

**THE PERCEPTIONS AND EXPERIENCES OF SOME GRADE ONE  
TEACHERS IMPLEMENTING CURRICULUM 2005**

**A Dissertation presented to**

**THE UNIVERSITY OF NATAL, PIETERMARITZBURG**

In partial fulfillment of the requirements for the  
**MASTER'S DEGREE IN EDUCATION,**  
**UNIVERSITY OF NATAL, PIETERMARITZBURG**

by

**Dhanasagree Govender**

**August 1999**

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I certify that except as noted, the dissertation is my own work and all references used are accurately reported.

Signed

D. Govender

Acknowledgements:

This dissertation is dedicated in memory of Morris Manikum.

To my husband, Mano, my children Kamentha and Nishalin, my parents and my sister, thank you for your love, support, understanding and encouragement.

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## ABSTRACT

This study explores how Grade One teachers' attitudes to Curriculum 2005 affect its implementation, and aims to provide a "teachers' voice". It aims to answer the following questions: How did teachers perceive and experience the implementation of Curriculum 2005? What teacher characteristics seemed to foster or hinder the implementation of Curriculum 2005? The dissertation did not aim to evaluate Curriculum 2005 or its implementation.

Ten Grade one teachers in six primary schools in the Midlands region of KwaZulu-Natal were interviewed and they completed questionnaires about their background and their perceptions and experiences of implementing Curriculum 2005. Nine of these teachers were observed in action. To check on the validity of the initial findings, a wide-ranging survey questionnaire was completed by thirty-three Grade I teachers.

There were widely varying perceptions and experiences of teachers implementing Curriculum 2005 in varying contexts. Teachers experienced considerable uncertainty about their practices and they were dissatisfied with the way that Curriculum 2005 was introduced, particularly inadequate training and lack of support. The top-down approach of the provincial INSET courses ignored (a) the life histories of teachers (b) the contexts in which they worked and (c) the widely varying teacher characteristics which inevitably foster or inhibit the implementation of Curriculum 2005. Teachers said that the course failed to give sufficient practical guidance. Shortage of resources, large class sizes (over thirty five learners) and the unavailability of tried and tested exemplars hindered many teachers from implementing Curriculum 2005 as policy makers expected. Curriculum 2005 and Outcomes Based Education were seen as valuable approaches, but only after Grade 1 pupils had mastered some basic skills.

Implications of the findings for the future implementation of Curriculum 2005 are discussed in the text.



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## List of Abbreviations

APEL	Accreditation of Prior Experiential Learning
APL	Accreditation of Prior Learning
ANC	African National Congress
B.Ed	Bachelor of Education
CNE	Christian National Education
CEREP	Centre for Educational Research Evaluation and Policy, UDW
DOE	Department of Education
Ex- DET	Ex-Department of Education and Training
Ex- HOD	Ex- House of Delegates
Ex- HOR	Ex-House of Representatives
Ex-KZ	Ex KwaZulu
Ex- NED	Ex-Natal Education Department.
GRIST	Local Education Authority Training Grant Scheme (United Kingdom)
HSRC	Human Sciences Research Council (Pretoria)
INSET	In-service Education and Training.
NQF	National Qualifications Framework
OBE	Outcomes Based Education
OBS	Outcomes Based System
PEI	Presidential Education Initiative
SA	South Africa
SADTU	South African Democratic Teachers Union
SRNS	School Register of Needs Survey
TPSP	Teacher Policy Support Project
UDW	University of Durban-Westville
UNP	University of Natal, Pietermaritzburg

## CHAPTER 1: INTRODUCTION

Chapter 1 sets the context for the research. Discussions on the need for educational change in South Africa, the unveiling of Curriculum 2005, teachers' responses to change and the necessity for teacher development have been presented. In my discussion of teacher responses, I have outlined two forms of non-change, which emerge as a result of rational solutions to change. These are *false clarity without change* and *painful unclarity without change* (Fullan, 1991). My position as teacher and researcher and my inclination towards presenting the teachers' voice, in contrast to a perceived tendency to keep teachers in the shadows, is disclosed.

### **1.1 THE NEED FOR EDUCATIONAL REFORM IN SOUTH AFRICA**

This section outlines some reasons for the need to transform education in South Africa.

#### **1.1.1 Dual challenge - specific legacy, globally determined needs**

South Africa is faced with a dual challenge of overcoming its own divisive history as well as addressing the global challenge, facing most countries, of the need to move from educating an elite to educating a whole population. Global competitiveness means first that economies require a well-qualified population and second, they require workers with flexible, generic and constantly up-graded skills (Young, 1996: 1-3).

#### **1.1.2 Apartheid education, divisive, not developing learners**

According to the ANC (1994), the curriculum under apartheid perpetuated race, class, gender and ethnic divisions. It had emphasised division rather than commonality and had denied common citizenship and a national identity. The curriculum had been unresponsive to changing labour market needs and had failed to contribute to the development of learners to prepare them for the world of work and for active participation in the process of social and economic development (ANC, 1994: 67).

In South Africa one of the most glaring indices of the depth of the racial divide in the education system is the failure of black children in Mathematics and Science programmes at all levels. Muller and Taylor (1995) identified the traditional curriculum as an exclusionary mechanism of apartheid, which should therefore go through a radical redress.

### 1.1.3 Rote learning rather than critical thinking

In addition to racial and gender inequalities, the curriculum has been examination-driven with a resultant focus on rote learning and the absorption of facts rather than on the development of critical thinking, reasoning, reflection and understanding (ANC, 1994: 68).

## 1.2 CURRICULUM 2005: A VISION OF POLICY MAKERS

In February 1997, the Minister of Education, Professor SME Bengu, unveiled CURRICULUM 2005 - the national curriculum for the twenty first century, after "two years of careful planning" (Bengu, 1997: 1).

Minister Bengu's vision of transforming South Africa encompassed "a prosperous, truly united, democratic and internationally competitive country with literate, creative and critical citizens, leading productive, self fulfilled lives in a country free of violence, discrimination and prejudice" (Bengu, 1997: 2). The realisation of this vision requires an appropriate life-long education, training and development to empower people to participate effectively in the processes of society. To promote such changes, the minister introduced an educational approach known as Outcomes Based Education (OBE).

### 1.2.1 OBE and NQF

OBE was also compatible with the introduction of a National Qualifications Framework, which rests upon a twin-pronged argument, with an egalitarian strand and an epistemological strand. The NQF is designed to promote access to qualifications, maximise progress and bridge the divide between the academic and vocational education (Muller, 1996: 8). OBE is discussed in more detail in Chapter two.

### 1.2.2 Whose values? Who benefits? Will it work?

According to Fullan (1991), in highlighting the meaning in educational change, the main implication is that innovations should not be taken for granted. He recommends that we ask the questions: What values are involved? Who will benefit from the change? How sound or feasible is the idea or approach?

### **1.3 EDUCATIONAL CHANGES AND TEACHER RESPONSES**

#### **1.3.1 The teacher is the key to educational change**

“The teacher is the ultimate key to educational change and school improvement. The restructuring of schools, the composition of national and provincial curricula, the development of benchmark assessments – all these are of little value if they do not take the teacher into account. Teachers do not merely deliver the curriculum. They develop, define it and reinterpret it too. It is what teachers think, what teachers believe and what teachers do at the level of the classroom that ultimately shapes the kind of learning that young people get” (Hargreaves, 1994: ix).

Furthermore, Carl (1995: 4) emphasises that successful design, dissemination, implementation and evaluation of curriculum development depend on the final analysis on the teachers and therefore they must be at the HEART of the process.

#### **1.3.2 Changes impact on teachers**

The educational changes impact primarily on teachers. They are the ones who have to implement these changes even though they may not have been involved in their formulation. Teachers are in a rather “strange position of being simultaneously both the subject and object of change.” (Sikes, 1992: 36). Teachers are required to change themselves and what they do to meet specifications laid down by policy makers who neither know them nor the contexts in which they work (ibid., 36). Policy makers’ in their grand speeches often neglect school situations and the everyday realities of the teachers’ lives.

#### **1.3.3 The changing role of teachers**

Curriculum 2005 envisages that the role of the teacher will change significantly. Educators will become facilitators and managers of learning situations where they are no longer the source of all knowledge. They will plan, negotiate for, and manage the integration of learning; educators will design and administer record keeping systems that keep track of learners’ progress through their individual learning pathways, pathways that reflect individual variations in learning content, learning sequence, learning strategies, the learning resources, media and technologies chosen to support them, and pace of learning. Educators will also work as members of teams.

These are just some of the changes that impact on teachers' time, energy, motivation, opportunities to reflect and their very capacity to cope.

#### 1.3.4 Additional pressures from rationalisation and poor infrastructure

The important and pressing changes (listed in 1.3.3) are what David Hargreaves and David Hopkins call *branch changes*: significant, yet specific changes of practice which teachers can adopt, adapt, resist or circumvent, as they arise (Hargreaves, 1994: 6). Beneath these "*branch*" changes there are "*root*" changes - deeper transformations at the roots of teachers' work which address and affect how teaching is defined and socially organised. In the South African context, a major current root change is compulsory teacher rationalisation.

In many schools, teacher rationalisations increase the teacher-pupil ratios and also threaten teachers' security. Teachers have to simultaneously cope with the legacy of apartheid, which left schools unequal in terms of infrastructure and resources as well as change in the curriculum. The resource profile of South African schools is discussed in more detail in chapter two.

#### 1.3.5 "Paradigm shift" needed, can be threatening

For many teachers, changes like those mentioned in paragraph 1.3.3 above are very substantial, and amount to what has often been called a "paradigm shift" which is a move from one way of doing things to a new way. It is a move to a new mindset, attitude and way of thinking (Department of Education, 1997b). The paradigm shift is a difficult and threatening situation for teachers, most of whom are themselves products of classroom-bound education and whose professional identities are linked to the traditional image of the teacher at the front of the classroom, and in the centre of the teaching/learning process. In addition, teacher rationalisation compounds pressures on teachers.

#### 1.3.6 Teachers' response to change can be ambivalent

According to Fullan (1991: 30), the crux of change is how individuals come to grips with this reality. Fullan (1991) cites Marris (1975) as having stated that "occupational identity represents the accumulated wisdom of how to handle the job, derived from their own experience and the experiences of all who had the job before or share it with them. Change threatens to invalidate this experience robbing them of the skills they have learned and confusing their purposes - all real change involves loss, anxiety and struggle." The response to change is characteristically ambivalent. Marris writes that new experiences are always initially reacted to in the context of some familiar, reliable construction of reality (cited in Fullan, 1991: 31).

Therefore teachers' capacity to deal with change, learn from it, and help students learn from it, will be critical for the implementation of Curriculum 2005.

## **1.4 TEACHER DEVELOPMENT NEEDED FOR CHANGE**

### **1.4.1 Teachers' professional development central to change**

How teachers respond to educational change is linked to their professional development. The teacher as learner is central to transcending the dependency now faced by teachers as they attempt to cope with streams of innovations and reforms constantly coming at them. Educational reform will never amount to anything until teachers become simultaneously and seamlessly inquiry oriented, skilled, reflective and collaborative professionals (Fullan, 1991: 326). Furthermore, Hargreaves (1994) writes that the quality, range and flexibility of teachers' classroom work are closely tied up with their professional growth - with the way that they develop as people and as professionals.

Staff and professional development involves change in learning materials, in skills and practices, in thinking and understandings. In many cases, changes in behaviour precede rather than follow changes in belief (Fullan, 1991: 91). According to Fullan (1991: 318), there is no single strategy that can contribute more to meaning and improvement than ongoing professional development.

### **1.4.2 Teacher development linked to school development**

According to Fullan (1991), professional development and school development are inextricably linked. This means that a teacher's development depends not only on individuals, but also on teachers and administrators with whom he or she works (ibid., 315). Dalin (1993: 5) states that policies are interpreted differently in schools because they 'meet' different sets of people, circumstances and conditions. Since the experience of change is individually threatening, organisational structures are needed in schools to support teachers and students (Hopkins et al., 1994: 41).

### **1.4.3 Commitment and support are needed**

As Minister Bengu (1997) stated, "I am aware that implementing the new curriculum will require considerable **commitment** from all participants in the learning process. Accordingly, much of our efforts will be focused on providing the necessary **support** in the form of in-service teacher training, assessment, guidelines and student orientation." Similarly, (Fullan, 1991: 326) writes that the impact of professional development depends on a combination of **motivation** and **opportunity**

to learn. For successful change to occur both pressure and support are needed. However, pressure without support leads to resistance and alienation (ibid., 91).

## **1.5 CLEAR COMMON VISION NEEDED FOR CHANGE**

### **1.5.1 Common vision for OBE**

The development of a common vision, (teachers sharing the vision of the policy-makers), commitment to shared goals, or developing clarity in and understanding of goals being implemented by others, are commonly advocated components of change and improvement process (Hargreaves and Fullan, 1992: 5). Spady (1994) writes that the success of OBE depends on those who implement OBE being guided by four principles: clarity of focus, expanded opportunity, high expectations and the ability to design down from the key outcomes.

### **1.5.2 Abstract goals create problems**

Fullan (1991) cites Charters and Pellegrin (1973), and Huberman and Miles (1984) as having found that abstract goals combined with a mandate for teachers to operationalise them resulted in confusion, frustration, anxiety and abandonment of the effort.

### **1.5.3 Teachers' ownership of the new curriculum**

The role of ownership is another subtlety in the change process. Deep ownership of the new curriculum on the part of large numbers of teachers is tantamount to real change. However, ownership is not something that is easily acquired. Policy-makers are not dealing with a set of homogenous teachers who work in similar contexts or school cultures. Ownership in the sense of clarity, skill and commitment is a progressive process (Fullan, 1991: 92). To gain ownership, teachers should be able to comment on what they have done, to help guide further action.

### **1.5.4 "Rational" solutions: two kinds of "non-change" can follow**

"Rational" solutions to the problem of change usually backfire because they ignore the culture of the school. (Sarason, 1982, as cited in Fullan, 1991). Two superficial solutions consist of the use of general goals (on the assumption that teachers would specify the change according to their own situation) and of voluntary populations (on the assumption that people who choose to participate would implement the change). The result has been two forms of non-change: *false clarity* without change and *painful unclarity* without change (Fullan, 1991: 34-35). *False clarity* occurs when

people think that they have changed but have only assimilated the superficial trappings of the new practice. *Painful unclarity* is experienced when unclear innovations are attempted under conditions that do not support the development of the subjective meaning of change.

## **1.6 IMPORTANCE OF UNDERSTANDING TEACHERS' VIEWS**

### **1.6.1 Imposed change is resisted**

Lortie (1975: 212) stated that the teacher ethos is conservative, individualistic, and focused on the present. When change is imposed from the outside, it is bitterly resented. "Many proposals for change strike them (teachers) as frivolous - they do not address issues of boundedness, psychic rewards, time scheduling, student disruption, interpersonal support, and so forth" (Lortie, 1975: 235). There is a strong tendency for people to adjust to the near occasion of change, by changing as little as possible (Fullan, 1991, 35-36).

Fullan (1991) cites House (1974), who said that, "Innovations are acts of faith. They require one to believe that they will ultimately bear fruit and be worth the personal investment, often without the hope of an immediate return. Costs are high. The amount of time and energy required to learn the new skills or roles associated with the new innovation is a useful index of the magnitude of resistance" (ibid., 34).

### **1.6.2 Understanding teachers' desire to change**

Hargreaves (1994) wrote that recognising that teachers are social learners draws our attention not just to their capacity to change but also to their desires for change. If we can understand teachers' own desires for change and for conservation, along with the conditions that strengthen or weaken such desires, we will get valuable insights from the grassroots of the profession, from those who work in the front lines of our classrooms, about how change can be made most effectively, as well as what should change and what we should preserve. Getting up close to teachers in this way does not mean endorsing and celebrating everything that teachers think, say and do. But it does mean taking teachers' perceptions and perspectives very seriously (ibid., 11).

### **1.6.3 Reformers often neglect the intentions of teachers**

Goodson (1992) asserts that the reasons for limited impact of curriculum innovations on classroom practice have pointed out to the reformer's neglect of the central role of teachers' intentions and pedagogical expertise in effecting significant classroom change. According to



Kathleen Casey as cited in Goodson (1992: 12), "By systematically failing to record the voices of ordinary teachers, the literature on educators' careers actually silences them."

#### 1.6.4 Planners must understand teachers' views

The development of more adequate views on curriculum development and implementation thus calls for a shift of focus and of approach in the study of classroom change. Instead of adopting an outsider's perspective whereby researcher-, reformer- or innovator- generated criteria are used to make judgements about change, we need to ask the teachers themselves what classroom change means for them, from their own perspective and criteria (Goodson, 1992: 53).

#### 1.6.5 Do changes fit teachers' desires?

At the heart of change for most teachers is the issue of whether it is practical. Judging changes by their practicality seems on the surface, to amount to measuring abstract theories against the tough test of harsh reality. To ask whether a new method is practical, is also to ask whether it suits the person implementing it, whether it is in tune with their purposes, and whether it helps or harms their interests. It is in these things that teachers' desires concerning change are located. Therefore, the basis of creativity, change, commitment and engagement is to be found in *desire* (Hargreaves, 1994: 12- 13).

#### 1.6.6 Teachers' backgrounds affect their commitment

For Goodson (1992), the teacher's voice is something that articulates his or her purposes or concerns; that connects the teacher's teaching to the person that the teacher is, to the teacher's life. According to Sikes (1992), "teachers are not technicians". Teachers are not mere implementers of policy-makers plans. "The ways that teachers teach are also grounded in their backgrounds, their biographies, in the kinds of teachers they become. Their careers - their hopes and dreams, their opportunities and aspirations, or the frustration of these things - are also important for teachers' commitment, enthusiasm and morale. So too are relationships with their colleagues" (Hargreaves, 1994: ix).

## **1.7 POLICY-MAKERS' VISION VERSUS TEACHERS' VOICE**

Tension is created between rhetoric (policy-makers' vision) and reality (what teachers think and do). For sound professional development and growth, teachers need to develop a voice, which allows the teacher's "knowledge of classroom realities to emerge" (Goodson, 1992: 53). It is argued that "understanding teachers' professional development, should help teachers articulate their voice as a way of constructing and reconstructing the purposes and priorities in their work, both individually and collectively" (Hargreaves and Fullan, 1992: 5). Professional development should also attempt to reconcile this tension between vision and voice.

## **1.8 RATIONALE FOR THIS RESEARCH**

### **1.8.1 Fill in the gaps**

In view of the fact that the majority of teachers in South Africa have been silenced in more ways than one, there is a "gap" in study of teachers' voice. As a teacher and researcher, I am inclined towards Goodson's (1992) view to point to the articulation of voice as a priority for professional growth.

### **1.8.2 Teachers' voice**

When attempts to bring about curriculum reform fails, teachers are blamed. The phrase or cliché "change is resisted" has often been used by those eager to implement change, to silence or dismiss others who disagree with proposed change. Teachers should be given an equal chance to present their side of the story. It is hoped that this research would offer an opportunity for a teachers' voice which enable them to articulate their perceptions and experiences of implementing Curriculum 2005.

This study aims to represent a counter-culture which will resist the tendency to "return teachers to the shadows," a counter-culture based upon a research that above all takes teachers seriously and seeks to listen to "the teacher's voice" (Goodson, 1992: 10).

### **1.8.3 Bridging the gap between rhetoric and reality**

It is hoped that this study will fill in some of the gaps that exist between the rhetoric of policy and the reality of practice, that is, between policy makers' vision and how this vision is perceived and experienced by teachers. The tension in the change process between *vision* and *voice* will be explored.

## **1.9 AIMS OF THIS RESEARCH**

I set out to provide a "teachers' voice" about implementing Curriculum 2005. To accomplish this, I aimed to do the following.

- 1.9.1 Elicit teachers' perceptions of Curriculum 2005
- 1.9.2 Find out about teachers' life histories and background
- 1.9.3 Elicit teachers' experiences of implementing Curriculum 2005 in their Grade 1 classrooms.
- 1.9.4 Explore implications of teachers' perceptions and experiences for future successful implementation of educational reforms.

## **1.10 METHODOLOGY**

I took the following main steps, which are described in more detail in Chapter 3.

- A: Interview ten Grade one teachers who were implementing Curriculum 2005  
Obtain information on the following aspects.
  - 1.10.1 Their life-histories,
  - 1.10.2 Experiences and perceptions of teachers' practice before the commencement of Curriculum 2005 and in the light of experiences since its implementation.
  - 1.10.3 Experiences of and responses to INSET received.
- B. Observe the teachers in their classrooms to validate whether what they said is what they in fact practised.
- C. Collect further information on teachers and their schools by questionnaires and profiles based on instruments designed by the University of Durban-Westville's Centre for Educational Research Evaluation and Policy (CEREP).
- D. Give a survey questionnaires to a larger sample of teachers to see if they held similar views.

## **1.11 THE REMAINING CHAPTERS**

Chapter 2 surveys selected literature on OBE, implementation of change and teacher development and research methodology. The literature emphasises the importance of understanding teachers as people, their aims and purposes, the context in which teachers' work and the forms of culture that exist in schools. Some approaches to teacher development, reasons for the failure of teacher development and responses to in-service training are explored. Relevant literature on qualitative and quantitative research methods, illuminative evaluation and grounded theory are outlined.

Chapter 3 outlines the research methodology and instruments used. It is fairly descriptive but also offers a critique wherever possible. Some limitations of the sample and the strategy are made explicit.

Chapter 4 presents the findings of the research. These have been presented with little comment.

Chapter 5 presents a discussion of the findings. The problem of gaining access, bias in the samples and the consequent limitation on the representivity of findings are discussed. The significant aspects of the findings of teachers' perceptions and experiences of Curriculum 2005 are also discussed. The underlying question of how teacher characteristics including their attitudes, strategies and frames can foster or inhibit the implementation Curriculum 2005 guides the discussion. The factors that influence teachers' attitudes, strategies and frames are also explored.

Chapter 6 contains some concluding remarks and some implications of this study for those designing and implementing changes in future.

## **CHAPTER 2 : LITERATURE REVIEW**

"Educational change depends on what teachers think and do - it's as simple and as complex as that " (Fullan, 1991: 117).

### **2.1 INTRODUCTION**

Chapter 2 contains a literature survey relevant to my research. This chapter comprises two parts.

A literature review of relevant studies on teacher and teacher development starts from section 2.2. This examines some features of outcomes based education and the role of the teacher and teacher development in bringing about change. The teacher as person (career and life cycle aspects), the teachers' aims and purposes and the influence of culture and work conditions on teachers' response to change are reviewed. Literature on approaches to teacher development, reasons for failure of professional development, improving INSET and response to INSET are also reviewed.

Some findings relevant to the methodology for my study are outlined in section 2.17. Both qualitative and quantitative methods are discussed. Some features of illuminative evaluation and grounded theory useful to my study are reviewed. The importance of learning about teachers' life-histories and teachers' voice through narratives is outlined.

### **2.2 EDUCATIONAL CHANGES TO MEET THE NEEDS OF THE 21<sup>st</sup> CENTURY**

#### **2.2.1 Change is a norm in a self- renewing society**

Educational change has its origins in various factors such as global economic trends, historical events, different political parties coming into power, social and cultural developments or technological advances (Sikes, 1992: 37).

According to Fullan (1993), as we head for the 21st century, society expects its citizens to be capable of proactively dealing with change throughout life both individually as well as collaboratively in a context of dynamic, multicultural global transformation. Hargreaves (1994: 5) writes that in times of global competitiveness, few people want to do much about the economy, but everyone - politicians, the media and the public alike - wants to do something about education. "Of all the institutions in society, education is the only one that potentially has the promise of fundamentally contributing to this goal of global competitiveness" (Fullan, 1993).

That educational change is imperative in South Africa, is incontestable. However, what is new in South Africa is the rate at which educational change was introduced and imposed through government policy.

### 2.2.2 Why Outcomes Based Education?

An outcomes-based education and training (OBET) system has as its starting point the intended outputs (exit outcomes) as opposed to the inputs of the traditional curriculum-driven education and training. It is hoped that the introduction of OBE will:

- skill South Africans to be able to contribute to national growth and development;
- enable all learners to become life-long learners;
- integrate education and training and overcome present dichotomies between knowledge and skills, theory and practice, academic and applied;

Young (1996) writes that outcomes-based approaches are "double edged". They can promote access but they can also be part of a system of social control, if student learning is narrowly restricted to specific tasks.

#### 2.2.2.1 Some positive features of an outcomes -based approach / system ( OBS)

- The need for being clear (explicit) about aims and objectives (something often taken for granted by teachers) is stressed, thus leading to greater **accountability**.
- Recognition and "accreditation of prior experiential learning (APEL) and the accreditation of prior learning (APL)".
- OBS is **flexible**. It is made up of relatively small units of attainment defined in terms of "credits". This allows qualifications to be achieved through credit accumulation and transfer over a number of different periods of time.
- OBS is **transparent**: outcomes make clear at the beginning of a programme what students have to achieve and provides accurate information about what a student knows to potential employers. (Young, 1996: 7)

#### 2.2.2.2 Premises of OBE

OBE is founded on three basic premises:

- all students can learn and succeed (although not at the same time or in the same way);
- success breeds success; and
- teachers (and schools) control the conditions that determine success. (Spady: 1994, p. 9)

#### 2.2.2.3 Philosophy underlying OBE

The idea that guides OBE, is that all students have talent and it is the task of the teacher and school to develop it and find ways for students to succeed rather than fail. Students are expected to collaborate in learning rather than compete. As far as possible, no child should be excluded from any activity in the school. The underlying philosophy that drives OBE is that of mutual trust, which fits the concept UBUNTU, (HSRC as cited in Lubisi et al. 1997), which means that a person is concerned about others. It is epitomised by the African saying, "a person is a person only through other persons."

#### 2.2.2.4 OBE in South Africa is debatable

There appears to be sound reasons for a curriculum policy modelled on Outcomes Based Education. However, it is debatable whether the new OBE curriculum which originates from two roots namely competency-based education and mastery learning (Young, 1996), with its "maze of jargon" (Jansen, 1997) is the only curriculum model that can achieve the essential transformation given the current infrastructure that exists in South Africa.

#### 2.2.2.5 Outcomes-based system has its limitations as well

Young (1996) pointed out the following features.

- By shifting control from teachers to learners, outcomes based systems can make students (especially disadvantaged ones) vulnerable if, as is likely, they lack the "cultural capital" to make the best choices and to use the resources available.
- The flexibility of creating learning programmes, as well as greater employer involvement both through defining outcomes and choosing outcomes that they think they need in their employees, may reduce the opportunities for learners to have access to a broader curriculum.
- Outcomes-based systems tend to shift the educational debate from shortages of resources to the use of given resources, thus weakening pressure for the government to improve provision.

#### 2.2.2.6 "OBE based on flawed assumptions" (Jansen, 1997)

According to Jansen (1997), Curriculum 2005 "is based on flawed assumptions about what happens inside schools, how classrooms are organised and what kinds of teachers exist within the system. The claims that "transformational OBE is collaborative, flexible, trans-disciplinary, outcomes-based, open-system, empowered-orientated approach to learning" (NCDC as cited by Jansen, 1997) assume that highly qualified teachers exist to make sense of such a challenge to existing practice" (Jansen, 1997: 7).

#### 2.2.2.7 Human resource profile missing

According to Ramphele (1997), although the government has produced a report on the inequity and neglect of the provision of educational facilities for black children (particularly in poor areas) country wide, a missing element in that audit is an assessment of the human resource base to support a transformed education system.

#### 2.2.2.8 Some teachers have huge skills gaps

Ramphele (1997) wrote: "Why are South Africans unwilling to talk about the legacy of apartheid on the quality of human resource base? If one accepts that Bantu education discouraged, and in some cases prevented, the teaching of Mathematics and Science in most schools, one would not be surprised, let alone, embarrassed, to admit that most teachers would not have the requisite skills to perform at the appropriate level to prepare pupils for the 21<sup>st</sup> century's knowledge driven society." Ramphele (1997) added "the harsh reality is that most teachers who are products of Bantu education have huge skills gaps."

### **2.3 CURRICULUM 2005: A CHALLENGE FOR TEACHERS**

One of the greatest challenges for teachers will certainly be the implementation of the Curriculum 2005, which marks a paradigm shift from a subject or content-based curriculum to an outcomes based education. "Teachers have to be intellectually resourceful and imaginative and require a great deal of adaptability, flexibility and creativity, and critical thinking, qualities which the teacher education system will have to develop" (Department of Education, 1997a: 11). Although teachers are in the centre of this change, their role should not be seen as solely that of implementers. According to Little (1994), reforms pose certain technical demands on the knowledge, skill, judgement, and imagination of individuals. Therefore there is a real implementation problem at the level of the classroom.

### **2.4 SUCCESSFUL IMPLEMENTATION DEPENDS ON THE TEACHER AND TEACHER DEVELOPMENT**

The challenge for teacher development in South Africa is to address the knowledge and skills gap whilst simultaneously linking professional development to the teacher's self, the teacher's career and the surrounding culture of teaching and learning in which the teacher works.



## **2.5 ASPECTS OF TEACHERS' LIVES THAT AFFECT CHANGE**

Hargreaves (1994: xiv) wrote that policy-makers often fail to deal with several vital influences on the nature and quality of teachers' work. These are the **teachers' purpose**, which drives what the teacher does; the **kind of person** the teacher is, in their life as well as their work, and how this affects their teaching; the **context** in which teachers work which limits them in terms of what they can achieve; and the **culture** of the teaching community and how teachers relationships (or lack of them) with their colleagues can support or subvert them in their efforts to improve the quality of what they offer to their students. Any attempt to understand what imposed change means for teachers, must take cognisance of the above named factors.

### **2.5.1 The teacher as a person**

Understanding the teacher as a person is important to understanding teacher development. Teachers' attractions to a career in teaching, the impact of the various stages of life-cycle on teachers' response to change; and guilt as a common emotion experienced by teachers are discussed in the following paragraphs.

#### **2.5.1.1 Teaching as a paid occupation**

Teachers are people and teaching is their paid occupation. People become teachers for various reasons, some are intrinsically motivated and others extrinsically motivated. Whatever their motives for teaching, it is important for those interested in finding out what change means for teachers to realise that being a teacher is just one aspect of their lives which fits in, affects and is affected by other parts. (Sikes, 1992: 39).

#### **2.5.1.2 Kinds of attractions to teaching**

Lortie (1975: 26-27) reviewed data in which teachers in the USA described the attractions they saw in teaching. The data consists of intensive interviews in five towns in the Boston metropolitan area and national surveys conducted by the National Educational Association.

Lortie (1975: 42) has documented his findings, which described the attractions teachers saw in teaching. These include the following: the interpersonal theme; service theme; the continuation theme; material benefits and the theme of time compatibility. Identifications with teachers and family members who teach also contribute to decisions to enter the teaching profession.

#### 2.5.1.3 Different views on teaching as a career

Sikes, Measor and Woods (1985: 1) look at careers from the individual's point of view, in which people see their lives "as a whole". They have written that some teachers see their careers in terms of a structured sequence of posts whilst many do not. Some may have such a strong vocational commitment that they see their job and their futures purely in terms of the educational effects they have on children - their careers are their pupils' careers. Some teachers, more instrumentally, may see teaching as a useful job from the point of view of pay, holidays and conditions of work, settling for a reasonable non-progressive position with, perhaps, a major commitment in some other area of life - perhaps the family. In between is a whole range of adaptations (ibid.).

#### 2.5.1.4 The adult career: a dialectic between personal will and circumstances

According to Sikes et al (1985: 2) personal change is not necessarily a smooth, uni-linear development, nor is it one that sees either personal will or external constraints as sole determinants. Rather, the adult career is usually the product of a dialectical relationship between self and circumstances.

#### 2.5.1.5 Life experiences and life cycle affect our ideas

Our life experiences have an influence on the sort of people we become, upon our perspectives, understandings and attitudes, our beliefs and values, our ideologies and philosophies, and the actions we take (ibid., 40). Many life experiences are associated with the particular life-cycle stage we have reached. Sikes (1992:40) cited Levinson who said that various approaches to the study of the life-cycle have demonstrated that different ages have their associated biological, psychological and social aspects and characteristics.

Research on the teacher's life-cycle has shown that different experiences, attitudes, perceptions, expectations, satisfactions, frustrations and concerns appear to be related to different phases of the teacher's life and career cycle (Sikes, Measor, Woods, 1985: 24). Teachers of a similar age and sex share similar experiences, perceptions, attitudes, satisfactions, frustrations and concerns, and the nature of their motivation and commitment alters in a predictable pattern as they get older. There are variations relating to the ethnic group of the teacher, and such differentiating characteristics as type and the location of school, subject area, and managerial regimes but even so, aspects of this professional life-cycle are common to teachers working in different education systems in different countries at different times (Sikes, 1992: 40).

