TEACHERS' UNDERSTANDING AND EXPERIENCES OF CURRICULUM CHANGE-RELATED PROFESSIONAL DEVELOPMENT

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Master of Education
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by
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DECLARATION

I, Edward Siboniso Ndlovu declare that this dissertation is my own work. This work has not been submitted for degree purposes at any other university. I have indicated and acknowledged all the sources that I have used in completing this dissertation.

SIGNATURE--

DATE--

SUPERVISOR'S STATEMENT

This dissertation has been submitted with my approval

Professor Vitallis Chikoko

SIGNATURE---

DATE--

ABBREVIATIONS

ANA	Annual National Assessment
CAPS	Curriculum and Assessment Policy Statements
C2005	Curriculum 2005
CPD	Continuing Professional Development
DoE	Department of Education
HOD	Head of Department
IQMS	Integrated Quality Management System
NCS	National Curriculum Statements
OBE	Outcomes-Based Education
PGCE	Post Graduate Certificate in Education
ZPD	Zone of Proximal Development

ABSTRACT

This study focused on Curriculum change-related professional development of teachers. The aim was to find out teachers' understanding and experiences of Curriculum change-related professional development. Since the advent of democracy in 1994, South African education has undergone many Curriculum changes, from Curriculum 2005 (C2005) to the latest change, the Curriculum and Assessment Policy Statements (CAPS). Immediately after 1994, the new elected South African government wanted to erase any traces of apartheid and one of the major tasks it had was to reform the education system. Along with these changes, there has been a lack of support given to schools and to their teachers. Moreover, their training and education do not seem to respond adequately to the bulk of recent demanding changes, which call for an increasing variety of roles to be performed , which in turn affect their professional development. The study was conducted within the interpretive paradigm and a qualitative case study design was adopted. The study was restricted to one school. Data were generated through focus group interviews. The study was framed around Kurt Lewin's theory of change, because professional development intends to change the way things have been done and change can be successful once the people who experience it have understood the need for it. The study revealed that training and retraining of teachers was very minimal. Therefore, it should be something that is done throughout the year, not only at the beginning of the year. It should not be an event, but rather a process. The study further revealed that monitoring is still a challenge within the South African education system. The cascading approach needs to be intensified by using constant monitoring, because there is a chance that when information moves from one of the levels to the next, it would be conveyed in a different way. The Integrated Quality Management System should be changed in a way that will enable teachers to identify needs for development without being crowded by a need for an incentive.

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CHAPTER ONE: INTRODUCTION TO THE STUDY

1.1 Introduction

Professional development does not change the way things have been done, but to improve the way things are done in the field of any profession. It is usually enforced by the transformation that has taken place, in this regard, the education system, which has spurred people on to keep up the pace and with the rest of their counterparts. Change can be successful once the people who experience it understand the need for change. I believe it is safe to say that the research that has been conducted on professional development has shown that professional development can be associated with change, in a sense that change is often experienced by the very same people who undergo development of any kind (Flores, 2005).

In this chapter I introduce the study. In order to do so, I first discuss the background of the study. From there I move on to the statement of the problem. Next I then move to the critical questions. I further move on to the significance of the study. Thereafter, I move on to the context of the study. The limitations of the study follow the context of the study. I then conclude by the definitions of key terms.

Guskey (2002) views professional development programme as systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of learners. Guskey (2000) points out that one constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development, thus change is almost impossible if professional development is not done properly. Zaki (2006) is of the view that quality education is highly linked with the quality of teachers and their quality of teaching, hence the teacher is a primary agent for imparting quality education. Therefore staff training and development is a tool for generating competence to teachers who are at the forefront of the implementation of the curriculum.

From their research, Joyce and Showers (1988, p.44) wrote, "It has been established that curriculum implementation is demanding of staff development. Without strong staff development programmes that are appropriately designed a very low level of implementation occurs." I believe this has been proven by the number of changes in the Curriculum that the South African education system has experienced, which might have been indicated by the low level of implementation which might also have emanated from the lack of strong staff development.

This study aimed to explore how teachers understand professional development and their experiences of professional development in relation to Curriculum changes. Within this focus, the study sought to contribute in answering the questions of how much teachers understand professional development in general, how teachers have experienced Curriculum change-related professional development; and what can be learnt from teachers' understanding and experiences regarding the efficacy of current professional development initiatives.

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1.2 Background of the study

Ever since the birth of democracy in 1994, South African education system has experienced many Curriculum changes, from Curriculum 2005 (C2005) to the latest change, the Curriculum and Assessment Policy Statements (CAPS). Immediately after 1994, the newly elected South African government sought to address the inequalities of the past and one of the major tasks it had was to reform the education system. Some of the major changes were the formation of one Department of Education, which was followed by the introduction of Outcomes-Based Education (OBE) in March 1997. The OBE intended to clean up the education system by giving all the learners equal quality education, which would provide learners with relevant skills so that they can contribute towards the South African ability to generate economic growth of a country. In attempts to make those changes, OBE turned out not to be a success because first of all, the context where it would be implemented was never considered , and second, the language was too complex, confusing and at times contradictory, which undermined the already fragile learning environment in schools and classrooms of the new the South Africa (Jansen, 1998). Jansen (1998) further states that most teachers did not have access to information on OBE or understand where information may be available and most importantly, official support was uneven, fragmented and for some teachers it was non-existent.

Due to the challenges experienced in the implementation of C2005 in classrooms, such as the difficulties that were being experienced by teachers in an attempt to make sense of OBE and having to come to terms with more than 50 different concepts and labels but also keep track of changes in meaning and priorities afforded to these different labels over time, and the then Minister of Education (Professor Kader Asmal) appointed a task team led by Professor Chisholm to review C2005 in the year 2000 (Jansen,1997). The Review Committee recommended that the Curriculum be strengthened by streamlining its design features, simplifying its language, aligning Curriculum and assessment, and improving teacher orientation and training, learner support materials and provincial support (DoE, 2000). Based on the team's recommendations, C2005 was revised, leading to the launch of the Revised National Curriculum Statement (RNCS) in 2002. According to the Revised National Curriculum Statement (2002, p.4), "it keeps intact the principles, purposes and thrust of C2005 and affirms the commitment to OBE". The philosophy of OBE, which is an achievement-oriented, activity-based and learner-centered education process, remains the foundation of the curriculum (DoE, 2000).

These Curriculum changes have proven the necessity for professional development of teachers, since they are at the forefront of the implementation of the Curriculum. It is of utmost importance for the teachers to be supported and be developed in order to keep abreast of these changes. However, some of the research that has been conducted by Maistry (2008) and Moletsane (2004) shows that there has been dissatisfaction on the level of development that has been given to teachers, because of one-day workshops and to some extent; it has proven to be a strenuous process to the very people who are expected to be the agents of change as they were bombarded with loads of information at once. The government has exerted a tremendous amount of pressure on educators to produce good results in

relation to the learners' pass rate, and yet the degree of demand does not seem to match the level of support being provided to teachers who are expected to produce the very same results (Moletsane, 2004).

Bantiwini (2009) suggests that, teachers have complained about their infrequent meetings with Subject Advisors who are responsible for professional development of teachers. He further noted that according to teachers, Subject Advisors typically met with them for orientation on the Curriculum reforms and hardly saw them afterwards. Moreover, their training and education do not respond adequately to the bulk of recent demanding changes, which call for an increasing variety of roles to be performed , which in turn affect their professional identity (Estrella, 2001).

Although it seems like some of the literature was conducted many years ago and one might think that a lot has happened since then, the literature still holds true today to some degree. Maistry (2008) asserts that South African education is currently experiencing unprecedented reform which poses immense challenges for teacher development. He adds that the present teacher development models in South Africa are largely ineffective in their efforts to facilitate professional development of teachers. Although there have been some attempts to provide teachers with support and professional development regarding Curriculum changes, it seems like most of them have not been producing intended results.

The idea of developing teachers through Integrated Quality Management System (IQMS), at a school level has been criticized, with a view that IQMS does not evaluate competence deeply to assist teachers to identify their needs (Maistry, 2008). Maistry (2008) further noted that development and performance appraisal are combined which makes it difficult to transparently and accurately identify teacher development needs. Mokoena (2005) states that through the IQMS evaluation most teachers are willing to be appraised but not for their professional developmental purposes. Teachers undergo the process because it is linked to salary progression and that no substantive teacher learning and development ever takes place.

What seems as inconsistent visits from Subject Advisors to provide professional development in relation to Curriculum changes to teachers and the lack of support structure as well as the inefficiency of IQMS to develop teachers professionally, forms the rationale to conduct the study.

1.3 Statement of the problem

The above discussion provided the platform on which my study was grounded. The literature shows that there has been some work that has been done on the areas of Curriculum changes and on professional development, but my study sought to learn more from teachers about their understanding and experiences of professional development in relation to Curriculum changes, and further learn more about what can be learnt from teachers experiences regarding the efficacy of professional development initiatives, as it has been noted from the literature that there has been inadequate focus on developing teachers in relation to the Curriculum changes. Given the background, this study

sought teachers' understanding and experiences of professional development related to Curriculum changes. What I found in the literature suggests that the attempts that have been made in providing professional development seemed not to have matched with the demand that has been placed on teachers. It looked like there was still some work that needed to be done regarding professional development. I needed information from teachers themselves on how they understood and have experienced professional development related to curriculum changes.

1.4 Critical questions

1. What are teachers' understandings of professional development?
2. How do teachers experience curriculum change-related professional development?
3. What can be learnt from teachers' understanding and experiences regarding the efficacy of current professional development initiatives?

1.5 The significant of the study

In this study, both experienced and novice teachers stand to benefit. What makes this study significant is that the Curriculum changes play a pivotal role in ensuring that the South African education system provides the people of this country with a level of education that can give them a competitive edge.

The importance of the knowledge that was likely to come out from this study was how teachers' understood professional development and how they have experienced the processes of professional development in relation to Curriculum changes and most importantly, what can be learnt from teachers' understanding and experiences regarding the efficacy of current professional development initiatives.

1.6 The context of the study

The research was conducted in a semi-rural school in KwaZulu-Natal Midlands region, meaning that the setting has both rural and urban characteristics. The area was slowly developing since there was a process of putting up a tar road which leads from the main road to the school. There is electricity, running water and a clinic close to the school. There are resources in the school such as a computer laboratory, even though there is no access to the internet and the majority of the teachers were not computer literate. The reason for choosing that kind of context was because it would have been convenient to collect data and the participants were perceived to be rich in knowledge and experience of curriculum changes. The evidence collected intended to determine teachers' understanding of professional development and their experiences of curriculum change-related professional development and what can be learnt from teachers' understanding and experiences regarding the efficacy of current professional development initiatives.

1.7 Overview of the research report

Chapter two: This chapter provides international and national or local literature which is relevant to the area of my study. The literature highlights the importance of professional development and teachers' understanding of professional development in relation to Curriculum changes and the experiences they had to encounter; the significance of professional development support structures. The theoretical framework of the study is also discussed in this chapter.

Chapter three: This chapter offers a broad discussion of the research paradigm, a research design and methodology. The chapter moves on to discuss data generation instruments employed to generate, data generation procedure and data analysis procedure to answer the research questions. Furthermore, the chapter discusses ethical considerations and trustworthiness.

Chapter four: This chapter deals with the presentation and discussion of data based on the research questions. There are two sections. Section one provides data presentation .In section two, the participants' professional development experiences are discussed and interpreted using thematic approach which centered on the discourse of teachers' understanding and experiences of professional development in relation to Curriculum changes and support structures that were provided for teachers to manage these Curriculum changes which proved to be demanding. It concludes by offering and overview the data generated.

Chapter five: This last chapter concludes the report, by providing a summary, conclusions and recommendations that I arrive at. It also offers a guide of future research areas for further investigation.

1.8 Definition of key terms

1.8.1   Professional development is the skills, knowledge and ongoing learning opportunities undertaken to improve one's ability to do the job and grow as a professional, be on top of the game and stay abreast of professional advancement.

