment activities had been administered. They noted that informal assessment tasks assisted them to identify the learners' misunderstanding linked to educator practices during the delivery of the lesson. Then these helped them to intervene by giving support to individual learners where it was possible.

Miss Phewa confirmed that she always gave her learners daily classroom activities such as reading and writing and gave feedback after marking learners' scripts. Additionally, Miss Nhlaba said she always gave her learners homework in the DBE workbooks after having discussed the topic given to them about building and joining sentences before writing composition. Miss Domba concurred with Miss Nhlaba that discussion of assessment tasks before administering them to the learners was helpful to nurture the understanding of those learners with lesser abilities. Similarly, Miss Saul mentioned that she really enjoyed giving learners daily informal activities because some of them did not complete daily informal assessment tasks on time and this helped her to detain them during break time and make them complete their tasks.

All seven teachers reported that providing learners with informal assessments was helpful, although they were informed that recording the marks was not necessarily important because the aim was to give direction to the teacher to check the learners' understanding. But the teachers could record informal assessment results in order to monitor learners' progress. Providing feedback after every informal assessment activity was essential to provide remedial work to EFAL classrooms. The teachers emphasized that informal gave learners informal assessment tasks for daily practice after each lesson topic had been taught. Teachers confirmed that the daily informal assessment activities helped them to check the learners' understanding after each lesson had been taught and this gave them the opportunity to apply remedial work on time. And these tasks fostered teachers to plan remedial work and give feedback to the learners. Teachers mentioned that they managed to support and assist learners with disabilities in learning and writing, which then made the teachers not to complete the curriculum. The participants reported that the formal assessment activities moderated before being administered to learners and after marking of the learners written scripts. The moderation was to ensure that the marking of the EFAL scripts were marked appropriately and recorded accurately before it is kept into an electronic system.

Miss Phewa mentioned that she fell behind with the informal assessment of learners because she had to support less able learners before giving them the assessment. Miss Nhlaba explained

that the daily assessment tasks she gave to her learners were to check their understanding so as to intervene with support and provide remedial work to them. She mentioned that she learned that giving learners remedial work also helps them to master learning of the topics and the ability to comprehend what she teaches in the classroom.

Miss Saul explained that she ensured that she gave her learners daily informal assessment tasks to check their knowledge and understanding. Sometimes, learners agreed that they understood, but after giving them the informal assessment activity she would realize from their outcomes that they did not understand, especially the progressed ones. The progressed learners were the learners who did not meet the promotion requirement and had repeated the grade with the number of years in the same phase. The progressed learners were quick to answer orally as they provided responses without listening to the questions. This gave her an opportunity to support the progressed and she made sure that they got things right.

The above teachers emphasized that their schools operate in a context with learners from different backgrounds with different levels of understanding. And, teachers should treat them differently according to the learners' needs and develop their understanding before they wrote the informal assessment. Miss Saul noted that she discussed with the whole class and paid attention to the struggling learners before giving individual informal assessment tasks.

Miss Phewa emphasized that after teaching a lesson she group the learners with abilities and [the learners with] less abilities separately to give them special support according to their needs. And during group discussion of informal activities, she gave them feedback before individual informal assessment tasks. Miss Nhlaba added that she mixed those with abilities to assist those with lesser abilities to make them understand. The method she used helped her to give support to those learners with disabilities. And the progressed were motivated to learn through peer support and were able to cope with learnings.

The participants emphasized that the grouping of learners according to their abilities was helpful because they were able to support and give guidance to those who were struggling. And they emphasized that the provision of feedback to learners throughout the informal assessment tasks before allowing them to write individual assessments allowed them to check what the learners understood and what they did not know.

Miss Kheswa agreed with Miss Phewa said that she noticed that her learners did not concentrate instead they learned better when they were grouped with their peers. She confessed that she

applied the group guided method and they understood when they were discussing within guided groups because they teach each other.

The formal assessment activities require teachers to record the marks for learners and these marks are moderated and feedback given to learners. Teachers emphasized that the daily informal assessment activities helped them to check the learners' understanding after each lesson had been taught and this gave them the opportunity to do remedial work on time. And these tasks fostered teachers to plan remedial work and give feedback to the learners. Teachers mentioned that they managed to support and assist learners with disabilities in learning and writing, which made teachers not to complete the curriculum. Other formal assessment resources that teachers used were exemplars of formal assessment programmes, Learning and Teaching Support Materials (LTSM) and learner's books. These formal assessment activities needed to be checked carefully by the teacher as some formal assessment might not be suitable for learners' summative assessment because it might not cover the EFAL content expected in the CAPS document. The following figure 5 shows the form of formal assessment task that the teachers administered for term one, grade five summative assessment in the CAPS policy.

3. Assessment programmes in the CAPS
3.1 Term 1: Programme of formal assessment

TASK 1: Formal Assessment (FAT)

Topic	Weighting
• Listens to and speaks about a story/gives a factual recount/takes part in a conversation or role play	15%
• Reads aloud a prepared text	10%
• Language Structures and Conventions in context	15%
• Reading comprehension of a story/information text	20%
• Reflects on stories/text read independently	10%
• Writes a paragraph, a factual recount/description of people/message	30%
	100%

TASK 2: Formal Assessment (FAT)

Topic	Weighting
• Listens to and gives instructions/describes a process/performs a poem or song with oral comprehension	20%
• Reading comprehension of a procedural text/poem/song	30%
• Language Structures and Conventions in context	20%
• Writes instructions/a factual recount/a simple poem with frame	30%
	100%

Figure 5. Formal assessment tasks for grade 5 in CAPs document (DBE CAPS document, 2020, p 23)

Reviewing the above figure, it shows the criteria that the teacher should assess for term one and the allocation of marks is clearly indicated. The teachers reported that they found JM assessment activities in the planner were helpful because it had clear guidance on how to do it rather than the Department of Education workbooks without a memorandum.

4. 2. 4 Learning how to use the JM lesson planners

Teachers also mentioned that they were provided with EFAL lesson planners with the content that they had to teach and they had to put dates for each content topic completed. They stated that the Jika iMfundo facilitators explained to them and gave them directions on how to work with the criteria presented on the planner template. They mentioned that there was a list of weekly planned EFAL content presented for individual teachers in the tracker. And they confirmed that the content planned in the planner could be traced from different LTSM such as approved textbooks, core readers and the teacher's guide linking to the daily learners' assessment activities. And the teacher needed to fill in dates for the content taught. The participant teachers reported that the trackers and planners worked together and entailed the daily programme of work. The planners assisted teachers to plan what to teach each day, planning the lessons on a daily basis. The planners consist of the whole approved list of EFAL LTSM for each grade level.

Miss Nhlaba emphasized that they were taught to complete the EFAL grade level on the top of the planner and we learnt to furnish dates for each criteria completed per day, five times a week on the lesson planner template. Miss Saul clarified that the EFAL Planners were specific about the criteria that was expected to be covered and allowed them to write dates for criteria taught on the provided spaces." Miss Domba confirmed that the criteria consist of specific structured content of teaching to learners which was specific for each term within indicated cycles. Miss Luvuyo confessed that before JM she was unsure where to start with her EFAL planning and she would start with any content topic she felt comfortable with.

Miss Khwela explained that preparing English lessons for her was time-consuming but Jika iMfundo saved her time by providing ready-made lesson plans which made her pay more attention to pacing for curriculum coverage. All seven teachers noted that it was simple to teach with the planners provided by JM as they were required to record grade levels and dates on the work done. The supply of the ready-made printable blank lesson planners helped teachers to keep pace with curriculum coverage. Figure: 6 indicates the structure of the blank printable lesson planner template found EFAL grade 5 planner.