#### 2.5.1.6 Psychological state of the teacher affects change

Fullan (1991) cited Huberman, Hopkins, McKibbin and Joyce as having found that the psychological state of a teacher can be more or less predisposed toward considering and acting on improvements. Some teachers, depending on their personality and influenced by previous experiences and stage of career, are more self-actualised and have greater sense of efficacy, which leads them to action and to persist in the effort required to bring about successful implementation.

### 2.5.2 Teachers aims and purposes

Teachers' aims and purposes are important influences on their perceptions and experiences of their jobs. The following paragraphs outline some relevant ideas.

#### 2.5.2.1 Teachers' perceptions of their role varies

Teachers see their role in different ways. For example, some see their chief purpose to be getting learners through examinations; some see themselves as custodians and purveyors or transmitters of particular knowledge or skills or cultural mores; some aim to "socialise" youngsters; others have an instrumental orientation and see teaching primarily as a means of earning a salary. Most probably subscribe to a mixture, with an emphasis on the aspects they personally value the most (Sikes, 1992: 41).

#### 2.5.2.2 Guilt: an emotion of teaching

According to Hargreaves (1994: 142), guilt is a central preoccupation for teachers. The guilt traps of teaching are socially located at the intersection of four specific paths of determination and motivation in teachers' work: the commitment to goals of care and nurturance, the open-ended nature of the job, the pressures of accountability and intensification, and the persona of perfectionism. These paths of determination may create guilt in the lives of many teachers that pose problems for their effectiveness.

#### 2.5.2.3 Commitment to care

Hargreaves (1994: 145-147) found that the commitment to goals of care and nurturance, which is especially strong in primary school teachers, is a significant source of depressive guilt among teachers. The more important that the provision of care is to a teacher, the more emotionally devastating is the experience of failing to provide it.

Principles of warmth, love and self-esteem can underpin the lives and work of primary school teachers more than principles of cognitive learning or instructional effectiveness. Teachers must be cautious that commitments to care can form a trap that leads to ineffectiveness, possessiveness and guilt.

#### 2.5.2.4 Seeking congruence between teachers' aims and their schools (and policy makers)

Imposed changes which affect the things they value most can mean that teachers can no longer find a match between their aims and purposes and those prevailing in schools. The introduction of comprehensive education in England, for example, was very difficult for many teachers to come to terms with. Similarly, some teachers have found it difficult to reconcile the contemporary, often imposed emphasis on vocational training with their aims and purposes as "liberal educators". In such cases, Sikes (1992: 41) cites Appel who said that teachers feel themselves to have been "deskilled" and Ogza and Lawn who alternatively said that others may feel "upskilled".

## **2.6 WHAT IMPOSED CHANGE MEANS FOR EXPERIENCED TEACHERS**

### 2.6.1 Teachers interpret change differently

Sikes (1992) investigated what imposed change means for experienced teachers (those between the ages of approximately 37- 45). She concluded that teachers within the same school can interpret change differently depending on the nature and significance of the change and how that change is perceived.

### 2.6.2 Older teachers more likely to disfavour change

Furthermore, Sikes (1992) stated that imposed change carries official authority, which challenges professional experience, judgement and expertise. This challenge is likely to be viewed with greater disfavour by older teachers who have more experientially-based confidence that they are the ones best qualified to make professional decisions.

### 2.6.3 Teachers can resist change

According to David Hargreaves as cited in Sikes (1992), research shows that within the relative privacy of their classrooms and schools, teachers are able to resist even legally imposed change if they so wish. Ensuring absolute conformity requires extensive inspectorial provision or a radical alteration to the way in which schools are organised; requirements which are both expensive and difficult to implement.

Sikes (1992: 49) also concluded that the imposition of change can lead to low morale, dissatisfaction and reduced commitment. If schools and teachers do not face changes of their own devising, one way forward is for managers to take an active, participative, democratic approach to the management of that change. They need to find out and to understand what the change means for individuals and for the institution and then develop, implement and evaluate

strategies, which take account of these differential meanings. This would give teachers some sense of control and "ownership" which may help make their experience of change more positive.

## **2.7 TEACHER FRAMES**

Jessop (1997: 103) cited Barnes who states that the notion of teaching "frame" is located within the professional discourse of teacher thinking and development. It is the "clustered set of standard expectations" or the "default setting" out of which teachers understand knowledge, teaching and learning, pedagogical relationships, and the professional context in which they work. As such, a teaching frame contributes to how teachers prioritise tasks and relationships, as well as how they perceive and act on the constraints of their teaching situation.

In Jessop and Penny's (1998) paper on "Recovering teacher voice and vision in the narratives of rural South Africa and Gambian primary school teachers", they identified two frames of understanding about teaching, an *instrumental frame* and a *relational frame* and detected an absence of a third.

### **2.7.1 The instrumental frame**

In the classroom, practice of an instrumental paradigm was manifest in teaching and learning as "rules without reasons," memorisation, and a fixed view of what constitutes knowledge. This frame therefore supports a concept of the teacher and textbook as repositories of expert knowledge, which needs to be passed on to pupils unproblematically. The focus for pupils and teachers is to know "the facts" without relation to the reasons for knowing them; essentially instrumentalism was to know *what*, without knowing *how* or *why*.

For many instrumentalist teachers, the meaning of teaching appeared to lie in executing the mechanistic plans of "experts", thereby reducing the process of schooling to a set of time-honoured rituals and forms, the most important of which was the transfer of knowledge.

Within an instrumental frame, the outcome in practice is based on a perception of education as a "delivery system" which can be improved by the "provision of better tools, resources and environment". Teachers generally externalised school problems, locating them in the realm of resources. Indeed, the language of physical resources dominated to the extent that it virtually excluded discussion of the curriculum, teaching approaches and methods, learning and critical reflection. Beyond the classroom, instrumentalism was evident in responses to questions about job satisfaction, motivation and morale. External rewards of the profession such as salary, status and holidays were of great importance to the instrumentalists (Penny and Jessop, 1998: 6).

### 2.7.2 The relational frame

The second frame of teaching identified by Jessop and Penny (1998) is "relational", whereby the process of constructing meaningful pedagogic and collegial relationships of influence with pupils and teachers was considered a central dimension of teaching and learning. This frame has similarities to what Carr and Kemmis as cited in Jessop and Penny (1998), describe as the practical view of education, which asserts that education is a fluid social process which cannot be reduced to technical control. For the relational teacher, education is a moral activity, which takes place in a socially complex and fluid environment, where the process is fundamentally a human activity, rather than a technical enterprise. In this view, learning is seen as a process in which pupils actively engage while the teacher guides or facilitates this process. Teaching therefore involves moving beyond knowing what the curriculum requires, to knowing *how* best to teach it, and finally *why* it is being taught.

For relational teachers, the rewards of teaching were also found within loving, nurturing and caring relationships with pupils. Loving children was regarded as a single most important quality of a good teacher by nearly two thirds of teachers interviewed in both KwaZulu-Natal and the Gambia. Casey and Nias as cited in Jessop and Penny (1998: 6), found that it sometimes appeared that the language of love and nurturing masked teacher insecurities about curriculum, methodology and teaching on the basis of inadequate training with few resources (Jessop and Penny (1998:6).

### 2.7.3 The missing frame

According to Jessop and Penny (1998: 7), both the relational and instrumental views of teaching were suggestive of gaps within teacher frames, and when combined in any one narrative, they were held together in contradictory ways. Gaps in teacher frames were reflected in the paucity of teacher voices on the process of making meaning from the curriculum. Very few teachers appeared to have a sense of "ownership" over the curriculum or the process of teaching. Between the instrumental and relational frames of teachers lay a missing frame which would incorporate the dimensions of ownership and reflective action ( Jessop and Penny, 1998: 7).

## 2.8 VISION

Ownership of a new curriculum is fundamental to its success see, for example, Fullan (1991), Hargreaves (1994), Sikes (1992) and Jessop and Penny (1998). Central to the ownership of the curriculum, is teachers' vision of the change.

### 2.8.1 Vision comes later

According to Fullan (1993: 28), visions come later because under conditions of dynamic complexity one needs reflective experience before one can form a plausible vision. Furthermore, shared vision, which is essential for success must evolve through the dynamic interaction of organisational members and leaders.

### 2.8.2 Imposed visions command compliance

Fullan (1993) cited Senge (1990) who provided an illuminating discussion of the tension between personal and collective ideals: "Vision is a familiar concept in corporate leadership. But when you look carefully you find most visions are one persons (or group's) vision imposed on an organisation. Such visions, at best, command compliance - not commitment. A shared vision is a vision that many people are truly committed to, because it reflects their own personal vision. If people don't have their own vision, all they can do is sign up for someone else's. The result is compliance, never commitment" (ibid., 29)

### 2.8.3 Why visions fail

Fullan (1993) cautions that visions die prematurely when they are mere paper products churned out by leadership teams, when they are static or even wrong, and when they attempt to impose a false consensus suppressing rather than enabling personal visions to flourish.

Visions also fail when superficial talk rather than grounded inquiry and action are the methods used. Therefore, ownership cannot be achieved in advance of learning something since ownership is a process as well as a state (ibid., 30).

## 2.9 VOICE

Ownership, which is dependent on the flourishing of personal visions with the support of an appropriate leader, is essential for the success of a new curriculum. In order for teachers to develop professionally, it is necessary for teachers to voice their perceptions and experiences, which will guide future action.

### 2.9.1 Teachers' voice

Goodson (1992) argued that researchers had not confronted the complexity of the school teacher as an active agent making his or her own history. Researchers, even when they had stopped treating the teacher as a numerical aggregate, historical footnote or unproblematic role incumbent, still treated teachers as interchangeable types unchanged by circumstance or time. He emphasised the need for more contextually sensitive research.

Goodson (1991) as cited in Goodson (1992: 10) writes that "educational research should be reconceptualised so as to assure that the teacher's voice is heard, heard loudly, heard articulately". According to Harvey as cited in Goodson (1992: 11), the post-modern movement sponsors the idea that, "all groups have a right to speak for themselves, in their own voice, and have that voice accepted as authentic and legitimate".

## **2.10 CONTEXT FOR CHANGE**

Curriculum 2005 takes place in a context where there is a backlog of historically accumulated inequalities in schools. This has been highlighted in the School Register of Needs Survey (SRNS) and the Annual Survey of Schools undertaken by the Department of Education, graphically highlighting the inequalities that continue to exist in a largely under-resourced system. (Department of Education, 1997a: 9)

### 2.10.1 Collapse of a culture of teaching and learning

"Besides inequalities, the school system is dominated in many cases by disruptive behaviour ranging from alienation from school work, teenage pregnancy, classroom disobedience, school boycotts or 'stayaways', to social crime, vandalism, gangsterism, violent behaviour, rape and drug abuse as well as disrespect for teachers, with considerable impact on teacher performance and student achievement. Amongst teachers, this is often reflected in a lack of professional attitude to teaching and lack of commitment to the profession. This phenomenon very often referred to as 'the collapse of a culture of learning, teaching and service' is one of the main features of the apartheid legacy common in many schools, particularly those in the urban areas. The breakdown of the 'culture of learning, teaching and service' reflects historically and structurally created conditions occurring in schools" (Chisholm and Vally as cited in Department of Education, 1997a: 9).



According to Sikes (1992: 42), teachers believe that working conditions adversely affect what they do, or more precisely what they are able to do. Many teachers face the daily battle of having to manage with inadequate resources, inadequate and inappropriate accommodation. Under poor conditions, change can be a "two-edged sword. It can aggravate the teacher's problem or it can provide a glimmer of hope" (Fullan, 1991: 126).

#### 2.10.2 Teachers' working conditions vary

The School Register of Needs Survey (SRNS) conducted by the Department of Education in 1997, provides a picture of neglect and deprivation in the South African Education system. While privileged and relatively well- resourced schools exist, the vast majority of South African children continue to be educated in conditions of extreme neglect in terms of infrastructure, geographic location, services provided, equipment and resources available, learning environment and the quality of teaching and learning. These conditions, highlighted in the SRNS, are well summarised by Motala who is cited by the Department of Education (1997a).

The SRNS indicates that one in four schools (24%) in South Africa has no water within walking distance and 11% get their water from dams and rivers, less than half (43%) have electricity, at least 13% have no toilets, and nearly half have pit latrines. 17000 schools nationally have no telephones. While about 62% of schools have adequate stationery and only 49% have adequate textbooks, 73% have no learning equipment, and 69% have no materials. Nationally, 57499 classrooms are needed and in KwaZulu-Natal itself, 15 543 classrooms are needed. Provision of libraries is a luxury with 72% having no media collection and 82% no media equipment. Between 44% and 47% of schools in KwaZulu Natal, Free State and Eastern Cape and Northern Cape have no sporting facilities.

(This is a partial description from Motala as cited The Department of Education, 1997a: 10)

According to Sikes (1992: 42), poor conditions carry messages about the value that is placed upon the work teachers do. Many teachers believe that if the politicians and administrators valued education they would put more money into improving the conditions, thereby enabling teachers to improve the quality of their teaching.

#### 2.10.3 Shortage of time for teachers

One of the basic, constitutive features of teachers' work is that of time. Shortage of time is one of the complaints of teachers and teaching. Scarcity of time makes it difficult to plan more thoroughly, to commit oneself to the effort of innovation, to get together with colleagues, or to sit back and reflect on one's purposes and progress (Hargreaves, 1994: 150). Furthermore, Sikes (1992: 42) argued that it is in the nature of imposed change (as a fast response to a perceived

problem) that teachers are rarely given sufficient time in which to acquaint themselves with the change and to plan and prepare for it. Yet time, as a component of conducive conditions, is crucial.

#### 2.10.4 Intensification of teachers' work

According to Hargreaves (1994), as administrators seek to control teachers' time, this could lead to intensification of teachers' work and consequent resistance to change. According to Larson as cited in Hargreaves (1994: 118-119), "intensification represents one of the most tangible ways in which the work privileges of educated workers are eroded".

Intensification leads to the following:

- Reduced time for relaxation during the working day (no time for lunch)
- Lack of time to retool one's skills and keep up with one's field.
- It creates chronic and persistent overload, which reduces areas of personal discretion, inhibits involvement in and control over longer-term planning, and fosters dependency on externally produced materials and expertise.
- It leads to reduction in quality of service, as corners are cut to save on time
- It leads to enforced diversification of expertise and responsibility to cover personnel shortages, which can in turn create excessive dependency on outside expertise and further reductions in the quality of service.

Hargreaves (1994) concluded that whilst intensification explains many of the changes we are witnessing in teachers' work as time and space are increasingly compressed in the post modern world, intensification and labour process theories more generally do not fully explain what is happening in teachers' work.

#### 2.10.5 Teachers adopt change under the right conditions

Research shows that many teachers are willing to adopt change at the classroom level and will do so under the right conditions. (for example, an innovation that is clear and practical, supportive district administration and principal, opportunity to interact with other teachers, and outside resource help). If most teachers do not have adequate information access, time or energy, the innovations they do adopt will be individualistic and unlikely to spread to other teachers (Fullan, 1991: 56).

## **2.11. TEACHERS' WORK CULTURE**

According to Sikes (1992:43), the concept of "cultures of teaching" is crucial in any consideration of change because it is through these cultures that change is mediated, interpreted and realised.

### **2.11.1 What are cultures?**

Cultures of teaching comprise beliefs, values, habits and assumed ways of doing things among communities of teachers who have had to deal with similar demands and constraints over many years (Hargreaves, 1994: 165). The content of teacher cultures can be seen in what teachers think, say and do (ibid., 166).

Cultures of teaching help give meaning, support and identity to teachers and their work (ibid., 166). The forms of culture, consists of the characteristic patterns of relationships and forms of association between members of those cultures. Changes in beliefs, values and attitudes in the teaching force may be contingent upon prior parallel changes in the ways teachers relate to their colleagues and in their characteristic patterns of association (Hargreaves and Fullan, 1992: 219).

### **2.11.2 Four types of teacher culture and some relationships with change**

According to Hargreaves(1994), there seem to be four broad forms of teacher culture, each of which has very different implications for processes of teacher development and educational change. These are individualism, balkanisation, collaboration and contrived collegiality. These forms are explained below.

#### **2.11.2.1 Individualism**

Hargreaves (1994:167) wrote that most teachers still teach alone, behind closed doors, in the insulated and isolated environment of their classrooms. In the culture of individualism, teachers develop characteristic orientations to their work, which Lortie (1975) calls presentism, conservatism and individualism. Classroom isolation offers many teachers a welcome measure of privacy, a protection from outside interference. Hargreaves and Fullan (1992: 221) write that, "like caged birds, teachers from within the culture of individualism it seems stick with what they know. They are reluctant to fly free, even when given the opportunity".

David Hargreaves, as cited in Hargreaves (1994:167) claimed that "the cult of individualism, has deeply infected the occupational culture of teachers. Teachers guard their autonomy jealously"

They do not like being **observed**, still less being evaluated because they are fearful of the criticism that may accompany evaluation (ibid., 167). "Autonomy," claimed Hargreaves (1994), "is a polite word used to mask teachers' evaluative apprehension and serve as the rationale for excluding observers" (ibid., 168).

#### 2.11.2.2 Balkanisation

Teachers in balkanised cultures attach their loyalties and identities to particular groups of their colleagues (Hargreaves and Fullan, 1992:223). In balkanised cultures, teachers work in separate and sometimes competing territorial groups which bestow identity and provide bases for the pursuit of power, status and resources (ibid., 223).

#### 2.11.2.3 Collaborative culture

In cultures of collaboration, teachers are more united than divided. In collaborative cultures, collaborative working relationships between teachers tend to be: spontaneous, voluntary, development oriented; pervasive across time and space and unpredictable (Hargreaves, 1994: 192). Cultures of collaboration have for a long time been called for to counter the widespread individualism and isolation that impair and inhibit many teachers' classroom performance and their willingness to change and improve (Hargreaves and Fullan, 1992: 227).

#### 2.11.2.4 Contrived collegiality

Contrived collegiality is characterised by a set of formal, specific bureaucratic procedures to increase the attention being given to joint teacher planning and consultation. Contrived collegiality is meant to encourage greater association among teachers; to foster more sharing, learning and improvement of skills and expertise. The features of contrived collegiality are as follows: It is administratively regulated, compulsory, implementation-oriented, fixed in time and space and predictable (Hargreaves, 1994: 196). Contrived collegiality is also meant to assist the successful implementation of new approaches and techniques from outside into a more responsive and supportive school culture (Hargreaves and Fullan, 1992: 229).

#### 2.11.2.5 Inappropriate cultures

Individualism and balkanisation, suit neither the advocates of school-based curriculum development nor the supporters of top-down, bureaucratically imposed models of curriculum implementation. Both models of educational change - top-down and bottom-up - are equally ill served by these two prevailing cultures of teaching (Hargreaves and Fullan: 232).

#### 2.11.2.6 Cultures compatible with change

Collaborative cultures are most compatible with the interests of local curriculum development and the exercise of discretionary professional judgement. They foster and build on the qualities of openness, trust, and support between teachers and their colleagues. They capitalise on the collective expertise and endeavours of the teaching community. They acknowledge the wider dimensions of teachers' lives outside of the classroom and the school. The qualities of trust and

sharing within collaborative cultures, provide the most collegial supportive environment for change (Hargreaves and Fullan, 1992: 233).

#### 2.11.2.7 Head teachers influence culture

Sikes (1992) stated that headteachers, as critical-reality definers, could have an important influence on the culture/s of a school through the sort of management strategies they use and by the values and beliefs their actions encourage.

#### 2.11.2.8 Imposed changes threaten teacher culture

According to Sikes, (1992: 44) changes that are imposed from the outside threaten and can undermine the values and beliefs and the ways of doing things which make up teacher cultures. The result is that people lose their sense of meaning and direction, their "framework of reality", their confidence that they know what to do, and consequently they experience confusion and a kind of alienation. Under such conditions their work is likely to suffer and their commitment to decrease.

### **2.12 TEACHER DEVELOPMENT AND CHANGE**

#### 2.12.1 INSET essential

Recent policy work - particularly the 1997 provincial Teacher Policy Support Project (TPSP) and the Presidential Education Initiative (PEI) reports as cited in the Norms and Standards Discussion Document (1997) - reasserts the centrality of in-service activities and the need to institutionalise in-service activities. The notion of a 'continuum ' of pre-service and in-service provision has become popular. (Department of Education, 1997a: 124)

The weakness of most of the TPSP and PEI reports is the lack of attention paid to how the quality of in-service education will be improved, how some historical divides (which are systemic as well as conceptual - the splits being between institutions and Non Government Organisations and between "theory " and "practice") can be bridged, and how continuing teacher development could be made an integral part of a teacher's life and work (Department of Education, 1997a: 124-125).

#### 2.12.2 Three approaches to teacher development

Hargreaves and Fullan (1992) describe three different approaches to teacher development. These are teacher development (a) as skill development, (b) as self understanding; and (c ) as ecological change.

#### 2.12.2.1 Self-understanding

Teacher development as self understanding is aptly encapsulated by Hargreaves and Fullan's (1992) comment that "teacher development involves more than changing teachers' behaviour. It involves changing the person the teacher is".

#### 2.12.2.2 Ecological change

Teacher development as ecological change implies that the context of the teachers' working environment provides conditions in which teacher development initiatives succeed or fail or could be a focus of teacher development itself.

#### 2.12.2.3 Skills development

The assumption underlying this approach is that the present system of education is inappropriate and therefore teachers are lacking in the knowledge, skills; and competencies needed to arrive at the expected outcome for education. One way of providing teachers with "opportunities to teach" is to equip them with the knowledge and skills that will increase their ability to provide improved opportunities to learn for all their pupils (Hargreaves and Fullan, 1992: 2).

### 2.12.3 Some criticisms of skills-based approaches

There are some criticisms against the skills-based approach to teacher development.

#### 2.12.3.1 Imposed by experts - top-down

These approaches are usually imposed on teachers in a top-down basis by "experts" from outside their own schools. Such methods fail to involve the teacher, and therefore run the risk of not securing their commitment and generating teacher resistance. (Ibid.)

#### 2.12.3.2 "Hard" research of experts versus "soft" practical wisdom of teachers

The skills approach to teacher development also ignores teachers' disagreement with the methods to which they are being exposed. The "hard" research knowledge of experts is deemed superior to the "soft" practical wisdom of teachers. Disagreement is discouraged, and where it does occur it is discounted or interpreted as "irrational" resistance (Hargreaves and Fullan, 1992: 5).

#### 2.12.3.3 Vision privileged over voice

A major challenge for professional development and educational change is to work through and reconcile the tension between vision and voice. By privileging vision- especially imposed vision - over voice, much skills-based teacher development fails to address this fundamental challenge (Hargreaves and Fullan, 1992: 6).

#### 2.12.3.4 Skills training implemented out of context

Furthermore, the skills in which teachers are trained are all too often implemented out of context in terms of their appropriateness for the teacher as a person, for the teacher's purpose, or for the particular classroom setting in which the teacher works.

Hargreaves and Fullan (1992, 7) assert that skills-based development often take place in a context of bureaucratic control in which rhetoric suggests bottom-up development, but reality reveals top-down implementation.

### **2.13 REASONS FOR THE FAILURE OF PROFESSIONAL DEVELOPMENT**

Fullan (1991, 318) summarised some reasons for the failure of many professional development programmes.

- One - shot workshops are widespread but are ineffective.
- Follow-up support for ideas and practices introduced in in-service programmes occurs in only a very small minority of cases.
- Follow-up evaluation occurs infrequently.
- In-service programmes rarely address the individual needs and concerns.
- The majority of programmes involve teachers from different schools/ and /or school districts, but there is no recognition of the differential impact of positive and negative factors within the system to which they must return.
- There is a profound lack of any conceptual basis in the planning and implementing of in-service programmes that would ensure their effectiveness.

Staff and professional development involves change in learning materials, in skills and practices, in thinking and understandings. There is no single strategy that can contribute more to meaning and improvement than ongoing professional development.

### **2.14 IMPROVING INSET**

In their seminal paper "Improving Inservice Training" Joyce and Showers cited in Hopkins (1989:87) identify four levels of impact for INSET and five training components

#### 2.14.1 Levels of impact

According to Joyce and Showers, "Whether we teach ourselves or whether we learn from a training agent, the outcomes for training can be classified into several levels of impact: awareness; the acquisition of concepts or organised knowledge; the learning of principles and skills; and the ability to apply those principles and skills in problem-solving activities."

#### 2.14.2 Awareness and knowledge insufficient

Joyce and Showers emphasised that awareness in training is an insufficient condition. Organised knowledge that is not backed up by the acquisition of principles and skills and the ability to use them is likely to have little effect.

#### 2.14.3 Key training components

Joyce and Showers, identified a number of key training components which when used in combination have much greater power than when used alone. The major components are the following.

- Presentation of theory or description of skill or strategy.
- Modelling or demonstration of skills or models of teaching.
- Practice in simulated and classroom settings.
- Structured and open-ended feedback (provision of information about performance).
- Coaching for application (hands-on, in-classroom assistance with the transfer of skills and strategies in the classroom).

#### 2.14.4 Professional development is more than INSET

According to Little (1994), professional development that focuses only on INSET to implement a change (new curriculum) may mask the internal contradictions within and across reform initiatives. One test of teachers' professional development programme is its capacity to equip teachers individually and collectively to act as shapers, promoters, and well-informed critics of reforms.

### **2.15 AN EXAMPLE FROM OUTSIDE SOUTH AFRICA**

A major educational change such as Curriculum 2005, has no precedent in the recent history of South African education, therefore there is limited literature available on South African teacher responses or perceptions to INSET and major educational change. Therefore, I shall explore some literature on the British experiences of INSET in the late 1980's, when a new National Curriculum was being introduced.



### 2.15.1 An example of response to INSET.

Keith Bartley (1989:148), described teacher responses to the Local Education Authority Training Grant Scheme (GRIST) in Britain. The model of INSET used attempted to redress some perceived deficiencies of the previous system. Part of the GRIST philosophy was that professional development should be grounded in the identification and fulfilment of the needs of individual teachers, which should be meshed with the needs of the national plan for the future of the education system (MacLure, 1989: 76). The providers of INSET were influenced by Stenhouse's view that teachers were not merely implementers of the curriculum but also its development (McBride, 1989: 8). Bartley (1989) wrote that few teachers have the skills or the idea of professional development the scheme embraces. Teachers' responses to INSET in schools were varied.

Some teachers exhibited a variety of avoidance strategies to reduce the very real threat of change that is implicit in institutional review and development. The motives of those involved in change from a local to national level were treated with suspicion or even derision (Bartley, 1989: 148).

#### 2.15.1.1 Resistant teachers are those that feel threatened.

Bartley (1989) commented that a teacher's attitude toward INSET and towards her own learning, tended to relate to what she perceived her role in the classroom to be. The teachers who believed that their job is to be in a classroom, teaching, and that "all this INSET is too much, I have enough to do teaching my class all day everyday", were the teachers who had shown the strongest reactions against the initiative. Perhaps they were the teachers whose very core of beliefs about their role and functions had been threatened by GRIST (Bartley, 1989: 150).

According to Bartley (1989) those teachers who were most critical of the new structure were those who had the strongest belief in the ability of "experts" who could tell them what needed doing. They made comments such as:

"Where are all the experts now? We need someone to come into our school to show us these techniques working" (Ibid., 151).

#### 2.15.1.2 A pragmatic approach to INSET.

A large group of teachers displayed a more pragmatic approach to GRIST. These teachers had often involved themselves with GRIST activities when they saw them as relevant to their needs and were prepared to go along with the current as long as they were getting what they wanted.

#### 2.15.1.3 Teacher involvement empowering

Some teachers welcomed GRIST and had worked enthusiastically and often with a sense of commitment to the principles underpinning the initiative. These teachers talked about "refreshment", "empowerment" when referring to their experiences of INSET. "Liberating" was a word used several times to describe a teacher's involvement in networks (Ibid., 151).

#### 2.15.1.4 Teacher responses varying

The example of INSET described by Bartley (1989), has highlighted varying responses of teachers. Teachers do not respond to change in uniform ways. Teachers' perceptions and experiences are influenced by a number of factors. Understanding teachers as people, their aims and purposes, and the context and culture in which they work, will lead to greater effectiveness of INSET.

### **2.16 SECTION SUMMARY**

Thus far chapter 2 focuses on the need for educational reform and some of the positive and negative features of OBE. According to Combs (1988), whatever action we take about change depends on the assumptions from which we begin. Beginning from partly right assumptions results in partly right answers.

Some factors that influence teacher perceptions, experiences and responses to change are: teachers as people; their aims and purposes; their frames; vision and voice; their work context and the culture in which teachers work.

As highlighted by Fullan (1991) implementation of change involves change in practice. The causes of behaviour lie in people's perceptions or personal meanings, especially in beliefs they hold about themselves, the situations they find themselves in, and the goals and values they seek to fulfil. No matter how promising a strategy of reform, if it is not incorporated into teachers' personal beliefs systems, it will be unlikely to affect behaviour in the desired directions. To change people's belief requires creating conditions for change rather than imposing reforms. (Combs, 1988). However, change in belief alone is insufficient. There should be simultaneous change in teaching materials and teaching approaches (Fullan, 1991).

Selected approaches to teacher development have been outlined with a brief critique of the skills approach. Some reasons for the failure of teacher development and ways to improve INSET have been discussed. Finally in this section, an example of some responses to INSET was presented .

## **2.17 RESEARCH METHODOLOGY**

### **2.17.1 Qualitative versus quantitative research**

There have been many debates about the relative merits and compatibility of the quantitative and qualitative paradigms (Mouton, 1996: 38). In the late 1960's, for example, qualitative research, because of its poor showing in producing the scientifically reproducible fact, and its sensitivity in picking up everyday facts about social structures and social systems was relegated, by men like Stouffer and Lazarsfeld as cited in Glaser and Strauss (1967), to preliminary, exploratory, groundbreaking work for getting surveys started.

Depending on the purpose of the research study, researchers especially in the social sciences can combine elements of both qualitative and quantitative approaches as I did. Nevertheless, basic differences in "strategies, foci and assumptions" can be set out (Parlett and Hamilton, 1977).

#### **2.17.1.1 Quantitative research**

Quantitative research especially as used in Physical Sciences, seeks to explain cause and effect relationships in quantitative terms where the ideal outcome is accurate quantitative **prediction**.

Such an approach, or the "agricultural botanical paradigm" as it is referred to by Parlett and Hamilton (1977), assesses an innovation by examining whether or not it has reached **standards** on pre-specified criteria. Pre-tests and post tests are often used (ibid., 7).

These quantitative research studies are designed to yield data of a particular type, that is, "objective" numerical data that permit statistical analyses. Quantitative researchers have pressed for **explanation** and **control**. Furthermore, "before and after" research designs assume that the objects of study undergo little or no change during the period of study. In innovation studies, for example, concentration on seeking quantitative information by objective means can lead to neglect of other data, perhaps more salient to the innovation, but which are disregarded as "subjective", "anecdotal" or "impressionistic".

#### **2.17.1.2 Qualitative research**

Qualitative researchers have pressed for **understanding the complex interrelationships** that exists (Stake, 1995:37-39). Qualitative researchers treat the uniqueness of individual cases and contexts as important. In qualitative research studies, research questions typically orient to cases or phenomena, seeking patterns of **unanticipated** as well as expected relationships (Stake, 1995: 41).

What qualitative researchers perceive is happening in key episodes or testimonies are represented with their own direct interpretation and stories (narratives). Qualitative research uses these narratives to help the reader to gain an **experiential understanding** of the case. Standard qualitative designs call for the persons most responsible for interpretations to be in the field, making observations, exercising subjective judgement, analysing and synthesising, all the while realising their own consciousness (Stake, 1995:40-41).

According to Stake (1995), the function of research is not necessarily to map and conquer the world but to sophisticate the beholding of it. "Thick description," "experiential understanding," and "multiple realities" are expected in qualitative case studies. An ongoing interpretative role of the researcher is prominent in qualitative case study (ibid., 43).

Qualitative inquiry is distinguished by its emphasis on **holistic** treatment of phenomena. Phenomena are intricately related through many coincidental actions and understanding them requires looking at a wide sweep of contexts: temporal and spatial, historical, political, economic, cultural, social, and personal (Stake, 1995: 43).

Advocates of qualitative data state that their data were still the best and richest for theorizing about social structures and social systems; furthermore, the qualitative method still was the only way to obtain data on many areas of social life not amenable to the techniques for collecting quantitative data (Glaser and Strauss, 1967: 15).