1.8.2   A Curriculum is the instructional programme, which, when followed will lead the pupils to achieve their goals, ideals and aspirations of life.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This study sought to determine in depth teachers' understanding of professional development, and to elucidate how teachers experienced professional development in relation to Curriculum changes. The study intended to further investigate what can be learnt from teachers' understanding and experiences regarding the efficacy of the current professional development initiatives. This chapter provides a review of the literature that has informed my thinking about investigating the participants' understanding and experiences regarding the issue of professional development in relation to Curriculum changes. The chapter contains five sections. In the first section, I examine key concepts. From there I move on to discuss some relevant studies conducted within the South African context and outside of South Africa. I then move on to some theories and their implications, in relation to my study. From there, I will expand on the theoretical framework and then conclude by summarizing what emerges from the literature.

2.2 Examining key concepts

2.2.1 Curriculum

What is "Curriculum"? Well there is no single accepted definition of Curriculum. Yet it is important to be clear what is meant by the term in order to understand forms of practice, such as Curriculum design and development, the management of Curriculum and Curriculum evaluation (Coleman, Graham-Jolly and Middlewood, 2003). So basically when one talks about the Curriculum, one is referring to what is being taught, how it is being taught and how it is managed (Jansen, 1998). The subject of Curriculum changes looks at how the school syllabus has changed since 1994. The Curriculum has been changing as from the introduction of the Outcomes-Based Education (OBE) which was Curriculum 2005 (Jansen, 1998). Immediately after that, it was then called a Revised National Curriculum Statement (RNCS), then after that it became a National Curriculum statement (NCS) up to a recent or current Curriculum and Assessment Policy Statement (CAPS) (Bantwini, 2009).

2.2.2 Professional Development

Professional development is the skills, knowledge and ongoing learning undertaken to improve one's ability to do the job and grow as a professional, be on top of the game and stay abreast of professional

advancements (Davies, 2011). I have used the concepts of Curriculum change and Professional development to determine how teachers have experienced these and to what extent they have understood them. The processes of implementing these Curriculum changes have yielded very few results. The level of professional development given to teachers at school level in order to implement these changes is still in question, judging by the quality of results obtained by learners. However, there is some evidence of the government's endeavor to mitigate the situation, for example, the introduction of clusters where teachers share knowledge and develop each other. Thomas and Guskey (2002) are of the view that professional development is an effort to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of learners. Professional development is important to improve the competency of teachers facing various challenges (Kwok, 2014). I also believe that if teachers are developed professionally with knowledge and skills they would be able to adapt to these changes. It will also make an enormous difference in how they perceive and experience these Curriculum changes.

2.2.3 Change

Fullan (1993) defines change as a journey not a blueprint and that it entails uncertainty with positive and negative forces. Change is a concept that we need to examine as the study is also about Curriculum changes. Fullan and Stiegebauer (1982) point out that change is a subjective process in which individuals construct personal meaning from the changes they experience. In order for the teachers to be able to implement the Curriculum, it would mean that they would have to change the way they used to do things, that is, change. "…the struggle between what is and what is desired. It is an unavoidable feature of human experience"(Theron and Van der Westhuistzen 2007, p.183). For change to be effective it must be gradual and Theron and Van der Westhuizen (2007,) view change within the school context as a planned, systematic process that takes time to come to fruition, is affected by individuals and is a highly personal experience. In my personal experience, change is never easy. It takes a little bit of time to leave something that you are comfortable with, and move on to something that you almost know nothing about. It might even be difficult, if not impossible to be productive as expected.

2.3 Some relevant studies

In this section I review eight studies regarding teacher professional development. My focus is to examine teachers' understanding and experiences of Professional Development in relation to Curriculum changes. Lundgren, Scheckle and Zinn (2015) conducted a study in two local, formerly "coloured" high schools in a

multilingual South African context. The focus was on teachers' levels of literacy teaching and their continued professional development in this area. These authors used semi-structured interviews and observation to collect data. The study findings exhibited the challenges that teachers identified, firstly in the hub discussions. The "hubs" were informal meeting around literacy challenges facing local teachers at "historically disadvantaged" school, (Lundgren, Scheckle and Zinn (2015) secondly, on their own literacy practice. One of the challenges was that sustainable development is a process that takes time, so it needed to take place in a gradual manner. The other thing that teachers happen to find as a challenge was teaching learners in an unfamiliar language. Teachers themselves did not read. They lacked motivation to read, and found reading difficult. Another challenge was that teaching was textbook-based and teacher driven, which contravenes with the changes brought about the Outcomes-Based Education as the new Curriculum. The observation data indicated that teachers' professional development had a positive impact on the teaching practice. The findings showed that teachers made use of meetings where they discussed difficulties they have encountered; provided support and interaction with other teachers. A communicative, reflective and critical perspective is useful for developing language and literacy. What I learn from this study in relation to mine is that, this study contributes further to understanding how teacher development should be grounded in action, not just in various in-service training programmes provided by government initiatives. This is something I am keen on to study, whether teachers are taking action as part of development and what kind of action.

In another study conducted in South Africa about, "When teacher clusters work: selected experiences of South African teachers with the cluster approach to professional development", Jita and Mokhele (2014) focused on teachers' perspectives on what constitutes successful clustering experiences and kinds of professional development benefits they derive from their participation therein and how teachers experienced Continuing Professional Development (CPD) collaboration in clusters. Jita and Mokhela (2014) used a qualitative approach and within this approach, used a multiple case study involving primary and secondary schools. Although the number of schools was not clearly stated, but for the sake of convenience, they sampled those participants from whom they could get the most data. The participants were those who had participated in both phases of the project from about 1999 to 2007, and who were still involved in cluster activities within one focus district. Eight teachers participated in the study. Semi-structured interviews were used and the participants were each interviewed individually. The findings indicated that clusters seemed to enhance teachers' knowledge and pedagogical context knowledge. Findings also showed that, teachers identified another set of benefits, the so called "process benefits" that included

collaboration, instructional guidance and teacher leadership. The authors further found that in an attempt to bring the CPD intervention closer to the teachers and the classroom, the Mpumalanga Secondary Science Initiative (MSSI) adopted a strategy that involved the use of cascade approach where the Subject Advisors trained the Heads of Department (HODs), who then trained the classroom teachers and that is what I am so keen to find out from the teachers themselves whether the cascade approach works and to what extent.

It was also found that a common approach in providing guidance to Curriculum workshops to selected officials from each of the provinces with the expectation that they will, in their turn, facilitate workshops for all the teachers in their provinces is also seemed to be decentralized (Jita and Mokhele, 2014). While this model continues to be popular, education researchers have written about the weaknesses of such cascade model of Curriculum guidance and professional development (Dichaba and Mokhele, 2012). What I learnt from this study in relation to mine is that, because of educational reform, building capacity is thus critical, and that is what Continuing Professional Development (CPD) aims to achieve, which has added to the knowledge that I have acquired. It has been noticed that in South Africa, the challenge has been to find Continuing Professional Development (CPD) formats and practices that have the potential to improve teachers' knowledge and classroom practice for the better (Jita and Mokhele, 2014). Therefore, my study seeks to investigate the efficacy of the current professional development initiatives.

Another thing that stood out from the findings and what I have perceived to be in relation to my study is that there is very little research, if any, that has been done from the perspective of the participating teachers themselves about what opportunities and challenges may exist for them in such CPD structures (Mokhele, 2011). That is what my study seeks to find out from teachers themselves on what structures available to provide them with professional development programmes and how accessible they are. Insight on how a decentralized Curriculum guidance system might emerge and work, with teachers playing a central role in their own professional development and guiding others on how to improve classroom practice, represent fairly significant findings that have not been explored in the literature to date (Jita and Mokhele, 2014) and that what my study hope to find out on how workable is the role of clusters and how successful they have been.

Jansen (1998) conducted research on "Curriculum Reform in South: a critical analysis of Outcomes-Based Education (OBE)". The focus was on current status of education in South Africa and how it has militated against sophisticated Curriculum reforms. The findings were that for the Curriculum reform to succeed, it requires trained and retrained teachers and constant monitoring. The question that needs to be answered

is, to what extent are we seeing this training and retraining going on in schools and to find further explanation why teachers need constant training. Another issue to look at is the issue of monitoring. What is the nature of monitoring? How is it done? And does it work? Hopefully the data that I would be generating from this study would be able to shed some light on those issues.

Bantwini (2009) did a study on how teachers perceived the constant changing of Curriculum in South Africa. The study was conducted in a primary school and the focus was on the new Natural Science Curriculum and teachers' professional development. The methodology that was used to collect data was a qualitative approach. The teachers were predominantly female, between 30 to 60 years of age, with 4 to 35 years of teaching experience. He used questionnaires and semi-structured interviews. The findings indicated that the demands for Curriculum reform never seemed to go away and that the South African Government, Department of Education and of Science and Technology launched progammes to help teachers understand the Curriculum and change teachers practices. However, limited changes have been seen and this raises the question as to what the difficulties are. The findings showed that the New Curriculum was viewed as a burden rather than a simplified and streamlined Curriculum intended to facilitate the goals of OBE.

The issue was around the critical considerations requiring attention in concert with the launch of the New Curriculum reforms were neglected. Which brings us back to the issue of Continuing Professional Development (CPD) and the need for teacher collaboration, whether the collaborative structures are useful or not. From this study I found that District Inspectors were banned by teachers and their Unions from visiting classrooms. The view has been that the process was intimidating and undemocratic and it was not developing teachers. This also brings us back to the issue of whether teachers know what has to be done in terms of professional development. My study intends to determine teachers' understanding of professional development. From the research findings by Bantwini (2009) the role of the District Subject Advisors is to ensure that teachers comply with the policy and that they are required to visit schools to check that teachers are meeting these policy requirements. It looks like the role of District Subject Advisors still needs to be clarified to the teachers that they are there to support them and develop them.

Flores (2005) studied "Teachers' views on recent Curriculum changes: tension and challenges". The study was conducted in a suburban elementary school located in Northern Portugal and the focus was on teachers' understanding of, and meanings attached to change and to examine more deeply how teachers change (or do not change). Flores (2005) used semi-structured interviews and questionnaires to collect

data. The study drew upon the principles and methods of instrumental case-study. The participants were the head teacher; five heads of department and twelve school teachers who were directly involved in the implementation of the "New" Curriculum.

 I have also adopted a similar method to obtain rich information by involving teachers who have been teaching over 20 years, who have also experienced the changes of the Curriculum because I hope to get an in depth knowledge on their experiences of the educational reform. One of the findings from Flores (2005) research, that stood out and which I find relevant to my own study is that, the teachers highlight issues of bureaucracy and "imposed collaboration", along with the lack of support and guidance to perform their new roles at schools. This is something that I have witnessed in other schools and I intend to find out from the teachers where I will be conducting my study, whether they have experienced similar situations. Another thing that Flores (2005) found from her study was the issue of training, teachers' level of training and education did not respond adequately to the bulk of recent demanding changes, which called for an increasing variety of roles to be performed, which in turn, were affecting their professional identity (Estrela, 2001). I also hope that my study would contribute in determining the state of teacher support in the context from which I wish to conduct my study.

In a study about professional agency in a stream of change, Vahasantanen (2015), sought to understand educational change and teachers' professional identities. The study was conducted in Finland in a vocational institution. The focus of the study was on teachers' professional agency in the course of specific educational reform. She interviewed teachers with a teaching experience of 4 to 30 years. The methodology that was used in collecting data was unstructured interviews, as there were no prepared questions. One of the findings was that in the reform context, teachers should be individually supported so that they can deal with changing work conditions at various levels. The findings further suggested that it would be necessary to find new tools to support educational organizations in creating sustainable and participative transformations, and so to support teachers in the stream of change. The ideal would be that individual professional development and school development would go hand in hand (Vahasantanen, 2015). Looking at these findings, I believe that individual support plays a pivotal role in developing teachers professionally. What I would like to find out from teachers themselves is whether they learn better when they are given individual attention and what causes them not be able to learn in groups, as Vahasantanen, (2015) stated in her findings.

Guskey (2002) conducted a study on professional development and teacher change. The focus was on teacher professional development and the experiences of implementing change. The study was conducted in schools and 146 districts nationwide, even though the exact place was never identified. Guskey (2002) used an ethnographic research design. The findings showed that what attracted teachers to professional development was their belief that it would expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with learners. Another finding which made a crucial point is that it is not the professional development per se that brings about change in the classroom, but the experiences of successful implementation that changes teachers' attitudes and beliefs.