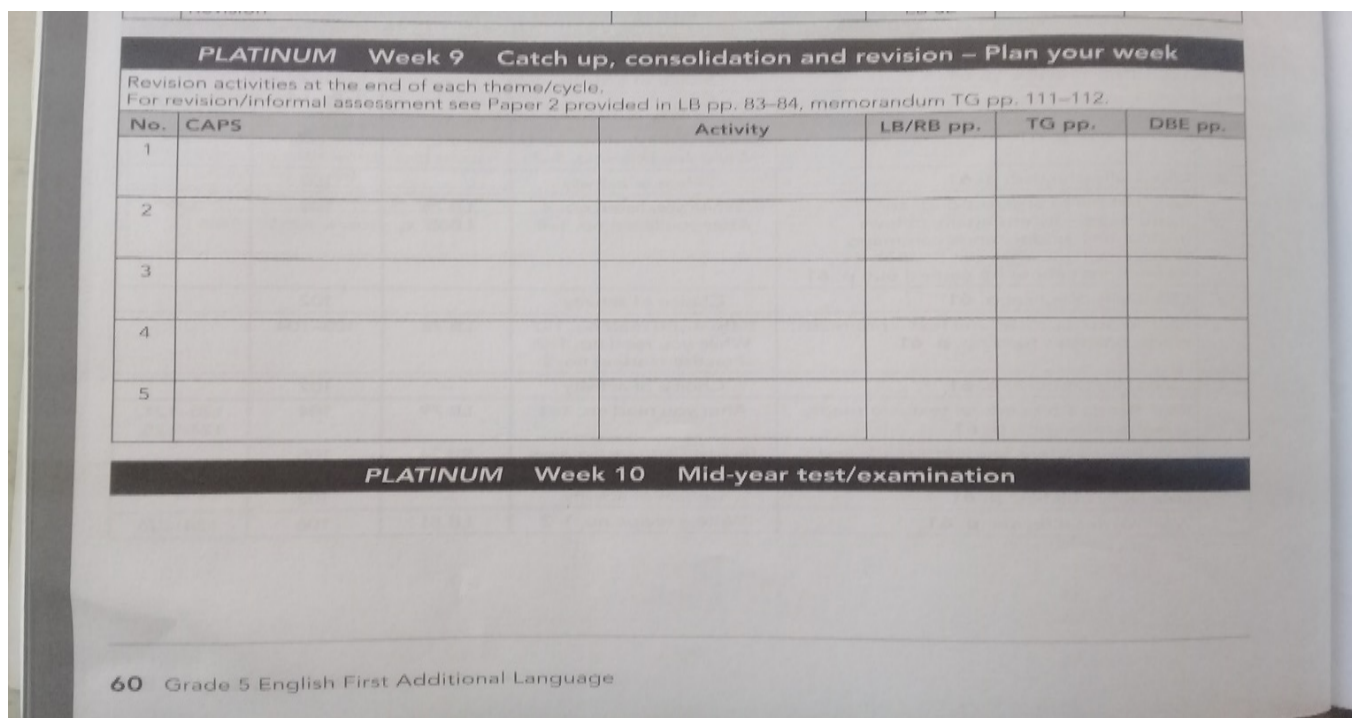


Figure 6. A printable blank lesson plan template in the EFAL planner (Jika iMfundo, 2020)

I reviewed the above structure of a printable lesson planner template and found that teachers were allowed to plan using the above printable lesson plan template for catch-up with curriculum coverage. Teachers mentioned that the blank lesson planner template was for them to plan for revision or informal assessment activities and the planner consisted of the memorandum at the end of each term, which helped teachers to cover the curriculum.

4. 2. 5 Learning to cover the curriculum, but often falling behind

In order to make teaching and learning successful, it is important for teachers to commit themselves in achieving curriculum coverage (Loughland & Nguyeni, 2015). The use of Jika iMfundo toolkits such as planners and trackers were used to implement curriculum coverage. The teachers indicated that they used Jika iMfundo planners as part of the toolkit that they got from the training workshop to cover the EFAL curriculum. They communicated that the curriculum planners worked hand in hand with the Curriculum Assessment Policy (CAPS) document which was another materials resource they used in EFAL classrooms to improve curriculum coverage.

They emphasized that the curriculum planner was essential to teach and check whether the individual teacher was teaching in line with CAPS expectations in terms of the content to be taught to learners. It was accompanied with learners' activities and assessment tasks to be

administered to the learners. The teachers further stated that the curriculum planner consisted of various topics that they had to teach per each term. But they found that the pacing of the planner was often too fast because they had to consider those learners with disabilities and those who were struggling.

Miss Nhlaba confessed that it was challenging to complete each term’s task because of learners’ slow pacing compared to CAPS the curriculum coverage and the updating of the EFAL curriculum planner sometimes falls behind the specified weeks that each content is supposed to be taught.” In the same vein, Miss Domba reported that she found it difficult because learners were not on the same level with EFAL learning and teaching because they were not taught in English from their early phases of learning. Some of them were unable to read text in their mother tongue and it was worse when reading EFAL workbooks.

All the participants emphasized that the curriculum planner is similar to the annual teaching plan and it has spaces where the individual teacher has to update dates for each task completed. But they found it impossible to cover the curriculum as per the planner and CAPS weekly requirements because they needed to consider learners’ differences when they taught.

Figure: 7 below shows the structure of an updated curriculum planner filled with the date of the completed tasks.

PLATINUM Week 2 Theme 6: Stories to enjoy (2)						Class 5	
No.	CAPS	Activity	LB/RB PP	TG PP	DBE PP	Date completed	
1	L&S: Daily practice; p. 58 L&S: Takes part in a conversation on a familiar topic – asks and answers questions; p. 58	Choice of activity Talk about books no. 1-4	– LB 47	65 70-71 (#)	86	08/04/19	
2	L&S: Daily practice; p. 58 R&V: Reads a book review – reads, identifies key features, gives opinion; p. 58	Choice of activity Read a book review no. 1, 2 and 3	– LB 50	65 71-72 (#)	74-75	09/04/19	
3	L&S: Daily practice; p. 58 LSC: Spelling – alphabetical order; p. 58 LSC: Working with words and sentences – countable and uncountable nouns, singular and plural nouns; p. 58	Choice of activity Spelling Language focus no. 1 no. 2, 3a-b	– LB 50 LB 51	71 72 68-69	72 80 73	10/04/19	
4	L&S: Daily practice; p. 58 W&P: Writes a book review; p. 58	Choice of activity Write a book review no. 1a-g, 2 and 3	– LB 53	71 73-74 (#)	74-75	11/04/19	
5	L&S: Daily practice; p. 58 R&V: Independent reading – reads and reflects; p. 58	Choice of activity Reads: A lucky escape Think about it	– RB 21-23 RB 23 LB 54	71 71 74		12/04/19	
Reflection							
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?				What will you change next time? Why?			
HOD/Subject head:						Date:	

Figure 7. The structure of a weekly task completed by the teacher in a curriculum planner (Jika iMfundo, 2016)

The above figure indicates the dates of the topics that were covered according to curriculum expectations. The teachers mentioned that completion of the dates in the curriculum planner made it simple to refine their curriculum coverage and differentiate the topics that were not covered.

4. 2. 6 Learning strategies to teach EFAL content

The participants reported that they learned to teach the content in the Jika workshops. The content they learnt was coherent with CAPS and other approved LTSM and DBE workbooks. During workshops they were told to emphasize the concepts stemming from EFAL topics, which helped them to change their teaching practice in their classrooms. The concepts taught to teachers involved the language structures and focused on reading, especially comprehension and understanding.

Miss Domba emphasized that “In the training workshops they were advised to clarify the concepts through emphasizing them so that the learners can understand them and be able to use them in sentences.” Miss Luvuyo concurred that the concepts they emphasized derived from the themes and reading comprehension and they taught new words from the DBE workbooks for learners to get familiar with them.

Miss Nhlaba noted that she was very much impressed when she noticed that her learners were able to use the concepts she taught them, but there were those who were still struggling to learn the concepts. She made sure that she continued emphasizing the concepts.

Similarly, Miss Saul explained that one of the EFAL subject advisors told them to avoid teaching comprehension like an old grandfather. She advised us to read once for learners and discuss with them, giving feedback. Then she let them stand on their own, finding answers from reading the comprehension text. She mentioned that she had no stress about her learners because they knew to listen attentively when she read comprehensions to them.”