Qualitative data or "bleeding heart data" according to Spiegel (1986) are more likely to give a better insight than once-off survey material (hard data). Spiegel (1986) asserted that "bleeding heart data" can contribute to a better understanding of the "hard data" produced by survey work (ibid., 253-261).

#### 2.17.1.3 Some limitations of qualitative research

The ethical risks in qualitative research are substantial. The cost in money and time is high. Misunderstanding may occur because the researcher-interpreters are unaware of their own intellectual shortcomings and because of the weaknesses in methods that fail to identify misinterpretations. However, Parlett and Hamilton (1977) remind us that any research study requires skilled human judgements and is thus vulnerable.

#### 2.17.1.4 Both quantitative and qualitative data are useful

Glaser and Strauss (1967) believed that *each form of data is useful for both verification and generation of theory. In many instances, both forms of data are necessary*- not quantitative used to test qualitative, but both used as supplements, as mutual verification and, most important for us, as different forms of data on the same subject, which, when compared, will each generate theory.

### 1.17.2 Case studies

According to Stake (1995), a case study is expected to catch the complexity of a single case. The qualitative researcher emphasises episodes of nuance, the sequentiality of happenings in context, the wholeness of the individual (Ibid., xii).

We are interested in the cases for both their uniqueness and commonality. We seek to understand them. We would like to hear their stories. We enter the scene with a sincere interest in learning how they function in their ordinary pursuits and milieus (ibid., 1)

Case study seems a poor basis for generalisation. The real business of case study is particularisation, not generalisation. Researchers take a case and come to know it well, not primarily as to how it is different from others but what it is, what it does. There is emphasis on uniqueness, and that implies knowledge of others that the case is different from, but the first emphasis is on understanding the case itself (Ibid., 8).

On the basis of observations and other data, researchers draw their own conclusions. Erickson as cited in Stake (1995) called them *assertions*, a form of generalisations.

Stake (1995) writes that a collective case study may be designed with more concern for representation but, again, the representation of a small sample is difficult to defend (ibid., 5).

Case studies may provide a much stronger basis for generalisations than would appear at first sight. If the researcher can accurately describe how people think, and why they do what they do, this information can be useful in guiding future action unless the people, for example, teachers in the studies are very different from other teachers in other places.

### 2.17.3 Triangulation

According to Cohen and Manion (1994), triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behaviour. Triangulation techniques in social science attempt to explain more fully the richness and complexity of human behaviour by studying it from more than one standpoint, often, by making use of both quantitative and qualitative data (ibid., 233).

There are several advantages of such a multi-method approach in social science. Exclusive reliance on one method may bias or distort the researcher's picture of the particular slice of reality she is investigating. The more methods contrast with each other, the greater the researcher's confidence in findings confirmed by such different methods.

#### 2.17.3.1 Triangulation protocols

Stake (1995) cites Norman Denzin (1984) who identified the following triangulation protocols:

- For **data source triangulation**, we look to see if the phenomenon or case remains the same at other times, in other places, or as persons interact differently.
- For **investigator triangulation**, we have other researchers take a look at the same scene or phenomenon.
- By choosing co-observers, panelists, or reviewers from alternative theoretical viewpoints, we engage in **theory triangulation**
- The fourth protocol, **methodological triangulation**, is actually the one most recognised (ibid., 114). Triangulation between methods involves the use of more than one method in the pursuit of a given objective. As a check on validity, the "between the methods" approach embraces the notion of convergence between independent measures of the same objective. (Cohen and Manion, 1994: p.238)

With multiple approaches within a single study, we are likely to illuminate or nullify some extraneous influences. Methods used in case study are principally those of observation, interview, and document review. (Stake, 1995: 114)

#### 2.17.4 Illuminative evaluation

Parlett and Hamilton (1977) state that *illuminative evaluation* takes account of the wider contexts in which educational programmes function. Its primary concern is with description and interpretation rather than measurement and prediction. The aims of illuminative evaluation are to study, for example, an innovatory programme: how it operates; how it is influenced by the various school situations in which it is applied; what those directly concerned regard as its advantages and disadvantages; and how students' intellectual tasks and academic experiences are most affected. It aims to discover and document what it is like to be participating in the scheme, whether as teacher or pupil; and in addition to discern and discuss the innovation's most significant features, recurring concomitants and critical processes (ibid., 10).

Although the focus of my study is not an evaluation of Curriculum 2005, some features of illuminative evaluation are useful.

##### 2.17.4.1 Methodological strategies of illuminative evaluation

Observation, interviews with participants (teachers and administrators), questionnaires and analysis of documents and background information are all combined to help "illuminate" problems, issues and significant programme features (Partlett et al., 5).

#### 2.17.4.2 The learning milieu

The innovation is not examined in isolation, but in the school context or "learning milieu". The learning milieu is the social, psychological and material environment in which students and teachers work together. The learning milieu represents a network or nexus of cultural, social, institutional and psychological variables. These interact in complicated ways to produce, in each class or course, a unique pattern of circumstances, pressures, customs, opinions and work-styles which suffuse the teaching and learning that occur there.

The learning milieu, in any particular classroom, depends on the interplay of numerous different factors. For instance, there are numerous constraints (legal, administrative, occupational, architectural and financial) on the organisation of teaching in schools; there are pervasive operating assumptions (about the arrangement of subjects, curricula, teaching methods and student evaluation) held by the staff; there are the individual teacher's characteristics (teaching-style, experience, professional orientation and private goals); and there are student perspectives and pre-occupations. Therefore, acknowledging the diversity and complexity of learning milieux is essential (ibid., 11).

Connecting changes in the learning milieu with intellectual experiences of students is one of the chief concerns of illuminative evaluation. For example, teaching and learning in a particular setting are profoundly influenced by the type of assessment procedures in use; by the constraints of scheduling; by the size of classes; by the availability of teaching assistants, library, computing and copying facilities (ibid., 13). These in turn are dependent on departmental priorities; on policies of faculty promotion; on institutional myths and traditions; and on local and national pressures.

#### 2.17.4.3 An eclectic approach

Illuminative evaluation is not a standard methodological package, but a general research strategy. It aims to be both adaptable and eclectic. The problem defines the methods used, not *vice versa*. Equally, no method (with its own built-in limitations) is used exclusively or in isolation; different techniques are combined to throw light on a common problem (Parlett et al., 1977: 13). Besides viewing the problem from a number of angles, this 'triangulation' approach also facilitates the cross-checking of otherwise tentative findings (ibid., 14).

In illuminative evaluation there are three characteristic stages: investigators observe; enquire further; and then seek to explain.

Within this three-stage framework, an information profile is assembled using data collected from four areas: observation, interviews, questionnaires and tests, documentary and background sources.

#### 2.17.4.4 Observation

The observation phase occupies a central place in illuminative evaluation. The investigator builds up a continuous record of on-going events, transactions and informal remarks. At the same time he seeks to organise this data as source, adding interpretative comments on both manifest and latent features of the situation. The language conventions, slang, jargon and metaphors that characterise conversation within each learning milieu can reveal tacit assumptions, interpersonal relationships and status differentials.

There is a place for codified observation, using schedules for recording patterns of attendance, seating, utilisation of time and facilities, teacher- pupil interaction, etc. The illuminative evaluator is cautious in the deployment of such techniques, in that they record only surface behaviour and they do not facilitate the uncovering of underlying, more meaningful features (Parlett and Hamilton, 1977: 15-16).

#### 2.17.4.5 Interviews

Qualitative researchers take pride in discerning and portraying the multiple views of the subject being studied. The interview is the main road to multiple realities (Stake, 1995).

Discovering the views of participants is crucial to assessing the impact of an innovation. Instructors and students are asked about their work, what they think of it, how it compares with their previous experience, and also to comment on the use and value of the innovation. Interviews vary as to the type of information or comment that is sought. While brief, structured interviews are convenient for obtaining biographical, historical or factual information, more open-ended and discursive forms are suitable for less straightforward topics such as career ambitions and anxieties (Parlett and Hamilton, 1977: 16).

#### 2.17.4.6 Questionnaire data

While concentrating on observation and interview, the illuminative evaluator does not dismiss paper and pencil techniques. Their advantage in larger-scale illuminative studies is especially evident. Also, survey-type questionnaires used late in a study can sustain or qualify earlier tentative findings. Free and fixed response formats can be included to obtain both quantitative summary data and also open-ended and perhaps new and unexpected comment.

##### 2.17.4.6.1 Some problems with questionnaires

There are, of course, several valid objections to questionnaires, particularly if they are used in isolation. Unless most carefully prepared, questionnaires can lead to mindless collection of uninterpretable data. Expensive in time and resources, such careful preparation must be weighed against the benefits likely to accrue.

A second drawback is that many recipients regard questionnaires as impersonal and intrusive. Others, keen to express their complicated views, find the questionnaire a frustrating, indeed



trivialising medium. From these dissatisfied groups, some do not reply; yet these non-respondents may be the most important in certain respects (Parlett and Hamilton, 1977: 15-16).

#### 2.17.4.7 Interference of researcher

An issue to be considered is whether the presence of the researcher would have an effect on the conduct and progress of the innovatory scheme he is studying. Parlett et al. (1977) claim that it does, "indeed, any form of data collection creates disturbance." Illuminative evaluators recognise this and attempt to be unobtrusive without being secretive; to be supportive without being collusive; and to be non-doctrinaire without appearing unsympathetic.

#### 2.17.4.8 Interpersonal skills required by researcher

Parlett et al. (1977) wrote that research workers in this area need not only technical and intellectual capability, but also interpersonal skills. They seek co-operation but cannot demand it. There may be times when they encounter nervousness and even hostility. They are likely to be observing certain individuals at critical times in their lives. The researchers need tact and a sense of responsibility similar to that pertaining in the medical profession. They seek and are given private opinions, often in confidence. They are likely to hear, in the course of their study, a great deal about personalities and institutional politics that others might be inquisitive to know.

#### 2.17.4.9 Ethics

To retain the viability and integrity of his research position and the trust of the participants in the programme, the investigator needs, from the outset, to clarify his role; to be open about the aims of his study; and to ensure that there is no misunderstanding or ambiguity.

### 2.17.5 Narratives

Thomas (1995) cites Hardy who wrote that **narrative** was an ancient form of communication, reaching back to a pre-literate oral tradition. In all cultures, storytelling was a universal feature, and with its correlatives of "story teller" (narrator) and "listener" (audience) could be celebrated as a "primary act of mind" (ibid., 3).

Narrative had been reclaimed and given the status of a form of thought of equal validity to that used in logical thinking and in inductive argument (Bruner as cited by Thomas, 1995). Stories are devices for communicating, interpreting and giving meaning to our experiences (ibid., 3).

#### 2.17.5.1 Teachers' voice through narratives

Thomas (1995) cites Grumet who said that the idea of finding ways to enable us to hear the voice of teachers has been a central value of a great deal of narrative work. It has taken the form of trying to understand the frames of reference, or perspective, teachers use in describing their role, and more deliberately in relation to notions of empowerment. If we deconstruct the word "voice",

we find it implies a contrast with silence; having something to say and a language in which to say it; that the voice belongs to a person and that there is a listener prepared to hear what can be said (Pucket as cited in Thomas, 1995). The possession of a voice is a potential source of empowerment.

Michel Foucault as cited in Goodson (1992) has been influential in encouraging researchers to retrieve and represent the voices of their "subjects". Within the global intellectual paradigm and its impact upon general educational studies, was a growing concern in which teachers' voices and stories could be heard and told. There has been a steady increase of interest in the educational community on what teachers have to say about their classroom practices, their experiences of schools and of formal and informal relationships within them, their insight into pupils as learners, and the corpus of professional understandings and craft knowledge that derives from experience (Thomas, 1995: 4). According to Harvey as cited in Goodson (1992: 11), the advocates of the post-modern movement sponsor, "the idea that all groups have a right to speak for themselves, in their own voice, and have that voice accepted as authentic and legitimate".

The media through which teachers have been able to express themselves can take a variety of forms. These records may be in the form of logs, diaries, journals, research journals, vignettes, critical incidents, life-histories or autobiography (Ibid.,5).

#### 2.17.6 Life histories

The crucial focus on life history work is to locate the teacher's own life story alongside a broader contextual analysis, to tell in Stenhouse's words "a story of action, within a theory of context" (Thomas, 1995).

Thomas (1995) cites Quicke who wrote that life histories have the potential for "facilitating reflection upon the experience of society". They help to make clear to the individual, the way in which a personal life can be penetrated by the social and political influences.

This is also emphasised by Cohen and Manion (1994) who cited Goodson as arguing that life histories have the potential to make a far-reaching contribution to the problem of understanding the links between "personal troubles" and "public issues". Their importance he asserts, is best confirmed by the fact that teachers continually import life history data into their accounts of classroom events.

Researching teachers' lives is an enterprise fraught with danger but the alternative according to Goodson (1992:16) is more dangerous: to continue in substantial ignorance of those people who, in spite of the many historical shifts and cycles, remain central to achievement in the educational endeavour.

### 2.17.7 Grounded theory

Glaser and Strauss (1967: 1) referred to the theory emerging from data as "grounded theory". Theory is a strategy for handling data in research, providing modes of conceptualisation for describing and explaining. Theory that is grounded fits empirical situations and is understandable by professionals and laymen alike. Grounded theory provides us with relevant predictions, explanations, interpretations and applications. Generating grounded theory is a way of arriving at theory suited to its supposed uses. Grounded theory is derived from data and then illustrated by characteristic examples of data.

Theory based on data can usually not be completely refuted by more data or replaced by another theory. Since it is too intimately linked to data, it is destined to last despite its inevitable modification and reformulation.

An author could borrow the grounded theory of another researcher for its general relevance, but - since this kind of theory fits and works - it would readily be seen whether it is clearly applicable and relevant in this new situation (Glaser and Strauss, 1967: 4).

#### 2.17.7.1 Inductive generation

Glaser and Strauss (1967) took the position that the adequacy of a theory cannot be divorced from the process by which it is generated. Thus one canon for judging the usefulness of a theory is how it was generated. It is likely to be a better theory to the degree that it has been inductively developed from social research. Other canons for assessing a theory, such as logical consistency, clarity, parsimony, density, scope, integration, as well as its fit and its ability to work, are also significantly dependent on how the theory was generated. Glaser and Strauss (1967) contrasted this position with theory generated by logical deduction from *a priori* assumptions. Grounded theory can help to deter the opportunistic use of theories that have dubious fit and working capacity (ibid.,4).

#### 2.17.7.2 Generating theory

Evidence collected from other comparative groups, is used to check whether the initial evidence was correct (Glaser and Strauss, 1977: 23). In discovering theory, one generates conceptual categories or their properties from evidence; then the evidence from which the category emerged is used to illustrate the concept. The evidence may not necessarily be accurate beyond doubt, but the concept is undoubtedly a relevant theoretical abstraction about what is going on in the area studied (ibid.,23). Furthermore, by comparing where the facts are similar or different, we can generate properties of categories that increases the categories' generality and predictive power.

#### 2.18.7.3 What theory is generated?

Grounded theory can be presented either as well codified sets of propositions or in running theoretical discussion, using conceptual categories and their properties.

Glaser and Strauss (1967) chose a discussional form. Their strategy of comparative analysis for generating theory puts a high emphasis on *theory as process*; that is, theory as an ever-developing entity, not as a perfected product.

#### 2.17.8 Section summary

Section 2.18 presented literature on relevant research methodology. Both qualitative and quantitative methods were described. Illuminative evaluation and its methodological strategies were presented briefly. In accordance with methodological triangulation, several relevant methods such as observation, interviews and questionnaires were outlined. The need for presentation of a teachers' voice through narratives and life histories were also highlighted. Lastly, grounded theory whereby theory emerges from data (inductive generation) was discussed.

## **CHAPTER 3: METHODOLOGY**

### **3.1. RESEARCH FOCUS**

This study investigates some Grade 1 teachers' attitudes toward implementing Curriculum 2005 and how their attitudes would affect its implementation. This study is not a holistic evaluation of the implementation of Curriculum 2005 or its effectiveness.

### **3.2 CRITICAL QUESTIONS**

The main focus of this investigation is teacher perceptions (Area B below). However, in order to interpret these perceptions, it was necessary to collect some information about teachers' background and situation (Area A) and check the validity of teachers' perceptions by some personal observations of their practice (Area C). A larger sample of teachers was then given a questionnaire to check on the validity of key findings. The critical questions used are listed below.

#### **3.2.1 Teachers' background and present situation. (Area A)**

- 3.2.1.1 What do teachers' life histories tell us about them? (Places of growing up; parents' occupations; schools attended)
- 3.2.1.2 What factors attracted teachers to a career in teaching?
- 3.2.1.3 What teachers see as the aims and goals for Grade 1 learners?
- 3.2.1.4 How have teachers been prepared, thus far, to teach Curriculum 2005?
- 3.2.1.5 What are key factors in teachers' schools that affect the implementation of Curriculum 2005?
- 3.2.1.6 During the writing up process, I realised the importance of the following underlying question:  
How do the characteristics of the teachers present foster or hinder them with respect to implementing Curriculum 2005 successfully?

#### **3.2.2 Teachers' perceptions (Area B)**

- 3.2.2.1 What are the teachers' accounts of their experiences in implementing Curriculum 2005?
- 3.2.2.2 What do teachers see as factors leading to success and / or failure of Curriculum 2005?
- 3.2.2.3 What do teachers think they need to know, do and believe in order to implement Curriculum 2005?
- 3.2.2.4 In what ways do teachers see Curriculum 2005: for example, as an opportunity or a burden?

### 3.2.3 Researcher's observations of teachers in their classrooms (Area C)

3.2.3.1 What are the teachers' working contexts like? (Classrooms and school?)

3.2.3.2 What is working well or badly?

3.2.3.3 What are pupils doing?

3.2.3.4 How are teachers organising the teaching, for example, integration, team teaching and group work?

### 3.2.4 Validation by larger sample of teachers on selected key findings

3.2.4.1 What are the views of a larger sample of teachers on selected key findings?

## 3.3 STRATEGY

### 3.3.1 Selection of schools - attempt to get a cross section.

I attempted to get a cross-section sample of schools according to ex-departments (such as House of Delegates) from the Midlands Region of KwaZulu Natal, in the Pietermaritzburg area. This was based on an assumption that schools from different ex-departments are unequal in terms of resources and culture of learning and teaching. I visited five government schools and one independent school.

#### 3.3.1.1 Final Sample of 6 schools in 3 resource categories

The final sample contained six schools that fell into the three broad categories based on their level of resources: well, medium and poorly resourced. The number of pupils in each class, which had a significant impact on teachers' perceptions of their implementation of C2005, is also included in the school profiles.

#### (i) Well Resourced Schools.

##### School A: an independent school

The decision to visit the independent school came later when fieldwork had already commenced. I visited the independent school because of teachers' reference to this school, which they perceived to be a model for the implementation of Curriculum 2005.

The independent school was very well resourced with excellent infrastructure. The school was optimally resourced for the aims and goals for that school. The average number of pupils per class was 16.



Figure 1: A Grade 1 classroom in School A, an independent school.

School B: an ex-NED school.

This school was chosen as a "pilot" for Curriculum 2005 during 1997. This is a well resourced school with an open plan infrastructure. This school had items and facilities, which would qualify it being labelled a "privileged" school in terms of its resources. Amongst other things, it had an extremely well resourced library and media centre with an adjoining computer room, which had 22 computers for pupils' use. The classrooms were well-equipped with shelves, notice-boards and a lockable stock room for each class teacher.



Figure 2: Learners working in the computer room in School B (ex NED).

There was space apart from the seating area in the classroom for pupils to sit comfortably during discussion. The elevated levels within the discussion area facilitated discussion as all pupils could view the teacher and vice versa without any obstruction.



Figure 3: Open plan structure of classroom in School B (ex-NED) showing additional discussion area



Two grade 1 classes had class rolls of 42 and 44 pupils. The pupils in the school were "African", nearly all having Zulu as their mother tongue. The staff comprised both "African" and "white" teachers. All teachers taught in the medium of English.

(ii) Medium Resourced Schools.

Schools C to E. Three ex-HOD schools were chosen.

These schools had a reasonable infrastructure and an average resource base. The design of these classrooms was almost uniform. However, there were variations within these schools as well. Some classrooms were in a better condition than others.



Figure 4: Classroom in School D (ex-HOD)

The average Grade 1 class sizes were 42 pupils (Schools C and E) and 38 pupils (in School D). The classes, especially in Schools C and E, experienced problems with insufficient space. School E had no playground.

(iii) Poorly Resourced School.

School F: An ex Kwa-Zulu school in a rural area.

This school had a poor infrastructure and few resources available. The school did not have a photocopier or a duplicating machine. There was only a single electricity power point, which was

in the principal's office. There was a single tap supplying water to the whole school. The toilet system was that of "Phunguluthus" - a ventilated improved pit latrine.



Figure 5: Phunguluthus - latrines in School F, a rural school of the ex-KwaZulu Department

The condition of the classrooms was poor with holes in the tin roof, some having broken windowpanes. The classroom walls, which were unplastered and originally painted a dull grey, were streaked with red soil. The classrooms lacked proper notice boards to pin up charts and pupils work. The classroom floors were merely cemented with no other flooring. The maintenance of the floors was the responsibility of the teacher and pupils in that class. The condition of the floors varied.



Figure 6: Classroom in School F (ex-KwaZulu Department)

In one classroom the cement floor was gleaming with wax polish. The teacher commented that pupils removed their shoes on their own accord, as they wanted to keep their classroom clean and tidy. This classroom contrasted sharply with other classrooms in that school, which were discoloured with mud.

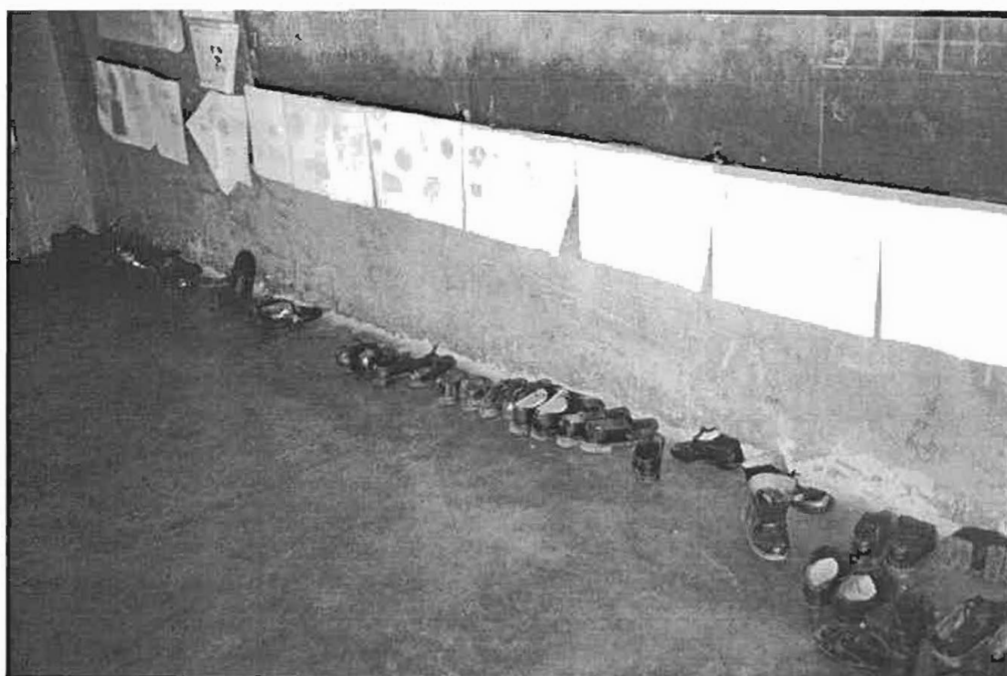


Figure 7: Learners' shoes lined at the front of the classroom as part of their initiative to keep the floors clean.

### 3.3.2 Initial interactions with sample schools.

#### 3.3.2.1. Principals approached.

According to Colin Bell (1969) as cited in King (1984), "schools are not open systems, like street corners or discos, with relatively easy access for research purposes, but closed systems requiring 'sponsorship' for entry." Like King (1984), in approaching principals, I was seeking sponsorship into their schools.

I commenced my quest for gaining "sponsorship" or "access" into most schools via the principals. Ten years of experience as a teacher in a highly authoritarian institution had taught me that principals are powerful people and they usually do not take kindly to their authority being undermined. With the assumption that the school principal is at the top of the hierarchical structure, I sought to obtain consent from them before approaching the teachers. My rationale for doing so, was to firstly convince the principal of the aim and purpose of my visit (and research), especially to clarify that it was not an evaluation of the teacher or Curriculum 2005. Once I had gained access into the school, I hoped that the principal would aid in the negotiation process to gain access to teachers' classrooms.

I gave to the principal of each school, a copy of my curriculum vitae, a letter requesting access to the school which was addressed to the principal and governing body members and a letter of recommendation from the Education Department at the University of Natal. This was done for the obvious reason of gaining some sort of credibility.

#### 3.3.2.2 Safety problem

Of the five schools that I originally intended researching, I was only able to visit two. In one of those schools, I had been granted access but I experienced difficulties getting there. I hoped that I could travel with the teacher who taught in that rural school and who was instrumental in my gaining access to that school. I also felt that if someone whom they knew introduced me to the Grade 1 teachers, this would alleviate any suspicion about my presence there. About two weeks before I was scheduled to go there, the teacher indicated that he had left that school for reasons concerning his safety. I had to weigh the costs of going into such a potentially unsafe area to conduct research and my personal safety. Being a mother as well as a researcher, I abandoned my plans to go to that particular school.

### 3.3.2.3 Gaining access was more difficult in some schools than others

Gaining access was not easy, as I was to learn. Teachers and some principals were reluctant to allow me into the classrooms. This aspect of the denial of access played a significant role in my gauging of teachers' perceptions and experiences of Curriculum 2005 and is discussed in detail in chapter 5.

### 3.3.2.4 Only some schools and teachers were co-operative

Although, the majority of teachers were not pleased about my visiting their classrooms, there were some exceptions. I gained relatively easy access into a school that piloted OBE the previous year.

In a brief meeting with the principal of that school, he informed me that teachers in his school did not implement Curriculum 2005 in the first two terms. I reassured him that the focus of my study was not an evaluation of the teachers' implementing Curriculum 2005. The principal discussed this issue with the Grade 1 teachers and access was granted.

I was also grateful that I was granted access to Grade 1 classrooms in the school in which I teach.

### 3.3.2.5 Teachers who were willing to participate

Originally it was intended that two teachers per school be studied. Owing to problems of access, only those who agreed to participate in the study made up the sample. In the school where I teach, which was a pilot school for my research, all three Grade 1 teachers participated. In two other schools, two Grade 1 teachers participated from each school. However, in one ex-HOD school, which was a very small school there was only one Grade 1 class, hence one teacher was studied at that school. In another school, the principal only agreed to have one teacher participate in the research. He felt that the other Grade 1 teacher, who had recently mourned the death of her relatives, should not be subjected to further stress that might be caused by the presence of the researcher.

The Table 1 indicates number of teachers from the various ex- Departments who participated in the study.

**Table 1: Number of teachers who participated in the study from the various ex- Departments**

Ex-Department	Number of Teachers
Ex- House of Delegates	5
Ex- House of Assembly	2
Ex. Kwa-Zulu.	2
Independent	1
Total	10

I was unable to gain access into an ex- House of Representatives School. (See Discussion, Chapter 5)

#### 3.3.2.6 Initial meetings with teachers

A meeting with the Grade one teachers was arranged in each school to explain the purpose of my study and to emphasise the ethics of the study. I explained that all interviews and classroom observations would be treated as strictly confidential and that under no circumstances would information about teachers be discussed during informal conversations with other colleagues at the same school or other schools. The meeting also provided an opportunity to answer any questions the teachers might have about my research.

I provided an explanation of what I expected teachers' participation would be, for example, filling in the questionnaires and determining a suitable time and place for the interview. Questionnaires were also handed to teachers for completion.

#### 3.3.2.7 Researcher as "teacher aide"

Some teachers wanted some sort of reciprocity. One teacher wanted to know what they would gain from participating in my study. Another teacher said that she would appreciate any guidance she received from me as researcher. In response to teachers' perceived reluctance to participate, my research supervisor suggested that I, the researcher, also help as a **teacher aide** during the observation. This idea of me as teacher aide was less threatening than that of "researcher" or "observer" and was gladly accepted by teachers.

### **3.4 DATA COLLECTION**

Data was collected in two phases. In the first phase, data was obtained from ten sample teachers. In the second phase, data was obtained from thirty-three survey respondents.

#### 3.4.1 Ten sample teachers

The fieldwork took place from 3 August 1998 - 27 August 1998. I observed a total of 9 teachers and interviewed 10 teachers. The focus of the fieldwork was to elicit narratives from teachers about their background, career choice, working relationships; and especially their perceptions and experiences of implementing Curriculum 2005 and possible advice to the Department of Education regarding their experiences.

This took the form of semi-structured interviews. Teachers and school principals also completed questionnaires prior to my visit to the schools. During classroom visits, I completed checklists ("profiles") and observation sheets.

### 3.4.2 Follow-up survey questionnaire.

On the basis of findings obtained through questionnaires, observations and interviews, a survey questionnaire was compiled. The survey questionnaire was given to about fifty teachers. Thirty-three questionnaires were completed and returned to yield comparative data.

Of the 33 completed questionnaires, 8 came from the current B.Ed UNP students at the Madadeni Centre, 20 came from teachers in ex-HOD schools and 5 from teachers in ex-NED schools in Pietermaritzburg.

### 3.4.3 Other sources of data

#### 3.4.3.1 Participant observer at the OBE conference

In June 1998, I attended an OBE conference at a prestigious independent school. I saw that as an opportunity to meet teachers and to gain access to other schools. The reasons that I attended the Foundation Phase workshops were two-fold: I wanted to meet Grade one teachers to gain access to their classes and I wanted to learn more about what teachers were doing in the Foundation Phase.

During a discussion session at one of the workshops dealing with teachers' experiences of Curriculum 2005 at the OBE conference, I asked teachers for possible reasons about teachers' reluctance to participate in my research.

#### 3.4.3.2 Observer at the SADTU meeting on teachers feedback about Curriculum 2005.

I also attended a feedback meeting at a primary school in the Raisethorpe area in Pietermaritzburg. A union representative asked teachers about their experiences of Curriculum 2005. Several teachers complained about difficulties experienced, which were similar to the perceptions and experiences of the Grade 1 teachers I interviewed.

#### 3.4.3.3 Participant observer at the pilot school's Foundation Phase meetings.

I tried to find out as much as I could about what teachers were planning or doing differently as a result of the implementation of Curriculum 2005 therefore I attended the Foundation Phase meetings at the school where I teach.

#### 3.4.3.4 Pupils' work

Pupils' workbooks, their worksheets and the projects they worked on were other sources of data. The pupils' efforts displayed on the wall provided an additional source of data.

#### 3.4.3.5 Photographs

Photographs were taken of pupils in action (doing group work or field work) and of the teachers' working context (e.g. classroom, school grounds).

### **3.5 LINKS WITH CEREP**

The University of Durban-Westville's Faculty of Education, Centre for Educational Research Evaluation and Policy (CEREP), was conducting research during 1998 on "An impact evaluation of OBE: A comparative study of Grade1 classrooms in Mpumalanga and KwaZulu -Natal". The purpose of this research project was to explore how Grade 1 teachers understood and implemented Outcomes Based Education (OBE) in schools.

I used the instruments designed by CEREP with modifications tailored to my study. The rationale for using the instruments was two-fold. I could compare my small sample with their much larger sample to see how representative mine was, and I could contribute to the database of CEREP. I had used all the instruments designed by CEREP and modifications generally involved adding on items to the various instruments rather than exclusion of any items. This resulted in quite an enormous amount of data.

### **3.6 INSTRUMENTS USED IN COLLECTING DATA AT SCHOOLS**

#### 3.6.1 A School Profile. See Appendix A

The principal of the school completed a CEREP designed "School Profile" questionnaire, which provided a general profile of the school in terms of human and material resources. I added two more items on the list and these were "library" and "duplicator."

#### 3.6.2 Teacher Characteristics Profile. See Appendix B

A CEREP designed "Teacher Profile" was completed by each teacher in my main sample before the commencement of the observation. This provided data on the teacher's qualifications, experience and training. Several questions were added to this profile to try to elicit reasons for qualifications, and explanations for why teachers felt as they did about their training and confidence levels with regard to the implementation of Curriculum 2005.



### 3.6.3 Classroom Resource Profile. See Appendix C

This is questionnaire/checklist, designed by CEREP on the resource context for teaching and learning, was completed by the researcher. Both quantitative and qualitative data were obtained. Photographs taken inside and outside the schools supplemented the checklist information.