 I have found relevance in those findings with regard to what attracted teachers to professional development and the way they understand it, since my study is sought to determine teachers' experiences of professional development. Guskey (2002) made three considerations that are believed to be essential in planning effective professional development programmes that result in significant sustained educational improvements. Firstly, it is recognizing that change is gradual and a difficult process for teachers; and that learning to be proficient at something new and finding meaning in a new way of doing things requires both time and effort. Secondly, ensure that teachers receive regular feedback on student learning progress. Lastly but not least, provide continued follow-up, support and pressure. Guskey (2002) is of the opinion that support coupled with pressure is essential for continuing educational improvement and that support allows those engaged in difficult process of implementation to tolerate the anxiety of occasional failures. Guskey (2002) further states that, although the process of teacher change through professional development is complex, it is not haphazard. Careful attention to the order of change events is likely to facilitate change-making, but also to contribute to the endurance of change, and as a result, professional development programmes will be far more effective and much more powerful (Guskey, 2002). I believe this is something we can also learn from in order to implement change successfully and Curriculum changes would not be such a nightmare to people who are expected to implement those changes. Drawing from Guskey (2002) findings, my study seeks to investigate the level of support that is provided to teachers in order to manage change and how efficient has it been.

Kuusisaari (2014) conducted a study on Teachers at the Zone of Proximal Development-Collaboration promoting or hindering the development process. The country is not quite clear, but the researcher emphasised that the research was conducted in a classroom setting. The focus of the study was on collaborative teacher learning during an in-service education course that supports teachers in creating

knowledge and practice for teaching. Kuusisaari (2014) used a qualitative approach in conducting the research and the methodology focused on peer-to-peer collaboration by presenting data driven analysis of the content of verbal interaction within teacher groups' discussions. Teachers were divided into groups of three, group A, B and C. The findings from the study demonstrated that common ground is built in an incremental way in a collaborative setting and that collaboration supports the development of teachers' skills and helps them to sustain professional development in a more across-the-board manner such as facilitating teachers' professional growth and development. It looks like collaboration is one of the things that need to be looked at more broadly when one talks about the initiatives of developing teachers professionally, because when teachers work in teams, it is where most of the learning and development occurs, that is what I believe.

There are several issues that emerge from these studies, which require further investigating. The first one is the issue of clusters as collaborative structures which enhance teachers' knowledge and pedagogical context knowledge. I need to investigate the extent of their effectiveness. How workable their role and how successful they have been. The second issue is the issue of cascading approach when it comes to providing professional development in relation to Curriculum changes. I need to investigate further its weaknesses and its strengths, if there are any. The third issue that emerged from one of the studies is the issue of action that is taken by teachers to develop themselves professionally, besides the initiatives that are provided by the government. I need to investigate the types of actions and whether they have been successful and to what extent.

The studies indicated that for Curriculum reform to succeed, it requires training and retraining of teachers and constant monitoring. What I need to investigate further is the extent to which this training and retraining do we see going on in schools and to further explain why teachers need constant training. The fifth issue is the issue of monitoring. What needs to be investigated further is the nature of monitoring, how it is done and to find out if it works. Then the last issue would be the state of teacher support in the context from which I would be conducting my study.

The methodology that I would adopt from the studies is the one of qualitative approach. The data generation method that I would use is a semi-structured interview in a form of focus groups. I would use two focus groups.

2.4 Some key theories and their implications

There are three key theories in relation to my study that I would examine briefly, namely, the Social learning Theory; the Social development Theory the Staff Development Theory.

In relation to my own study, this section looks at some theories and their implications. I report accurately on what the theory say does and attempt to describe it clearly, and then indicate what I am taking from the theories in relation to my study.

2.4.1 Social Learning Theory (Bandura)

People learn through observing others' behaviour, attitudes, and outcomes of those behaviors. Bandura (1977) is of the opinion that most human behaviour is learned observationally through modeling: from observing others, one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action. Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences. Bandura (1997) believed in "reciprocal determinism", that is, the world and a person's behavior cause each other, while behaviorism essentially states that one's environment causes one's behavior, Bandura (1997), who was studying adolescent aggression, found this too simplistic, and so in addition he suggested that behavior causes environment as well. Later, Bandura soon considered personality as an interaction between three components: the environment, behavior, and one's psychological processes (one's ability to entertain images in minds and language). Social learning theory has sometimes been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation. What I am taking from this theory is what Bandura says about the world and person's behavior cause each other, while behaviorism essentially states that one's environment causes one's behavior. What I find to be relevant to my study is that when there is change that is imposed on people, which are teachers in this case, and then provide minimal support, that would manifest in their behavior. They might not perform to the best of their ability, they might constantly complain about not knowing what is expected of them and it might seem like they are resisting change. Therefore study seeks to investigate teachers' understanding and experiences of professional development in relation to Curriculum changes. With this theory, I am seeking to investigate how people (teachers) behave when they are experiencing change or the situation that requires them to change the way they of doing things. From what I have witnessed, novice teachers turn to learn from those that have experience in the field and their behaviour might also be influenced by those whom they look up to

2.4.2 Social Development Theory (Vygotsky)

Vygotsky's theory is one of the foundations of constructivism. He is known for identifying the Zone of Proximal Development (ZPD). The ZPD is the distance between a student's ability to perform a task under adult guidance or with peer collaboration and the student's ability in solving the problem independently. According to Vygotsky, learning occurred in this zone. Vygotsky focused on the connections between people and the socio-cultural context in which they act and interact in shared experiences (Crawford, 1996). According to Vygotsky, humans use tools that develop from a culture, such as speech and writing, to mediate their social environments. Initially children develop these tools to serve solely as social functions, ways to communicate needs. Vygotsky believed that the internalization of these tools led to higher thinking skills. Many schools have traditionally held a transmissionist or instructionist model in which a teacher or lecturer 'transmits' information to students. In contrast, Vygotsky's theory promotes learning contexts in which students play an active role in learning. Roles of the teacher and student are therefore shifted, as a teacher should collaborate with his or her students in order to help facilitate meaning construction in students. Learning therefore becomes a reciprocal experience for the students and teacher. Professional development should be like that, where teachers collaborate and learn from each other and have adequate time to make sense of the meaning of these changes they encounter. Vygotsky talks about scaffolding where the learner is taken from the known to the unknown. I also believe that teachers should be guided through the process of Curriculum change where they move from the known to the unknown. So, support is very important during this phase so that they are not "stuck" at the Zone of Proximal Development and cause the implementation of the Curriculum to suffer as a result of not having the ability to perform to the best of their ability. If teachers are led through the process of Curriculum change, it does not only benefit them but everyone who has an interest in seeing the change being actually realized. It might even give teachers an idea what is to be done in terms of professional development. I am seeking to utilize this information in emphasizing the issue of support that is very important in assisting people to cope with change. It will also further assist me in explaining that it is important to provide support to teachers through peer collaboration. Furthermore, my study shall seek to understand the nature of support teachers experience in changes of Curriculum.

2.4.3 Staff Development Theory (Sparks and Louck-Horsley)

Sparks and Louck-Horsley (1989) talk about Five Models of Staff Development for teachers. Two uses of the word "model" have been combined in an effort to both conceptualize staff development and make this

conceptualization useful to staff developers. First, borrowing from Ingvarson's (1987) use of the term, a model can be seen as a design for learning which embodies as set of assumptions about (a) where knowledge about teaching practice comes from, and (b) how teachers acquire or extend their knowledge. Models chosen for discussion differ in their assumptions. Second, adopting Joyce and Weil's (1972) definition of a model of teaching, a staff development is a pattern or plan which can be used to guide the design of a staff development program.

Sparks and Louck-Horsely (1989) present Five Models of Staff Development: (a) Individually-guided staff development, (b) observation/assessment, (c) involvement in a development/improvement process, (d) training, and (e) inquiry. Individually-guided staff development refers to a process through which teachers plan for or pursue activities they believe will promote their own learning. The observation/assessment model provides teachers with objectives data and feedback regarding their classroom performance. This process may in itself produce growth or it can provide information that may be used to select areas for growth. Involvement in a development/ improvement process engages teachers in developing Curriculum, designing programs, or engaging in a school improvement process to solve general or particular problems. The inquiry model requires that teachers identify an area of instructional interest, collect data, and make changes in their instructional based on an interpretation of those data. The training model (which may be synonymous with staff development in the minds of teachers) involves teachers in acquiring knowledge or skills through appropriate individual or group instruction. I am seeking to utilize this theory as lens to perceive how teachers understand and have experience professional development in relation to Curriculum changes. So I seek investigate the extent to which teachers engage or are helped to participate in each of the forms of staff development.

2.5 Theoretical framework

Kurt Lewin's theory of change

I have associated professional development with change, in the sense that change is often experienced by people who undergo professional development. Drawing from Kurt Lewin's (1951) theory of change, and how change should be dealt with. He introduced the three-step change model. This social scientist views behavior as a dynamic balance of forces working in opposing directions. The Kurt Lewin change theory

model is based around three steps process (unfreeze; change; refreeze) that provides a high-level approach to change. Lewin explain these three steps as follows: (1) Unfreezing means getting people to gain perspective on their day-to-day activities, unlearn their old habits, and open up to new ways of reaching objectives. The goal during the unfreezing stage is to create an awareness of how the status quo or current level of acceptability is hindering the organization in some way. (2) Change-Lewin recognized that change is a process where the organization must transition or move into this new state of being. This changing step, also referred to as 'transitioning" or "moving" is marked by the implementation of the change. During this stage, this is when the change becomes real. It is also, consequently, the time that most people struggle with the new reality. It is a time marked with uncertainty and fear, making the hardest step to overcome. During the change step people begin to learn the new behaviours, processes and ways of thinking. (3) Refreezing-many refer to this stage as refreezing to symbolize the act of reinforcing, stabilizing and solidifying the new state after the change. Efforts must be made to guarantee the change is not lost rather it needs to be cemented into the organization's culture and maintained as the acceptable way of thinking or doing.

This model gives a change agent a framework to implement a change effort, which is always very sensitive and must be made as seamless as possible. This three-step model gives a change agent an idea of what implementing change means when dealing with people. This three-stage change model, functions as an interpretive lens through which teachers make sense of their experience and how they understand Curriculum change-related professional development. An interpretive perspective is based on the idea that qualitative research efforts should be concerned with revealing multiple realities as opposed to searching for one objective reality. This approach is more interested in interpreting deeper meaning in discourse that is represented in a collection of personal narratives or observed behavior and activities, as Geertz (1973, p.29) explains.

Driving forces facilitate change because they push employees to the desired direction. The driving forces can be seen as attempts to develop teachers regarding the changes in curriculum. Restraining forces hinder change because they push employees to the opposite direction. The lack of understanding and the way professional development been implemented can be viewed as restraining forces as well as the lack of support. Thus, these forces must be analyzed and Lewin's three-step model can help make a radical change, minimize the disruption of the structure's operations and make sure that the change is adopted permanently.

According to Lewin (1951), the first step in the process of changing behaviour is to unfreeze the existing situation or status quo. When the status quo is being unfrozen, it will be when the teachers change the way they used to implement the curriculum. The status quo is considered the equilibrium state. Unfreezing is necessary to overcome the strains of individual resistance and group conformity. Unfreezing can be achieved by the use of three methods. First, increase the driving forces that direct behavior away from the existing situation or status quo. Second, decrease the restraining forces that negatively affect the movement from the existing equilibrium. Third, find a combination of the two methods listed above. Lewin's second step in the process of changing behavior is movement. In this step, it is necessary to move the target system to a new level of equilibrium. Three actions that can assist in the movement step include: persuading employees (teachers) to agree that the status quo is not beneficial to them, so there is a need for professional development and encouraging them to view the problem from a fresh perspective, work together on a quest for new, relevant information, and connect the views of the group to well-respected, powerful leaders that also support the change. The third step of Lewin's three-step change model is refreezing. This step needs to take place after the change has been implemented in order for it to be sustained or "stick" over time. It is highly likely that the change will be short lived and the employees will revert to their old equilibrium (behaviors) if this step is not taken. It is the actual integration of the new values into the community values and traditions. The purpose of refreezing is to stabilize the new equilibrium resulting from the change by balancing both the driving and restraining forces. I believe support and monitoring is very important during the stage of refreezing and it should not be an event, it should be continuous so that teachers can abandon any feelings of uncertainty and anxiety that might be caused by the process of change.

