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Title INTERPRETATION OF THE NATIONAL CURRICULUM STATEMENTS POLICY FROM THE MACRO LEVEL TO THE MESO LEVEL

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ABSTRACT

The purpose of this study was to explore how the National Curriculum Statements (NCS) Policy was interpreted by two provinces -the Eastern Cape and KwaZulu-Natal - from the macro to the meso level. The study further ascertains what happened during the training of national, provincial and district trainers and lastly how the educators realized and recognized the new curriculum, as they are the people who will implement the curriculum in their respective learning sites.

There was a change of the curriculum from National Report 550 to NCS as per the mandate of the democratic Government of National Unity which promised better education for all in 1994. According to the principles of the NCS, teachers were supposed to make a paradigm shift in education from a teacher-centred approach to a learner-centred approach.

The NCS was supposed to be implemented in grade 10 with effect from 2006 and the first product of the NCS .was in 2008. The researcher also tracked the recontextualisation process up to the matriculation results of 2008 in the uMzimkhulu circuit, which was integrated into KZN in 2006, with the result that educators were trained by both provinces.

The study followed the interpretivist paradigm with the qualitative research methodology. The researcher sampled two officials from each province, two advisors and two educators as my primary sources and interviewed them using semi-structured interview format. The interviews were tape recorded and transcribed by the researcher. The data obtained was organized into themes. Grounded theory methods were used to collect and analyze data. The study collected data using participant observation, interviews, analysis of relevant documents and field notes.

The findings of the study inform the responses given in interviews revealed that there was an urgent need for more in-service training, especially for both beginner and experienced teachers, as there is high teacher turnover due to the rural nature of Sisonke District. The DoE need to consider the issue of employing Subject Advisors as they are key role players to the implementation of the NCS, so as to workshop and do follow up support visits to the schools in order to monitor and support. The DoE has to conduct well-organized workshops on the new curriculum. Another finding was that teachers need to be consulted before the implementation of any new development to avoid negative responses.

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DECLARATION

I hereby declare that this dissertation represents my original work and has not been submitted in any form for any degree at any university. I have acknowledged the quotes from other researchers and authors.

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Author's signature   **(Date)**

As Supervisors, we have agreed that this dissertation may be submitted

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(Co-Supervisor's signature)   **(Date)**

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LIST OF ABBREVIATIONS AND ACRONYMS

C   Classification

C2005   Curriculum 2005

CMD   Curriculum Management and Development

DCTT   District Core Training Team

DoE   Department of Education

EC   Eastern Cape

EDO's   Education Development Officers

F   Framing

FET   Further Education and Training

FETC   Further Education and Training Certificate

GET   General Education and Training

HEI   Higher Education Institution

ID   Instructional discourse

ISASA   Independent Schools Association of Southern Africa

KZN   KwaZulu Natal

LTSM.   Learner teacher support material

NATU   National Teachers Union

NCS   National Curriculum Statement

NCTT   National Core Training Team

NDoE   National Department of Education

NQF   National Qualifications Framework

OAS   Orientation Assessment Standards

OBE   Outcomes Based Education

OO   Orientation Outcomes

OPD   Official Pedagogic Discourse

ORF   Official Recontextualising Field

PCTT   Provincial Core Department of Education

PD   Pedagogic Discourse

PDR   Pedagogic Discourse of Reproduction

PRF   Pedagogic Recontextualising Field

RCL   Representative Council of Learners

RD   Regulative discourse

RDP   Redeployment Policy

SADTU   South African Democratic Teachers Union

SGB   School Governing Body

SMT   School Management Team

USAPE   Union of South African Professional Employees

UTE   Unemployed Temporary Educator

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CHAPTER 1: OVERVIEW OF THE STUDY

1. 1.   INTRODUCTION

The study was formed during a period of curriculum transition that has informed curriculum transformation in South Africa. This links to the broader goals of social transformation in the post-apartheid era as initiated by the political elites. The University of KwaZulu-Natal (UKZN) had a four year project which ran from 2004 until 2008. It was a Further Education and Training (FET) Grade 10-12 general project that was funded by the National Research Foundation (NRF). The deep question that the project aimed to answer was: "what happened to the social justice project as it was translated or reconceptualised from the curriculum statement down to the learners in the classroom?" The title of the project was: "An analysis of curriculum reform from conceptualisation to implementation." The project therefore relied on Bernstein's concept of the pedagogic device: his theory of how knowledge is translated into pedagogic communication.

The motivation behind this study, which was within the scope of the project, was to observe closely how the knowledge of the National Curriculum Statements (NCS) has been recontextualised by policy agents from the provincial (macro) - official recontextualising field (ORF) to the district (meso) – pedagogic recontextualising field (PRF) level in the training of grade 10 Subject Advisors and the educators in uMzimkhulu circuit in the Eastern Cape (EC) and KwaZulu-Natal (KZN) in 2005 and 2006 respectively.

One of the reasons why curriculum had to change in South Africa from the National Report 550 to the NCS is that learners should be equipped with skills, knowledge, attitudes and values that will make them fit globally. The curriculum did not only change from Nated 550 to NCS in grades 10-12 but there were other versions of the curriculum in grades R-9 such as C2005 which was introduced during Sibusiso Bhengu's era as a national minister as well as RNCS that aimed at minimizing the jargon of C2005 and the task team was appointed during Kader Asmal's period as national minister. As Harley and Parker (2003) state, 'globalization generates a demand for citizens who are economically competitive, multi-

faceted, flexible and performative.' It was therefore imperative that the curriculum reflected the values and principles of our new democratic society as instructed by the National Department of Education (NDoE) in 1997. Hargreaves (1997) observes that education prepares future generations and educational change is therefore central to all discussions about change in general. His concern is that those who write about educational change in general ignore and underplay one of the most fundamental aspects of teaching and of how teachers change: the emotional dimension.

The new curriculum emphasizes the need for teachers to make a paradigm shift from traditional teaching to Outcomes Based Education (OBE). Blignaut (2007) argues that 'most changes assume teachers to be highly skilled practitioners with excellent subject content knowledge, and working harmoniously with fellow colleagues.' Fleisch (2002, p. 123) states that the 'shift required the change from delivering content to pupils as empty vessels into facilitating the development of skills, knowledge, values and attitudes in learners' whilst NCS grades 10-12 General NDoE (2003) envisages a learner who is 'imbued with the values and act[s] in the interest of a society based on respect for democracy, equality, human dignity and social justice as promoted in the constitution.'

Bernstein (2000, p. 234) argues that the recontextualisation that is evident in the syllabuses of the two reforms leads to a reflection on what is to be done when two syllabuses are changed. The curriculum changed in grades 10-12 from National Report 550 to NCS whereas in grades R-9 there were two changes from C2005 to RNCS. Bernstein's argument links with the principles that guided the NCS as well as the Outcomes like Critical, Developmental, and the Learning Outcomes per subject that need to be achieved after each learning activity whereas the content is obtained in details from the Assessment standards. The assessment has changed according to Muller (2004) in his paper on differentiation and progression in the Further Education and Training Certificate (FETC). The difference is that the 'awarding of marks which can be aggregated (norm- referenced assessments) has been scrapped and replaced by the relevant assessment standards (criterion- referenced attainment standards).'

The motivation behind these changes is encapsulated in Mdletshe's (2005) description that 'South Africa is a country that has ushered in the first decade of democracy and is working hard to reform its education system and the economy'.

1. 2. FOCUS OF THE STUDY

This study is undertaken in order to track the roles of the agents (policy designers) in the interpretation of the NCS policy for districts in the EC and KZN and to observe closely the content and format of the training done for the Subject Advisors. It is these Subject Advisors who will in turn re-describe the policy for schools so that they effectively implement the new policy in order to make schools 'effective sites of learning' (Chisholm et al 2000).

The main focus was on the Bernsteinian concept of the pedagogic device. Bernstein (1996) argued that the 'pedagogic device embodies rules for distribution, recontextualisation, and evaluation of the pedagogic discourse. The pedagogic discourse is a principle for the circulation and re-ordering of the discourses.' As a Subject Advisor I had the responsibility of workshopping, and making meaning of, the sacred knowledge to the educators in the NCS, which was a new curriculum. I did this by orientating them gradually from the known to unknown by comparing the Nated 550 with the NCS, explaining why the curriculum changed and explaining the historical background of the education system during the apartheid regime. I also explained the subject specifics, where all Subject statements had Learning Outcomes, as well as the Assessment Standards that needed to be achieved by the envisaged learner and educators which were informed also by the reconfiguration of some subjects, as there was some new content per subject depending on the percentage. Educators were informed about their seven new roles as prescribed by the NCS. I was one of the people who oriented educators to Curriculum 2005 during a week's 'crash course' workshop. I also re-described the Revised National Curriculum Statements for educators in the General Education and Training (GET) Band.

Drawing on my experiences in policy interpretation and professional development of educators, I decided to conduct research on processes such as interpretation, provincialisation,

contextualization and transformation that occur in policy discourse. As a researcher, I have used mostly Bernstein's (1990, 1996, 2000) work on recontextualisation that provides a useful theoretical lens to see how forms of knowledge - in this case official documents - are transformed into pedagogic communication. The recontextualization principle selectively appropriates, relocates, refocuses, and relates the discourses to constitute its own order.

As distinguished by Bernstein (1990), the recontextualising principle has three fields with agents. In my research, I capture two of them:

- **Official recontextualising field (ORF)** - created and dominated by the state and selected agents and ministries. An example of the ORF is the national and/or provincial Department of Education.

- **Pedagogic recontextualising field (PRF) -** consists of teacher trainers or Subject Advisors who empower teachers through courses and workshops by recontextualising the sacred or profane knowledge. The sacred knowledge is also known as school, official, scientific, religious, specialist or formal knowledge which is context independent whereas profane is everyday, local, commonsense or informal knowledge and context dependent as cited by Bernstein (1996) from Durkheim's dichotomies. The scientific knowledge is simplified by Subject Advisors for teachers so that they can in turn transmit the information to learners in schools for effective curriculum implementation.

- **Pedagogic discourse of reproduction (PDR) -**at the field of reproduction, which are the school sites in uMzimkhulu circuit where teachers implement the curriculum.

My study will concentrate on the first two fields: ORF and PRF.

1. 3.   RATIONALE OF THE STUDY

I work in the uMzimkhulu circuit, which was a district in the EC province until the 1st of March 2006 when it was integrated into KZN due to political demarcations of the provinces by the ruling party. As the Deputy Chief Education Specialist (DCES) coordinating the Human and Social Studies (HSS) learning field which is comprised of four subjects (History, Life orientation, Geography and Religion studies) in the FET section, one of my job descriptions is to

organize and facilitate workshops on educators' empowerment in various curricular matters. I work together with the Subject Advisors as we re-contextualize, re-describe and translate in order to make meaning for the educators so that they can go back to their respective schools and implement effectively. My experience in this role means that I am well-placed to do the research on the particular aspect of policy transition from the macro level (province) to the meso level (district). Furthermore this is a contemporary issue that needs to be researched and my subjects will respond to questions honestly and perceptively as they are personally involved in the process.

I have identified the gap that exists between the National office and the Provincial office regarding the new policies. As Chisholm et al (2003, p. 395) point out, new policies are set out at national level without due consideration of the organizational, financial and service delivery implications in the provinces. There is an assumption at the national level that the policies will automatically become active. There is a similar gap in the EC that dictates new policies and assumes that if districts have done a policy retreat or a strategic plan, then educators will automatically be oriented and ready for implementation. The same province is aware of the district's realities of staff shortages, especially Subject Advisors, who are supposed to engage educators through workshops and do school visits to check whether teaching and learning is taking place within the framework of the approach and content of the new curriculum. Another challenge that is facing schools is the redeployment process which puts some schools at a disadvantage due to losing teachers without the DoE considering the subject packages offered by the schools. This has affected the morale of remaining educators as they are overloaded with many subjects due to the demands of the subject packages. Chisholm et al (2003) agree with Vally et al (2002) in widely acknowledging that morale is a crucial factor influencing teacher productivity, learning outcomes and learner achievement. Teacher motivation remains the neglected area.

While important initiatives are underway at a national level, the gap between the policy design, vision, actual implementation and delivery appears to be widening. Chisholm et al (2003) emphasize that as a result of the teacher redeployment policy and Curriculum 2005, norms and standards for pupil-teacher ratio have not been unevenly applied but also challenged in the

provinces. One example is the redeployment process, where educators are deployed from schools with low enrolment of learners to schools with high enrolment without considering the number of subject packages or streams in the previous schools, leaving the schools disadvantaged as the remaining teachers have to teach more than four subjects each without consideration for their specializations. Furthermore, the process of 'last in first out' is not democratic because the victims are being traumatized as they are not given any preference or choice.

My research will assist policy designers and practitioners in redefining their roles in their respective levels of recontextualisation. My study will be an essential contribution to the education field in that the findings will be useful as they will inform the agents in both ORF and PRF with suggestions on how and what they could do in approaching the curriculum to be effected for future purposes. A copy of the dissertation will be submitted to the research section in the provincial DoE. According to Chisholm et al (2003), 'informed policy decisions can only be made by allowing those directly involved in the implementation to participate meaningfully in decision making'. This statement was often uttered by Principals when we were doing the advocacy campaign of the NCS with school management teams (SMT). The Principals felt that the policy designers had taken a 'top down' approach as they did not consult them about including the four compulsory subjects (Mathematics or Mathematics Literacy, two languages and Life Orientation).

The Independent Schools Association of Southern Africa (2003) has done research in various subjects, such as Mathematics, on the roles of mathematicians, mathematics students and mathematics teachers where they identified that there is a lack of clarity in levels of descriptors in terms of assessment (ISASA, 2003). Despite this, there are few dissertations on the policy of recontextualisation especially in the uMzimkhulu circuit, which is one of the research sites in this study.

1. 4. KEY RESEARCH QUESTIONS

The study asks specifically the following questions:

1. How is the knowledge recontextualised in the official recontextualising field (ORF) from the macro level (province) to the meso level (district)?
2. How do policy designers interpret the NCS policy?

The goals of the research are to:

- Investigate the cascading model as used by the two provinces (EC and KZN) to train Subject Advisors in the official recontextualising field (ORF).
- Investigate how the activities were done and what the actual content was in teacher training workshops in the pedagogic recontextualising field (PRF).

1. 5. CONTEXT OF THE RESEARCH SITES

As distinguished by Bernstein (1990), the recontextualising principle has three fields with agents. This study will concentrate on the two fields: ORF and PRF because of the focus of my study. The third field is about the implementation of the Curriculum in the learning sites, the processes and the implications thereof as shown later in the following descriptions of ORF and PRF.

1. 5. 1. OFFICIAL RECONTEXTUALISING FIELD (ORF)

The ORF is created and dominated by the state and selected agents and ministries. An example is the NDoE whose core function is to formulate policies and to train provincial officers and district Subject Advisors on curricular matters. Another responsibility of the NDoE is official pedagogic discourse (OPD) of the NCS. Ensor (2004) maintains that the primary agents and agencies of the ORF are the state and provincial Departments of Education, which are responsible for the curriculum design, choice of modes of assessment and so forth and their associated inspectorates. In the EC and KZN, training programmes consisted of two phases: generics and subject specifics. This study looks at the content and method of training in both phases.

1. 5. 2. PEDAGOGIC RECONTEXTUALISING FIELD (PRF)

The PRF consists of teacher trainers or Subject Advisors who empower teachers through courses and workshops by recontextualising the sacred or profane knowledge and simplify this for teachers so that they in turn can transmit the information to learners in schools for effective curriculum implementation. The uMzimkhulu circuit is a site whwhich was exposed to two sets of training by the two provinces (EC and KZN) and also adapted and adjusted to use training manuals that were designed by both provinces. These were designed with the aim of empowering educators. PRF has two parts of training: generics and subject specifics. Again, this study looks at both sessions with the focus on what training took place and how it was conducted.

1. 6.   KEY TERMS USED IN THE DISSERTATION

My focusing concepts are as follows: recontextualisation, pedagogic device, pedagogic discourse, official recontextualising field (ORF) and pedagogic recontextualising field (PRF).

1. 6. 1.   RECONTEXTUALIZATION

Bernstein (1990, 2000) states that the recontextualising that is evident in syllabuses of the two reforms leads to a reflection on what should be done when the syllabuses are changed and he further explains that it is the transformation and the embedding of an official pedagogic discourse (OPD) within a discourse (professional development). Bernstein (1995) states that the concept of recontextualisation is the 'the grammar of the pedagogic device' which consists of three interrelated, organized rules. These are the distributive rules, the recontextualising rules and the evaluative rules.

1. 6. 2. PEDAGOGIC DEVICE

Ensor (2004) wrote a paper using Bernsteinian concepts such as the pedagogic device showing it to be a condition for the production, reproduction and transformation of culture. According to Bernstein (1990, 2000) the pedagogic device is an action of relaying knowledge. He originally distinguished three fields, each with its own rules of access, regulation privilege and specialized

interest: a field of production where new knowledge is constructed; a field of reproduction where pedagogic practice in schools occur and a field between these called the recontextualising field where knowledge is being relayed.

1. 6. 3. PEDAGOGIC DISCOURSE

Bernstein's model of pedagogic discourse (1990, p. 197) - the official pedagogic discourse (OPD) - is an expression of the dominant principle of the society that is generated at the level of the state. The official recontextualising field (ORF) is a principle for the circulation and re-ordering of discourses. Pedagogic discourse is a recontextualising principle that takes a set of meanings into a certain context.

1. 6. 4. OFFICIAL RECONTEXTUALISING FIELD (ORF)

ORF has been discussed in 1.5.1 in the context of the research sites. An example of the ORF is the NDoE that consists of people who are divided into two categories: curriculum planners who design the curriculum and policies and provincial curriculum officials who empower Subject Advisors through workshops and courses by recontextualising the sacred or profane knowledge. This process involves considering whether the workshop or course activities suit the particular province. For example, in the case of a certain activity which was designed in English, the EC used it as it was from the National Training Manual while KZN decided to eliminate the activity as it was not suitable for second language educators because the language was set at too high a level.

After receiving the training which has been conducted by provincial officials, Subject Advisors simplify it for teachers so that they in turn can transmit the information to learners in schools for effective curriculum implementation.

1. 6. 5. PEDAGOGIC RECONTEXTUALIZING FIELD (PRF)

PRF has already been discussed in 1.5.2 under the research sites. It consists of teachers who are empowered by Subject Advisors through courses and workshops where sacred or profane knowledge is recontextualised and simplified for teachers so that they in turn can transmit the information to learners in schools for effective curriculum implementation as stated by Ensor (2004). Subject Advisors are employees in the ORF but they are monitoring, mentoring, capacitating, and supporting teachers who are in the PRF.

1. 6. 6. CLASSIFICATION(C) AND FRAMING (F)

Moore (2004), citing Bernstein (1982, 1996, 1999, and 2000), states that the term 'classification' refers to the relationship between contents or contexts and the extent of boundary maintenance or insulation between these. Classification defines the power and boundary strength between the subjects, while framing explores how these boundaries are negotiated as well as how meanings are put together and who controls what. Bernstein (1996, p. 27) states that Framing is concerned with the following issues:
- o the selection of the communication
- o the sequencing of the knowledge - what is to be taught first
- o the pacing - at what speed the knowledge is to be transmitted
- o the evaluative criteria - specify the requirements for students' production of legitimate text. According to Morais, Neves and Pires (2004, p.8) making evaluative criteria explicit consists of 'clearly telling children what is expected of them, of identifying what is missing from their textual production, of clarifying concepts, of leading them to make synthesis and broaden concepts and considering the importance attributed to language as a mediator of the development of higher mental processes.'
- o the control over the social context which makes the transmission of the knowledge possible.

1. 6. 7. REALIZATION AND RECOGNITION RULES

Realization and recognition rules are two terms that link with both classification and framing. Bernstein (1996, p. 31-32) states that recognition rules are related to classification whereas

realization rules are related to framing. Recognition rules mean that one is able to identify the boundaries between contexts which are the terminology of the NCS. Realization rules mean that one is able to apply and implement what has been recognized. For example, acquirers/teachers will be able to understand and use policy documents with the NCS terminology to prepare lessons that will later be implemented in a classroom situation on a daily basis. This implies that the acquirer is able to create a legitimate text. A 'text' refers to anything that can be evaluated.

Morais (2004) reflects that teachers' performances are evaluated in terms of the following rules:
   (a) *Recognition rules* which allow the recognition of the specificity of the context of that pedagogic practice, in its multiple aspects, distinguishing it from other contexts of pedagogic practice;
   (b) *Passive realization rules* which allow the selection of meanings or justifications appropriate to that context of pedagogic practice;
   (c) *Active realizations rules* which allow the production of the text required, implementing in the classroom a pedagogic practice with intended characteristics.

Morais, Neves, Davies and Daniels et al (2001) cite Bernstein (1990) that 'text production in a given context depends on the specific coding orientation to that context'. This means that subjects must have both the recognition rules -- that is, be able to recognize the context -- and the realization rules -- that is, be able to produce a text adequate to that context.

Moore (2004) argues that 'what are differentially distributed between groups are the recognition and the realization rules and orientations to meaning whereby they can successfully distinguish between that which can be assumed and taken for granted and that which is calling for a demonstration of understanding within a specialized context such as a classroom or tutorial or examination'. Recognition is when the educators internalize the new curriculum and are able to compare and contrast between the old and the new curricula. There were activities which required this comparison in terms of the roles of educators and learners in the EC participants' manual. Activity 5 required educators to brainstorm in groups and write the similarities and differences between NCS and related curricula like C2005 (Version 1) and National Report 550.

1. 6. 8. GROUNDED THEORY

Grounded theory (GT) is a systematic qualitative research methodology in the social sciences emphasizing the generation of theory from data in the process of conducting research, as defined by Glaser and Strauss (1967).

GT was developed by two sociologists, Barney Glaser and Anselm Strauss. Their collaboration in research on dying hospital patients led them to write the book titled *Awareness of Dying*. In this research, they developed the constant comparative method later known as Grounded Theory (Glaser & Strauss, 1967).

Though Glaser and Strauss (1967) both developed GT, they have some differences. For example, Glaser emphasizes induction / emergence and the individual researcher's creativity within a clear frame of stages, while Strauss is more interested in validation criteria and a systematic approach.

GT is a systematic generation of theory from data that contains both inductive and deductive thinking. Grounded Theory has two main goals. The first is to formulate hypotheses based on conceptual ideas. Others may try to verify the hypotheses that are generated by constantly comparing conceptualized data on different levels of abstraction, and these comparisons contain deductive steps. The second goal of GT is to discover the participants' main concern and how they continually try to resolve it.

1. 7. THE CONTEXTUAL FACTORS OF THE RESEARCH SITE

The orientation which was received by the teachers in 2005 was inadequate, especially in the subject specific. Teachers therefore requested retraining for the reason that some subjects were reconfigured by high percentages and that was not possible as the district was integrated with KZN in March 2006.

The request of the educators for NCS re-orientation in planning and assessment was fulfilled by KZN in April and May 2006. The educators promised to go back to their respective schools and

implement as expected. Teachers' attendance improved in 2006 as compared to the EC orientation in 2005.

The grade 12 overall NSC results for Sisonke District was a 44% pass rate in 2008 which was the first year of the exit point in NCS timelines. According to the KZN provincial ranking of 12 districts, Sisonke was in the 11th position. In 2009 the position for Sisonke District was 12th out of 12 districts in KZN with a 45,6% overall pass rate. In 2009 Sisonke District achieved an improvement of 1,1%. There was another district which was 12th in the province in 2008 that improved by 9,5% in 2009 to be in 11th position. The results for both 2008 and 2009 of the Sisonke District are attached as Annexures D1 and D2.

Sisonke District has four circuits: uMzimkhulu, Ixopo, Pholela and East Griqualand. The four circuits are combined to form two clusters: Ixopo, Pholela and East Griqualand are cluster A with a circuit manager and uMzimkhulu is cluster B with a circuit manager. There are ward managers in all the circuits but Subject Advisors are stationed at the district office in the curriculum section and they service the whole district.

UMzimkhulu circuit had 22 schools in 2008; only six schools achieved a pass rate of 60% or above. The performance for clusters in Sisonke District is as follows: uMzimkhulu cluster B had a pass rate of 42, 74% and Cluster A with Pholela, Ixopo and East Griqualand 46, 22%. UMzimkhulu schools displayed poor performance though they were exposed to two sets of training in the NCS by both KZN and EC in 2005 and 2006 respectively. The results for the National Senior Certificate (NSC) in 2008, of which the average pass rate was 44 percent of the Sisonke district, did not reflect that they had had this training advantage.

The school with the lowest NSC performance in the entire district came from Cluster B (uMzimkhulu circuit) with 6%. In 2010 district results improved radically as the overall pass percentage was 62, 2 - a 16, 7% improvement. The school with the 6% pass rate in 2008 improved to 13% in 2010.

There are challenges that are faced by the educational change processes which include the resistance to change which was displayed by the educators who claim that they are experienced and have been producing good results. These educators were teaching with the old Curriculum or Nated 550 and managed to pass the learners with distinctions in grade 12 who in turn pursued various careers; those teachers had a negative attitude about changing their approach as they had succeeded against the odds. There are many such professionals who have succeeded against the odds of the old curriculum system and some hold the view that the new curriculum was initiated by the political elites without consulting the implementers for their input as there has been the same ambition in Curriculum 2005 which was implemented and reviewed. That process created a precedent as some educators waited for the review of the NCS and some were resistant to change as they continued to implement the National Report 550 which was evident in the results of the grade 12 learners in 2008 and 2009 respectively.