### 3.6.4 Teacher Questionnaire. See Appendix D

A CEREP designed questionnaire was used to probe perceptions of Curriculum 2005 (OBE) in practice. Teaching approaches and strategies before the implementation of C2005 were compared with those since the introduction of Curriculum 2005. This questionnaire, which included both closed and open-ended questions, aimed to find out how teachers think their teaching strategies have changed or remained the same since the introduction of the new curriculum using the outcomes based approach. Teachers usually completed these questionnaires before the researcher's classroom observation.

### 3.6.5 Teacher Interview Protocols. See Appendix E

I interviewed each sample teacher after the classroom observation. I asked teachers three sets of questions.

#### 3.6.5.1. Teacher Interview Protocol A (E1)

The CEREP designed instrument focused on eliciting teacher perceptions about their practice of OBE.

#### 3.6.5.2. Teacher Interview Protocol B (E2)

In addition to the instrument designed by CEREP, a semi-structured interview schedule was designed to obtain information about teachers' life history.

In drawing up a framework of questions for the interview, I kept in mind the following quote from Thomas (1995): " There is strong evidence that what teachers 'know' about teaching derives from the links between personal life-history and professional career. In this way, 'experience' and self are key constructs and the biographic work must examine of these." (Ibid., 13)

#### 3.6.5.3 Teacher Interview Protocol C (E3)

Teachers' views on their goals and purposes (of teaching), working relations and their perceptions and experiences of implementing Curriculum 2005 were probed.

### 3.6.6 Classroom Observation Schedule    See Appendix F

A CEREP designed instrument which comprised detailed indicators of teachers practices (teaching styles) and pupils activities was completed by the researcher. Critical incidents, what teachers did inside and outside their classroom, were noted.

### 3.6.7 Towards a teachers' voice: survey questionnaire. See appendix G

I wondered how representative the ten sample teachers had been. Therefore, I drafted a questionnaire to find out if other Grade 1 teachers shared similar views. To check on the findings the findings from the ten sample teachers, a survey questionnaire comprising 12 pages was designed.

The key findings of the ten sample teachers were used in framing the questions for the survey questionnaire. The comprehensive survey questionnaire obtained the following kinds of information from respondents: biographical data, reasons for choosing teaching as a career, school and classroom resource profile, important qualities for a Grade 1 teacher, OBE in-service training course, follow up support, working relations, views and experiences of implementing Curriculum 2005, problems / obstacles and successes experienced in implementing Curriculum 2005.

Some ideas for the design of the survey questionnaire were obtained from the CEREP instruments used in the collection of data for the ten sample teachers and items in Jessop (1997) and Lortie (1975).

## **3.7 OBSERVATION**

During observation, I tried to focus on what teachers were doing, on what pupils were doing and on the context in which teachers and pupils worked. Throughout this observation, I kept in mind theory about the premises and principles of OBE.

In addition to completing the CEREP classroom profiles, I also noted critical incidents, which confirmed or went against the principles of OBE.

### 3.7.1 Observation - An invasion of teachers' privacy

I was conscious of the fact that I was invading teachers' privacy at a critical period when they were grappling to unravel the complexities of Curriculum 2005. Having sensed the anxiety from the teachers, I tried to be as unobtrusive as possible. I exercised caution not to take notes furiously and I sometimes showed the teacher the "classroom profile" I was completing. I tried to show interest in an unobtrusive way and appeared to be positive by smiling when pupils did something that deserved praise. I took photographs occasionally when I observed pupils doing interesting work.

## **3.8 INTERVIEWS**

Interviewing teachers after I had observed them enabled me to probe their perceptions and experiences against the background of what I had observed.

### 3.8.1 Setting

The teachers were notified in advance that interviews would follow the observation and they usually determined the time and place for the interview. The interviews usually took place in the teacher's classroom after the children had completed the lessons for the day or during the lunch interval.

The teacher's own classroom provided a comfortable zone for the teacher to be interviewed and simultaneously served to authenticate teachers' accounts of their perceptions and experiences.

### 3.8.2 Minor recording problems

On a more technical side, the classroom was not an ideal environment as far as acoustics were concerned. Very often interviewing was done against the background of children either laughing or screaming, which was usually picked up by the recorder.

### 3.8.3 Face to face interviews with cassette recorder

Participants were reassured that the tapes will be used for research purposes only and would be treated with the strictest of confidence. I did not receive any objections from interviewees.

#### 3.8.3.1 Advantages of using cassette recorder

The use of the audiotape recorder had the following advantages: I was able to concentrate on listening and prompting rather than making notes. It also allowed me to be more receptive to non-verbal responses such as body language and facial expression. It saved time and reduced the pressure on me to record every word frantically. I had the opportunity to engage in critical self-reflection about my own style of questioning. I found that the tape recordings provided a source of a permanent record that I could use days or weeks later.

#### 3.8.4 Teachers keen to be interviewed

Of all the methods used to collect data (questionnaires, observation and interviews), interviews were viewed most favourably by the respondents. In keeping with the aim of giving teachers a voice, the interview suited this purpose in both a literal and figurative sense. Thomas (1995) describes the purpose of interviews, which is "to try to understand the frames of reference, or perspective teachers use in describing their role, and more deliberately in relation to notions of empowerment" (Ibid.,15).

#### 3.8.5 "About myself"

I usually commenced the interview by asking interviewees if they would allow me to tell them briefly about my life history. I started by describing my working-class background. In a subtle sort of way, I wanted to teachers to know that my background was one of sacrifice and hard work. In my account of the schools that I attended, I was very honest about what those experiences meant to me. I admitted that my entry into teaching was one of convenience and that the bursary offered to study for a teaching degree was the only means possible of me receiving a tertiary education.

By starting the interview with an account of my own life history, I hoped that respondents would see me not only as a researcher but also as a person. This was done for two reasons outlined in the paragraphs which follow.

##### 3.8.5.1 Aim to balance power relations

I wanted to ease the power relations that usually exist between researcher and participant although Thomas (1995:) writes that "power relations between researcher and respondent can never be balanced. The researcher usually directs the course of the interview and ultimately imposes patterns, images and meaning on the narratives." I was acutely aware that the success of my research depended largely on the response of the respondents. I was cautious not to say anything to the interviewee that would create a blockage. I felt that having a semi-structured interview schedule guided me to this end.

#### 3.8.5.2 Eliminate the need to give socially desirable responses

Secondly, I also wished to eliminate any form of social desirability response from the interviewees. I hoped that interviewees would take their cue from my account of my life history, which I considered to be an authentic and honest approach. Furthermore, I started with the personal life history and then progressed onto aspects of a more professional nature. I felt that one of the strengths of this approach was that it did not intimidate interviewees into feelings of anxiety or inadequacy at the outset.

#### 3.8.6 Probing skills - a comment

As interviewer, I needed skills to deal with the various personality types of the interviewees. With the more introverted interviewees, the prompts and probes proved quite useful. However, I heeded the caution of Cohen and Manion (1994: 282) by not seeking responses that supported my preconceived notions and to be aware of the possibility of my own misperceptions about what the respondent said. I consciously tried not to "see the respondent in my own image" (Ibid., 282).

### **3.9 SOME LIMITATIONS**

#### 3.9.1 Unrepresentative sample of schools and teachers

The sample of schools was unrepresentative for several reasons. It was not possible to study individually a broad range of schools due to constraints of time and funding. The problems experienced in gaining access to schools (which are explained in detailed in the discussion chapter) also contributed to the bias of the sample. The sample of teachers obtained for this study cannot be said to be representative of the population since only those who were willing to participate in this study were included.

#### 3.9.2 Bias among survey questionnaire respondents

Eleven of the thirty-three respondents who completed the survey questionnaires were also B.Ed. students studying at UNP. These students had completed the "Analysing Education" module, which covered the aspects of curriculum and OBE. Cognisance was taken of possible bias that this may have created.

### 3.9.3 Some teachers put on a special performance during observation

Observations in some classrooms were not true reflections of what typically goes on in the classrooms. In the pilot school, teachers stipulated when I could observe them. Teachers put on a special performance to accommodate me as researcher. For example, one teacher explained that the class usually went out for physical education. However, they interrupted the normal schedule to accommodate me despite my telling them that I did not wish to interfere in the class programme. Therefore I cannot make generalisations and conclusions based solely on the teacher's behaviour in the classroom since some teachers put on a special performance when they were being observed.

### 3.9.4 Whole days not always seen

I was only able to observe seven teachers out of the ten interviewed for the whole day. In the independent school, I was not allowed to observe the daily lessons since the staff and principal had decided not to allow visitors in classrooms as these classes were inundated with visitors during the first two terms. However, the interview took place in the classroom so the context in which the teacher worked was observed. The schedules involving comment on teaching practice were filled in from the teacher's description of what she did during the day.

One teacher said that she had to go to the clinic on the day I was scheduled to visit her class. Another teacher had to go to a funeral. The observation was too short to complete observation sheets with confidence. However, this was not entirely a limitation since it emphasised the point that teachers are people and both their psychological and physical make-up determines how they perceive and experience the curriculum.

### 3.9.5 Limited period of observation

Spending an average of 1 day per classroom (4+ hours) is insufficient to draw conclusions about teachers understanding of OBE or to what extent they are practising OBE.

According to the designers of the CEREP instrument, the researcher was expected to spend at least five days in each teacher's classroom. However, this was not done as teachers in my study were unwilling to be observed for a longer duration. My recording of what each teacher did is merely a snapshot view of the teacher's style of teaching. Furthermore, this observation should have been done at least twice in the year. (Early in the year and during the later part of the year.)

### **3.10 SOME STRENGTHS OF APPROACHES FOLLOWED**

#### **3.10.1 Triangulation: a variety of data collection methods**

Interviews used in conjunction with other methods (questionnaires and observations) enabled me to probe the motivations of respondents and their reasons for their actions.

Teachers' completion of questionnaires prior to my visit to their classes gave them some idea of what the research was about. This also saved time since they filled in the information at their own leisure.

Although the period of observation was limited, it provided a useful method of validating what interviewees said and what they actually did. Furthermore, interviewees knew that I observed their classes, so they could not easily say that they were doing something quite different from what they were actually doing.

#### **3.10.2 Validation through survey questionnaires**

The use of the survey to check on the findings of small sample of teachers was another strength of the approach used. However, without observation of what the teachers are doing in their working context, it is difficult to make generalisations with absolute certainty. For example, most of the eight respondents from the Madadeni and a few other respondents, seemed to respond to the survey questionnaire with "approved responses" that were just as the policy-makers would want Curriculum 2005 to be implemented. It was not possible to validate whether their understanding of implementing the OBE approach implied "full implementation" or only a few minor changes to their present practice.

### **3.11 METHODOLOGY: SOME REFLECTIONS**

Whilst I have noted the advantages of methodology triangulation, I have also tried to reflect on the aims of the research and whether there was congruence between my aims and methodology. One of my stated aims was to provide an opportunity for a teachers' voice. On reflecting on the methodology used, it would seem that a pure voice would listen to teachers through interviews and put down what they said. However, teachers also knew that I was going to observe the classes. Does this mean that they would not regard me as researcher as a proper voice? In addition to interviewing them, I was also checking up on them by observing them in their work contexts. Would they have modified what they said to me because I had a dual role? If I had simply recorded what teachers said it would have created gaps in my understanding of how teachers perceived and experienced Curriculum 2005 as what teachers said could not be

criticised. In weighing cost and benefits of my research and my concern for honesty, the combination of interviews and observations gave me a better picture than interviews alone would have done.



## **CHAPTER 4: PRESENTATION OF RESULTS**

### **4.1 INTRODUCTION**

Results with little comment are presented in this chapter. Data collected from ten sample Grade 1 teachers and thirty three survey questionnaire respondents are presented.

The categories of data collected, which reflect the research questions, are:

- Indicators of teachers' personal, professional and biographical characteristics; career details and the qualities teachers stated as being important for teaching Grade 1 pupils.
- Indicators of teachers' perceptions and experiences of the in-service course and the implementation of Curriculum 2005. (Their successes and problems)
- Indicators of how teachers' understand and implement OBE in the context of their own classroom.

### **4.2 TEACHER CHARACTERISTICS PROFILE**

#### **4.2.1 Gender**

There were ten participants in the first sample and thirty-three respondents who completed the survey questionnaire. All the Grade one teachers in the study were female.

According to the National Teacher Audit (Hofmeyr & Hall, 1995: 31), women constitute 64 percent of all teachers. Women are poorly represented at senior levels in the system, holding 13 percent of all promotion posts. Women teachers in senior posts are found mainly in primary schools, perpetuating the stereotype of women as caretakers.

#### 4.2.2 Age

Table 2 shows the number of teachers among the ten sample teachers who ticked in the various age categories.

**Table 2: Age categories of the ten sample teachers**

	Ten Sample Teachers	Survey Questionnaire Respondents
20-30 years	1	5
31-40 years	6	21
> 41 years	3	7
Total	10	33

Most teachers in the study were in the 31-40 years age category.

According to the National Teacher Audit (1996), (Hofmeyr et al, 1995: 31) the teaching corps is relatively young with only 18 percent of African, 27 percent of white, 22 percent of Indian and 12 percent of coloured teachers over the age of 45. Over half of all teachers (54 percent) are younger than 35 years of age.

#### 4.2.3 Teaching experience

The ten sample teachers and survey respondents were asked to indicate years of teaching experience. Question 4 in the Teacher Characteristics Profile (See Appendix B) and Question 4 and 5 of the survey questionnaire (see Appendix G) required that the ten sample teachers and the survey respondents respectively complete details of their teaching experience.

##### 4.2.3.1 Ten sample teachers

###### 4.2.3.1.1 Total teaching experience

Table 3 shows the total number of years of teaching experience as indicated by the ten sample teachers.

**Table 3: Total teaching experience of the ten sample teachers**

Total number of years experience.	Number of teachers
0-5 years	
6- 10 years	1
11- 20 years	6
21-30 years	1
30-40 years	2
Total	10

As is evident in Table 3, nine teachers among the ten sample teachers had 11 and more years teaching experience. Only one teacher had between 6 and 10 years experience. One can infer that the sample comprised fairly experienced teachers.

#### 4.2.3.1.2 Grade 1 teaching experience of the ten sample teachers.

Table 4 shows the number of years Grade 1 teaching experience as indicated by the ten sample teachers.

**Table 4: Number of years Grade I teaching experience of the ten sample teachers**

Number of years Grade 1 teaching experience.	Number of teachers
0-5 years	3
6- 10 years	4
11- 20 years	2
21-30 years	1
Total	10

#### 4.2.3.2 Survey questionnaire respondents' lengths of teaching experience

Table 5 shows the total number of years of teaching experience indicated by the 33 survey questionnaire respondents.

**Table 5: Total teaching experience of the survey respondents**

Total Number of years teaching experience	Number of teachers
0-5 years	3
6- 10 years	10
11- 20 years	15
21-30 years	5
Total	33

As is evident from Table 5, the majority of respondents had between 11 and 20 years teaching experience. Like the ten sample teachers, the survey respondents, too, comprised fairly experienced teachers.

Table 6 shows the number of years Grade 1 teaching experience as indicated by the 33 survey questionnaire respondents.

**Table 6: Grade 1 teaching experience of the survey sample**

Number of years Grade 1 teaching experience	Number of teachers
0-5 years	16
6- 10 years	12
11- 20 years	5
21-30 years	
Total	33

#### 4.2.4 Highest qualification level

Table 7 shows the highest teacher qualification levels of the ten sample teachers and the thirty-three survey questionnaire respondents.

Teachers' highest qualification levels are represented by the symbol M+. "M" represents matric and number next to the + sign denotes the years of training. For example, M + 2 represents: matric plus a 2-year professional qualification.

**Table 7: Highest teacher qualification levels of the ten sample teachers and the survey respondents**

Qualification Level	Ten sample teachers	Survey Questionnaire Respondents
M + 2	2	0
M + 3	0	0
M + 4	7	23
M +.5	1	5
M + 6	0	5

The two teachers with M+2 qualification were the oldest and the youngest of the ten sample teachers. The oldest teacher had 39 years teaching experience. The youngest teacher who had seven years, commenced teaching as a locum tenens and studied part-time.

Most teachers in both samples were in the M+ 4 category. Of the 33 survey respondents, 11 were currently studying the B.Ed. degree at UNP.

According to the National Teacher Audit (Hofmeyr et al., 1995: 31), the official norm for a qualified teacher is one who has a standard ten certificate and a three-year professional qualification. Just over a third of the total teaching stock is un / underqualified.

Given these statistics, most of the ten sample teachers and all the survey questionnaire respondents had above average qualifications.

### **4.3 TEACHERS' LIFE HISTORIES**

In keeping with my intention of providing a teachers' voice, I have quoted the teachers liberally.

#### **4.3.1 Places of growing up were varied**

The ten sample teachers described the places where they grew up as being varied. This is not surprising given the then apartheid segregation policies. The places that interviewees grew up in ranged from rural areas to urban townships. One of the teachers said that her family moved to different places because of her father's occupation. Another respondent said that her family was forced to leave their home with minimum compensation because of the apartheid segregation policy.

Three interviewees said that at some point during their growing up years they had to leave their parents' homes to go and live with relatives or grandparents for convenience.

#### **4.3.2 Parents' occupations**

Interviewees came from homes where the occupational status of parents ranged from being a farmer to a magistrate. Of the ten interviewees, five of the interviewees' mothers were housewives. Only one of the teachers' mothers had a career in teaching. Another teacher's mother worked as a social worker without formal qualifications.

#### **4.3.3 Stated socio-economic status of teachers when growing up**

Table 8 shows the number of survey questionnaire respondents ticking each category of stated socio-economic status. (Question number 8, Appendix G)

**Table 8: Stated socio-economic status of the 33 survey respondents**

Rural working class	7
Urban working class	7
Lower middle class	6
Middle class	12
Upper middle class	1

#### 4.3.4 Hardships experienced

In listening to interviewees describe their background, I found myself relating their accounts to my own background. I tried to assess how different or similar their backgrounds were compared to my own. In studying the backgrounds of teachers, it became evident that some teachers experienced great hardships. This is an account of one teacher who lived on a farm:

"We were learning but we had hardships, these farmers did not want us to learn. Mr. Farmer said, " If you don't want to come and work on my farm and you want to go to school, go for good." We did so. We left home, we went to school, on holidays we'd come back near our homes." (Teacher F2)

#### 4.3.5 Schools attended by the ten sample teachers.

##### 4.3.5.1 Schools were varied

Schools that respondents attended were varied. These included a missionary school, a convent, boarding schools and government schools. In most cases interviewees claimed that they did not have much choice with regard to schools. They usually attended schools nearest to their homes. Schools were seen as being everyday and utilitarian rather than special in any way.

##### 4.3.5.2 Teachers' views about schools they attended as pupils

###### 4.3.5.2.1 Ordinary schools

"It was just an ordinary school, because my mother passed away when I was fifteen years old and my father was a farm labourer, so I did not have money to go to fancy schools." (Teacher F1)

"The schools were normal and there was nothing outstanding about the schools" (Teacher C3)

#### 4.3.5.2.2 Large numbers of pupils

One teacher recalled her first year at a school in Edendale in Pietermaritzburg.

"I was able to get position one in the group of hundred pupils. All Grade one children which were like hundred in one hall and we had two teachers. So we sit opposite each other like that, having two big groups in this hall and then we'll sit facing the opposite direction, facing your teacher and there was nothing actually dividing the hall into two classes, it was just an open hall and then you had to sit and listen to your teacher."  
(Teacher B2)

#### 4.3.5.2.3 Strict discipline

Many interviewees commented on the authoritarian nature in which schools operated.

"The missionaries wanted work to be done. We were taught by nuns - they were strict, they were the strictest school I ever attended." (Teacher F2)

Similarly another respondent said,

"We had very dedicated but strict teachers. We were terrified of them." (Teacher C1)

#### 4.3.5.3 Teaching styles experienced as pupils (Views of the ten sample teachers)

During the interview, teachers were asked about the teaching styles that they had experienced as pupils. There were varying responses.

##### 4.3.5.3.1 "Listen to the teacher"

Most interviewees felt that the teaching styles were rigid and teacher-centred,

"...where the child was to be seen and not heard." (Teacher C1)

The responses indicated that the question and answer method was common. Pupils just sat and listened. When a question was asked, they raised their hands, thus speaking only when they were supposed to speak.

##### 4.3.5.3.2 Passive recipients

This is how one teacher described her role as a pupil.

"I don't think we were given an opportunity to express ourselves. What ever we felt or thought was suppressed. ...Whatever was dished out, we imbibed" (Teacher C2)

#### 4.3.5.3 Fear of being labelled 'outspoken'

"The usual norm was to ask the teacher if you did not understand but nobody did that. I don't think teachers actually wanted you to ask ... - we would have been labelled as being too outspoken." (Teacher C2)

#### 4.3.5.4 Teachers perceive current practice as different.

Respondents made statements like those in mentioned 4.5.3.2 in a tone that indicated that the pupils in their classes were not subjected to such approaches. Judging from other non-verbal cues, teachers seemed to disapprove of such styles of teaching. For most of the teachers interviewed, it seemed as if a paradigm shift of some sort had already occurred. However, observation in one class revealed that the teacher who described corporal punishment in her schooling years in unfavourable terms was also disciplining pupils through corporal punishment.

#### 4.3.5.5 Some recollections of teachers.

Teachers also commented on the impact that their school teachers made on their schooling. Here are two contrasting pictures.

##### 4.3.5.5.1 A 'horrible teacher'

"I didn't like that school either, the reason being that there was this horrible teacher. But if I think of it now, it was all abuse. I think I was traumatised. I do not remember him smiling and I did so badly [since] my Afrikaans is very weak. I don't know whether I developed this attitude because of the teacher who taught me in standard four. But I remember him well, I even remember that green jacket he used to wear and if he was wearing that green jacket we knew it was going to be hell the whole day. And he gave composition, opstel, to write on something that I did not have any language. My Afrikaans was very weak and every time when we get back our exercise books, mine was written "SWAK", but I didn't know what "swak" meant... but I knew "swak" meant trouble for me.... He would hit us on the left and it was like going straight to your heart and those were really miserable years of my life." (Teacher B2)

##### 4.3.5.5.2 A dedicated teacher

"They were good, very dedicated teachers... and keep everybody after school for extra lessons, and that's really where we found our feet." (Teacher B1)



#### **4.4. REASONS FOR CHOOSING TEACHING AS A CAREER**

##### **4.4.1 Reasons given by ten sample teachers**

###### **4.4.1.1 "Six first choices"**

Six teachers that were interviewed chose teaching as their first career choice.

For three teachers, teaching was a second choice.

One teacher said that her mother decided that she should do teaching.

###### **4.4.1.2 Choice between nursing and teaching**

Teachers chose teaching for various reasons. For three teachers, the only options available to them were nursing and teaching. One teacher said that she did not want to do nursing, so the only other option was teaching. Another teacher said that she would have preferred either nursing or teaching since she wanted to work with children.

This is what a teacher who had been teaching for 39 years said about choosing a profession:

"We were longing so much just to learn and to be open. Yes, we wanted to learn. We were 5 girls and 6 boys. All of us went to school. All of us got a profession. We are 5 girls, we are 2 teachers and 3 nurses.

Others wanted nursing, they got it, we wanted teaching we got it." (Teacher F2)

###### **4.4.1.3 Working with "normal" children**

Lortie (1975: 27) wrote that "unlike other major middle - class occupations involving children, such as paediatric nursing and some kinds of social work, teaching provides the opportunity to work with children who are neither ill nor especially disadvantaged. Those who want contact with young people can visualise it taking place under "normal" conditions, which do not include sickness, poverty, or emotional disturbance. Furthermore, the care of youngsters is generally said to be especially consistent with the social definition of women's work in society."

###### **4.4.1.4 Younger teachers had more options**

Interestingly two of the women who had a choice between teaching and nursing were in the over 41 years category. Younger teachers in the 21-25 category and the 30-40 category had other options, for example, like being an air hostess (Teacher D1) or a public relations officer (Teacher E1). These careers, like teaching, also have an interpersonal theme as an attractor (Lortie, 1975).

#### 4.4.1.5 Teaching as a way of social mobility, power and status

This was what one teacher said about why she had chosen teaching as a career.

"My neighbour was a teacher. She was not a conventional Indian woman. I used to watch her family having fun. I used to look at them with envy" (Teacher C2).

One teacher who felt that teaching was associated with power and control was attracted to teaching.

"I used look at the teacher as being privileged - someone who had forty children where they wanted them. They walked into the classroom like they were bosses of that classroom." (Teacher C1)

#### 4.4.1.6 Financial independence for women

Considering that fifty percent of the sample had mothers who were housewives, these representatives of the newer generation had become more inclined towards abandoning that traditional role of a woman's place being at home in favour of one that suggests financial independence. One teacher said that she opted for a two-year diploma instead of a three-year diploma because she couldn't afford it and she needed to start earning her own living. (Teacher B1)

#### 4.4.2 Reasons for teaching given by survey respondents

Survey question 9 asked teachers to indicate what factors attracted them to a career in teaching. Table 9 shows factors that attracted teachers to a career in teaching and the number of teachers selecting each response. The most frequently selected response to each question is shaded.

**Table 9: Factors that attracted teachers to teaching**

Factors which attracted you to teaching	Of <b>very great</b> importance	Of <b>great</b> importance	Of <b>some</b> importance	Of <b>no</b> importance at all
A desire to work with young people	16	10	7	
I liked my own school days	4	12	15	1
I wanted to serve my community	6	14	11	2
It's a stable job	14	12	4	2
Hours are good for combining work and family	18	11	4	
It's an important job in society	3	16	9	5
The holidays attracted me	3	4	19	7
My parents were teachers		2	2	27
I could pursue my academic interests	6	6	11	9
I felt "called" to teaching from a young age	8	4	7	13
My teachers encouraged me		5	16	10
It seemed to be an interesting job	5	17	9	
I was able to get a teaching loan / bursary for my studies	12	6	6	9
Other career options weren't open to me	1	3	8	20
Availability of jobs	6	8	11	8

The most frequently selected responses were:

#### 4.4.2.1 Factors of very great importance

Most respondents regarded "Hours are good for combining work and family" as a factor of very great importance. "Job stability" and "a desire to work with young people" were other widely chosen responses in this category.

#### 4.4.2.2 Factors of great importance

"Serving the community", "It's an important job for society" and "it seemed an interesting job" were regarded as factors of great importance.

#### 4.4.2.3. Factors of some importance

"The holidays attracted me;" "I could pursue my academic interests;" "my teachers encouraged me;" and "availability of jobs." had much less importance than the responses listed above.

#### 4.4.2.4 Factors unimportant

"My parents were teachers;" "I felt 'called' to teaching from a young age;" and "other career options were not open to me" were some responses that were considered unimportant.

### **4.5 GRADE ONE TEACHERS' AIMS AND GOALS**

#### 4.5.1 Ten sample teachers' views

##### 4.5.1.1 Pupils' needs are important

The Grade 1 teachers' aims and goals depend on what they perceive their pupils' needs to be. When teachers perceive that their pupils' basic needs are met, then teachers aspire towards higher level goals. "Developing pupils who are confident" was a common aim for many government schoolteachers and for an independent schoolteacher the ultimate goal was to "encourage pupils to see their own role in their learning" (Teacher A1). Two teachers emphasised the moral aspects. Just as the needs of pupils varied from school to school, so too did each teacher's aims and goals for her pupils vary.

##### 4.5.1.2. Grade 1 teacher in the role of mother

One Grade 1 teacher said,

"I have seen discipline, cleanliness. How to talk to other people, other children in class. How to behave in a group. How to put things in order" (Teacher F1).

Therefore, the teacher saw her role as follows:

"The Grade one teacher must not be harsh to the pupils, but friendly. They also take teachers as their own mother since she's always there all the time ...even if there are problems she must handle the problems, as if her own problems" (Teacher F1).

#### 4.5 2 Survey respondents' views on teacher qualities important for a Grade 1 teacher.

Question 11, (Appendix G) asked teachers to indicate which five personal qualities (from the list given) were important for a grade one teacher to demonstrate. Table 10 indicates the number of teachers indicating each quality as important. (Items are arranged in order of 'popularity' among respondents.)

**Table 10: Teacher qualities of importance indicated by the 33 survey respondents**

Teacher Qualities	Number of Teachers
Patience	25
Being well organised	25
A love for children	23
A capacity for hard work	14
Creativity	13
Highly motivated	11
Motherliness	9
Warmth	9
A sense of humour	9
Knowledge of the subject matter	8
Firmness	7
Good interpersonal skills	7
Efficiency	6
Plenty of energy	4
Intelligence	3
Leadership ability	2
High moral sense	1

Qualities such as "patience" (25 respondents), "a love for children"(23 respondents) and "being well organised" (25 respondents) took priority over "knowledge of the subject matter". "Intelligence" was chosen by only three respondents. "Moral sense" was chosen by only one. Perhaps these attributes were just assumed to be present anyway!

## **4.6 TEACHERS' VIEWS AND EXPERIENCES OF OBE**

### **4.6.1 Introduction**

Despite the varying resource level of the schools in which teachers taught, they shared some remarkably similar views on OBE and the implementation of Curriculum 2005. Teachers' views are presented in the paragraphs that follow.

### **4.6.2 Basic skills before Curriculum 2005.**

Although the work contexts of teachers varied, many teachers shared similar views about the necessity of teaching the "basic skills" before implementing OBE. The views of some of the ten sample teachers interviewed are presented.

#### **4.6.2.1: Ten sample teachers' views**

##### **4.6.2.1.1 "Curriculum 2005 as wholly integrated will not work" (Teacher A1)**

"My personal view is that children still need skills, for example, numeracy. If you try to do it the way it appears people expect it to be done, that is, wholly integrated, it would not work. If you don't throw everything out - if one keeps one's goals set on what you want to achieve in the teaching of the basic skills it would work" (Teacher A1)

##### **4.6.2.1.2 Not all children come to school with the pre-requisite skills for Grade 1**

"I don't say that they [pupils] come to school as empty vessels. But they don't know things, the bases for their formal learning later in life. .... They don't know their left or right maybe its different for children coming from a "white" environment, because their parents sit with them at home and do all sorts of things with them at home. Some of our children have never been to pre-school, they are raised by the granny, granny just makes sure that they are fed and clean, but the basic things that they would need at school, they come without that...I am not saying that OBE is not going to work in the Foundation Phase, I don't know. But I think in the second year of schooling we can dive and see if they can survive. Now (Grade 1) we must take a tube and dive into the pool, the tube is there to help you. ...It sounds negative, it's what I feel." (Teacher B2)

##### **4.6.2.2 Survey respondents' views on "Basic Skills"**

To triangulate the findings obtained from the ten sample teachers that there are certain "basic skills" that all Grade 1 children should learn during the year, data was obtained from 33 survey questionnaire respondents.

Some of these skills were listed in the survey questionnaire (Question 15, Appendix G) and respondents were asked to indicate the extent to which they believed these skills could be achieved through an OBE approach. Table 11 shows the numbers of respondents who indicated whether the named skills could be achieved completely, partially or very little through an OBE approach by ticking in the relevant column.

Key for Table 11: The number heading each column represents the respondents' agreement with the corresponding statements. For example, "1" corresponds with the respondents' agreement that the given skill can be achieved completely through an OBE approach.

Can be achieved <b>Completely</b> though an OBE approach	Can be achieved only <b>partially</b> through an OBE approach	Very <b>little</b> can be achieved through an OBE approach
1	2	3

**Table 11: Survey respondents' views on the extent to which certain skills could be achieved through an OBE approach.**

<b>Some Skills Taught in Grade 1</b>	<b>Number of Responses:</b>		
	1	2	3
<i>Handwriting skills:</i>			
Using a pencil	11	12	10
Forming letters	7	15	9
<i>Expressive Writing</i>			
Spelling correctly	7	17	9
Writing simple sentences	8	17	8
<i>Reading Skills</i>			
Phonics	8	16	6
Recognition of letters	12	17	3
Recognition of words	10	20	3
Reading and understanding simple sentences	8	16	8
<i>Numeracy skills</i>			
Knowledge of basic mathematical signs - and +	10	20	2
Problem solving using a variety of operations	17	14	1

The highest frequency of responses indicates that the "basic skills" can be achieved partially through an OBE approach. The only skill indicated by the majority of respondents that could be achieved completely through an OBE approach is that of "problem solving." This is not surprising since problem solving is listed as a critical outcome for Curriculum 2005 (Department of Education, 1997b).