I sought to use this information as a foundation where I could "build" my study and to make sense on what process do one needs to go through in order make sure that change in sustained. I believe this information might also assist those who are driving change to understand what is it that needs to be done to ensure that the implementation of change is successful as intended. Furthermore, my study shall be utilizing the curriculum changes teachers have seen in order to investigate their experiences at each of Lewin's three stages. This is hoped to assist in determining where challenges exist, among other things.

Given that curriculum changes in South Africa have been about transforming the system, this makes me believe that constant professional development is required and that CPD cannot succeed if not led well. According to Burns (1978) transformational leadership is a process in which leaders and follower help each

other to advance to a high level of morale and motivation. The author introduces four elements of transformational leadership, (a) individualized consideration; (b) intellectual stimulation; (c) inspirational motivation, and (d) idealized influence. I will use only one of the four elements, which I have found relevant to my study, the individualized consideration. Adopting one of Burn's elements of transformational leadership, with regard to individualized consideration, the degree to which the leader attends to each follower's needs, act as a mentor or coach to the follower and listens to the follower's concerns and needs. The leader gives empathy and support, keeps communication open and places challenges before the followers. This also encompasses the need for respect and celebrates the individual contribution that each follower can make to the team. The followers have a will and aspirations for self development and have intrinsic motivation for their tasks.

According to Bass (1998) the transformational leader encourages followers to come up with new and unique ways to challenge the status quo and to alter the environment to support being successful. This transformational leadership theory can also be used as an interpretive lens through which I can view how teachers' understand and have experienced professional development in relation to curriculum changes. It might also assist the education officials on how to implement the changes successful without thwarting the process.

2.6 CONCLUSION

What emerges out of the literature is that there are many ways of developing teachers professionally. My literature suggests that efficient professional development of teachers involves collaboration, providing continuous support and monitoring as well as the presence of departmental officials play a pivotal role in terms of monitoring the implementation of the Curriculum, especially when there are changes that have been made regarding the Curriculum. Involving of teachers in decision making can also make a difference in how they respond to the changes that they are expected to implement, that might even make the process of change easy and lessen the level of anxiety that they may have which may be caused by the fear of the unknown, which sometimes is manifested by what it seem like resistance to change. Change should not be such a painful journey, if it managed properly and the people who would be experiencing change are clear about its purpose and how is it going to be beneficial to them. The literature also suggests that professional development has a positive impact on how teachers implement the changes that are brought about the changing Curriculum. The role of clusters in enhancing knowledge and skills to teachers also contribute to

the development of teachers, professionally and the fact that their belief and attitudes attracts them to professional development. Another issue that was suggested by the literature is the accessibility of structures that are supposed to provide continuing professional development and whether teachers are taking actions in order for them to be developed.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In the previous chapter I reviewed literature, discussed the key concepts, some relevant studies and the theoretical framework. In this chapter I elaborate on the research design and methodology. This chapter is made of up three sections. I begin with the research paradigm. The research paradigm is what houses the research and it is important for it to be discussed first. From there I move on to the research design. The research design is the plan of how the researcher will systematically collect and analyze data that is needed to answer the research questions. A research design is an important plan, which typically include how data is to be collected, what instruments will be employed, how instruments will be used to the intended means for analyzing data collected. I will then complete this chapter with the methodology. The methodology is the process to collect information and data. It will include a focus-group interview and a questionnaire. The methodology section is divided into subsections. The first subsection under methodology is delimitations of the study, which is followed by the sampling or participants. The sampling is followed by data generation instruments, which is followed by data analysis procedures. From there, the ethical considerations will follow, then trustworthiness and complete the chapter with a subsection for conclusion.

3.2 Research paradigm

Bassey (1999, p.42) defines a paradigm as "a network of coherent ideas about the nature of the world and of the functions of researchers which are adhered to by a group of researchers, conditions and patterns of their thinking that underpins their research actions". This study is located in the interpretive paradigm. Within this paradigm the researcher seeks describe how people make sense of their worlds, and how they make meaning of their particular actions since its purpose was to develop a greater understanding of how people make sense of context in which they live and work (Guba and Lincoln 1994; Robson 2002; Woods 1999). Terre Blance, Durrheim, and Painter (2006), advocate that the interpretive approach does not focus on isolating and controlling variables, but on harnessing and extending the power of ordinary language and expression to help us understand the social world we live in.

My study aimed to investigate teachers' understanding and experiences on curriculum change-related professional development. So it makes sense to locate this exploratory study within the interpretive

paradigm. Within this approach, the role of the researcher, as theorists agree (Guba and Lincoln 1994; Robson 2002; Woods 1999) is to discover the participants' perspectives on a particular issue and the meanings they attach to it. As Geertz (1973), explains that this approach is more interested in interpreting deeper meaning in discourse that is represented in a collection of personal narratives or observed behaviors and activities, hence I intend to determine teachers' experiences on professional development.

3.3 Research design

A research design is a plan which will typically include how data is to be collected, what instruments will be employed, how instruments will be used to the intended means for analyzing data collected. The research design in this study followed a qualitative approach. This was so because the study was interested in gaining an in-depth knowledge of teachers' understanding and experiences of professional development in relation to curriculum changes. The study adopted a case study research design. "A case study research is an investigative approach used to thoroughly describe complex phenomena, such as recent events, important issues, or programmes, in ways to unearth new and deeper understanding of these phenomena." (Lapan, Quartaroli and Reimer,2012, p.243). Cohen, Manion and Morrison (2007) concur with this by further stating that a case study is an in-depth study of one particular, where the case may be a person, a group of people, a school, a community, or an organization. This study is a case of one high school, within this school, the specific phenomenon under investigation or the case shall be teachers' understanding and experiences of professional development in relation to curriculum changes.

The qualitative interviews should be conducted in natural settings for an extended duration and from participants' point of view (Morrison, Sheehan, Haley, and Taylor, 2012). In this case, the site where research was conducted was a school where it was convenient for participants. Qualitative research believes that context is important in determining meaning and to answer the 'why' and 'how' of human behavior, opinion, and experience (Flick, 2007). It helps in finding information that is difficult to find when one uses quantitative methods of data collection. Conducting qualitative research means getting people to talk about what specific things mean to them, for example, teachers' experiences when it comes to the delivery of teaching and learning or how the professional development has been conducted.

The evidence that was collected intended to determine teachers' understanding of professional development and their experiences of curriculum-related professional development and what can be learnt from teachers' understanding and experiences regarding the efficacy of current professional development

initiatives. Within the interpretative paradigm, the study adopted a case study research design. The case or the issue in this study was how teachers experience curriculum change-related professional development and their understanding of professional development. "A case study research is an investigative approach used to thoroughly describe complex phenomena, such as recent events, important issues, or programmes, in ways to unearth new and deeper understanding of these phenomena." (Lapan, Quartaroli and Reimer,2012, p.243). The case study examined individual's thoughts, feelings and experiences, which are not easily observed and may be best revealed through interviewing key informants, were teachers in this case.

3.4 Methodology

A research methodology is sometimes referred to as research design, the blueprint or road map that guides a study (Lapan, Quartaroli and Reimer, 2012). Sikes (2004, p.16) explains that "methodology refers to the theory of getting knowledge" getting knowledge from the people who are perceived to be rich with knowledge and assist in conducting a study. The methodology section is divided into subsections. The first subsection under methodology is delimitations of the study, which is followed by the sampling or participants. The sampling is followed by data generation instruments, which is followed by data analysis procedures. From there, the ethical considerations will follow, and end with a subsection about trustworthiness.

3.4.1 Delimitation of the study

This study was restricted to one school and a total of 9 teachers participated in the study. The number of participants might have been restricted due to their willingness to participate, their teaching experience and for the fact that they have experienced the changes in curriculum. Initially, there were twelve prospective participants who gave consent to take part to the study, but three of them could not avail themselves and I ended up having nine participants. In Group B, the fourth participant came late when the interview had already started and that might have led me to lose some of the information I might have got from her. During the field work, participants were interviewed in IsiZulu. The interviews had to be translated to English. It is possible that some useful information might be lost during translation process.

3.4.2 Sampling/participants

Sampling is the selection of research participants from an entire population, and involves decisions about which people, setting, events, behaviors, and or social process to observe (Morrison, Sheenhan, Haley and

Taylor, 2012). Participants were conveniently selected as they were easily accessible and easy to select. The method of sampling was purposive sampling, which meant that the participants were chosen specifically from the school because they had first -hand experience of delivering the curriculum in the desired context. Purposive sampling means that the study's participants are chosen based on the purpose of their involvement in the study (Denzin and Lincoln, 2005).

3.5 Data generation instrument

3.5.1 Focus Group Interview

"A focus group is typically a group of people who share similar types of experiences, but a group that is not 'naturally' constituted as an existing social group" (Terre Blanche, Durrheim and Painter, 2006, p.304). Traditional interviews and focus groups consist of a verbal exchange in which the interviewer asks questions and the participants verbally respond. The teachers who participated were grouped and interviewed together, which made three focus groups (Group A, B and C). Although qualitative research turns to rely on more than one data generation instrument, I had three focus group interview sessions in order to enhance triangulation. Most of the inductive probing done encouraged the participants to share with a researcher or the interviewer his or her understanding, beliefs; experiences and point of view (Cohen, Manion and Morrison, 2007). The focus group interview sessions took approximately about one hour, depending on the participants' convenience and availability. The interviews were two folds. They began by focusing on the area of changes of the Curriculum, teachers' experiences with regard to curriculum changes. Then the focus shifted to the area of professional development. The focus was on the level of professional development and challenges that may have existed.

3.6 Data generation procedures

The audio-recorder was used to tape the focus group interviews. I had to obtain permission to audio-record the proceedings of the focus group interviews. In order for me to obtain permission, I had to give participants consent forms to sign. Consent forms indicated that the participants were informed about their participation in the study and that they had given an informed consent. The informed consent forms are under the appendices section.

I conducted the focus group interviews at a place that was convenient for participants. It was at school during lunch time and after school hours. The interview took place in the library and HODs office. It depended on the participants' consensus. The measures I took against disturbances were that, if the focus group interviews were going to be at school, I would inform other teachers who were not participating in the study prior about the proceedings. In that way, they can assists in ensuring that the interview proceeding were not disturbed. During the interview, I took notes and wrote down certain things that came up from the interview. In that way I had a back-up in case any unforeseen event that might have compromised audio-tape occurred.

3.7 Data analysis procedures

McMillan and Schumacher (2001) explain that qualitative data analysis is primarily an inductive process of organizing the data into categories and the data identifying patterns in the categories. Christiansen, Bertram and Land (2010) state that inductive reasoning starts with raw data collected within which patterns and regularities are sought, as a basis to formulating some tentative hypotheses to explore. The conclusions and theories may be drawn. The data that I analyzed were audio-tape recordings from the focus group interviews. In order to reduce the data, I listened to the audio-tape recordings of the focus group interviews for several times before I began the transcribing process. I looked at the transcripts together with the focus group interviews schedule and notes. I then checked the transcripts text whether it matches the audio-recording of the data collection.

Formal systems for the analysing of qualitative data have been developed in order to help researchers get at the meaning of their data more easily (Rubin and Rubin, 1995). These systems involve coding techniques for finding and marking the underlying ideas in the data, grouping similar kinds of information together in categories, relating different ideas and themes to one another (Rubin and Rubin, 1995). A list of codes which was generated from the data collected and key research questions were used to categorize the data into themes. The themes were further broken down to supply the data. From that, I was able to elaborate on the findings, make recommendations and draw conclusions.

3.8 Ethical considerations

Permission was sought at official level, which is the Department of Education and I complied with the ethical procedures of the University of KwaZulu-Natal. The ethical principles were followed whilst conducting this research. Permission was sought from the gatekeepers and informed consent from the participants. The participants consented to be part of the study were requested to sign consent forms and return them (see appendices). The participants were informed before the commencement of the study that their participation was voluntary and that they can withdraw from the study at any point. Voluntary informed consent means that the participants must agree to participate without threat or undue inducement (Haverkamp, 2005). Also, the participants will be assured that all data collected will be kept confidential and that they will remain anonymous. Therefore, all names will be changed and pseudonyms will be used (Haverkamp, 2005). The participants were informed and made to fully understand that the purpose of the research was to gain insight into their understanding and experiences of professional development in relation to curriculum changes and not to dampen their confidence. As a result, care was taken to ensure that throughout the process of research, emphasis was placed on building teachers' confidence so that they would understand professional development and what it entails. I also looked at initiatives in developing themselves through collaboration and interaction with other teachers. Thus, this research will be beneficial to them and in no way of causing harm (Hammersley and Traianou, 2012).