There are various factors that may have contributed to this poor performance of the entire Sisonke District:

o   There are no subject advisors in the FET for various learning fields. There are 29 official subjects but the district has only eight Subject Advisors for Mathematical Literacy, Computer Application Studies, Accounting, Economics, Engineering Graphics and Design, IsiXhosa, IsiZulu and English. It is therefore difficult to monitor and support the 29 subjects as though there are Deputy Chief Education Specialists (DCES) in all the learning fields who are supposed to co-ordinate and manage the Subject Advisors in their learning fields.

o   Teachers displayed some resistance and a negative attitude to change. Gustavson (1955) in the International Handbook of Educational Change maintains that 'people are afraid of drastic innovations, partly because they prefer the familiar and partly because the vested interests of most people are normally bound up with the existing set-up'. Since teachers have largely been left out of policy decisions, they resisted often ill-designed and poorly implemented change projects. Resistance is a natural and predicable response.

o   Sisonke District is deep rural and there is high teacher migration through transfers to the urban areas and the implication thereof is high teacher turnover.

o Some teachers are unqualified and others under-qualified as they do not possess the necessary teaching qualification and others have completed the Primary Teachers' Diploma or Senior Primary Teachers' Diploma which do not adequately prepare them to teach in high schools.

o Most high schools have temporary educators who have grade 12 as their highest qualification, while some have tertiary qualifications from FET colleges or universities and do not possess the pedagogic courses and the general methodology needed to teach.

o There were projects like Moses Kotana, which were designed to improve the NSC results for Mathematics and Science (for the districts that had been placed in 11th and 12th positions in KZN). This did not assist Sisonke District as the teachers who conducted the classes were not experienced in teaching grade 12 learners.

o There was code switching which became apparent in 2009 where teams of Subject Advisors visited the schools to monitor and support them.

o Learners who had previously failed grade 12 were admitted to some of the schools because the principals were avoiding redeployment of educators.

o Some principals are councilors in the municipality. This time-consuming 'moonlighting' means that schools become ungovernable with what Harries et al (2003) term 'laissez faire management'. Responsibilities are delegated to others without direction from management.

o Promotion of grade 11 learners through condonation although they do not qualify to be in grade 12.

o Although educators asked learners to attend extra Saturday classes, learner attendance was low because learners preferred to attend funerals in order to get free meals.

o There was also a project for all office-based educators where each officer had to adopt a school in all respects, but there was no improvement in the NSC results. The process of adopting the schools involved the following: checking whether the time table meets the requirements of the NCS in terms of the Notional time; checking the subject packages according to the enrollment of a school: where there are 350 learners the school should have one subject package or stream; by mentoring the educators of the struggling subjects, especially the teachers who are not well versed in the content, by organizing mini workshops that are conducted by Subject Advisors; observe the implementation of

the school's turn around plans; initiating and negotiating twinning of best performing and poor performing schools and also monitoring the general progress in terms of management, especially when the cause of failure is seen to be influenced by poor management of the school.

1. 8.   OVERVIEW OF THE STUDY

Chapter 1 outlines the study with the focus, rationale and the questions that the study hopes to answer and the key terms used. There are two contexts that will be looked at, using Bersteinian concepts like recontextualisation on two fields, ORF and PRF.

Chapter 2 reviews literature and provides a theoretical framework for the study. The reasons why the curriculum changed in the FET band and the NCS workshops for educators are discussed. The researcher has focused on how the policy was interpreted by policy designers to the educators.

Chapter 3 presents the research methodology and the design. The various research instruments that were used to collect data: questionnaires, interviews, participant observation and document analysis are presented. There is a brief comparison of NCS documents in terms of the layout. Further analysis of the training is dealt with in chapter 4.

Chapter 4 focuses on interpretation of data using the grounded theory, analysis and the actual trend that was followed by the two provinces in terms of cascading their NCS training of educators from national to the district in a descriptive manner using interviews and field notes.

Chapter 5 discusses the findings of the research using a set of themes that emerged from the collected data. This chapter also concludes and suggests some recommendations to the policy designers and educational stakeholders whenever they want to effect change in the education system.

1. 9. CONCLUSION

This chapter has outlined the introduction of the study with the focus, rationale and the questions that the study hopes to answer and the key terms used. There are two contexts that will be looked at, using Bersteinian concepts like recontextualisation on two fields ORF and PRF. The next chapter focuses on the theoretical and conceptual framework.

CHAPTER 2: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2. 1. INTRODUCTION

As a researcher I will review the literature relating to recontextualisation of the NCS using Bernsteinian terms. I will also outline why the South African curriculum has to change for grades 10-12. This literature review will describe how the orientation process of the NCS unfolded from macro to meso- level. I will first discuss the theoretical framework of this study using Bernstein's internal and external language of description by applying his framework to what actually happened in the NCS workshops. This will mean that the emerging themes and data are interpreted using the bottom up approach. Grounded theory seems to be essential in a study such as this. Fullan and Hargreaves (1991) will assist the researcher on how the policy shifts from theory to practice.

2. 2. THEORETICAL FRAMEWORK

This study draws on the work of Basil Bernstein, an educational sociologist who provided the researcher with the techniques and tools to understand how an official policy discourse is converted into pedagogic discourse.

Bernstein (1999) states that the pedagogic discourse (PD) is a recontextualising principle. He also defines pedagogic discourse as the 'principle for the circulation and re-ordering of discourses'. PD takes a set of meanings to a certain context. According to Bernstein (1996, 1999) recontextualisation is an action of the relay of knowledge. He further states that the recontextualising principle selectively appropriates, relocates, refocuses and relates the discourses to constitute its own order. The recontextualising principle does not only select the 'what' but also the 'how' of the theory of instruction. The recontextualising function is the means for a specific discourse being created. Moore (2004) determines that the 'key process is recontextualisation, whereby knowledge produced at one site, that of knowledge production (mainly, but not exclusively, the university) is selectively transferred to sights of reproduction (mainly, but not exclusively, the school) distribution, recontextualisation and evaluation' (ibid).

This recontextualising principle has recontextualising fields with agents. Bernstein (1990), as cited by Ensor (2004, a), refers to the two sub-fields within the recontextualising field: official recontextualising field (ORF) and the pedagogic recontextualising field (PRF).

- o The official recontextualising field (ORF) is created and dominated by the state and its selected agents and ministries. ORF is composed of the national and or the provincial agents who resemble the state. Ensor (2004) reflects that the primary agents of the ORF are the state's (and in South Africa the provincial and national) Department of Education, which is responsible for areas of expertise such as curriculum design and choice of modes of assessment, and the associated inspectorates. Their priorities and practices reflect the principles of the legislature and civil service.

- o The pedagogic recontextualising field (PRF) consists of the pedagogies that are agents. Ensor (2004) reflects that 'PRF comprises of higher education departments of education, educational publishers, as well as NGO's and associated agencies'. In the context of this research, these pedagogies are considered to be the teachers who were trained on NCS by the provincial agents or facilitators or trainers. Teachers recontextualise the scientific knowledge to the learners. Teachers take the untaught or profane or sacred knowledge and simplify it to be scientific knowledge that is understood by learners. Bernstein (1995) states that PRF can have an effect on pedagogic discourse independently of the ORF. Ensor (2004) clarifies that 'in some cases, the PRF has relative autonomy, and becomes a sphere where agents can develop curricula, modes of teacher education and teaching, materials and forms of assessment with some degree of independence of the ORF. The relationship between the ORF and PRF varies across countries and within the same country'.

Ensor (2004, p.2) reflects that 'Bernstein provides us with insights into how dominant ideologies at the macro level translate into pedagogic discourse at the meso level and the pedagogic practice at the micro level'.

Parker (2004, p.7) highlights the fact that 'Bernstein's concepts of the pedagogic device

provide a way of describing the internal construction of any pedagogic communication of knowledge as three hierarchically arranged and interrelated set of rules that govern the pedagogic device'. This study will closely examine how the information (NCS) is transmitted, how the acquirers / participants respond and, lastly, how the acquirers evaluate the whole process. According to Bernstein (1990), as cited by Ensor (2004), that pedagogic device is the condition for the production, reproduction and transformation of culture. Furthermore, the pedagogic device should be defined as distributive, recontextualising and evaluative rules for specializing forms of consciousness.

These distributive, recontextualising and evaluative rules are understood as follows:

Distributive rules in this study refer to the initial planning which was done at the national and provincial level by the policy agents to transmit the NCS to the acquirers / recipients who have teachers teaching grades 10 and 11. The whole training programme was divided into two parts: generics and subject specifics. According to Bernstein (1996) the distributive rules intend to regulate the relationships between power, social groups, forms of consciousness and practice. Davey (2006) cites that in Bernsteinian terms the 'purpose of the device is to provide a symbolic ruler for consciousness and the intention is to transmit this 'power' to the various role-players in the social transformational process for the purposes of reproduction through every level in the hierarchy'. Ensor (2004) describes that the distributive rules regulate the relationship between power, social groups and cultural and social practice. They establish who gets access to different forms of knowledge. The distributive rules are decisive: they determine the distribution of knowledge and practices across the groups but also demarcate and legitimate recontextualising contexts and sites of pedagogic practice.

Recontextualising rules construct the 'what' and 'how' of pedagogic discourse. Bernstein (2000, p.116) further suggests that the process of recontextualising entails a principle of de-location which involves selective appropriation of a discourse from the field of production, and a principle of relocation of that discourse as a legitimate discourse within the recontextualising field. Bernstein (ibid) further suggests that in the process of de- and re-location, the original

discourse can undergo ideological transformation according to the play of the specialized interest in the recontextualising field. Ensor (2004) elaborates that these rules act as 'selectors upon the legitimate discourse as sanctioned by distributive rules, in order to produce a pedagogic discourse'. Bernstein (1995) clarifies that the recontextualising rules construct the 'what' discourse as the subject and the content of the pedagogic practice. The 'how' is the theory of instruction and, in this research, it is the manner of approach into how the training unfolded from national to provincial, from provincial to the districts and from districts to schools for teachers. The recontextualising rules are dominated by framing.

Evaluative rules construct the pedagogic practice, and the criteria to be transmitted and acquired (ibid, 2004). Ensor (2004) identifies that these rules determine 'what is to count as a legitimate text in pedagogic practice'. Apple (2002) comments that these principles specify the transmission of suitable contents under proper time and context and perform the significant function of monitoring the adequate realization of the pedagogic discourse. According to Bernstein (1996) evaluative rules constitute any pedagogic practice. Any specific pedagogic practice is there for one purpose: to transmit criteria. Pedagogic practice is in fact the level which produces a ruler of consciousness. At the most abstract level, pedagogic discourse specializes time, text and space and brings these to a special relationship with each other. Therefore, this discourse specializes meanings to time and space. This discourse may construct very fundamental category relations with implications for the deepest cultural level. According to Bernstein (1990) the distributive rules produce three main fields which are involved in the production of pedagogic discourse. The distributive rules are dominated by classification. Ramsarup (2006, p.11) further suggests that each of these fields have their own 'rules of access, privilege and special interest':

- The field of production (the intellectual field of the education system) where new knowledge discourses are generated. The key agents in this field are university academics, whose practices are in part at least dependent on research funding.
- The field of recontextualisation where discourses appropriated from the field of production are recontextualised, simplified and transformed into a new pedagogic discourse; and

- The field of reproduction of educational knowledge. The field of reproduction refers to the process in which 'new ideas are selectively created, modified, changed and where specialized discourses are developed, modified and changed'. Ramsarup (2006) cites Apple (2003), Parker (2004) in stating that this is the field where recontextualised discourses are transformed a second time for general consumption, where pedagogy and curriculum are actually enacted in schools.

2. 3. THE CASCADING LEVELS OF THE NCS TRAINING

As the information is transmitted from one level to the other during the orientation of the NCS, the absorption of the message varies. It depends on the number of cascading levels that are implemented in that particular province, as each province is autonomous in implementing its own training model. For example, if there are many levels the recipients at the end of the spiral will not receive or absorb the full intensity of the message. The first level of orientation was done by the national core training team (NCTT) to the provincial core training team (PCTT) of all the nine provinces and the information gathered was first hand from the policy designers and writers. The second level was PCTT to the district core training team (DCTT). The third level was DCTT to educators from schools. This model with three levels was applied in the EC whereas KZN used two levels: NCTT to the PCTT and from the PCTT to the teachers in schools who will in turn implemented the curriculum in the schools.

2. 4. ACTIVITIES THAT UNFOLDED IN THE WORKSHOPS

After each and every presentation done by transmitters / trainers in the NCS workshops, the acquirers/ participants (who were teachers, in this case) were given a task and were expected to apply what they had learnt. For example, participants were given a chance to internalize what had been taught with regard to planning and then had to apply what they had learnt by drawing three phases: the subject framework, the work schedule and the lesson plan. Then they had to present and acquirers / participants and transmitters / trainers / facilitators were expected to provide constructive critique. The facilitators had to do a wrap up that recognized the comments, positive criticism and additions which showed the understanding of the acquirers / participants.

Davey (2006, p.82) states that 'each segment of training sessions, (which never lasted more than an hour) was reproduced in the form of an activity which ensured that all participants interpreted in their own understanding of the message, thereby internalizing what was taught. Thus internalization was monitored by the rest of group, and any deviation was corrected instantly'

Ensor (2004, p.15) further explains that 'evaluative rules may be explicit, in which case the knowledge that is to be acquired and the manner in which the acquisition is to be demonstrated, is clearly signaled' or evaluative criteria may be implicit, in which case the 'transmitter shapes the production of the legitimate text more indirectly.' Evaluative rules use both classification and framing.

Bernstein's distinction (1990), as cited by Moore (2004), is between the message (that is relayed) and the grammar of the pedagogic device (the relay) that makes the message possible by drawing into a specialized relationship knowledge and people, time and space, context and performance according to the rules of distribution, recontextualization, and evaluation. These rules are hierarchically arranged, with each deriving its own sphere of possibility from the rule that is superordinate.

Glaser (1978) stated that grounded theory is divided into two categories: the general and the specific nature. In the general nature the grounded theory offers a rigorous, orderly guide to theory development that at each stage is closely integrated with a method of social research, while in the specific nature the grounded theory method, though uniquely suited to field work and qualitative data, can be easily used as a general method of analysis with any form of data collection: survey, experiment and case study. Grounded theory can be defined as follows:-
- o Grounded theory relates abstract concepts to propose a theory as an explanation of the phenomenon by noting similarities and the differences (Glaser 1978).
- o Grounded theory (GT) seems to be almost the only approach which can meet the desire of those who look for a concrete and applicable methodology of qualitative analysis, as defined by Kelley (2004).

- o Grounded theory is based on the systematic generating of theory from data that is systematically obtained from social research (Morse 2009)

- o Grounded theory is an approach for looking systematically at (mostly) qualitative data (like transcripts of interviews or protocols of observations) aiming at the generating of theory (Strauss 1987).

According to the interview which was conducted by Legewie/Schervier-Legewie (2004, p.7) with Strauss before his death in 1994, when he pointed out that there are three basic elements of every GT approach which are as follows:

- o Theoretical sensitive coding which involves generating theoretical strong concepts from the data to explain the phenomenon that is being researched

- o Theoretical sampling which is the process of deciding who to interview or what to observe

- o The need to compare between phenomena and contexts to make the theory strong

Another theory which is essential for this study is hierarchical theory. According to Hugo (2004, p.105) hierarchy is basic to our very functioning. The word hierarchy means 'sacred order' or 'rule' and the most basic identifying criterion for hierarchy is its asymmetrical nature. For example, a learner increasing the complexity of her learning as she moves upwards through the grades is asymmetrical.

Hugo (2005) reflects that 'hierarchies appear wherever we look within the education system. The way education is structured is hierarchical in nature.' The whole grading system from pre-primary to PhD, the way classrooms are included in schools that are included in districts that are in the provinces that are in the countries that are in the continents that are in the world; the way subjects are structured from their most basic levels to their more profound formulations.' The most common way of using hierarchy within the education system is to describe the relationships between teachers and learners (transmitters and acquirers). This fact links directly with this study as it tracks how the orientation of the NCS takes place in terms of framing, classification realization and the recognition rules. It examines how the

message was conveyed, how the acquirers responded and also looked into their relationship between and amongst them using a Bernsteinian lens.

Hugo (200 4, p.120) highlights that there are two basic kinds of hierarchies within the education system:

- Nested hierarchy which has further two sub-divisions:- extensional and intensional
- Non-nested hierarchy

A nested hierarchy includes its simpler parts within itself as it moves up the levels, using them as the building blocks for a higher formation whereas non-nested works with vertical levels that do not include the lower levels within it but have some claim over them. An example of a nested hierarchy is a classroom which is part of the school, school in a district, district in a province, province in a country and country in the world. The non-nested is the vice versa of the nested.

 A nested hierarchy has two basic forms which are as follows:

- Extensional or scalar
- Intensional

Extensional nested hierarchies work with ever enlarging contexts, the way classrooms are included within the schools that are include in the districts that are included in the provinces whilst intensional hierarchies work with increasing levels or ranges formalization, shifting from simple to complex, general to abstract. Graven (2002, p.23) argues that the 'education system during the apartheid consisted of the racially discriminated departments of Education. Thus all government-funded schools were racially segregated. Schools were hierarchical institutions with a culture of top down decision making and passive acceptance of instructions by teachers.'

Hugo (2005, p.5) articulates clearly that 'these basic types of hierarchy begin to assist with a proper understanding of how education is hierarchically structured in very different ways and begin to give us a picture on how pedagogic device functions. How an education model such as 'outcomes based education' is a design down curriculum (NCS, 2003) which translates downwards from abstract formulation to concrete realization is ultimately tied up in hierarchical analysis. How a government department structures its training programmes to ensure that

national policy is realized within local areas is another form of hierarchical analysis. How a teacher prepares lessons to achieve outcomes is yet another.

> 'There are, then, strong inbuilt controls on the institutionalizing of new knowledge forms, on the changing of strength of classification, on the production of new knowledge which derives from both 'sacred' and 'profane' sources. These terms could also be used as 'extensional'or 'scalar' and intensional'.According to Hugo (2004, p.120) 'There are two basic kinds of hierarchies scalar and intensional. The first works with increasing levels of scale (from classroom to school to district to Province to country) the second with increasing levels of complexity (from the profane to the sacred) where there are greater levels of abstraction, structuration and organization as one moves up the hierarchy.

2. 5. CLASSIFICATION AND FRAMING

Ensor (2001) draws on the work of Bernstein, who provides a conceptual framework for discussing curriculum. Bernstein (1996) describes the organization of curriculum and shaping of the academic identities by means of two categories, classification and framing. Moore (2004) argues that Classification(C) and Framing (F) complement each other. Bernstein (1996), as cited by Chamane (2006, p.13), states that 'the value of classification and framing can be indicated by the pedagogic codes' namely: + representing strong value or **-** representing weak value. Classification and framing have an internal and external value. A lower case 'i' means internal to the unit of analysis and a lower case 'e' means an external value to the unit of analysis with E represented as an 'elaborated orientation' which is represented in the following formula:

$$\frac{E}{+C \text{ i.e. } / +F \text{ i.e.}}$$

The key difference between + strong and – weak has nothing to do with the presence and absence, or number or flexibility of rules regulating a teaching situation. It has to do with the degree to which the rules are explicit or implicit from the point of view of the acquirer/learner. For the purposes of this study, the student is an acquirer/teacher or participant who has attended a workshop on NCS for grades 10 and 11.

Classification and framing can vary independently. According to Moore (2004), strong classification (C+) and framing (F+) can be represented by a 'traditional' curriculum and pedagogy, with well-defined subjects and the acquirer/ learner having little control over selection, organization, pacing and timing of the knowledge. Where both principles are weak (C-) / (F-), there is low insulation between subject categories and acquirers/learners who have a higher degree of control over the pacing of acquisition.

Moore (2004) cites Bernstein (1982, 1996, 1999, and 2000) who refers to Classification as the relationship between contents or contexts and the degree of boundary maintenance or insulation between them. Classification has to do with the power and boundary strength between the subjects, whereas framing explores how boundaries are negotiated.

Classification does not refer to what is contained within a curriculum, but the strength of insulation between its components. It therefore means that classification is concerned with the structuring of educational knowledge and,   related to this, the division of academic labour and strength of academic identities.

Ensor (1998) comments that there are two ideal typical modes of curriculum construction. The first is a collection type where the contents stand in a close relation to each other so the boundaries are clearly bounded and insulated from each other. The second is an integrated type where classificatory boundaries are weak and where the contents stand in an open relation to each other. Strong classification is characteristic of the collection type where knowledge of Mathematics is seen as quite distinct from everyday knowledge and it is also linked with the restricted code which is content bound in terms of language usage (in this case it is Mathematical terminology). Mathematics maintains its uniqueness. Classification is weakened when the subjects are closely related to each other. For example, Religious Studies and History are closely related as they both speak of the past, present and the future and these subjects link with everyday knowledge.

 Moore (2004) et al cite Bernstein (1996; 1999; 2000) who makes two distinctions: (a) between vertical and horizontal discourses and (b) between vertical and horizontal knowledge structures.

'The distinction between discourses has to do with that between 'common-sense' knowledge that is local, context dependent, specific and tacit (essentially, that which operates with a restricted code) and vertical course that takes the form of a coherent, explicit and systematically principled structure, hierarchically organized as in the sciences, or it takes the form of a series of specialized languages with specialized modes of interrogation and specialized criteria for the production and circulation of texts as in the social sciences and humanities'(ibid.157).

Bernstein (1996, 1999; 2000), Moore (2004) and Muller (2004) define the horizontal discourse in numerous ways but it can generally be understood as everyday or commonsense knowledge. The transmitters usually made examples from National Report 550 and compared it with NCS.

Ensor and Hoadley (2004) state that these three classification codes (C++, C+ and C-) apply to inter-disciplinary, inter-discursive and intra-discursive classifications that have to do with the relations between discourses as well as the relation between spaces in terms of the teacher (transmitter/trainer) and the learner (acquirer/participants who are teachers) . Morais (2004) refers to the scale of framing and classification in four degrees (C++, C+, C-, C--; F++, F+, F-, F--) that are relative in terms of strength or weakness.

In terms of relations between discourses: -
- Inter-disciplinary (the strength of boundary between Mathematics and other subjects.) The subject has no link with other subjects meaning that the tasks set for participants never relate to knowledge from other subject areas.
- Inter-discursive (the strength of boundary in the tasks that are set for learners between Mathematics school knowledge and everyday knowledge). The everyday knowledge or the community code is being used in the subject to clarify some issues in the subject, in terms of using concrete examples and by using code-switching.
- Intra-discursive (the strength of boundary between different topics within Mathematics). There is a link between topics within the subject as the teacher; facilitator or trainer in this context refers learners or participants to the previously learnt topics in the same subject.

In terms of relations between spaces:

- Teacher-learner (the strength of demarcation between spaces used by teachers and learners): if the classification is strong it will mean that the transmitters/trainers do not move around the groups. They sit in one place at the table in front of the class and the acquirers/participants do not go to the front. They stand at their own table even when doing a presentation.

In terms of relations between agents:

- Teacher-learner (the strength of demarcation of pedagogic identities): this is either high or low and if it is high the transmitter predominantly presents the problem with explanation using many examples.

CLASSIFICATION

Classification	Relations between discourses	Inter-disciplinary (strength of boundary between Life Sciences and other subject areas)
		Inter-discursive (strength of boundary between school Life Sciences and everyday knowledge)
		Intra-disciplinary (strength of boundary between topics within Life Sciences)
	Relations between spaces	Teacher-learner (strength of demarcation Between spaces used by teachers and learners

Figure 1: Conceptual categories for characterizing pedagogy - classification (Adapted from Ensor and Hoadley, 2004)

Ensor (2001) draws on the work of Basil Bernstein, who provides a conceptual framework for discussing curriculum. Bernstein describes the organization of curriculum and the shaping of academic identities by means of two categories, classification and framing, as discussed in details above.

According to Moore (2004), who cites Bernstein (1982, 1996), classification and framing complement each other. Classification is concerned with boundaries and power whereas framing explores how the boundaries are negotiated and focuses on control. Bernstein (1996, p.27) defines framing as the 'controls on communication in local interactional pedagogic relations between parents/children, teacher/pupil or social worker /client'. Bernstein explains that framing regulates relations within a context; it refers to relations between transmitters and acquirers. Framing is about how meanings are put together and also 'who controls what', the forms which are to be made public and the nature of social relationships that go with it. Framing is associated with control in the discursive rules of the pedagogic practice with the following terms:

- o Selection of communication: the extent to which the teacher (transmitter/facilitator/trainer) and learner (acquirer/participant/recipient) have control over the selection of instructional knowledge
- o Sequencing or organization (what is to be taught first): the extent to which the teacher (facilitator/ trainer) and the learner have control over the sequencing of instructional knowledge
- o Pacing (speed in terms of the time how fast or slow): the extent to which the learner and teacher have control over pacing of instructional knowledge
- o Evaluation criteria (control over the social base which makes the transmission possible): the extent to which the learner and the teacher have control over the evaluative rules of the instructional knowledge pertaining to the meaning of concepts, principles and their appropriate realization
- o Pedagogy (how one teaches): the method of instruction

Framing is also concerned with hierarchical rules on the following:

- ▪ Teacher-Learner: the extent to which the acquirer or learner has control over the order, character and manner of the conduct of learners in the relation between transmitter and acquirer
- ▪ Learner-Learner: the extent to which the transmitter and the acquirer have control over the order, character and manner of the conduct of learners in the relation between one another

Framing is either strong (+) or weak (-). Bernstein (1996) argues that where framing is strong (+) the transmitter (facilitator or trainer or Subject Advisor) of the knowledge has explicit control over selection, sequence, pacing, criteria and the social base. When framing is weak (-), the acquirer has more control over communication and its social base. Weak framing allows acquirers or participants in a workshop to discuss issues which link with the outcomes based approach of learner-centeredness, whereas strong framing links with the traditional approach of teacher-centeredness where learners or acquirers/recipients are taken as empty vessels and the transmitter/teacher or the trainer has to tell the acquirers.

FRAMING

Framing	Discursive rules	Extent to which teacher controls selection of content
		Extent to which teacher controls sequencing of content
		Extent to which teacher controls pacing of content
		Extent to which teacher makes explicit the rules of evaluation of learners' performance
	Hierarchical rules	Extent to which teacher makes formal or informal the social relations between teacher and learners
		Extent to which the teacher controls interactions between learners

Figure 2: Conceptual categories for characterizing pedagogy - framing (As *adapted from Ensor and Hoadley, 2004)*

Bernstein (1996, p.28) states that there are two systems of rules as regulated by framing:

- Regulative discourse (rules of the social order)
- Instructional discourse (rules of the discursive order)

Regulative discourse is the rules of the social order which control the hierarchical relations between transmitters and acquirers within the classroom situation. When framing of the social order is strong, the transmitter of knowledge labels the acquirer as 'attentive' or 'disruptive' and when framing is weak the transmitter cannot label the acquirer as he/she facilitates the learning process and varies his/her methods so that the acquirer can be on the same level as the others.