Miss Khwela concurred with Miss Domba and Miss Saul by saying that they learnt the strategies and methods of marking creative comprehension using a rubric. The EFAL subject advisor guided them with strategies for marking creative comprehension. She first gave the teachers the written comprehension done by a learner and instructed them to mark it in groups. She asked the individual groups to allocate marks to the written comprehension. They ended up allocating different unsatisfactory marks to the learner.

Miss Jali stated that she used to have a problem with teaching English spelling to her learners because learners are unlikely to read and they write words incorrectly. In Jika iMfundo workshops, the teachers were taught to use flash cards and distribute them among groups of learners so as to allow the learners to learn the combination of phonics and the way to pronounce those words in groups and as individuals.

Miss Khwela explained that she attended JM workshops and learned about how to introduce a lesson topic. For example; in the workshop, they were told that before introducing a topic, they must bring examples to the classroom or take the learners out of the classroom and ask them questions about the things they know and see, to clarify their thinking before introducing the lesson. Miss Nhlaba said she used the charts, flash-cards and demonstrations and explained that “Being a grade four teacher. She said that she usually use the flash cards and charts to teach phonics and word pronunciation, and some of the objects are shown in the charts.

The above statements confirmed that the Jika iMfundo workshop program was focusing on content learning so that teachers would be able to convey the proper strategies and skills required for EFAL teaching to influence learning outcomes. The learning of EFAL content was initially supported within workshops and in school premises with the use of toolkits and approved LTSM. This was important to equip the teachers and learners with different kinds of knowledge. However, the teachers reported about the lack of resources for teaching and learning such as the LTSMs which were insufficient for learners, as four learners shared one EFAL textbook. And this required teachers to make photocopies so that each learner got his own copy to do the work properly. Moreover, the teachers mentioned that they experienced a lack of parental support and involvement in learners’ homework.

Miss Domba explained that she learned English from the college and it was not easy to teach it to learners because the learners were taught in their home language because IsiZulu the medium of instruction in the earlier grades, and it was challenging to teach English especially in grade four and five. And she noted that Jika iMfundo taught her to teach the combination of phonics and nurturing learners to understand and this is indicated in the CAPS and in the DBE workbooks as well as in the approved textbooks.

Mr. Nhlaba stated she committed most of her time teaching English to her learners, scaffolding them, and she concentrated greatly to the struggling and progressed ones, while she gave more activities to capable learners when she taught English. Miss Phewa confirmed that she paced EFAL teaching with the learners’ understanding of the topic by and giving them more examples

that she acquired from Jika iMfundo workshop to make learners understand what she was talking about. For example, when teaching the prepositions, she demonstrated to learners with examples that she pour water into the jug' and show them that the water is inside the jug. And into, inside are prepositions.

Out of seven participants, only one teacher Miss Jali mentioned that she did not specialize in English from the college but she was assigned to teach English because of a shortage of resources in her school. She reported that by using Jika iMfundo methods of teaching English she gained confidence about her classroom practice, although it was challenging before. In the study, Miss Saul emphasized that she learnt to teach by showing examples and demonstrating to learners when presenting English. The above statements show that teachers learnt subject knowledge and also gained most of their subject knowledge through attending Jika iMfundo professional development activities.

Miss Phewa explained that, she engage with her learners through discussing questions presented in the learner's DBE workbooks and daily activities after each topic. And she used the questions that guided her on how she must questions if she assess informally to get learners responding to those activities, such as reflecting to account to their own experience about the topic. For summative assessment she mentioned that they use CAPs levels of posing questions that were presented in JM planner's assessment activities.

Miss Saul emphasized that she ensured that learners account on their experiences. For example, in grade four and five, she did not mind when they make errors because she understood that they had to experience mistakes before they got English right for them to learn.

From the above statements, teachers who had subject knowledge were able to present the subject in a way that learners understood the topic. There was need for good English subject knowledgeable teachers who could scaffold learners, especially the struggling ones, to grasp the language to make connections of English content. However, all the participants reported that they needed quality of time to nurture learners to learn to use English because pacing with the CAPS and JM requirements was impossible for teachers and struggling learners to achieve.

4. 3 Jika iMfundo activities that EFAL teachers engage in

There were numerous professional development activities that teachers said Jika iMfundo employed to ensure that teachers learnt ways to improve curriculum coverage. This section describes five key professional development activities; the workshops, cluster meetings,

classroom support visits, one-on-one conversations between HODs and teachers, and school-based subject meetings.

There were those activities that took place outside the school environment and some occurred internally on the school premises. The external activities were training workshops and DOE orientation workshops led by subject advisors and cluster meetings. Some internal activities were one-on-one meetings between the teachers and HODs, class visits and departmental meetings held by HODs and school principals.

4. 3. 1 Workshop training

The participants reported that they attended two types of EFAL training workshops that were held outside the school environment. The teachers reported that they also attended Department of Education (DOE) orientation workshops that came once at the beginning of the year during the first term and attending was compulsory for all EFAL teachers. This workshop was conducted by subject advisors. The duration for DOE workshops was from 8: 30 in the morning to 14: 30 and these focused on EFAL content and concept emphasis, learner errors and problems arising from classroom teacher practices.

Miss Domba said that she attended DOE orientation workshops because it was compulsory to gain knowledge about changes undertaken to improve EFAL content practice to achieve curriculum coverage and ensuring that learners' different needs were infused with understanding within EFAL classrooms. Miss Luvuyo concurred with Domba as she mentioned that she learn how to organize learners according to their needs in order to give them the support they need.

In the same vein, Miss Phewa mentioned that, she had problems about marking creative writing because some learners wrote comprehension about the topic that were not related to the topic that she gave them which was impossible for her to allocate marks in those instances.

All seven teachers confirmed that the DOE workshops were helpful as they were organized into groups according to the grades they taught. They were given different tasks and they engaged in group discussion with their colleagues and presented solutions from different groups. They were given the opportunity to raise problems they experienced in their EFAL classrooms. They were also given chances to mark learners' composition scripts and they were told to allocate marks according to the rubric they were provided with. After they had allocated

different marks to each learner's script they were given feedback on how to allocate marks based on the rubric provided.

Secondly, participant teachers reported that they attended JM workshops which were run five days a week. Only two people per school were permitted to attend the JM workshops which was the HOD and the lead EFAL subject phase teacher and they attended at least four days per term, three times a year. The HOD and the lead subject teacher had to cascade information to their colleagues after attending JM workshops.

Out of seven participants, four of them confirmed that they participated in these workshops and they were referred to as Just-in Time workshops because they were invited to attend at the beginning of each term. They stated that during a workshop, they were provided with learning materials called toolkits at the beginning of each term until the third term. The fourth term materials of PILO toolkits were provided to the principals of the schools during the third term so that the teachers could continue to use them during the fourth term. These toolkits included trackers and lesson planner templates.

Miss Domba mentioned that she participated by attending workshops at the beginning of each term four days per term and they were given PILO toolkits that contained planner with reflection part and blank lesson planner templates that teachers used during EFAL classroom. Miss Nhlaba reported that she attended three JM workshop trainings since its inception and she gave opportunity to her colleagues to attend and learn so as to share the knowledge they gained. Miss Sauls stated that she attended JM workshops four times and she missed other trainings because it was her and the HOD EFAL teachers in her school. She mentioned that she was teaching EFAL in grade four and five and the HOD in grade six and seven. And she noted that she felt unhappy to leave children missing English lesson each day.

Mr. Radebe, the HOD, confirmed that he attended EFAL training workshops offered by JM at the beginning of each term. The circular invitation from the DOE District officials invited and two EFAL subject teachers as per the circular to attend JM workshops. He reported that he taught grade six and seven and it was compulsory for him to attend the EFAL trainings workshops in order to cascade information to his colleague.

Teachers confirmed that it was compulsory for them to attend JM workshops because they were learning to cover the EFAL curriculum and were developed the methods to achieve learning outcomes.

