

**UNIVERSITY OF KWAZULU NATAL**

**A STUDY TO INVESTIGATE THE “EFFECTIVENESS OF THE  
IMPLEMENTATION OF CURRICULUM 2005 IN GRADE 8-9  
IN CHESTERVILLE SECONDARY SCHOOL”**

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**2004**

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IMPLEMENTATION OF CURRICULUM 2005 IN GRADE 8-9”  
IN CHESTERVILLE SECONDARY SCHOOL**

BY  
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## **Abstract**

This study focuses on the effectiveness of the implementation of Curriculum 2005 in Grade 8 and Grade 9 in a Secondary School in Durban and it also investigates if educators have moved away from traditional ways of teaching as required by Curriculum 2005. Teachers' knowledge of the new curriculum, reactions and attitudes play a major role in any curriculum change.

To make this study possible, the modules that introduced the concept of curriculum innovation are Theorizing Curriculum, Curriculum Design and Development as well as Managing Curriculum Change. These modules preceded this study. The methods of data collection were Interviews, Questionnaires and Observation (informal). The data collected suggests that educators are still experiencing problems with regard to the implementation of Curriculum 2005.

Seemingly the cascading model had some discrepancies since most educators who attended the workshops seem to be unclear of what they have to do in the classroom. It is also evident that most educators that were trained to implement Curriculum 2005 are not teaching Grade 8 and Grade 9 for various reasons like the policy of Redeployment and Rationalization. Senior Phase Learning Areas are regarded as filler subjects which means that, the Senior Phase Learning Areas are not given the same status as the Learning Areas in Further Education and Training Phase. The school will rather allocate

educators at Grade 10 to 12 first before considering the Senior Phase. The attendance of Outcomes-Based Education workshops are not considered when allocating teaching loads. There is also no structure from the school or Department of Education that ensure that those educators that are trained remain in the Senior Phase so as to master the outcomes-based approach. So every year a new teacher is exposed or introduced to new ways of teaching without being trained.

On the basis of the findings, there is no effective implementation of Curriculum 2005 and most teachers are still using traditional ways. The Department of Education has a great task to ensure that there is development and support of educators that are still battling with the implementation process. It is also the responsibility of the Department of Education to ensure that all children in South Africa receive quality education and narrows the gap between previously advantage and previously disadvantage communities. But all depends on the teachers' skills and knowledge of the new curriculum, structures to support the implementation process and the support from the Department of Education. Without teachers' understanding and the necessary support structure, the intended outcomes will not be achieved.

## **Declaration of Originality**

I declare that this dissertation is my own work and all sources I have used or quoted have been indicated and acknowledged by means of complete references.



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M. P. Mtheku

Durban, December 2004

**APPROVAL OF THESIS SUBMISSION BY SUPERVISOR**

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As the candidate’s supervisor I have approved this thesis for submission.

**Name of Supervisor:** DR. MARTIN COMBRINCK

**Signature:**

A handwritten signature in blue ink, appearing to read 'M. Combrinck', is written over a light blue rectangular background.

**Date:** December 2004

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# CHAPTER 1

## 1.1 Introduction

After the first democratic election in 1994 there was a need for redressing the inequalities or imbalances that have existed in South Africa for almost a century. The new curriculum (Curriculum 2005) was an answer to break the shackles and the legacy of the past. The design and development of Curriculum 2005 was a major shift from an authoritarian, discriminating system. Curriculum 2005 brought hope for many citizens of the country because it encompasses democracy, non-discrimination and equality, which also emphasize values and outcomes as opposed to a more traditional content-based curriculum, which perpetuated separate development and enforced values and beliefs of one culture. Curriculum 2005 acknowledges the fact that South Africa is made up of different cultural communities. This paradigm shift (new curriculum) was going to affect all the stakeholders in the education system, and the educators were to be affected the most because educators were expected to change their traditional ways of teaching to practice Outcomes-Based Education as part of Curriculum 2005. The successful implementation of the new curriculum largely depends on teachers' skills and knowledge of Outcomes-Based Education, structures in the school and the assistance of the Department of Education.

## 1.2 Aim of the study

The aim of the study is to investigate the “**effectiveness of the implementation of C2005 in grade 8-9 in Chesterville Secondary School in Durban**”. The key questions that this study is going to address are:

- How effective was the implementation of Curriculum 2005 in Grade 8 and 9 in Chesterville Secondary School?

- Have teachers moved away from traditional ways of teaching to new ways of teaching as required by Curriculum 2005?
- How do teachers respond to change?

The study is going to concentrate on how teachers are implementing Curriculum 2005 and Outcomes-Based Education, especially the last four years since the introduction of Curriculum 2005 in 2001 in grade 8 and 2002 in 9. The study is also going to examine and establish the effectiveness of the new curriculum and teachers' reactions in meeting the challenges.

### **1.3 Motivation of the study**

In order to address the needs for educational change in a country, one must not overlook the needs of the teachers since they are one of the most important parts of the education system. One needs to ensure that teachers are empowered and skilled enough before introducing a new curriculum. This will ensure motivation, commitment and sacrifice on their part. One also needs to ensure that the organizations are prepared in advance for the implementation of a new curriculum. The purpose of the study is to investigate the effectiveness of the implementation of Curriculum 2005. According to Vermeulen (1997, 25) the Senior Phase is the last phase of the General Education and Training Band, and at this phase learners should be

able to reason independently of concrete materials and experience... At the same time there should be clear evidence that learners are being prepared for life after school, i.e. in the world of work, at institutions for further learning and for adult life in general. Learning programs should create opportunities for learners to be informed about career and further learning opportunities, about ways and means of realizing their expectations for the future and about rights and responsibilities as citizens in a democratic, multi-cultural society.

What is stated above depends on teachers' successful implementation of the new curriculum but also their effort and commitment. If teachers are not empowered and properly trained to implement the new curriculum they will not succeed in producing 'a learner that is free from discrimination, critical thinker and a lifelong learner for the 21<sup>st</sup> century.

#### **1.4 Methodology**

The main research method used is a Case Study. Triangulation, that is, three methods of investigation would be used to collect data. The main forms of data collection would be through interviews and questionnaires while observation will attribute more informally. Educators who are teaching Curriculum 2005 were given questionnaires based on the implementation of Curriculum 2005. The Principal and the Head of Department were interviewed separately. Observation features more informally in this study since the researcher has been observing the implementation process in Grade 8 and grade 9 since 2001.

#### **1.5 Approach to the study**

This dissertation consists of five chapters. Chapter one gives direction and focus of the study. The second chapter consists of a literature review. This chapter provides a conceptual and theoretical framework for the study. Different interpretations of curriculum and Curriculum 2005 from both South African literature and international literature were examined. Chapter three provides an account of how the study was designed and conducted. The research methodology, the research instruments and sample are discussed. Chapter four is an interpretation of the data collected during the course of the research. The problems and limitations encountered in the study are addressed in this chapter. Chapter four concludes with a brief summary of the findings. The fifth and last chapter provides a conclusion and recommendations drawn from the study.

## CHAPTER 2

### A THEORETICAL DISCUSSION OF CURRICULUM THEORY AND CURRICULUM 2005

#### 2.1 Introduction

Curriculum 2005 is the new curriculum for South Africa, which was first implemented in 1998. The introduction of Curriculum 2005 was to redress the legacy of apartheid, a system which emphasized segregation, inequality and which has undermined social and human justice. The new curriculum was designed to produce learners that are competent and independent. A learner in this new dispensation is a learner that will fit in a multicultural democratic society with fundamental values such as Democracy, Social Justice and Equity, Non-Racism and Non-Sexism, Ubuntu (Human Dignity), An Open Society, Accountability, Respect, The Rule of Law and Reconciliation (Department of Education, 2002). Curriculum 2005 put more emphasis on outcomes, on what the learner can do at the end of the lesson and at the end of his school career, and not only on what the learner knows.

#### 2.2 Different Conceptions of Curriculum and Curriculum 2005

Different people describe the word curriculum in different ways. Graham-Jolly (2002, 1) describes the curriculum as a “*formal academic programme provided by a school, as reflected on the time table ... a particular course of instruction or a syllabus*”. According to an ANC document in Graham-Jolly (2002, 7) the curriculum is “*understood to be more than syllabus documentation. It refers to all of the teaching and learning activities that take place in learning institution.*” The first definition is limited to formal curriculum only, that is, the activities reflected on the timetable and within the syllabus whereas the second definition goes beyond the syllabus and include informal curriculum, like values and behaviour which may not be reflected on the time table.

Plato in (Brent, 1978, 31) “*describes the curriculum – the course that his students must run – noting every successive step, the successful completion of which enables the student to go on to the next step until the curriculum is fully completed and the student knows everything.*”

This emphasizes the point that knowledge given to the learner should not only be examination driven but it should also produce competent, skilled learners with direction in their lives otherwise the race started will be a futile exercise. Curriculum 2005 attempts at ensuring that the kind of learner produced would be ‘ready for the world of work’, self sufficient, competent and with values that will fit a multicultural society.

Schwab (1989, 240) says that,

Curriculum is what is successfully conveyed to differing degrees to different students, by committed teachers using appropriate materials and actions of legitimated bodies of knowledge, skills, taste and propensity to act and react, which are chosen for instruction after serious reflection and communal decision by representatives of those involved in the teaching of a specified group of student who are known to the decision makers.