Bernstein (2000, p.13) indicates that the second rule of the discursive order refers to the selection, sequence, pacing and criteria of knowledge with the following formula:

Framing =   Instructional discourse   ID
                    Regulative discourse   RD

The instructional discourse is always embedded in the regulative discourse and the regulative discourse is the dominant discourse. Framing can vary between the two rules: -discursive and social order rules. Strong (+) framing is evident when the above discourses are explicit and framing is weak (-) when the discourses are implicit to the acquirer and the pedagogic practice is invisible and vice versa. Figures 3 and 4 show the characteristics of this modality of mixed pedagogic practice, in both instructional and regulative dimensions, when the scale of framing and classifications is referred to four degrees (C++,C+,C-,C--;F++,F+, F-,F--).

RELATIONS BETWEEN SUBJECTS TEACHER-STUDENT (CiFi)				RELATIONS BETWEEN DISCOURSES (Cie Fie)			
CONTROL RELATIONS (Fi) POWER RELATIONS (Ci)		Discursive rules SIP			INTRA-DISCIPLINARY KNOWLEDGE (Ci)	INTER DISCIPLINARY KNOWLEDGE (CiFi)	ACADEMIC/ NON-ACADEMIC KNOWLEDGE (CeFe)
	Selection	Sequence	Pacing	Evaluation Criteria			
							C+ F--
C+	F+	F+	F--	F++	C--	C+F-	

Figure 3: Characteristics of a mixed pedagogic practice: Instructional context (Adapt. From Morais, Neves & Afonso, 2004

RELATIONS BETWEEN SUBJECTS	RELATIONS BETWEEN SPACES (Ci)

TEACHER –STUDENT		STUDENT-STUDENT			
POWER RELATIONS rules (Ci)	CONTROL RELATIONS (Fi) Hierarchical rules	POWER RELATIONS (Ci)	CONTROL RELATIONS (Fi) Hierarchical rules	TEACHER-STUDENT SPACE DISCIP (CiFi)	STUDENT-STUDENT SPACE
C+	F--	C--	F--	C-	C--

Figure 4- Characteristics of a mixed pedagogic practice: Regulative context (Adapt. From Morais, Neves & Afonso, 2004)

Realization and recognition rules are two terms that link with both classification and framing. Bernstein (1996, p.17) states that 'recognition rules are related to classification whereas realization rules are related to framing.' Recognition rules mean that one is able to identify the boundaries between contexts (in this study this is the terminology of the NCS). Realization rules mean that one is able to apply and implement what one has recognized. For example, acquirers/teachers will be able to understand and use policy documents with the NCS terminology to prepare lessons that will later be implemented in a classroom situation on a daily basis. This implies that the acquirer is able to create a legitimate text - a 'text' refers to anything that can be evaluated.

Morais (2004, p.5) reflects that teachers' performances are evaluated in terms of the following rules:

(a) *Recognition rules* which allow the recognition of the specificity of the context of that pedagogic practice, in its multiple aspects, distinguishing it from other contexts of pedagogic practice;

(b) *Passive realization rules* which allow the selection of meanings/ justifications appropriate to that context of pedagogic practice;

(c) *Active realization rules* which allow the production of the text required, implementing in the classroom a pedagogic practice with intended characteristics.

Morais, Neves, Davies and Daniels et al (2001) cite Bernstein (1990) that 'text production in a given context depends on the specific coding orientation to that context.' This means that subjects must have both the recognition rules -that is, be able to recognize the context - and the realization rules - that is, be able to produce a text adequate to that context.

The figure below, which has been adapted from Morais et al (2004), shows the interaction between recognition and realization rules during the pedagogic process:

What is it that teachers think they do?

Recognition

How do teachers think they do it and what are the reasons they give?

Passive realization

Relations between subjects

Characteristics of the pedagogic practice

Relations between subjects

What is it that teachers actually do?

Active realization
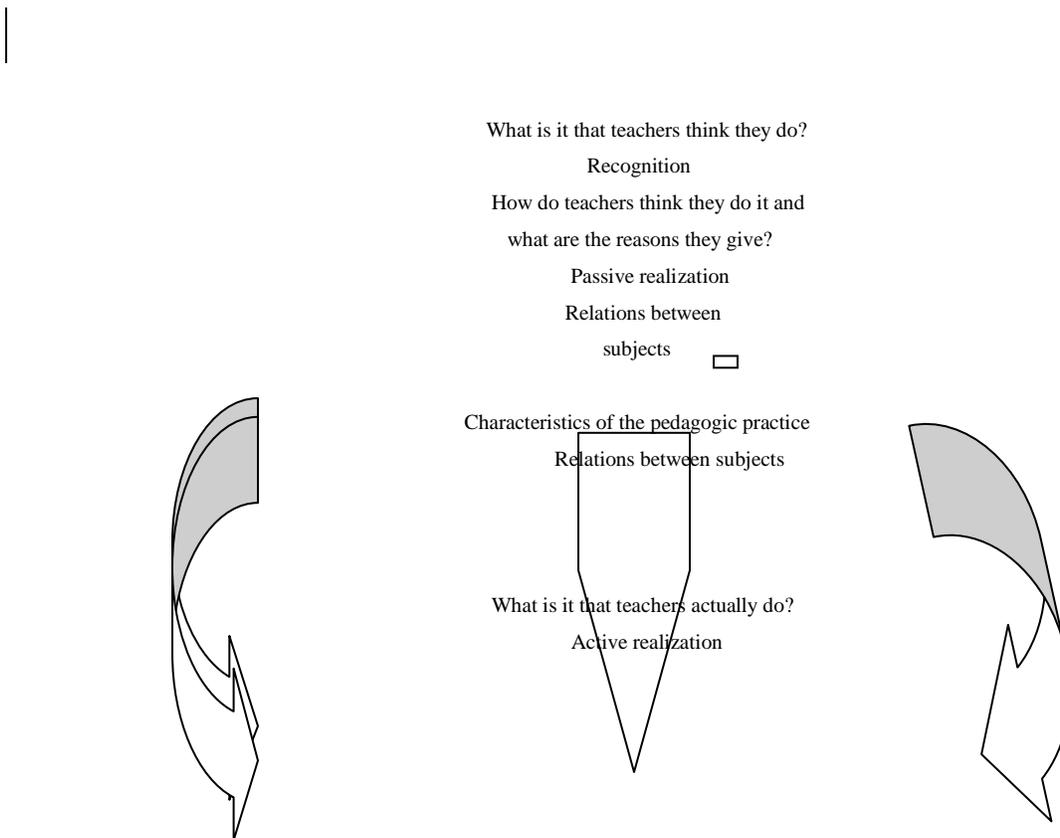
Figure5: -Teacher pedagogic practice - specific coding orientation

2. **6. WHY THE SOUTH AFRICAN CURRICULUM HAD TO CHANGE FOR GRADES 10-12.**

Teaching in schools primarily involved the delivery of a top-down prescribed curriculum that was subject to inspection. Teaching was dominated by teacher-centered 'chalk and talk' methods and assessment was always synonymous with tests and examinations.

There was a need for the education system to change in accordance with political change. The political elites had made many promises when canvassing for votes in 1994 and the South African community therefore expected change once the democratic government came into power. This obviously had to be in line with the new Constitution.

The Preamble and the aims of the Constitution state the following: -

- Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights
- Improve the quality of all citizens and free the potential of each person
- Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law
- Build a united and democratic South Africa able to take its rightful place as a Sovereign state in the family of the nations (South African Constitution 1994)

There are ten core values which are derived from the Constitution that are embedded in the NCS and the Manifesto on Values, Education and Democracy (2000-2001)
They are: -

  i.   Democracy
  ii. Social justice and equity
  iii. Equality
  iv. Non-racism and non-sexism
  v.   Ubuntu (human dignity)

vi. An open society

vii. Accountability (responsibility)

viii. The rule of law

ix. Respect

x. Reconciliation

The redress of the inequalities of the past should undoubtedly be of great concern. The declaration of the new curriculum for the FET band as policy provides a framework with principles that promote equity, access and human rights. NCS therefore is a Curriculum for all underpinned by the following principles:

- o Social transformation
- o Outcomes-based education
- o High knowledge, high skills
- o Integration and applied competence
- o Progression
- o Valuing indigenous knowledge
- o Articulation and portability
- o Human rights, inclusivity, and environmental and social justice; and
- o Credibility, quality and efficiency.

Graven (2002) believes that a distinguishing feature of curriculum change in South Africa is its upfront political agenda. Curriculum is seen as a vehicle for restructuring South African society along the democratic principles. The kind of the learner that is envisaged is one who will be imbued with the values and act in the interest of the society based on respect for democracy, equality, human dignity and social justice as promoted in the Constitution (NCS Grades 10-12 General –NDoE 2003).

Another principle reason behind curriculum change in South Africa was so to equip the learner with skills, knowledge, values and attitudes that would help them to fit globally. As Harley and Parker (2003) point out, globalization generates a demand for citizens who are economically competitive, multi-skilled, flexible and performative. Muller (2004, p.8) adds to this with his

observation that 'absent from South African considerations at the time was an understanding of why the traditional model was giving way in the developed economies'. As he states, global changes meant that there was a greater demand for higher education and associated with this was a growth in private higher education, international competition for students, international research collaborations and the increased cost of what was becoming the 'business of higher education'. According to Marginsons (1999, p.19) 'globalization is irreversibly changing the politics of the nation-state and its original sectors, domestic classes and nationally defined interest groups. It is creating new potentials and limits in the politics of education are complex'.

While globalization provided external pressure for change, there was also a need for change arising within the FET system. Maharaj (2006) elaborates on how there was a poor quality of provision in certain schools. Learners who completed their Senior Certificate found it difficult to find jobs. It is obvious that learners needed to be developed for the labour market, but this was not happening.

Changes had already been implemented in the General Education and Training band (GET) from Grades R-9. The Revised National Curriculum Statement was being implemented and there was a need for continuity in Grades 10 -12.

The new curriculum emphasized the need to make a 'paradigm shift' from traditional teaching to Outcomes Based Education (OBE). The shift required a change from delivering the 'content' to facilitating the development of skills, knowledge and values in learners, as justified by Fleisch (2002, p.117-118).

The Department of Education has therefore embarked on what Chisholm (2003, p.357)) refers to as a 'multi-faceted, comprehensive process which encompasses a fundamental reconceptualisation of the nature of learning and teaching through the adoption of an outcomes-based system in line with the National Qualifications Framework (NQF)'. Muller (2003, p.6) confirms that assessment has changed in the Further Education and Training Certificate (FETC) in that marks which can be aggregated (norm-referenced assessments) are no longer awarded. These have been replaced by the relevant assessment standards (criterion referenced attainment

standards). Ensor (2004) articulates that, according to the plan, the FETC was supposed to be a unit standards-based qualification allowing for credit accumulation and transfer with a proviso that a certain number of compulsory credits were to be obtained through the study of language, Mathematical Literacy and Life Orientation with further credits being made up from core subjects and electives. The recontextualising that is evident in the syllabi of the two reforms leads to reflection on what should be done when syllabi are changed.

Hargreaves (2005) refers to many reasons why educational change is so difficult. These are listed as follows:

- The reason for the change is poorly conceptualized or not clearly demonstrated. It is not clear who will benefit and how. What change will achieve for the students in particular is not spelled out.
- The change is too broad and ambitious so teachers have to work on too many fronts, or it is too limited and specific so little real change occurs at all.
- The change is too fast for people to cope with or too slow so they become impatient or bored or move to something else.
- The change is poorly resourced or resources are withdrawn once the first flush is over. There is not enough money for materials or time for teachers to plan. The change is built on the backs of the educators, who cannot bear it for long without additional support.
- There is no long term commitment to the change to carry people through the anxiety, frustration and despair of early experimentation and unavoidable setbacks.

Hargreaves (1998, p.284), like Handy (1994, p.298), shares his observations that 'the educational change is not just a technical process of managerial efficiency, or a cultural one of understanding and involvement. It is political and paradoxical… [It] can no longer be achieved in a step by step linear process'. School improvement processes are not implemented smoothly over a predetermined period of time so schools cannot simply concentrate on a single objective while the rest of the school environment stands still. Fullan (1998, p.289) comments that there is evidence that administrators within the educational system who are responsible for initiating and implementing change have limited understanding of the forces bearing down on their schools and do not really know how to respond. Fullan (1991, p.3) points out that schools today work in

contexts of multiple rather than singular innovation, having to manage, coordinate and integrate numerous changes (some self initiated, some externally exposed) all at once.

It was announced on SABC 19H00 news on the 8th of November 2004 that Thami Mseleku, the Director-General in the NDoE at that time, visited the Northern Province with the aim of popularizing the NCS to the teachers teaching in the FET band in order to get their views about the new Curriculum to be implemented in 2006. He promised to take teachers' voices into consideration in the national strategy. Teachers had concerns about the competence and the training of teachers for the compulsory subjects: Mathematical Literacy and Life Orientation. He promised that teachers would be empowered through training before implementation in 2006.

2. 7. CONCLUSION

Bertram (2008, p.25) cites Moore (2004) who comments on 'Bernstein's (2000, p.132) methods in distinguishing between two qualitatively different languages in theory and research. He clarifies that on the one hand, there is the language of a theory itself - a language *internal* to it- and, on the other hand, the language that describes those things outside the theory within the field it investigates, an *external* language of description.' This chapter has covered this internal and external language of description and provided a review of the literature that informs this research. It has also outlined the reasons why the curriculum changed in the FET band and focused on how the policy was interpreted by policy designers to the implementers/acquirers.

The next chapter will focus on research design and methodology.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter outlines the research design and the methods as well as the procedures used to collect data. The process of data techniques and document analysis are also discussed. The research procedure, context, ethics, validity and trustworthiness as well as challenges that were encountered are described. The advantages and disadvantages of data collection instruments such as interviews are explained.

The aim of the study is to investigate how the knowledge is re-contextualized in the official recontextualisation field from macro (province) to meso (district) level as well as how the policy designers interpret the NCS policy.

3.2 INTERPRETIVE PARADIGM AND QUALITATIVE APPROACHES

This study is guided by the interpretive paradigm as well as qualitative and quantitative approaches. According to Gall et al (1999, p.14), interpretivists believe that 'aspects of social reality have no existence apart from the meanings that individuals construct in them'. Rubin and Rubin (1995, p.30) state that 'interpretive researchers try to elicit interviewees' views of their worlds, their worlds, their work, and the events they have experienced or observed'. The researcher used grounded theory in order to analyze the findings.

This study aimed to discover the actual roles that the policy designers played in policy interpretation and to understand how pedagogic discourse is created. Stevenson (2004, p.43) defines interpretive studies as those that 'enable in-depth information to be revealed about a specific context as well as the intentions and processes surrounding the implementation of an innovative policy change' and he also cautions interpretive researchers to use their own discretion in deciding what parts of the particular stories, personal experiences and understandings will be used to shape the study.

Symbolic interactionism, which had its origins with Mead (1934), is also important for this study. Cohen and Manion (1989) argue that a researcher observes the characteristics of an individual unit, for example a child, a clique, a class, a school or a community. Blumer (1990) suggests that human experience is mediated by interpretation and that symbolic interactionism rests on three premises:

1. People act towards things or fellow humans in their surroundings on the basis of the meanings that these things have for them
2. these meanings come from communicating or interacting with people
3. these meanings are managed through an interpretive process

Best et al (1993) state that it is unwise to draw a hard-and-fast distinction between qualitative and quantitative studies as the difference is not absolute, but one important difference that can be observed between them relates to how reality is perceived. Lincoln and Guba 1994 state that the qualitative approach, sometimes referred to as a naturalistic approach, perceives realities as multiple, constructed, and holistic. Lincoln and Guba (1994) are further supported by Cohen et al (2000, p.22) who note that 'situations are fluid and changing rather than fixed and events are richly affected by context. There are multiple interpretations of events and situations; and reality is multi-layered and complex'.

In this study the researcher partly used a qualitative approach in that the researcher acted as an interpreter and entered the defining process through methods such as participant observation (Bogdan and Biklen 2003). Nunan (1992, p.4) describes a qualitative research approach as 'descriptive and inductive;' one that allows and follows a rich detailed observation of a few cases and allows the researcher to build up an understanding of the phenomena as they emerge in specific contexts.

Data collection, in the form of interviews which consisted of open-ended questions and closed questionnaires asking for the biographical and demographic details of the subjects, was both qualitative and quantitative.

The qualitative and interpretive elements of this research combine with a more deductive approach when a set instrument is used for analysis of classification and framing relationships.

3.3 CONTEXT – RESEARCH SETTING

The research was conducted in four different fields: in the EC and in the KZN FET office (ORF) with one member from curriculum management and another member from curriculum development; in the uMzimkulu District with Subject Advisors (PRF) who orientated educators during two different workshops; and, finally, with educators from DRC and Mabandla Secondary Schools who were trained by both provinces (in 2005 by the EC and in 2006 by KZN). Research was done using these two provinces because the researcher worked as an FET DCES at uMzimkulu District before its amalgamation into KZN on the 1st of March 2006. This role involved coordinating all curricular activities before and after that date. NCS workshops were run by both provinces for grade 10 educators. Further explanation is contained in Appendix C1 with the field notes.

3. 4. RESEARCH QUESTIONS

The study attempts to gather and analyse data concerning the following two main questions:
1. How is the knowledge re-contextualized in the official recontextualisation field from macro-level (province) to the meso-level (district)?
2. How do policy designers interpret the NCS policy?

This can be further broken down into interview questions (see Appendix A1 to A4) for:
- Policy Designers
- Subject Advisors
- Educators

3. 5. METHODS OF DATA COLLECTION TECHNIQUES AND PROCEDURES

The researcher used four methods of data collection: face-to-face individual interviews (recorded on audio tapes), questionnaires which captured the biographical details of the interviewees, document analysis of the training manuals which were used for training by both provinces (EC and KZN) and thus made it possible for comparison and, lastly, the researcher used participant observation. The various sources that the researcher used for data collection were essential for triangulation which elicited the trustworthiness of the study. The researcher took about 18 months to collect data. The researcher has adapted the table from Bertram (2006) which is concerned with curriculum documents and semi-structured interviews of the EC and KZN provincial officials (ORF) and the provincial and/or district teacher orientation workshops (PRF).

Data collection strategy	Research participants	Data collection instrument	Information sought	Data recording method
Official Recontextualising Field(ORF)				
Semi-structured interview	Members of curriculum working group	Interview schedule	Process of curriculum development and orientation process	Audio-recording
Curriculum document analysis	Curriculum document	Not applicable	Classification and framing relationships	Not applicable
Pedagogic Recontextualising Field (PRF) provincial and district teacher training workshops				
Semi-structured interview	Teachers attending FET workshops run by both EC(DCTT) and KZN(PCTT)	Interview schedule	Perception of training	Audio Recording

Semi-structured interview	Subject advisors attending FET workshops run by both EC and KZN(PCTT) members	Interview schedule	Perception of training	Audio recording
Participant observation	Facilitators and teachers attending provincial/district workshop in English and Life Orientation	Field notes	Process of training	Field notes
Survey	Members of the provincial working group, Subject Advisors and teachers	Questionnaires	Biography	Participants recording

Figure 6: Data Collection Techniques and Procedures

3.5.1. INTERVIEWS

For the purposes of this study, the researcher conducted semi-structured individual interviews which were characterized by closed to open-ended questions with the following people: two provincial policy interpreters from both EC in Zwelitsha and KZN in Durban, two Subject Advisors for Languages and Life Orientation as well as with two educators from different schools in the uMzimkulu Circuit, which is in the Sisonke District. Freebody's (2003, p.133) observation that 'semi-structured interviews begin with a predetermined set of questions, but allow some 'latitude in the breath of relevance,' informed the style of interviewing here. The researcher designed a set of four interview schedules for provincial officials, Subject Advisors and teachers. Cohen and Manion (2004, p.146) state that open-ended questions 'provide more opportunity to the respondents to explain freely what they mean' and in this research if the interviewee did not come to the expected answer probing questions were used for clarification. Greenbaum (2000, p.140) supports the view of open ended questions with the following examples of probing questions:

- 'Tell me more about your thoughts'

- 'I don't understand what you are saying'

According to Robson (1997) there are also disadvantages to this type of interviewing:
  - The information generated is difficult to process
  - Participants may omit important points or emphasize unimportant ones

The interviews were conducted on a one-to-one basis. All the interviews lasted between 45 and 60 minutes. The responses were recorded using a tape recorder and later transcribed. All collected data was kept confidential.

The researcher made appointments with the interviewees in advance and gave them the interview schedule before the actual date of the interview, so that the respondents could read questions and prepare their responses. It was hoped that this would stimulate their thinking.

The researcher travelled to the participants' workplaces for the interviews. The researcher informed the interviewees that their responses would be recorded on an audiotape and also gave them their consent letters (Appendix B2), the request for permission (Appendix B3), as well as the declaration form with the approval by the department (Appendix B4) which spelled out the fact that if the interviewee felt that she or he was no longer interested, she or he could withdraw at any time as the exercise is voluntary. The researcher also addressed the issue of confidentiality by assuring the participants that the data would be used for research purposes only. The interviewees also filled in the questionnaires with biographical details (Appendix A5). During the course of the interview the researcher simultaneously recorded and took notes. The interviews were conducted in a relaxed atmosphere in the participants' offices.

The researcher conducted interviews with the two EC officials in January 2006 and with the two KZN officials in June 2007 and from August 2007 to February 2008. The researcher interviewed the two Subject Advisors for English and Life Orientation in uMzimkhulu and lastly the two educators from DRC and Mabandla Secondary Schools.

3. 5. 1. 1. EC PROVINCIAL OFFICIALS' INTERVIEWS (APPENDIX A1)

The researcher conducted the semi-structured interviews with two members in January 2006. One participant, who was part of curriculum development and management, dealt with policy redesigning processes and was also involved in the training of the PCTT and DCTT members on generics, advocacy and NCS management. He had information about all the activities concerning the broad plans of the NCS implementation. The other member was working in the professional development and support sub-directorate. He was responsible for the training of the DCTT members on phase one (generics) and phase two (subject specifics). Both participants were working in the FET directorate.

3. 5. 1. 2. KZN PROVINCIAL OFFICIALS' INTERVIEWS (APPENDIX A2)

The researcher conducted the semi-structured interviews with two members in August 2007. One official was the coordinator of Languages and the other official was the coordinator of Mathematics and Sciences learning fields in the FET directorate. These officials both dealt with policy re-designing processes and were also involved in the training of the PCTT members on generics and subject specifics. They had information on all the activities concerning the broad plans of the NCS implementation. They did not use a cascading of information as they had only one level whereby PCTT trained the educators. They explained their position that too many levels 'spoil the broth' citing Curriculum 2005's failure due to many cascading levels. Chisholm (2004, p.200) confirms that the 'quality of training [for Curriculum 2005] was uneven. The cascade model itself was problematic since many teachers trained at the top of the cascade were not sufficiently equipped to replicate the training within their districts and schools'. They were responsible for the training of the educators for both phase one (generics) and phase two (subject specifics). Both subjects were working in the FET directorate.

3. 5. 2. DOCUMENT ANALYSIS

The researcher analyzed curriculum documents such as the training manuals for generics and subject specifics that were used by EC and KZN to train the grade 10 educators. The researcher had access to these documents as a result of working in the district office. The documents that

the researcher analyzed were all what Irwin (2001), amongst others, terms 'primary sources of information'. The researcher also compared the NCS subject statements for Life Orientation and Mathematics grade 10-12, the training programmes for generics and how the common activities were interpreted to educators by both provinces. The researcher analyzed the documents using Bernstein's language of description in terms of classification and framing as well as recognition and realization rules based on context, control and content (intentional hierarchy) as discussed by Hugo (2005).

The researcher tabulated similarities and differences in the NCS policy documents. The following table is simply an example as the actual analysis will happen in the next chapter.

CHAPTERS	LIFE ORIENTATION	MATHEMATICS
One Introducing the National Curriculum Statements	• Principles • The kind of learner that is envisaged • The kind of teacher that is envisaged • Structure and design features • Learning programme guidelines	• Principles • The kind of learner that is envisaged • The kind of teacher that is envisaged • Structure and design features • Learning Programme guidelines
Two	• Definition • Purpose • Scope • Educational Career Links • Learning Outcomes: - - Personal well-being - Citizenship Education - Recreation and Physical well- being -. Career and Career Choices	• Definition • Purpose • Scope • Educational Career Links • Learning Outcomes: - - Number and Number Relationships - Functions and Algebra - Space, Shape and Measurement - Data Handling and Probability
Three	• Learning outcomes, • Assessment standards, • Content and contexts for the attainment of assessment standards	• Learning outcomes, • Assessment standards, • Content and contexts for the attainment of assessment standards

Four: Assessment	- Introduction - Why assess - Types of assessment - What should assessment be and do - How to assess - Methods of assessment - Methods of collecting assessment evidence - Recording and reporting - Subject competence descriptions - Promotions - What report cards should look like - Assessment of learners who experience - Barriers to learning - Competence descriptions for Life Orientation - Glossary	- Introduction - Why assess - Types of assessment - What should assessment be and do - How to assess - Methods of assessment - Methods of collecting assessment evidence - Recording and reporting - Subject competence descriptions - Promotions - What report cards should look like - Assessment of learners who experience - Barriers to learning - Competence descriptions for mathematics - Glossary

Table 1: Comparison of the two NCS Subject policy documents: Life Orientation and Mathematics

Table 2 has intentional hierarchies whereby 'hierarchies work with increasing levels or ranges from generalization to formalization, shifting from simple to complex, general to abstract' as stated by Hugo (2005, p.5): 'The intentional hierarchy has to do with the increasing levels of complexity (from profane to sacred) where there are greater levels of abstraction, structuration and organization as one moves up the hierarchy'. In the table below the researcher analyzes the learning outcomes and assessment standards of Mathematics and Life Orientation.