Miss Nhlaba responded that she was trained to use PILO toolkits, the planner and to reflect after each lesson she taught. She confirmed that she needed to learn to track lesson topics and lesson preparation because I struggled to track and prepare lesson plans. Before she attended training workshops she would struggle to track, and planning lessons was a problem. But since she learned to use PILO toolkits during lesson planning, she was not feeling bored when she was preparing EFAL lesson plans.

The toolkits, the planners for tracking with reflection part including daily informal assessment and formal activities of learners with memorandums of suggested topics. The PILO toolkits were distributed to teachers during workshop trainings and through principals of the schools. JM facilitators explained to teachers by giving them guidelines about the use of planners and tracking during lesson planning and learning and teaching. And the PILO toolkit materials were distributed according to grade levels such as grade 4, 5, 6 and 7.

Similarly, all the participants confirmed that EFAL workshops were held three times a year, four times a term from term one to three, but term four materials were provided to teachers during term three and some of the toolkits were supplied through school principals and HODs. The distribution of term for materials during term three was easy for all teachers to access fourth term toolkits as teachers would use them during term four. All of my participants agreed that term four tasks materials were provided to them through their HODs and principals of their schools. The workshop trainings ensured that teachers were given support to use planners and competencies to plan lessons and track subject lessons from different textbooks prescribed within different schools.

Jika iMfundo teachers reported that they participated in training workshops and they were trained and supported to use toolkits such as planners. The PILO toolkits were training materials such as lesson planners with different prescribed textbooks within different schools. The PILO toolkits worked in conjunction with ATPs and CAPS document as well as DOE workbooks. The teachers were instructed to form groups according to the grades they taught and they were shown how to track lesson from the prescribed books, and preparation of the lesson plans through criteria appearing in planners in selected textbooks that were provided in their designated schools. All seven participants confirmed that they were not provided with lesson plans but they had to use ready-made printable planners in their classroom practices when delivering EFAL lessons.

Miss Saul noted that she used trackers to track EFAL weekly lesson topics in combination with the ATP, CAPS and Department of Education workbooks as well as the prescribed learner's book when preparing lesson plans. Miss Phewa explained that during workshops, they were given trackers and lesson plan templates and were trained about the proper tracking of weekly lesson topics. They were shown the proper methods of preparing lesson plans. And during lesson planning trainings, they were grouped according to grades they were teaching and they were shown how to track curriculum coverage through the use of trackers.

4. 3. 2 Cluster meetings

A second professional development activity that the teachers attended was cluster meetings. The main focus of these meetings was the moderation of learner work, as well as to cascade information from the workshops that not all staff attended. Kelly (2006) argues that the social practices are good as the expert teachers set targets for improvement of short term achievable learning objectives. The social practices can be linked to cluster meetings. A cluster meeting is a group of teachers in a local district organized informally to discuss and share quality practices of teaching and learning (Brodie, 2013). Teachers reported that they attended cluster meetings to discuss content and problems arising from learners in EFAL classrooms and from their EFAL practices. They noted that they moderated the learners' work and set EFAL summative assessments giving consideration to cognitive levels to evaluate the learners' understanding and performance. Moreover, they discussed and reviewed what they were taught in Jika iMfundo trainings so as to teach those who had not attended workshops.

Teachers attend phase meetings in the form of clusters outside their schools. The teachers emphasized that they attended cluster meetings with other teachers from the local district in surrounding neighbouring schools. These were run four times a year, once per term. They mentioned that in clusters, they collaborated to moderate learners' work. They talked about discussing problems associated with EFAL classroom experiences during classroom practices. The participants reported that they reviewed and discussed what was taught in Jika iMfundo workshops. They said that they shared ideas and brainstormed solutions related to their EFAL teaching and learning to use Jika iMfundo planners' which assisted them to cope with understanding learners' uniqueness.

In her explanation Miss Saul pointed out that they attended cluster meetings where they set EFAL formal assessment tasks with teachers from neighbouring schools. She further explained that they set the summative tasks together with other EFAL intermediate phase teachers and

they participated equally in setting tasks according to the CAPS requirement standard levels to ensure that the formal assessment tasks covered the work expected per term.

Miss Phewa explained that in the cluster meeting she learnt to use planners and reflect about her EFAL practice because it was confusing her, since she was not selected to attend JM training workshops in her school. Miss Saul reported that they attended cluster meetings with EFAL subject teachers and ensured that they participated equally in setting quarterly formal assessment tasks with neighbouring school teachers.

Miss Jali explained that in cluster meetings they used CAPS documents to review the levels of questioning in order to align their setting of questions with the requirement standards such as lower order, middle and higher order levels to ensure that the formal assessment tasks covered the work expected per term. The above statement clarified that the cluster formation made a great contribution towards teacher and learning. During their cluster meetings they revised the use of PILO toolkit, the planners with reflection and they collectively discussed the requirement standards of setting assessment tasks so that the levels would align with the expectations of the curriculum. In this manner teachers were enticed to learn appropriate ways for setting and responding to the tasks as required for learners.

All seven participants confirmed that cluster meetings motivated them to grow their practices in classrooms. And they were able to catch up with their work through the help of cluster meetings since it was sometimes not easy to implement what they learnt from workshops when they were in front of learners. They reported that cascading information sometimes got lost along the way, but when they attended clusters meetings they learnt from different individuals, especially from those who attended JM because only two teachers per school were invited to attend. The participants also mentioned that they attended internal activities within their school premises. Teachers also reported about the range of internal school activities that they participated in, from class visits, mentoring and coaching to staff meetings.

4. 3. 3 Class visits

Teacher participants reported that the class visits were conducted inside their school premises by their SMT members and HOD as well as their principals. Class visit But class visits focus was to control the work done by the individual teacher linking to the checking of learners' activities. The HODs' great concern was to monitor EFAL curriculum coverage per each term.

Figure 8 shows the checklist of implementing class visits used by the HODs. It consists of structured components to be checked during a class visit.

This is a professional management conversation based on the evidence of the teacher documents

- Lesson Plans
- Trackers
- Learners' work (workbooks and exercise books)
- Assessments completed

KEY (BEHAVIOUR)	PRACTICE	WHAT'S WORKING	WHAT NEEDS WORK
1. PLANNING & TRACKING			
Use of Tracker to plan			
Use of Tracker to track completion of topics			
Use of tracker to reflect on what works and what can be improved			
Has homework completion been monitored			
2. LESSON PREPARATION			
Evidence of clear planning for each lesson			
Evidence of the use of resources provided			
3. ASSESSMENT			
Planning for assessments as required by CAPS			
Completion of assessments as per plan			
Reflection on the range of learner performance			
4. CLASS VISITS			

Figure 8. The HOD's supervision tool

The above figure 8 shows the HOD supervision tool for a class visit, to serve the evidence that the visit was conducted. As I reviewed this tool, I found that the HOD has to look for evidence of the practical behavior of the individual teacher by checking whether the criteria specified in the above supervision checklist has been met when planning and assessing each lesson taught in the EFAL classroom. The question about what's working is for the HOD to verify whether the EFAL teacher has accomplished the tasks indicated in the criteria listed in the left-hand column of practice behaviours. These include lesson preparation, assessment and class visits which should correspond with EFAL workbooks and learner's exercise books activities.

Miss Khwela stated that she was afraid to present an EFAL lesson during the first class visit by the HOD in her EFAL classroom, since she was not an English teacher and she lacked confidence to teach English. But after the visit the HOD gave her feedback and advised her about proper reading and listening instruction to gain the learners' understanding when delivering English lessons, because some were talking when she was busy teaching.

Miss Jali mentioned that she was bit nervous the first time the HOD visited her. After a few minutes she gained confidence and she had to teach accordingly to present an EFAL lesson as she learned in JM workshop. She noted that she also had EFAL knowledge and with the knowledge she gained at the college and through attending DOE's EFAL orientation workshops at the beginning of the year.