#### 4.6.2.2.2 Children may not achieve basic skills through only an OBE style of teaching

Question 22 of the survey questionnaire also asked respondents to indicate to what extent they were worried that children may not achieve basic skills through only an OBE style of teaching. In response to the statement that "children may not achieve basic skills through only an OBE style teaching," 21 respondents indicated that this worried them a lot (very much). 9 respondents indicated that this was of some concern. Only 1 respondent indicated that this worried her a little and 2 respondents indicated that this hardly ever worried them. (See Table 23)

#### 4.6.3 Is OBE an appropriate approach for Grade 1 children?

Sample teachers and survey respondents were asked to indicate if they believed OBE was an appropriate approach for Grade 1 children. In addition to indicating whether OBE was an appropriate approach, teachers also stated the school term in which they preferred to implement OBE more fully.

##### 4.6.3.1 Survey respondents' views varied

Question 16 (Appendix G) asked survey respondents whether OBE is an appropriate approach for teaching Grade 1 children during their first year of formal schooling.

Five respondents strongly agreed and 11 agreed that it was an appropriate approach. Four respondents had no particular view whilst 8 disagreed and 5 strongly disagreed.

##### 4.6.3.2 Time of implementation

Responses from the ten sample teachers indicated that the most teachers felt that Curriculum 2005 should only be fully implemented from the second or third term after certain basic skills had been taught.

##### 4.6.3.2.1 Some sample teachers' views

"From the second term, probably the third term. The child needs to know the basics. Once they have developed the writing, the phonics skills, then outcomes-based education will be much more achievable." (Teacher C1)

"Not for the first two terms, but I would prefer it [OBE approach] from the 3<sup>rd</sup> term, because I believe that some children come with no pre-school knowledge and we cannot just implement OBE and give him freedom to do whatever he wants to and he doesn't know how..." (Teacher E1)



#### 4.6.3.2.2 Survey respondents.

Question 17 (See Appendix G) from the survey questionnaire asked respondents which term during Grade 1 is best to start the OBE approach. In retrospect it seemed that the phrasing of the question did not elicit teachers' views about when it is possible to fully implement the OBE approach but rather when an OBE approach could be started. The extent of implementation was not made explicit by the question.

Table 12 shows the number of respondents who indicated in which term it is best to start the OBE approach.

**Table 12: Survey respondents' views on the term best to start an OBE approach**

First term	16
Second term	5
Third term	8
Fourth term	4

The survey questionnaire respondents had quite a high response for the commencement of an OBE approach in the first term. However, the total number of respondents who indicated either the second, third or fourth term exceeded the number who felt that an OBE approach should be introduced in the first term.

### **4.7 VIEWS ON IN-SERVICE TRAINING**

Teachers were asked for their views on the five-day course offered by the Education Department to prepare teachers for the implementation of Curriculum 2005.

#### 4.7.1 Ten sample teachers' views varied

Question 6 of the Teacher Characteristics Profile (see Appendix B), asked teachers about their views on the in-service course. These views varied from being "a waste of time" to being "useful". Three teachers of the ten sample teachers valued the training, five did not value the training and two were not sure. Some teachers felt that the course presented some useful principles of an OBE approach but was insufficient.

The three teachers who indicated that they valued the training were more receptive to new ideas. One teacher with relatively fewer years experience than the others felt that this training contributed to her growth as an individual. Teachers from the more disadvantaged schools said that they valued the course, which contributed to their understanding of the policy document.

However, these teachers (when interviewed) felt the training did not prepare them for implementation.

Most teachers felt that ideas obtained in the in-service course were difficult to implement in their schools because of various limitations within their schools, for example, lack of facilities and resources. For some teachers, the course concentrated too heavily on theory using terminology described as “ambiguous, confusing and unnecessary”, a “host of jargon” and “mind-boggling”. Some felt that the “training” lacked substance and that the information relayed was incorrect. For example, they were told that 66 outcomes should be achieved at the end of Foundation Phase. Others were disappointed that there was no “hands on experience” provided in the workshops.

#### 4.7.2 Survey questionnaire respondents' views on the five-day course.

Of the thirty-three survey questionnaire respondents, thirty-one indicated that they received the training course.

Based on the findings of the ten sample teachers, question 12 (Appendix G) was drawn up with closed ended responses to elicit the views of the survey questionnaire respondents' on the five day course given by the Education Department. Table 13 shows the number of respondents who indicated the extent to which they agreed or disagreed with the given statements on the in-service course. The most frequently selected responses are shaded.

Key for Table 13: The number heading each column corresponds with the extent of the respondents' agreement or disagreement with the given statements. For example, “1” corresponds with the respondents' strong agreement with the given statements on the in-service course.

Strongly Agree	Agree	No particular View	Disagree	Strongly disagree
1	2	3	4	5

**Table 13: Survey respondents' views on the in-service course.**

<b>The in-service course:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Helped me to understand the aims of Curriculum 2005	8	18	1	3	
Presented inspiring principles of OBE / Curriculum 2005.	4	13	6	5	1
Listed terminology that was unnecessary, ambiguous and confusing	10	5	6	5	1
had too much emphasis on theory	13	9	2	4	2
had too little emphasis on practice in the classroom.	14	4	2	4	2
was sufficient to enable the teacher to implement Curriculum 2005	1	4	3	12	10
Showed me useful teaching resources for Curriculum 2005	3	5	12	6	5

#### 4.7.2.1 Training did not prepare teachers to Implement Curriculum 2005

From Table 13, it is evident that there were two strands of opinion about the "training" (some of the ten sample teachers felt that the five day course should not be referred to as "training" as it was not). The first strand is that most respondents agreed that the in-service course helped them to understand the aims of Curriculum 2005 and presented inspiring principles of Curriculum 2005. The second strand was that the "training" was insufficient to implement Curriculum 2005. There were 12 respondents who disagreed and 10 respondents who strongly disagreed that the in-service course was sufficient to enable the teacher to implement Curriculum 2005. Ten respondents strongly agreed that the course listed terminology that was unnecessary, ambiguous and confusing; had too much theory and too little emphasis on practice in the classroom.

#### 4.7.2.2. Teachers' expectations of training

These views were elicited using open-ended questions in the survey questionnaire (Question 12, Appendix G). Question 12 (a) asked respondents what they expected the training course to be like before it started. 24 respondents indicated that they expected the course to be informative and practical.

#### 4.7.2.3 Most valuable features of the training

Question 12 (b) of the survey questionnaire (see Appendix G) asked respondents what they had found most valuable about the course. Some teachers indicated that the course was useful in helping them understand the policy document. Most respondents indicated that they enjoyed meeting and sharing ideas with teachers of different race groups who came from a wide range of schools from the various ex- departments. Teachers seemed to find some sort of consolation in the fact that they were not alone in the implementation of Curriculum 2005.

#### 4.7.2.4 Least valuable features of the training

Question 12 (c) of the survey questionnaire (See Appendix G) asked respondents to indicate what they had found least valuable. These respondents also indicated that the course focused on too much theory. Teachers also felt that the demonstration lessons, which were conducted using adults instead of children as learners, did not prepare them adequately to cope with their classroom situations. Some teachers indicated their dissatisfaction with the trainers themselves whom they felt were not adequately trained.

#### 4.7.3 More training?

In response to question 7.3 of the Teacher Characteristic Profile (see Appendix B) given to the ten sample teachers, 7 teachers indicated that they needed more training, 2 teachers indicated that they did not need more training and 1 teacher was not sure.

One teacher indicated that she didn't need training because she was sceptical about whether anyone would be able to give her solutions to problems she experienced in her classroom.

The majority of teachers felt that they needed more training. This response captures the attitudes of most teachers, "After 4 years teacher training and 18 years teaching experience in the past system, one week training for Curriculum 2005 is insufficient." (Teacher C1)

Some teachers felt that they tended to lean on the traditional method in which they were well trained. Teachers also felt that they required proper guidance and "direction".

#### 4.7.4 Teachers' attitudes towards Curriculum 2005 (OBE) after the In-service course

The responses of the ten sample teachers and the survey respondents were varied.

##### 4.7.4.1 Teachers lacked clarity

Question 6.2 of the Teacher Characteristics Profile (See Appendix B) asked the ten sample teachers how they felt about OBE after the in-service course. Some teachers felt positive that OBE was an appropriate child-centred approach. Others whilst realising its value, felt insecure and anxious about implementing an OBE approach. One teacher was concerned about actually assessing the sixty-six outcomes. From the responses, it seemed as if teachers lacked clarity about how the actual implementation would proceed.

#### 4.7.4.2 Mixed responses to Curriculum 2005

Question 12 (g) (see Appendix G) of the survey questionnaire asked respondents how they felt about OBE / Curriculum 2005 after the in-service course. 13 respondents indicated that they were confused, scared and uncertain. One respondent indicated that she thought it was impractical. Two respondents shared the view that Curriculum 2005 was a good idea for an ideal situation. Nine respondents felt motivated to implement Curriculum 2005.

#### 4.7.4.3 Teachers' suggestions

Question 12 (d) (Appendix G) of the survey questionnaire asked respondents to give their suggestions to future course organisers. Given their responses about what they found least valuable, it was not surprising that 15 respondents indicated that they would like more practical demonstrations involving children as learners in their own schools. Some teachers indicated that the courses should be better organised. Teachers also indicated that they would like more frequent workshops and follow up sessions.

#### 4.7.4.4 Workshop in own school environment

The view of one of the ten sample teachers is as follows:

"I want people who would come into my to my school and look at my environment and then work with me. And I think that's what everybody wants, because workshoping people, - it does not mean that those workshoped know exactly what to do. They still go back to their class and the problem is still sitting there and they do not know where to start. But we need people who are going to visit schools and show us how to do it the right way." (Teacher B2)

#### 4.7.5 Teachers' feelings of confidence and competence

Ten sample teachers and the 33 survey respondents were asked about their feelings of confidence and competence in implementing Curriculum 2005.

##### 4.7.5.1 Views of the ten sample teachers

Questions 7.1 and 7.2 of the Teacher Characteristics Profile (see Appendix B) asked the ten sample teachers whether they were confident and competent to teach through an OBE approach. Table 14 shows the number of teachers among the ten sample teachers indicating their confidence and competence levels.

**Table 14: Confidence and competence levels indicated by the ten sample teachers**

	Yes	No	Unsure
I am confident to teach OBE	3	3	4
I am competent in the teaching of OBE	5	1	4

Questions 7.1.1 and 7.2.1 of the Teacher Characteristics Profile (see Appendix B) asked respondents to explain why they felt they way that they did. Generally the response for 'not feeling confident' or 'being unsure' was attributed to inadequate and insufficient training which made them feel uncertain of what they were doing.

An independent school teacher indicated that she felt confident because her original teaching approach had not changed.

50% of the sample of ten teachers, indicated that they were competent because they felt that they were functioning as creative teachers and thus had the potential to share ideas. They felt that they were competent since they were working to the best of their ability.

Others were not sure of their competence. Some felt they needed more practice and also support from experts of Curriculum 2005.

#### 4.7.5.2 Survey respondents' views on feelings of confidence and competence.

Table 15 shows the number of survey respondents who indicated their perceptions of their confidence and competence levels towards OBE.

Key for Table 15: The numbers heading the columns correspond with the extent of the respondents' agreement or disagreement with the given statements. For example, "1" corresponds with the respondents' strong agreement with the given statements of confidence and competence.

Strongly Agree	Agree	No particular View	Disagree	Strongly Disagree
1	2	3	4	5

**Table 15: Survey respondents' perceptions of their levels of confidence and competence towards OBE.**

Statements of confidence and competence	1	2	3	4	5
I am confident to teach OBE	5	7	8	7	5
I am competent in the teaching of OBE	3	7	9	11	3

The responses for confidence levels of the survey questionnaire respondents are very similar to that of the ten sample teachers. There were equal numbers of teachers who agreed and disagreed among the ten sample teachers and the questionnaire respondents on the statement on confidence. However, whilst five of the ten sample teachers agreed that they were competent

to teach OBE, 14 of the 33 survey questionnaire respondents disagreed that they were competent.

#### 4.7.6 Areas in which teachers would value in-service training in OBE

Question 13(c) asked respondents to indicate three areas from the list given on which they would like more in-service training. Some respondents selected more than three areas.

Table 16 shows teachers the number of teachers selecting areas in which they would like INSET.

**Table 16: Teachers' indication of areas for INSET.**

Areas	Numbers of teachers
Demonstration lessons on implementing OBE in a large class	24
Assessing pupils more easily	21
Lesson planning and preparation	15
Designing activities for mixed ability groups	15
Methods for integrating learning areas	7
Facilitating pupils' group work more easily	7
Classroom organisation and discipline	5
Developing curriculum materials	4
Improving home and community links	4
Team teaching skills and techniques	4
Games and role play	2
Motivating pupils	2

Although the training of teachers occurred in different places at different times and teachers worked in different contexts, there was a remarkable similarity in their stated in-service needs. 24 respondents indicated that they needed demonstration lessons for implementing OBE in large classes. This indicated that a large number of these respondents were experiencing difficulty with implementing OBE in large classes and they lacked clarity of how to implement Curriculum 2005 successfully in classes with large numbers.

"Assessing pupils more easily" was another commonly felt in-service need of teachers, which was chosen by 21 respondents. "Lesson planning and preparation" and "designing activities for mixed ability groups" were other areas chosen by a large number of respondents indicating teachers' poor confidence levels on core areas of what teachers are expected to do differently.

## **4.8 LACK OF SUPPORT**

Uncertainty experienced by teachers was also linked to the lack of support.

### **4.8.1 Some views of the ten sample teachers**

Amongst the ten sample teachers, those who taught in classes of more than 40 especially, seemed to be frustrated with the context in which they work. This was often compounded by the lack of clarity and support. Teachers hoped that someone (whether inside or outside the school) could guide them with the implementation. The call for more support also implied that these teachers felt that external factors determined the successful implementation of Curriculum 2005.

The views of some of the sample teachers illustrate the uncertainty experienced by teachers as a result of the lack of support.

"I don't know whether this is OBE. Nobody has come back and sat down with us and say what have you been doing?...I need somebody who is going to come into my classroom for a whole day and observe, because you can't come in for thirty minutes and say this is it or this is not right. ... " (Teacher B2)

"The pupils workbooks are missing, (did not receive them from the Department.), the teachers' information is missing, the "where to" is also not there." (Teacher F2)

"Because I struggled with OBE, I was frustrated...When I entered into the class at the beginning of the year, I was fumbling, I was floundering. I did not know where to start. ...I feel that the painful experience could have been eliminated right from the beginning had we been given that support, the sufficient know-how of doing it - and our attitudes would have been more positive." (Teacher C2)

#### **4.8.1.1 Support received at school after the five day in-service course.**

The teacher from the independent school received much support within the school in terms of staff development workshops. Teachers in government schools did not receive any support from the Education Department as promised. In one rural school studied, the teacher indicated that the District Officer was opposed to Curriculum 2005 and did nothing to ensure that they received the in-service training or workbooks from the Department. Teachers generally received support from other Grade 1 teachers.



#### 4.8.2 Survey respondents' views:

Question 13 (a) (see Appendix G) asked respondents to indicate what follow up support teachers received after the five-day in-service course. 27 respondents indicated that they received no follow up assistance and 4 indicated that they received some assistance. Three of the four respondents who had received some support were from either the ex-DET or ex-KZ Department and one was from the ex-NED department. Respondents from the ex-HOD Department did not receive follow-up support.

Question 13(b) (see Appendix G) asked respondents to indicate the support received from within and outside the school. Table 17 shows the number of respondents who ticked in the appropriate columns to indicate the extent of support received from within the school. The most frequently chosen response has been shaded.

**Table 17: Indications of support received by survey respondents within the school**

<i>Support from within the school</i>	Much	Little	None
Principal	9	11	12
Head of Department	5	15	9
Other Grade 1 teachers	23	8	1
Other ( please specify)			

Table 18 shows the number of respondents who ticked in the appropriate columns to indicate the extent of support received from outside the school. The most frequently chosen response has been shaded.

**Table 18: Indications of support received by survey respondents from outside the school**

<i>Support from outside the school.</i>	Much	Little	None
Subject Advisers	6	3	25
OBE Worksop Facilitators	8	8	17
Networking with other schools	10	17	4
Other ( please specify)			

#### 4.8.2.1 Support within the school.

Teachers received the most support from other Grade one teachers. The heads of department gave teachers little support. The principals in most schools offered support that ranged from little to none.

#### 4.8.2.2 Support from outside the school.

Support from outside the school was minimal. Twenty-five respondents indicated that they received no support from the subject advisers. Seventeen indicated that they received no support from the OBE workshop facilitators. Seventeen indicated that they did receive a little support from networking with other schools.

#### 4.8.3 Materials received.

The ten sample teachers and survey respondents were asked about materials received from the Department of Education.

##### 4.8.3.1 Policy Documents

All teachers interviewed had copies of the Policy Document.

##### 4.8.3.2 Learning programmes: pupils workbooks and teachers' Guide.

All government schools (in the sample) received these workbooks, except one disadvantaged rural school. The teachers in this school were disappointed, as the school was already under-resourced. The "School Profile" indicated that the school did not have a duplicating machine to reproduce copies.

##### 4.8.3.3 Stationery packages

All schools received stationery packages consisting of exercise books, paper and crayons.

### **4.9 EXTENT OF IMPLEMENTATION OF CURRICULUM 2005**

Given the diversity of teachers in terms of their backgrounds, the way they were taught, their PRESET, their teaching styles, their work context and so on, it is not unusual to find that there are varying degrees of implementation.

#### 4.9.1 Blend of traditional approach and outcomes based education

Seven of the ten sample teachers interviewed, said that they practised an OBE approach. Teachers cited some examples of what they did in their classes. Some teachers stated that they had successfully integrated various learning areas. Those teachers who said that they did in fact practice an OBE approach also stated that they started much later in the year and that they used both approaches.

#### 4.9.1.1 Traditional methods not abandoned

The majority of teachers interviewed did not completely abandon the old methods. When questioned on the extent to which Curriculum 2005 was implemented, some teachers responded that it was "not 100%" (Teacher E1) and another teacher said that it was about 50% (Teacher D1).

This is how one teacher described the implementation of Curriculum 2005,

"I didn't want to do away completely with the old. I did not feel it was realistic or practical to do away with not being an educator. At some stages I had to teach. I felt the only way I could go forward was to teach them skills that were necessary and then incorporate the Curriculum 2005" (Teacher C2).

#### 4.9.2 Teachers do what they feel is best for their learners

The majority of the ten sample teachers seemed to be active interpreters of the curriculum. Through their narratives about how they taught, it was found that teachers teach in a way that they felt is best to achieve their aims and goals in the context of which they teach. Some comments from teachers follow.

"I find lots of my children are coming from the informal settlement and they have no background mathematical knowledge whatsoever; the others are coming from a pre-schools where the teacher wasn't skilled or trained...very little stimulation or mathematical knowledge was coming across. So in that aspect I don't facilitate the lesson, I do good solid teaching. I assume the role of them being an empty vessel and I'm pouring this liquid into, and OBE tells us not to do that. But I find there's no other way I know. So in that respect, I'm asking for a supervisor to come in and tell us what to do. ...I find myself moving from OBE to this, traditional method, it depends, on what aspect of the lesson I'm teaching." (Teacher D1)

"I wouldn't say that it is OBE, because I am doing what I think is best." (Teacher B2)

"I've always had this attitude that my kids are my first priority, whether I implement OBE or whether I teach the old norms." (Teacher E1)

In the absence of evaluation and follow up support, teachers' aims and goals were determined by their perceptions of pupils' needs, rather than what policy makers expected them to do.

#### 4.9.3 What teachers are doing differently

The ten sample teachers and the survey respondents were asked about what they were doing differently in their classrooms.

##### 4.9.3.1 Varied degrees of change: views of the ten sample teachers

Teachers in those schools such as the independent school and the ex-NED schools who were fairly satisfied with the past curriculum as a result of being allowed greater freedom and flexibility in what they taught and how they taught, reported less change than those teachers from the ex-HOD and ex-DET schools who were subjected to tighter control of the curriculum by superintendents and subject advisers.

Teachers in the most disadvantaged school from the sample indicated more differences compared to what they were doing in the past.

##### 4.9.3.2 Teaching strategies

Table 19 shows the numbers of teachers among the ten sample teachers who indicated the extent to which their teaching strategies changed or remained the same when compared to the previous year. (See CEREP Questionnaire D)

**Table 19: Teaching strategies of the ten sample teachers**

	Same as in 1997	Less than in 1997	More than in 1997
Individual feedback	4	1	5
Group work	3		7
Teacher-led questions	3	3	4
Student initiated questions	3		7
Activity based learning	1		9
team work	2		8
Assessment based on outcomes			10
Integration of different fields of learning.	4		6
Formative continuous assessment.	2		8

Table 19 shows that teachers indicated that there had been much change during the year 1998 especially in assessment, teamwork, grouping, activity based learning and student initiated questions.

When teachers were asked to comment on how their teaching had changed, they focused on the following areas.

#### 4.9.3.3 Change in assessment is a common area of change

A teacher from an independent school said that their teaching had not changed much as their school philosophy had been very much along the lines of outcomes based education. However they had taken the specific outcomes into the curriculum and assessed pupils accordingly. Similarly some teachers reported that the major change was not in the teaching process but in the assessment.

##### 4.9.3.3.1. Assessment is time consuming

A problem commonly experienced by the ten sample teachers was that they found the assessment to be too time consuming. Therefore survey respondents were asked in Question 22 of the survey questionnaire to indicate whether they also thought that assessment was time consuming. 21 respondents indicated that the assessment, which was time consuming, worried them very much.

##### 4.9.3.4 Change involves more work

For a more well-resourced government school (ex-NED) and an independent school, that were functioning well until Curriculum 2005 came along, the change had become more of a burden. Teachers now had to revise their methods and find new ways of becoming efficient and competent. This is what one teacher said.

"The burden would be in the administrative side - putting it down on paper for someone else to view. We know in our own way what we are accomplishing.

Also we were happy with how we have conducted our continuous assessment. In the light of outcomes, we have to re-look at that."

##### 4.9.3.5 Grouping of pupils

According to the curriculum policy makers, teachers are expected to group pupils in social groups rather than ability groups.

##### 4.9.3.5.1 Ability versus social grouping.

Some of the ten sample teachers had retained the ability grouping system of the learners, especially for Reading and Numeracy Skills. Others had changed their grouping of learners from "ability" groups to "social" groups.

Question 18 (a) (see Appendix G) asked respondents whether their classes were arranged for group work. Thirty respondents indicated that they were doing group work and three indicated that they were not.

Question 18 (b) (see Appendix G) required that respondents indicate how groups were formed.

Table 20 shows the number of teachers among the survey respondents indicating how pupils were grouped in their classes?

**Table 20: Survey respondents' indications of grouping strategy used in their classrooms**

Grouping	Number of teachers
Pupils are grouped according to mixed ability (social groups)	21
Pupils are grouped according to ability groups (brightest pupils grouped together etc.)	9

Question 18 (c ) (see Appendix G) required that respondents select the statement that best described how class pupils work in groups. Table 21 shows the number of teachers among the survey respondents indicating how pupils work within groups.

**Table 21: Survey respondents' indications of how pupils work in the classroom**

How pupils work in groups	Number of teachers
Pupils sit in groups but work individually for most of the time	12
Pupils sit together; share ideas and work towards a common activity	18

Amongst the survey questionnaire respondents, there were also varied responses.

However, most respondents indicated that pupils were working in "social groups" and "pupils sit together and work towards a common activity."

#### 4.9.3.5.2 Some teachers' responses to "social grouping"

Although some teachers indicated that their pupils worked in social groups, teachers were not entirely comfortable with this change. Here are two of the ten sample teacher's views:

"In the past they (pupils) used to be in ability groups and the ability groups made it easier for me to teach... because children are in social groups, you get some children who talk and dominate that lesson - other children whose vocabulary is limited, they aren't so eager to talk, they prefer to be listeners...but if you have with my experience is that if you have children who are the same, er language ability you find that they do communicate, even though they communicate at a lower level, but a lot more communication is going on. " (Teacher D1)

"At times it is still necessary to group them into ability groups. Although OBE says only social grouping. The reasoning behind this is I felt some of my gifted children- the bright ones - I don't want to hold them back. I don't want to frustrate them so I feel now and again if I get them into their ability groups I will cater for them in a better way." (Teacher C2, 1998)

#### 4.9.3.6 Classroom organisation

The ten sample teachers reported changes in time frames and less authoritarian modes of discipline.

##### 4.9.3.6.1 Time table flexible

The classroom has become less formal for most teachers. A few teachers felt more relaxed in their classrooms and experienced a sense of freedom since they no longer followed a rigid timetable.

"I am more relaxed ... because I am less anxious about drilling certain things, I find that each lesson can be rewarding and fulfilling. It is different from the past where we had a structured day with the time-table" (Teacher C2)

##### 4.9.3.6.2 Chaos in the classroom?

Children enjoy the less formal arrangement in the classroom. One teacher commented on the lack of discipline in classrooms that "sometimes tend to be all chaos." (Teacher B2). The teacher felt that activities in the form of games were not taken seriously.

Another teacher was concerned about the noise in the classrooms:

"I find, er, when I implement OBE to the fullest... there's more chaos, and there's so much noise, and I'm bothered whether children in all this noise is learning something and its difficult to control them and to offer them guidelines..." (Teacher D1)

##### 4.9.3.7 Teaching methods and activities

Some teachers indicated more emphasis on discovery and peer teaching. There was more emphasis on drawing information from the learners and encouraging independent thought. Some teachers commented that there was more emphasis on oral communication and language rather than written work. Children were given more creative activities like cutting and construction compared to previous years.

#### 4.9.4 Differences in what pupils are doing?

The ten sample teachers indicated some the differences in what pupils were doing. Varying degrees of change were reported.

##### 4.9.4.1 Little change

The independent schoolteacher indicated that their school philosophy is closely aligned to that of OBE and Curriculum 2005 and she also said that outwardly there is little change in what pupils are doing. This view can be contrasted with views of teachers from an ex-KwaZulu School and an ex-HOD school.

##### 4.9.4.2 Much change

The more disadvantaged schools indicated that much has changed in what pupils are doing.

This is a view of a teacher in an ex-KwaZulu School.

"Lots of difference. Big difference because formerly, the children come to school to just look at the teacher and listen, the teacher just says it, she writes it, she does everything for the child. But now the child is doing it. The teacher just leads the way." (Teacher F2)

A view from a teacher in an ex-HOD school.

"There is a big difference in what pupils are doing. In the past we had a certain standard of work. They had to present their work in a certain way, like neatness was important. They work in groups, not doing it as neatly like in the past, but you can see that even the weak ones can give you answers." (Teacher C1)

##### 4.9.4.3 Increase in communication

One teacher felt that her pupils communicated more freely about their feelings and opinions compared to previous years. Other teachers also reported an increase in children's communication amongst each other.

#### 4.9.5 Teachers working together

The policy makers encouraged teachers to collaborate with each other and work as teams. Teachers' collaboration with each other varied.

Data obtained from the ten sample teachers revealed that the extent to which teachers in the same school worked together varied. Some teachers worked together daily and in other schools,



teachers met whenever it was necessary. Teachers meet to plan common themes and work programmes. One teacher emphasised that although she didn't mind sharing ideas occasionally, she valued her space.

#### 4.9.5.1 Working as a team has its benefits

In one school, teachers commenced working as a team only in the third term. Such a team effort was one of convenience for the teachers concerned since they had only begun integration of learning areas in the third term. There seemed to be some reluctance by members to work as a group. However, after working as a group some members said that they realised its benefits.

#### 4.9.5.2 Teacher to gain self-confidence before working as a team.

An interesting response was made by a teacher who said that working as a team was an excellent idea. However, the Grade 1 teachers in her school were not working as a team because she felt that she must be in a position to "make a sizeable contribution". She also said that she did not want to be a "parasite" (Teacher D1). The teacher indicated that she wanted to get herself well established before working as a team.

#### 4.9.5.3 Survey respondents views on working as a team.

Question 14 (a) (see Appendix G) asked teachers whether they were working as a team. 31 respondents indicated that they were working as a team and 2 respondents said that they were not. The reason given in both cases for not working as a team was that of time constraints.

##### 4.9.5.3.1 How often do teachers meet

Question 14 (b) (see Appendix G) asked respondents how often they met and what they did as a team. 13 respondents indicated that they met daily; 5 respondents met a few times in a week and 9 respondents met once a week. Others met twice a week or once a month formally.

##### 4.9.5.3.2 What teachers do as a team

Teachers indicated that they planned lessons, activities and worksheets and discuss ideas that worked well or planned remedial lessons.

##### 4.9.5.3.3 Teachers' views on working with other Grade 1 teachers.

Question 14 (d) (see Appendix G) asked teachers to give their opinions about working together with other grade 1 teachers. Table 22 shows to what extent teachers agreed or disagreed with the given statements.

Key for Table 22: The numbers heading the columns correspond with the extent of the respondents' agreement or disagreement with the given statement. For example, number one indicates strong agreement with the statements given in Table 22.

Strongly agree	Agree	No particular view	Disagree	Strongly Disagree
1	2	3	4	5

**Table 22: Survey respondents' views on working relationships**

Views	1	2	3	4	5
I enjoy working with other grade 1 teachers.	28	5			
I don't mind working with other teachers occasionally, but I value my space	1	10	11	7	
I value the ideas and suggestions of my colleagues	22	10	1		
I would feel comfortable if my colleagues were to sit in my classroom whilst I was teaching	4	4	14	6	4

Most teachers strongly agreed that they enjoyed working with other Grade 1 teachers and that they valued the ideas and suggestions of their colleagues.

In response to the statement on whether they also valued their space, 10 respondents agreed and 11 respondents indicated that they had no particular view.

Since I experienced some difficulty gaining access, I attempted to elicit how teachers felt about their colleagues sitting in their classrooms whilst they were teaching. 14 respondents indicated that they had no particular view, which indicated that they neither agreed nor disagreed with that statement. 6 respondents disagreed with the statement and 4 strongly disagreed with the statement.

#### **4.10 IMPLEMENTATION OF CURRICULUM 2005: AN OPPORTUNITY OR A BURDEN**

The sample teachers were asked whether they thought Curriculum 2005 was a massive burden or a great opportunity. There were varying responses.

#### 4.10.1 Curriculum 2005 empowering in some ways

Despite the problems experienced, the majority of teachers interviewed, especially from the ex-HOD, ex-DET and ex-KZ schools felt that the implementation of Curriculum 2005 was empowering in certain respects. For example, differences in what pupils were doing and an increase in communication between teacher and pupils and among pupils themselves, were regarded as positive. Some teachers found that Curriculum 2005 was a great opportunity and one teacher from a disadvantaged school (Teacher F2) said that she was proud to be one of the pioneers implementing Curriculum 2005.

##### 4.10.1.1 Curriculum 2005 offers freedom from the tight control of supervisors

Furthermore, teachers from schools that were tightly controlled by supervisors and superintendents had experienced a sense of liberation since the implementation of Curriculum 2005. In the past teachers were burdened with having to please the supervisors instead of concentrating on the children's achievement.

##### 4.10.1.2 A shift of focus from pleasing the supervisors to catering for the child.

This is a view from a teacher from an ex-HOD school.

"When people came into our classrooms to supervise us, they did not see how much the child learnt. They looked at the book - if they saw the book was dirty or untidy, they judged us by that, that's how the system was, but now although you give the child activities, they work in groups - not doing it neatly as in the past, but you can see even the weak ones can give you answers." (Teacher C1)

From this example, one can infer that since the teacher no longer feels threatened by the standards set by supervisors, she does not impose those same standards on the children and can therefore appreciate their efforts.

##### 4.10.1.3 Fear of evaluators stifled teachers in the past.

A view of a teacher from an ex-HOD school:

"It is empowering. It gives you freedom to explore without limitations. In the past, people would walk in at any time, without announcing that they were coming into your classroom - we geared ourselves to please them. It was what they expected of us ... more pleasing the Head of Department and the management rather than catering to the needs of the child. Teachers had to report from time to time on syllabus coverage. They would come and test your children and to make sure that they knew so many phonics, flash words and maths up to nine. Even if they were capable of knowing more than nine, Grade one's were expected to know up to nine. It was stifling." (Teacher C1)

#### 4.10 1.4 Informality of OBE useful for newcomers to school.

"It (OBE approach) is a good ice-breaker. Most of the (Grade one's) cannot cope with the sudden change. They are expected to sit quietly, to continue their work quietly - too drastic a change ( traditional way). In the OBE way because we are introducing it in such a play way - relaxed way, because we cater for the child's level of thinking and development, it (OBE approach) is useful in that sense. As I have said, I mixed the traditional way with OBE."