Schwab’s definition relates to the way Curriculum 2005 is described. Curriculum 2005 involves the participation of stakeholders, community, educators and learners. The demonstration of skills, knowledge and values are crucial in the new curriculum. Curriculum 2005 is a curriculum, which is based on an outcomes-based approach.

Jansen and Christie (1999, 146) say that,

Outcomes-Based Education does not have any single historical legacy ... OBE derives from the competency education model associated with vocational education in the United Kingdom ... In South Africa, the most immediate origin of OBE lies in the competency debates followed in Australia and New Zealand (Christie, 1995) which animated training and development discussion in the congress of South African Trade Union (COSATU). These eventually appeared in the documents of the National Training Board (such as the National Training Strategy Initiative and, subsequently, crystallized in the National Qualification Framework (NQF). It was largely the result



of deliberations within the NQF to integrate education and training that the debate on competencies was extended to education. More recently 'competencies' was framed as 'outcomes' in the Department of Education.

Outcomes-Based Education acknowledges the fact that, learners bring their knowledge to school, which means that, a learner's knowledge, irrespective of his or her background is a starting point for the educator. Pretorius (1998) also emphasizes the point that Curriculum 2005 does not only accommodate different backgrounds but also the fact that learners can learn and achieve the outcomes at different rates. *"This approach caters for differentiation within the classroom, and the inclusion of learners with special education needs and enrichment programmes, since the specific needs of the learners can be addressed through the particular combination of outcomes grouped together"*(Pretorius, 1998, 40).

Curriculum 2005 is an outcomes-based curriculum, which is influenced by the needs of the community. This new curriculum is not only planned by parents, teachers, education authorities, businessmen, non-governmental organizations as well as learners but it also encourages more people who have interest to participate. The curriculum used will vary from place to place because the schools are not the same in terms of resources, geographically location or even backgrounds (Vermeulen, 1997).

Outcomes-based education is based on three models. These models are as follows

- Traditional outcomes-based education. This design emerges from the old curriculum, which was content-based, and objectives were used instead of outcomes. The content of the curriculum remained the same and it is teacher centred.
- Transitional outcomes-based education. This design started in the early eighties. Unlike traditional outcomes-based curriculum, this design identifies outcomes that

reflected higher order competencies, for example, problem solving, critical thinking effective communication and technological application.

- Transformational outcomes-based education. This design encompasses curriculum design, strategic planning and the resource allocation reflect the scope and nature of the outcomes. It is future driven and aim at equipping learners with skill or competence, knowledge, and orientation needed after schooling.

The South African curriculum is deduced from a transformational outcomes-based approach. Curriculum 2005 also endorse the concept of lifelong learning which means that all people who need to learn irrespective of age, a learner who have already left school with little or no formal education, can be given a chance to learn or trained to develop their potential. According to Van der Horst and MacDonald (1997), the new curriculum is not just learner or people centred but also mean success orientated.

Unlike the new curriculum the traditional curriculum was geared to the needs of the minority. It was prescriptive and content-based with very little room for creativity. Educators were expected to teach or instruct and learners were expected to memorize without questioning. Participation of stakeholders in the planning process was not encouraged. The progress of learners was measured in terms of symbols and percentages. According to Pretorius (1998), these measurements had no real indication and actual performance. And at the end, the learners were compared to other learners of different backgrounds.

The implementation of Curriculum 2005 in South Africa, which is outcomes-based, was a major shift, which aimed at addressing problems and inequalities caused by the legacy of the past. The change brought by this new curriculum was not only to implement change in school

going youth but also to develop and empower adults for the world of work. In this new curriculum the end product or outcome is important. Spady in Pretorius (1998, ix) defines outcomes as,

high quality, culminating demonstration of significant learning that occurs at the end of a learning experience. It is a result of learning and actual visible, observable demonstration of three things: knowledge combined with competence, combined with ... orientation – the attitudinal, affective, motivational and relational elements that also make up a performance.

According to Jansen and Christie (1999, 146), outcomes shift the emphasis away from content and put emphasis on what learners will do. *“Outcomes direct assessment towards specified goals. Outcomes signal what is worth learning in content-heavy curriculum. Outcomes can be measure of accountability- that is, means of evaluating the quality and impact of teaching in a specific school”*.

Educators tend to confuse Curriculum 2005 and Outcomes-Based Education. These terms are not the same. OBE is an approach used in Curriculum 2005 while Curriculum 2005 refers to the name given to the

curriculum plan, which pertains Grades R to Grade 9. These grades are the General Education and Training Band, which includes level 1 of the NQF (later more on the NQF). Curriculum 2005 is an outcomes-based education curriculum. Furthermore, Curriculum 2005 is a school curriculum with a specific design and structure. Issues such as redress, access, equity and development underpinned this curriculum. (Department of Education, 2001, 19)

The key principles underlying Curriculum 2005 are as follows:

- Integration of education and training

- All learners will succeed. Time will no longer control the learning process. This means that not all learners will succeed at the same time. Instead, learners will be able to develop at their own pace.
- Learners will be expected to show what they have learnt in different ways. There will no longer only be exams. Outcomes will be assessed in other ways and on an ongoing basis.
- Assessment is an integral part of the whole system. Learners will not get marks just for remembering subject content. Different aspects of the learners' abilities, such as their creativity and critical thinking will also be assessed.
- Learners will know what they are learning and why. They will be encouraged to take responsibility for their learning. This will help to motivate them because they will be able to see the value of the programme (Department of Education, 1997, 12).

**Table 1.: Differences between the old and new approaches to teaching.**

Old	New
<ul style="list-style-type: none"> <li>• Passive learners</li> <li>• Exam-driven</li> <li>• Rote-learning</li> <li>• Syllabus is content-based and broken down into subjects</li> <li>• Textbook/worksheet-bound and teacher centred</li> <li>• Sees syllabus as rigid and non-negotiable</li> </ul>	<ul style="list-style-type: none"> <li>• Active learners</li> <li>• Learners are assessed on ongoing basis</li> <li>• Critical thinking, reasoning, reflection and action</li> <li>• An integration of knowledge; learning relevant and connected to real-life situations</li> <li>• Learner-centred; teacher is facilitator; teacher constantly uses</li> </ul>

<ul style="list-style-type: none"> <li>• Teachers responsible for learning; motivation dependent on the personality of teacher</li> <li>• Emphasis on what the teacher hopes to achieve</li> <li>• Content placed into rigid time-frames</li> <li>• Curriculum development process not open to public comment</li> </ul>	<p>groups and teamwork to consolidate the new approach</p> <ul style="list-style-type: none"> <li>• learning programmes seen as guides that allow teachers to be innovative and creative in designing programmes</li> <li>• learner takes responsibility for their learning; pupils motivated by constant feedback and affirmation of their worth</li> <li>• emphasis on outcomes-what the learner becomes and understands</li> <li>• flexible time-frames allow learners to work at their own pace</li> <li>• Comment and input from the wider community is encouraged.</li> </ul>
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(Vermeulen, 1997, 41)

Hopkins et al (1994, 20) suggest that in order for the teacher to accept change and implement the curriculum successfully they need to be supported by the education system either at school level or departmental level.

Implementation strategies need to support teacher learning. Successful sustained change at the classroom level is the result of teachers who are confident and committed to an ongoing concept of professional development. Schools need to create the opportunities for teachers to meet together regularly to discuss aspects of their work, share ideas, plan, observe one another's practice and provide feedback on new approaches. Changes, which do not address the organizational conditions within the school as well as alterations to the curriculum and teaching, are quickly marginalized.

In Curriculum 2005 there are two types of outcomes; there are critical outcomes and learning outcomes. The critical outcomes 'relate to the broader intended results' and learning outcomes 'are linked to particular context or to a learning area'.

The critical outcomes were developed through a process of consultation with stakeholders in the education and training sectors, and finalized by the South African Qualification Authority (SAQA) which is responsible for developing and maintaining the National Qualification Framework (NQF) (Pretorius, 1998, 29).

According to these critical outcomes, the learners should be able to:

- Identify and solve problems in which responses show that responsible decisions, using critical and creative thinking, have been made.
- Work effectively with others as a member of the team, group, organization, and community.
- Organize and manage themselves and their activities responsibly and effectively.
- Collect, analyse, organize and critically evaluate information.
- Communicate effectively using visual, mathematical and/ or language skills in the modes of oral and/or written presentation.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
- Demonstrate an understanding of the world as set of related systems by recognizing that problem-solving contexts do not exist in isolation.

On the other hand the learning outcomes represent knowledge, skills, attitudes and values within a particular context in which they are to be demonstrated. The focus of Curriculum 2005 is on outcomes-based teaching and learning, which lay emphasis on what the learner know and can do at the end of schooling (Pretorius, 1998).

Vermeulen (1997, 33) also reinforces what Pretorius said “*all students can learn and succeed ... In essence no grade F is given ... This means that that not all learners will succeed at the same time. Instead, learners will be able to develop at their own pace.*” Unlike the traditional curriculum the new curriculum emphasizes the point that learners will not be promoted only on examination but on continuous assessment and what the learner is able to do or achieved. The assessment criteria will help the teacher/ trainer in developing programmes to achieve the outcomes.

The implementation of Curriculum 2005 does not only focus on educators, it also requires change from the school management team, reorganization of the school structures and reorganization of the school environment. A change is not only directed to educators but also to the school management team. The school management team needs to change their traditional ways of managing and implement an outcomes-based approach. According to Pretorius (1998, 99), “*There are no step by step recipe which can be followed meticulously by managers when restructuring schools and their management*”. Pretorius (1998) suggests that there should be continuous renewal and improvement of management practices. The process of mastering outcomes-based approach is not a once-off process but the educators, school management teams, and the whole community should grow together and develop continuously in pursuit for excellence. Fullan (1997) further says that, educational leaders have moral obligation to ensure that there is collaborative strategies in order to effect change and that all learners in a democratic society receive quality education.