Mr Radebe, the HOD, mentioned that attending class visits of individual teachers helped him to understand the teacher's practices in the class and be able to develop the teacher in certain areas of weakness to ensure that she or he was using proper practices. Miss Saul confirmed that she liked class visits by her HOD because it always boosted her confidence in teaching EFAL subjects by identifying her weaknesses and shaping her to align her teaching with CAPS requirements, especially introducing learners with disability to reading English and writing English words.

Mr Radebe said that he appreciated the use of the class visit checklist because before Jika iMfundo he was not using a checklist to validate his class visit. He expressed that he enjoyed using the above mentioned checklist.

All seven teachers pointed out that the class visit was associated with the Integrated Quality Management System (IQMS). The School Management Team (SMT) members, including the HOD, had an opportunity to attend a class visit through an organized system whereby an individual teacher selected his or her peer and the date to be observed. Three teachers in this study were part of the School Development team (SDT) in their schools. They reported that they attended classroom visits to observe individual teacher practices as part of the Integrated Quality Management System (IQMS). After these observations, they gave constructive feedback about the individual teacher's practices. And the aim of a class visit was not judgmental but to equip teachers with understanding.

4. 3. 4 One-on-one teacher-HOD meetings

JM requires that there was one-on-one meetings between the teacher and the HOD. The Heads of Departments in schools conduct one-on-one meetings with the EFAL teachers after checking individual teacher performance in terms of files; checking individual teachers' work linkage to curriculum coverage in terms of the learners' works and determining whether the individual teacher had covered the expected tasks. After teachers being observed that the curriculum was not properly covered as per the term's work, the one-on-one meeting with the HOD was

conducted. Teachers accounted about their performance regarding their inability to cover the expected content as intended.

The teachers indicated that the tool of HOD professional supportive conversations assisted them to identify their weaknesses and the HOD had the opportunity to provide appropriate support after deep conversation with the EFAL teacher who was visited. With this tool teachers were provided with the opportunity to visit each other to support and resume their responsibility to learn with other subject phase teachers during EFAL classroom sessions.

Mr Radebe explained that he observed that some of my teachers were left behind with their task when checking learners' work in comparison with the teachers' expected curriculum achievements. He made the teachers account for the reasons pertaining not to cover the particular lesson topics according to the ATPs that they were provided with in workshops. Mr Radebe mentioned that the teachers concerned had to give him the time frame to cover those particular tasks. Miss Jali explained that her HOD conducted the class visit every month to check her performance toward covering the expected goals of the curriculum.

Teachers mentioned that the class visit allowed them to be transparent about the tasks that they covered per term. They stated that they commented about their practice and they indicated where they needed support in their teaching practice as they reported about their EFAL practices and learning.

Mr. Radebe confirmed that one-on-one conversations helped him because in his school he ensured that there were two English teachers in his school. He was the HOD with his colleague they taught English and they tried to cover EFAL the curriculum, although it was challenging. He mentioned that before the implementation of JM programme there was no checklist and one-on-one professional conversation with teachers was meaningless. And, after the use of class visit checklist he appreciated the use checklist because he exactly understood what to look for in the curriculum. He emphasized that the availability of a checklist in the JM workshop helped him to gain understanding about what to check from teacher work and files.

The senior teachers such as HODs and principals play a supportive role in their schools for the purpose of influencing teachers to learn and be developed. This was confirmed through the explanation by the participant HODs, Mr. Radebe explanation that he checked teacher's files in his school and invite one on one meetings with individual teachers to give feedback. He mentioned that he conducted classroom observation and the internal quality management system (IQMS). If he observed teacher improper practices in their classrooms he emphasized

that he invited individual teachers to a meeting to give him or feedback and he initiated the professional development to ensure that their performance was up to the expected standard.

Mr Radebe confirmed that during Jika iMfundo supervision training workshops they were provided with a checklist to check teachers' work. HODs were trained to check teachers' work according to criteria stipulated on the checklists. If the individual teacher did not meet those criteria, they provided feedback.

4.3.5 Subject phase meetings

Another in-school activity that teachers attend was subject phase meetings in the form of clusters outside their schools and within their schools. Mr Radebe pointed out that every month he conducted phase meetings in his school with his colleagues, stemming from teachers' reflections about curriculum coverage, and he checked the areas that needed to be developed through checking learners' exercise books and workbooks. Miss Saul confirmed that the subject phase meetings in her school were conducted fort-nightly on Fridays, after they had submitted their reflection reports to the HOD.

The teachers mentioned that at the phase meetings they were encouraged to use methods they learnt in the JM training workshops to achieve the desired learning goals within the CAPS. Teachers mentioned that the HODs and lead teachers who attended EFAL workshops conducted meetings to cascade information about what they had learned. In phase meetings they discussed about the use of planners and assessment activities to ensure that learners were learning in different ways through application of different practice methods to adapt their teaching styles. All seven teachers confirmed that the EFAL subject phase meetings were held within their school with their colleagues where they discussed issues pertaining to the use of JM trackers and their classroom teaching experiences.

4.4 Emerging tensions

A further theme that emerged from the data was the tensions that existed between teachers' experiences of monitoring and support, and also tensions with regard to the fast pace of the planners and learners' ability to understand the material.

4.4.1 Tension between support and monitoring

Teachers maintained that the HODs and subject advisors were responsible for controlling and monitoring and regularly checking teachers' performance to influence teachers to improve their

curriculum coverage, as the HODs were expected to account if the curriculum was not covered. This gave them the opportunity to check curriculum coverage as they were updating planners and ATPs to keep their records as evidence that the task was done. Miss Saul explained that the updating of ATPs and planners was sometimes boring but they ensured that they updated it to be accountable to the HOD and subject advisors and SMT about reflection.

Similarly, the participants in the study confirmed that the regular visits by subject advisors and HODs in schools were to monitor teacher implementation of EFAL toolkits and achievement of curriculum coverage, with the purpose of supporting them with the effective use of strategies and skills that teachers had learnt from JM. Out of these three schools, all teachers reported regular visits of subject advisors to monitor and support curriculum coverage, and they concurred that there was regular professional development and meetings run by HODs and principals in their schools.

Furthermore, teachers reported that they were able to monitor their work using trackers which helped them to see if they were falling behind. They noted that they were personally developed to measure their performance through monitoring their own work, using the toolkit in association with the CAPS document and other resources such as the ATP.

Another aim of Jika iMfundo was to establish external and internal accountability where teachers had to report their problems and experience of the implementation of the programme to their HODs and SMTs through weekly reflection within their schools (Jika iMfundo 2017; Shalem 2018; de Clercq & Shalem, 2019). This was done to guarantee support to teachers who faced challenges within the components of the programme.

The Head of Department (HOD) in one of the schools mentioned that he conducted one-on-one meetings with the EFAL teachers after checking individual teacher performance in terms of their files; and checking individual teachers' work linkage to curriculum coverage in terms of learners' work, exercise books and DBE EFAL workbooks to ensure effective curriculum coverage, including the concepts in each term.

Mr. Radebe reported that if he noticed that the curriculum topics and concepts were not effectively taught, he scheduled a one-on-one meeting with the relevant teacher for him or her to account for the lack of curriculum coverage and to indicate where they needed help. Miss Saul confirmed that she always accounted and she indicated where she needed help and when she planned to cover the topics that were not taught to learners. Teachers accounted on their performance and to indicate when they will cover the expected work that they have to cover.

Mrs. Jali explained that sometimes, after marking her learners' exercise books, she approached her colleagues to help with the strategies to teach grade four about sentence building because it was not easy for the learners to construct sentences. She did this to avoid being accountable for poor learners' outcomes.

Mr. Radebe noted that some teachers were left behind with their teaching when checking learners' work in comparison with the teacher's expected curriculum achievement. He ensured that teachers provided reasons for not covering particular lesson topics. He discussed this with them and provided support on how to cover those topics. He confirmed that accountability helped him to ensure that curriculum coverage per term was achieved.

Miss Phewa explained that the accountability between the teacher and the HOD was helpful as she was assisted in learning to cover the curriculum before administering EFAL summative assessments.