	LIFE ORIENTATION	MATHEMATICS	HUGO'S INTENTIONAL ANALYSIS AND BERNSTEINS'S KNOWLEDGE STRUCTURES
Learning Outcome Assessment standards	**LO 1: Personal wellbeing** (The learner is able to achieve and maintain personal well-being) AS1: Applies various strategies to enhance self-awareness and self-esteem, while acknowledging and respecting the uniqueness of self and others: AS2: Explains different life roles, how they change and affect relationships: AS3: Explains changes associated with growing towards adulthood and describes values and strategies to make responsible decisions regarding sexuality and lifestyle choices in order to optimize personal potential AS4: Describes the concepts 'power' and 'power relations' and their effect on relationships between and within genders**:**	**LO2: Functions and Algebra** (The learner is able to investigate, analyze, describe and represent a wide range of functions and solve related problems) AS1 Demonstrate the ability to work with various types of functions, including those listed in the following Assessment Standard. AS2 Recognize relationships between variables in terms of numerical, graphical, verbal and symbolic representations and convert flexibly between these representations (tables, graphs, words and formulae). AS3 Generate as many graphs as necessary	Bernstein (1996; 2000) distinguished between horizontal and vertical discourses. Life Orientation uses horizontal discourse which has no recontextualising principle as it does not have a principled way to extend the knowledge structure vertically while Maths has a vertical discourse which has recontextualising principles. Muller's paper (2004) on differentiation and progression generalized that at the progression -weakest end of the curricular spectrum, e.g. Life skills, content and concepts are indistinguishable, although sometimes an artificial distinction of cognitive skills is made. Therefore Life Orientation(LO) uses everyday language which is horizontal and broad whilst Mathematics has high conceptual demand that requires logical or hierarchical structure and it is abstract LO has weak internal grammar of the knowledge structure while Mathematics is the vice versa In both subjects assessment standards range from simple to the complex Assessment standards carry what needs to be taught to learners by the educators Though NCS requires integration it is a forced one between Life Orientation and Mathematics Mathematics is highly insulated and that implies strong classification whereas Life Orientation has weak classification as the teacher integrates easily with other subjects as researched by Bertram (2008). According to Muller's paper (2004),the more vertical the parent knowledge of the subject (e.g. physics mathematics) the greater the importance of content, the sequence of the content, is over cognitive skills. Life Orientation focuses on the holistic development of a learner while Mathematics develops learners' numeracy. Both Life Orientation and Mathematics requires educators to teach from concrete to the abstract. In both subjects, LO and Maths, assessment standard 1 is the introduction of the content; it becomes more complex in terms of the verbs that are applicable to the AS. For an example in Maths the 1st AS is to demonstrate, 2nd AS is to recognize and the 3rd AS is to generate.

Table 2: Analysis of Learning Outcomes and Assessment Standards for Life Orientation and the Mathematics using the knowledge structures of Hugo and Bernstein

3. 5. 3. PARTICIPATORY–OBSERVATION OF SUBJECT ADVISORS BY PCTT AND TEACHER-ORIENTATION WORKSHOPS BY DCTT AND PCTT MEMBERS

The researcher's role in this study was that of a participant in the EC and KZN provincial workshops, a facilitator in advocacy, generics and Life Orientation workshops for grade 10 educators in uMzimkhulu at district level, as well as actual researcher. The researcher is currently working in the subject advisory or teaching and learning section (TLS) in the FET section. The researcher is one of the pioneers of the NCS and this is one of the advantages she had in understanding the recontextualisation processes from inception to implementation. The researcher used a qualitative descriptive approach as she took notes on all the activities that were done during the workshops.

Appendix C1 contains detailed field notes of the activities which took place in the orientation of Subject Advisors and educators in the EC and KZN in 2005 and 2006 respectively. The researcher recorded the data in field notes, which were in a narrative form, and noted the roles played by the facilitators as they recontextualised the message of the O.R.F.

The researcher attended the EC provincial workshop as one of the facilitators for generics for Life Orientation in 2004. The workshop was conducted by the NCTT for five days and in July 2005 the PCTT in the EC conducted workshops for subject specifics for one and a half days.

In 2006, on the 1st of March, uMzimkhulu District was amalgamated into KZN. The two provinces engaged in a handover discussion of which the researcher, as part of the delegation from the EC representing the FET phase, was directly and indirectly part. The researcher attended various meetings with the KZN officials with the intention of informing them about the status and position of uMzimkhulu in as far as NCS orientation of educators was concerned. In both provinces the researcher was an observer as a researcher, a participant, the facilitator and the coordinator who organized all FET activities, such as orientation workshops in the NCS.

Observations were focused on what the transmitter/trainer said, how he structured activities and what resources he used, as well as on the responses by the acquirers/ participants, who were grade 10 educators.

KZN approached the activity by following the teacher training manuals. The facilitator presented using the data projector and also referred the educators to the LPG pages 3-5 and 17. She referred the educators to page 10 of the training manual and she read the activity as written in the manual. She used the data projector with the following slides and talked over each slide by making further clarifications:

An example of an activity which was done by both provinces in life orientation was the 'introduction to the planning cycle.'

The insert of the slides below are on planning.
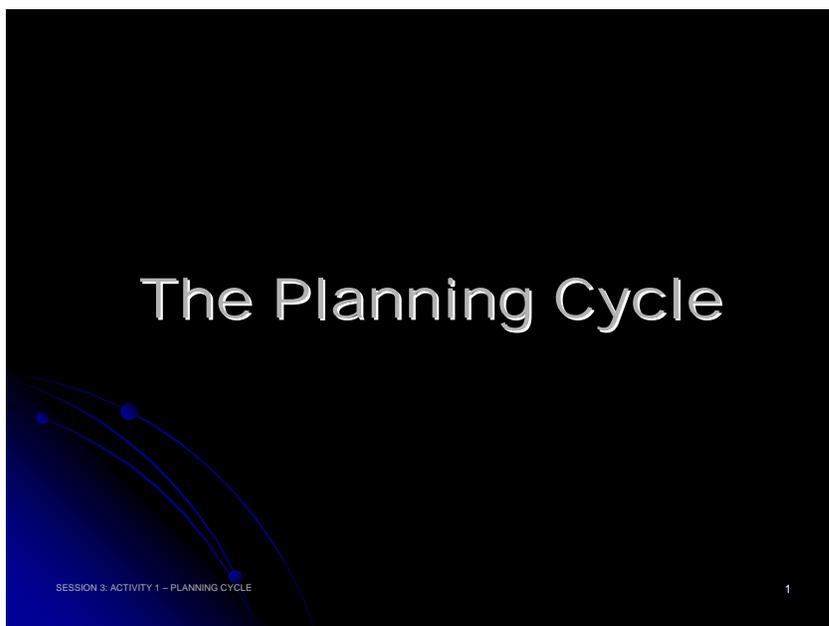
1. 3 Stages of developing a LP

Curriculum

Implementation

Stage 1: **S/FW**

Stage 2: **WS**

Stage 3: **L/Plan**

Plan for the Band
(Grades 10-12)

Plan for a Grade for a year

Plan per individual subject classroom

Grade 10, 11 & 12 subject teachers

Subject teachers of a specific grade

Individual subject teacher

2

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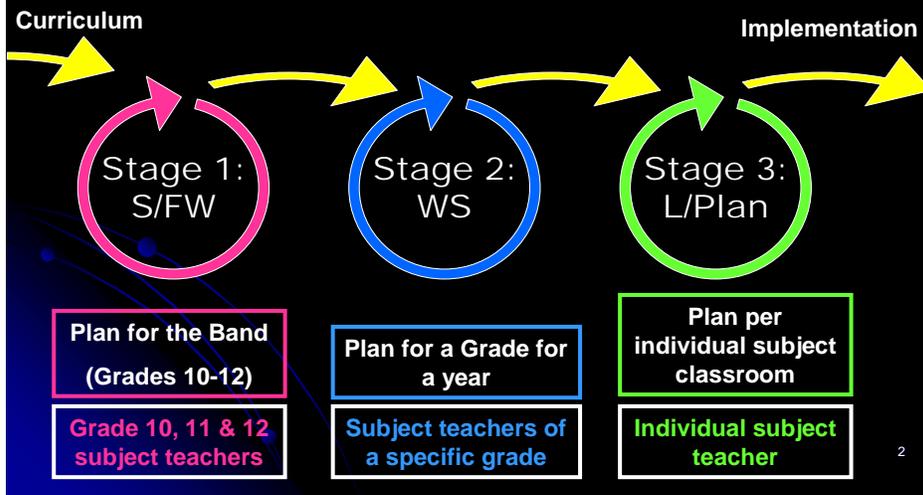
2. Duration of stages of planning

STAGE 1: SUBJECT FRAMEWORK (GR.10-12)
- **3-year plan including Grades 10, 11 and 12**

STAGE 2: WORK SCHEDULE (PER GRADE)
- **1-year (40-week) plan per grade**

STAGE 3: LESSON PLAN (PER TEACHER)
- **Not determined by the length of a school period, but by the amount of time it takes to complete the coherent set of activities contained in it**
- **Varies from teacher to teacher**

3

3. Key activities per stage

STAGE 1: SUBJECT FRAMEWORK (GR.10-12)

  Analysis of content

  Indicate 3-year assessment plan

  List resources required

STAGE 2: WORK SCHEDULE (PER GRADE)

  Package the Content (integration)

  Sequence and pace the content

  Indicate tasks as per assessment plan

STAGE 3: LESSON PLAN (PER TEACHER)

  <u>**Expand on**</u>**:**

   Activities and assessment strategies

   Teaching methodology

   Expanded opportunities

4

4. Nature of process

PLAN

REFLECT

REFLECT

IMPLEMENT
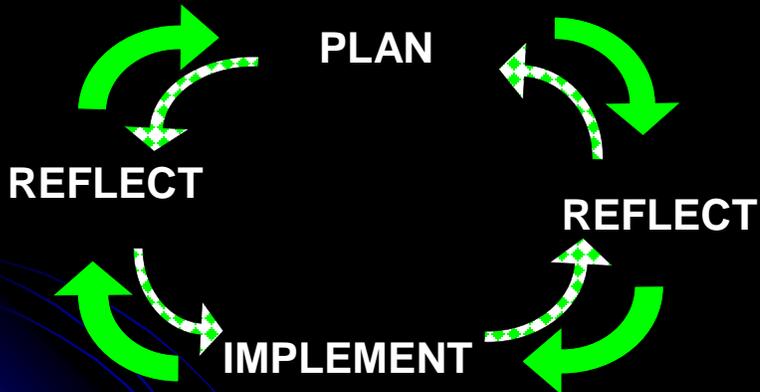
NOTE: This process is reflective and *not* strictly linear

5. Issues to be considered

SUBJECT FRAMEWORK
- LOs & ASs
- Progression
- Content
- Time
- Resources
- Assessment

WORK SCHEDULE
- LOs & ASs
- Progression
- Content
- Time
- Resources
- Assessment
- Integration
- Sequencing
- Pacing

LESSON PLAN
- LOs & ASs
- Progression
- Content
- Time
- Resources
- Assessment
- Integration
- Sequencing
- Pacing
- Activities
- Teaching methods
- Expanded opportunities
- Teacher reflection
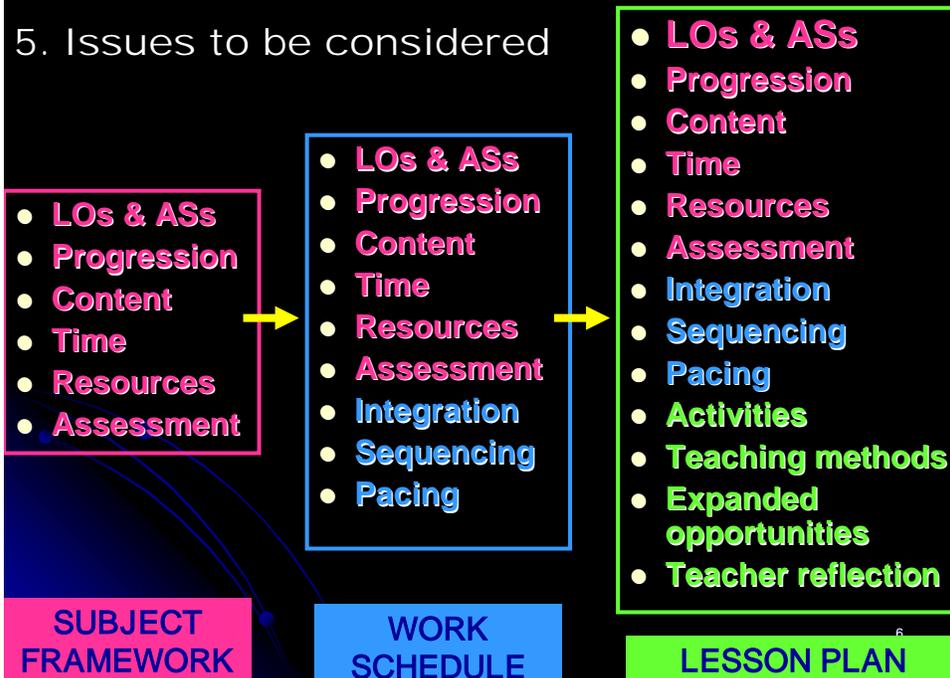
Figure: Overview of a Learning Proogramme

DEVELOPMENT PROCESS

Five steps-

1: Package the content (integration)

2: Sequence the content (order)

3: Pace the content (time allocation)

4: Review forms of assessment

5: Review LTSM

NOTE: Indication of CONTENT, ASSESSMENT tasks and LTSM already started at Stage 1: Subject FW

The participants were given the following activity to do in groups and the time allocated for the activity was 20 minutes. They were expected to report back to the entire group and the facilitator had to give feedback.

ACTIVITY

- Study the example of the Grade 11 Work Schedule provided in Annexure 2 of the LPG
- Use the criteria provided on the next slide to critique it
- Indicate how the Work Schedule can be improved
- You will be expected to give a verbal report back to the bigger group

11

CRITERIA

- Does the Work Schedule cover all the Assessment Standards (i.e. content) for the grade?
- Integration: Are the Assessment Standards appropriately linked?
- Are the Assessment Standards covered in sufficient detail and depth?
- Sequencing: Is the content presented in the appropriate order?
- Pacing: Is the time allocation across the 40 weeks appropriate?
- Are relevant forms of assessment listed? If not, list them.
- Are relevant LTSM listed? If not, list them.
- How can the Work Schedule be improved?

12

The EC did the same activity. The presentation was done using the overhead projector and the facilitator relied on the facilitators' and participants' manuals.

3. 6. RESEARCH TOOLS

The researcher used the following research tools in order to collect data for the study: -interview schedules, questionnaires, an audiotape recorder and field notes. The various sources of data collection were necessary for triangulation.

3. 6. 1. INTERVIEW SCHEDULE

The researcher used a semi-structured interview schedule in all the four sets of interviews. The advantages of the flexibility of this type of schedule were discussed earlier. The interview schedule was a more general plan that enabled the researcher to decide on the spot what questions and comments to use in order to lead the interviewee towards the interviewer's objectives. Appendix A1 is the interview schedule for EC provincial curriculum officers - the first interview. Appendix A2 is the interview schedule for KZN provincial officials – the second interview. Appendix A3 is the interview schedule for Subject Advisors who were trained by EC and KZN provinces – the third interview. Appendix A4 is the interview schedule for educators who were trained with two sets of training manuals from the EC in 2005 and KZN in 2006.

3. 6. 1. 1. ADVANTAGES OF THE INTERVIEWS

Oppenheim (1992) highlights the following:
- The interviewer has to record verbatim the answers given by the respondents
- The interviewer can give a prepared explanation of the purpose of the study
- Improved response rates generally occur

Borg and Gall (1979) highlight the interactive and adaptable nature of interviews as advantages. These advantages meant that the researcher preferred the use of interviews over questionnaires.

3. 6. 1. 2. DISADVANTAGES OF THE INTERVIEWS

Oppenheim (1992) argues that interviews are much more expensive than postal questionnaires in terms of travel costs and call backs whilst Borg and Gall (1979) confirm that the adaptability which is obtained through interaction between the interviewer and the interviewee can lead to subjectivity and bias. In addition interviews are time-consuming and the data which could be obtained from the respondents is sometimes limited (Borg and Gall 1979). McMillan and Schumacher (1993, p.251) further support the fact that the main disadvantages of the interview are its 'potential for subjectivity and bias and its higher cost and time consuming nature' while Sproull (1995) lists some disadvantages of interviews as follows:

- Less information can be gathered than by other methods because of time requirements
- There is a higher likelihood of inaccurate data because people may lie, omit information or use selective recall
- There is a possibility of inaccurate data because of interviewer bias or interaction between interviewer and respondents

The time and cost constraints were the disadvantages most actively felt in this research as the distance between KZN and the EC in Zwelitsha is about 1400 kilometers and accommodation and petrol were significant expenses.

3. 6. 2. QUESTIONNAIRES (APPENDIX A5)

The researcher constructed a closed set of questions which were answered by the interviewees. These questions related to participants' biographical data and required personal details such as age, gender, position in education department, experience and professional and academic qualifications. Foddy (1993) confirms that closed questions allow respondents to answer the same question and so the researcher can easily and meaningfully compare and analyze answers.

3. 6. 2. 1. ADVANTAGES OF QUESTIONNAIRES

There are advantages in using questionnaires. They are not time consuming; they are easy to complete as all the options are provided and the subject simply ticks the relevant block; the

details of the subjects can be compared easily and the interviewees ease their tension by answering the known.

3. 6. 2. 2. DISADVANTAGES OF QUESTIONNAIRES

The participant could provide the incorrect answers deliberately and the interviewer has no chance to question further.

3. 6. 3. TAPE RECORDER AND AUDIOTAPES

The researcher recorded the responses from respondents using a tape recorder and audiotapes. For each category of the interviews the researcher used a separate audio tape so the total number of audio-tapes was four. Before using the tape recorder, the researcher informed the interviewee and allayed his or her fears concerning the use of the device, explaining it is used in order to capture the responses the researcher would later transcribe, as it is not possible to write each and every point that the respondent makes. The researcher also reassured the interviewee that the data collected would be used for research purposes only. There are both advantages and disadvantages of using a tape recorder. Fraenkel and Wallen (1993) point out the disadvantage that the tape recorder cannot capture facial expressions. This problem was overcome by the researcher making written notes during the interview that were used in addition to the audio recordings.

3. 6. 4. FIELD NOTES

The field notes from the interviews, in the form of transcripts, document analysis as well as the detailed narrative field notes describing the manner in which all the activities unfolded from the beginning of the grade 10 workshops covering all the cascading levels from both provinces, were of great assistance.

3.7. VALIDITY AND TRUSTWORTHINESS OR RELIABILITY

According to Delamont et al (2000) there are debates around reliability and validity of ethnographic research in education involving the researcher's familiarity with the site, the people and/or the activities. Most indicators of validity and reliability do not fit qualitative research, as Rubin and Rubin (1995) argue. Freebody (2003, p.69) explains validity as the adequacy of the representation of the social events and practices to which the research project refers. Cohen and Manion (1989, p.115-117) categorize four stages of research: design, data collection, data analysis and data reporting. These four stages were carefully applied in this research in order to ensure validity.

McMillan and Schumacher (1993) make an interesting point regarding the reliability of interviews. If the interview is done correctly, it does not matter who the interviewer is. In other words, any number of different interviewers would obtain the same responses. In an effort to maintain consistency, all the interviewees were given the interview schedule in advance and appointments were made for interviews to be conducted in their offices during office hours.

The variety of sources (four sets of interviews, document analysis and participant observation) used to collect data was essential for triangulation. Neuman (1997, p.151) defines triangulation as 'looking at something from several angles.'

3. 8. ETHICAL CONSIDERATIONS

Research ethics are about how to acquire and disseminate trustworthy information in ways that cause no harm to those being studied, as explained by Rubin and Rubin (1995, p.229). This is further emphasized by Leedy (1997, p.116) and also confirmed by Burns (2000) that 'no individual should be asked to cooperate in any research that will result in a sense of self-denigration, embarrassment or a violation of ethical or moral standards or principles'.

The researcher applied for ethical clearance from the University of KwaZulu-Natal. The application was approved on the 5th of September 2007 (see Appendix B1) with the condition

that the gathered data be stored at the school for five years. Access to the research was negotiated with the KZN DoE after submission of research proposal, instruments and sites. On the 25th of July 2007 the researcher was granted permission (Appendix B4) to conduct the research on condition that a copy of the final thesis be submitted to the DoE.

The researcher informed the participants about the purposes, objectives and the ethics of the study. Rubin and Rubin (1995) assert that an informed consent statement describes the purposes of the research, provides background about the researcher, and points out both the benefits and possible risk to those involved. The researcher undertook to share results with those being studied, indicated the degree of confidentiality of the findings, and, most importantly, emphasized that participation was voluntary. Burns (2000) cites that researchers must be aware of ethical considerations involved in voluntary participation, deception, informed consent, privacy and confidentiality and the right to discontinue. Cohen, Manion and Morrison (2002) agree with Burns as they point out that ethical issues are areas often deemed to be resolved by procedures such as voluntary participation, informed consent, absence of risk or harm, confidentiality and anonymity. The researcher also made the participants aware that their participation was voluntary and that they could withdraw at any time from the research.

The researcher gave the participants the consent letters (Appendix B2) to read and, if they agreed to participate, to sign. The researcher addressed the issue of confidentiality and anonymity and after having conducted the interviews the researcher shared the transcripts with the participants.

3. 9. LIMITATIONS OF THE STUDY

As an officer working in the curriculum section directorate, there were some limitations and bias which could redirect the study and affect it negatively because of preconceived ideas that could possibly affect the researcher's collection of data. This could have lead to unreliable and invalid data.

The study was limited to two members per category being interviewed: two members from the EC, two members from KZN, two Subject Advisors and two educators. This restriction could lead to bias when it comes to the generalizations of the data.

The interviews were conducted during office hours and most officials could not honour the appointment time. The researcher had to wait until he or she had fulfilled other commitments.

The recent incorporation of uMzimkulu from the EC to KZN meant that the directors from both provinces (KZN and EC) had concerns that I was politely policing the provinces and I had to convince them otherwise.

The interviewees were hesitant in answering some interview questions because they claimed that some of the data was confidential for the directorate as part of the strategic plan of the Department.

3. 10. CONCLUSION

This chapter has unpacked the research methodology and the research design. The various research instruments that were used to collect data: questionnaires, interviews, participant observation and document analysis were explained. There has been a brief comparison of NCS documents in terms of the layout. Further analysis of the training will be dealt with in the next chapter.

Chapter 4 will focus on the interpretation of data, analysis and the trend that was followed by the two provinces in terms of cascading their training of educators from national to district level in a descriptive manner.

CHAPTER 4: DISCUSSION OF RESULTS, THEMES IDENTIFICATION AND ANALYSIS OF DATA

4.1. INTRODUCTION

In this chapter the researcher has drawn on Bernstein's techniques and tools to analyze the interviews and the various discourses as well as to elicit themes with the meaning units that have emerged from the semi-structured interviews. The data that is presented has been obtained from the interviews that were analyzed using a bottom-up approach through the lens of grounded theory.

This chapter will also focus on interpretation of data using Bernstein's terms of classification and framing. Further analysis of the training will be dealt with in this chapter as well as the actual trend that was followed by the two provinces in terms of cascading their training of grade 10 educators on NCS from national to district level in a descriptive manner.

The activities that took place pre-training, as well as during grade 10 workshops for educators on NCS, will be discussed in detail.

Results from the questionnaires, participant observations and interviews will be presented with the intention of answering the key questions informing the study such as tracking how the message was interpreted by policy designers from the province to the district and comparing the cascading models that each province used to train the Subject Advisors and the teachers.

The researcher collected data using qualitative research methods from provincial officials in the FET directorates, Subject Advisors, as well as from the educators who belonged to the district which was involved in the integration process. The researcher classified and analyzed the responses that elicited emerging themes as informed by the research questions. The researcher organized the responses into meaning units and themes. The researcher has used quotations from the transcribed interviews. There were observable similarities and differences from the interviewees' responses as there were dominant themes that emphasized certain points. The

researcher also analyzed the training procedures using Bernstein's classification of knowledge hierarchies, types of relationships and framing in terms of selection, sequencing and pacing.

4. 2. RESEARCH SETTING

The research took place in two provinces. The two provinces were Eastern Cape (Province A) and KwaZulu-Natal (Province B). uMzimkulu is a district which formerly belonged to the Eastern Cape before being integrated into KwaZulu-Natal.

4. 3. IDENTIFICATION OF THEMES

The researcher has analyzed the semi-structured interviews with the four sets of interviewees together with the field or observation notes that the researcher took during the training of trainers and during the workshops of the educators as well as in the analysis of the NCS documents. This elicited a number of major themes that link with the key questions of the study.

The researcher had many areas to focus on during the interviews, but in consideration for the interviewees, and recognizing the constraints of time, the researcher decided to focus on what seemed to be the key areas of the study.

This schedule consisted of semi-structured interview questions. The questions consisted of general questions on the interviewees' background. Probing questions were added as the interviews progressed. All the interview schedules are found in appendices (A 1– 4).

The researcher has used the following key in a table form for easy access as well as anonymity of respondents:

Respondent numbers	Code	Names	Explanation
1	EC –CMD	Mr. T	Province A (EC)
1	EC-PD	Mr. V	Province A
2	KZN-L	Mrs. N	Province B (KZN)
2	KZN-M	Mr. H	Province B
3	SA-E	Mr. G	Advisor
3	SA-X	Ms. Z	Advisor
4	ED-L	Mrs. D	Educator
4	ED-H	Ms. R	Educator

Table 3: Coding and keys with a list of respondents and meaning

4. 3. 1. THEME ONE: PREPARATIONS FOR NCS ROLL OUT AND IMPLEMENTATION IN GRADE 10-12

The national DoE allowed provinces to develop a planning strategy for their NCS roll out autonomously by looking into the context as well as the previous experience of the recent curriculum (Curriculum 2005) that was implemented.

The question was 'What preparations has the Eastern Cape put in place in for the NCS roll out in grades 10-12?'

Provincial Managers
 EC-CMD from Province A responded as follows:
> '*Preparations started as early as 2002 when we first developed the strategy to suit the EC context:*
> > *Our strategy had four broad pillars or thrusts:*
- *To train a core of teachers and Subject Advisors*
- *An advocacy plan*
- *Train the education development officers who will in turn train the SMTs on how to manage NCS*

- *The budget*

  Furthermore we involved the HEIs, that is, Universities and Technikons, and one of the major breakthroughs was to ask the HEIs to develop an Advanced Certificate in Education for the very new subjects like Mathematical Literacy and Life Orientation. We put aside R48 million to train two educators per school. So those were the broad plans of which details might take longer. In terms of human resource we do not have subject advisors but we have plans to employ more.