According to Spady (in Marsh 1997, 40) Outcomes-Based Education means change for the educators and for the school. And it also means that you cannot have a traditional school day in an outcomes-based environment. Outcomes-Based Education,

means focusing and organizing a school's entire program and instructional efforts around the clearly defined outcomes we want all students to demonstrate when they leave school ... the focus is upon competence as well as content but not on the time needed to reach this standard.

According to Pretorius (1998, 44) classroom organization or arrangement in the traditional curriculum was 'neglected and uninteresting. Curriculum 2005 suggests the arrangement or class organization that promotes group work or team-work. That means rearranging the classroom, turning the desk around so that learners work on an activity together or let the learners turn to face each other without moving their desk at all. When learners work on an activity or discussing in groups there will be noise and the noise can be part of group discussions. However the 'level of noise should be controlled by keeping their voices down so as not to interrupt other classes in the school. While learners are discussing the educator should move between the spaces to give learners' support, to encourage and to respond to problems where necessary.

A variety of resource material should be made accessible to the learners. In order for the teacher to be effective he needs to, *"know about and have access to the available resources in the class, school and community to plan interesting activity-based learning experience. A teacher should also have a sound knowledge of the philosophy and methodology of outcomes-based education and Curriculum 2005."*



Educators need to change their attitudes and adjust to new roles, not as instructors and the sole provider of knowledge but to know that they are the facilitators and acknowledge the fact that, learners bring their own knowledge from home. According to the new curriculum the teacher becomes a facilitator, an assessor, which means he assesses the learners to help them improve their knowledge, nurtures and support learners, work as a team and 'guiding learning not transmitting knowledge. According to the Media in Education Trust (1997), the teacher becomes a learner, can communicate, can solve problems and is confident, can work with others and have life skills.

Curriculum 2005 has also no time frame in which to complete each lesson. Where learners need extra time, the notional time can be used.

It is not necessary to allocate all available time to specific learning programmes, but to allow a part of notional time – flexi time – for flexibility, remediation, enrichment and skilling. Flexi time will allow schools to identify time, resources, staff and organization to activities and issues of general importance for the phase as a whole (Pretorius, 1998, 40).

Although South Africa has followed the principles of Outcomes-Based Education but the approach used suits the South African context because the situation in other countries that practice Outcomes Based Education like New Zealand or Australia is not the same as South Africa. Curriculum 2005 is a South African curriculum.

### **2.3 Different Paradigms as part of Curriculum Theory**

Paradigms are ways of making people understand theory behind practice. Paradigms are built upon perception, values, experiences which form the way in which we interpret the world and make judgment. Paradigms also make people to understand why we choose certain theories than the other. Issues of beliefs, values, and principles fall under the division of paradigm. Guba and Lincoln (1989, 80) describe a paradigm as

a basic set of belief, set of assumption we are willing to make, which serve as touchstone in guiding our activities. ... the crucial thing to note here is that these paradigms are basic belief system; they cannot be proven or disproven, but they represent the most fundamental position we are willing to take. If we could cite reason why some particular paradigm should be preferred, then those would form an even more basic set of beliefs.

The old curriculum used to define a learner as the 'tabula rasa' or 'blank slate', which means that, the learner knows nothing until the educator gives the information. Freire in (Brent, 1978, 81) describes "*the traditional teaching concepts as the 'banking concept' of education, in which the teacher is regarded as possessing knowledge and depositing this in the student, who initially has none.*" This statement emphasizes the teacher centredness and passiveness on the part of the learner who have to adapt to the world without questioning. According to Schubert, Popkewitz and Cornbleth (1986) the technical paradigm is the dominant paradigm in the field of old curriculum, where knowledge is acquired through logic patterns i.e. following set of rules or principles. Curriculum 2005 acknowledges the fact that the learner brings his knowledge to school, which means that ones' knowledge, irrespective of his or her background is a starting point for the education.

There is a paradigm shift in Curriculum 2005, teacher centredness and learner passiveness is discouraged. In the new curriculum educators are expected to consult the national guidelines for each specific Learning Area, which will be taught in school. The learning programmes are based on national guidelines. "*These guidelines will replace what we know as the "syllabus" or "syllabi".* (Department of Education, 1997, 13) The public schools in different districts or regions follow the same programme and each learning programme can be manipulated to suit each unique situation and environment "*as long as they take into account the various kinds of outcomes and complement the needs of the learners*" (Department of Education, 1997, 13).

Unlike the technical paradigm, which follows set of rules or principles, the critical paradigm acknowledges the fact that knowledge does not take place in a vacuum but knowledge is built in an economic, social and political context. A critical paradigm takes values, belief, interest and social justice into consideration. The critical paradigm is a dominant paradigm in Curriculum 2005 and Outcomes-Based Education. Outcomes-Based Education challenges and promotes active learners who will participate in the building of their communities and society at large. Booth (1967) emphasizes the fact that, the knowledge that is worth most is the one, which a person can be critical off not just the assimilation of knowledge.

Practical paradigm unlike the theoretical or technical paradigm looks at understanding, interpreting and relating meaning into practice. What the teacher imparts to the learners should be interesting i.e. it should make learners desire to learn through interpreting and arguing to show understanding and to a large extent to relate into learners' lives and experience. Curriculum 2005 and Outcomes-Based Education feature largely in this paradigm. This paradigm also takes uniqueness into consideration for example different background, setting or environment.

The old system used to regard a person who knows the facts by heart as educated but Curriculum 2005 states that, the person who knows everything but have no values, skills and knowledge cannot be classified as 'educated', being well informed does not mean educated man, for the educated man must have an understanding of the 'reason why'. Peters et al (1980, 19) say that,

It is possible for a man to know a lot of history, for instance, in the sense that he can give correct answers to questions in the examinations and classrooms; yet this might

never affect the way in which he looked at the buildings and institutions around him. He might never connect what he had learnt about the industrial revolution with what he saw in the Welsh valleys or in Manchester. We might describe that such a man as knowledgeable but we would not describe him as educated; for 'education' implies that a man's outlook is transformed by what he knows.

Curriculum 2005 and Outcomes-Based Education requires planning that involves parents, stakeholders, learners, and educators. The new curriculum should be influenced by the community's needs, which mean that although the schools can have the same phase organizers or themes, if the community is predominantly an agricultural or farming community area, the curriculum should be geared towards promoting expertise and technological advance farming that will help that particular community. Relevancy (i.e. for the particular community and time) and flexibility should be taken into consideration when planning for Curriculum 2005. This means that the programme that is planned for learners should be discussed and should be directed towards the industry or market out there.

Teachers have the responsibility to teach learners to think critically and to solve problems in their specific learning areas. Furthermore, the learners must be taught in terms of cultural contexts that they can relate to and are familiar with. (Van der Horst and McDonald, 1997, 217).

This type of curriculum aims at producing learners that are productive to the outside world. *"This means that teachers, parents and learners are all aware of what learners will be required to do, know and understand at the end of their learning, and also what teachers will work towards when they teach"* (Pretorius, 1998, 28).

The success of the implementation of Curriculum 2005 largely depends on teacher understanding of the skills required, cooperation and commitment, without the teachers' understanding the intended outcomes will not be realized or achieved. Vermeulen (1997, 25) says that, at the end of the Senior Phase (grade 9), which is the last phase of General

Education and Training Certificate (GETC), learners should greatly reflect what is expected of them, that is, they should be able to,

reason independently of concrete materials and experience ... to engage in an open argument and willing to accept multiple solutions to single problems. The learning content offered in this phase would, therefore be less clear contextualized, more abstract and more specific, than in the previous phase. At the same time there should be clear evidence that learners are being prepared for life after school, i.e. life in the world of work, at institutions for further learning and for adult life in general ... and about their rights and responsibilities as citizens in a democratic, multi-cultural society.

#### **2.4 Curriculum implementation and the effect of change**

Any change in life is always accompanied with frustration, resistance, insecurity or fear. Like any change Curriculum 2005 also meant change of beliefs, attitude, new terminologies, new roles for the teacher and the most of all new methods of teaching. The teacher now becomes a facilitator rather than the sole provider of knowledge. The introduction of the new curriculum brought these feelings to many educators who have been in this teaching profession for years. Fullan (1982) suggests that these reactions or feelings are normal.

The principal theory of this study is located in Van der Horst and McDonald as well as Fullan. The success of Curriculum 2005 depends on the teachers. The teachers play a major role in the implementation of the new curriculum. Without teacher's full understanding and cooperation, the implementation of Curriculum 2005 will be a failure.

Effectiveness in the implementation will be impossible if teachers are not teaching according to the new approach. Fullan (1982) says that you can't change people without organizational change. The change should be applied to the organization before expecting people to change.

Van der Horst and McDonald (1997, 16) say that

in the United States of America in particular, problems arose when policy makers moved from the idea of judging the quality of education by focusing on what learners learn (content approach) to the practical details of specifying those expected result (outcomes approach). The only way of overcoming these problems will be if teachers are properly trained to deal with them. In South Africa the same problems will be experienced if teachers are not adequately supported in the application of OBE.