3.9 Trustworthiness (validity and reliability)

Lincoln and Guba (1985) state that trustworthiness of research findings is crucial in determining the worth of research findings. Trustworthiness is a term often used by qualitative researchers to refer to both validity and reliability. Validity basically means confidence in the "truth" of findings as revealed through the participants' original data (Lincoln and Guba, 1985). The best way to examine the validity of the research findings and of the researchers' interpretation of them is for the researchers to go back and ask those individuals who participated in the study to verify or validate what has been transcribed is actually what they meant. Denzin,(1994) states that local informants can act as judges, evaluating the major findings of a study. Reliability is an evaluation of the standard and quality of all processes used and means of data collection, data analysis and generation of new theory (Lincoln and Guba, 1985). Ensuring reliability requires diligent efforts and commitment to consistency throughout interviewing, transcribing and analyzing the findings (Kvale, 1996). Findings are more dependable when they can be confirmed from several independent sources. Their validity is enhanced when they are confirmed by more than one "instrument"

measuring the same thing and that is called triangulation. Although qualitative research tends to rely on more than one data generation instrument, I had decided to make use of two focus group interviews. To ensure trustworthiness in my study, after transcribing the focus group interview, I gave the transcripts text to the participants. The reason for that was to verify whether what has been transcribed was actually what they said when they were being interviewed.

3.10 Conclusion

In this chapter the research methodology and design used to conduct this study was discussed. The study which was a qualitative study was interested in gaining an in-depth knowledge of teachers' understanding and experiences of professional development in relation to Curriculum changes. The study was framed within the interpretivist approach, since its purpose was to develop a greater understanding of how people make sense of context in which they live and work. My data generation instrument was informed by Terre Blanche, Durrheim and Painter (2006), where by traditional interviews and focus groups consist of a verbal exchange in which the interviewer asks questions and the participants verbally respond. It was also informed by a view that a focus group is typically a group of people who share a similar type of experience. A focus group interview was used to collect qualitative data and data analysis process was used. A focus groups interview is planned in order to provide more in-depth data collection and is aimed at allowing the researcher to ask probing questions. The manner in which validity and reliability of the study was enhanced and ethical considerations was also outlined in this chapter. The best way to examine the validity of the research findings and of the researchers' interpretation of them is for the researchers to go back and ask those individuals who participated in the study to verify or validate what has been transcribed was actually what they meant. The use of more than one data collection tool also enhanced the reliability of data collected. As for ethical considerations, permission was sought from the gatekeepers and informed consent from the participants. The next chapter will deal with data presentation and data analysis.

CHAPTER 4: DATA PRESENTATION AND DISCUSSION

4.1 Introduction

In the preceding chapter, I discussed the research design and methodology of the study. In this chapter I present and discuss data generated from teachers. The data is about teachers' understanding and experiences of Curriculum change-related professional development. The critical questions of how teachers have experienced Curriculum changes is explored to determine what can be leant from teachers' understanding and experiences regarding the efficacy of current professional development initiatives.

I draw data from three focus groups and the participants were from the same school. I decided to name them Groups A, B and C. Initially I wanted to have four participants per group, but some of prospective participants who gave consent to participate in the study could not make it. So Group A was made up of three participants, Group B was made up of four participants and Group C was made up of two participants. Group A's interview took about 29 minutes, Group B's took about 45 minutes and Group C's took about 40 minutes.

This chapter is organized into three sub-sections, according to the data that were generated. There are three issues that the interviews focused on, namely; teachers' experiences of (i) Curriculum changes; (ii) the process of Change (iii) their perspectives about Professional Development. So as I present the first subsection about Curriculum changes, I seek to address one of my research questions about teachers' understanding and experience of Curriculum changes in the first theme. In the second theme I aim to find out about teachers' experiences on the process of change. I then move on to the third theme about teachers' perspectives on professional development, which I plan to address another research question about the efficacy of the current initiatives to professional development.

4.2 Teachers' experiences of curriculum changes

Within this theme the main question I asked participants was to do with their experiences of Curriculum changes. From the data that were generated, I found almost similar experiences with regard to the changes in the Curriculum. Under this theme, firstly I sought to have an overall sense of their experiences of Curriculum changes, then after direct the issue into the specific things about OBE.

4.2.1 Overall teachers' experiences of Curriculum changes

In the first focus group, (Group A), I found that teachers experienced a lot of confusion and difficulty regarding adapting to change. They stated that change is not easy. It is not easy to abandon the way you used to do things and do them differently. One of the participants from Group A had this to say:

> *If you were trained in an old system, which you are used to, now the Department or the government comes up with these changes. It was difficult for us to adapt to them.*

Another participant from Group A shared her experience about the introduction of OBE. She also mentioned the issue of how difficult it is to change. This is what she had to say:

> *Even to the learners, it was difficult to change from Curriculum they were used to, into the new Curriculum, because whenever you have to adapt to change, it is difficult and the learner as well finds it difficult, because the learner is used to the old Curriculum*

From Group B, the participants reported about anxiety and fear of not knowing what was going to happen whenever change was being introduced. One of the participants had this to say:

> *It was very difficult! Because first of all, when change comes to people, it brings some kind of fear of not knowing what is going to happen.*

Still under the experiences of Curriculum changes, Group B talked about how challenging the transformation was and also mentioned the issue of time. The amount of time that was given to train them was not adequate. One of the participants from Group B had the following to say:

> *It is known that transformation comes with challenges, in most of the time. It was difficult because we were never trained properly for that OBE. So when the Department decided to change the approach, the training we had was not aligned with this new approach. You cannot train a person for only three days or one week, to say the least, and then expect that person would be able to face the challenges of OBE.*

OBE was very attractive at the point of its entry. One of the group members from Group C shared his experiences about the advent of OBE. This is what he had to say:

> *I remember that I was already an experienced teacher in that particular time when OBE was being introduced. I remember well, every teacher was very excited about the new term "OBE". Our*

expectations were very high, but only to find that none of those teachers really understood what was happening.

Overall, regarding teachers' experiences of the introduction of curriculum change, I can say that their experiences were very difficult and challenging. Teachers felt that were not were not adequately equipped to face with the changes that were brought by the new curriculum. The time that was given to teachers to deal with change was not enough to make the experience less frustrating. The overall picture with regard to the responses makes me come to a conclusion that the teachers did not know what was expected of them. Even though the expectations were stipulated, but teachers did not have a clear idea of how to achieve what was expected of them.

4.2.2 Specific responses about OBE

Looking at the specifics of OBE or the specific things about OBE that the teachers experienced, I found that teachers wanted to be consulted and for the government to do thorough consultation with them about the change of Curriculum. Another specific thing about OBE is the issue of context. Teachers wondered whether the government considered the context and the environment before it imposed this new education system. Their concerns were quite consistent with Jansen's (1998) view that the OBE was a one-size-fit-all, forgetting that South African education is operating in different contexts. There were schools that operated in a context where the change of Curriculum favored them and did not encounter much of challenges when it comes to the implementation of the OBE. There were also schools that operated in a context that did not favor them when it comes to the implementation of OBE. Some schools had facilities and resources and some school did not even have a single textbook and yet the new education system demanded that the teaching should be learner-centered. One of the participants in Group B said:

We have a problem in rural schools. We did not have enough facilities to implement OBE, even today the Curriculum change is still posing challenges, for example, in this school we do have a library, but it is not working because we do not have enough resources. So we could not put it into implementation what was required by OBE.

Still on the specific things about the OBE, one of the participants from Group C also shared his experience on this regard and said:

Another experience of mine with this OBE is that, we, as teachers, had to meet during break time to come up with a theme that will be integrated into all subjects. The subject was no longer called a subject, but it was called a learning area. Then we would meet with other teachers to decide on a theme, for example, if perhaps in Geography they are teaching about water, then I would also have to teach about water in Biology for the whole week.

Another issue that emerged from the discussion with regard to the specifics of OBE was the issue of language. When I asked participants about the level of the language that was used when the new Curriculum was introduced, they indicated that the language was very difficult to understand and even worse to the learners. The participants from all three focused groups shared the same sentiments that language is a barrier to the learners that they are teaching. OBE was too demanding to the learners, in a sense that a learner would be expected to go and look for something and bring feedback. The language was one of the problems, the learners did not understand, they could not collect enough information because of lack of understanding.

My findings here are quite consistent with what other studies have found, for example Jansen (1998) argued that the language was too complex which made it difficult for teachers to understand. The issue of language suggests that the implementation of the Curriculum changes is still posing some challenges even today. Teachers are forced to code switch when they are teaching in order to accommodate learners. Sometimes code switching can lengthen the period of teaching a particular lesson which may lead to teachers not finishing the syllabus in time. Although there has been some initiative by the Department to improve the literacy level on learners, for example, the introduction of Annual National Assessment (ANA), but there has been some criticism from teachers, as it perceived being interfering with the Curriculum (Sitole, 2015).

From what I have gathered from the teachers, the time of Curriculum change was a very difficult time to everyone in a sense that the level of support to deal with change was not enough. They pointed out that the process was not made easy for them. It was too demanding and time consuming, especially when the first Curriculum of the Outcomes Based Education was being introduced (Curriculum 2005). There was confusion, anxiety, fear of the unknown and lot of uncertainty. The picture that is being painted shows that the implementation of change did not bear fruits as it was anticipated. There are many things that were not put into consideration, to ensure that the implementation of the new Curriculum is successful.

4.3 Teachers' experiences about the process of change

As I have indicated that the study was about teachers' experiences of Curriculum change-related professional development, I then shifted the focus to the process of change with an intention of finding out about teachers' experiences over the process of change. This sub-section is informed by Kurt Lewin's theory of change which I have positioned as the theoretical framework. So, looking at the experiences of teachers and the changes in the Curriculum, I asked the participants about the three stages of change, which are unfreezing (changing status quo); change (implementation of change) and refreezing (sustaining change), whether they were taken into consideration when the changes in the Curriculum were being introduced.

One of the participants from Group A responded as follows:

I think the government does not do the first stage up to standard, because they do not monitor. Let me make an example, looking at the workshops that they conducted, the Department never monitored to see whether from a certain school all the teachers were trained. Meaning that there would be a problem with the unfreezing stage, it did not happen up to the desired level because they did not monitor to see how many teachers were trained from that particular school. I believe it was the Department's job as it was the one that came up with this new Curriculum and to see to it that it has called this number of teachers from this particular circuit. Then it must visit schools to see how many teachers that attended the workshop were well equipped with new skills. Another thing, if the person that attended the workshop does not come back with enough information, it must be known. In doing so, I really believe that the unfreezing stage would not be such a challenge and the Department would be able to see whether it was successful or not. The Department cannot say it was successful in doing the unfreezing if it do not know whether the teacher is still using the old Curriculum or whether is implementing the new Curriculum.

Group B added to what Group A said about the process of change and their experiences. One participant from that group said:

The unfreezing stage that requires us to change our lifestyle as educators and of teaching is a challenge on its own. The methodology of teaching changed from a teacher-centered to a learner-centered, and for the learners to become active participants rather than being passive. I really do not know whether the government or the Department have thought this through, because we have also tried to changed from what we were used to. We have told ourselves that we have moved from the

old Curriculum, but now they are telling us to go back to basics. That is an indication that the unfreezing on its own is a challenge.

The participant from Group B then moved on to the second stage which is the implementation or change itself. This is what she had to say:

When it comes to the second stage, which is the implantation of change, we cannot say the Department or the government did not do anything to assist with the implementation of the changes. There was something that was done, like the workshops they provided us with. The textbooks were supplied to schools so that we can be able to implement change, but still the monitoring was not done. Those who are at top level of the Department, they always come back when something has gone wrong, where as they did not even see to it that the implementation is being done accordingly. Because when one is trained for something new, he or she really needs to be monitored, so that if it happens that one needs to be retrained, that person must retrained right there and then, before the disaster strikes.

Still on the stages of change, one of the participants in Group B expressed her views as follows:

Looking at the last stage, the things may be, to sustain the change. The Department is really trying, as we have mentioned this thing of clusters, the visiting of Subject Advisors to schools, the supply of textbooks in schools. There is an improvement, even though our numbers (learners) in classes is not allowing us to get enough material. Another thing that the Department does to sustain change is issuing of bursaries for teachers and taking those teachers with academic qualifications and train them to obtain professional qualifications for example, PGCE, and that has been a successful attempt by the Department to develop teachers in order to sustain change. Even those bursaries that they give to students from FUNDZA LUSHAKA, those are the things that help with sustainability of change.