#### 4.10.2. Obstacles to the implementation

Through questionnaires, interviews with and observation of the ten sample teachers, several problems were outlined by teachers. These were summarised in Question 22 of the survey questionnaire. Table 23 shows the number of survey questionnaire respondents who indicated their extent of concern over the problems listed. The most frequently selected responses selected by the respondents have been shaded. (See next page)

**Table 23: Survey respondents' indication of the extent of problems they experienced**

<i>Problems facing teachers</i>	Worries me a lot	Is of some concern	Worries me a little	Hardly ever worries me.
Uncertainty of what OBE is in practice	8	16	6	2
Little time to assimilate / understand concepts of OBE before implementation	19	7	7	
Lack of feedback about my performance as a teacher	10	14	4	5
No follow-up assistance given in school after the OBE course	23	7	3	
There is no clear scheme of work for the Grade 1 year	16	9	6	2
Assessment recording is time-consuming	21	7	1	2
Children may not achieve basic skills through only OBE style of teaching	21	9	1	2
Large number of pupils in class	28	2	2	
Not enough textbooks / workbooks for all pupils	20	5	2	6
Inability to make copies of teaching material e.g. worksheets and activities.	8	6	9	8
No free time during school hours for preparing lessons	11	12	6	4
Poor leadership in school - Lack of culture of learning.	5	11	6	8
Management in school does not have the capacity to steer Curriculum 2005	13	8	7	4
Poor pupil discipline	5	7	17	4
Low teacher morale	5	7	14	6
District officers not supportive of OBE.	17	6	4	6
Lack of home support for pupils	25	3	3	2

#### 4.10.2.1 Large number of pupils

As is evident from Table 23 above, 28 respondents indicated that the large numbers of pupils worried them very much. This was the most commonly stated problem by the survey questionnaire respondents.

##### 4.10.2.1.1 Average number of pupils per class

Table 24 shows the average attendance of pupils as indicated by teachers teaching in the various ex-department schools. (Appendix G- Q 6b -)

**Table 24: Average attendance of pupils in the various schools**

Ex- Department	Average Attendance of Pupils
Ex-DET	46
Ex-KZ	42
Ex-HOD	39
Ex-NED	30

Table 24 indicates the highest number of pupils per class were in ex-DET schools and ex-KZ schools. The ex-HOD schools also had quite a large number of pupils in their classes. The best resourced schools, the ex-NED schools had a reasonable average of thirty pupils per class.

##### 4.10.2.1.2 Views of ten sample teachers: large numbers in class, a major problem

These are some of the ten sample teachers' views on numbers of learners in the classroom:

"It would definitely make a difference if I had eight children less than the number I have in my class - especially when it comes to observation. I cannot do justice to all my children. I find it difficult to observe all" (Teacher C2).

"Numbers are a big problem. With OBE, 42 children in my classroom - it's not possible. We are doing it, but it taxes you a lot, it drains you a lot, by the end of the day you are finished and you can't go on and on like that" (Teacher B2).

According to some teachers interviewed, the ideal number of children would be 25 in each class but they were prepared to accept even up to 30 children in their classes.

#### 4.10.2.3 Lack of home support

Table 24 indicates that 25 survey respondents regarded lack of home support as a major problem. In view of the fact that OBE promotes transparency and greater accountability to the parents and the community, lack of home support is an additional burden for teachers.

#### 4.10.2.4 Limitations of the working context

According to some teachers limitations of their working contexts hindered their implementation of Curriculum 2005. These limitations are described in the paragraphs that follow.

##### 4.10.2.4.1 Lack of space

17 survey respondents indicated that the desks / tables were very close, which made it difficult for the teacher and pupils to move among them. 10 respondents indicated that their classrooms did not have space apart from the desks where the whole class could sit on the floor.

##### 4.10.2.4.2 Lack of textbooks / workbooks for all pupils.

Teachers who had not received workbooks from the Department saw this as an obstacle. In one rural school, teachers interviewed said that they used older pupils from other classes to make worksheets. These were done individually, that is, the older children drew or traced each worksheet manually.

20 of the survey respondents indicated that the lack of textbooks / workbooks was of much concern (See Table 24). The inability to make copies of teaching material gave varied concerns ranging from 8 respondents who indicated that it worried them a lot to 6 respondents who indicated that it hardly ever worries them.

##### 4.10.2.4.3 Resources unavailable.

Teachers felt that schools that were less well equipped would have problems implementing an OBE approach. Schools were also not equipped for changes to meet the demands of the new millennium. One teacher commented that she would like her pupils to gain skills in using computers. However, the school could not afford computers.

This is what one teacher who teaches in what I perceived to be a well-resourced school (my observation) felt about the implementation of Curriculum 2005 with little resources:

"It was a huge shock, if one was to just get into it with little resources. We don't have sufficient resources, we have huge numbers, and there is no way in which you can suddenly get into it and carry on from there" (B1).

#### 4.10.2.5 Lack of school management and district officers' support

13 survey respondents indicated that the management's incapacity to steer Curriculum 2005 worried them very much. 17 respondents indicated that the district officers being unsupportive of Curriculum 2005 also worried them a lot.

### **4.11 TEACHERS OFFER ADVICE TO THE DEPARTMENT**

Sample teachers interviewed (see Appendix E) and survey questionnaire respondents (see Question 23, Appendix G) offered the following advice to the Department of Education.

#### 4.11.1 Reduce numbers in classes

Most teachers perceived the large numbers of learners per class as a major obstacle in the implementation of Curriculum 2005. Therefore teachers advised the Department of Education to reduce the numbers.

"Reduce numbers of learners per teacher. Equip teachers with materials." (Transcript 9)

"Pupil teacher ratio should definitely be less than 1:40. Preferably 1:30." (Transcript 31)

#### 4.11.2 Resource underprivileged schools - improve conditions

This is the view of a teacher who felt that it was difficult for underprivileged schools to implement OBE.

"The department should concentrate on underprivileged schools. This is where our problem lies. If a school does not have all the equipment, then how do you tell the school to implement OBE?" (Teacher E1)

A survey respondent from an ex-NED school wrote:

"Instead of spending millions on OBE, provide basic necessities to all schools first, e.g. toilets, drinking water, electricity etc." (Transcript 28)

A survey respondent from an ex DET school wrote:

"The Department should provide enough material especially in the rural schools." (Transcript 19)



#### 4.11.3 Train management of schools and superintendents

Both the sample teachers and the survey respondents advised the department to train management of schools and superintendents before teachers.

This is one of the ten sample teachers' views:

"Our Head of Department does not know a thing of the difficulties we experience. With us it's even harder because the superintendent is against this, he doesn't like OBE....Implement it in the Department first, those superintendents. Why were they not taught first so that they would understand what is happening in class? The seniors do not like it and don't care about it because they don't even know about it." (Teacher F2)

Similarly, a survey respondent wrote:

"First educate the management about change, then teachers." (Transcript 6)

#### 4.11.4 Provide the necessary in-service training

Some survey respondents also indicated that the Education Department should provide on-going in-service training.

Some views were as follows.

"Workshop OBE in practice rather than theory." (Transcript 7)

"Conduct an OBE lesson with large number of pupils. Do not give feedback from pilot schools. Make every school in the District a pilot school. Schools have different needs." (Transcript B)

"Provide teachers with in-service training, not a five day course!" (Transcript 17)

"Facilitators should have had training long before the implementation of OBE not training and facilitating at the same time." (Transcript 22)

#### 4.11.5 Provide on-going support

These are the views of some survey respondents.

"Provide teacher support teams - clear cut schemes of work, resources, support from superintendents." (Transcript 16)

"OBE workshops should be held more often: should be an ongoing process." (Transcript 32) and (Transcript 11)

"Give simple, clear, practical guide with achievable goals to OBE in Grade 1." (Transcript 30)

#### 4.11.6 Not enough time to do own research

Some teachers felt that Curriculum 2005 was implemented too soon. This is how one teacher described it.

" It's a rushed thing. We were not given enough time to know more or maybe to do your own research. But we were told to do it or die. I felt that I was not given a choice ...I think it was unfair." (Teacher B2)

#### 4.11.7 Not practical - do away with Curriculum 2005

Some survey respondents indicated that the Department should do away with OBE because it was not practical to implement it in their work contexts.

Some teachers were very direct in their advice to the Department about OBE:

" Scrap it!" (Transcript 1) and "Scrap OBE." (Transcript 14)

"It is simply not workable!" (Transcript 2)

"Not practical in Grade 1, especially with large numbers." (Transcript 3)

"Do away with OBE. First world countries such as America, Canada and Australia have done away with OBE because they have not achieved any successes so why are we implementing this and wasting tax payers' money." (Transcript 15)

Among the survey respondents, teachers who felt that Curriculum 2005 should be done away with were mainly from the ex-HOD schools.

#### 4.11.8 Retain the 3R's

This is one of the ten sample teachers' views:

"Take it very slowly and retain the 3R's in Grade 1; to realise that there's one way to do that. There's no fancy quick fix for that. It's basic ground, it shows development of the concepts, language, phonics, and reading and allows for old fashioned basic 3R's work."  
(Teacher B1)

"Traditional methods should not be thrown out completely. In certain lessons OBE must run concurrently with traditional teaching methods." (Transcript 12)

#### **4.12 SUMMARY**

This chapter has presented the findings of the study from data obtained from the ten sample teachers and thirty-three survey respondents. Data was presented in the following categories: teacher's personal, professional and biographical characteristics; career details; the qualities teachers stated as being important for teaching Grade 1 pupils and teachers' perceptions and experiences of the in-service course and the implementation of Curriculum 2005. (What they found to be empowering and some problems experienced). Finally, in keeping with the aim of providing a teachers' voice, Grade 1 teachers' advice to the Department of Education was presented with direct quotations from the teachers themselves.

## CHAPTER 5: DISCUSSION

### **5.1 INTRODUCTION**

Chapter 5 considers some underlying issues, which emerged during this research. The first is teachers' willingness or otherwise to participate in this study and the possibility of bias with the consequent limitation on the representivity of findings. Secondly, teachers' perceptions and experiences of Curriculum 2005 and OBE were explored. Although teachers' conceptions of OBE and the resultant implementation of Curriculum 2005 were varied, there were some remarkable similarities in teachers' responses, for example, on the teaching of "basic skills". Uncertainty among teachers about whether they were in fact practising OBE and some causes of uncertainty in implementing Curriculum 2005, also featured strongly. Finally, the underlying question of how teacher characteristics including their attitudes, strategies and frames can foster or inhibit the implementation Curriculum 2005 is explored.

### **5.2 GAINING ACCESS**

As I mentioned earlier, gaining access proved both more difficult and more illuminating than I had expected, and led to much reflection and discussion. The outcomes are reported below.

#### **5.2.1 Access not automatic**

An introductory course on research did warn me that research is far from a tidy and smooth flowing process. According to Measor and Woods (1991: 64) gaining access is not only gaining physical access to the research setting, but also involves the issue of building trust and developing relationships.

#### **5.2.2 Some teachers unwelcoming**

A variety of different experiences arose with teachers who clearly did not want me to observe them. These are outlined in the paragraphs, which follow.

##### **5.2.2.1 My experiences at School X: "We chased her away!" (unwilling teacher)**

My experience of attempting to gain access to School X is indelibly imprinted on my mind (and documented in my diary). For reasons outlined in chapter 3, I sought sponsorship into the school via the principal. I knew the newly appointed school principal who welcomed me to his school. He then introduced me to the Head of Department whom I also knew. At that moment I thought that gaining access to School X was certainly going to be very easy. I was not prepared for what was to follow.

The two teachers who taught Grade 1 at School X entered the principal's office with grim and sullen faces. Remembering what I read about research relations, I immediately flashed my brightest smile at them and set out to reassure them that I was a Level one teacher who was conducting research for part-time studies. I hoped that declaring that I was a Level one teacher would immediately lessen any anxiety they might have had about participating in the research. This strategy did not succeed, as both teachers still looked grim. At that stage the principal also intervened to say that I was not an inspectress. One of the teachers, whom I shall refer to as Mrs A, told me immediately in the presence of the principal that she did not believe Curriculum 2005 would work and she did not approve of OBE. The principal then ushered us into another room where we were expected to continue our conversation. Mrs A seemed to be the spokesperson whilst Mrs B, just sat there sullenly avoiding eye contact with me.

I explained the purpose of the study to both these teachers after which Mrs A enquired whether I was doing the research for my own personal gain. I had to explain that I hoped that the research would provide a "voice" for those teachers at the grassroots level who had to implement the policies designed at a macro-level. Mrs A said that they would like to help me but they did not have the time. They said that they needed time to consider participating in my research and on the following day I was informed that they did not want to participate. I was obviously disappointed but I soon got over that blockage.

However, a teacher that I observed from another school told me something during our lunch break in the presence of another colleague, that really disturbed me. She told me that the Grade 1 teachers from School X told her about denying me access. Her exact words were, "They told me, 'We chased her away from our school'." Although I felt humiliated, being a qualitative researcher, I set about assessing that remark in its context.

#### 5.2.2.2 School Y - Teachers too busy

I was also denied access to another School Y where teachers told me they were already "behind" with the completion of readers for Grade ones. The principal told me that teachers would be busy preparing for a "debutantes' ball" and would not be able to accommodate me.

#### 5.2.2.3 Teachers at an OBE Conference also wanted to keep a distance

I attended an OBE conference at a prestigious independent school. I saw this conference as an opportunity to meet teachers and to gain access to other schools. I was introduced to a facilitator of OBE workshops who indicated that she would introduce me to other teachers. I attended the foundation phase workshops at the conference where I soon learnt that teachers amongst whom I sat knew that I was doing research. The Grade one teachers that I wished to approach seemed aloof. When I asked them if they taught Grade 1, the reply of "yes" in a stern tone stopped me from asking any other questions.

#### 5.2.2.4 "Work stops at 14:30."

At a later stage I met with one of these teachers in a union meeting with regard to feedback on Curriculum 2005. This teacher told me that if I had asked her to participate, she would have refused as her work stopped at 14:30. I then used the context of the meeting to bring to her attention that the aim of the meeting, like my research study was intended to give teachers a voice to speak about their experiences and perceptions of implementing Curriculum 2005.

#### 5.2.2.5 Teachers wanted to control time of access.

Some teachers told me that they needed more time before they could be observed, as they were not implementing Curriculum 2005 fully. One of the teachers explained: "We have given our word to parents that we would not use their children as guinea pigs" (Teacher C1). The teacher went on to say "basic skills were still being taught before fully integrating the learning areas." She also said, "We need to plan and work as a group before we can say that we are implementing an OBE approach."

One teacher expressed concern about the duration of observation in their classrooms. I gauged the responses of those teachers who denied me access and realised that most teachers would not agree to being observed for five days. I explained that I would be there for a few lessons as it was necessary for me to see the teacher in the context in which she worked. Teachers wanted greater confidence amongst themselves with regard to implementing Curriculum 2005 as it was supposed to be implemented before they could allow me into their classrooms.

### 5.2.3 Teachers' reasons for reluctance

Some teachers were asked to comment on possible reasons for teachers' resistance to participate in the research of teachers' perceptions and experiences implementing Curriculum 2005.

#### 5.2.3.1 The five day course - inadequate preparation

Teachers indicated that the training given by the Department of Education, did not prepare them adequately as there was too much emphasis on theory without any practical demonstrations to show them how to teach.

#### 5.2.3.2 Fear of inspection

When they were questioned about why teachers felt insecure, one teacher said that this stemmed from a fear of inspectors. She said that in the past inspectors would come into the class to find fault with what teachers did.

#### 5.2.3.3 Some teachers were not working collaboratively as recommended by policy makers

Teachers had not commenced working together as a team at the time that they were approached for access into their classrooms. This complicated the gaining of access. Teachers became even more insecure by this as the policy makers had encouraged teachers to work collaboratively. It seemed as if the impending observation was a motivating factor for the team to work together and integrate learning areas fully before they were observed.

#### 5.2.3.4 Unsure teachers, willing to be interviewed but feared observation

Teachers were keen to voice their concerns about the implementation of Curriculum 2005. However, observation was a sensitive issue. At an OBE conference, I asked the teachers present for possible reasons for most teachers' reluctance to participate in my research. One teacher said that she would feel uncomfortable with me observing in her classroom, as she was unsure of teaching through an OBE approach.

#### 5.2.3.5 Researcher as outsider

Teachers perceived observation as an invasion of privacy. Furthermore, I was not a Foundation Phase teacher. In addition to being a researcher, I was also an Intermediate Phase teacher, which made me an outsider.

#### 5.2.4 Some reflections on teachers' blocking access

The problem of gaining access could be related to "the cult of individualism, which has deeply infected the occupational culture of teachers" (Hargreaves, 1994: 167). Teachers are protective over their autonomy. "They do not like being **observed**, still less being evaluated because they are fearful of the criticism that may accompany evaluation" (ibid., 167).

Although teacher insecurities have pushed some teachers towards working with each other, this occurs at a level of planning and sharing ideas. This does not include observation in the classroom where teachers still teach behind closed doors.

Difficulty in gaining access, linked to the fear of being observed, is a fundamental problem of teacher's uncertainty about the implementation of Curriculum 2005. Teachers did not want to expose what was going on in their classrooms to a "stranger" at a time when they felt particularly vulnerable to criticism.

With regard to teacher uncertainty and the consequent difficulty of gaining access, two issues need to be addressed. Firstly, policy makers will have to examine their attempts at teacher development and in-service which in most cases failed. The second issue that future researchers will have to look into is, "Should teachers allow researchers in their classrooms?"

The methodology of observation was not congruent with the aims of providing a teacher voice like the interviews and questionnaires did. It seemed ironical that a study, which I hoped would empower teachers by giving them a voice, was actually perceived as a threat, especially with regard to the observation.

Jean Whittaker's (1988: 198) study suggests an alternative strategy whereby teachers examine their own practice through focusing on a series of questions that guide the teachers' observation, reflection and action.

### **5.3 BIAS IN SAMPLES**

Bias in both the initial sample of 10 interviewed teachers and the subsequent survey sample of teachers was inevitable.

#### **5.3.1 Bias among ten sample teachers**

The problems experienced in gaining access into schools had meant that I could only gain access to those schools that were willing. If teachers who denied me would be willing to engage in action research, this would be one way of finding out about their perceptions and experiences. Future researchers would have to devise ways of approaching this problem.

The sample of ten teachers was also biased because teachers determined the date and time when observation could take place. Any conclusions drawn from the findings of such a sample also have their limitations.

#### **5.3.2 Bias in the survey sample**

One third of the survey sample was also studying towards the B.Ed. degree through UNP. This created further bias as these teachers had completed the "Analysing Education" module, which covered aspects on OBE.

#### **5.3.3 Respondents aim to show themselves in a good light**

Some sample teachers and some survey respondents viewed compliance with policy as an expectation and therefore, they responded in ways that would show them in a good light.

##### **5.3.3.1 Special performance**

Some teachers put on a special performance for my visit. Since I was only allowed into classes to observe for a limited period of time, it would not be reasonable for me to draw conclusions about



teachers' understanding of Curriculum 2005. Another limitation was that the observation was not done during several intervals in the year.

#### 5.3.3.2 Approved answers

In completing the survey questionnaires, some teachers especially the Madadeni sample, were providing "politically correct" responses. However, congruence between what they said they were doing and what they were actually doing would be difficult to confirm.

### **5.4 TEACHERS' PERCEPTIONS AND EXPERIENCES OF OBE**

#### 5.4.1 Teachers' conceptions of OBE are varied

Given the strong emphasis placed on the paradigm shift required, teachers' interpretation of "implementing OBE" was that which they were doing differently when compared to their previous practices. What teachers said they were doing differently varied from superficial changes to more in-depth changes. Some examples of their stated changes can be summarised and listed as follows.

- OBE implies a shift from only written work to work that involves cutting and pasting and some construction;
- less teacher talk and more facilitation;
- learning by discovery and an increase in peer teaching;
- a change from ability groups to social groups;
- flexible time-frames;
- inclusion of life skills;
- more formative continuous assessment;
- allowing children more freedom to speak with each other;
- greater pupil involvement;
- fewer teacher set rules on how to solve problems;
- teaching through play;
- decrease in rote learning; and
- a change in seating patterns

Strong variations among teachers' conceptions of OBE, have led to teachers each creating their own version of OBE. A teacher could believe that she was "implementing OBE" although what she was doing had little resemblance to what the designers of Curriculum 2005 intended. For example, it was possible for teachers to believe that they were implementing OBE when in fact they only changed seating patterns or grouping of pupils.



Figure 8: Learners from School B (ex-NED) constructing "petrol stations" as part of their Programme Organiser on Transport



Figure 9: Learners working on a cutting and pasting activity in School F (ex-KwaZulu)

#### 5.4.2 “Basic skills first”

There were widely varying views about whether OBE was a suitable approach for pupils during the first few months of formal schooling. Generally teachers felt that OBE was something that should be done only after learners had received “good solid teaching of the basic skills”. Teachers’ views were that “basic skills” such as handwriting, expressive writing, phonics and reading cannot be achieved completely through an OBE approach. Therefore most teachers said that an outcomes based approach should be implemented later in the year (preferably from the third term onwards) after the basic skills were taught. Teachers’ experiential knowledge conflicted with policy-makers’ views.

#### 5.4.3 Teachers still at the centre of the learning process

From the few and limited observations of teachers’ classroom, it became evident that what teachers said about changes and what they did, did not always match.

Some teachers indicated that there were fewer teacher-initiated questions. However, the teachers were still very much at the centre of the classroom. Discussion centred around the teachers’ questioning and usually these required more closed responses (leading questions) than open-ended responses. Although teachers indicated that pupils initiated questions, this was rarely observed.

#### 5.4.4 Pupil grouping varied

Although the policy-makers said that teachers should use social grouping instead of ability grouping, the grouping of pupils varied from school to school. In some schools, learners were placed in ability groupings for reading and Numeracy whilst in other schools, learners were grouped in social groups. Teachers interchanged with ability and social groups as the need arose.

#### 5.4.5 Some teachers unhappy with social grouping

Although some teachers said that they grouped pupils according to social groups, they also indicated that they did not believe that it was the best approach for their classrooms. These teachers felt that the social groups did not stimulate the brighter pupils and sometimes frustrated the weaker pupils. Some teachers were becoming frustrated as they seem to have wanted to comply with the policy-makers’ instructions but realised that the policy makers’ prescriptions as to what would work, often conflicted with their own experiential knowledge. Teachers within the privacy of their classrooms did what they thought was best to satisfy their own conscience.

#### 5.4.6 Some activity based learning mechanical, some children lacked material

Most teachers indicated that pupils were engaged in activity based learning. The use of magazines and newspapers for cutting and pasting activities was common. However, in some cases, magazines were not provided and not all children had scissors to cut or glue to paste pictures. Some teachers asked pupils to look for pictures at home prior to the lesson and they were asked to paste these pictures on a sheet provided for the group. In such cases, the activities were very mechanical and did not stimulate the children. Furthermore, with activities that required that children bring resources from their homes, children from disadvantaged homes were further disadvantaged. Children often quarrelled over resources and the group leader often dominated the sessions.

#### 5.4.7 Pupils working individually

When activities in the form of worksheets were given to pupils, pupils sat according to groups but worked individually for most of the time. Children also guarded what they were doing and sometimes complained when other children copied them.

#### 5.4.8 Assessment time consuming - individual observation difficult

Most teachers indicated that they were doing more formative continuous assessment and that they assessed outcomes. Teachers were not pleased with the new type of assessment, which involved more work and hence was time-consuming. Teachers indicated that they were expected to make notes about pupils as they worked. Teachers found this impractical. They felt that this deterred them from "getting involved" in the lesson with pupils. Furthermore, teachers found it impractical to observe all the pupils all the time. They felt that they were doing pupils an injustice by assessing in this way. For example, a teacher seeking closure to an activity, soon became frustrated when a pupil worked slowly with an activity as she could not assess this pupil with the rest of the group. The principle of learners working at their own pace (policy-makers' rhetoric) was often ignored in the reality of classroom practice.

#### 5.4.9 Curriculum 2005 offers flexibility

Those teachers who were dissatisfied with the traditional curriculum have felt a sense of empowerment with Curriculum 2005. Curriculum 2005 with its strong "constructivist trajectory", (Muller and Taylor, 1995) emphasises flexibility of time, pace and decompartmentalisation of learning areas. This offered those who were previously subjected to rigid practices and authoritarian supervision, a sense of freedom and flexibility which created a false clarity (see chapter 1) in teachers' understanding of the purpose of OBE.

#### 5.4.10 More freedom for discussion

Since the removal of rigid time frames had reduced the pressure on teachers to complete work within a set time, teachers had allowed children freedom to talk to each other. Teachers did not burden children with an overemphasis of written work as they no longer felt pressured to show voluminous amounts of work to their supervisors. This had led to an increase in pupil communication. Whilst this seemed positive for pupils and teachers, teachers themselves had created a false clarity about OBE. The policy-makers' vision (to produce critical and creative thinkers) is often replaced by teachers' vision in which they see less rigidity, and hence a more relaxed atmosphere.

#### 5.4.11 CEREP comparison

The findings of CEREP are similar. According to Jansen (1998), teachers hold vastly different understandings of OBE even within the same school. The considerable range of meanings attributed to OBE has implications for implementation, which could, similarly, be expected to reflect a very broad set of teaching and learning strategies within Grade 1 classrooms. Jansen (1998) stated that the range of meanings imply a lack of coherence and focus in the communication of policy on OBE and Curriculum 2005.

#### 5.4.12 Concluding remarks

Teachers' conceptions of OBE varied widely. In the absence of evaluation, ongoing support and tried and tested exemplars, teachers have created their own vision of Curriculum 2005. Teachers' ambivalence toward change is manifested in their trying to retain what they felt worked well in the past with some changes suggested by policy makers. As one teacher described it: "We do traditional teaching for three days in a week and OBE during two days" (Teacher C1). Some changes in the curriculum were superficial involving structural rather than conceptual changes. However, the policy makers' vision for transforming the curriculum involves more than surface and structural changes. What seems to emerge is the failure of teacher development to ease the tension between policy makers' vision and teachers' vision.

## **5.5 ARE WE PRACTISING OBE?**

There was considerable uncertainty among teachers about whether they were in fact practising OBE.

### **5.5.1 Integration of learning areas: an example of uncertainty**

Curriculum 2005 encourages teachers to use integrated learning activities, which incorporate skills from several traditional subjects, for example: language, mathematics and social studies.

Some of the ten teachers interviewed said that they used integrated learning areas, towards the later part of the year. The survey respondents in describing what they did differently did not mention "integration of learning areas." Of the survey respondents, Madadeni B.Ed. students, although stating positive views about the appropriateness of OBE for Grade 1 students, did not indicate integration of learning areas as a feature in their (revised) practice.

Many B.Ed. students on a UNP Winter School OBE course in 1997 when asked to design an integrated learning activity as a course assignment, found the task difficult and a significant number seemed to have no conception of what such activities could be: school learning was clearly compartmentalised into language, maths etc. and indeed some students seemed to view school learning as concentrating on learning words and names of things, rather than understanding how things work. Teachers lacked exemplars of integrating learning activities. Therefore, some teachers who were faced with uncertainty adhered to the familiar. (Knox, personal communication).

### **5.5.2 Some teachers lack basic skills and concepts**

Jansen (1997) commented that policy makers have made "flawed assumptions that qualified teachers exist to make sense of the new curriculum." Ramphele (1997) also warned that policy makers should not ignore the "huge skills gap created by Bantu Education."

It may well be that teachers who are not very well versed in subject content will find integrating more difficult. This was also found to be a major problem in a school-based curriculum development project in Papua New Guinea. One primary teacher there said, "It's easy to adapt a maths lesson to the environment provided you understand it yourself in the first place." (Knox, personal communication).

Lack of grasp of basic skills and concepts may prove a major obstacle to approaching a new curriculum like Curriculum 2005. (Knox, personal communication)

Teachers who indicated that they were practising OBE, might not be doing so in a way that it was intended because they lack the basic skills and concepts. Once again, there is a danger of false clarity where teachers think that they have changed conceptually but have only changed superficially.

### 5.5.3 Some causes of uncertainty

Most teachers seemed to have read about OBE, attended workshops and some even took university modules dealing with OBE. Teachers seemed to understand the theory of OBE. However, teachers were uncertain of how to practice OBE in their classroom.

Teachers blamed this uncertainty on the following:

- the inadequate and misguided in-service course;
- large class sizes - "show us how to implement OBE in large classes" ;
- inadequate resources for small group practical activities;
- lack of follow up support that had been promised.

I also felt that the uncertainty was manifested in teachers starting the first term with much of what they did in the past. This uncertainty was further compounded by the lack of appropriate exemplars.

### 5.5.4 External factors and context blamed, not teachers

Some teachers did not attribute any of this uncertainty to their occupational identity as a teacher, which could have been lacking in some way, but to external factors beyond their control. Some teachers were even sceptical about further training, which they believed would not alter their context in which they worked.

### 5.5.5 Comparison with CEREP

According to Jansen (1998: 20), teachers claimed considerable uncertainty about whether their practices in fact constitute OBE, irrespective of the aggregate levels of institutional resources or years of personal teaching experience. Well-qualified teachers with years of experience and a reputation for being outstanding grade one instructors, demonstrated the same levels of uncertainty about their practices as did poorly qualified and inexperienced teachers. Teachers understanding of the principles of OBE did not always match what they did in practice.

#### 5.5.6 Concluding remarks

One of the four principles stated by Spady (1994) for effective implementation of OBE, was that of clarity of focus. The uncertainty experienced by teachers, points to teachers' lack of clarity about the policy makers' vision. In some cases, teachers see policy-makers' vision and prescription as conflicting with their own experiences.

Another issue that has emerged from the problem of teachers' lack of clarity is that some teachers attribute the uncertainty to external factors rather than themselves. Such kinds of thinking will result in little effort or initiative from teachers to change themselves.

In the absence of clear exemplars which have been tried and tested in real life school conditions, why should teachers be expected to change their practices, which have survived over the years?

### 5.6 TYPES OF TEACHERS

What kinds of teachers are there, in terms of their reactions to Curriculum 2005? I tried to approach this question in three ways.

- firstly, teachers' stated or perceived attitudes (what do teachers themselves say?); (see section 5.6.1)
- secondly, strategies employed by teachers in response to the change in curriculum (what do teachers do?); (See section 5.6.2) and
- thirdly, the "frames" or broad value systems that guide teachers' day to day action. (See section 5.6.3)

#### 5.6.1 Teacher attitudes

From the data collected in this study, I have identified some stated or perceived attitudes present among teachers, which will affect their successful implementation of Curriculum 2005. I have set out what seem to be the types of attitudes involved. Each dimension is set out as a continuum with opposite ends. A given teacher may fall at any point along each continuum, for example, a teacher could be near the left hand of one continuum and near the right hand end of another. I have clustered dimensions, which seem to be somewhat similar. Some clusters such as Cluster A and Cluster B flow into each other because of their similarity.



**Table 25: Dimensions of teachers' attitudes each set out as a continuum with opposite ends**

Dimension	Ends of each continuum / dimension	
	<b>Cluster A: "Initiator versus rule follower"</b>	
A1	Initiator	Wait for instructions
A2	Creative interpreter	Instruction following Implementer
A3	Designs own learning activities	Demands ready-made material and specified learning activities
	<b>Cluster B: "Reflective practitioner versus mechanical implementers"</b>	
B1	I have some control	Outside factors determine what I do
B2	"What I do matters"	"Whatever I do won't make a difference"
	<b>Cluster C: "Empowered versus burdened"</b>	
C1	Feel a sense of ownership of curriculum, as empowering	See curriculum as extended new imposition, a burden - lacking clear benefits
	<b>Cluster D: "Willingness to change versus reluctance to change"</b>	
D1	Willing to change	Reluctant to change
	<b>Cluster E: "Hard working versus easy-going"</b>	
E1	"Professional never stops thinking"	Only do minimum needed, work stops at 2:30 p.m.
E2	Committed to improving education for others	Primary concern with own well being - work to get salary
E3	Long term vision	Short term goals
E4	Respect and reflect national diversity	Adhere to own cultural situation
	<b>Cluster F: "Collaborative teaching versus individual self-contained"</b>	
F1	Open to other views	Unreceptive to new ideas

#### 5.6.1.1 Explanation of categories

In keeping with the tenets of grounded theory, these dimensions or categories have emerged from the data. Any comprehensive programme to improve the implementation of Curriculum 2005 needs to address these dimensions. Brief explanatory notes follow.

##### 5.6.1.1.1 Cluster A : "Initiator versus rule -follower"

Some teachers wanted a structured format for implementation from the policy-makers. These teachers wanted a clear scheme of work so that they could plan in advance. Some of these teachers believed in the ability of experts whom they felt should come to their classrooms to show them how to implement OBE. The "followers" are more likely to wait for the Education Department to send them schemes of work and offer more guidance in implementing Curriculum 2005.