Fullan has done an in-depth study about how teachers react when they are exposed to change. He says that some people become shocked and excited when faced with radical changes and some adapt themselves well. Some may show negative feelings when the school all of a sudden decides to change its curriculum without development. The other feelings that the teachers may have is fear of loosing jobs because new changes like curriculum will mean new subjects, new skills which teachers may not have, new materials, new strategies, new understanding and new beliefs. All these factors mentioned involve a paradigm shift. This theory will be tested in the case of Curriculum 2005, which is a new curriculum in South Africa. Fullan (1982, 29) argues that

when change is imposed from outside it is bitterly resented. When it voluntary engaged in, it is threatening and confusing. In any event, the transformation of subjective realities in the essence of change and there is a string tendency for people to adjust to the “near occasion” of change, by changing as little as possible either assimilating or abandoning changes which they have initially been willing to try, or fight or ignoring change.

On the contrary Marris (in Fullan 1982, 25) says that, people cannot avoid change, “*all real change involves loss, anxiety, and struggle. Failure to recognize this phenomenon as natural an inevitable has meant that we tend to ignore important aspects of change and misinterpret others.*” Fullan (1982) further says that, people react differently when exposed to change and these reactions and feelings are natural. Fullan suggests that, the managers should be prepared for these reactions as part of the process of change since we are dealing with humans,

educators will react in a certain manner when exposed to change i.e. teachers may react objectively or subjectively when exposed to change or situation. And Curriculum 2005 is one of the major innovations in South Africa, which teachers need to face and to accomplish, and the effectiveness of Curriculum 2005 depends on teachers' acquiring skills. (Van der Horst and McDonald, 1997) Hopkins et al, (1994, 13) reinforce what Fullan has argued in his eight lessons that,

educational reform is complex, non linear, frequently arbitrary, and always highly political. It is rife with unpredictable shifts and fragmented initiatives ... Moreover we do not have the choice of avoiding change just because it is messy, one way or other new policy requirements, new technologies, change in personnel, demographic shifts, political interest groups inevitable encroach upon the status quo.

Fullan (1999, 18) also states that, "*Change Is a Journey Not a Blueprint (Change is non-linear, loaded with uncertainty and excitement and sometimes perverse.) ...Every Person is a Change Agent.*" Fullan goes on to say that, people should be part of the change process and not leave the change process to the experts. Fullan (1982) further says that, irrespective of the way the change has been introduced, 'imposed or voluntary pursued' one will experience uncertainty but if one understand the necessity for change, will eventually leads to accepting change and eventually to personal empowerment as well as professional growth.

Hopkins et al, (1994) and Fullan (1999) criticize and oppose the changes that are technical, which follow a single path. One cannot predict change and change is not a straight line. Change is complex and it is not linear. Thomas (2001, 28) says that,

Linear change is the process by which events take place in a known and predictable order. If you lay these events end to end they would form essentially a straight line ... Linear processes are predictable throughout life. Each step you take is known in

advance. The result of each step, if completed correctly, will yield a result that is expected.

Education during the apartheid era has been technical and it followed linear approach without questioning. Thomas (2001) says that people need to learn from these mistakes and to build up a degree of understanding curriculum change. As opposed to linear approach Fullan (1996) says that change is like a 'winding road', 'messy and untidy', 'no clear guidelines' and not intended to direct you in a particular way. Change involves human beings and human beings are unpredictable.

Hopkins et al, (1994, 12) talk of innovation overload, which according to the Curriculum 2005, means that the process of curriculum development does not only involve change of methods of teaching but also to acquaint themselves with new changes, new policies, new methods of assessment and reviews are continually made while teachers are still getting grasp of the recent policies.

There is a common belief, at least among policy makers, that if one change is not having apparent impact, then add a second, and then a third and so on. There are at least two problems with innovation overload ...If a change is added to change, nothing gets done properly; people get exhausted and then even what was going well deteriorate. Although this is often common sense, it is surprising how often we fall into overload trap.

## **2.5 Curriculum 2005 Reviewed**

The new curriculum was called Curriculum 2005 because it was scheduled to begin in 1998 and implemented over a period of eight years. The following table represents the structure of the new curriculum as it was introduced in 1997. (Department of Education, 1997, 18)



**Table 2.: The Structure from the National Curriculum Statement**

<b>Grades</b>	<b>Year of Implementation</b>
1 and 7	1998
2 and 8	1999
3 and 9	2000
4 and 10	2001
5 and 11	2002
6 and 12	2003

(Department of Education, 1997, 18)

According to the Department of Education (1997) the new curriculum was going to be ‘tested’, ‘reviewed’ and ‘refined’ in 2004 and 2005, however the process was delayed due to certain technicalities hence it was named Curriculum for the 21<sup>st</sup> century but not leaving out the original name C2005. According to Greenstein in Quarterly Review (1997-1999, 6),

The first stage of the implementation process is to take place in the second half of 1997, and it should include a national pilot as well as a national in-service education programme for teachers aimed at reaching all 350,000 teachers in the system. The pilot is supposed to cover all the provinces and types of schools, and is intended to test the practicalities of implementation and their impact on schools. The outcomes of the pilot and the training should be taken into consideration as the curriculum framework is being implemented.

After complains and protest of the short notice and the concerns of unpreparedness of the provinces the process of implementation was adjusted. Instead of implementing in three grades in 1998, the implementation was modified into one grade. The national Department of Education started to disseminate information to educators using the ‘cascade model’. Teacher training to teach teachers trainers was to resume between April and August. It is Motala’s opinion in Quarterly Review (1997-1999, 10) that

reports as to its success have been contradictory. On the one hand, there are those who argue that the training has been superficial, has not involved secondary school teachers and that the cascade method was not effective. On the other hand there are those who maintain that more teachers now feel supported in the area of curriculum. The issue on which there is consensus is that the training provided overall is insufficient. There continues to be a massive need for teachers to develop the confidence and skills to apply new methods in their classroom as opposed to in one-off training sessions.

According to Motala in Quarterly Review (1997-1999) there was a breakdown of communication before and during the process of implementation. Some information reached certain schools and there were also some cases where information was not accessible or available to the stakeholders. The teachers have been left behind in the whole process. Although some measures were made to reach teachers but it seemed the whole process was hasty.

Motala in Quarterly Review (1999-1997, 10) also says, although Curriculum 2005 has taken off, there are things that have affected the process of implementation negatively. That is, while educators were trying to implement the policy of redeployment and rationalization policy and the decentralization of the financial affairs of schools aggravated the extreme resource shortages and teacher unpreparedness.

The method of disseminating information was highly criticized. Furthermore after the successive training through 'cascade model' there was no follow up of support structure in place to support educators. Quarterly Review of Education and Training (1999-2000, 8) regards the 'Cascade model' as a 'broken line' game due to the fact that, the information cascaded led *"to misinterpretation, distortion and omission of crucial information through a filtering process. Trainers themselves lacked "confidence, knowledge and understanding to manage the training process"*.

According to the Quarterly Review of Education and Training (1999-2000, 8) the problem experienced during the implementation process and the concerns of the technicalities, especially the

lack of clarity with regard to assessment policy and practice and the lack of alignment between curriculum policy and practice; insufficient follow-up support to teachers and unmanageable and unrealistic time-frames for the implementation of C2005... the committee proposed the phasing-out of C2005 and the phasing-in of a revised streamlined curriculum to be called 'curriculum for the 21<sup>st</sup> century. It recommends that the implementation of C2005 in Grade 4 and 8 continues in 2001.

Later the Review Committee agreed that the new Curriculum would still be called Curriculum 2005. Curriculum 2005 the Revised National Curriculum Statement (Department of Education, 2001, 19) will have the following principles:

- Outcomes-Based Education
- Social and Environmental Justice, Human Rights and Inclusivity
- A high level of skills and knowledge for all
- Balance of progression and integration
- Clarity and accessibility.

In addition, it added recommended that implementation needed to be strengthened by improving teacher orientation and training, learning support materials and provincial support. It also recommended the relaxation of time-frames for implementation (Government Gazette, 2002, 14).

According to the Minister of Education Kader Asmal, (Department of Education, 2002) the Revised National Curriculum Statement for Grade R to 9 replaces the Statement on the National Curriculum for Grade R to 9 approved in 1997 and will be phased in as follows:

**Table 3.: The Structure from the Revised National Curriculum Statement**

Foundation Phase	2004
Intermediate Phase	2005
Senior Phase Grade 7	2006

Grade 8	2007
Grade 9	2008

(Department of Education, 2002, 3)

This Revised National Curriculum Statement will ensure that there is successful implementation from Grade R to Grade 9. And in 2008 the General Education and Training Certificate will be issued for the first time. The Revised National Curriculum Statement is not a new curriculum but it streamlines and strengthens Curriculum 2005. The Revised National Curriculum Statement ensures that,

The kind of learner envisaged is one who will be imbued with the values and act in the interests of a society based on respect for democracy, equality, human dignity, life and social justice ... It seeks to create a lifelong learner who is confident and independent, literate, numerate and multiskilled, compassionate, with a respect for the environment and the ability to participate in society as a critical and active citizen. (Government Gazette, 2002, 18).

On the other hand the teachers envisioned by the Revised National Curriculum Statement is qualified, competent, dedicated and the teachers who can fulfill different roles in life as 'mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers, and lifelong learners, community members, citizens and pastors, assessors and learning area/phase specialists' (Government Gazette, 2002).