When I asked Group C about their views on the process of change and their experiences in relation to Lewin's theory, one of the participants from the group had this to say:

Unfreezing! Unfreezing! Unfreezing! You know, first of all, being an adult or being as young as these kids that we are teaching, we fear change, whenever there is going to be a change we become anxious. So the unfreezing stage, I really believe it is a crucial stage. The Department was really

supposed to spend a lot of time on this stage. As I am saying that the unfreezing stage should have taken at least five years or even more than five years. If the educationist felt that the system was a genuine one, it would have taken more than ten years. If that was done properly, it would have made the second stage, which is implementation, a lot easier.

This same participant further reported:

I do not know whether this unfreezing, which is the first step, also includes training, I mean a thorough training of teachers, because it would have allowed subsequent stages to happen smoothly. So if one does not do the unfreezing properly, everything else becomes difficult.

According to responses from all the three focus groups, the participants felt like the unfreezing stage was neglected, which led to the change being short-lived. That is why the Curriculum was being changed over and over again. The teachers also felt like the unfreezing is the most important stage, because it is never easy to change people's perceptions in a short space of time and expect that the implementation will bear fruits.

Teachers also emphasized the issue of time about not being enough, in a sense that whenever there is going to be change in the education system, time must be of paramount importance. People who would be implementing the change must be given time to get used to the idea of the new system. I have found this very consistent with what Guskey (2002) has said about change, that change is a gradual and a difficult process for teachers; and that learning to be proficient at something new and finding meaning in a new way of doing things requires both time and effort. The question is how much time would be considered reasonable.

I can conclude that time is a very important asset in the process of change, even though it is regarded as intangible. The reason I am saying this is because, if time is taken into consideration, it might prevent any kind of resistance that might manifest from those who are expected to implement change. Lundgren, Scheckle and Zinn (2015) are of the view that sustainable development is a process that takes time, so it needs to take place in a gradual manner. I also believe that through this study, that time is one of the things to consider whenever a change is being planned, so that the process of implementation and sustaining change is not thwarted.

4.4 Teachers' perspectives about the professional development approaches used

In this section, I sought to investigate teachers' perspectives about professional development approaches used when new Curriculum was being introduced. This section is divided into seven subsections, namely; workshops; cascading approach; clusters; training and retraining; monitoring; teacher support; current initiatives to develop teachers professionally. The sub-sections were informed by the approaches that emerged from the literature, which agree with the data that emerged from the interviews.

4.4.1 Teachers' experiences of Workshops

To develop teachers professionally, workshops were used during the time of Curriculum change, and they are still being used currently. Group A expressed its views with regard to workshops as one of the approaches to develop teachers, and from what gathered at that point, it seemed like this approach was not being used efficiently. One of the participants from this group had this to say:

> *These workshops were done only at the beginning of the year, when we have to go to classes and teach.*

Another participant from Group A sounded very aggrieved by the way those workshops were conducted. This is what she had to say:

> *Even those workshops, they were not conducted by people who understood what was going on with regard to the changes in the Curriculum. The Department took teachers who were confused as we were, train them and then they would be brought back to train or facilitate us. Some of them you could see that they themselves did not have clarity about those changes in the Curriculum.*

Another participant from the same group had this to say:

> *You would find that the person that was trained to facilitate us would not be able to give us feedback. The so called facilitator would not be able to provide us with feedback on something that we would have been able to hear for ourselves.*

The participants raised concerns about the inadequate of information that was being provided by facilitators at the workshops. Another participant from Group A had this to say:

> *Others would come back from those workshops even more confused. If you ask them about something they heard from the workshop, they would tell you that there is nothing to tell.*

Group C's responses on the issue of workshops were similar to those of Groups A and B. The participants believed that the training that they received was not sufficient and they were not being facilitated by people who had knowledge of OBE. The Department took some of the teachers who were teaching to train other teachers, while they also had the problem which was similar to other teachers. The problem of not understanding the OBE curriculum, and also find that whenever there was a question that was being posed, they could not answer. The problem was that, they were trained for a very short period of time, then after they would be sent to train other teachers while they themselves still needed to understand the whole information that was given to them. The time to workshop facilitators was also not enough, while they were expected to go and workshop others while they themselves have not yet understood what is it that they need to tell other educators.

Looking at the overall picture regarding responses about the role of workshops, I can conclude that this form of approach did not come into fruition because in workshops it is believed that a common ground is built in an incremental way, in a collaborative setting and that collaboration supports the development of teachers' skills and helps them to sustain professional development in a more across-the-board manner such as facilitating teachers' professional growth and development (Kuusisaari, 2014). Jita and Mokhele (2014) are of the opinion that in South Africa, the challenge has been to find Continuing Professional Development (CPD) formats and practices that have the potential to improve teachers' knowledge and classroom practice for the better. I also believe that the role of workshops can also be used to change teachers' perspective in seeing that the status quo is no longer beneficial to them, so there is a need to change as Lewin's theory of change has indicated.

4.4.2 Teachers' experiences of the Cascading approach
In this subsection I sought to investigate how efficient the cascading approach has been and also to find out about teachers' experiences regarding this particular approach. Jita and Mokhele (2014) talk about the cascading approach, where you would find that a person would be given a piece of information and then after be expected to pass the information to others. Group A shared its experiences regarding this approach. Their view was that most of the time the second hand information is not the same as the first hand one. One of the participants had this to say:

> In most of the time, the second hand information is not the same as the first hand information. It is not the same to listen something for myself what is being said rather than being told by someone else. If I am going to be told by someone else, chances are, some information is going leak

somewhere when that person relays information. There will be things that would be left out, not intentionally, and even if the information is not left out, but it would be conveyed in a different way. So the second hand information has never been the same as the first hand.

Group B added to what Group A had said about the cascading approach. This group raised a point regarding the training of facilitators during the time of Curriculum change, so that they could have more than enough information to give to those teachers that they were sent to train. One of the participants from this group had this to say:

May be it would have been a good idea to give those facilitators an intensive training, train them thoroughly. So that when they come to us, they would know how to handle certain questions, because we had lot of questions and be able to give more clarity.

Group C was of the view that the training of facilitators was not enough. The facilitators were just given course packs to read without training them. One of the participants said:

They were not trained. I remember there was one who came to us at the University, and then asked if there was anyone among us who understood this thing better (OBE policy document), to read it and explain it to others. They were not trained. They were just given course pack to read, I really don't think they were trained.

Another participant from Group C raised another point of the criteria that was used by the Department in appointing those facilitators who were trusted to train the teachers and develop them in order to cope with the changes of Curriculum and the challenges thereof. He expressed his concern on the selection criteria for appointing facilitators because some of them did not seem to understand anything regarding the new Curriculum. This is what he had to say:

The sample of teachers, that who were taken for training to become facilitators. They came back with nothing comprehensive. We don't even know how they were selected. You would just hear that so and so is now a facilitator. The very same person who can't even perform in class is now facilitating us!

From overall responses, they suggest that the cascading approach had some weaknesses. Teachers showed dissatisfaction with the level of information that was being passed down to them. Another issue that came out from the focus group interviews is the issue of the competency of facilitators. The Department did

not do a very good job in selecting the facilitators because some of them were also in the dark, if not more, than those teachers they were suppose to train.

I can conclude that this approach has been used and it is still in use even today. While this model continues to be popular, education researchers have written about the weaknesses of such cascade model of Curriculum guidance and professional development (Dichaba and Mokhele, 2012). The Department needs to address this issue of the information that is being lost along the way, which causes the cascading approach to have weaknesses. So that the decentralization can come into fruition, and all the levels of the education system receive that same degree of information for implementation of change to be feasible.

4.4.3 Teachers' experiences of Clusters

Clusters can be defined as a group of people, which are teachers in case, who come together to discuss issues, that are in relation to Curriculum. The question that I posed to the participants was the role of clusters and how successful they have been.   The intention with this subsection was to find out the nature of the clusters, whether they are useful and if they are playing a role in developing teacher, as well as their current state. When I asked Group A about their experiences of clusters as one of the approaches of professional development, one of the participants had this to say:

> *The clusters started very late. I think the Curriculum 2005 has already passed, it was RNCS and that's when they started. I think the establishment of clusters was to monitor work and moderate learners' work and that is it. May be there would be a discussion over a question that the learners could not answer a certain question correctly, but there is nothing that can be associated with professional development.*

Group B's views on the issue of clusters seemed to be different from Group A's sentiments. The participants said they did benefit a lot from clusters. They shared ideas, they networked. If anyone happened to experience some kind of problem, others will come up with a solution. They also share teaching strategies, on how to tackle a certain problem which one might encounter at school where one is teaching. One of the participants from this group had this to say:

> *From the cluster that I was in when I was teaching Business Studies, we were being developed a lot, because we didn't just end with moderating the learners' work. We also looked at how the paper was set, which obstacles did we encounter, how did the learners answer certain questions and their overall performance.*

Another participant added on what was said about the role of clusters:

We really do benefit from clusters. We share ideas; we network and if there is anyone who is experiencing some kind of problem, other will with a solution. Oh, and teaching strategies on how to tackle a certain problem you might encounter from school. Yes, the establishment of clusters has been very fruitful.

Group C was of the view that there was inefficiency of professional development in the level of clusters. In this regard, one of them said:

Others just meet and do shadow marking, without telling each other where one went wrong. But in other clusters they do correct each other in terms of marking and teaching a certain topic. But most of the time, clusters do not help. They are not developing teachers in clusters. Teachers just meet, do the shadow marking and that would be it, and then they would disperse and go to town to run their errands.

Then another participant from Group C said something positive about clusters, which seemed to concur with what Group B has said:

In my case I really see clusters as of use in a big way and in terms of developing one another. The reason I'm saying this is because in clusters, we communicate, we give each other ideas.

The issue of clusters seems to have two sides. Some of the teachers did see the use of the clusters as one of the approaches that is beneficial in developing teachers professionally. Others did not seem to be benefiting from clusters. Which leaves us with the challenge of finding out exactly what is it that is supposed to be happening in clusters. This could be a potential research topic to investigate further, and probably involve subject advisors as they are the ones who are being placed to see the running of the clusters. The Jita and Mokhele (2014) focused on teachers' perspectives on what constitutes successful clustering experiences and kinds of professional development benefits they derive from their participation therein and how teachers experienced Continuing Professional Development (CPD) collaboration in clusters.

4.4.4 Teachers' experiences of Training and Retraining as part of development
Training in this case can be regarded as a process of learning the skills that one requires to do a job. What I sought to investigate further was the extent to which this training and retraining of teachers was seen

going on in schools and to further explain why teachers need constant training. Furthermore, to find out if whether the teachers themselves have seen it happening and how often have they experienced it from schools or any level of the education system. The participants shared their experiences regarding the training and retraining as part of development. The data generated from Group A, indicated that the level of training and retraining teachers has not reached the level where teachers can feel that they have been trained adequately. This is what one of the participants had to say:

We can say there is some small, but not that much. Subject advisors conduct workshops at the beginning of the year, especially if there is a new content that need to be addressed, might it be in Life Sciences or in Business Studies. So with that we will know what we are expected to teach in that year. There is some training, but not to the level where you can really feel that I've been trained and developed. As I have said that these workshops are only conducted at the beginning of the year. If these training can go through out the, I really believe teachers would be developed.

Group B also added on what Group A reported regarding the training and retraining of teachers. One of the participants in Group B suggested something that might make this approach of developing teachers to be more fruitful. She suggested that may be if the Department can organize these trainings before the year begins and during the course of the year, and also monitor the progress of these training, so that they can be able to detect problems and deal with them as they occur. This is what she had to say:

May be if they can organize for these trainings to be conducted before we can reopen in schools and may be in the middle of the year as well. They should also come back and see whether we are actually doing what we have been trained on. Do follow ups so that if there are any problems, they can be identified and deal with them while there is still time.

A participant from Group C also came up with a suggestion which was similar to what has been said by another on in Group B:

This training and retraining of teachers should be a process, not an event. The department should not just send teachers for training towards the end of the year when we are suppose to prepare for final examination. It should be done throughout the year.