Teachers towards the left of the continuum are more likely take the initiative to interpret the curriculum within the context in which they work. The "initiators" are teachers who are more likely to make their own resources and create learning materials to suit the group of children they teach.

##### 5.6.1.1.2 Cluster B: "Reflective practitioner versus mechanical implementer"

The reflective practitioners are those who are more likely to criticise the implementation of Curriculum 2005 with the resultant improvement of practice. Mechanical implementers are less likely to challenge the policy makers. A reflective practitioner is more likely to take control over her situation believing that she can make a difference. The rule followers are more likely to believe that nothing that they do will alter the situation. They have a strong belief in the power of external conditions and factors that control the situation. These teachers attribute failure to lack of resources, or to some higher authority such as policy-makers, or even the pupils themselves. If they believe that whatever they do won't make a difference, they don't try.

##### 5.6.1.1.3 Cluster C: "Empowered versus burdened"

Those teachers towards the left of this continuum felt that the new curriculum was a source of empowerment. Among those on the right of the continuum, there were two strands of opinions. One strand of opinion was that the new curriculum meant more work, for example, assessment of outcomes was a burden. A second strand was that the conditions under which teachers work are unsuitable for implementing OBE, therefore teachers regarded Curriculum 2005 as a burden.

##### 5.6.1.1.4 Cluster D: "Willing to change versus reluctant"

Those teachers who were willing to change were those from the disadvantaged school who had been following the traditional curriculum as their supervisors expected them to. Those teachers who felt stifled by the past curriculum were more likely to change structurally as a form of defiance against the norms of the past.

However, willingness to change did not imply a good understanding of OBE, competence or confidence to practice OBE.

Those teachers that were less willing to change were those teaching in the more advantaged schools who had been given considerable freedom and flexibility in the past with regard to what they taught and how they taught. In the sample studied, these teachers were mainly from the ex-NED and independent schools. These teachers were more likely to say that Curriculum 2005 was not something new and that they had been doing it all along. These teachers felt competent doing what they did in the past. These teachers did not feel that they should find new ways of becoming competent.

#### 5.6.1.1.5 Cluster E "Hard working" versus "take things easy"

Those who work hard are more likely to gain ownership after they had tried the new curriculum. Some teachers preferred to take things easy. Change involves more work and these teachers were more likely to resist change. Others think they have changed, but because they take things easy they have only implemented the superficial trappings of change.

#### 5.6.1.1.6 Cluster F: "Collaborative teaching" versus "individual self-contained"

Within a culture of collaboration, teachers are likely to be more open to others' views whilst those governed by individualism are more likely to be unreceptive.

#### 5.6.1.2 Limits of this classification

I have not attempted to compare classification of teaching attitudes with those of other authors owing to shortage of time. Any attempt to draw out a classification of universal validity is beyond the scope of this research.

#### 5.6.2 Some **strategies** adopted by teachers encountered in this study.

In section 5.6.1, I identified a number of different independent attitudinal dimensions that seemed relevant to implement Curriculum 2005. In this section, I have taken a less analytical, more descriptive approach based on my impressions of the small sample of teachers in this study, in terms of the strategies they adopted in dealing with Curriculum 2005.

I found several distinct types of strategies employed by teachers. What follows are broad groupings of some teachers according to the strategies used to implement Curriculum 2005. Two broad categories of "resistors" and the "curriculum blenders" were identified.

#### 5.6.2.1 "Resistors"

Among those who were resistors, two groups have been identified and the possibility of a third exists.

##### 5.6.2.1.1 Little change to well-resourced self-planned practice

The first group consisted of teachers who changed very little and their attitude is depicted by this remark, "we were doing just fine, until Curriculum 2005 came along." These teachers were mainly from the ex-NED and independent schools who felt that they were always doing OBE except that they did not refer to it as such. In the past these teachers had considerable freedom and flexibility to interpret and determine the curriculum in a well-resourced working context and having been privileged recipients of up-to date methods, these teachers did not see the need for a major change. Much of their previous practice seemed to have included opportunities to develop critical and creative thinking in pupils. These teachers felt that Curriculum 2005 was a burden since it involved more work especially with finding ways to identify the outcomes for the lessons and to assess pupils using outcomes. For these teachers there was little change in what they were doing. They retained ability groupings and especially their teaching of the three R's.

##### 5.6.2.1.2 "No-one's told me whether I'm doing OBE"

The second group of resistors was reluctant to refer to what they were doing as Curriculum 2005, but rather spoke of what was best for the group of children they taught. When these teachers were asked whether they were implementing an outcomes -based approach, the a typical response was, "I don't know, nobody has come into my classroom to tell me whether I am doing OBE or not." These teachers had a strong belief in the experts whom they felt should come into their classrooms and show them how to implement OBE. They also attributed blame to external factors and not themselves.

##### 5.6.2.1.3 "Evaders"?

There may be a third group of resistors who have evaded a change in the curriculum. This group could include some teachers who denied me access into their classrooms and who said that they did not believe that OBE would work. Some survey respondents have also responded very negatively stating, "OBE has not worked in other countries - why waste our time? Do away with OBE." In the absence of evaluation and ongoing support structures, it is not possible to infer the degree to which these teachers have changed or not.

#### 5.6.2.2 "Curriculum blenders"

The "curriculum blenders" were those teachers who combined the traditional methods with outcomes based education.

There were three categories of curriculum blenders: the pragmatists, empowered implementers and the idealists.

#### 5.6.2.2.1 "Pragmatists"

The pragmatists adopted a "try it and see" approach. These corresponded to some extent to what Bartley (1989) had outlined (see chapter 2). These teachers admitted that they were in fact implementing some aspects of Curriculum 2005 whilst retaining some conventions of the traditional approach. These teachers did not make any false claims about what they were actually doing. They retained a considerable amount of confidence about what they were doing.

#### 5.6.2.2.2 "Empowered Implementers"

These teachers (some of whom were in ex-HOD schools) were amongst those who were prevented from creatively interpreting the curriculum in the past by supervisors (principals and head teachers included) who were watchdogs ensuring that they did not deviate from the syllabus. The implementation of Curriculum 2005 was a relief from years of being stifled in a "trying to please the supervisor" syndrome. Curriculum 2005 offered much freedom in terms of doing away with the rigid time frames of the past, compartmentalisation of subjects and a prescription of limits to what pupils should achieve. These teachers talked about Curriculum 2005 in terms of "freedom with responsibility," "being more relaxed," and "less formal". However, they also indicated that they had not abandoned the traditional approaches. They approached Curriculum 2005 cautiously, implementing OBE only after they were satisfied that the children acquired the "basic skills" through the traditional approach.

#### 5.6.2.2.3 "Idealists"

This group of teachers firmly supported the principles of OBE. Among the idealists were teachers from the Madadeni survey sample who were doing the B.Ed degree through UNP, which included a module on "Analysing Education" which dealt with outcomes based education. Furthermore, most of these teachers came from the ex-DET and ex-KZ schools which had the largest numbers of pupils, the least resources and poorest infrastructure. Despite these poor conditions, most of the respondents indicated "approved answers" from the policy-makers point of view when responding in the survey questionnaire. Yet when they were asked to describe what they were doing differently, responses such as change in pupils seating patterns indicated that all they really implemented were the superficial trappings of the new curriculum. The idealists experienced a false sense of clarity. (See Chapter 1)

### 5.6.3 Teacher frames

Jessop (1997: 103) cited Barnes who stated that the notion of teaching "frame" is located within the professional discourse of teacher thinking and development. It is the "clustered set of standard expectations" or the "default setting" out of which teachers understand knowledge, teaching and learning, pedagogical relationships, and the professional context in which they work. As such, a teaching frame contributes to how teachers prioritise tasks and relationships, as well as how they perceive and act on the constraints of their teaching situation. Jessop and Penny

(1998) have identified two frames of understanding teachers, an *instrumental* frame and a *relational* frame. (See chapter 2). These frames have also been used in attempting to understand the sample teachers and their responses to Curriculum 2005.

#### 5.7.4 Three approaches to describing teachers (Attitudes, Strategies and Frames)

From the data I developed two ways of describing teachers' attributes: the first was twelve dimensions of teacher attitudes, which fell within 6 cluster groups, the second used the strategies employed by the teachers which fell into two main categories of resisters and curriculum blenders, each having three sub-categories. I also used the categories of teacher frames, instrumental and relational, developed by Jessop (1997) and Jessop and Penny (1998).

The attitudes, strategies and frames appear to be intertwined with each other. However, further work with a larger sample is required to see how much of overlap exist among the three approaches and how many kinds of teachers exist with respect to implementing Curriculum 2005.

### **5.7 WHAT FACTORS SEEM IMPORTANT IN SHAPING TEACHERS' ATTITUDES, STRATEGIES AND FRAMES (5.6)**

In an attempt to discover teacher theory, it is necessary to listen to the voices of teachers to learn about their attitudes, strategies and frames. Understanding the kinds of teachers that exist in response to Curriculum 2005, requires understanding the teacher as a person whose life histories, histories of schooling, PRESET and professional development create a certain kind of thinking.

Some factors, which affect teachers' attitudes, strategies and frames under which they operate, are outlined below.

- teachers' background and own experiences as a learners;
- PRESET and teaching experience ;
- the teacher as person (reasons for a teaching career and the life cycle of the teacher);
- teachers' goals for pupils;
- the qualities that teachers possess;
- teachers' working culture;
- teachers' work contexts;
- the KZN-DEC in-service course offered to teachers.

### 5.7.1 Teachers' background and own experiences as learners

Through the voices of teachers, it emerged that the backgrounds of teachers were varied. It seems that for some teachers, struggle and sacrifice enabled them to break out of the poverty cycle.

Teachers can be profoundly influenced by strong emotional, or psychological experiences when they were young. For example, according to Wood as cited in Thomas (1995), "in exploring an exceptional event in his school, a teacher had recourse to his life history. The event was a fullest expression in his teaching to date of his self, and to understand the event fully it was necessary to see how the self had come into being, developed, resisted attack, been mortified, survived and at times prospered. His philosophy of teaching was rooted in these childhood experiences which he saw as starkly divided between the alienating world of formal schooling and a natural world of real learning...the sense of marginality that resulted has stayed with him through life, though it had its moments of exquisite pleasure as well as intense pain" (Ibid., xii).

#### 5.7.1.1 Poor practices emulated

For those teachers who were subjected to the "listen to the teacher" mode of teaching where they were "passive recipients," and experienced fear of being labelled "outspoken," alternative more pupil-centred approaches would seem to be far more attractive. However, although teachers seem to report such "passive" experiences with disapproval, they also invariably have imitated their teachers to some extent. For example, one teacher chose teaching as a career since she felt that teachers had control over children in their classes. Another teacher who related the experiences of a "horrible teacher" who used corporal punishment, was also using corporal punishment in her own class. Teachers may have assimilated some unsuitable practices into their own teaching.

#### 5.7.1.2 Better schooling leads to more creative teaching

Among the ten sample teachers, teachers who had themselves attended better schools where thinking and initiative were encouraged were more likely to be "creative implementers" of curriculum 2005 instead of "rule followers".

#### 5.7.1.3 PRESET

During PRESET teachers became schooled in some styles inappropriate for OBE. In times of uncertainty, some teachers leaned on their PRESET training. Some teachers' reluctance to change may be attributed to the lack of adequate and suitable exemplars. Teachers are resisting the idea that teaching experience gathered over the years has lost its value.

#### 5.7.1.4 Concluding remarks

Thomas's (1995) statement that "there is strong evidence that what teachers 'know' about teaching derives from links between personal life history and professional career" emphasises the need to examine "experience" and "self" as key constructs (ibid., 11). The rational solutions to change, assume that teachers are technicians. The teacher as a person and his or her philosophy of teaching, which may have been derived from his or her experiences of schooling are ignored. Given the legacy of apartheid, these personal philosophies vary widely. Ignoring the teachers' life histories and experience may result in two forms of non-change described by Fullan (1991). *False clarity* occurs when people think that they have changed but have only assimilated the superficial trappings of the new practice. *Painful unclarity* is experienced when unclear innovations are attempted under conditions that do not support the development of the subjective meaning of change.

#### 5.7.2 "Teachers as people"

Teachers are people and teaching is only one part of their lives. Understanding the teacher involves understanding the frames within which they work.

##### 5.7.2.1 Reasons for a career in teaching

Table 9 in chapter 4 reported the main reasons reported by survey respondents for choosing teaching as a career. Teachers cited both instrumental and relational factors (Jessop and Penny, 1998) as very important in attracting them to a career in teaching. These were "Hours are good for combining work and family" and "job stability" (instrumental) and "a desire to work with young people" (relational).

##### 5.7.2.2 "Instrumental" factors

Keeping in mind that teachers are people reminds us that teaching is only one part of their lives. Teachers may have pressing problems at home: for example, a single parent attempting to raise children and maintain a home, may not have the time and energy to create new teaching resources. Such people also have little time to reflect on their school problems.

From the findings of the survey questionnaire a large number of respondents indicated that they were attracted to teaching because the hours were good to combine work and family. The extent to which Curriculum 2005 make demands on their family time is likely to determine the extent to which the innovation is resisted. Implementation may partly depend on whether "vocational commitment" is greater than the forces of "instrumentalism" (Sikes, 1992).

##### 5.7.2.2.1 Disadvantages of instrumental factors

Instrumentalism inhibits the success of Curriculum 2005. If teachers' attitudes are such that their work ends at 2:30 p.m., this may have a negative impact on their attitude to change as change



does involve more work. Fullan (1991) stated that change in behaviour usually precedes belief and ownership comes only after teachers have engaged in and interacted with the new curriculum. Teachers with the attitude that "Curriculum 2005 will not work " and "work stops at 14:30" are unlikely even to try a new approach and therefore would not experience a sense of ownership.

#### 5.7.2.2.2 Relevant motivation?

Since most teachers in this study gave instrumental reasons for choosing teaching as a career, it seems that if external reinforcements were offered, these would be enabling factors in the implementation of Curriculum 2005. However, instrumentalism can also be an inhibiting factor in the implementation of Curriculum 2005, especially in absence of evaluation where teachers take things easy. For those teachers who are dependent on external reinforcements, performance appraisal connected to job security and promotion is more likely to be influential than inspiring ministerial speeches.

#### 5.7.2.3 Relational factors

The relational factor, "a desire to work with young people" may be an enabling factor in the implementation of Curriculum 2005 since OBE is said to be a child-centred approach, which some teachers have found to have increased children's communication skills. This factor is likely to lead to an increase in vocational commitment as it is linked to a teacher's own desires as a person.

#### 5.7.2.4 Life -cycle of teacher: age and career stages important.

Sikes (1992:40) cites Levinson who said that various approaches to the study of the life cycle have demonstrated that different ages have their associated biological, psychological and social aspects and characteristics. This aspect of life cycle will be highlighted with a brief description of a teacher close to retirement.

##### 5.7.2.4.1 A teacher near retirement.

Mrs M., an old teacher who had thirty-nine years of teaching experience and only few months left before her retirement, was among the ten sample teachers. She did not fill in the questionnaires that I sent her. She was willing to voice her opinions but resisted being observed. Although teachers determined the date on which I could visit them, on the day that I was scheduled to observe in Mrs M's class, she said that she had to go to the clinic for medical treatment. She complained about the pupils in her class whom she said came into Grade 1 with very little pre-school training. She was also disturbed that the Education Department did not send workbooks as promised.

#### 5.7.2.4.2 Some difficulties in changing

Teachers in their mid-life span have much life experience behind them; are more aware of their mortality, may be facing declining physical powers, are often more intent on establishing a balance between their work and the rest of their lives and are thus more cautious to change (Hargreaves and Fullan, 1992: 8). The older teachers get, the more difficult it becomes for them to make changes which require time and plenty of energy. In the case of Mrs M., in addition to coping with her poor health, the teacher also had to cope with change. This teacher operated in the mode of "rule follower," (see section 5.6) and her need for direction and structure became evident in the interviews (Transcript 10). She also attributed blame to outside factors such as not receiving books from the department and a lack of support. She did not seem to resist change as such, but the way in which the change was implemented.

#### 5.7.2.4.3 Younger teachers

"Younger teachers, like younger adults generally, characteristically have a great deal of physical energy, few domestic commitments, a somewhat untempered idealism and a willingness, therefore to invest strongly in work and innovation" (Hargreaves and Fullan, 1992:8). A teacher in the sample whose age was under 25 years, was more willing to change compared to those in the 31- 40 years age category. The younger teachers do not have years of experience behind them and are unlikely to feel the sense of loss. (Referred to in 5.7.1.3)

#### 5.7.2.4.4 Concluding remarks

Teachers at different points in the life cycle have different responses and needs in terms of professional development and change. Policy-makers must take cognisance of the teacher as person in order to bring about realistic changes. Older teachers are likely to feel more threatened by change which implies a sense of loss of their past experience and they may be aware of their own physical limitations which deter them from making a transition at the same rate of younger teachers. It is not surprising that many older teachers took the voluntary severance package, which was a way to early retirement just before the implementation of Curriculum 2005.

### 5.7.3 Teachers' goals for pupils

Teachers' goals for pupils are important influences on their perceptions and experiences of implementing changes in the curriculum. Teachers perceptions and experiences of implementing Curriculum 2005 will be influenced by the extent to which their own goals for pupils are congruent with those of the policy makers and the school in which they work.

#### 5.7.3.1 Teachers have a variety of aims

Some teachers may try to keep the children occupied and the class quiet whilst others may be more ambitious. They may aim to develop their learners into creative and critical thinkers. Some

teachers wish to develop the three R's in their pupils. Other teachers see the development of moral and social values as very important. Some teachers may teach in a way that promotes teachers' progress on the career ladder. Thus the aims that teachers have for their learners may vary considerably from school to school.

#### 5.7.3.2 Teachers' goals don't always fit policy-makers' vision.

One of the four principles that Spady (1994) advocates for the successful implementation of OBE, is that of "high expectations". However, teachers' goals for pupils may not be congruent with that of policymakers' vision for several reasons.

Conditions of work and the kinds of learners in each class vary. The learners' fluency in the medium of instruction, the kinds of thinking children are used to; the socio-economic situation of the school and the culture of the school are factors that may lead to low expectations of the learners. Those pupils that come from disadvantaged backgrounds are further disadvantaged as a result of the teacher's self-fulfilling prophecy that little can be achieved with such learners. Teachers adjust their goals according to their perceptions of groups of children present.

#### 5.7.3.3 Translating Curriculum 2005 into practice

Teachers don't know how to translate the Curriculum vision into practice. Some teachers are not rejecting the principles of OBE and Curriculum 2005 wholly, they just don't know how to implement it. In the face of this uncertainty, teachers create their own vision to suit their own environment and work context.

#### 5.7.3.4 Some teachers' working belief

Some teachers' working belief, their basis for action is that only through the teacher's teaching will learning occur. They do not believe in the teacher being a facilitator. These teachers believe that "good solid teaching" (Teacher E1) is what learners need. Some teachers manifested their uncertainty when they questioned whether pupils were in fact learning in the "chaos" of OBE.

#### 5.7.3.5 Concluding remarks

Understanding teachers' goals for pupils contribute to understanding the teacher as a person. Policy-makers have made flawed assumptions that once the policy is set it would "proceed on auto-pilot in a linear way" (Hargreaves and Hopkins, 1991: 9). However, teachers are not working in standardised conditions and neither do they have the same knowledge, skills and experience. There is a great variance in teachers working conditions and the learners who come to school that influence the teachers' aims and goals. The ideal of "high expectations" emphasised by Spady (1994) is not always maintained.

Although a shared vision is essential for success, policy-makers cannot impose this vision on teachers. Policy-makers' visions die pre-maturely when they impose a false consensus suppressing personal visions rather than enabling personal visions to flourish (Fullan, 1993: 5). Policy-makers need to understand teachers' goals for their pupils and find opportunities that are congruent with teachers' aims to get teachers to engage in action. Teachers are more likely to engage in action if there is some clarity about what they can achieve under the conditions in which they work.

#### 5.7.4 Teacher qualities

The qualities that the majority of teachers in my study selected as being important for a Grade 1 teacher were: "patience," "love for children" and "being well organised".

According to Hargreaves (1997), good teaching is not just a matter of being efficient, developing competence, mastering technique and possessing the right kind of knowledge. Good teaching also involves emotional work. Nias as cited in Hargreaves (1997) also found that primary teachers spoke of their relationships to children they taught in terms of care, affection and even love. However, Hargreaves (1997) cites Noddings who argued that educational reform effort often elevate cognition above care as priority for improvement. The emotional dimension is often taken for granted or ignored.

In a study conducted by Hargreaves (1997) he found that teachers do not plan their courses or units of work in a linear way that starts with the outcomes first, then map backwards to identify the methods and materials. Rather teachers, start with knowledge and feelings about their students, with their intuitive understanding about what is likely to excite and engage those students, and with their own passions and enthusiasm about ideas, topics, materials that they can picture working with their classes. The context, too, determines the limits of their vision.

According to Spady (1994), teachers should have the ability to design down from the key outcomes. This rational planning process of outcomes based education is sharply at odds with the emotionally charged way that teachers plan in practice (Hargreaves, 1997). For example, some of the sample teachers had stated that they did not want to term what they were doing as OBE, but rather they were doing what they thought was best for the learners. The blending of the traditional curriculum and Curriculum 2005 is further justification for teachers doing what they feel is best for their learners.

### 5.7.5 Teachers' work culture

According to Hargreaves and Fullan (1992:217), cultures of teaching help give meaning, support and identity to teachers and their work. Physically, teachers are often alone in their classrooms, with no other adults for company. Psychologically, they never are. The outlooks and orientation of the colleagues with whom they work now and have worked in the past powerfully affect what they do there - their classroom styles and strategies.

#### 5.7.5.1 Teachers working together

In the face of uncertainty and insecurity, teachers work together to some extent, in respect of lesson planning and creation of resource materials. In some cases, there is a collaborative culture whereby teachers wish to work with each other because they value the ideas and suggestions of their colleagues. In other cases, there is contrived collegiality, where teachers work together because the policy-makers have recommended it.

However, working together does not mean that teachers have abandoned their autonomy in working with classes. Teachers are still individualistic since they still teach behind closed doors. Teachers still retain their "autonomy" over their classrooms where outsiders and sometimes even their own colleagues are not welcome.

### 5.7.6 Teachers' work context

The context in which teachers work also influences the perceptions and experiences of teachers implementing Curriculum 2005.

#### 5.7.6.1 "Schools in KwaZulu-Natal are in a mess"

Karen MacGregor, (Sunday Tribune, 5 October 1997), wrote that "schools in KwaZulu Natal are in a mess, most of them the victims not only of apartheid inequalities and the lack of money but also of bureaucratic bungling, political self interest and lack of leadership." However, the discrepancies between marginalised schools and privileged schools continue to exist. MacGregor (ibid.) cites Jansen who said that "privileged schools have been able to employ more teachers and draw on educated parents to help access private resources." Consequently, the ideal of equity remains a pipe dream.

Teachers have to simultaneously cope with teacher rationalisation with its consequent increase of pupil numbers in each class as well as the pressures of a new curriculum.

#### 5.7.6.2 Large number of pupils in classes

Most teachers indicated that a large class size was an inhibiting factor in the implementation of Curriculum 2005. The outcome of rationalisation is that very many teachers have larger numbers of pupils to work with as well simultaneously cope with changes in the curriculum. Teachers' perceptions and experiences are that large numbers are not congruent with an OBE approach, which requires much observation of pupils. One teacher said that she was only able to do OBE work outside the classroom with half of the class of 44 pupils whilst the other half of the class attended computer studies.

#### 5.7.6.3 Teachers feel unfairly treated

Teachers' adverse work conditions are an indicator to them of the value that policy-makers place on the change. Teachers feel that policy-makers do not understand them or the contexts in which they work. Subscription to the policy-makers' vision is likely to lead to compliance and not commitment. Teachers perceive requirements to change under poor work conditions to be unfair.

#### 5.7.6.4 Sliding scale of resources

Teachers' work contexts vary according to the ex-Departments of the school. There is a sliding scale of resources among the schools with the ex-NED schools being well-resourced, the ex-HOD, medium resourced and the ex-DET and ex- KZ being poorly resourced.

#### 5.7.6.5 Teachers' vision of learning resources

Teachers who are used to having many resources ask for more resources to implement Curriculum 2005. Teachers from school backgrounds with minimal resources only ask for fairly basic additions, such as a duplicator or a carpet for sitting comfortably during discussion (Teacher F2). Availability of resources imposes limits on teachers' visions for their pupils.

#### 5.7.6.6 Time needed to acquire / produce more resources

The lack of resources also affects the teachers' use of time. A teacher in a rural school without a duplicating machine had to reproduce worksheets manually by tracing. However, those in the more privileged schools are not subjected to such time wasting techniques.

#### 5.7.6.7 What pupils can bring from home

Some teachers expect pupils to bring resources from home especially when the school does not have those resources: for example, pictures from magazines. In such cases, it is debatable whether all pupils are given equal opportunity to achieve the outcomes as some pupils have better resources than others.

#### 5.7.6.8 Space for group work.

Teachers have also complained about the lack of space in their classrooms, which is not conducive to an outcomes based approach, which requires much space for effective group work.

#### 5.7.6.9 Time available for preparation.

Changes require teachers' time, energy, motivation and opportunities to reflect. There are various pressures on teachers' time at work. Teachers in the ex-HOD schools for example, are required to teach in the Intermediate Phase after their own Grade 1 pupils have left earlier in the afternoon. This limits teachers' preparation time and minimises teachers' opportunities to meet more often with other Grade 1 colleagues.

#### 5.7.6.10 Concluding remarks

According to Fullan and Miles (1992), change is resource hungry. Change demands additional resources for training, substitute teachers, new material, new space and above all, time. Policy-makers must be realistic and provide resources and proper conditions to facilitate change. Teachers are more likely to change, if given the right context. Unless redress becomes a reality for the disadvantaged schools, their pupils will remain disadvantaged.

### 5.7.7 The KZNDEC In-service Course for Curriculum 2005

Teachers' response to change is linked to their professional development. Attempts by the Department to prepare teachers for Curriculum 2005 resulted in a single five-day course. During this short one-shot course, teachers were expected to assimilate the meaning of OBE and be able to implement Curriculum 2005 in their classrooms the following year.

This course concentrated on principles of OBE, terminology, and some aspects of lesson preparation. It also included some demonstration lessons (using teachers as "learners"). The course contrasted two approaches, the "CNE approach" and the "OBE approach", and expected teachers to jump from one to the other rather than move along a continuum between the two poles.

Teachers' response to this five-day course, that is their attitudes, perceptions and experiences, partly determined how they implemented Curriculum 2005.

#### 5.7.7.1 Teachers' opinions of the course

As indicated in chapter four, there were two strands of opinion with regard to the in-service course. One strand was that the in-service course helped teachers to understand the principles of OBE. The second strand was that teachers were unanimous that the five-day course was insufficient and inadequate for teachers to implement Curriculum 2005 practically.

#### 5.7.7.2 CEREP's findings on teachers' views of the INSET course

According to Jansen (1998), teachers uniformly felt that the preparation for OBE implementation was inadequate and incomplete. Jansen drew a distinction between the views of "black and white

teachers.” According to Jansen (1998), black teachers regarded the training as necessary and useful but that more training was needed in order to become more meaningful in the lives and practice of Grade 1 teachers. White teachers saw the training as being misguided, in that the training was too basic and offered at a level which such teachers had long surpassed in their own training.

#### 5.7.7.3 Responses of teachers from various ex-Departments.

Unlike Jansen’s (1998) findings, which revealed differences in responses to the training according to the race of teachers, I have chosen the ex- departments of schools as a point of comparison. I found that African teachers in the disadvantaged ex- KwaZulu School also felt that the training was useful but insufficient. In contrast an African teacher teaching in an ex-NED school responded in a similar way to white teachers in an ex-NED school who felt that training was misguided and inadequate. This teacher also felt that further training outside the context in which she worked would be of no use to her. Therefore, I have chosen to use the ex-departments as points of comparison rather than distinctions according to race.

#### 5.7.7.4 Concluding remarks

Most teachers, irrespective of the ex-department, to which their school belonged, felt that the training was insufficient for teachers to practically implement outcomes based education in their classrooms. The uncertainty and insecurity experienced by teachers are directly linked to the lack of appropriate training for Curriculum 2005.

### 5.7.8 Some reasons why teachers’ preparation for implementing Curriculum 2005 was inadequate

Teachers experienced much uncertainty about how to implement Curriculum 2005 in their own work context and conditions. Attempts at teacher development have failed for several reasons.

#### 5.7.8.1 Deficiency assumption

The assumption underlying the approach used for training was that the traditional system of education was inappropriate and therefore all teachers were lacking in the knowledge, skills and competencies needed to arrive at the expected outcome for education. Variations in teacher development needs as a result of differentiated PRESET and the general impact of apartheid education on the majority of teachers were ignored.

The adult education guideline of “start from where they are, build on what they know” was obviously not followed. According to Schroenn (1998), to change teachers and their practice, one must begin from where they are and not with a *tabula rasa* assumption. One must, in fact, remember the old cliché that one should always be aware of throwing out the baby with the bath water! (Schroenn, 1998 and Goodson, 1995)



#### 5.8.11.2 Skills gaps remain

There is a clear danger that the teachers with the greatest deficiencies in training and experience will remain deficient. (See Ramphele's comment on skills gap in paragraph 2.2.2.9 in chapter two)

#### 5.8.11.3 Different contexts and purposes not recognised

The approach to developing the teacher did not include teacher development as self-understanding and ecological change. The training did not take into account that teachers are people and that they have their own goals for their pupils and work in different contexts.

#### 5.8.11.4 No clarity on policy makers' vision

Whilst the aim of the five-day training course was to promote the vision of policymakers, it actually failed in most cases. To expect all teachers to share a common vision of policy-makers after a five day training course is unrealistic, given the diversity of the teachers' pre-service training, their teaching cultures, the varying backgrounds of pupils and the sharply contrasting work contexts of teachers. Most teachers returned to their schools after the in-service course without "clarity of focus" which is essential for the implementation of change (Fullan, 1991) and more specifically for OBE (Spady, 1995).

#### 5.8.11.5 Manner of top down imposition

The course was imposed by experts in a top-down manner who flung OBE terminology ("jargon" according to Jansen, 1997) at teachers. Teachers felt that they had no choice. As one teacher described it. " We were told that we should do or die" (Teacher B2).

#### 5.8.11.6 Lack of training for principals

The training focused on changing the teacher, but ignored simultaneously developing the culture of the school. During negotiations for gaining access to schools it became obvious that some principals were unaware of what Grade 1 teachers were doing. The principals of the schools and head teachers were not appropriately trained before the Curriculum 2005 INSET course. This further complicated the implementation process as the head teachers were just as confused as teachers and could not offer any clarity on the situation.

#### 5.8.11.7 Lack of on-going support

Most teachers indicated that they did not receive the outside support that they were promised. There was no evaluation in place to ensure that teachers were implementing Curriculum 2005 and there were no efforts made to recall teachers to discuss problems they were experiencing with the intention of assisting them.

#### 5.8.11.8 "Faulty maps of change"

Fullan and Miles (1992: 1) wrote that "faulty maps of change" was one possible reason for failure of change. "It's hard to get to a destination when your map doesn't accurately represent the

territory you traverse." Curriculum 2005 as a vision for providing a better education, is based on flawed assumptions (Jansen, 1997), especially given the kinds of teachers that exist in the system and the low resource profile of existing schools. Ignoring these important aspects does not help to find solutions to our education problems.

The policy makers' flawed assumptions are revealed by their poor of planning of preparing teachers for Curriculum 2005. The failure of the in-service course to instil confidence in teachers is an example of inadequate teacher development. With regard to the in-service course, the policy-makers even when assuming a deficiency approach did not balance theory with practice. Over-emphasis on theory and lack of appropriate exemplars contributed to teachers' uncertainty of OBE in their own working contexts. To assume that "once a policy is passed, then implementation will proceed on autopilot" is erroneous. (Hargreaves and Hopkins (1991). In short, what seems to be needed is an appropriate strategy that shows understanding of teachers as people, takes cognisance of their work context and aims to provide ongoing support to teachers in their implementation of Curriculum 2005.

#### 5.8.12 Section summary

Based on the premise the teacher is the key to change, the guiding question, "What kinds of teachers are there to implement Curriculum 2005?" emerged. This question was approached from three strands, which are inextricably linked with each other. Teachers' attitudes, their strategies and their frames were explored in an attempt to understand teachers' reactions to Curriculum 2005. Several independent dimensions of teachers' attitudes were identified and its limitations disclosed. Some strategies adopted by teachers in the study are outlined. Two main categories of "resistors" and " curriculum blenders" were identified and the variations within the categories described. Two teacher frames, the *instrumental* and *relational* ( identified by Jessop and Penny, 1998) contributed to understanding how teachers prioritise tasks, perceive and experience the curriculum. These frames also tell us about teachers' commitment. Some factors affecting teachers' attitudes, strategies and frames are discussed. These factors include teachers' own experiences as learners; their PRESET; reasons for teaching; the impact of life-cycle; teachers aims and purposes; qualities regarded as being important for teaching Grade 1 learners; the influence of context, INSET and the lack of support.