## 2.6 Conclusion

Curriculum 2005 has been seen as a major shift to the South African education system since 1997. Like any innovation the new curriculum has undergone tests and still striving for success. Fullan (1996) says that any innovation can be sometimes messy and also regard innovation as a journey, which a person must take. Fullan also says that in any innovation

people may experience innovation overload or winding road which means that, Curriculum 2005 is also a journey which will not be smooth but messy with an aim to achieve and master it at the end. According to the literature, educators have experienced problems of being bombarded with new terminologies, new methods of teaching and also expected to implement the new curriculum with little training. Inequalities in terms of resources were not addressed before the implementation process and the problem still exist, as a result educators find it difficult to effectively implement the new curriculum with little information or resources they have. What is suggested in this chapter is that the success of the implementation of Curriculum 2005 depends on educators' understanding the process of change and change of attitude, teacher empowerment and the effectiveness of the delivery of the new curriculum. The next chapter will look at the research methodology.

## CHAPTER 3

### THE RESEARCH METHODOLOGY

#### 3.1 Introduction

In this chapter, I will discuss how the study was conducted. The main method of research used was a case study. This particular study will use semi-structured interviews, questionnaires as well as observation. The instruments and limitations of the study will also be outlined. The purpose and aim of the study is to investigate or find out the effectiveness of the implementation of Curriculum 2005.

#### 3.2 Research Questions

This study will address the following key questions;

1. How effective was the implementation of Curriculum 2005 in Grade 8 and 9 in Chesterville Secondary School?
2. Have teachers moved away from traditional ways of teaching to new ways of teaching as required by Curriculum 2005?
3. How do teachers respond to change?

The questions will help to give focus and direction to the research.

#### 3.3 Methodology

The main research method used was a Case Study. Stuurman (1999, 103) in Cohen et al (2000, 181) says that, “*case study investigate and report the complex, dynamic and unfolding interactions of events, human relationships and other factors in a unique instance.*” In this study the research will use the triangulation method. Cohen and Manion (2000) describe triangulation as the use of two or more methods of collecting information while Leedy (1993, 143) says that, “*Data triangulation attempts to gather observation through the use of variety*

*sampling strategies to ensure that a theory is tested in more than one way.*” The method of collecting data will be through interviews and questionnaires. Observation was also used as another method of data gathering since the researcher has been observing (informally) the implementation of Curriculum 2005 since 1998 to 2004 in the Senior Phase. According to the information published by Media in Education Trust for National Department of Education (1997) the initial implementation of Curriculum 2005 in the Senior Phase was 1998 for grade 7, 1999 for grade 8 and 2000 for grade 9 however the implementation was delayed until 2000 for grade 7, 2001 for grade 8 and 2002 for grade 9. According to the Draft Revised National Curriculum Statement for grade R-9 (2001) the process of implementation was adjusted as follows, that is, 2006 for Grade 7, 2007 for grade 8 and 2008 for grade 9 and the first General Education and Training Certificate for the revised National Curriculum Statement in 2008. This was to ensure that there was enough time to manage the implementation process. After the collection of the data, it will be presented, analysed and discussed.

### **3.4 The Sample**

This study has been conducted in a single Secondary School. The case study conducted in this secondary school helps the researcher to examine the educators and the members of the school management team for the effective implementation of Curriculum 2005. The school where the study was conducted consisted of 17 educators, all from the African (Black) community, with the enrolment of 550 learners. Most learners are from the Chesterville Township and the rest of learners are from the informal settlement (Mayville Area and Jamaica Area). Only educators that are teaching Curriculum 2005 were selected. Six educators were chosen as part of the sample, one Head of Department who is responsible for Senior Phase and a Principal of the school.

### **3.5 The sample and the sample design**

Six educators that are teaching and involve in the Senior Phase were given questionnaires. The researcher was not anticipating a problem in collecting the questionnaires since the researcher was part of the school context. Unlike the educators the Principal and the Head of Department were interviewed (semi-structured and open ended) and all the questions were based on Curriculum 2005 (see Appendix A).

### **3.6 Analysis of data**

Chapter 4 will provide the data analysis. After collecting responses from all the questionnaires and interviews a data analysis, interpretation and quantification will be done. Responses of the teachers teaching Curriculum 2005, the principal and the Head of Department will be examined to determine the effectiveness of the implementation of Curriculum 2005. A discussion on the findings will be noted and discussed. Recommendations and conclusion will be stated in the last chapter.

### **3.7 Limitation of the Study**

This study was done in one Secondary School in the previously disadvantaged community in an urban setting therefore the results of this study cannot be generalised to the whole of Secondary Schools in South Africa since the social, economical and political contexts of the schools are not the same. Although this study has been conducted to one school, the in-depth and thorough research has attempted to offer the real situation, which can be of great value to curriculum designers, developers, researchers, educators and other academics.



### **3.8 The method of instruments used**

#### **3.8.1 The Questionnaire (Appendix B)**

Most of the questions are directed and based on Curriculum 2005. The questions seek to unfold and identify how much teachers know and understand Curriculum 2005. Teachers' reactions to the new curriculum will be examined and compared to the theory. Educators are expected to respond by filling in questionnaires by simple 'yes' or 'no' answer and they are also expected to elaborate or explain or make comments on the implementation of Curriculum 2005. Teachers were given about one to two weeks to respond. Arrangements were made to interview the Principal and the Head of Department.

#### **3.8.2 The Structured and Semi-Structured interviews (Appendix B)**

This method was more directed to the Principal and the Head of Department. Most of the questions required the participant to respond by elaborating and very few questions that required 'yes' or 'no' answers.

### **3.9 Conclusion**

The purpose of chapter 3 is to highlight the way in which the research was conducted. This chapter also outline the research method used, the aim of the study, the population, the sampling, limitation of the study and the instruments used to gather data. This chapter lays the foundation for chapter 4. Chapter 4 provides the analysis, interpretation and findings of the research. The findings will be tested and compared with the literature review.

## CHAPTER 4

### ANALYSIS OF DATA

#### 4.1 Introduction

This study was conducted in order to find out the effectiveness of the implementation of Curriculum 2005 in Grade 8 and 9 since it was introduced in 2001. The study was undertaken in one of the Secondary Schools in Durban. The research was conducted successfully without any problems since the researcher was working in the same school.

The problems that the researcher anticipated was that, the participants would not give a true reflection of the situation because some people believe that the image of the school should be protected and the negative inputs may expose the school to the outside world. Other people believe that the research may come up with solutions to the problems they encounter in their daily practise. Because of these beliefs it was necessary for the researcher to establish trust and confidentiality, and also to explain the reason of being honest when responding to the research.

In trying to avoid bias and to maintain validity and reliability of data, a process of triangulation was administered. The process of triangulation involves more than two methods of collecting data i.e. questionnaires, interviews and observation (which was more informal). Questionnaires were administered to educators. The Head of Department and the Principal were interviewed and the researcher has been informally observing the process of implementation of Curriculum 2005 in Grade 8 and 9 since 2001. The participants were given self-sealed envelopes for confidentiality. According to Stenhouse in Motsabitsabi (2002, 19) *“observations, interviews and questionnaires can either eliminate or highlight these biases by convergence, thereby strengthening reliability as well as internal validity of the findings.”*

Cohen and Manion in Motsabitsabi (2002, 20) “*Have also argued that in observation researchers are able to discern on-going behaviour as it occurs and are able to make appropriate notes about its salient features.*” Initially this study intended to make use of two Secondary Schools and due to time constraints it ended up investigating one Secondary School.

The acting principal from Chesterville Secondary School was very keen to help with the study. He was also looking forward at reading the findings as well as to see and understand the problems he is experiencing in his school with regard to implementation of the new curriculum (Curriculum 2005). He also showed concern of this topic and strongly felt that such kind of research could be of benefit and an eye opener to the whole process of implementation. There was no problem with regard to conducting this study. After receiving permission to conduct this research, arrangements were made with the Principal and the Head of Department for interviews; the educators were given about two weeks to complete their questionnaires. Some educators took about three weeks to submit their questionnaires.

#### **4.2 The Responses from School Management Team**

The Principal of Chesterville Secondary School was interviewed on the 25 July 2004 at 11h00, which is a recess time for the school and lasted for more than an hour.

##### **4.2.1 Analysis of Data from the Principal**

See Appendix A.

The questions that were incorporated in the interviews and together with their responses were the following;

**1. Are you familiar with Curriculum 2005?**

Response: The principal responded by saying 'yes'. He is familiar with Curriculum 2005.

**2. Do you support the values of Curriculum 2005?**

Response: He responded by saying 'I do support the values but not all'. The principal had a problem with the principle of promoting learners. According to the principal there is a problem with the method of assessment especially to the fact that every learner has the potential to pass, so there is no failure. He also argued about the point that the learner should be allowed to learn at his own pace. According to him there is no guide to help those who work at a slower pace and those who complete their work faster. Educators are not empowered to deal with these problems. According to him only a specialist or a person done remedial specialisation can help.

**3. Have you attended any workshop regarding the implementation of Curriculum 2005?**

Response: According to principal, he has been in a number of workshops organised by the Department of Education with regard to the implementation of Curriculum 2005.

**4. Does the school management team support Curriculum 2005? If yes, in what way?**

Response: The school management team support the new curriculum by providing stationery; charts', marking pens, teachers' copies and sometimes the principal drives educators to their respective workshops with regard to Curriculum 2005 implementation.