EC-PD from Province A, who is responsible for the training of trainers, concurred with the previous response and added the following points to what was said by EC-CMD to the above question:

> *'The preparations can be looked at in two ways because they were affected by the national processes; the province has got to align itself with the national processes first and then go according to their plan. In the province everything is controlled by the finances.'*

FET members from Province B responded in the following manner to the same question which has been adapted to specify the integration of uMzimkhulu circuit:

KZN -L from Province B responded as follows: -

> *'I believe the province has made an effort to visit uMzimkhulu and meet with the officials there so that plans were made for the implementation of grade 10-12 NCS. Although this was a political decision but immediately they fell into KZN the education department understood the responsibility of what to do to the uMzimkhulu Circuit and therefore the preparations would be made to embrace and also to assist them in wherever it was necessary.'*

KZN -M from Province B responded as follows: -

> *Every province, after the unfolding of the NCS by the NDoE, was supposed to design a strategy that will be implementable and in that strategy we had to include uMzimkhulu as it was part of our province. We moved from the same level of understanding to weigh as to where are we as formerly KZN schools and to ascertain whether we kept the same pace. The timeline of the implementation was supposed to be 2006 for grade 10, grade 11 in 2007 and grade 12 in 2008...'*

Subject Advisors

SA –E, a subject advisor, responded to the same question as follows:

> *'We were trained as facilitators by both national and provincial. The training was divided into two categories: - generics and subject specifics. The NCTT was responsible for generics and PCTT was responsible for subject specifics. The duration for these two sets was not the same hence generics*

took five intensive days from 8H00 to 18h30 (in some other days even to 20h00) whilst subject specifics took one and a half day'

SA-X, another subject advisor who received training from both provinces, responded as follows:

'The EC has trained subject advisors for Grade 10 orientation workshops. Training manuals have been delivered to the districts.'

THE MEANING UNIT OF THEME ONE AND THE DISCOURSE ANALYSIS

Discourse is a central concept in Foucault's analytical framework. According to Foucault (1974) discourses are about what can be said and thought, but also about who can speak, when and with what authority. Discourses embody meaning and social relationships; they constitute both subjectivity and power relations, as argued by Parker (1992).

The curriculum development process was guided by a number of contradictory imperatives. The new curriculum needed to signal a decisive shift from the past in terms of its rejection of racism, authoritarianism and what were considered outmoded forms of teaching. At the same time, the new curriculum had to find a mechanism for accommodating a diverse set of class and cultural interests.

All the nine provinces received the same national training of which they were expected to recontextualize their own training using the same outcomes, which implies that the autonomy of the provinces in terms of the actual training was strongly framed. Policy documents were developed and delivered to all the provinces. These included subject statements, national protocol on assessment, subject assessment guidelines and learning programme guidelines, but the training manuals were designed by provinces for both generics and subject specifics.

There were contradictions in terms of prioritization of the NCS roll out as provinces had autonomy to design a roll out that would suit their context taking into consideration the past experience as well as expertise of the subject advisors who will monitor the implementation from inception to finalization (Fleisch, 2002). Education was therefore treated as the black box meaning that all forces impacted on education. What is going on in the box is not considered. The education itself is not considered. Political discourse affected education as the constitution

promised the citizen better education for all without considering other factors that need special attention.

The researcher analyzed the NCS using the Bernsteinian concepts of classification and framing. KZN mostly used PowerPoint presentations that were led by the facilitator and generally consisted of input from the facilitator with very few questions from the teachers. These presentations were generally strongly framed in terms of selection and sequencing while pacing was rather weak. Framing is associated with control in the discursive rules of the pedagogic practice with the following terms: -

    o **Selection of communication** - the extent to which the facilitator and learner(acquirer/participant/recipient) have control over the selection of instructional knowledge as the trainer brought the programme that need to be followed by both provinces. The facilitator's comment below shows evidence of this:

> *Ladies and gentlemen we need to minimize*
> *our break times as according to the programme tea is 30 minutes and lunch*
> *one hour. Let's discuss and come up with limited minutes for breaks in*
> *order to spend quality time in our programme.*

    o **Sequencing or organization** (what is to be taught first) – the extent to which the facilitator and the participants have control over the sequencing of instructional knowledge. The programme was sequenced by the province as to which activity was to be done first and framing was very strong as facilitators/trainers had to comply. A participant attempted to adjust the sequencing and framing:-

> *Participant: is it possible that we leave out the policy issues and assist us*
> *with classroom management?*
> *Facilitator: No...No...No we have to follow the programme as it is, because*
> *according to the programme that is the second focus area but you must first*
> *get history of why changing the curriculum, what are the guiding principles*
> *as well as the design features of the NCS.*

    o **Pacing** - the extent to which the facilitator and participants have control over the pacing of instructional knowledge. This was weak as participants/teachers sometimes required

more time to complete the activity or task they were doing before they presented to the whole group.

The data analysis will describe what happened in the NCS workshops using classification and framing and the links with recognition and realization of the new curriculum. The new curriculum was initiated and created at the national level and then transmitted to the provincial level through the cascading process, whereby EC was represented by two subject advisors per subject at the national training in 2005 while in KZN there were eight subject advisors and four educators per subject who attended the national workshops. They then trained other subject advisors as part of the beef up teams on their way back. The trained subject advisors conducted NCS workshops in all the KZN districts, following the same approach everywhere.

In the EC there were many cascading levels: – from NCTT to PCTT, PCTT to DCTT, and DCTT to educators in the district. In a nutshell, the DCTT did not get adequate training as they were required to go to their respective districts and train other educators. The training that they received took one and a half days for subject specifics; the focus of the orientation was on content, planning and assessment.

In the EC, the PCTT members comprised of two Subject Advisors for each subject who conducted subject specifics for one and a half days instead of three days. The PCTT trained the DCTT, which was composed of a few Subject Advisors and the lead educators who were mostly SADTU members. The trained Subject Advisors and the lead educators had to go and train other educators in their respective districts on the subject specifics. In KZN the PCTT, which was composed of Subject Advisors who had undergone the training by NCTT and the teachers who were drawn from the classroom to form a beef up team, was capacitated for two weeks. The question regarding the cascading process was posed in both the EC and KZN and the interviewees responded as follows: .

> *KZN-L: The KZN province had to do away with the cascading levels. The*
> *training was conducted by the NDoE as National Core Training Team (NCTT)*
> *training PCTT. Each province had its own PCTI. The PCTT comprised of*

Subject Advisors and lead educators who were chosen according to their
expertise in various subjects. And some members were union.

KZN-M: The province learnt a lesson from Curriculum 2005 which had many levels
and layers of training and the data reached the implementers (who are teachers
in this case) distorted. KZN had to do away with cascading levels. The training
was conducted by the NDoE as National Core Training Team (NCTT) training
PCTT. Each province had its own Provincial Core Training Team (PCTT).
PCTT comprised of Subject Advisors and lead educators who were chosen
according to their expertise in various subjects. And some members were from
the union.

In KZN the PCTT trained the educators in the entire province while in the EC the two Subject Advisors who attended the national workshop came to the province and trained the DCTT in subject specifics as discussed in the meaning unit of theme 4 on page 88. In the EC there were some challenges that were faced by the DCTT members who did not get adequate training as stated in the field notes below:

The EC had many cascading levels: NCTT to PCTT, PCTT to DCTT, and DCTT
to educators in the district. In a nutshell, the DCTT did not get the adequate
training, as they were required to go to their respective districts and train other
educators. The training that they received took one and a half days for subject
specifics of which the gist of the orientation was compromised on content,
planning and assessment.

Subject Advisors who were training the educators in the EC could not respond to some questions adequately. For example, some educators required clarity on the issues of core subjects or compulsory subjects and on the reconfiguration of some subjects.

Particicipant1: If the school does not require the stipulated core
subjects, can it decide to have its own compulsory subjects
according to available human resource in the school?
Facilitator1: We could not reach those challenging questions
in our training as the time was limited but we will refer
the question to the provincial office and then come back

Human resource and materials development was done in the following manner: the training of Subject Advisors in the EC on generics was done by the NCTT for one week using data projectors with lots of handouts. The workshops started at 08H00 and ended at 19H00. In KZN, the first two days were spent on generics for all the subjects, which was part one of the training on social transformation conducted by the NCTT. The KZN PCTT further unpacked and recontextualised the new content for the Subject Advisors and social partners and eventually ran the workshop for four weeks in April 2005. In the EC, the materials for the training were developed by Subject Advisors who attended national training while in KZN the training manuals that were developed at the national level were used as they were. This meant that the data obtained from the national training was preserved and this implies strong classification. As mentioned earlier, the duration of the PCTT in the EC for generics was five days while in the districts the training took three days. This indicates that the framing was weak. There were challenges that were faced by both the EC and KZN in terms of using educators from the classes. For example in the EC one of the social partners, SADTU, had an altercation with the department as the training for DCTT took one and a half days in the subject specifics while for the NCTT training took five days. It was suggested that the training of the DCTTs had been compromised and SADTU threatened to withdraw its members from the teams. In KZN, the principals of schools could not release some of the teachers who were part of the beef up teams as they complained that learners would be left without the educators for five weeks. This challenged the KZN teams as they had to try to cover the slots of the absent members.

The issue of logistics had an impact on classification and framing as well as realization and recognition of the message at the provincial workshops and the district workshops.

There were different subjects in the training programme with strong boundaries in terms of classification as they were treated as unique from one another. According to Bernstein (1971, p.53) 'Strong classification reduces the power of the teacher over what he transmits as he may not overstep the boundary between contents and strong classification reduces the power of the teacher vis-à-vis the boundary maintainers.' The training programmes differed from one

province to the other as NCTT workshopped both the EC and KZN Subject Advisors and lead facilitators on generics and subject specifics. The classification was strong in terms of using the national documents like learning programme guidelines (LPG), overview, NCS subject statements, participants' manuals and NPA and the reasoning behind this was to make sure that the provinces adhered to the prescribed content.

As highlighted by the researcher in the literature review, classification has three types of relationships:

1. Inter-disciplinary
2. Intra-disciplinary
3. Inter-discursive

- Inter-disciplinary classification considers the relationship between one subject as compared with the other subject in terms of the boundary strength between the knowledge, learning outcomes and assessment standards. For example when comparing Mathematics and Life Orientation, it is clear that Mathematics is self preserving, according to Hugo (2005), meaning that the boundaries are very strong (C+) whilst in Life Orientation the boundaries are weak (C-).

- Intra-disciplinary classification considers the relationship among topics dealt with in the same subject to ascertain whether there is a very strong (C++) or strong (C+) or weak (C-) link. For example in terms of the topics that were done as per the programme of each subject, the boundaries of the content within the same subject were rather weak as there was much integration within the subject. For example. in Life Orientation there were four learning outcomes that sequenced from simple to complex from personal wellbeing which is LO1 to citizenship which is LO4. Each learning outcome has four assessment standards. Classification was weak and framing was strong.

- Inter-discursive classification focused on the academic and non-academic knowledge which was used by both the facilitators and the participants in the workshop during presentations and participant feedback. For example in the EC participants were given an activity on transformation which was focus area one.

There were topics and activities under each topic. The focus area had orientation outcomes (OO) and orientation assessment standards (OAS) as well as allocated time which implied strong framing:

> *ACTIVITY 2: LINKING THE CONSTITUTION OF THE*
>
> *CURRICULUM   (INFORMED BY OAS 2-Analyse and deliberate on how the Constitution of S.A. informs curriculum transformation.)*
>
> *TIME ALLOCATION: 15 minutes*
>
> *METHOD(S): Discussion groups*
>
> *ASSESSMENT: Select own assessment strategy*
>
> *BACKGROUND READING: NCS, Overview How the Constitution informs the NCS.*
>
> *CONSTITUTION>>>>COs & DO>>>>NATIONAL CURRICULUM STATEMENT*
>
> *Questions: What is the significance of having extract on the Preamble of the constitution the following in all the National Curriculum Statements?*
>
> *The preamble has the following aims:-*
>
> o   *Heal the divisions of the past and......*
>
> o   *Improve the quality of life of all citizens and free potential of each etc....*

Participants/teachers had to respond by referring to the above mentioned document. Some groups requested extra time as they could not reach consensus and that impacted on realization and recognition of the learnt from the participants' responses. Participants/teachers had to use every day and specialized knowledge to respond to the questions. In KZN, the educators had to do the same activity on social transformation and the same topic took two days at provincial level and two weeks at national level but the Subject Advisors had to squeeze the information at district level to fit into one day while the other three days were dedicated to subject specifics. The implication was that the time had to be shortened though the data was strongly classified and the Subject Advisors had to use some tactics as KZN used (PowerPoint presentations) to conclude the activities while the EC used transparencies and the overhead projector for presentations and for the report back. The time was limited in both provinces for the report back and the facilitators had to randomly choose only three groups instead of six groups and then critically discuss the responses and further supply the participants with correct answers. The topics were selected by the facilitators who followed the programme from the training manuals as they were and that was strongly framed in terms of selection as well as sequencing. The facilitators used their positions to instruct the participants how and when to do the activities. The pacing was weak as the

educators were given more time to complete the activities. When they evaluated the entire workshop they felt it used a top down approach as they assumed the stakeholders were not consulted as the department came up with the four compulsory subjects, core and electives so that learners could do seven subjects. Educators evaluated the workshops in the two provinces differently. When the EC conducted the workshop the attendance was not good at all and most educators started to implement the NCS in 2006 with uncertainty. The workshops that were conducted in KZN were well attended and the educators felt they could go back to their learning sites and implement the curriculum with limited challenges.

The presentations that dealt with the key shifts in the curriculum and the assessment issues will be described here, as these are key moments where the official curriculum discourse is made available to teachers through the provincial facilitator.

EC Subject Advisors maintained that they did not get enough training for a crucial part of the NCS which concerns the content that is subject specifics which has a lot of re-configuration depending on the percentage in that particular subject. This is confirmed in the field notes taken from the initial training of trainers by the EC PCTT which was done for subject advisors as well as the lead educators who formulated the DCTT.

4. 3. 2. THEME TWO: CURRICULUM CHANGE

This theme required the understanding of all the participants in general, whether there was a need to change the curriculum or whether it was imposed on them as implementers. Motala (2003) confirms that educators have been left behind in curriculum innovation regardless of the fact that effective implementation depends on them. There appears to be tension between the knowledge that educators are vital in the change process, and making this knowledge evident. Fleisch (2002, p.94) argues that there is an emerging consensus that genuine change in teacher practice and improvement of student learning requires both state mandated policy reforms and school level improvement initiatives.

Fullan (2001, p.6) points out that the challenge that we face at the dawning of a democratic society is to create an education and training system that ensures people are able to realize their full potential in our society as a basis and a prerequisite for the successful achievement of all other goals as extracted from the African National Congress: 1994, The RDP: A Policy Framework. This extract was used as a framework for discussion of generics in the participant manual. The EC used overhead projectors, the facilitators' manual, the participants' manual and flip charts for activities given to participants. In KZN, as Bertram (2008, p.187) describes, time in the workshop was almost evenly split between three main kinds of activity: PowerPoint presentations led by the facilitator (32%), group or individual tasks (35%) and report backs on these tasks (27%). The remainder of the time was used for general discussion (6%). She also argues that in the presentations, the facilitator recontextualises the official discourse for teachers, who mostly admit to not having read the curriculum documents themselves. Gustavson (1955, p72), in Fink and Stoll(1998, p.299), explains that 'people are afraid of drastic innovations, partly because they prefer the familiar, and partly because the vested interests of most people are normally bound up with the existing set-up'. The educators from the uMzimkhulu district were faced with the change due to the integration of the district from the EC to KZN. The uMzimkhulu educators were not used to PowerPoint presentations of which the times were split according to Bertram's (2008) observations as mentioned above.

The interviewees responded to the question which required their personal views concerning why the curriculum changed from Report 550 to NCS and the differences between the two curricula.

As there were four sets of interviewees the question was directly asked to two sets: provincial managers in the EC and Subject Advisors who re-described the NCS for educators in the uMzimkhulu circuit which had previously been one of the twenty-four districts in the EC. Both responded with a clear understanding of why the curriculum had changed and what the differences were.

Provincial managers

Mr. T from the EC explained in detail on how Nated 550 differs from the NCS:

> *Nated 550 focused mainly on content and ignored the skills, attitudes and values.*

There were subject combinations that did not prepare the learners for the world of work.…

Furthermore, in the NCS, assessment is an integral part of teaching and learning. Nated 550 only concentrated on summative assessment whereas in NCS there are various forms of assessment like formative, diagnostic and so-on. Nated 550 did not prepare learners for the three different pathways:

- *There are learners that will proceed with the academic stream*
- *There will be learners that will be prepared for vocational streams*
- *There will be learners that will proceed to the occupational field who eventually go to the industries*

Nated 550 did not comply with the National Qualifications Framework (NQF) as there are levels on the NQF.

EC-PD responded in the same manner as EC-CMD in terms of comparing the old and new curriculum but he further clarified the fact that

'these changes were responding to the South African constitution which promised better education for all, hence the NCS had to be implemented in all the schools irrespective of race, colour and/ or creed.'

SA-X, the subject advisor, did not compare the two curricula as she assumed that everybody knew why the curriculum changed:

'NCS is career oriented. There is a link between subjects in the learning fields. NCS is strengthened by policies. It is rooted in the SA constitution that is based on human rights and values based on LO's and AS's rather than objectives and aims.'

SA-E compared the two curricula by stating that

'Nated 550 prepared learners for content-based matric exam and ultimately higher education. NCS is characterized by outcomes based education rather than content-driven education. It can help young people to live, compete and work successfully in the 21st century. NATED 550 is teacher-centered and content driven; NCS is learner-centered and outcomes based.'

THE MEANING UNIT OF THEME TWO AND CLASSIFICATION

This has been a dominant theme where all the four respondents from different levels shared and emphasized an urgent need to change the curriculum from Nated 550 to the NCS which was fulfilling the initiatives of the political elites who required a better education for all. Fleisch (2002, p.94) highlights that the requirement to change the curriculum was explicitly interacted with on an article of the school improvement where it was believed that there was an emerging consensus that genuine change in teacher practice and improvement of student learning required both the mandated policy reforms and school improvement initiatives; the South African case is an important one to further an understanding of the dynamics of school reform models in the broader context of educational change. Curriculum 2005: Lifelong learning for the 21st Century (1997) clarified that the new curriculum emphasized the need for teachers to make a paradigm shift from traditional teaching to outcomes based education. The shift required a change from delivering content to pupils to facilitate the development of skills, knowledge and values in learners.

Bertram (2008, p.56) states that there has been classification and framing in both Nated 550 and NCS which is either strong (+) or weak (-) but the only difference is that in classification the boundaries are blurred, meaning that there has been a weakening of the boundaries in the NCS as there is also integration. For example, when a teacher teaches History there could be timelines which are mathematical in nature as well as linguistic because learners have to interact using English as a language of learning and teaching. In the National Report 550, on the other hand, the boundaries were strong in that the integration was limited and that meant that there has been strong classification as argued by Bertram (2008). This implies the fact that subjects in the new curriculum are not treated as separate entities. The key difference between strong or weak classification and framing is not to do with the presence or absence or flexibility of rules regulating a teaching situation. It has to do with the degree to which the rules are explicit or implicit from the point of view of the learner.

4. 3. 3. THEME THREE: PLANS FOR CIRCUIT OR DISTRICT EMPOWERMENT THAT HAVE BEEN INTERGRATED INTO KWAZULU-NATAL

This theme concerned the personal opinions of the policy interpreters about the provincial plans for empowerment of the district or circuit.

Provincial managers

EC-CMD responded as follows:

> *'The Districts have got to embrace this new curriculum because if they do not embrace it, it will not work. Both district based officials and school based educators should embrace it and make it work. In terms of the districts' empowerment…we have run a lot of empowerment workshops for districts' personnel on administration and also on the content of the subjects. One of our priorities is to empower not only the Subject Advisors but also teachers in respect of assessment and planning for the subject the teacher is dealing with.*
>
> *If the school management team (SMT), that is the driver of the curriculum in the schools, is not competent and efficient to run or to manage curriculum, it will collapse. Our plan that we have started is to empower district officials starting from chief education specialist, deputy chief education specialist and first education specialist in how to manage the curriculum. So the plans will unfold as we take them step by step, it is very important for us that our district officials are capable or have got the capacity to lead , to guide, to mentor and to coach our teachers.'*

EC-PD from the same province as EC-CMD responded in the same manner and further emphasized the fact that:

> *'Workshops were run for the curriculum specialist in the districts on the management of the NCS so that they could empower the SMT's and therefore they are expected to cascade the information to the members of the school governing bodies, SMT's and to learners with the intention of doing the advocacy campaign, and the national Department of Education further trained a team of 20 educators who are lead educators and subject advisors on generics for five consecutive days so as to train the other educators on generics. I also admit that we did the subject specifics which did not take the duration it was supposed to take due to the disagreements between the social partners. In order to be specific, that union was SADTU and the department that impacted negatively on our plans as the province.'*

KZN-L responded to the question as follows:

> *'If it is my opinion one would just say that the plan will start with checking in terms of personnel that is in the circuit, that if it is well staffed so that the circuit will be able to operate well just like all other circuits where there's a proper staff establishment. It would also mean looking in terms of other resources that are needed like maybe transport – if there are enough vehicles for field workers to move around the circuit. It should also mean looking in terms of the staff establishment of schools although this is not part of the*

curriculum but we depend on the presence of the teachers in the classroom and also other requirements that would support the implementation of the curriculum. For me, if that is done, that is the second requirement.'

KZN-M responded as follows:

'*In my own opinion it has been an eye-opener as we could see the pros and cons for designing the programme so that this circuit which has been integrated could be on the same par as others. Like I said, we are one. All the schools in KZN need to be empowered as the curriculum is new and some people are specialist. I also feel that change is for growth.'*

MEANING UNIT OF THEME THREE: PLANS FOR CIRCUIT OR DISTRICT EMPOWERMENT THAT HAVE BEEN INTERGRATED INTO KZN

The data obtained from provincial managers of the two different provinces demonstrated that the emphasis in both provinces was not the same. The EC concentrated on thorough empowerment of SMT members and education development officers (EDO's) who would cascade the information to their schools as they felt that if the school managers or principals are uninformed about the new curriculum they will be unable to monitor and manage the progress as well as the implementation of the NCS in their schools and will not know whether teachers have understood when they were empowered for implementation purposes. Mr. V further explained how the workshops unfolded as he indicated that justice was not done on subject specifics.

The emphasis in KZN was quite different, especially in terms of subjective issues. The response by KZN-L looked at staffing in terms of human resources in the circuit and in schools and physical resources that are in the circuit like cars for Subject Advisors whilst KZN-M saw this as an opportunity to develop a programme that would enable the province to be on a par in terms of empowerment of educators on NCS.

4. 3. 4. THEME FOUR: THE CASCADING MODEL OF NCS ORIENTATION

This theme wanted to explore the various methods the two provinces used when re-describing the new curriculum as this seemed to differ from one province to the other. A question

concerning this was directed to KZN provincial officials, Subject Advisors and the educators who were exposed to two sets of NCS training. The field notes also captured the answers that could have been given by the EC provincial officials**.**

Provincial Managers

KZN-L responded as follows:

> *'No it is not the same as the Eastern Cape. It is not a cascading model. The province decided to do away with cascading models because we have learnt a lesson from the introduction of the outcomes based education in 1998. After spending a week or two to train educators it became evident that teachers were not well trained because of the cascading and the information from one level to the other sometimes gets distorted especially when it is a lot of new terminology. The decision was taken when we were at national. We looked at ourselves and we said as KZN we are not going to cascade. The provincial team that has gone to national for training was then going to go back to the province and train but because the number of trainers that were trained at national level were not enough it was agreed together with the unions that the teachers themselves should come and form part of the training team and thus we had our facilitators who were mainly the educators besides the provincial training team which consisted of Subject Advisors and the subject coordinators. It's totally different from the Eastern Cape one.'*

KZN-M responded as follows:

> *'The province learnt a lesson from Curriculum 2005 which had many levels and layers of training and the data reached the implementers, who are teachers in this case, distorted. The KZN province had to do away with cascading levels. The training was conducted by the national Department of Education (NDoE) as national core training team (NCTT) training PCTT. Each province has its own provincial core training team (PCTT). PCTT comprised of Subject Advisors and lead educators who were chosen according to the expertise in various subjects. And some members were union.'*

Subject advisors who were exposed to two sets of training by the EC and KZN mentioned the exposure as one of the challenges that faced them as there were two different cascading models.

SA-E responded as follows:

'*When comparing the cascading models of the two provinces they are different, as in the EC there were only two Subject Advisors who attended training of trainers by the NCTT who were supposed to train as PCTT…… the DCTT for subject specific. The composition of DCTT was Subject Advisors from various districts and lead educators who were SADTU members. There was much re-configuration of the subjects depending on the particular subject.*'

This has been extracted from the field notes as follows**:**

The EC had many cascading levels NCTT to PCTT, PCTT to DCTT, and DCTT to educators in the district In a nutshell the DCTT did not get the adequate training, as they were required to go to their respective districts and train other educators. The training that they received took one and a half days for subject specifics of which the gist of the orientation was compromised on content, planning and assessment.

MEANING UNIT OF THEME FOUR – CASCADING MODEL USING GROUNDED THEORY

This theme actually reflects how messages were recontextualised from one level to the other: how the workshops on NCS were conducted for teachers at uMzimkhulu by both provinces – starting from provincial to district training. The researcher used data collected from interviews and field notes.

The field notes concern the two sets of training as conducted by the EC and KZN on generics and subjects specification where, as a facilitator in advocacy, generics and Life Orientation for grade 10 educators, the researcher was also a participant observer. The workshop was conducted by the NCTT for five days and in July 2005 the PCTT in the EC conducted workshops for subject specifics for one and a half days.

In 2006, on the 1st of March, the uMzimkhulu district was integrated into KZN. The two provinces engaged in a handover discussion of which the researcher was directly and indirectly a part as a member of the delegation from the EC representing the FET phase. The researcher attended various meetings with the KZN officials with the intention of informing them about the status and position of uMzimkhulu in as far as NCS orientation of educators was concerned. In

both provinces the researcher was an observer as a researcher, participant, facilitator and the coordinator who organized all the FET activities like orientation workshops in the NCS.