Mr. Radebe the HOD confirmed that accountability was important because teachers ensured that they cover the curriculum as expected per each term. He also mentioned that the checklist that he received from the workshop helped him to gain understanding of what to check from teachers' work and files, unlike before JM where the HODs just checked teachers' files without any guidance.

This was confirmed by Miss Phewa emphasizing that she sometimes made excuses and account when she did not taught the topics intended. But this helped her to do her work properly on time. And she felt confident that she was able to address the gaps when she fell behind with her EFAL curriculum teachings.

Out of seven participants, five teachers confirmed that their reflection report drove one-on-one meetings with their HODs to account about teaching and learning performance. Two other participants did not dwell much on accountability because they did not have an HOD in their school. They reported that the subject advisor came once a term to support them with curriculum coverage, which was not enough for them to cope with curriculum coverage since they lacked internal support by an HOD in their school.

4.4.2 Tension between curriculum pacing and learning

Many of the teachers also noted that the planners required them to teach at a pace that did not always match the learners' ability to understand the concepts. Teachers complained that the quick pacing of tasks given to learners in the Jika iMfundo program did not favour struggling

learners, but only learners with abilities were recognized during teaching and learning. This posed the questions on what would be the best teaching methods to embrace the needs of slow learners to achieve successful learning.

Miss Saul explained that she was always behind with covering the work program for each week because she had many progressed learners who have special needs to deal with before continuing with the next topics. Miss Phewa concurred with Miss Saul's statement that it was impossible for her to follow the weekly EFAL work program because learners had different needs to be addressed. She said that she worked according to her pace to cover the weekly work program" and not the pace of the planners.

The participants reported great challenges regarding covering the content as they found that learners could not keep up with the pace of the planners thus they were falling behind with curriculum coverage.

4. 5 Conclusion

The above chapter focused on the findings generated from data collected from semi structured interviews conducted between the researcher and the seven participants. The data were presented in three main sections. The first section focused on what teachers said they had learned from JM, the second section focused on the professional development activities that teachers engaged in, and the final section described the tensions that teachers described in the JM programme.

Chapter 5

Discussion and conclusion

5. 1. Introduction

This chapter draws on the findings presented in Chapter 4 to answer the key research questions:

1. What do teachers say they learn when using the PILO toolkits to improve curriculum coverage in English First Additional language (EFAL) classrooms?
2. What activities do EFAL teachers participating in Jika iMfundo engage in to improve curriculum coverage?
3. How do teachers say the use of PILO toolkits changed their teacher practices to improve curriculum coverage in intermediate phase EFAL classrooms?

I used Desimone's (2009) core features of effective professional development to analyze the professional development activities and Grossman's (1990) domains of knowledge to discuss the kinds of learning. The chapter concludes with the limitations of the study and some recommendations.

5. 2. What do EFAL teachers say they learn through the use of PILO toolkits to improve curriculum coverage?

The data in chapter 4 shows that teachers said that they learned new things through the use of the PILO toolkits. Specifically teachers said that they were given guidance on what to teach, that they learned how to reflect on their teaching, and that they learned how to assess and how to use the lesson planners, and thus cover the content. They also learned new strategies of how to teach EFAL curriculum coverage.

Participants said that they had learned *subject matter knowledge content specified in the planers and trackers* in the workshops and in school meetings. However, they spoke more about the *pedagogical content knowledge* that they learned, which refers to the strategies of how to teach and transfer EFAL *content* to learners. However, teachers mentioned that they found it challenging to implement some of the methods in their school classrooms. Teachers noted that they learned about *reflecting* on their lessons after they had taught them. This can be categorized as *general pedagogic knowledge*. They realized that some of the problems of poor

learning outcomes stem from them because they undermined some strategies and methods of successful practice in their EFAL classroom within their school's context. The teacher participants reported that they learned to reflect about the tasks that they were provided with in workshops and they were trained about the ways to reflect, as they were guided with the questions in the reflection part of the PILO planner to which they were to respond. All seven teachers in the study confirmed that they acquired the proper way of completing reflection reports in their lesson plans as they did not know about how to write the reflection part before attending JM workshops.

Teachers also learned new *general pedagogic knowledge* which refers to the skills about planning lessons. Teachers mentioned that they were *grouped collectively* with other teachers of the same grade to learn to use planners in training workshops. Teachers confirmed that they used PILO planners and they were provided with feedback as Jika iMfundo facilitators supported them through demonstrating the effective use of the PILO toolkits.

Teachers emphasized that they learned to assess and adhere to daily planning practices using CAPS, and other learning material resources such as the approved LTSM using different levels of assessment. All teachers felt encouraged with the level of questioning for assessment which was in line with the expected standard of setting questions for summative assessment. However, teachers mentioned that the planner's content of the PILO toolkits did not consider the school-calendar for teaching EFAL topics.

5. 3 What activities do EFAL teachers participating in Jika iMfundo engage in to improve curriculum coverage?

In chapter 4, the data shows that there are five professional development activities that are part of the JM programme. Teachers noted that they attended workshops, cluster meetings, classroom support visits, *one-on-one conversations* between the HOD and teacher, and school-based subject meetings. In this section, I used Desimone's (2009) characteristics of effective professional development to interrogate these activities.

A key aspect of effective professional development should be in the *content learning* and coherence with the expected national education policy documents (Desimone, 2009; Guskey and Yoon, 2009). Teachers reported that in JM, they learned English as a subject content which was accompanied with proper skills of teaching practice. Four teachers reported that they acquired skills and strategies to teach EFAL reading in classrooms and they gained

understanding in the JM workshops, and clustering with colleagues and other EFAL teachers helped them to link teaching with CAPS requirement, teachers' guides and learner book activities. In this regard teachers maintained that there was *coherence* between the PILO toolkit planners' content they learned in workshops and district policies as well as state policies in the CAPS documents.

Desimone (2009) and Guskey and Yoon (2009) suggest that the *duration* for PD should be long enough to allow teachers the opportunity to learn and adapt to new knowledge of learning and teaching practices. Considering the study, JM activities such as training workshops that provided *just-in-time content* took place for one week during each school term. It seems that the JM workshops were of sufficient duration, but teachers complained about the strain put on them by the implementation of the JM program for teaching and learning. They noted that workshops consumed much of their teaching time because these were conducted away from their schools, leaving learners not being taught English which was also the cause of them falling behind with their teaching. The HOD, Mr Radebe, complained about too much of a duty load in teaching EFAL in the classroom and the management responsibilities put upon him.

A further aspect of effective professional development according to Desimone (2009) is *collective participation* because individual teacher learning cannot guarantee that the individual teacher has appropriate knowledge and skills of practice in the classroom. Collective participation is also linked to *collaborative learning*, where teachers brought their challenging experiences to the cluster and community of learning so as to learn from them to solve those problems. They indicated that they collectively engaged in learning about the implementation of Jika iMfundo toolkits in clusters and within the school premises. The EFAL experienced teachers and HODs would share information about the use of PILO Planners and the content. Those who attended *trainings cascaded* information to those who did not attend, since only two EFAL teachers per school were invited to attend JM training workshops. Moreover, teachers mentioned that they collaborated and participated in checking learners' tasks and discussed the proper way of marking. And this involved taking equal responsibility for reviewing the curriculum materials and setting summative assessment tasks ensuring that they followed the proper way of setting questions for learners.

The JM programme intervention was informed by a socio-cultural theory of teacher learning which emphasizes learning collaboratively. There were four strategies on which the JM programme engaged teachers, HODs, subject advisors and principals of the schools in one-on-

one coaching and mentoring. The monthly one-on-one conversation was conducted By HODs whereby teachers and HODs engaged in a professional development through discussion with teachers, and HODs rendered supportive actions to improve teacher learning and curriculum coverage (de Clercq & Shalem, 2020). The supportive actions focus on lesson planning, preparation and assessment. HODs plan to support teachers with the aid of the curriculum management checklist. The teachers reflect and identify problems related to their curriculum teaching and they report problems to the HODs. The teachers and HODs share the problems through one-n-one conversation and they collaborate to find solutions together, they explore and suggest solutions. The teachers, HODs, SMTs and subject advisors collaborate in schools to suggest and explore possible solutions that *aligned* to CAPs curriculum coverage. They participate in a collective professional problem-solving conversation to resolve those problems.