**5. Do educators attend workshops regarding Curriculum 2005? If yes do they give feedback to their colleagues?**

Response: According to the principal the educators are given the opportunity to attend workshops and they are given the opportunity to report back. Whenever there is a meeting an educator who has been away will be given a slot or item in the agenda to give feedback. Most educators representing different Learning Areas attended the first intensive workshop in 2000, which lasted 2 days and 3 days respectively.

**6. Are there any Subjects or Learning Areas' committees in place? If there are how often do they meet?**

Response: According to the principal the Learning Areas did function when 'Mr Blose' was coordinating Curriculum 2005 in '2001-2002'. There is no programme to support, assist, and make follow up to educators that are battling. 'Mrs Mkhize' who used to be in charge of the implementation of Curriculum 2005 in Senior Phase (from the Department of Education) 'used' to address, assist, and organise teacher development where necessary with regard to the implementation of Curriculum 2005. During 2003-2004 there is very little support with regard to Curriculum 2005 implementation.

**7. Do you have any support structure to assist those that were not trained?**

Response: According to the principal there is no support structure or programme in the school that assist educators that were not trained. According to the principal this is an oversight and a structure needs to be in place.

**8. Does the school have a coordinator for implementing Curriculum 2005?**

Response: There is no Curriculum 2005 co-ordinator this year.

**9. According to your opinion what can improve the effectiveness of implementing Curriculum 2005?**

Response: According to the principal, 'the government should provide resources, to train educators because facilitators are sometimes not clear and also to address the realities in the market. According to the principal there is no market or industry that can employ grade 9 learners, and they are not ready to exit school. According to the principal Grade 9 learners cannot face the world of work and without a certificate at the exit of Grade 9 the policy loses its value.' According to the Department of Education (2002), the General Education and Training Certificate "*for Compulsory Schooling constitutes a general education and training which prepares learners at school both for further learning and for the world of work*". This policy states that a learner is prepared for life and with fundamental values such as democracy, accountability or responsibility, respect and so on. And the policy also means that a learner should portray these values after schooling.

The principal further mentioned the fact that the Department of Education should stick to its policies, meaning that, it should meet the deadlines. Curriculum 2005 implementation has been rescheduled for number of times, it was first to be implemented in grade 8 in 1999 and grade 9 in 2001 and reviewed and refined in 2004 and 2005. However the process was delayed. The Curriculum implementation was rescheduled to begin in 2001 in grade 8 and 2002 in Grade 9. According to the Department of Education the General Education Certificate will be issued for the first time in 2008.

**10. Does the school network with other Secondary schools with regard to Curriculum 2005?**

Response: According to the Principal the school used to network with other secondary schools like Westville Boys with regard to other Learning Areas offered at the Further Education Training Phase but not with the Senior Phase especially with regard to the implementation of Curriculum 2005.

**4.2.2 Data Analysis emerging from the Head of Department**

The same questions as for the Principal were used to collect data.

**1. Are you familiar with Curriculum 2005?**

Response: According to this Head of Department she did not understand what Curriculum 2005 is. A very disturbing statement of a teacher in her position.

**2. Do you support the values of Curriculum 2005?**

Response: Taking from her response she did not understand the values or support Curriculum 2005

**3. Have you attended any workshop regarding the implementation of Curriculum 2005?**

Response: According to the answer given, this Head of Department has never attended any workshop with regard to Curriculum 2005 implementation, as a result she will not be able to support educators with regard to Curriculum 2005 implementation.

**4. Does the school management team support Curriculum 2005? If yes, in what way?**

Response: According the Head of Department the School Management Team supports the new curriculum. The School Management Team provides educators with the teaching material like stationery and textbooks but “they do not have an idea”, meaning they just provide without any knowledge of what is it going to be used for and even the teachers are not sure of the implementation process.

**5. Do educators attend workshops regarding Curriculum 2005? If yes do they give feedback to their colleagues?**

Response: According to her, the educators do attend workshops but their feed back from the workshops is not clear.

**6. Are there any Subjects or Learning Areas’ committees in place? If there are how often do they meet?**

Response: According to this Head of Department there are no programmes or structures that ensure that there is effective implementation of Curriculum 2005. The school still has an old hierarchical structure where the Head of Department is responsible for supervising and controlling teachers’ work.

**7. Do you have any support structure to assist those that were not trained?**

Response: There are no support structures to assist educators that were not trained and educators work individually like in the old curriculum. There is no integrated learning and collective planning as stated by the new curriculum.



**8. Does the school have a coordinator for implementing Curriculum 2005?**

Response: According to the Head of the Department the school does not have a Curriculum 2005 co-ordinator this year as a result teachers are without support in implementing the new curriculum. According to Hopkins et al (1994, 20), the school should create opportunities for educators to meet regularly to “*discuss aspects, of their work, share ideas, plan, observe one another’s practice and provide feedback on new approaches*”.

**9. According to your opinion what can improve the effectiveness of implementing Curriculum 2005?**

Response: According to the Head of Department the effectiveness of Curriculum 2005 can be improved by having a structure in place that will help with the implementation of Curriculum 2005, organising workshops within the school to help educators that were not trained as well as to organise meetings in order to inform parents about their role in the new dispensation. Pretorius (1998) has suggested that the process of mastering outcomes-based approach is not an once-off but the educators, parents, school management teams and the whole community should grow together in pursuit of excellence.

**10. Does the school network with other Secondary schools with regard to Curriculum 2005?**

Response: According to the Head of the Department there is no networking between secondary schools and it needs to be addressed.

#### **4.2.3 Data analysis emerging from the educators**

Out of 8 Learning Areas 6 educators were chosen to be part of the sample. Out of 6 educators, some educators are teaching more than one Learning Area, for example one educator from the respondents is teaching Technology as well as teaching Arts and Culture.

See Appendix B

##### **1. What is your teaching experience?**

In question 1 the respondents were expected to tick the appropriate answer, which referred to their teaching experience. According to the research conducted at Chesterville Secondary School, 67% of educators have more than 10 years of teaching experience and only 33% of educators have less than 4 years teaching experience.

##### **2. What are your major subjects e.g. Agricultural Science and Afrikaans?**

Most respondents are teaching learning areas, which they are familiar with or related to their majors, for example, a Geography teacher is teaching Human Social Science (HSS), and Accounting educator is teaching (EMS).

##### **3. When did you start teaching grade 8 or Grade 9?**

In this question the respondents were expected to respond on their teaching experience with regard to Curriculum 2005. According to the findings 50% of the respondents started teaching Curriculum 2005 in 2002 and 33% started in 2001 and 17% in 2004. That means that educators that are allocated to teach at Senior Phase are not given an opportunity to master the outcomes-based approach but they are kept on changing and this make the implementation process ineffective. This also indicates that in 2005 some educators will be introduced to outcomes-based approach for the first time.

**4. Do you support the values of OBE?**

About 50% of the respondents does not support the values of Curriculum 2005 and 33% are not sure and only 17% support the values of Curriculum 2005. This indicates that most educators do not understand the values of Curriculum 2005. Without educators' full understanding and co-operation the implementation of Curriculum 2005 will be a failure.

**5. Are you familiar with Curriculum 2005?**

About 33% of the respondents indicated 'yes', 17% indicated 'no' and 50% indicated 'not sure'. From the response mentioned above it is evident that most educators are still using the traditional method of teaching.

**6. Do you have sufficient resources for implementing Curriculum 2005?**

About 83% of the respondents do not have resources to teach Curriculum 2005.

**7. Do you have any formal training for teaching Curriculum 2005?**

In this question the respondents were required to respond on formal training for Curriculum 2005. Only 33% have formal training and 67% do not have any formal training. And since there is no support system or structure, it is evident that most educators are still battling with the new curriculum.

**8. If the answer in number 7 is yes, for how long? Please tick.**

Out of 33% of the respondents, which is only 2 educators out of 6 have training. The first educator has only one day training and the second educator has one week training. This shows that most educators are teaching an outcomes-based approach without training.

**9. If the answer in number 7 is no, what problems do you encounter? Please explain.**

The educators that do not have formal training ended up teaching Curriculum 2005 because of the following reasons, Learning Areas from the Senior Phase do not receive the same status as the Further Education and Training Phase Learning Areas (subjects). Learning Areas from the Senior Phase are allocated as additional load or as a filler subject. Outcomes-Based Education training is not considered when the work load is worked out.

**10. Are you confident teaching Curriculum 2005?**

When educators were asked about their confidence in teaching Curriculum 2005, about 50% of the respondents are not confident in teaching Curriculum 2005 and 50% is not sure. Half of educators lack confidence in implementing Curriculum 2005 and half of them are not sure what they are doing in the classroom. It is again evident that there is no effective implementation of Curriculum 2005 and the traditional teaching methods are still dominant.

**11. If the answer in number 10 is no, what problems do you encounter? Please explain.**

About 83% of educators said they experience discipline problems when they try to organise group-work. The classrooms become noisy, chaotic and unruly as a result they have tried to use group-work minimally or even avoid it. They also experience a problem of space. The classrooms and the type of furniture do not allow effectiveness in terms of space. As a result educators prefer to use traditional methods. Educators are not sure of what they are doing in the classroom and they do not understand the concepts associated with Curriculum 2005, they also experience problems with resources and proper guides like the 'old syllabus'.

**12. Are you familiar with the following concepts: critical outcomes; learning outcomes and assessments criteria? Please tick the appropriate block.**

The concepts like 'specific (learning)' and 'critical' outcomes and assessment criteria are still a problem. Only 33% of the respondents have an understanding of these concepts and about 67% seem to lack understanding of these concepts.