Kuusisaari (2014) is of the view that for the Curriculum reform to succeed, it requires training and retraining of teachers. The findings from the interviews agree with the constant training of teachers, so that they can keep abreast with the changes.

The overall picture regarding responses about training and retraining of teachers, I can conclude that there is such an initiative, but the issue is on timing. These training and retraining of teachers must be something that is on an on-going basis, every now and again, not when there is a crisis.

4.4.5 Experiences of teachers' over teacher support

Teacher support in this regard can be referred to encouragement or help given to teachers cope with Curriculum changes and to prevent the process of change from failing. The question I asked the participants in this sub-section was to find out from teachers themselves the nature of teacher support and the kind of support do they receive, if any. The participant from Group A had this to say about teacher support:

> *When we talk about teacher support, the first thing that we need to be looked at are resources, because teachers can go and attend all these workshops and be trained on how they are going to teach in class, but if there are no resources that are required for that particular lesson, it means the teachers does not have any support. In the end, the person who is doing the monitoring would then say the teacher is not doing well, forgetting that the teacher does not have all the resources that one suppose to have. Also, the people that you work with, whether they are supporting you.*

The participants further reported on their experiences with regard to teacher support, they further stated that there are subject advisors who are useless, who come to cluster meetings just to put their signature, they are not even monitoring, and do not do the remarking of scripts. There is no support that subject advisors provide, they do not even ask why the learners have failed, and may be come up with an intervention plan or inform the principal of the school to assist the teacher has a high failing rate of learners. There is nothing that they are giving teachers in a form of support.

 Another participant added on what was reported by the other participant in Group C. This participant touched a very crucial issue with regard to teacher support. He mentioned something about daily preparation or lesson plans, where you find that some of the educators do not do lesson plans. The HOD would be aware of this, but they are not doing anything about it. If someone is not doing his or her lesson plan, those who are suppose to be monitoring, they must not just enjoy recording down that they did not

received daily preparation from so and so. They do not take initiative of intervening, in case there is someone who experiences a problem or show a need for development.

The overall picture with regard to teacher support shows that there is lot of work that still needs to be done in terms of supporting teachers. Support may come in different forms, as long as it is going to make the work of a teacher more bearable so that the intended change can come to manifest.

Vahasantanen's (2015) view of the necessity to find new tools to support educational organizations in creating sustainable and participative transformations, and so to support teachers in the stream of change. I also believe that the current tools, that are used support teachers to cope with change need to be revised. The monitoring, which can be regarded as a tool, is still a challenge and it is hindering the process of changes. Guskey's (2002) opinion that support coupled with pressure is essential for continuing educational improvement and that support allows those engaged in difficult process of implementation to tolerate the anxiety of occasional failures. I also believe that with support, the level of fear, confusion and anxiety would be much minimal during the process of implementing change.

4.4.6 Teachers' perspectives about monitoring

Monitoring in this case is to do with checking something (Curriculum change) over a period of time in order to see how it develops, so that necessary changes can be made. In this sub-section I sought to investigate the nature of monitoring and its current state. The participants shared their view on the issue. Group A's participant shared her experience of monitoring and she did not seem satisfied with the level of monitoring that is being offered by the Department of Education:

> *Before, the monitoring ended at a school level, but now it has moved up to a District level where you find Subject Advisors, but even there, it is not enough. The workshops that usually take place at the beginning of the year, the reason for those are to view Grade 12 results and to see which school did better. It is not merely to develop educators.*

Group B's perspective of monitoring added to what Group A's reported. One of participants in Group B said that when one has been trained on something new, it is necessary to keep monitoring. Group C pointed out that there seemed to be a problem with monitoring. It was not happening the way it should. This participant had this to say:

The problem with monitoring is not just limited to the institutional level, it goes beyond that. Those who are monitoring at the institutional level are also supposed to be monitored. Those who are above the institutional level should be coming every now and again to see whether the monitoring is happening properly. If that can happen, they would be able to identify teachers who need or any kind of development.

The overall picture regarding the responses over the issue of monitoring makes me arrive to a conclusion that the Department really needs to go back to the drawing board and devise a strategy that can be feasible in terms of monitoring, for the refreezing stage to be sustainable and not be short-lived. The findings show that the Department is still lacking on the part of monitoring the implementation of change. If it is happening, it is not showing the intended results. I also believe that it would be difficult to determine whether the intended change is indeed bearing fruits, if there is no monitoring in place. Constant monitoring would also assist in detecting and challenges that might hinder the process of change. Jansen (1998) is of the view that constant monitoring is required so that Curriculum reform can succeed. From what I have witnessed in terms of monitoring (or lack thereof) in our education system, the success of the Curriculum change would depend on the monitoring tools and how effective they are.

4.4.7 Teachers' experiences of current initiatives of professional development

After all the evidence has been examined, the overall picture I come up with regarding the efficacy of current initiatives of professional development, I believe there is still more work that needs to be done in this regard. Group B reported on their experiences of the current initiative to develop teachers. One of the participants said:

And IQMS, I'm not sure whether they can change the term "IQMS" to something else, because whenever you mention the word "IQMS", the teachers go "OHHHH that IQMS!" I really think they should change the term because we do school improvement plans. In school improvement plans, there are things that are happening, like feeding scheme and other things. Now the problem is with us teachers, there is nothing tangible that comes from IQMS that develops us. There is nothing. There is nothing that we can identify, for example if someone has been sent to be developed and obtain a certain qualification through IQMS.

Group B and Group C shared the same sentiments in this regard. They praised IQMS because it has some kind of incentive. One of the participants said:

As I'm saying that IQMS is something that is planned. Another thing that I see with professional development, we are motivated to develop ourselves because we all want to get that percent of incentive. So in order form me to get that percent, I must do one, two three. IQMS is systematic, it has incentive and it planned and documented.

The participants seem to have different perspectives when it comes to the nature of IQMS and its role in developing teachers professionally. Some are interested in IQMS just to receive a percentage of incentive, not to be developed. As Maistry (2008), has stated that development and performance appraisal are combined which makes it difficult to transparently and accurately identify teacher development needs.

Looking at the overall picture regarding responses about the current initiative to develop teachers professionally, I reach a conclusion that it is not bearing the intended results because it is only done with an intention of getting an incentive, not with a mere intention of being developed.

Maistry (2008) is of the view that teacher appraisal through the Integrated Quality Management System (IQMS), does not evaluate competence deeply to assist teachers to identify their needs. He noted that development and performance appraisal are combined which makes it difficult to transparently and accurately identify teacher development needs. I agree with this, because this is advocated by what the participants have reported on the interviews. I also believe that performance appraisal should be separated from development, because with the former, the interest is driven by the incentive, which frustrates the results of the latter.

4.5 Emerging issues
In this section I summarise the findings in response to the critical questions of the study.

Critical question 1: How do teachers experience Curriculum change-related professional development?
Findings have shown that during the Curriculum change, teachers had mixed feelings. Most of them were anxious, confused and had fear of not knowing what is going to happen. They had feelings of fear for change, to move from something that they were comfortable with to something that they did not even understand. Some were excited by change, but not knowing exactly what was in store. Participants indicated that the process of change was not easy, which caused the unfreezing stage not to be beneficial. The people who were trusted to make the process of change bearable were not adequately trained to facilitate teachers. The workshops that were given did not seem to be enough to equip teachers with skills to face the challenges of new Curriculum. The findings from this study on the use of workshops also show consistent with what has been mentioned by other writers with regard to the approaches that were being used in developing teachers. Even though workshops seem to be sensible way of developing teachers, I believe the period should be longer, so that teacher would have enough time to grasp all the information that is

required to equip them with skills. The participants criticized the use of the cascading approach. They indicated that with this approach, some of the information is lost along the way or it is not conveyed in a manner it should. This is something that Dichaba and Mokhele (2012) talked strongly about, that it is still popular and yet it has weaknesses. Although it may seem to be there no alternative to convey the information, I strongly believe that the monitoring should be intensified to ensure that the cascaded information is being conveyed in a manner that has been intended.

Participants had varied views with regard to the role of clusters. Some participants praised clusters as one of the ways of developing teachers. They even pointed out that in clusters they share ideas, they network and provide support to one another and they learn from each other. Other participants did not see clusters as one of the ways that are being used to develop teachers professionally. They said the use of clusters is moderate learners work. There is no form of development that they receive from clusters. Participants believed that training and retraining of teachers should be something that is done throughout the year, not only at the beginning of the year. It should not be an event, but rather a process. Another issue that emerged from the finding is the issue of monitoring. Participants indicated that the Department of Education comes up with good strategies to sustain change, but they do not monitor. Monitoring is still a problem, from the school level and beyond.

Another issue that emerged from the findings is the issue of teacher support. Some participants indicated that teacher support goes a long way towards assisting teachers to implement the intended change. If a teacher does not have all the resources to teach, that teacher is not receiving teacher support. If a teacher is seems to be lacking in terms of performance, the teacher should be given support and be developed if necessary. If that can happen thoroughly, there would not be any hindrances with regard to the three stages of change, which are unfreezing; change and refreezing. All the stages would be subsequent.

Critical question 2: What can be learnt from teachers' understanding and experiences regarding the efficacy of current professional development initiatives?

Looking at the Integrated Quality Management System (IQMS), the findings concur with what Maistry's (2008) view about this system, that development and performance appraisal are combined which makes it difficult to transparently and accurately identify teacher development needs. One of the participants suggested that may be it would be ideal for this system to be changed in a way that can develop teachers professionally. The participant suggested that through IQMS teachers can be developed and obtain some kind of qualification. Other teachers just enjoy the percentage of incentive that they receive from IQMS. I believe this is something that the Department of Education can look at so that the development of teachers can be a success and be able to sustain changes that have been brought by the Curriculum changes. The third stage of change process from the theoretical framework, which is refreezing, would not be short-lived and there would be a less chance for teachers to revert to their old ways of doing things. The findings about clusters also indicated a need for further clarity on the nature and the role of

clusters so that teachers can really see the efficacy of these initiatives to develop them professionally. Other participants praised the role of clusters and even indicated that they do learn from one another in clusters and develop one another. Other participants did not see the role of clusters as one that develops teachers. They only perceived clusters as a programme that is used to moderate the learner's work, and nothing more. They do not feel like they are benefiting something that can develop them professionally. This issue might cause the refreezing stage to suffer, because there is nothing that is done to sustain the changes so that the implementation of new Curriculum is not short-lived. Although all the three stages seem to be important in the process of change, the first stage and the third stage seem to be very crucial for the success of the Curriculum reform.

4.6 Conclusion

This chapter dealt with the detailed findings of the data that was generated from three focus group interviews. The data generated was able to shed some light on the issue of training and retraining of teachers. The participants pointed out that when is being introduced to something new, training and retraining is necessary. What stood out from the data was the issue of monitoring. The teachers emphasized the issue of monitoring, and that the Department has made some very good attempts to revive South African education system, but the monitoring seem to be falling short, which makes all the good work by the Department go in vain. Another issue that emerged from the discussion with the focus groups is the issue of making our education system more vocational oriented. The intention for making our education more vocational oriented is that, by the time learners leave the school, they would have some kind of skill which would help them to become employers, rather than seeking employment. It will also assist in improving our country's GDP, so that we can be able to competitive with the rest of our African counterparts.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENATIONS

5.1 Introduction

This chapter summarizes the study, draws conclusions and makes recommendations on the basis of the conclusions.

5.2 Summary

The study investigated teachers' understanding and experiences of Curriculum change-related professional development. I present a compressed form of the chapters to capture the core of the study before I proceed with the conclusions and recommendations.

In Chapter One I introduced the study and its background. I argued that there have been many Curriculum changes in South African education system. In this chapter I indicated the changes of Curriculum and that notable improvements in education almost never take place in the absence of professional development. Therefore change is almost impossible if professional development is not done properly. So it is of utmost importance for the teachers to be supported and be developed in order to keep abreast of these changes. I expressed the research problem as involving the need to investigate and hear from teachers themselves how they have experienced Curriculum change-related professional development. I concluded the chapter by indicating that there has been some work that has been done on the areas of Curriculum changes and on professional development, but this study seeks to learn more from teachers about their understanding and experiences of professional development in relation to Curriculum changes, and further learn more about what can be learnt from teachers' experiences regarding the efficacy of current professional development initiatives, as it has been noted from the literature that there has been inadequate focus on developing teachers in relation to the Curriculum changes.