Moreover, teachers noted that they attended *cluster meetings* that were conducted by expert teachers and subject *phase meetings* which can be linked to the *communities of learning* outside and inside the school context. Teachers perceived that the cluster and phase meetings were important to them because they shared their experiences related to their classrooms with their colleagues and came up with innovative solutions to address problems about their practices in EFAL classrooms. In this regard they gained understanding about EFAL expectations for the subject content within the cluster

5. 4 How do teachers say the use of Jika iMfundo EFAL toolkits and training changed their practice to improve curriculum coverage?

This section focuses on findings about how teachers changed their practice through the use of JM EFAL toolkits and training to improve intended curriculum coverage. The participants noted that their classroom practice had changed. In terms of Grossman's (1990) domains of knowledge, changes in practice could be categorized as acquiring *new general pedagogic knowledge* (GPK) and *pedagogic content knowledge* (PCK).

The teachers noted that they used *grouping strategies* (GPK) in their classrooms, as the JM facilitators told them that grouping was the best way of supporting learners while they were in groups because it saved time in keeping learners on the same topic.

Secondly, teachers reported that they learned to use PILO planners to track (GPK) during their planning allowed them to engage in action learning as they learned to prepare lesson plans together in a group in JM workshop. They mentioned that they *shared ideas* as they

experimented *active learning* in the preparation of lessons. At the end of preparation individual groups shared their solutions with the whole group about how they prepared a particular lesson, and JM facilitators provided them with feedback at the end of their presentation.

Thirdly, teachers said that they changed their practices when they learned to use the CAPS document effectively to cover curriculum during their lesson planning. In cluster meetings they learned collaboratively with teachers from neighboring schools about the strategies of question levels when setting summative assessment tasks. They mentioned that they discussed the levels of questioning and determined marks for each set of questions collectively in cluster meetings.

Mr Radebe reported that he started to use objects to demonstrate concepts and to link learners' prior understanding to the topic. For example, when he was teaching learners about the river adventure in grade five EFAL class he used a picture to engage learners in discussion. He said he first explained the theme adventure and gave them an opportunity to discuss in groups about what they saw in the picture and then allowed them to present their experiences of rivers in groups to the whole class. This could be categorized as *pedagogical content knowledge (PCK)* which was about presenting the ideas of a subject when they teach content in their classrooms. Grossman (1990) suggests that this could range from illustrations, explanations of concepts, demonstrations and analogies to make subject topics viable and give learners the opportunity to actively engage in learning to *reflect* on their previous experiences related to a particular topic taught to them. This was evidence emphasized by all teachers, that when they introduced new topics to EFAL learners, they firstly explained the theme of the topic and allowed learners to view pictures about the topics they would learn about. By doing this, they gave learners the opportunity to connect their understanding of their previous experiences or understanding of the topic that they would learn about.

However, teachers emphasized that some of the concepts that they learned in Jika iMfundo workshops were not new to them but they had not previously described them to their EFAL learners during lesson presentations in their classrooms as they lacked proper commitment to learning in the EFAL CAPS policy document.

5. 5 Limitations of the study

The study focused on intermediate phase EFAL teacher learning through the use of PILO toolkits to impact curriculum coverage in King Cetshwayo District. The findings of this study cannot be generalized because data was drawn from only three sampled schools and seven

participants. The data was produced through interviews with a few participant teachers who were using toolkits supplied by the Jika iMfundo program to improve curriculum coverage in King Cetshwayo District. Therefore, the data might not be consistent with other schools using Jika iMfundo toolkits in the same district.

5. 6 Recommendations

These recommendations were generated from challenges that teachers were experiencing during their implementation and performance through the use of JM toolkits to cover curriculum. With the findings produced from this study, I recommend that the JM programme of teacher professional development should continue to be implemented and should be initiated throughout the schools in KwaZulu-Natal districts of education. But it must give teachers the opportunity to accommodate slow learners' uniqueness in understanding and grasping each of the topics.

Secondly, the DBE learners' workbooks must provide corrective measures such as memoranda for the activities offered, to eliminate teacher confusion and avoidance when providing answers to learners that they are not sure of. The DOE must provide teachers' guides for correction of DOE learners' workbooks. Thirdly, the JM programme initiatives must find ways to minimize the confusing paperwork required of teachers. Instead, there must be alternative ways for better filing systems to reduce lot of paperwork.

Fourthly, the time frame for reading comprehension for learners should be extended to allow slow learners to grasp understanding and keep pace with reading concepts.

Finally, I suggest that the training workshops should be initiated within school premises with the support of JM facilitators or trainers to mentor and coach teachers while observing them in their classrooms, to ensure that they gain the opportunity to learn without their learners missing EFAL lessons. This would minimize the inability of teachers to cover the EFAL curriculum.

5. 7 Conclusion

The study was conducted to explore intermediate phase EFAL teachers' learning experiences through the use of PILO toolkits to improve curriculum coverage in King Cetshwayo District. The study used qualitative methodology and was influenced by interpretative methods. The study discovered that JM toolkits can be effective to stimulate teacher learning to achieve ideal curriculum coverage if JM is implemented within school premises. This can be effective if

factors such as in-school training, mentoring and coaching and learning communities are taken into consideration.

Moreover, the learning activities such as just-in-time training workshops are important to develop teachers' understanding of the strategies, methods and skills required for successful professional development and with the different knowledges required to engage learners effectively in the teaching-learning process. In order to achieve teachers' accountability, monitoring and evaluation of their PD progress, implementation of the programme must be accompanied with good guidance and the support of outside experts inside school premises. Mentoring and coaching need regular consideration to ensure teacher learning to cover the curriculum so as to minimize too much of duty load imposed upon the HODs.

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APPENDIX: 1 Permission Letter from Department of Education

 **education**
Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma Tel: 033 392 1041 Ref: 24/8/1140

Ms KE Gamede
1132 Sibongile T/ship
Mbatha Street
Dundee
3000

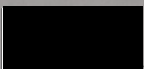
Dear Ms Gamede

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"AN EXPLORATION OF INTERMEDIATE PHASE ENGLISH FIRST ADDITIONAL LANGUAGE TEACHER LEARNING TO IMPROVE CURRICULUM COVERAGE"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 23 January 2017 to 07 June 2019.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Pinetown District