The national core training team (NCTT) trained the EC provincial core training team (PCTT) on generics for five days in November 2004. The EC comprised of twenty-four districts of which uMzimkulu was one. Each district had twelve facilitators who were supposed to train in their districts in turn and they were called the district core training team (DCTT) which was supposed to train the educators. Most districts did not have a full cohort of Subject Advisors, hence the team comprised of few advisors and was beefed up by the lead educators who are subject specialists. The cascading model was one level from national to district teams.

The basics of the NCS were dealt with in detail, catering for all participants who were not well conversed with the curriculum terms like principles, goals, planning, assessment and learning outcomes.

Subject specifics in the EC took place during the June/July vacation from the 11th to the 13th of July 2005. District trainers comprised of Subject Advisors and lead educators and some were exposed to NCS for the first time. Districts brought two members for each subject and there were fifteen subjects and each district brought thirty members. The PCTT members trained the DCTT who were expected in turn to train the educators.

The subject specifics workshop in the EC was supposed to take three days but on the first day it began five hours later due to a stand off by the South African Democratic Teachers Union (SADTU) at provincial level which demanded a meeting with the provincial curriculum management as they had some grievances on issues as listed below:

- The number of days had been reduced from five to three days and they claimed that their members, especially the school-based educators, should refrain from the DCTT because they were not consulted by the department as they were supposed to reach an agreement of understanding.
- The meeting took the whole morning session until the lunch hour, the training resumed at 14H00.

- SADTU instructed its members to attend the training for their own benefit as they were not obliged to train other educators as they can do that at their own will. Training resumed at 14H00 and continued to 18H30 on the 11th of July 2005. On the 12th of July 2005 the workshop ran from 08H00 until 18H30. On the 13th of July 2005 workshops started at and ended at 10H00 as the same venue which was used for the training was going to be used for the provincial education.

The EC had many cascading levels: NCTT to PCTT, PCTT to DCTT, and DCTT to educators, in the district. In a nutshell, the DCTT did not get adequate training in subject specifics as they were required to go to their respective districts and train educators. The training that they received took one and a half days of which the gist of the orientation was on content. Planning and assessment was compromised.

The actual training took place in three phases: one day for advocacy where the two members were from the school management teams (SMTs), one member from the school governing body (SGB), and two learners preferably from the representative council of learners (RCL). Generics were the second phase and subject specifics were the third one and they both had duration of three days. UMzimkhulu was divided into three clusters for generics while subject specifics were according to the subjects. The programmes of both generics and subject specifics are attached. These indicate what has been covered by both provinces.

Most educators attended the first phase on generics and facilitators were clear in presenting their activities. Educators or participants were given training manuals and they were divided into groups of six when they were supposed to discuss or brainstorm an activity. During the subject specifics, educators displayed non-cooperation as some did not attend the training. Some trainers who were composed of the members from the SADTU did not avail themselves for the training. This was a major challenge as the training process depended on them as they were the subject specialists and lead educators who attended the provincial workshop. During the subject specifics facilitators who received inadequate training had some hiccups. As a result they could

not give satisfactory responses to the participants when they were faced with direct questions like:

> PARTICIPANT   *'As you claim that there is a certain percentage of reconfiguration*
>   *of the subject, how much and how are we going to bridge the gap?'*
>
> FACILITATOR   *'U...hm ....eish....we could not reach that point and unfortunately*
>   *I do not have a definite answer I will refer and maybe during our*
>   *next workshop I will respond...'*

Most educators lost confidence and it was more complex when it came to the planning, assessment and content which was the gist of the training in the subject specifics.

4. 4. ANALYSIS OF DATA

This section presents the data which was obtained from the respondents. The presentation of the data is structured so as to answer the two main questions of the study. The data has been elicited from the concepts that emerged from the themes or quotes which were made by interviewees from the same category or province. The interpretation of the data had Bernstein's framework as the basis of the study which is mainly a top down approach while Strauss' grounded theory was loosely used, hence themes emerged from the concepts, which is a bottom up approach. Each question had findings which were relevant to the research question. The researcher used probing questions in order to elicit the required responses.

There were two main interview research questions which are as follows:

- o **How is the knowledge re-contextualized in the official recontextualisation field from macro-level (province) to the meso-level (district)?**
- o **How do policy designers interpret the NCS policy?**

Additional questions were asked in order to encourage the respondents to provide the data. The following questions were common amongst EC and KZN officials:

- What preparations has the EC/KZN put in place for the NCS roll out in grades 10-12 generally?

- Why do you think the curriculum has changed from Nated 550 to the NCS and what do you think the differences are between these two curricula?
- How does your province's cascading model of NCS orientation differ from other provinces'?
- What are your plans for the circuit empowerment before and after integration to KZN?

Responses were analyzed using the following themes that emerged from interview data:

- Preparations for NCS roll out and implementation in grade 10-12
- Curriculum change
- Plans for circuit or district empowerment that has been integrated into KZN
- Cascading model of NCS orientation

4. 5. IMPACT OF ORIENTATION ON NCS BY BOTH EC AND KZN PROVINCES

The orientation of educators by the EC was divided into two phases:

Phase One: Generics and Phase Two: Subject Specifics. Each phase comprised of three days which made a total number of six days per teacher.

STATISTICS

- The total number of schools with grade 10 in uMzimkhulu was twenty. In generics the circuit was divided into three clusters.
- The expected number of educators in both generics and subject specifics was 155. Theactual number that attended in the second phase (generics) was 155 but in the third phase (subject phase) only 131 attended and 24 teachers from various schools did not attend.

CHALLENGES

- The DCTT received limited training by PCTT on subject specifics with a duration of one and a half days instead of three days
- From the 16th to the 31st of January 2006 the teams were formulated to check the school readiness as well as monitoring and support visits targeting all the schools with grade 10

using an instrument specially designed by the EC. The general recommendation from all the teams was that teachers were not ready to implement the NCS as they did not get adequate orientation on subject specifics. Schools requested the curriculum section do re-orientation as they were battling with NCS basic planning and assessment.

- There was also a school which was temporarily closed in 2005 by the name of Indawana S. S. due to reasons known to the district management. The teachers who are currently teaching in that school were not oriented in NCS.

- On the 3rd of February 2006, as a coordinator, the researcher initiated a meeting with the education desk conveners from the three social partners or teacher unions (SADTU, NATU and USAPE) to discuss the output of the school readiness and the recommendations that were put forward by the schools for consultation purposes. The curriculum section intended to do the recap programme before the 1st of March 2006, as the district would be engaged with issues surrounding the integration of uMzimkhulu to KZN. We unanimously agreed that the recap programme would be done for all subjects as most high schools were not implementing.

- On the 10th of February 2006, facilitators met for both GET and FET to plan for the forthcoming workshops on NCS recap programmes starting from the 20th to the 28th of February 2006 targeting planning and assessment.

- There had been a belt-tightening programme in the entire EC and the workshops were conducted without catering and that led to the early departure of educators at 13H00.

- Lead educators did not get accommodation or subsistence and travel allowances.

4. 6. INTERVENTION STRATEGY BY KZN

On the 13th of March 2006 the FET director (grades 10-12) had an appointment with the curriculum management in the district office at which the researcher was the FET coordinator. She required information on the state of affairs in terms of NCS implementation readiness. On the same date she met the principals of schools and addressed them on circular issues and

requested the principals do verbal reports on NCS implementation in their respective schools. There was no indication of implementation in all the twenty high schools. Instead they reflected the defensive tactics of not getting the LTSM.

The researcher also spent three days with the deputy directors who are learning field coordinators. Meetings ran from the 15th to the 17th of March 2006 and involved sharing, comparing and exchanging the training manuals that were used during the NCS orientation by the EC and KZN. at these meetings it was decided that way forward was that the trainers from KZN should meet with those from uMzimkhulu so as to share and plan for the re-orientation of educators teaching grade 10.

Most facilitators used PowerPoint presentations and the facilitators led the slots and teachers just asked a few questions for clarity purposes. They had no chance to take notes while the presentations were going on. According to Bernstein's (1990) framework this means that these sessions were generally strongly framed in terms of selection, sequencing and pacing.

The impact of the re-orientation of the grade 10 educators in 2006 by KZN was as follows:
- The programme for teacher orientation was developed.
- KZN Circular No. 53 of 2006 on the above mentioned programme was distributed to all the schools emphasizing the compulsory attendance by the educators teaching grade 10 as there would be a pilot of a national examination in the third term.
- The MEC for education addressed KZN and EC facilitators and the educators during her first visit to the circuit whilst they were doing generics.
- The FET Director made opening remarks on the 10th of April which was the first day of the workshop and the workshop had to continue until the 11th of May 2006.
- Teachers showed enthusiasm and commitment as most of their questions were answered, especially in subject specifics.

4. 7. COMPARISON OF THE TRAINING PROGRAMMES

The following programmes were used by the EC and KZN to train the Subject Advisors as well as the educators in NCS as per Annexures K1 and K2. The EC had the following implementation plan which was achieved in 4 phases.

PHASE 1-**Preparation of the system**

This phase marked the first phase of the strategy where the system was prepared in 2005 to deliver in 2006. This includes:

- ICT Infrastructure:
    - Computer equipment
    - Receiving equipment
    - Software
    - Connectivity
    - Security
- Other subject-specific infrastructure including physical science, art, technical subjects etc.
- Materials development
- FET orientation material
- Training manuals
- Guidelines and exemplar materials
- Introduction of the ICT
- Research and assess existing content
- Adapt current and develop additional content
- Training of districts – both on the model of the NCS and in the extensive new "content" knowledge and skills required
- Engagement with and orientation of providers e.g. HEI
- Building of support structures at provincial and district level to support teachers
- Introduction of the ICT training (integrated)

Preparation of the system started with the registration of teachers for an ACE in Mathematical Literacy and Life Orientation with the EC higher education institutions. These 1970 high school teachers were expected to graduate in June 2006. However, materials development would continue into 2005.

Phase 2- **Orientation in Generics OBE and NCS which took three days**

OBE orientation was going to be driven by a NCTT and conducted by provincial educators, both office-based and school based. The target groups were SMT's, provincial and district office-based educators, including Subject Advisors and curriculum implementers and other sections or directorates.

Materials were developed centrally by the national office and provincialized to suit the context of the province and distributed in multiple formats -- print and electronic using overhead projectors.

The EC included the following:

- Theory and policy
    - o Rationale for change
    - o Generic policy issues
    - o Orientation to the NCS grades 10-12 (general) constitution, values and principles, critical and developmental outcomes
    - o Paradigm shift/ transformation : new approaches and management thereof
    - o Link between GET and FET
    - o Principles of the NCS: impact on teaching, learning and assessment
    - o Concepts of the NCS
    - o Design features of the curriculum
        - ▪ Structure
        - ▪ Reconfiguration of subjects
        - ▪ Subject offerings, groupings clustering across schools
        - ▪ Rules of combination
        - ▪ Credits
- Position and role of the educators: norms and standards for educators and teachers as change agents
- Position and role of learners
- Introduction of appropriate teaching and learning strategies and methodologies (OBE)
- OBE theory

- Methodology

- Cooperative learning

- Learning styles

- Practices

- School management modules (management of transition and OBE in institutions)

- Transversal issues – inclusive education and principles of the NCS

- Overview of the content – LOs and ASs

- Classroom practice

    o Methodology: reflective practice

    o Inclusivity, multi levels and barriers to learning

    o Classroom management

    o Assessment practices

    o Impact of policies

    o Development of learning programme

- Curriculum management

    o Development of LTSM

    o Qualification and accreditation school-based management and support: SMT, SGB

    o Timetabling and time management

    o Roles and responsibilities of parents

    o Roles and responsibilities of different stakeholders e.g. the Department of Education, provincial and district departments of education and service providers

    o School-based monitoring and evaluation

Phase 3 and 4 –Targeted subject specifics training which took 3 days

This involved the training of educators pertaining teaching and learning strategies and methodologies on the following:

    o Assessment – how to assess outcomes based in a specific subject

- o Cooperative and individual learning – how to manage groups and individual learning styles
- o Resource based learning and teaching – how to support teaching and learning
- o How to deal with the content
- o The roles of the educator was made appropriate to the subject of teaching
- o Developing of learning programmes
- o Interpretation of the learning outcomes and assessment standards per subject
- Re-training of teachers

There was a group of teachers that required re-training in new subjects that were offered in NCS like Life Orientation (LO) and Mathematical Literacy (ML). The provincial DoE entered into a contract with HEIs such as Walter Sisulu University (WSU) and the Nelson Mandela Metropolitan University (NMMU) on providing the ACE for educators teaching LO and ML in all high schools. The DoE paid for the tuition which was a sum of R24 000 for each educator for the duration of two years.

The EC curriculum section designed the programmes for generics and subject specifics. The generics programme is attached as Annexure K1.

KZN had generics for one day which had activities like social transformation and subject specifics training which took three days per subject and the focus area was classroom practice. The facilitators from all subject specifics had the following:

- An introduction to curriculum management-orientation and terminology
- Classroom practice – introducing the learning outcomes and assessment standards
- Curriculum management – subject framework for three years in the FET with grade 10, 11 and 12 work schedules which is a plan for one year per grade and lesson plans derived from the work schedules. The responsible personnel are individual teachers and the length is determined by the number of activities, varying from one teacher to the next.

The workshop material was strongly framed as the facilitators had limited freedom in terms of diverting the workshop as the activities had specific allocated times. For, example in both provinces in generics there was the following topic:

Transformation in FET (EC)

Topic 1: Background to transformation (90mins)
Activity 1: the Past - **30 minutes**
Activity 2: Constitution and curriculum - **15 minutes**
Activity 3: Related policies - **45 minutes**

Topic 2; NCS (180 minutes)
Activity 1: Principles - **30 minutes**
Activity 2: OBE philosophy- **30 minutes**
Activity 3: Design of NCS- **30 minutes**

Trainers, who included Subject Advisors and the lead educators, were trained nationally. Presentations were done using the data projector and the participants were given some tasks as groups where they had to discuss and respond using flip chart papers. Teachers had to recognize and realize the workshop content as they had to discuss as well as elect the scribe and the reporter. If all the groups were finished with the given task they had to present and the facilitator's role was to critique and eventually give teachers positive feedback.

Both KZN and the EC used the following policy documents that were created at national level:

- The overview policy document

- NCS specific to each subject

- The generic manual

- Programme guideline document

- Participant manual

Each province had different participant manuals, especially on subject specifics as they were autonomous in terms of contextualizing the material. Another difference was the number of days that the provinces used for their workshop. KZN had a programme for four days, which is attached as Annexure D2, while the EC had three days for generics and three for subject specifics, which is attached as Annexure L.

There were similarities in terms of the items that were dealt with in the workshop, especially in generics with topics like 'Transformation in FET'. For subject specifics, however, there was an activity in Life Orientation which was common in both provinces which was an individual exercise. In this, teachers were expected to know something before they attended the workshop and the majority of the educators got less than 30 percent of the answers correct. The activity

was strongly framed and not paced according to the participants as there was a stipulated time for the activity.

EC Subject Advisors or lead educators did not get adequate training. During the intervention workshop KZN did not do justice to uMzimkulu educators as they used a summarized version of training for the teachers who were in urgent need of thorough orientation.

4. 8. CONCLUSION

The researcher mentioned the goals of the research as well as the research setting. The four key themes were identified from the data that was collected through the interviews which formed the basis of the findings as it was rooted in the grounded theory unit. The impact of training and the intervention which was done by KZN was received by educators from the EC in terms of the output in terms of grade 12 results in the research site, as well as the comparison of the two sets of training by both provinces of which there were similarities and differences in the training manuals as the provinces were autonomous in developing their manuals and deciding the number of days taken. The EC had a training programme, which is attached as Annexure C1, and the KZN programme is attached as Annexure C2. Classification and framing was very strong as deduced from the quotes in this chapter.

CHAPTER 5: CONCLUSION – FINDINGS AND RECOMMENDATIONS

5. 1. INTRODUCTION

In this chapter the findings and limitations of the study are indicated as well as recommendations for further research. The purpose of the study was to answer the following questions:

- How is the knowledge recontextualised in the official recontextualising field (ORF) from the macro level (province) to the meso level (district)?
- How do policy designers interpret the NCS policy?

The goals of the research were to:

- Investigate the cascading models used by the two provinces (EC and KZN) to train the Subject Advisors in the official recontextualising field (ORF)
- Establish how the activities were done and what the actual content was in teacher training workshops in the pedagogic recontextualising field (PRF)

Themes that have emerged from the study as elicited from the data that was collected from the interviews as well as the contextual factors that existed in the research site are substantiated and interpreted in this chapter.

5. 2. FINDINGS

The findings of the study in responses from the interviewees revealed that there was an urgent need for more in-service training especially for both beginner and experienced teachers as there is high teacher turnover due to the rural nature of Sisonke District. Teachers at the research site received two types of NCS training, by both the EC and KZN, but despite this the NSC results declined.

The DoE needs to consider the issue of employing Subject Advisors as they are key role players in the implementation of the NCS, so as to workshop and do follow up support visits to the schools in order to monitor, guide and mentor the educators. The contextual factors indicated that teachers did not get support from the Subject Advisors as the training was a once-off event. As Fullan (1991) indicates, schools cannot redesign themselves without assistance and support at a district level.

The NDoE has to conduct well organized workshops on a new curriculum by giving clear guidance to the provinces as it is evident that the two provinces in this study recontextualised the knowledge differently which created confusion for the educators who were grappling with the new curriculum. The cascading schemes used by the two provinces were different as the EC had many levels whilst KZN had a minimal number of levels.

Another finding was that teachers need to be consulted before the implementation of any new development to avoid negative responses, being that the NCS is an initiative of the political elites to redress the imbalances of the past (South African Constitution, 1994). Gustavson (1955) explains how people are afraid of drastic innovations, partly because they prefer the familiar; and partly because the vested interests of most people are normally bound up with the existing set-up; resistance on the part of teachers is therefore a natural and predictable response. This is confirmed by Doyle and Ponder (1977) – change has usually been something done to teachers rather than with them.

There were four main themes that emerged from this study:
1. The preparations that the EC and KZN put in place in for the NCS roll out in grades 10-12 generally
2. Curriculum change
3. The plans for circuit or district empowerment that has been integrated into KZN
4. The cascading model of NCS orientation

5. 3. LIMITATIONS OF THE STUDY

The researcher experienced challenges with regard to conducting the interviews, particularly in the case of provincial officials from both the EC and KZN:

- o KZN officials felt intimidated with regard to their plans of integrating the district as the researcher was working at the research site.

o The distance between KZN and the EC was over 500 kilometres for a single trip, which was costly.

o Both EC and KZN officials were attending various meetings as key role players and at times were unable to keep their appointments with the researcher.

o The researcher was a participant observer, which introduced the potential for subjectivity and bias.

o The research was limited to one circuit in the district.

5. 4. RECOMMENDATIONS

The findings in this study indicate that the cascading model is not an effective tool for the DoE as information becomes distorted and inaccurate as it is passed from level to level before reaching teachers.

It is recommended that teachers be brought on board for advocacy purposes and encouraged to make inputs to policy changes so as to avoid resistance and negative attitudes, as indicated by the contextual factors at the research site which are demonstrated by the outcomes of the NSC in 2008 and 2009 respectively. Teachers are the implementers and practitioners of the curriculum and they need to be consulted extensively by the curriculum planners for buy-in of any programme.

Based on the findings of this study, it is highly recommended that Subject Advisors provide intensive monitoring and school support visits as well as ongoing in-service capacity building workshops on the new curriculum for educators.

The school management team (SMT), especially HODs, need to be capacitated on curricular matters so that they are able to manage effectively in their departments.

It is recommended that the Department of Education employ Subject Advisors: one of the challenges revealed by the study was the inadequate support provided to schools because the district was inadequately staffed. According to Fullan and Hargreaves (1991, p.4)) 'Teachers and Principals are dangerously overloaded. More "social work" responsibilities, greater accountability and having to deal with a wide range of abilities and behaviours in their classrooms.' A particular dilemma for those who are trying to bring about change in schools is the issue of overloading educators and the limits placed on their involvement in change, which results in resistance amongst educators.

5. 5. SUGGESTIONS FOR FURTHER RESEARCH

The focus of this study has been on the recontextualisation of the NCS from the provincial to the district level as well as tracking what has been happening in the actual training and investigating the impact of this.

It is therefore essential to investigate recontextualisation at school level by teachers to learners. The study is valid in one circuit out of the four circuits in Sisonke District and the conclusions cannot be generalized to the entire district, to KZN, or the South African context as a whole.

The conclusions of this study suggest the need for further research to be undertaken in the whole district as well as including learners as interviewees. The results of this study might be biased as the researcher is a participant observer and the curriculum official at the research site. It is of utmost importance to undertake more comprehensive research in the entire Sisonke area to verify the findings of this study. Further research could be conducted at any district in KZN with other samples so as to expand the knowledge about people's perceptions of the implementation of the NCS or any new curriculum.

5.6. CONCLUSION

The study was undertaken to investigate the cascading models used by the two provinces (EC and KZN) to train the Subject Advisors in the ORF on NCS and how the activities were done and what the actual content was in teacher training workshops in the PRF.

The researcher feels that the aims of this study have been accomplished and achieved. The study will be of value to departmental planners and all affected stakeholders. The findings of this study will be useful as they will inform the agents in both the ORF and PRF about the suggestions on how and what they are supposed to do in approaching curriculum implementation. It is evident from the findings of the study that the teacher orientation which is usually done as an event at the beginning of the year is inadequate. The drastic shortage of Subject Advisors with limited support to the sites of learning to monitor the implementation of curriculum is a major concern. The reader's attention is drawn to the contextual factors of the research site in Chapter 1. In an ideal education system there should be education centres that in-service educators at least twice per term.

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APPENDICES

APPENDIX A1

INTERVIEW SCHEDULE –

EC PROVINCIAL OFFICIALS

STRUCTURED INTERVIEW FOR POLICY DESIGNERS

BIOGRAPHICAL DETAILS:

SEX:

FEMALE	MALE

RANK / POSITION:

CES	DCES	DES

AGE: ....

MARITAL STATUS: ....

HOME LANGUAGE: ....

LEVEL OF EDUCATION: ACADEMIC .... PROFESSIONAL .....

WORK EXPERIENCE WITHIN THE DEPARTMENT OF EDUCATION ....

2. What preparations has the Eastern Cape Province put in place for NCS roll out in Grade 10 – 12 general?

3. Why do you think the curriculum has changed from Nated 550 to the NCS and what do you think the differences are?

4. Can you give me your personal opinion on the Provincial plans for District empowerment?

5. You and your colleagues in Curriculum Management and Development adapted the NCS policy from the National one to fit into the context of the Eastern Cape Province. Did you experience any challenges when you redesigned the NCS policy? Can you mention a few challenges and how did you and your colleagues overcome them?

6. One of the potential problems with the implementation of the NCS is the shortage of knowledgeable experts to deal with the subjects. What do you think are possible solutions to this?

7. What can you say about the Province's readiness to implement NCS in 2006?

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FULL TRANSCRIPTION OF ONE OF THE ABOVE SUBJECT'S RESPONSES

APPENDIX A

Interviewed Policy designer from Curriculum Management and Development at the Provincial Office:

A question l: What preparation has the Eastern Cape Province put in place for NCS? Rollout grade 10-12 general?

Response 1: Started by explaining the NCS acronym that stands for National Curriculum Statements (NCS). Preparations started as early as 2002 when we first developed the strategy to suit the Eastern Cape context:

 Our strategy had 4 broad pillars or thrusts:

- •   To train a core of teachers and Subject Advisors
- •   An advocacy plan
- •   Train the Education Development Officers who will in turn train the School Management Teams (SMTs) on how to manage the NCS
- •   The Budget

Furthermore we had involved the Higher Education Institutions (HEIs) - that is, the Universities and Technickons

- •   One of our major breakthroughs was to ask the **HEI** to develop and Advanced Certificate in Education for the very new subjects like Mathematical Literacy and Life Orientation. We put aside R48 million to train two teachers per school. So those were the broad plans of which details might take a longer time. Furthermore, we have also put in place skills levy money for teachers to be trained as accredited assessors because assessment is an integral part of the teaching process, so the more details might take longer. Furthermore we have also trained the SMTs in Curriculum Management on how are they going to manage this new curriculum as it has more demands than Nated 550.

Question 2: Why do you think the curriculum has changed from Nated 550 to the NCS and what do you think the differences are between these two curricula?

Response 2: Firstly Nated 550 differs with the NCS:

Nated 550 focused mainly on the content and ignored skills, attitudes and values. Nated 550 did not concentrate fully on Continuous Assessment. There were subject combinations that did not prepare learners for the world of work or for tertiary education. So those are the salient differences and furthermore assessment which is an integral part, as I said earlier on, for the teaching and learning process. In Nated 550 we only concentrated on Summative Assessment whereas there are various forms of assessment like formative assessment, diagnostic assessment and so on. And Nated 550 did not prepare learners for the different careers, whereas NCS prepares the learners for the three different pathways:

- •   There are learners that will proceed within the academic stream

- There will be learners that will be prepared for the vocational stream.
- There will be learners that will proceed to the occupational field who will eventually go to the industries.

Noted 330 did not comply with the National Qualification Framework in the sense that both on the Qualifications Framework, so learners are more level of the different pathways whereas Nated 550 only concentrated in the vocational side of the things and we are saying not all learners can proceed with the so-called vocational field. The learners can proceed and contribute to the economy of the country. These are some of the differences between Nated 550 and the National Curriculum Statement.

Question 3: Can you give me your personal opinion or on the Provincial plans for district empowerment?

Response 3: Firstly, personally the District have got to continue this new Curriculum because if they do not embrace it, it will not work well. Both District based Officials (education) and School based educators would embrace it and make it work. In terms of the district empowerment as I had mentioned earlier on, we have seen a lot of empowerment workshops for districts personnel on administration and also on the content of the subject.

One of our priorities is to empower not only the Subject Advisors but also teachers in respect of assessment and planning for the subject the teacher is dealing with.