## CHAPTER 6

### **6.1 SOME CONCLUDING REMARKS**

#### **6.1.1 Snapshot view**

This dissertation has highlighted the perceptions and experiences of some Grade 1 teachers implementing Curriculum 2005. Even if reflective questions were asked, essentially each teacher's perceptions and experiences were captured at a single point in time. Like photographs, any interpretation of them is limited to the time and context in which these were taken. Considering that only some teachers' perceptions and experiences were captured over a relatively short period of time, I do not wish to make conclusive claims. I have tried to set out findings in a way that enables readers to draw their own conclusions.

#### **6.1.2 Reflective comment on methodology**

Both qualitative and quantitative methods were used. Teachers were keen to voice their opinions about OBE and Curriculum 2005, but being observed was a sensitive issue. As a result of the uncertainty and lack of confidence in implementing Curriculum 2005, some teachers denied me access to their classrooms. Triangulation of methods used for data collection proved to be useful but raised the question of whether participants would regard me, a researcher, as an authentic presenter of their voice as I was also checking up on them by observing them in their classrooms.

According to Amanda Kemp (1993), "the key is to acknowledge that you are travelling, that you are not striving for authenticity but honesty". Accordingly, I have acknowledged the limitations of my methodology in chapter 3 and I have disclosed my inclination as researcher towards presenting a teachers' voice rather than discussing the policy makers' vision.

#### **6.1.3 Stated opinions may not correspond to teachers' practice**

The varied degrees of implementation (or non-implementation) by teachers, serve to emphasise the inequalities that continue to exist across the post-apartheid education system. Those teachers in well-resourced schools who stated that Curriculum 2005 was a burden or that their practices had hardly changed were actually implementing principles of OBE and Curriculum 2005 towards developing, for example, critical and creative thinkers. These teachers were also more critical of Curriculum 2005 and may have appeared to resist changes. In contrast, some teachers in poorly resourced schools, who had the strongest beliefs in OBE and Curriculum 2005, were reflecting only superficial changes in their practice. Belief or commitment alone is insufficient. Change

should have simultaneously occurred in the use of teaching materials and teaching approaches. Ironically, the teachers who were compliant (the rule followers) were more likely to experience the type of non-change that Fullan (1991) writes of that is, *false clarity without change*.

#### 6.1.4 Types of teachers

Based on the premise that the "teacher is the ultimate key to educational change," I attempted to find out what kinds of teachers exist in the sample to make sense of the curriculum. I tried three approaches to understanding the types of teachers, which involved examining and interpreting their *attitudes*, *strategies* and *frames of thinking*. Teachers' stated and perceived attitudes were positioned according to clustered dimensions, each set on a continuum with opposite ends. I then distinguished groups of teachers according to the strategies that they employed in response to Curriculum 2005. Teachers were categorised according to the broad categories of "resistors" and "curriculum blenders". The "resistors" were those teachers who felt that Curriculum 2005 was a burden. Amongst the "curriculum blenders" were the pragmatists, empowered implementers and the idealists. These different categories of teachers also reflected differing conceptions and practices of OBE. Furthermore, probing teachers' personal, professional and biographical characteristics revealed more about teachers' frames which were *relational* and *instrumental* (Jessop and Penny, 1998). The teachers' frames tell us more about their commitment to teaching.

#### 6.1.5 Bridging the gap between rhetoric and reality

Policies are introduced in a manner that implies that these are inherently good in themselves and therefore criticism from practitioners is often treated as resistance. Policy makers' vision is usually privileged over the practitioners' voice. There is a gap between rhetoric (policy makers' vision) and reality (practical implementation of the policy). This study provided a way of hearing teachers' voices through grounded theory research.

Policy makers who see teachers as mere technicians often ignore their experiential knowledge. Based on a rational approach, policymakers assumed that teachers would specify the change according to their own situation and implement the change. Policy makers' rational view of teachers as "technicians" does not understand the teacher as a person whose background, own school experiences, reasons for teaching and PRESET influence how he / she perceives and interprets the curriculum. The widely varying practices of teachers as a result of varying attitudes, strategies and frames question the success and effectiveness of policy makers' arrangements to bring about the necessary changes through Curriculum 2005.

Planners start from outcomes and work down to learning activities. Teachers using relational frames start with intuitions of what works best for their pupils and this varies according to the group of pupils. Planners overlook the importance of extrinsic incentives (for instrumentalists) and take for granted love and caring for children, so assuming that all teachers work within a relational frame.

Teachers' perceptions and experiences of implementing Curriculum 2005 were also influenced by the context in which they worked. Policy makers seem to have ignored the fact that classrooms and schools are unequal in terms of resources, facilities and equipment. Furthermore, teachers had to simultaneously cope with changes in the curriculum and teacher rationalisation with its consequent increase in class sizes. The most commonly expressed problem among teachers was that of large numbers in the classroom. Some teachers wanted the experts to come into their classrooms and show them how to implement OBE with large numbers.

Teachers who work with learners from disadvantaged backgrounds in poorly resourced schools have lower expectations for their pupils than those from more advantaged schools. In terms of the policy makers' vision for what all learners should achieve, the inequalities and gaps remain.

The weaknesses of teacher development have become evident through the teachers' voice. The discrepancy between the policy makers' vision (rhetoric of policy) and the teachers' reality of practice was highlighted. This was reflected in the policy makers' assumption that a five-day training course was sufficient for teachers to implement Curriculum 2005. The uncertainty and insecurities experienced by teachers can be linked to the inadequate, insufficient and misguided in-service training which was presented in a top-down manner. The efforts to develop teachers did not acknowledge the diversity of teachers' backgrounds, their own experiences as learners, their PRESET and their work contexts. Furthermore, management staffs of the schools were not trained in implementing Curriculum 2005. The lack of a monitoring or evaluation programme and the absence of ongoing support and teacher development initiatives have also contributed to some teachers' changing very little.

#### 6.1.6 Policy makers need to listen to teachers

Amidst the cacophony of voices, some common concerns emerged. Consequently, teachers offered advice on four areas: improving the work context, providing additional resources, on-going teacher development, and retaining some tried and tested teaching approaches such as that of the three R's.

Those in the position of implementing and imposing change should consult with teachers to find out what change actually means for them, taking into account the context in which teachers work

as well as the professional needs and interests of the teachers who will be required to implement the policies. Policy makers also need to acknowledge that teachers are people with their own aims, purposes and desires. Policy makers should listen to the voice of teachers and heed their advice in order to bridge the gap between rhetoric and reality. Policy makers need to heed the advice given by teachers who were frustrated by their working conditions

#### 6.1.7 Suggestions for further research

There is much scope for further research on the topics covered in this dissertation. A research study evaluating the implementation of Curriculum 2005 would be useful as it may yield more direct recommendations to policy makers. Considering the difficulties experienced in gaining access to teachers' classrooms, perhaps research on teacher development and implementation of innovations could take the form of action research where those who implement the changes, reflect on their experiences and evaluate their practice.

In chapter 5 of this study, three different ways of describing attributes of teachers were used: attitudes, strategies and frames. Only further work with a larger sample will show how much these different ways overlap and how many kinds of teachers there are with respect to implementing Curriculum 2005.

Finally, further research on teachers' voice is imperative. Goodson (1992) cited Butt et al. who argued that "The notion of teacher's voice is important in that it carries the tone, the language, the quality, the feelings that are conveyed by the way a teacher speaks or writes. In a political sense the notion of the teachers' voice addresses the right to speak and be represented. It can represent both the unique individual and the collective voice; one that is characteristic of teachers as compared to other groups." In the light of this quotation and my own experiences as researcher, I suggest that research on what teachers say about their classroom practice and their experiences should be given the necessary attention.

## APPENDICES

Most of the following instruments were originally designed by CEREP. The list below indicates where changes were made.

Appendix A:	School Profile	CEREP design, with minor additions.
Appendix B:	Teacher Characteristics Profile	CEREP design, with minor additions.
Appendix C	Classroom Resource Profile	CEREP design without modification.
Appendix D	Teacher Questionnaire	CEREP design without modification
Appendix E	Teacher Interview Schedule E1 Teacher Interview Schedule E2 Teacher interview Schedule E3	CEREP design without modification Developed by Govender Developed by Govender
Appendix F	Classroom Observation Schedule	CEREP design without modification
Appendix G	Survey Questionnaire	Developed by Govender

**UNIVERSITY OF DURBAN-WESTVILLE**  
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**A: SCHOOL PROFILE**

**The principal or his/her delegate will complete this instrument.**

1. Name and position of the person completing this form.

1.1 Name: \_\_\_\_\_

1.2 Position at School: \_\_\_\_\_

2. Name of school: \_\_\_\_\_

3. Location of the school

3.1 Province: \_\_\_\_\_

3.2 Circuit: \_\_\_\_\_

3.3 District: \_\_\_\_\_

4. Name of the ex-department of your school: \_\_\_\_\_

5. Is this school classified as a (cross one of the following)?

5.1 primary school	
5.2 combined	

6. Which grades operate in your school? \_\_\_\_\_

7. Complete the following with regard to number of pupils in the school in 1998

7.1 Number of boys	
7.2 Number of girls	
7.3 Total number of pupils	

8. Complete the following with regard to Grade 1 Classrooms in 1998

8.1 Number of Grade 1 Classrooms	
8.2 Number of Grade 1 Teachers	
8.4 Number of Teacher Aides (if any) for Grade 1	
8.4 Number of Grade 1 Learners	

9. Home language of **most** students: \_\_\_\_\_



10. Home languages of other students: \_\_\_\_\_

11. Language of instruction in the school: \_\_\_\_\_

12. Please indicate if the school is a

11.1 Single shift school	
11.2 Double shift school	

13. Rate the general condition of the school buildings by ticking **ONE** of the following:

13.1 the school needs complete rebuilding	
13.2 some classrooms need major repairs	
13.3 most or all classrooms need minor repairs	
13.4 some classrooms need minor repairs	
13.5 the school is in good condition	

14. Which of the following options most accurately depicts the general availability of learning materials in your school? "The percentage of students in your school who have all required learning materials in all school subjects is" (Please tick):

14.1 About 80 -100% of students	
14.2 About 60-79% of students	
14.3 About 40-59% of students	
14.4 About 20-39% of students	
14.5 About 0-19% of students	

15. Does your school have the following items? AND, if yes, what is the status or condition of each item?

Item	Yes	No	Condition:	
			Good	Poor
15.1 a telephone				
15.2 a fax machine				
15.3 a photocopier				
15.4 a store-room				
15.5 a staff -room				
15.6 a sports field				
15.7 a swimming pool				
15.8 library				
15.9 duplicator				

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**B: TEACHER CHARACTERISTICS PROFILE**

This instrument will be completed once by the Grade 1 Teachers for each selected Classroom.

1. Name of school: \_\_\_\_\_

2. Sex

Female	
Male	

3. Age: (Please tick)

<20yrs	20 -25yrs	26 - 30yrs	31 - 40yrs	>41yrs
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4. Teaching experience

	Number of years
4.1 How many years <b>altogether</b> have you been a teacher?	
4.2 How many years have you been a teacher at this school?	
4.3 How many years have you taught Grade 1?	

5. Please list your academic and professional qualifications:

Qualification	Year Obtained	Which Institute?	Why did you study for the qualification?

6. Please list all the OBE In-Service Training courses you attended in 1997. In each case indicate how you rate the value of the In-Service Training.

Focus of course (briefly)	Who offered it	Duration (days)	Value of training	
			Useful	Not useful
1.				
2.				
3.				
4.				
5.				

- 6.1 *What did you think of the in-service -training courses?*

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- 6.2 *How did you feel about OBE after these courses.*

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- 6.3 *Did you receive any other assistance at school? Comment.*

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7. Which of the following statements best describe how you feel about teaching in relation to OBE?

	Yes	No	Not sure
7.1 I am confident to teach OBE			
7.2 I am competent in the teaching of OBE			
7.3 I need more training on OBE			
7.4 I value highly the training in OBE that I received.			

<i>Can you explain why you feel this way?</i>
7.1.1
7.2.1
7.3.1
7.4.1

8. Which of the following OBE materials does your school have? (Please tick).

Materials	
8.1 Policy Document for the Foundation Phase	
8.2 Literacy programs with Teacher's Guides	
8.3 Literacy program without Teacher's Guide	
8.4 Numeracy programs with Teacher's Guides	
8.5 Numeracy programs without Teacher's Guide	
8.6 Life Skills programs with Teacher's Guides	
8.7 Life Skills programs without Teacher's Guide	
8.8 Illustrative Learning Packages	
8.7 Stationery Packages	

9. Are there other OBE materials that you may have developed within your school? If yes, who developed the materials?

	Yes	No
9.1 Individually		
9.2 Developed by a group of teachers,		
9.3 Developed by teachers with the assistance of management		

10. Are there other OBE materials that you may have developed in regional/zonal workshops? **Please indicate the organizers of the workshops by ticking in the appropriate box.**

	Yes	No
10.1 Teachers' union		
10.2 Department of Education		
10.3 Schools governing body		
10.4 Community		

10.5 *If materials have been developed, what were they?*

Others (Specify): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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**C: CLASSROOM RESOURCE PROFILE**

The researcher will complete this instrument at the beginning of each observation session.

**1. Indicate how you would describe the classrooms being observed (Please tick)**

	Yes	No	Qualitative Comment
1.1 Pupils have adequate seating places/space			
1.2 Adequate writing surface for pupils			
1.3 Chair for teacher			
1.4 Table for teacher			
1.5 Adequate lighting			
1.6 Adequate space for movement between desks			
1.7 Charts displayed in the class			
1.8 Walls are painted and well maintained			
1.9 Ventilation			
1.10 Classroom is adequately roofed			
1.11 Windows available and in reasonable state of repair			
1.12 Chalkboard available			

**2. General Comments on Classroom Resources Observation:**

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**CENTRE FOR EDUCATIONAL RESEARCH, EVALUATION AND POLICY**

**This instrument is to be completed by the teacher at the beginning of the first observation session.**

- |   | as in 1997 | less than in 1997 | More than in 1997 |
|---|------------|-------------------|-------------------|
| 1.1 Individual feedback                         |            |                   |                   |
| 1.2 Group work                                  |            |                   |                   |
| 1.3 Teacher-led questions                       |            |                   |                   |
| 1.4 Student-initiated questions                 |            |                   |                   |
| 1.5 Activity based learning                     |            |                   |                   |
| 1.6 team work                                   |            |                   |                   |
| 1.7 assessment based on outcomes                |            |                   |                   |
| 1.8 integration of different fields of learning |            |                   |                   |
| 1.9 formative continuous assessment             |            |                   |                   |

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- This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

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**TEACHER INTERVIEW SCHEDULE**  
POST FIRST OBSERVATION SESSION (5 DAYS)  
CONFIDENTIAL AND ANONYMOUS

This interview session should be conducted immediately after the first observation session of 5 days and is intended to probe teacher understandings of OBE through reflection on what they have been doing in the past five days. The interview assumes that there many different and legitimate ways of understanding or "doing" OBE.

1. Do you believe that through your teaching you in fact practise OBE? Please explain your answer as fully as possible, using examples from what you did (or did not do) during the past week.
2. What specifically are you doing differently as a result of the introduction of OBE in Grade 1 during 1998?
3. What specifically has not changed in your teaching since the introduction of OBE in Grade 1 during 1998?
4. What do you see as your main successes / achievements with regard to OBE in your classroom?
5. What do you see as the main obstacles/ limitations in your classroom with respect to an OBE approach?
6. Do you believe that OBE is an appropriate approach for teaching Grade 1 children during their first year of formal schooling?
7. What would you require /need to be able to optimally implement OBE in your classroom?
8. If you had one important piece of advice for the Department of Education given your experience of OBE, what would that be?



**B1 : BACKGROUND INFORMATION**

1. *Can you tell me briefly about your family background:*

*Prompts:*

*Place where you grew up.*

*Occupation of parents.*

2. *Which schools did you go to?*

3. *What were the schools like?*

4. *How were you taught? What were the main teaching styles like?*

**B2: VIEWS ON TEACHING AND LEARNING**

1. *In your final year at school, what did you hope to do when you had completed matric?  
Probe. If teaching was not your first choice, what prevented you from entering another career?  
Why are you teaching?*

2. *What sorts of changes do you think a grade 1 teacher could reasonably hope to bring about in her pupils during the year.*

3. *Some people feel that it is essential to make major changes in what and how we teach pupils if we are to equip them for the next millennium. Others feel that it is just unrealistic to try to make any major changes too quickly. What do you feel?*

# **E1. EXPERIENCES OF GRADE 1 TEACHERS IMPLEMENTING CURRICULUM 2005**

1. *Did you volunteer to teach a Grade 1 class this year ( to implement Curriculum 2005 ) .  
If "yes," what motivated you to teach grade 1?  
If "no," can you explain how you came to be teaching grade 1 this year?*

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2. *To what extent have you implemented Curriculum 2005 in your grade 1 classroom.*

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3. *What do you feel about the actual implementation of Curriculum 2005?  
Probe :  
Have you found implementing Curriculum 2005 a wonderful opportunity or a massive burden ?*

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4. *How are teachers approaching Curriculum 2005?*

- 4.1 *Are there any differences in what teachers are doing now? Explain.*

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- 4.2 *Are there any differences in what pupils are doing now? Explain.*

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- 4.3 *Is there integration across subjects ?*

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4.4 *Has there been integration in the learner's (pupils') learning activities?*

5 *Traditionally, we had separate lessons for all subjects, e.g arithmetic was separated from language etc. Grade one teachers have been asked to replace the traditional separate lesson with "integrated learning activities" Do you think that this is realistic? Will it work?*

6. *Team Teaching:*

6.1 *What do you think about team teaching ?*

6.2 *Are teachers planning and working as a team?*

6.2.1 *If so, what do you do as a team?*

6.2.2 *If not, what are some of the barriers of team teaching. What prevents you from working as a team.*

7. *One of the intentions of OBE is to enable or free teachers to do what they thought would be most useful for the children instead of plodding through a set curriculum. How have you found it for you ? Have you found it empowering in this sort of way.*

# UNIVERSITY OF DURBAN-WESTVILLE

## FACULTY OF EDUCATION

### CENTRE FOR EDUCATIONAL RESEARCH, EVALUATION AND POLICY

#### An Impact Evaluation of OBE: A Comparative Study of Grade 1 Classrooms in Mpumalanga and Kwa Zulu-Natal

#### INSTRUMENT G: CLASSROOM OBSERVATION SCHEDULE

This instrument is to be completed by the researcher for one observation session (the 1½ hrs- 2hrs before or after break)

1. What is the number of learners in the class? \_\_\_\_\_
2. Is this a former white, Indian, African or coloured school? \_\_\_\_\_
3. How often did you observe each of the following in the classroom session? Please tick in the appropriate box.

Indicator	Not at all	Sometimes (1 or 2 times)	Several times	All the time
1. Students organised for groups				
2. Learning is activity-based. (student are engaged in more than one activities)				
3. Teacher integrates themes from different learning: Both learning area/programme				
4. Teacher asks questions				
5. Learner asked questions				
6. Teacher provides learners individual feedback				
7. Learners given opportunities to demonstrate what they learn, e.g. reading aloud.				
8. Learners comment actively on the lesson. (does teacher create atmosphere of learners saying something)				
9. Learners taken outside of their main classroom for some activity, e.g., apparatus, music class, PE				
10. Learners play freely within or outside the classroom, i.e., no structured/directed activity; learners choose what activity they wish to engage with				
11. Teacher makes maximum use of instructional time, i.e., no time is wasted				

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## TOWARDS A TEACHERS' VOICE: A SURVEY OF GRADE ONE TEACHERS' VIEWS ON IMPLEMENTING CURRICULUM 2005.

The teacher is the ultimate key to educational change and school improvement (Hargreaves, 1994). Decision-makers need to listen to teachers to make sure that their policies are well grounded so that the ideas that they may have will actually work in practice. This research aims to provide an authentic voice of teachers implementing Curriculum 2005.

- **This questionnaire is confidential.** The data will be used for research purposes only, and neither your name, nor the name of your school will be divulged
- In the questionnaire you will find different types of questions. Please follow the instructions carefully for each type of question
- Most questions simply require that you respond with a tick in the appropriate column.
- This questionnaire should take about 35 minutes to complete

Thank you for your time and effort in completing the questionnaire.

Sagree Govender  
M.Ed Student  
University of Natal ( PMB)

**SECTION A: BACKGROUND INFORMATION**

1. What is your **gender**? ☐ Male  
☐ Female
2. What is your **age**? ☐ 20 - 30  
☐ 31 - 40  
☐ 41 - 50  
☐ 51 - 60  
☐ 61 +
- 3(a) What was the highest **standard** you completed at school?
- ☐ standard 6  
☐ standard 8  
☐ standard 9  
☐ standard 10

Other ( please specify ) \_\_\_\_\_

- (b) Please list your **qualifications** in the order in which these were obtained.

Qualification	Year Obtained	Institution e.g. Name of the College.	Category e.g M + 2

- (c) If you are currently studying , state the **name** of the qualification and the **institution** concerned.

Qualification \_\_\_\_\_

Institution \_\_\_\_\_

4. How many years full -time teaching experience do you have? \_\_\_\_\_ years
5. How many years experience do you have teaching a grade1 class?\_\_ years
6. **Number of pupils** in your class.
- (a) Number on roll .. \_\_\_\_\_
- (b) Average attendance.( Approximate number usually present) \_\_\_\_\_

7. What is your official position at your school?

- ☐ Teacher
- ☐ Head of Subject
- ☐ Head of Junior Primary Section
- ☐ Head of Senior Primary Section
- ☐ Head of Department
- ☐ Deputy Principal
- ☐ Principal

Other ( please specify ) \_\_\_\_\_

8. Please indicate as accurately as possible your family's economic status when you were growing up.

- ☐ Rural working class
- ☐ Urban working class
- ☐ Lower middle class
- ☐ Middle class
- ☐ Upper middle class

Other ( please specify ) \_\_\_\_\_

9. What factors attracted you to a career in teaching? Please indicate how important you consider each of the following factors by ticking in the appropriate box.

Factors which attracted you to teaching	Of <b>very great</b> importance	Of <b>great</b> importance	Of <b>some</b> importance	Of <b>no</b> importance at all
A desire to work with young people				
I liked my own school days				
I wanted to serve my community				
It's a stable job				
Hours are good for combining work and family				
It's an important job in society				
The holidays attracted me				
My parents were teachers				
I could pursue my academic interests				
Factors which attracted you	Of <b>very</b>	Of <b>great</b>	Of <b>some</b>	Of <b>no</b>



to teaching	great importance	importance	importance	importance at all
I felt "called" to teaching from a young age				
My teachers encouraged me				
It seemed to be an interesting job				
I was able to get a teaching loan/ bursary for my studies				
Other career options weren't open to me				
Availability of jobs				

Please specify if there were any other important factors which attracted you to teaching:

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10. SCHOOL PROFILE:

- (a) Name the Ex- Department of your school. Tick one of the following boxes  
☐ DET      ☐ ex-KZ      ☐ HOD      ☐ HOR      ☐ NED

Other ( please specify) \_\_\_\_\_

(b) **Facilities:**

Does your school have the following facilities ? AND if "yes", what is the condition of each item.

Item	Yes	No	Condition	
			Good	Poor
a telephone				
a fax machine				
a store room				
a staff-room				
a sports field				
a swimming pool				
Library				
Duplicator				

(c) **Classroom Resource Profile :**

Place a tick in the appropriate column.

Item	Yes	No
Chalkboard available		
Chair for the teacher.		
Table for the teacher		
Lockable cupboard		
Adequate roofing		
Adequate ventilation		
Adequate lighting		
Wall painted and well maintained		
Windows available and in a reasonable state of repair		
Pupils have adequate seating places		
Charts displayed in the classroom.		
A notice board to display pupils' work		
Space apart from the desks where the whole class can sit on the floor		
Carpet on the floor for pupils to sit more comfortably		

(d) **Pupils' Seating**

Which one of these statements best describes your classroom? Place a tick in the appropriate column.

No desks/tables . Pupils sit on the floor	
Desks / tables very close, difficult for teacher and pupils to move among them	
Desks / tables have adequate space for the teacher and pupils to move among them.	

(e) **Materials.**

KZN DEC produced approximately three sample workbooks for Grade1 pupils and approximately three sample teacher support workbooks for Curriculum 2005.

Please complete the following information about whether you received these workbooks and their usefulness.

Use the following rating scale to indicate their usefulness.

<b>Very useful</b>	<b>Useful</b>	<b>somewhat useful</b>	<b>Not useful</b>
1	2	3	4

Please tick in the appropriate column

Material	Received		Usefulness			
	Yes	No	1	2	3	4
Policy Document for the Foundation Phase						
Literacy Programmes: Pupils' workbook						
Literacy Programmes: Teacher Support Material						
Numeracy Programmes: Pupils' workbook						
Numeracy Programmes: Teacher Support Material						
Life Skills Programmes: Pupils' workbook						
Life Skill Programmes: Teacher Support Material						

Other (please specify) \_\_\_\_\_

**SECTION B: TEACHER ATTRIBUTES AND ACTIVITIES**

11. Which **personal qualities** do you think are most important for a good grade 1 teacher to have? Please tick **FIVE** qualities that you think are most important from the list below.

- ☐ warmth
- ☐ intelligence
- ☐ a capacity for hard-work
- ☐ patience
- ☐ high moral standards
- ☐ sense of humour
- ☐ knowledge of subject matter
- ☐ leadership ability
- ☐ a love for children
- ☐ being well organised
- ☐ firmness
- ☐ efficiency
- ☐ good interpersonal skills
- ☐ plenty of energy
- ☐ motherliness
- ☐ creativity
- ☐ highly motivated

Other ( please specify) \_\_\_\_\_

12. **OBE: IN-SERVICE TRAINING COURSES:**

We would like your views on the 5 day course given by the Provincial Department to Grade 1 teachers in 1997 or 1998.

- (a) Did you receive this course? Please tick yes \_\_\_\_\_ or no \_\_\_\_\_

( If No, go straight to Question 13 )

- (b) What did you expect the course to be like before it started?

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- (c) What did you find **most valuable** about the course and **why** ?

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- (d) Please indicate what you found **least valuable** and **why**?

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- (e) Are there any suggestions you would like to make to future course organisers?

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- (f) Use the following scale to give your opinions about the OBE Training Course:

Strongly Agree	Agree	No particular view	Disagree	Strongly disagree
1	2	3	4	5

The in-service course:	1	2	3	4	5
helped me to understand the aims of Curriculum 2005					
presented inspiring principles of OBE / Curriculum 2005.					
listed terminology that was unnecessary, ambiguous and confusing.					
had too much emphasis on theory					
had too little emphasis on practice in the classroom.					
was sufficient to enable the teacher to implement C2005					
showed me useful teaching resources for Curriculum 2005					

Other comments ? \_\_\_\_\_

- (g) How did you feel about OBE / Curriculum 2005 after the course?

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- 13 (a) The KZNDEC intended to provide follow-up support to teachers after the introductory OBE course. What such follow-up did you receive? Comment.

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- (b) What other support, if any, have you received?

Please tick in the appropriate column.

<i>Support from within the school</i>	Much	Little	None
Principal			
Head of Department			
Other grade 1 teachers			
Other ( please specify)			

<i>Support from outside the school.</i>	Much	Little	None
Subject Advisers			
OBE Worksop Facilitators			
Networking with other schools			
Other ( please specify)			

- (c) In what areas would you value more in-service training in OBE ? Please tick THREE areas from the list below.

- ☐ Classroom organisation and discipline
- ☐ Lesson planning and preparation
- ☐ Demonstration lessons on implementing OBE in a large class
- ☐ Assessing pupils more easily
- ☐ Facilitating pupils' group work.
- ☐ Designing activities for mixed ability groups
- ☐ Motivating pupils
- ☐ Methods for integrating learning areas
- ☐ Games and role play
- ☐ Developing curriculum materials
- ☐ Improving home and community links
- ☐ Team teaching skills and techniques

Other ( please specify) \_\_\_\_\_

14. **Working as a Team**

- (a) Do the grade one teachers in your school work as a team?

Please tick Yes \_\_\_\_\_ or No \_\_\_\_\_

- (b) If "yes",
- how often**
- do you meet and
- what**
- do you do as a team ?

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- (c) If you have ticked "No", explain briefly what prevents you from working as a team.

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- (d) Use the following scale to give your opinions about working together with other grade 1 teachers.

Strongly agree	Agree	No particular view	Disagree	Strongly Disagree
1	2	3	4	5

Please tick in the appropriate column

Views	1	2	3	4	5
I enjoy working with other grade 1 teachers.					
I don't mind working with other teachers occasionally, but I value my space					
I value the ideas and suggestions of my colleagues					
I would feel comfortable if my colleagues were to sit in my classroom whilst I was teaching					

## 15. VIEWS AND EXPERIENCES OF OBE

According to some grade 1 teachers, there are certain "**basic skills**" that all grade 1 pupils should learn during the year. **Some** of these skills are listed below. Please indicate to what extent you think these can be achieved through an OBE approach.

Can be achieved <b>Completely</b> through an OBE approach	Can be achieved only <b>partially</b> through an OBE approach	Very little can be achieved through an OBE approach
1	2	3

Please tick in the appropriate column.

<i>Some Skills Taught in Grade 1</i>	1	2	3
Phonics			
<i>Handwriting skills:</i>			
using a pencil			
Forming letters			
	1	2	3
<i>Expressive Writing</i>			
Spelling correctly			
writing simple sentences			
<i>Reading Skills</i>			
Recognition of letters			
Recognition of words			
Reading and understanding simple sentences			
<i>Numeracy skills</i>			
Knowledge of basic mathematical signs - and +			
Problem solving using a variety of operations			

- 16 Which of the following statements best describe how you feel about teaching in relation to OBE?  
Use the following scale

Strongly Agree	Agree	No particular View	Disagree	Strongly Disagree
1	2	3	4	5

Please tick in the appropriate column.

	1	2	3	4	5
I am confident to teach OBE					
I am competent in the teaching of OBE					
OBE is an appropriate approach for teaching Grade 1 children during their first year of formal schooling.					

17. In which term during Grade 1 is it best to start the OBE approach?

- ☐ 1<sup>st</sup> term  
☐ 2<sup>nd</sup> term  
☐ 3<sup>rd</sup> term  
☐ 4<sup>th</sup> term

**18 Group Work**

(a) Are pupils in your class arranged for group work? ☐ Yes  
☐ No

(b) If your response is "yes", indicate **how** groups are formed.  
 Which of these statements indicate how pupils are grouped in your class?  
 Please tick in the appropriate box.

Pupils are grouped according to mixed ability (social groups)	
Pupils are grouped according to ability groups (brightest pupils grouped together etc.)	

(c) Which statement best describes **what** your class pupils do in groups ?  
 Please tick in the appropriate box

Pupils sit in groups but work individually for most of the time	
Pupils sit together; share ideas and work towards a common activity	

19. What specifically are you doing differently as a result of (OBE) Curriculum 2005?

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20. What specifically **has** not changed in your teaching since the introduction of (OBE) Curriculum 2005 in your classroom?

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21. What are the main successes / achievement with regard to an OBE approach in your classroom?

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22. Here are some problems mentioned by some Grade 1 teachers. Please indicate to what extent they also worry you by ticking the appropriate box

<i>Problems facing teachers</i>	Worries me a lot	Is of some concern	Worries me a little	Hardly ever worries me.
Uncertainty of what OBE is in practice				
Little time to assimilate / understand concepts of OBE before implementation				
Lack of feedback about my performance as a teacher				
No follow-up assistance given in school after the OBE course				
There is no clear scheme of work for the grade 1 year				
Assessment recording is time-consuming				
Children may not achieve basic skills through only OBE style of teaching				
Large number of pupils in class				
Not enough textbooks / workbooks for all pupils				
Inability to make copies of teaching material e.g. worksheets ' activities.				
No free time during school hours for preparing lessons				
Poor leadership in school - lack of culture of learning.				
Management in school does not have the capacity to steer Curriculum 2005				
Poor pupil discipline				
Low teacher morale				
District officers not supportive of OBE.				
Lack of home support for pupils				

Are there any other obstacles / limitations in your classroom with regard to an OBE approach?

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23. If you had one important piece of advice for the Department of Education, given your experience with OBE, what would that be?

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