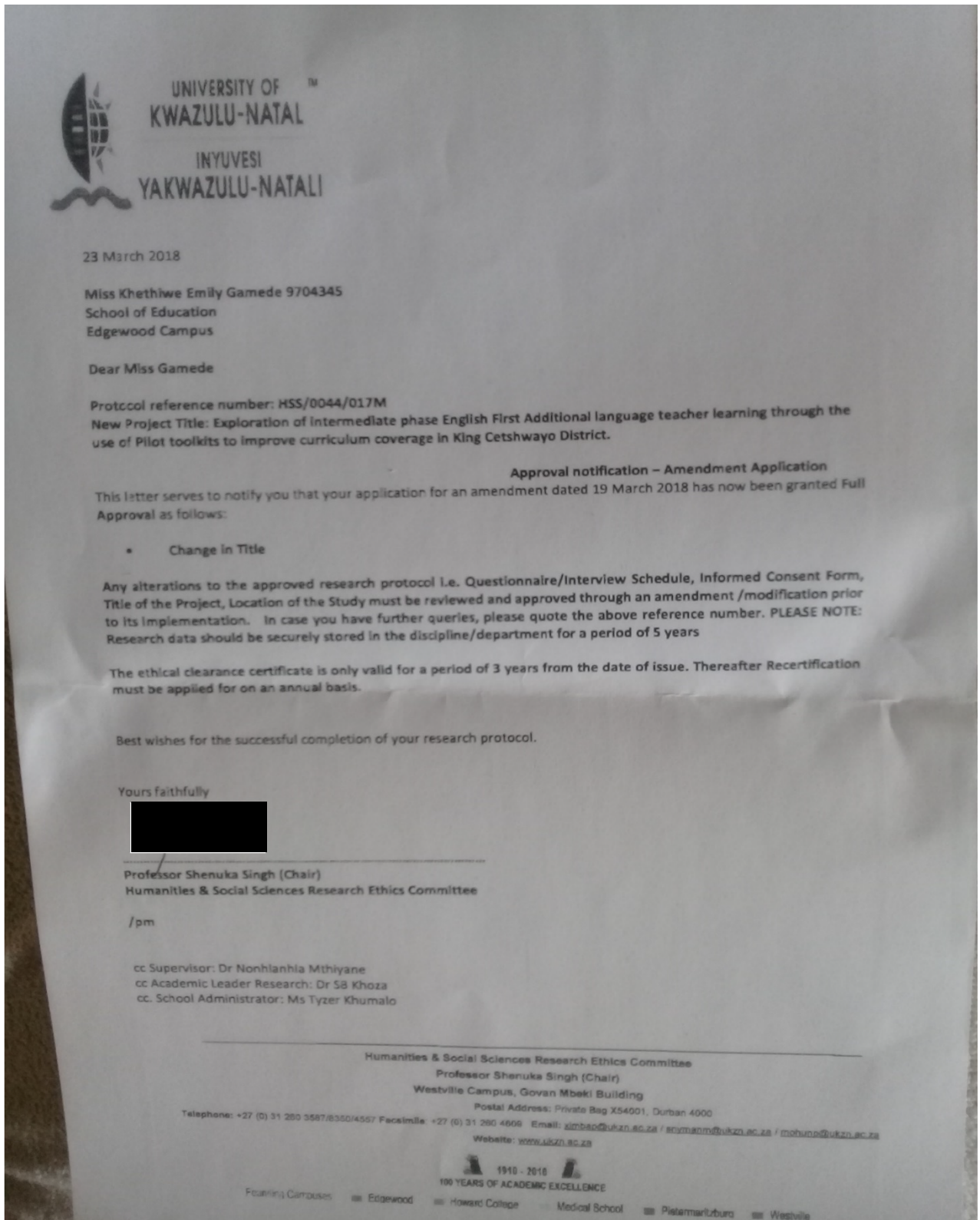


Dr. EV Nzama
Head of Department: Education
Date: 26 January 2017

...Championing Quality Education - Creating and Securing a Brighter Future

KWAZULU-NATAL DEPARTMENT OF EDUCATION
Postal Address: Private Bag X9137 - Pietermaritzburg - 3200 - Republic of South Africa
Physical Address: 247 Burger Street - Anton Lembede Building - Pietermaritzburg - 3201
Tel.: +27 33 392 1004/41 - Fax: +27 033 392 1203 - Email: Kehologile.Connie@kzndoe.gov.za/Phindile.Duma@kzndoe.gov.za - Web: www.kzndoe.gov.za
Facebook: KZNDOE - Twitter: @DBE_KZN - Instagram: kzn_education - Youtube: kzndoe

APPENDIX: 2 Ethical clearance permission from University of KwaZulu Natal



APPENDIX: 3 Questionnaires/ Biographic information of the participants.

A. Gender

Male	
Female	

B. Age

20 - 29 years	
30 - 39 years	
40 and above	

C. Highest educational qualification

Qualifications	Degree or Diploma	Year

D. Major subjects

E. Any Current Studies or professional development undertaken:

F. Which grade are you teaching?

Grade 4	
Grade 5	
Grade 6	

G. Year teaching EFAL in the grade

0 -3 years	
4 -6 years	
7- 9 years	
10 years and above	

APPENDIX: 4 Schedule of semi-structured interviews

A. What do teachers learn and value in using EFAL toolkits to improve curriculum coverage?

1. Tell me about your participation in Jika iMfundo
2. What does Jika iMfundo mean?
3. How do you get involved and when are you involved?
4. What do you do in school and outside school?
5. Can you show me the tools you use in school or outside school?
6. How do you use them?
7. What aspect of the tool do you find useful and why?
8. What aspect of the tool you do not find useful and why?

B. What activities do teachers learn and how they learn from using EFAL toolkits?

1. What does participating in Jika iMfundo mean to you?
2. What activities do you engage in?
3. What value does each activity have and what do you learn from each activity?
4. What kind of support do you get when using EFAL toolkits?
5. What Jika iMfundo activities helped you and why?
6. What Jika iMfundo activities do you find unhelpful and why?

C. How the use of Jika iMfundo toolkits changed teacher's practices to improve curriculum coverage?

1. The aim of Jika iMfundo is to improve curriculum coverage. What are your views about this?
2. Does it assisted you to improve curriculum coverage?
3. What have you changed in the way you used to do things before Jika Imfundo?

4. What challenges do you experienced in meeting Jika Imfundo expectations for improving curriculum coverage (Probe for examples).
5. How would you say your participation in Jika Imfundo influenced you?
6. What influence does Jika Imfundo have in your EFAL classrooms in school and in your department?

APPENDIX: 5 Proof of editing letter from the editor

1 Shackelford Road
Pietermaritzburg 3201
Cellphone 083 3154550

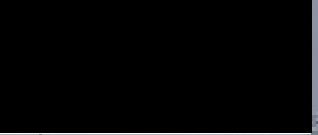
17 December 2020

To Whom It May Concern

I hereby confirm that I have done substantive editing of Ms Khethiwe Gamede's thesis entitled 'An exploration of Intermediate Phase English First Additional Language teacher learning through the use of PILO toolkits to improve curriculum coverage: A case study of three primary schools in the King Cetshwayo District.'

I used track changes and returned the edited thesis to the student, together with my notes on the problems identified, for her to do final changes before submitting the thesis for examination.

Should further proof of editing be required, Ms Gamede has the invoice for my services, which she has duly paid.

Signed: 

Marie Odendaal (Ms)

APPENDIX: 6 Permission letter to the circuit manager

School of Education
University of KwaZulu-Natal
Pietermaritzburg Campus

GATE-KEEPER PERMISSION LETTER

Dear Circuit Manager

My name is Khethiwe Emily Gamede. I am doing Master of Education (M. ED) at the university of KwaZulu-Natal (Pietermaritzburg campus). I am conducting a research and the title of my study is: **An exploration of Intermediate Phase English First Additional Language teacher learning through the use of PILO toolkits to improve curriculum coverage in King Cetshwayo District: A case study of three primary schools.** The aim of the study focuses on the following research questions.

- What do teachers say they learn when using the PILO toolkits to improve curriculum coverage in English First Additional Language (EFAL) classrooms?
- What activities do EFAL teachers participating in Jika iMfundo engage in to improve curriculum coverage?
- How do teachers say the use of PILO toolkits changed their teaching practices to improve curriculum coverage in intermediate phase EFAL classrooms?

I have identified the intermediate English first additional teachers as having a potential to provide deep understanding about the use of PILO toolkits. Therefore, I kindly request your permission to conduct this research in your schools. The participant interviews will last about thirty to forty minutes. The teachers will be audio recorded and data from interviews will be analyzed. The data collected from the participants will be shared with my supervisor. The information will be confidential and the pseudonyms will be used in order to protect their real name and schools. Their participation is voluntary and they have a right to withdraw from the study at any time if they wish to do so. Should you have any queries you can contact my supervisor.

Dr. Nonhlanhla C.C. Mthiyane. Cell no: 082 510 5573. Tel. No. (033) 260 6131

Email: mthiyane@ukzn.ac.za

You may also contact the research Officer

P. Mohan

HSSRECH Research Office Tel: (031) 260 4557

Email: mohunp@ukzn.ac.za

APPENDIX: 7 Gate-keeper permission letter to the principal

School of Education
University of KwaZulu-Natal
Pietermaritzburg Campus

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