**13. Are you teaching only the Senior Phase (Grade 8 and grade 9)?**

Only 17% of educators teach only at Senior Phase and 83% teach both at Senior Phase and Further Education and Training Phase. According to the Department of Education (2004) the greater number of periods will be on the main teaching subjects and other subjects will be allocated to create balance and to ensure that all subjects are catered for.

**14. If the answer in number 13 is no, what other grade/s are you teaching? Please tick.**

About 83% of educators teach Grade 10 to 12. This is also as indication that Senior Phase Learning Areas are regarded as filler subjects.

**15. Do you receive any support from the school management team regarding Curriculum 2005?**

About 83% of the respondents said that they do not receive support from the management. Only 17% receive support. And the support that the educator is referring to, is stationery items like charts.

**16. Do you have subject/learning areas' committee in school?**

According to 83% of educators there are no Learning Areas' committees in place except the old Heads of Department structure which control the files of educators.

**17. Do you have a Curriculum 2005 co-ordinator in your school?**

According to the responses 67% of educators there is no coordinator this year. Only in 2001 and 2002 was there a Curriculum 2005 coordinator. A person that was responsible for coordinating the new curriculum was moved to Further Education and Training Phase.

**18. Do you understand the meaning of Macro-planning in Curriculum 2005?**

Only 33% understand what Macro-planning is, 50% do not understand what Macro-planning is and 17% is not sure what Macro planning is. According to Kondowe (2002) Macro-planning is whereby all the stakeholders meet to discuss the curriculum of the school including the needs of the community.

**19. Who participate in Macro-planning? Please explain.**

Only 17% indicated that Macro-planning involve the participation of educators, parents and learners. 66% indicated that they do not know what Macro-planning is and 17% indicated that Macro-planning is the involvement of Head of Department and the senior subject teacher. It is evident again that there is no effectiveness in implementing the new curriculum since the parent component is important in the implementation of the new curriculum.

**20. Do you meet regularly with other educators to discuss problems concerning the implementation of Curriculum 2005?**

According to 83% of the educators indicated that there is no formal programme that allows them to communicate with other secondary educators with regard to the implementation of Curriculum 2005 implementation process. Only 17% agreed that they meet other secondary school educators.

**21. Have you met this year to plan or discuss matters concerning Curriculum 2005?**

Educators that are teaching grade 8 and 9 have not met this year to plan and discuss matters concerning Curriculum 2005. Curriculum 2005 involves the stage called Meso-stage of planning whereby educators of different Learning Areas planned together to ensure that there is integrated learning.

**22. How often does the school management team control your work?**

About 33% of the respondents said their work is controlled weekly and 33% fortnightly, 17% is not sure about work control and 17% never responded. This is also an indication that the Heads of Departments are not sure how to support educators.

**23. Do you get any feedback from the management after work control?**

The educators who have indicated in question 22 that their work is controlled, half of the respondents received feedback after work control, the feedback that educators are referring to is submission of files and signatures from the Heads of Departments to indicate that educators' work have been controlled. This again indicates that there are no inputs from the Heads of Departments with regard to Curriculum 2005 implementation except signatures and dates.

**24. In your opinion how can the school help to improve the effectiveness of implementing Curriculum 2005? Please explain.**

In this question respondents were requested to comment or give opinion on how the school can improve the effectiveness of implementing Curriculum 2005. When the teachers were asked what could help to alleviate or improve the situation, they suggested that;

- There should be an ongoing workshops on Curriculum 2005, more planning, interschool involvement, cluster meetings concerning your subject or syllabus and a well structured school network.
- There should be a continuous communication between the Department of Education by way of circulars and policies regarding Curriculum 2005 in each Learning Area. The department should also organise workshops and the Grade 9 workshops given at the beginning of the year are not sufficient.
- The Department of Education should also ensure that there are co-ordinators within the school.

**25. Do you network with other secondary schools?**

About 33% respondents indicated 'yes' and 67% indicated 'no'. It is evident that the school does not network with other schools, especially during the last year.

**4.4 Discussion on findings**

According to the findings the information that was cascaded to educators in workshops was not clear and even the facilitators could not answer some of the educators' concerns. Most educators who receive the initial training are not teaching at the Senior Phase but at the Further Education and Training (FET) Phase (grade 10-12). Some of the educators who



receive the initial training in 2000 are no longer at this Secondary School because of the policy of Redeployment and Rationalisation applied by the Department of Education since 2000.

The fact that half of the educators do not support the values of curriculum 2005 means that most educators do not understand the paradigm shift and the principles underpinning Curriculum 2005.

There is also no proper structure in schools that ensures the effectiveness of the implementation of Curriculum 2005. The School Management Team does not support the educators because it is also not sure of how to support and cannot address some of educators' concerns. Although there are educators that are making an effort, but their effort becomes worthless if the support is not given. As a result of uncertainty most educators are still trapped on teaching in a traditional way, that is, the lessons are still teacher centred because of the lack of knowledge, lack of confidence and larger numbers in their classrooms. Most educators find it difficult to manage large numbers which is plus or minus fifty. The educators found it difficult to control the group activities, because the learners become noisy and chaotic as a result they turn to traditional methods.

The principal of Chesterville understands the values and the theory underpinning Curriculum 2005 but 'it is just a theory', implementation is still a problem. This indicates that the leaders or the School Management Team should also be supported in order to support educators and ensure that the process of implementation is effective.

Since the implementation at Chesterville there was no follow up from the School Management Team as well as the Department of Education to ensure that there is a proper structure in place, to monitor the process of implementation and to support the process of implementation.

Seemingly the learners are not a problem in adapting to change; the problem is a lack of direction, control and guidance from the educators and the School Management Team.

The process of planning that involves educators, parents, non-governmental organisation and learners in Curriculum 2005 seems to be ignored. Most educators are still not aware of the role that should be played by the stakeholders. Team-work and networking does not exist.

In conclusion, although most educators did not receive initial training in 2000 but they do go for three days and sometimes two days and even afternoon workshops. And whether the educator have a reasonable number or a large number of learners in a class, if he/she is not empowered or developed enough he or she will have a problem in implementing outcomes-based approach because this new curriculum requires proper planning.

## **Chapter 5**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

In this chapter a summary will be drawn about how teachers are implementing Curriculum 2005 and Outcomes-Based Education in Grade 8 and Grade 9.

#### **5.2 Summary**

This study was conducted in one school therefore the outcomes of the research cannot be generalized to other schools in South Africa. What is evident in this study is that Curriculum 2005 and Outcomes-Based Education depends on educators' competence on delivering this new approach. If educators are not competent and empowered enough to teach Curriculum 2005, this innovation will not succeed.

This also means that it is vital for educators to understand the principles underlying curriculum change in South Africa. The aim behind changing from the old curriculum to the new curriculum was to change from the old values and beliefs that existed in the old curriculum, which perpetuated segregation, discrimination in terms of gender, race, colour, ability, religion and language to new values. A learner from a new curriculum will differ from the learner produced by the old curriculum. The learner will be free from discrimination, living in a democratic era and be a critical thinker and lifelong learner.

#### **5.3 Recommendations**

On the basis of the findings from the previous chapter the following recommendations can be inferred:

### **5.3.1 Recommendations to the Department of Education**

In order to implement change it is important for the leaders to understand the meaning of change. People need to be empowered and skilled in order to adapt and accept change. South African leaders are facing a challenge, especially now that the country has passed the era where the education system has been segregated and unequal in terms of education and distribution of resources, a system that has followed a top down approach for decades.

Fullan (1997) says that, 'unfortunately' the 'so-called leaders' are the product of the same old system, which means that, the educational leaders have to work hard to self-development and in implementing change, especially that they also have experience the same social injustice.

Saloner et al., (2001, 294) states that,

The challenge for a general manager are to understand that change is necessary, decide what kind of change should be made, reformulate the firm's strategy, and reorganize its strategic assets ... managers who have experience dramatic external change and also know that they cannot avoid the challenge of managing change. No firms can remain an industry leader over the long run without changing strategy and reorganization.

The above-mentioned quotation on managing change is an industrial context but it can be relevant to managing change in education. Just like in an industry, Education Department needs to manage change and leaders should look at their situation drawing from the past experience, literature, new experience and develop strategies for change. Developing skills and strategies for managing change for leaders should be a priority in the educational agenda because the process of Curriculum 2005 implementation is irreversible.

Educational leaders have an enormous task to ensure that they address reforms in the local schools, develop collaborative cultures and that there is interaction with the government

policy. Leaders should also ensure that schools operate within government policy. Educational leaders have also a moral obligation to ensure that there are collaborative strategies and that learners in a democratic society receive quality education. Putman in Fullan (1997, 2) emphasizes the point of moral obligation of educational leaders that,

Moral purpose of schooling has at least two components 'making a difference and Social Capital'. One we have already referred to making a difference in the lives of all students. The other which I take up in the next section concerns what I will call civic community, that is commitment, skills and action pertaining to norms of civility, fairness, sharing, trust, collaborative engagement and managing difference and conflict: what others called Social Capital.

The Department of Education should have a structure that will support the education with regard to implementation, and the support should not be an once-off process. The Department of Education should ensure that there is a follow up in schools to ensure that educators are teaching according to new curriculum.

Educators that are teaching Curriculum 2005 should at least be allocated to the same phase so that they can master this outcomes-based approach. It is a futile exercise to develop educators at workshops and when they get back into their respective schools they don't practice what they have learned. The Department of Education should identify and keep a record of educators that were trained or to be develop and preferable be left in the same phase for some time to prevent problems with regard to implementation.