If the School Management Team that is a driver of the Curriculum in the schools is not competent and efficient to run or to manage curriculum, it will collapse. Our plan that we have started is to empower district officials starting from Specialist, Chief Education Specialist, Deputy Chief Education Specialist and First Education Specialist for curriculum in how to manage Curriculum. So the plans will unfold as we take them step by step, it is very important for us that our District Officials are capable or have got the capacity to be able to lead, to guide, to mentor and to coach our teachers. You will remember that this curriculum is open and by Open I mean it is not only content based. One of the underlying principles of the curriculum as there are nine of them have one is High skills and high knowledge, therefore it is important for us to empower the District Officials in the content, in the technology so that they are able to guide and lead our teachers in the curriculum.

Question 4: You and your colleges in Curriculum Management and Development adopted the NCS policy to fit into the context of the Eastern Cape Province. Did you experience any challenges when you redesigned the NCS Policy? Can you mention a few challenges how did you and your colleagues overcome those challenges?

Response 4: A policy is a National mandate there is no way any Province can adapt a policy. We have got to implement the details of the policy and the imperatives of the policy as the Province.

But what we can do as a Province because all the 9 Provinces have got different contexts. To zoom in, in Eastern Cape we have 24 districts and our implementation strategy following the National Policy has got to suit or fit the context of the Eastern Cape.

You will remember that in Eastern Cape we had 6 Departments from the Old Regime. There were DET (Department of Education Training) Transkei Department of Education, Ciskei Department of Education, House of Representatives, House of Delegates and Cape Education. All these departments have different Norms and Standards for funding.

Therefore there will be schools in the Eastern Cape that will be well resourced whereas some of them are poorly or inadequately resourced.

The teacher Development of all these Departments that I have mentioned differed and unfortunately the bulk of the teachers in the Eastern Cape come from the historically disadvantaged communities. The training that most of our teachers got was below par so now we had to design a strategy and say firstly how we prepare our teachers for them to be able to meet the demands of this curriculum. Coming to resources this curriculum demands that all schools should have computers. Most of our teachers are computer illiterate therefore they cannot surf the information from the Internet.

Because of the vastness of our Province most of our schools are in the rural areas. They have following challenges: - no telephones, no electricity and no sanitation. Therefore we had to design a strategy that does not say one size fits all. It is applicable to districts like Port Elizabeth, which is well resourced, and you compare it with districts like Mzimkulu, which is under resourced. So what we did, we designed a strategy, which says when you train teachers in Maluti, or Mzimkulu you cannot train them in the same way as you train teachers in Port Elizabeth. Those in Port Elizabeth have got the access to the internet whereas Mzimkulu teachers have got no access to such facilities so them we had to design a strategy which is as follows: we had to cluster districts and we had to train districts separately.

> In our first phase we had to train teachers in generics and Subjects specifics
> Our second phase now is to go to our three clusters and train teachers to meet the needs of the teachers because they differ. The challenges we are facing are financial constraints, Eastern Cape is a rural Province therefore we have got three categories of teachers those that are qualified, under qualified and unqualified. Well qualified to teach the subject and those that are under qualified not because of their fault but because of the systems fault that they have been through in the past, those are inappropriately qualified. A teacher might have a degree in English but you will find that teacher will also teach Mathematics because she or he did Mathematics in grade 12 and there are no Mathematics teachers in the school. Those are some of the challenges that are glaring that we as the Eastern

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Cape have got to face. That is why it is important for us to form strong partnerships with the Higher Education Institutions. We are trying to overcome those challenges by having the Advanced Certificate in Education; we are linking with them for this National Professional Diploma in Education trying to upgrade our teachers so that they can meet the challenges of this Curriculum as well as the challenges of the 21st century.

Follow up of Question 4: Clarity in terms of the challenge that you have mentioned earlier about the computers. Not all schools have got the computers so that they can surf the information from the Internet. Did you and your colleagues overcome that challenge in a way as a Province? How did you overcome this or e because all the schools need to have computers as one of the requirements of the NCS?

Response on a follow up question: Good question, there is a white paper on E-learning whereby the policy speculates that by 2014 all schools will have computers. In the Eastern Cape there are 1017 highs schools. This runs to billions of rands for connectivity and software. We are trying to form partnerships with Eskom and Telkom. You will remember that the policy says school fees are no longer compulsory and 80% of the Eastern Cape is rural, therefore our parents are bankrupt and they have no money. Statistics will tell you that only 4, 5% of the schools in the Eastern Cape have got computers that can be used by learners. I don't mean computers that can be used by teachers and the school management. Only 4,5% of the schools that have got computer laboratory. It is a long struggle we are forming partnership with Eskom and Telkom to lower the rates. We are forming partnership with business companies and all the industries for them to be able to donate computers because education is for the nation. The Department of Education is a Custodian but we cannot run this mile alone we need this partnership because at the end of the day these learners that we produce must go to build the economy of the country. So we have got that challenge that means therefore that it will take some time for us to reach the perfect stage.

Question 5: One of the potential problems with the implementation is the shortage of the knowledgeable experts to deal with the subjects. What do you think are possible solutions to this?

Response 5: I will answer this by saying, ONE, the main causes of our potential problems and I am putting my neck on the block here but this is the truth, are the industrial strikes (Unionism) which are one of our biggest problems. I've got no problems with the Unionism of the teachers Union but when it affects the teaching and learning process it becomes a problem. Let me substantiate by saying that we had problems as the Department of Education with the teachers Unions, rightfully, because they were fighting for their rights and my position as well as the opinion is saying what about the rights of the learners.

We had problems when it came to the moderation of the CASS mark (Continuous Assessment) portfolios it affected and it is still going to affect the teaching & learning culture.

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Coming to the shortage of the knowledgeable experts, as I have indicated earlier on that the type of education that out teachers went through leaves much to be desired, but on top of that we, as the Department of Education, we are trying to bring workshops and courses to teachers and these workshops get disrupted because of other issues that are not classroom based but that affect the lives of teachers. So the process has got hiccups, there is no way that the teachers can be able to handle this curriculum if they, themselves do not have the high knowledge and high skills. In my personal opinion we, as the Department of Education need to sit down with the teachers union or the teachers' organizations and differentiate between the right of learners and the teaching and learning process. Yes, they are inter-twined because if you infringe on the rights of the teachers definitely they are not going to be motivated to teach. So those are the problems we are facing of which I think we need to be honest and debate with the Teacher Unions in good faith. One of the problems as the Department we discuss with the teachers unions at National level and also at Provincial level somehow the information does not filter down to the grassroots for an example we will agree with the Teacher Union that for quality assurance subject advisors and Heads of the Department have got to go to the classrooms advise and guide the teachers. In some schools that happen and in some schools it does not happen. Subject Advisors and Heads of Departments are not allowed to go to the classroom therefore how can we guarantee that there is quality learning and teaching?
So these are some of the problems that we have got to face and come up with the workable and pragmatic solutions.

Question 6:

In this question I need more clarity in terms of the knowledgeable experts. Next year that is 2006 we are implementing this curriculum (NCS) how did you and your colleagues in the Province assist the schools or educators so that they could have the certain knowledge and skills especially of the new subjects like Life Orientation (LO) and Mathematical Literacy (ML) which are fundamental or compulsory subjects in the curriculum.

Response 6

Yes, maybe that sounds repetitive but as I have indicated we have spent 48 million to engage our Higher Education Institutions, all seven of them in the Eastern Cape Province to develop the ACE a two year diploma for especially the subjects that you have mentioned LO and ML.

Secondly we, as the Department are looking further to another field that is necessary like Arts and Culture field where we say we will involve Universities and Technikons to develop our teachers in Music Dramatic Arts Design Art and Visual Art all that. We have now recently between 14 and 17 November 2005 we have engaged the National Business Institute to develop our teachers in subjects like tourism, Hospitality Schools and also Consumer studies because these are the subjects that will be able to redress the state of affairs in our country. So there are those of diversifying the curriculum instead of us being stuck in the traditional subjects cannot take our learners into the field of work. I have mentioned the Arts and Culture Field, I have mentioned services field which includes subjects like Tourism which is a booming industry. Those are our plans as the

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department and I have already indicated we have put them in place as we have already engaged the National Business Institute we have already involved the EC tourism board.

Question 7:
What can you say about the Province's readiness to implement the NCS in 2006 especially in Grade 10?

Response 7
Firstly we have got nine Provinces and all of them are not in a perfect state of readiness. And we did differ, take for an example, Provinces like Gauteng, Western Cape and Free State will be a higher level than us that is the nature of this Province. We have done whatever is possible to be ready for the implementation. We are saying as the Province we are ready to implement. To prepare for our readiness or to prove our readiness what has helped us was the eagerness of our teachers as well as the enthusiasm of our teacher cohort. The eagerness of our district officials to implement this curriculum that was a plus, meaning that was positive. What we have done we have dealt with all the nitigrities of the Policy, we have dealt with the subject content, we have dealt with the Management of the curriculum,we have also as the Province took an initiative to develop what we now call here in East London the Education Leadership Institute and the broad plan is that this should be central it will have satellites in all our 24 districts. In the districts we will call them Education Development Centres. That's where now it will be a vibrant centre of learning of development both in content and also administration and management of this curriculum. That is why we are saying as the Province we are ready but definitely we cannot reach that Utopia, we cannot reach that perfect state but we can simply say our teachers will be able to implement the curriculum. Remember curriculum is a process, so will continually develop our teachers so that at the end of the day they are able to comfortably implement. You will remember Mam, that even countries like UK, US their curriculum is not yet perfect it keeps on changing as you know development come its an evolution so we are a developing country and this curriculum must meet demands and our teachers might be able to meet the demands of the 21st Century so we can safely say we are ready to implement not 100% but 60% or 70 %.There will be schools that will be at 80% state of readiness and there will be schools that will be 40% state of readiness because of the inequal ties and imbalances of the past that we cannot run away from but we are ready as this Province

APPENDIX A2

INTERVIEW SCHEDULE -

KZN PROVINCIAL OFFICIALS

2.4.3. EXEMPLAR OF THE SEMI STRUCTURED INTERVIEW SCHEDULE FOR KWAZULU-NATAL POLICY INTERPRETERS IN THE FET DIRECTORATE

I.   Biographical Details
  o   Sex
  o   Rank/ Position
  o   Age
  o   Marital status
  o   Home Language
  o   Work experience
  o   Level of education
      ➢   Professional
      ➢   Academic

II. What preparations has the Province put in place to integrate Mzimkhulu in terms of the NCS roll out as well as implementation in Grade 10-12 generally?

III. Why did you re-train Mzimkhulu educators?

IV. Can you give me your personal opinion on the Provincial plans for Mzimkhulu Circuit empowerment?

V.   Your Province's cascading model of NCS orientation is different from the Eastern Cape one pertaining training of Trainers and educators? How is it different?

VI. One of the potential problems with the implementation is the shortage of the knowledgeable experts to deal with the subjects like Mathematical Literacy and Life Orientation and what do you think are possible solutions to this?

VII. What can you say about the Province's state of readiness on the second year of NCS implementation?

VIII. Has the Province made any Provision for the Grade 11 failures who are being exposed to the NCS for the first time on the second year of implementation and are supposed to be taught in the same class with learners from Grade 10? (Remember learners are not supposed to be victimized by the system as it was not their choice to fail the grade.)

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APPENDIX A3
INTERVIEW SCHEDULE FOR
SUBJECT ADVISORS

2.4.1. EXEMPLAR OF THE SEMI STRUCTURED INTERVIEW SCHEDULE FOR SUBJECT ADVISORS:

a) Biographical Details
- o Rank/ Position
- o Age
- c Marital status
- o Home Language
- o Work experience
- o Level of education
  - ➤ Professional
  - ➤ Academic

b) What preparations has the Eastern Cape Province put in place for the NCS roll out in Grade 10-12 generally?

c) Why do you think the Curriculum has changed from Nated or Report 550 to the NCS and what do you think the differences are?

d) Did you experience any challenges when you re-described the NCS policy? If yes just mention a few challenges and explain how you and your Colleagues overcome those challenges?

e) One of the potential problems with the implementation is the shortage of the knowledgeable experts to deal with the subjects and what do you think are possible solutions to this?

f) Do you think the FET schools are aware and ready for the implementation in 2006?

g) How are you going to ensure the effective implementation by schools?

h) What can you say about the readiness in the District or Circuit?

7.

APPENDIX A4

INTERVIEW SCHEDULE

FOREDUCATORS

2.4.4. EXEMPLAR OF THE SEMI STRUCTURED INTERVIEW SCHEDULE FOR EDUCATORS IN MZIMKHULU CIRCUIT

1. Biographical Details

   o Sex

   o Rank/ Position

   o Age

   o Marital status

   o Home Language

   o Work experience

   o Level of education

   ➤ Professional

   ➤ Academic

2. What preparations has the Mzimkhulu District put in place for the NCS roll out in Grade 10-12 generally whilst it was under the Eastern Cape Province?

3. Did you attend NCS Orientation by Provinces, Eastern Cape as well as KZN?

4. How did you experience the re-training on NCS by KZN? Can you give me your personal opinion on the school plan as well as your plan for the implementation of the NCS

5. Which of the two training models by different provinces (Eastern Cape and KwaZulu Natal) you understood better when comparing the documents used? How were they different? Which one was user friendly and how?

6. How do you accommodate the Grade 11 repeaters to the NCS content as it is their first exposure to this type of a curriculum?

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APPENDIX A5

QUESTIONNAIRES

SECTION A
BIOGRAPHICAL INFORMATION

Kindly indicate your response to the following questions by inserting a cross(x) in the appropriate box and fill in the spaces where necessary.

1. Your position.
District Manager ☐ CES ☒ D.D ☐ DCES ☐ FES ☐

2. Terms of appointment.
Permanent ☒ Temporal ☐ Casual ☐

3. Age
20-30 years ☐ 31–40 years ☐ 41–50 years ☐ Above 50 years ☒

4. Gender
Male ☐ Female ☒

5. (a) Overall experience within Education Department.
   0 – 5 years ☐
   6 - 10 years ☐
   11 – 15 years ☐
   15 + ☒

   (b) How many years of experience in your present position?
   0 – 5 years ☒
   6 – 10 years ☐
   11 – 15 years ☐

6. (a) Professional qualifications (If any)

   PH ☐ PTC ☐ JSTC ☐ STD ☐ PTD ☐ UED ☐ HED ☒

   Other specify------------------------------

   (b) Academic qualifications (If any)
   B.A. ☒
   B.Sc ☐
   B.Com. ☐
   B.Ed ☒
   Hons. ☐
   Other specify---------------------------

APPENDIX B1

ETHICAL CLEARANCE

UNIVERSITY OF
KWAZULU-NATAL

5 SEPTEMBER 2007

MS. Q Q MEHLOMAKHULU (203515556)
EDUCATION

Dear Ms. Mehlomakhulu

ETHICAL CLEARANCE APPROVAL NUMBER: HSS/0526/07M

I wish to confirm that ethical clearance has been granted for the following project.

> "The interpretation of the National Curriculum Statements (NCS) Policy by agents from the provincial to the
> district level"

PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years

Yours faithfully

MS. PHUMELELE XIMBA
RESEARCH OFFICE

- cc Faculty Research Office (Deroy Budhio')
- cc Supervisor (Dr. W Hugo)

2007-09- 1 2

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APPENDIX B2

CONSENT LETTER

UNIVERSITY OF KWAZULU NATAL

PRIVATE BAG X01
SCOTTSVILLE
PIETERMARITZBURG
3200
07 MARCH 2007

TO WHOM IT MAY CONCERN,

As part of the requirements of my M.Ed. (Curriculum Studies) at the University Of KwaZulu-Natal, Pietermaritzburg, I am conducting a research study on THE INTERPRETATION OF THE NATIONAL CURRICULUM STATEMENTS (NCS) BY POLICY DESIGNERS FROM THE PROVINCIAL TO THE DISTRICT LEVEL.

I have identified you as a subject for my research. If you agree to be one of the participants in my project I will be grateful if you sign the declaration and I will conduct a semi-structured interview on this issue. The estimated time of the interview will be—/- an hour. Your responses will be recorded in an audiotape. May I request that your responses be as accurate, free and honest as possible? May I also assure you that the responses you give will be treated with strict anonymity? Thus, please do not indicate your name anywhere in this interview schedule. The information gathered here will be used for research purposes only.

If you decide not to participate, it will not result in any form of a disadvantage and your participation is voluntary and as a subject you are free to withdraw from the study at any stage and for any reason.

Thank you in advance for your co-operation.

Yours sincerely

....
Q. Q. Mehlomakulu
Research Student, University of Kwazulu-Natal

DECLARATION

I --- (full names of the participant) hereby confirm that I understand the contents of this document, and I consent to participating in the research project.

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

SIGNATURE OF THE PARTICIPANT   DATE

....

APPENDIX B3
REQUEST FOR
PERMISSION TO CONDUCT
RESEARCH

University of KwaZulu –Natal
School of Education
Private Bag x 01
Pietermaritzburg
3200
02 July 2007

The Director
Head Education Office
P/Bag x 9137
Pietermaritzburg
3200

Dear Sir

**<u>Re : REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN
THE DEPARTMENT OF EDUCATION –FET DIRECTORATE.</u>**

I hereby request you to grant me permission to conduct research study in
your area on **THE INTERPRETATION OF THE OF THE NATIONAL
CURRICULUM STATEMENTS (NCS) BY POLICY AGENTS FROM
THE PROVINCIAL TO THE DISTRICT LEVEL.**

I will be conducting individual interviews between July and August 2007
granted permission. The information gathered will be used for research
purpose only. I will provide the Department with a copy of my dissertation.

Hoping that my request will be accepted.

Yours in service

Q. Q. Mehlomakulu (Ms)
Research Student, University of KwaZulu- Natal (0835968954)

SAMPLE (LIST OF SCHOOLS)

1. Two high schools in uMzirnkhulu Circuit: -D.R.C and Mabandla

2. Provincial Offices in KwaZulu -Natal and Eastern Cape (FET schools Directorate)

3. Subject Advisors who trained educators-uMzirnkhulu Circuit

SAMPLE (LIST OF SCHOOLS)

1. Two high schools in uMzimkhulu Circuit: -D.R.C and Mabandla

2. Provincial Offices in KwaZulu -Natal and Eastern Cape (FET schools Directorate)

3. Subject Advisors who trained educators-uMzimkhulu Circuit

APPENDIX B4

PERMISSION GRANTED BY DOE, APPROVAL AND DECLARATION

PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI
PROVINSIE KWAZULU-NATAL

DEPARTMENT OF EDUCATION
UMNYANGO WEMFUNDO
DEPARTEMENT VAN ONDERWYS

Tel: 033 341 8611
Fax:033 341 8612

Private Bag X9137
Pietermaritzburg
3200

228 Pietermaritz Street
Pietermaritzburg, 3201

INHLOKOHHOVISI · · · PIETERMARITZBURG · · · HEAD OFFICE

Enquiries: Imibuzo: M Francis Navrae:	Reference: Inkomba: 0028/07 Verwysing:	Date: Usuku: Datum: 25/07/2007

RE: PERMISSION TO CONDUCT RESEARCH

TO WHOM IT MAY CONCERN

This is to serve as a notice that Ms QQ Mehlomakulu has been granted permission to conduct research with the following terms and conditions:

➢ That the researcher, will present a copy of the written permission from the Department to the Head of the Education Institution concerned before any research may be undertaken at a departmental institution.

➢ Attached is the list of schools she/he has been granted permission to conduct research in. However, it must be noted that the schools are not obligated to participate in the research if it is not a KZNDoE project.

➢ **Ms QQ Mehlomakulu** has been granted special permission to conduct his/her research during official contact times, as it is believed that their presence would not interrupt education programmes. Should education programmes be interrupted, the research will be conducted during non-official contact times.

➢ No school is expected to participate in the research during the fourth school term, as this is the critical period for schools to focus on their exams.

➢ Researchers are required to contact the school prior to conducting the research in order to interfere with the smooth running of the education institutions(schools) or the learning and teaching process.

for SUPERINTENDENT GENERAL
KwaZulu Natal Department of Education

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PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI
PROVINSIE KWAZULU-NATAL

DEPARTMENT OF EDUCATION
UMNYANGO WEMFUNDO
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228 Pietermaritz Street
Pietermaritzburg, 3201

INHLOKOHHOVISI   PIETERMARITZBURG   HEAD OFFICE

Enquiries: Imibuzo: M Francis Navrse:	Reference: Inkomba: 0028/07 Verwysing:	Date: Usuku: 25/07/2007 Datum:

List of Schools where Research will be conducted:

1. D.R.C & Mabandla (Mzimkhulu Circuit)

2. FET schools Directorate (KZN &Eastern Cape)

for **SUPERINTENDENT GENERAL**
KwaZulu Natal Department of Education

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PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI
PROVINSIE KWAZULU-NATAL

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Enquiries: Imibuzo: M Francis Navrae:	Reference: Inkomba: 0028/07 Verwysing:	Date: Usuku: 25/07/2007 Datum:

List of Schools where Research will be conducted:

1. D.R.C & Mabandla (Mzimkhulu Circuit)

2. FET schools Directorate (KZN &Eastern Cape)

for **SUPERINTENDENT GENERAL**
KwaZulu Natal Department of Education

Declaration and Understanding – Ref:0028/07

I the undersigned declare that I acknowledge that I have read and understood the abovementioned terms and conditions and agree to abide by them. The KZN Dept of Education reserves the right to withdraw my approval should I be found not to abide by the terms and conditions. I undertake to submit a copy of the completed report, dissertation or thesis as per terms and conditions to the KZN Department Of education a month after completion of my research.

Name (print): _____

Date: _____ Signature of applicant: _____

APPENDIX C1

FIELD NOTES FOR BOTH

EC AND KZN

PROVINCES

FIELD NOTES ON THE 2 SETS OF TRAINING ON GENERICS AND SUBJECT SPECIFICS BY THE EASTERN CAPE AND KWAZULI NATAL PROVINCES AND THE DISTRICT

Generics Training

The National Core Training Team (NCTT) trained the Eastern Cape Provincial team in November 2004; this comprised of the 12 District trainers. The Province has 24 districts; each district was supposed to be represented by 12 members. The workshop was on NCS Generics with the duration of 5 days. The basics of the NCS were dealt with thoroughly catering for all participants who were not conversant with the curriculum terms like principles, goals, planning, assessment standards and learning outcomes.

Most districts were understaffed as they did not have a full complement of the Subject Advisors hence the team comprised of lead teachers who are subject specialists. The district teams were expected to cascade the generics training to the educators.

Subject specifics

Training of trainers on subject specifics took place during June vacation from the 11th to 13th of July 2005. District trainers comprised of Subject Advisors and educators some of who were exposed for the first time on NCS related matters. Districts were expected to bring 2 members for each subject and there were 15 subjects each district brought 30 members. The Provincial Core Training Team which was trained by NDOE cascaded the training to District Trainers who were expected to cascade the training to the educators who will implement the NCS in their respective schools.

The Provincial training was supposed to start at 8:00 on the **11**th of July 2005 but it could not take off because the Teachers Labour Union that demanded a meeting with the Provincial Curriculum Management as they had some grievances on issues which are listed below: -

- The number of days had been reduced from 5 days to 3 days and they claimed that their members could refrain from the teams because they were not consulted.

- The meeting took the whole morning session up until lunch hour. Then training resumed at 14HOO.

- The Organized labour that is SADTU instructed their members to attend the

training for their own benefit and that they are not obliged to train other educators as they can do that at will.

- The training resumed at 13h00 to l8h30 on the 11th of July 2005. 0n the 12th the workshop started on the normal time which was 8h00
- On the 13th of July workshops started at 8h00 and ended at l0h00as the venue which was used for the training was going to be used for the Provincial Education Summit.

TRAINING OF THE EDUCATORS BY THE DISTRICT CORE TRAINING TEAM (DCTT)

The educators were trained on generics for 3 days by the (DCTT) who were trained by NCTT. The actual training took place on two phases: Ist phase was on generics and the 2nd phase was on subject specifics. Both phases had duration of three days each. Most teachers attended the 1st phase on Generics during the 2nd phase educators displayed non-cooperation as some educators did not attend the training. Some trainers who were composed of the members from the SADTU did not avail themselves for the training. As the district, we were solely dependent on them as subject specialist who attended training. There were many factors which made the educators not to avail themselves. As a result of the non-cooperation some clusters were trained some were not, on other subjects few educators attended training.

BACKGROUND INFORMATION ON THE NATIONAL AND PROVINCIAL TRAINING OF TRAINERS ON NCS IN THE EASTERN CAPE.

The National Office did Phase one Provincial orientation of District Teams on Generics for five days in 2004 November. Each district comprised of twelve Facilitators of which uMzimkhulu was one of the twenty-four districts in the Eastern

Cape Province. The twelve facilitators were responsible for training the educators in the district. The cascading of information was one level from National to District Teams.

Phase two was the orientation on Subject specifics was conducted by the Provincial

Core Training Team (PCTT). The workshop was supposed to take place three days from the 10th to the 13th of July 2005 but began five hours later on the first day due to a stand off by the Union SADTU at provincial level. We did not have the full complement of Subject Advisors in our district so we nominated the Lead Educators who attended orientation for the first time. On the 3rd day the workshop started from 8 to 9 during the morning session the reason being that the venue that was used for the Orientation was supposed to be used for the Provincial Education Summit. In a nut shell the District Core Training Teams (DCTT's) did not get an adequate training, as they were required to go to their respective districts and train other educators. The training that they received took one and a half day of which the gist of the orientation was compromised which is the planning and assessment. The cascading of NCS orientation had many levels National Core Training Team (NCTT) to Provincial Core Training Team (PCTT), from PCTT to DCTT; from DCTT to educators in the district.

1. 1. ORIENTATION OF THE TEACHERS ON NCS IN 2005

The Orientation of educators was divided into two phases:
Phase One - Generic and **Phase Two** - Subject specifics. Each phase comprised of three days which made a total number of six days per teacher. Generics orientation was done according to the three Clusters and the Subject Specifics was according to the subjects. Generics was done thoroughly and the subject specifics had some hiccups as DCTT members received inadequate training as a result they could not satisfy the educators in terms of unpacking the planning and assessment for an example they could not answer most of the questions asked by educators.