On the basis of the findings educators that were developed and prepared to teach the new curriculum in 2000 and who were supposed to implement the new curriculum in 2001 in Grade 8 never started to implement the new curriculum because during that year some of the educators were redeployed to other schools taking their knowledge with them. This meant that those

educators that were not trained had to start teaching Grade 8 and 9 without being trained. And some of the educators ended up teaching in the senior phase. The process Redeployment and Rationalisation (R & R) (1999-2001), Post Provisional Norms (PPN) (2002-2003) or Post Provisional Modules (PPM) (Department of Education, 2004) as it is now called can undermine the same process of implementation because it means the movement of educators from one school to another.

If possible the Department of Education should collaborate with the tertiary institutions around specific areas to develop modules, which can improve or empower educators' competencies and incentives (especially with regard to new curriculum) on completion of modules (or courses) can motivate educators thus creating educators that are motivated, confident, empowered and willing to accept change.

### **5.3.2 Recommendation to the school**

- The school management team (educational leaders) needs to have knowledge of management of change in order to work successfully with educators, especially with South Africa's history, which have a legacy of injustice and mistrust. Educational leaders are facing a great challenge to reform the schools and educators are the most important assets in the education of the child. If educators are not supported the whole process of curriculum innovation will be a failure.
- The school management team should have a regular system of supporting teachers with regard to Curriculum 2005. This support should be a continuous process and not an once-off process. If there are educators who are teaching new Learning Areas they should be supported and those that have mastered the curriculum implementation can

help where necessary to those who are still struggling with the implementation process.

- The school should have a regular programme, which can help educators to have an integrated learning process. Integrated Learning can be achieved through the Meso stage of planning, whereby educators of different learning areas planned together. This will be possible if teachers are equipped and become involve in all the stages of planning, namely, Macro, Meso and Micro stages of planning.

According to Ikhwezi Community College of Education in Kondowe (2003), the Macro stage is whereby all the stakeholders come together to plan ahead and decide on what is relevant for the particular community or what is to be taught using the programme organizers as a guide. The involvement of the parents or community and non-governmental organizations is vital in the new curriculum and this will not be possible if educators are not skilled to lead and involve parents in contributing to the education of their children. The Meso stage is when all educators that are teaching at that particular level meet to discuss the notion of integrated learning and the Micro stage is where individual educator draws up a learning programme, do preparations and decide on the types of resources that will be useful for a particular learning area.

- The school should also have strategies on how they can involve the parents and other stakeholders so that there can be an improvement in curriculum implementation.
- The school management team should ensure that the school network with other secondary schools to share knowledge, exchange views and discuss problems with regard to the implementation of Curriculum 2005.

- There should be continuous interaction with the Department of Education to address problems that educators experience in implementing the new curriculum. This will be possible if educators have a structure in place and have a standing programme, which gives them opportunity to meet regularly.

An area of major concern is that teachers are still struggling with the implementation of Curriculum 2005 and this will directly affect the kind of learners that is expected at the end of this phase (Senior Phase). It is evident that cascading or dissemination of information was not successful since there was no follow up on educators that were trained to ensure that they introduce the new curriculum. Further more the school management team in the school is not sure how to support educators except providing some basic resources, like stationery. Integrated learning does not exist. There is also no parental or community involvements in this new curriculum since teachers are not confident in what they are doing.

The Department of Education should ensure that the curriculum change is addressed and the new curriculum is implemented, this will ensure that there is no community that is left behind. Curriculum 2005 co-ordinators or structures should be put in place to advise the Department of Education and give recommendations with regard to the problems that are encountered in different schools and areas. The school has a responsibility and a moral obligation to ensure that it involves the parents and other stakeholders in this new dispensation but this will be impossible if the educators have problems with the implementation process.

### **5.3.3 Conclusion**

South Africa has inherited a divided and unequal education system and the type of system which did not respect human rights. The new curriculum intended to eradicate all the ills of



the past which has undermined the social and human justice for decades. Curriculum 2005 was designed to produce an education system with different values from the apartheid education. A kind of learners that will be produced will be a learner who will respect; the environment, different cultures, democracy, equality, human dignity, social justice and a person who will act in the interest of his country. This new approach also aims at creating a confident, literate, independent, multi-skilled, a critical thinker and a lifelong learner. These aims will not be achieved if educators are not teaching according to the new curriculum, or if they are not empowered or skilled enough to teach according to outcomes-based approach. The leaders in all levels should ensure that there are structures in schools to support the implementation process of Curriculum 2005 and also to ensure that there is a follow up to guarantee that every learner in South Africa receives quality education otherwise the whole process of curriculum change will be a futile exercise.

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## Appendix A

### INTERVIEW QUESTIONS for the Principal and the Head of Department

1. Are you familiar with Curriculum 2005?
2. Do you support the values of Curriculum 2005?
3. Have you attended any workshop regarding the implementation of Curriculum 2005?
4. Does the school management support C2005? If yes, in what way?
5. Do teachers attend workshops regarding C2005? If yes, do they give feedback to their colleagues?
6. Are there any subjects or Learning Area committees in place?  
If they are, how often do they meet?
7. Do you have any support structure to assist those that were not trained?
8. Does the school have a coordinator for implementing Curriculum 2005?
9. According to your opinion what can improve the effectiveness of implementing C2005?
10. Does the school network with other secondary schools with regard to C2005?

## Appendix B

### EDUCATORS' QUESTIONNAIRE

#### Structured/ Open ended questions

Tick the appropriate block

1. What is your teaching experience?

0 to 4 years	5 to 6years	7 to 10years	10 years and above
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2. What are your major subjects? e.g. Agricultural Science and Afrikaans.

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3. When did you start teaching grade 8 or grade 9?

2001	2002	2003	2004
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4. Do you support the values of OBE?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Not sure	<input type="checkbox"/>

5. Are you familiar with Curriculum 2005?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Not sure	<input type="checkbox"/>

6. Do you have sufficient resources for implementing Curriculum 2005?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Not sure	<input type="checkbox"/>

7. Do you have any formal training for teaching Curriculum 2005?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Not sure	<input type="checkbox"/>

8. If the answer in number 7 is yes, for how long? Please tick.

One day	Two days	One week	More than a month
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9. If the answer in number 7 is no, how did you end up teaching Curriculum 2005?  
Please explain.

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10. Are you confident teaching Curriculum 2005?

Yes	
No	
Not sure	

11. If the answer in number 10 is no, what problems do you encounter? Please explain.

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12. Are you familiar with the following concepts: critical outcomes; specific outcomes;  
and assessment criteria? Please tick the appropriate block.

All of them	
Some of them	
None of them	
Not sure	

13. Are you teaching only in the Senior Phase (grade 8 and 9)?

Yes	
No	
Not sure	

14. If the answer in number 13 is no, what other grade/s are you teaching? Please tick.

Grade10	Grade11	Grade12
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15. Do you receive any support from the school management team regarding Curriculum  
2005?

Yes	
No	
Not	

sure	
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16. Do you have subject/learning areas' committees in school?

Yes	
No	
Not sure	

17. Do you have Curriculum 2005 coordinator in your school?

Yes	
No	
Not sure	

18. Do you understand the meaning of Macro-planning in Curriculum 2005?

Yes	
No	
Not sure	

19. Who participate in Macro-planning? Please explain.

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20. Do you meet regularly with other educators to discuss problems concerning the implementation of Curriculum 2005?

Yes	
No	
Not sure	

21. Have you met this year to plan or discuss matters concerning Curriculum 2005?

Yes	
No	
Not sure	

22. How often does the school management team control your work?

Weekly	Fortnightly	Monthly	Not sure
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23. Do you get any feedback from the management after work control?



Yes	
No	
Not sure	

24. In your opinion how can the school help to improve the effectiveness in implementing Curriculum 2005? Please Explain.

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25. Do you network with other secondary schools?

Yes	
No	
Not sure	

## Appendix C

29 Chardale Crescent  
Briardale  
Newlands West  
4037  
15 June 2004

The Principal  
Chesterville Secondary School  
Mayville  
4058

Dear Sir/Madam

### **Request to Conduct a Research**

I would like to request for a permission to conduct a research at your institution. I would like to apologize in advance for any inconvenience I might cause on your side. Hopefully the research will not disturb the smooth running of the school.

The research intends to address the following, **“the effectiveness of the implementation of the new curriculum (C2005) in Grade 8 and 9”**

My plan is to interview the manager of the school, one member of the SMT and also to give questionnaires to the educators who are teaching the new curriculum C2005. This piece of research is part of my Degree studies.

I will be willing to clarify any problems that may arise. My contact number is (031) 5783619/0847454137.

In conclusion I would like to assure you that the information or data gathered will be treated with utmost confidentiality (I am bound by ethical standard of profession not to reveal any information gathered, furthermore the dignity, privacy and interest of the participants will be respected).

I shall be very glad if my request is favourably considered.

Thank you

Yours faithfully  
M. P. Mtheku (Miss)

## Appendix D

29 Chardale Crescent  
Briardale  
Newlands West  
4037  
12 October 2004

The Principal  
Chesterville Secondary School  
P.O. Mayville  
4058

Dear Sir

### **Acknowledgement of permission to conduct a research**

I would like to convey my gratitude for allowing me to conduct a research in your school. It was a challenging and a wonderful experience that I will always treasure.

Your cooperation was highly appreciated. Looking forward to work with you in the future.

Thank you

Yours faithfully  
M. P. Mtheku (Miss)