Most teachers attended the 1st phase on Generics and during the 2nd phase educators displayed non-cooperation as some educators did not attend the training. Some trainers who were composed of the members from the SADTU did not avail themselves for the training. As the district, we were solely dependent on them as subject s who attended training. There were many factors which made the educators not to avail themselves. As a result of the non-cooperation some educators were trained some were not, on other subjects few educators attended training.

1.2. **IMPACT OF THE ORIENTATION OF TEACHERS ON** NCS **IN 2005**

STATISTICS:

- o The total number of schools in our Circuit is 20.1n generics

we divided the circuit into three clusters.

- o The expected number of educators in Generics was 155 but the actual number attended was 13l.
- o The expected number of educators in Subject Specifics was the same as in the generic. Educators who did not attend the orientation at all were 24

CHALLENGES: -

- ▪ The DCTT received a limited training on subject specifics with duration of one and a half days instead of three days.
- ▪ From the 16th to the 31st of January 2006 the teams were formulated to do School Readiness monitoring and support visits targeting all the 20 High Schools using a specially designed instrument by the Eastern Cape Province and the general recommendations from all the teams were that teachers were not ready to implement the NCS as they did not get adequate NCS orientation on subject specifics.
- ▪ Schools requested the Curriculum Section to do re-orientation as they were battling with NCS basic planning.
- ▪ There was also a school which was temporarily closed in 2005 by the name of Indawana S.S. due to the reasons known by the District Management and the teachers who are currently teaching in that school this year never attended NCS orientation.
- ▪ On the 3rd of February 2006 we initiated a meeting with the Circuit Education Desk Conveners from the three Teacher Unions (SADTU, NATU and USAPE) to discuss about the output of the school readiness and the recommendations that were put forward by the schools for consultation purposes.
- ▪ We informed them about our intentions as the Curriculum Section that we intend to do the recap programme before the 1st of March 2006, as the District will be engaged with integration issues of uMzimkhulu to KZN. We unanimously agreed to do recap programme as they also confirmed that the teachers in most high schools were not implementing NCS
- ▪ On the 10th of February 2006 we convened the facilitators meeting of both GET and FET to plan for the forthcoming workshops on NCS recap Programmes. We designed the programme from the 20th to the 28th of February 2006 targeting planning and assessment.

- Then we forwarded it to District Director who informed us that the Organized Labour turned down our programme demanding the District year plan which the management was unable to produce then, the Curriculum Section could not support the schools.
- The Superintendent General had to give us the go-ahead in terms of the approval for the catering as there was a circular on the issue (belt-tightening) which meant overspending by the entire Province which was not done and the workshops were conducted without catering as a result most educators left at 13h00
- Facilitators who are Lead Teachers did not get any accommodation nor claim the subsistence and travel allowance

2.1. INTERVENTION STRATEGY BY KZN FET DIRECTORATE

On the 13thof March 2006 the FET Director of schools had an appointment with me as the FET Coordinator and the CES Curriculum of which we informed her on the present state of affairs in terms of the implementation of the NCS in the entire uMzimkhulu Circuit. On the same date she met the Principals of schools and addressed them on Curricular issues and issued some forms to be filled in by the High schools but beside that she requested the Principals to do verbal informal reports on NCS implementation in their respective schools and there was not a single Principal who showed any sign of implementation instead Principals came with defensive tactics of not getting the LTSM.

The FET Director requested my CES to release me for some days so as to meet with the Deputy Directors (D.D.) of all the Learning fields in the Directorate. Meetings with individual D.D.s were from the 15th to the 17th of March 2006 sharing the information and the documents that were used when conducting the NCS Orientation in 2005. The way forward from those meetings was that the Trainers from KZN should meet with uMzimkhulu ones so as to share and plan for the re- Orientation of the educators teaching Grade 10.Attached herein is the list of Facilitators for Grade 10 NCS Orientation as well as the Circular with the programme.

2. 2. IMPACT OF THE ORIENTATION OF THE GRADE 10 EDUCATORS
IN 2006 BY KZN.

1) Programme for teacher Orientation was developed.

2) The M.E.C. also addressed the KZN and uMzimkhulu Facilitators during her first visit to the Circuit when they had the generic meeting.

3) KZN Circular No. 53 of 2006 on the above mentioned programme was distributed to all the schools emphasizing the compulsory attendance by all educators teaching Grade 10 as there will be a National exam on the third term this year.

4) The FET Director of schools actually attended the orientation with motivational opening remarks on the 10th of April 2006 that was the first day of the workshop.

5) Recent Orientation of educators did take place that is still in progress from the 10th of April up to the 11th of May 2006.

6) Teachers showed enthusiasm and commitment as almost all their questions were answered in a satisfactory manner.

**3. THE STATUS QUO OF THE IMPLEMENTATION OF THE NCS IN
UMZIMKHULU CIRCUIT**

The request from the educators has been attended to (of doing the Orientation once more especially in planning and assessment). Teachers promised to go back to their schools and implement the NCS as they have received the enough guidance on the nine subjects in assessment and planning though the programme is still on. Teachers' attendance has improved as compared to last orientation in 2005 and their reaction towards Orientation showed that they are prepared to go back to their respective schools and start to implement the NCS. Teachers claimed to have a clear understanding of the Planning as well as the Assessment.

APPENDIX C2
EC PROGRAMMES FOR NCS
WORKSHOPS

GRADE 10 NCS ORIENTATION – GENERICS TEACHER TRAINING WORKSHOPS
COURSE PROGRAMME

Day 1	Day 2	Day 3
Session 1: 3 Hours **FOCUS AREA 1: TRANSFORMATION** **Topic 1: Background to Transformation (90 mins)** Activity 1: The Past - 30 minutes Activity 2: Constitution & curriculum - 15 minutes Activity 3: Related polices - 45 minutes **Topic 2: The NCS (180 minutes)** Activity 1: Princples – 30 minutes Activity 2: OBE Philosophy – 30 minutes Activity 3: Design of NCS – 30 minutes END OF SESSION	**Session 3: 3 Hours** *FA 2 Topic 1 continued* Activity 3: Integration – 30 minutes Activity 4: Learning Styles – 30 minutes Activity 5: Diversity – 60 minutes **Topic 2: OBE Assessment (150 minutes)** Activity 1: Icebreaker – 30 minutes Activity 2: Methods of Ass. – 30 minutes END OF SESSION	**Session 5: 3 Hours:** *FA2 Topic 2 continued* Activity 3: Developing LP – 90 minutes **FOCUS AREA 3: CURRICULUM MANAGEMENT** **Topic 1: Managing resources (90 minutes)** Activity 1: HR, t/table, LTSM – 45 minutes **Topic 2: Managing Assessment (90 minutes)** Activity 1: Structures and Role-players – 45 minutes
BREAK	**BREAK**	**END OF COURSE**
Session 2: 3 Hours *FA 1 Topic 2 continued* Activity 4: FETC – 45 minutes Activity 4: Old and New – 45 minutes **FOCUS AREA 2: CLASSROOM PRACTICE** **Topic 1: Background to Transformation (210 Minutes)** Activity 1: Characteristics of OBE – 45 minutes Activity 2: OBE and NCS – 45 minutes END OF DAY 1	**Session 4: 3 Hours:** *FA2 Topic 2 continued* Activity 3: LOs and ASs – 60 minutes *Activity 4: Assessment Path *Activity 5: Rubric Activity 6: Recording and Reporting – 30 minutes **Topic 3: Learning Programmes (180 minutes)** Activity 1: LP 3 stages – 30 minutes Activity 2: Issues impacting on LP Dev – 60 minutes END OF DAY 2	* Optional activities if time allows

Participant's Manual – Generics – Grade 10 NCS Orientation

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APPENDIX C3

KZN PROGRAMME FOR LO NCS

WORKSHOPS

PROGRAMME

PERIOD: Monday to Friday

DURATION: 36-37 hours

5-DAY PROGRAMME FOR TEACHERS-

SESSION	ACTIVITY	TOTAL TIME	TIME ALLOCATION	DAY
1. Introducing the National Curriculum Statement (NCS) and the National Senior Certificate (NSC)	**Activity 1** Introduction of training participants	3-4 hours	½ hour	Mon AM
	Activity 2 Overview of the week of training / documents provided		¼ hour	
	Activity 3 Introduction to the NCS and NSC		3 hours	
2. Introducing the Subject Statement	**Activity 1** Introduction to Life Orientation	20 hours	1 ½ hours	Mon PM – Wed PM
	Activity 2 Subject Content and Approach		18 hours	
	Activity 3 Conclusion / Wrap-up		½ hour	
3. Planning for teaching subjects in the NCS	**Activity 1** Introduction to the Planning Cycle	8 hours	½ hour	Thu
	Activity 2 Introduction to the Grade 11 Work Schedule		1 hour	
	Activity 3 Critique of the Grade 11 Work Schedule		4 hours	
	Activity 4 Report back		1 hour	
	Activity 5 Development of the first Lesson Plan for Grade 11		1 ½ hours	
4. Annual assessment plan	**Activity 1** Introduction to Assessment in the NCS	5 hours	¼ hour	Fri AM
	Activity 2 Programme of Assessment		¾ hour	
	Activity 3 Development of Grade 11 annual assessment plan		4 hours	

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APPENDIX D1

NSC RESULTS FOR 2008

2008 PASS RATES PER SCHOOL IN RANK ORDER

No	Centre Name	No Reg	Resulted	Bachelors	Diploma	Higher	Senior	Total	% Pass	Fail	% Fail	Inc	% Inc
1	KOSTAN COLLEGE	79	79	58	21	0	0	79	100.00	0	0.00	0	0.00
2	FAITHWAY	7	7	4	3	0	0	7	100.00	0	0.00	0	0.00
3	IXOPO H.	76	76	44	25	5	0	74	97.37	2	2.63	0	0.00
4	LITTLE FLOWER	154	154	84	54	9	0	147	95.45	7	4.55	0	0.00
5	CARL MALCOMESS	233	231	89	85	37	0	211	91.34	11	4.76	9	3.90
6	EMJUS	45	44	7	15	13	0	35	79.55	9	20.45	0	0.00
7	OLYM SDALE	211	200	56	46	56	0	158	75.60	51	24.40	0	0.00
8	MARIATHAL	156	155	52	38	26	0	117	75.48	38	24.52	1	0.63
9	MT CURRIE	160	159	34	53	29	0	116	72.96	42	26.42	0	0.63
10	MPINGI	54	53	5	16	17	0	38	71.70	15	28.30	0	0.00
11	ZAKHEZULU	14	14	2	4	4	0	10	71.43	4	28.57	0	0.00
12	LESHMAN	53	50	4	11	19	0	34	68.00	16	32.00	0	0.00
13	IMPIYAMANDLA	59	58	1	19	19	0	39	67.24	19	32.76	0	0.00
14	AMAZABEKO	113	109	11	21	33	0	65	59.63	44	40.37	0	0.00
15	SINENJISO	47	41	1	8	14	0	24	58.54	17	41.46	0	0.00
16	MADUJINI	60	60	10	11	14	0	35	58.33	25	41.67	0	0.00
17	JUNANDZWE	86	81	6	16	25	0	47	58.02	34	41.98	0	0.00
18	KWAMVUMBELA	29	26	5	5	5	0	15	57.69	11	42.31	0	0.00
19	ENHLANHLENI	42	42	4	12	8	0	24	57.14	18	42.86	0	0.00
20	SINOSI	20	28	2	6	8	0	16	57.14	12	42.86	0	0.00
21	NGONYAMA	30	30	5	5	7	0	17	56.67	13	43.33	0	0.00
22	JOZANA	24	22	4	5	3	0	12	54.55	10	45.45	0	0.00
23	NTABENDE	63	63	5	10	18	0	33	52.38	30	47.62	0	0.00
24	MAHLAHLA	68	66	3	14	16	0	33	50.00	33	50.00	0	0.00
25	EMTSIKENI	90	87	5	19	19	0	43	49.43	44	50.57	0	0.00
26	ENGWADA	161	156	8	18	45	0	71	45.51	85	54.48	0	0.00
27	RALPH HARD	65	64	5	12	14	0	31	48.44	33	51.56	0	0.00
28	THELAMUVA	41	40	3	4	12	0	19	47.50	21	52.50	0	0.00
29	DINGEKA	102	101	9	19	19	0	47	46.53	54	53.47	0	0.00
30	PHOLELA	102	102	13	16	18	0	47	46.08	55	53.92	0	0.00
34	MAVANGANA	29	25	1	1	8	0	10	40.00	15	60.00	0	0.00
33	LANGANI	92	91	6	8	23	0	37	40.65	54	59.34	0	0.00
	MTHWANE	19	18	0	4	4	0	8	42.11	11	57.89	0	0.00
35	RIETVLEI	153	146	7	14	31	0	58	39.73	88	60.27	0	0.00
36	MSUDUKENI	247	243	11	18	66	0	95	38.51	147	60.49	0	0.00
37	NDABAKAZIBUZWA	107	102	4	12	23	0	39	38.24	63	61.76	0	0.00
38	ZASHUKE	55	55	1	10	10	0	21	38.18	34	61.82	0	0.00
39	DRC	188	185	11	28	31	0	70	37.84	115	62.16	0	0.00
40	FRANKLIN	89	84	4	7	20	0	31	36.90	53	63.10	0	0.00
41	LADYM	87	84	7	11	13	0	31	36.90	53	63.10	0	0.00
42	SIZISKEWE	41	41	2	5	8	1	15	36.59	26	63.41	0	0.00
43	LUSIBALUKHLU	151	146	5	17	8	0	53	36.30	93	63.70	0	0.00
44	MPUNGA	286	260	7	24	62	0	93	35.77	167	64.23	0	0.00
45	SIKHOZA	51	51	1	6	11	0	18	35.29	33	64.71	0	0.00
46	UKUTHULA	87	78	0	9	16	0	26	33.33	52	66.67	0	0.00
47	BATLOKOA	48	46	4	2	8	0	15	32.61	31	67.39	0	0.00
48	CLINTOCOW	78	74	7	8	8	0	24	32.43	50	67.57	0	0.00
49	MASAMENI	59	57	0	11	7	0	18	31.58	39	68.42	0	0.00
50	NCOMANI	136	128	8	9	23	0	40	31.25	88	68.75	0	0.00

#	Name												
	ZWELINZIMA	128	127	8	17	14	0	39	30.71	88	69.29	0	0.00
2	BUTHATHUBUNYE	107	103	5	7	18	0	30	29.13	69	66.99	4	3.88
53	KWATHATHANI	74	73	1	10	10	0	21	28.77	52	71.23	0	0.00
54	SKOFFIL	76	71	2	3	15	0	20	28.17	51	71.83	0	0.00
55	THIBANE	33	32	0	2	7	0	9	28.13	23	71.88	0	0.00
56	DINGIZWE	59	58	1	5	10	0	16	27.59	42	72.41	0	0.00
57	MARANDLA	54	58	0	8	8	0	16	27.59	42	72.41	0	0.00
58	INDAWANA	30	30	1	2	5	0	8	26.67	22	73.33	0	0.00
59	GINYANE	76	76	2	8	10	0	20	26.32	56	73.68	0	0.00
60	SONYONGWANA	197	194	8	15	27	0	50	25.77	144	74.23	0	0.00
61	NDELA	79	79	2	4	13	0	19	24.05	60	75.95	0	0.00
62	NTABANE	118	113	0	12	15	0	27	23.89	86	76.11	0	0.00
63	NOKWEJA	162	159	7	8	22	0	37	29.27	114	71.70	8	5.00
64	LUSWAZI	72	68	0	5	10	0	15	22.06	53	77.94	0	0.00
65	MQULELA	24	24	0	1	4	0	5	20.83	19	79.17	0	0.00
66	NDABISEKHAYA	27	25	0	1	4	0	5	20.00	20	80.00	0	0.00
67	HLOKOZI	116	111	0	10	12	0	22	19.82	89	80.18	0	0.00
68	GLEN EDWARD	11	11	0	1	1	0	2	18.18	9	81.82	0	0.00
69	NOMPUMELELO	141	138	1	6	18	0	25	18.12	113	81.88	0	0.00
70	IBISI	372	359	10	21	30	0	61	16.99	298	83.01	0	0.00
71	NONKWENKWANA	91	86	0	5	9	0	14	16.28	72	83.72	0	0.00
72	GINYIQHINGA	39	39	0	1	4	0	5	12.82	34	87.18	0	0.00
73	LOURDES	26	26	0	1	2	0	3	11.54	23	88.46	0	0.00
74	DUMAKUDE	21	20	0	0	2	0	2	10.00	18	90.00	0	0.00
75	MANDADLA	63	62	0	1	5	0	6	9.68	56	90.32	0	0.00
76	ZAMOKUHLE	34	28	0	0	2	0	2	7.14	26	92.86	0	0.00
77	NTWASAHLOBO	21	21	0	0	1	0	1	4.76	20	95.24	0	0.00
		5752	5580	684	960	1211	2	2857	43.42	3701	56.25	22	0.33

APPENDIX D2

NSC RESULTS FOR 2009

CLUSTER	WARD	NAME OF SCHOOL	No Reg	No Wrote	Bachelors	Diploma	Higher	NSC	No Pass	% Pass	No Fail	% Fail	No Inc	% Inc	irr	% irr
PHOLELA	BULWER	DINGEKA	153	151	5	12	18	0	35	23.18	116	76.82	0	0.00	0	0.00
PHOLELA	HLANGANANI	DLANGANI	73	73	1	6	17	0	24	32.88	48	65.75	1	1.37	0	0.00
PHOLELA	BULWER	DUMABEZWE	81	80	9	16	10	0	35	43.75	45	56.25	0	0.00	0	0.00
PHOLELA	UNDERBERG	ENHLANHLENI	39	39	5	4	4	0	13	33.33	26	66.67	0	0.00	0	0.00
PHOLELA	UNDERBERG	FAITHWAY	5	5	2	2	1	0	5	100.00	0	0.00	0	0.0	0	0.00
PHOLELA	CENTOCOW	GINYANE	30	29	3	5	5	0	13	44.83	15	51.72	1	3.45	0	0.00
PHOLELA	UNDERBERG	KWAMVIMBELA	21	21	4	9	5	0	18	85.71	3	14.29	0	0.00	0	0.00
PHOLELA	CENTOCOW	LESHMAN	35	35	2	9	6	0	17	48.57	16	45.71	2	5.71	0	0.00
PHOLELA	CENTOCOW	MADULINI	95	88	1	3	11	0	15	17.05	69	78.41	2	2.27		2.27
PHOLELA	CENTOCOW	MAHLAHLA	45	44	3	12	6	0	21	47.73	22	50.00	1	2.27	0	0.00
PHOLELA	BULWER	MANDADLA	45	45	2	7	6	0	15	33.33	28	62.22	2	4.44	0	0.00
PHOLELA	HLANGANANI	MANDLEZIZWE	55	53	10	7	11	0	28	52.83	24	45.28	1	1.89	0	0.00
PHOLELA	BULWER	MDINGI	38	38	8	8	6	0	22	57.89	15	39.47	1	2.63	0	0.00
PHOLELA	HLANGANANI	MQULELA	17	17	1	2	1	0	4	23.53	13	76.47	0	0.00	0	0.00
PHOLELA	HLANGANANI	NDABAKAZIBUZWA	99	92	6	8	22	0	36	39.13	53	57.61	3	3.26	0	0.00
PHOLELA	HLANGANANI	NDABISEKHAYA	26	25	0	3	7	4	14	56.00	9	36.00	2	8.0	0	0.00
PHOLELA	HLANGANANI	NGONYAMA	19	19	0	6	4	0	10	52.63	9	47.37	0	0.00	0	0.00
PHOLELA	HLANGANANI	NTABENDE	33	33	2	13	8	0	23	69.70	7	21.21	3	9.09	0	0.00
PHOLELA	UNDERBERG	NTWASAHLOBO	22	22	0	1	7	0	8	36.36	14	63.64	0	0.00	0	0.00
PHOLELA	BULWER	PHOLELA H	73	73	6	17	17	0	40	54.79	32	43.84	1	1.37	0	0.00
PHOLELA	UNDERBERG	QULASHE	14	14	1	2	4	0	7	50.00	7	50.00	0	0.00	0	0.00
PHOLELA	CENTOCOW	RALPH HARDINGHAM	60	60	4	8	21	0	33	55.0	25	41.67	2	3.33	0	0.00
PHOLELA	BULWER	SIQHOZA	49	48	0	3	4	0	7	14.58	40	83.33	1	2.08	0	0.00
PHOLELA	CENTOCOW	SKOFFIL	66	66	8	20	13	5	46	69.70	20	30.30	0	0.00	0	0.00
PHOLELA	CENTOCOW	SONYONGWANA	155	152	3	16	19	0	38	25.00	112	73.68	2	1.32	0	0.00
PHOLELA	HLANGANANI	ZAKHEZULU	17	17	0	9	2	0	11	64.71	5	29.41	1	5.88	0	0.00
PHOLELA	HLANGANANI	ZASHUKE	37	37	4	6	4	0	14	37.84	22	59.46	1	2.70	0	0.00
UMZIMKULU	UMZIMKULU	CLYDESDALE	207	202	46	64	42	0	152	75.25	47	23.27	3	1.49	0	0.00
UMZIMKULU	UMZIMKULU	DRC	164	159	9	37	30	0	76	47.80	82	51.57	1	0.63	0	0.00
UMZIMKULU	ENTSIKENI	DULATI	14	12	0	3	2	0	5	41.67	6	50.00	1	8.33	0	0.00
UMZIMKULU	MHLABAMKH.	DUMAKUDE	31	30	0	3	5	0	8	26.67	21	70.00	1	3.33	0	0.00
UMZIMKULU	MHLABAMKH.	EMAUS	52	52	8	7	20	0	35	67.31	17	32.69	0	0.00	0	0.00
UMZIMKULU	ENTSIKENI	EMTSHIBENI	16	15	1	0	2	0	3	20.00	12	80.00	0	0.00	0	0.00
UMZIMKULU	ENTSIKENI	ENGWAQA	165	159	10	17	26	1	54	33.96	101	63.52	4	2.52	0	0.00
UMZIMKULU	ENTSIKENI	ENTSIKENI H.	93	91	13	26	19	0	58	63.74	33	36.26	0	0.00	0	0.00
UMZIMKULU	RIETVLEI	GINYIQHINGA	88	87	7	15	12	0	34	39.08	53	60.92	0	0.00	0	0.00

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CLUSTER	WARD	NAME OF SCHOOL	No Reg	No Wrote	Bachelors	Diploma	Higher	NSC	No Pass	% Pass	No Fail	% Fail	No Inc	% Inc	irr	% irr
UMZIMKULU	RIETVLEI	IBISI	235	223	10	14	15	0	39	17.49	174	78.03	▮	4.48	0	0.00
UMZIMKULU	ENTSIKENI	INDAWANA	42	41	1	3	11	0	15	36.59	25	60.98	1	2.44	0	0.00
UMZIMKULU	MHLABAMKH	JOZANA	92	89	3	9	13	0	25	28.09	64	71.91	0	0.00	0	0.00
UMZIMKULU	MHLABAMKH	LADAM	52	47	4	8	9	0	21	44.68	23	48.94	3	6.38	0	0.00
UMZIMKULU	LOURDES/KROM	LOURDES	33	33	1	1	0	0	2	6.06	31	93.94	0	0.00	0	0.00
UMZIMKULU	ENTSIKENI	MABANDLA	49	48	1	4	21	1	27	56.25	20	41.67	1	2.08	0	0.00
UMZIMKULU	RIETVLEI	MSUDUKENI	253	251	15	21	41	0	77	30.68	172	68.53	2	0.80	0	0.00
UMZIMKULU	SAMARIA	MTHWANE	35	35	7	12	4	0	23	65.71	12	34.29	0	0.00	0	0.00
UMZIMKULU	LOURDES/KROM	NOMPUMELELO	157	154	1	19	18	0	38	24.68	115	74.68	1	0.65	0	0.00
UMZIMKULU	RIETVLEI	RIETVLEI H.	133	133	22	32	43	0	97	72.93	33	24.81	3	2.26	0	0.00
UMZIMKULU	SAMARIA	SINGISI	39	39	8	12	7	1	28	71.79	10	25.64	1	2.56	0	0.00
UMZIMKULU	LOURDES/KROM	ZAMOKUHLE	37	37	5	5	2	0	12	32.43	6	16.22	1	2.70	▮	48.65
UMZIMKULU	SAMARIA	ZWELINZIMA	155	150	9	26	28	0	63	42.00	86	57.33	1	0.67	0	0.00
			6439	6269	620	1089	1102	14	2825	45.06	3291	52.50	132	2.11	21	0.33

Umzimkulu   Mzimkulu   Mfulamhle
"   Kroemhoek   Kroemhoek
"   Kroemhoek   Diepkloof

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APPENDIX E

The table below was the feedback which was given by the facilitator to the participants.

| SESSION 2 – ACTIVITY 1 |
| BASELINE ASSESSMENT |

	QUESTIONS	RESPONSES
1	Name any 3 different non-compulsory Report 550 subjects that have been combined to make up the NCS subject LIFE ORIENTATION. (3)	Religion Education / Civic Education / Health Education / Physical Education / Career Guidance
2	How many Learning Outcomes does LIFE ORIENTATION contain? (1)	4
3	What is the focus of each Learning Outcome in LIFE ORIENTATION? (4)	1: Personal well-being 2: Citizenship 3: Recreation and physical well-being 4: Careers and career choices
4	What is the suggested time weighting for each Learning Outcome in LIFE ORIENTATION? (2)	LO3: One-third (40 min./week) LO1, 2 & 4: Equal share of remaining time
5	How many formal tasks must learners in each of Grades 10, 11 and 12 complete for the Programme of Assessment in LIFE ORIENTATION? (1)	5 per grade
6	Name any five different forms of assessment that are well-suited to LIFE ORIENTATION, excluding tests, examinations and the Practical Assessment Task. (5)	1. Group project / Assignment 2. Debate / role play 3. Case study 4. Research 5. Demonstration
7	How many marks are allocated to the Practical Assessment Task in LIFE ORIENTATION? (1)	200 marks
8	How many hours must be allocated to LIFE ORIENTATION in the Grade 10-12 weekly school timetable? (1)	2 hours
9	What percentage must be achieved in LIFE ORIENTATION to receive a National Senior Certificate? (1)	40%
10	Are Certificate Tasks internal or external tasks for Life Orientation? (1)	External task