In Chapter Two I presented the literature review. Therein I conceptualised the term "Curriculum" as referring to what is being taught, how it is being taught and how it is managed (Jansen, 1998). I further defined professional development as a set of skills, knowledge and ongoing learning undertaken to improve one's ability to do the job and grow as a professional, be on top of the game and stay abreast of professional advancements (Davies, 2011). Key issues that emerged from a review of some studies include the cascading approach, workshops and clusters were identified as approaches used in developing teachers professionally during the process Curriculum change. Training and retraining of teachers and monitoring emerged as issues that need to be given lot of attention in order for the Curriculum reform to succeed. I then further conceptualized some key theories namely: (i) Social learning theory, which refers to

learning through observing others' behaviour, attitudes, and outcomes of those behaviors; (ii) Social development theory, which refers to the ability to perform a task under guidance or with peer collaboration; and (iii) Staff development theory, which refers to the process of producing growth or providing information that may be used to select areas for growth. I positioned Kurt Lewin's theory of change as the theoretical framework underpinning the study. Social Learning Theory, Social Development Theory and Staff Development Theory were also identified as some key theories and their implications.

In Chapter Three I described the study as qualitative, located within the interpretive paradigm and employing a case study design. I found the case study design as appropriate in that it thoroughly describes complex phenomena, such as recent events, important issues, or programmes, in ways to unearth new and deeper understanding of these phenomena (Lapan, Quartaroli and Reimer, 2012). I reported that the participants were nine. I indicated that data generation instruments were three focus group interviews. Sampling of participants and trustworthiness were also discussed.

In Chapter Four I presented and discussed data. Through this process, key findings that emerged in this case study are: teachers' experiences of Curriculum changes on how did the changes made them feel and what feelings did it bring; teachers' experiences of the process of change and how did they perceive the process of change; teachers' perspectives about professional development approaches on whether they work or not and to what extent. On the basis of these findings, I have arrived at the following conclusions.

5.3 Conclusions

5.3.1 Teachers' experiences of Curriculum changes

Curriculum changes brought feelings of fear, anxiety and confusion to teachers. This is consistent with the findings of Jansen (1998) that the teachers were not adequately prepared to embark on the journey of the new Curriculum and even the context was not conducive. Teachers had feelings of fear for change, to move from something that they were comfortable with to something that they did not even understand. Teachers also emphasized the issue of time not being enough to get used to the new system, in a sense that whenever there is going to be change in the education system, time must be of paramount importance. People who would be implementing the change must be given time to get used to the idea of the new system. I have found this very consistent with what Guskey (2002) has said about change, that change is a gradual and a difficult process for teachers; and that learning to be proficient at something new and finding meaning in a new way of doing things requires both time and effort.

5.3.2 Teachers' experiences of the process of change

The process of change was not easy. People who were trusted to make the process of change bearable were not adequately trained to facilitate them. The time that was allocated to workshops facilitators and teachers was not enough. Another issue that emerged from the finding is the issue of monitoring. Monitoring is still a challenge, from the school level and beyond. Another issue that emerged from the findings is the issue of teacher support. If a teacher does not have resources to teach, that can be regarded as lack of teacher support. If a teacher seems to be lacking in terms of performance, the teacher should be given support and be developed if necessary. Teachers also felt that the unfreezing stage, from the three stages of change within the theoretical framework, is the most important stage, because it is never easy to change people's perception in a short space of time and expect the implementation to bear fruits.

5.3.3 Teachers' perspectives about Curriculum change-related professional development

The workshops that were given to teachers by the Department did not seem to be enough to equip them with skills to face the challenges of new Curriculum. There has been further criticism on the use of the cascading approach. Teachers indicated that with this approach, some of the information is lost along the way or it is not conveyed in a manner that it is supposed to be. This is something that Dichaba and Mokhele (2012) emphasized mostly, that a cascading approach is still popular and yet it has weaknesses. The findings about clusters also indicated a need for further clarity on the nature and the role of clusters so that teachers can really see the efficacy of these initiatives to develop them professionally. However, other participants praised the role of clusters and even indicated that they did learn from one another in clusters. The use of IQMS as an approach of developing teachers received mixed emotions. The participants seemed to have different perspectives when it came to the nature of IQMS and its role in developing teachers professionally. Some were interested in IQMS merely to receive a percentage of an incentive, not to be developed and others stated that through IQMS they were encouraged to develop themselves. As Maistry (2008), argued that development and performance appraisal are combined which makes it difficult to transparently and accurately identify teacher development needs. There were suggestions that may be it would be ideal for this system to be changed, changed in a way that can develop teachers professionally.

5.4 Recommendations

This case study highlighted the issue of professional development approaches as one of the most important aspects in the Curriculum reform and developing teachers professionally. Based on the conclusions, I make the following recommendations:

Workshops should not only be conducted at the beginning of the year and when there is a crisis. Workshops should take place throughout the course of the year, especially because there are also novice teachers who enter the system throughout the course of the year. So workshops must be used as platforms to develop teachers professionally. In that way, change can be sustainable and training and retraining of teachers can be evident.

The nature and role of clusters need to be clarified as some findings indicated that the only thing that is done in clusters is to moderate learners' work, and nothing more. Although some findings have indicated that in clusters there is some kind of development that takes place, like sharing of ideas, networking and sharing teaching strategies. Jita and Mokhele (2014) argued that Continuing Professional Development must be sustainable and my suggestion would be that, some Subject advisors must intensify the nature of clusters to make sure that teachers are well equipped with the necessary skills to face the challenges that are brought about the changes of the Curriculum, not just come and put down the signature on "supposedly" learners' moderated work.

The cascading approach needs to be revised. The cascading approach seems to have some weaknesses. The findings show that the information that is being passed on to the next level loses its value somehow and that is something that the Department must address. The people who receive the second hand information are disadvantaged because by the time the information gets to them there is a chance that it would be conveyed in a different way. So for decentralization of information to come into fruition, and for all the levels of the education system to receive the same degree of information for implementation of change to be feasible, cascading approach needs to be intensified.

The Department of Education needs to revise its strategies of monitoring, as the findings have indicated that there are things that can be regarded as attempt by the Department to sustain change. Things such as issuing bursaries to develop teachers, providing schools with resources that can assist with the implementation of Curriculum changes, but the problem is with the monitoring. Those who are above the institutional level should be coming every now and again to see whether the monitoring is happening properly. One might ask, why does it always have to be done by those outside institutions? Well, the reason might be that those who are from the outside are the ones who do the initial planning. Those who are inside institutions are regarded as implementers, even though they might be in positions to monitor, but if that has been successful, I do not believe that the South African education system would be going back and forth with the changing of Curriculum. If the monitoring can be intensified, this would enable to identify teachers who need support or any kind of development.

There should be something tangible that teachers can obtain through IQMS, something like a qualification, so that teachers can be more motivated to be developed. The term should also be changed and be separated because currently it does not evaluate competence deeply to assist teachers to identify their needs. Development and performance appraisal are combined which makes it difficult to transparently and accurately identify teacher development needs (Maistry, 2008). If the two can be separated, I also believe that the needs for development can be identified easily without being crowded by the needs to receive an incentive.

5.5 Implication for further research

The study was conducted in one school in a semi- rural area. Surely it is not the only school which has teachers who have experienced difficulties with the Curriculum changes and the level of professional development they have experienced. It would be interesting to see how urban schools have experienced the changes of Curriculum and how they have experienced the level of professional development.

I recommend that a further study be conducted to obtain the views of Subject advisors who did not form part of this study. A further study would investigate the role of Subject advisors in developing teachers professionally.

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P.O. BOX 1654

STANGER

4450

The Principal

Bhekuximba High School

Private Bag X 219

Edendale

3217

LETTER SEEKING PERMISSION TO CONDUCT A STUDY

The Title of the study: Teachers' understanding and experiences of Curriculum change-related Professional Development.

My name is Edward Siboniso Ndlovu. I am a student at the University of KwaZulu-Natal, and currently registered for a Masters Degree in Educational Leadership Management and Policy. One of the requirements in completing the degree is to conduct a study. I am requesting the permission to conduct a study from your school.

The school was purposively selected because some of the teachers in the school have an experience in teaching prior the commencement of the curriculum changes. So, they are perceived to have an in-depth knowledge that would assist in conducting the study.

I request the permission to interview all the teachers who have already been teaching prior 1994 and who have experience the constant changes of the curriculum. The teachers will be grouped together to form a focus group and they will be interviewed together at the same time. The interview will take approximately one hour and may be split, depending on their preference and it will be audio-recorded and noted in writing. The information that will be collected will be pure for research and the audio-recording will be safely stored for the purposes of security and be destroyed after 5 years. Their involvement would be purely for academic purposes only, and there are no financial benefits involved.

Thank you

Yours in education

Mr E.S. Ndlovu

Should you need further information regarding the matter, you may contact me, my Supervisor and the Research Office of the University.

CONTACT DETAILS

Researcher: E.S. Ndlovu   Supervisor: Prof. V. Chikoko

0838910495/0749922841   031-2602639/0763767836

ndlovusbonisoh@yahoo.com   Chikokov@ukzn.ac.za

Research and Higher Degrees Office School of Education

Prem Mohum (Mr)

University of KwaZulu-Natal

HSSREC Research Office: Ethics

Tel: 031-260 4557

Fax: 031-260 4609

Email: mohunp@ukzn.ac.za

APPENDIX B: Letter of informed consent to the participants

P.O. BOX 1654

STANGER

4450

LETTER OF INFORMED CONSENT TO THE PARTICIPANT

The Title of the study: Teachers' understanding and experiences of Curriculum change-related Professional Development.

My name is Edward Siboniso Ndlovu. I am a student at the University of KwaZulu-Natal, and currently registered for a Masters Degree in Educational Leadership Management and Policy. One of the requirements in completing the degree is to conduct a study. I am requesting the permission to conduct a study with you. I would appreciate the opportunity of conducting a focus-group interview. The group will be made of five participants, including you. The interview will produce data on teachers' understanding and experiences of curriculum change-related to professional development.

The school was purposively selected because some of the teachers in the school have an experience in teaching prior the commencement of the curriculum changes. So, they are perceived to have an in-depth knowledge that would assist in conducting the study.

Please note that:
- The interview will take approximately one hour and may be split, depending on your preference and it will be audio-recorded and noted in writing.
- The interview will be conducted after school hours at your convenience.
- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion. Participants will be given pseudonyms; as a result it will not be linked to your name.
- The information that will be collected will be pure for research and the audio-recording will be safely stored in a secure storage for the purposes of security and destroyed after 5 years.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- You have a choice to participate, not participate and you are at liberty to withdraw from the study at any stage. You will not be penalized for taking such an action.

- Please be advised that permission for the interview will also be sought from the principal.

- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

	willing	Not willing
Audio equipment		
Photographic equipment		
Video equipment		

Should you need further information regarding the matter, you may contact me, my Supervisor and the Research Office of the University.

Thank you.

Yours in education

Mr E.S. Ndlovu

CONTACT DETAILS

Researcher: E.S. Ndlovu   Supervisor: Prof. V. Chikoko

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Research and Higher Degrees Office School of Education

Prem Mohun (Mr)

University of KwaZulu-Natal

HSSREC Research Office: Ethics

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Fax: 031-260 4609

Email: mohunp@ukzn.ac.za

……

DECLARATION

I …………………………………………….. (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.
I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT   **DATE**

………………………….   …………………………

APPENDIX C: Interview schedule

FOCUS-GROUP INTERVIEW SCHEDULE FOR EDUCATORS

Teachers' understanding and experiences of curriculum change related to professional development.

The curriculum has been changing as from the introduction of the Outcomes-Based Education (OBE) which was Curriculum 2005 (Jansen, 1998). Immediately after that, it was then called a Revised National Curriculum Statement (RNCS), then after that it became a National Curriculum statement (NCS) up to a recent or current Curriculum Assessment Policy Statement (CAPS) (Bantwini, 2009).

My research is on teachers' understanding of professional development in relation to curriculum changes. From the research that has been conducted by other writers, there are issues that have emerged which I believe they need further investigation and I would like to find out from you teachers, because looking at your teaching experience, I believe you have in depth knowledge which might assist me in conducting this research.

So this focus-group interview will be two folds. We will start by looking at curriculum changes and the move on to professional development.

1. Curriculum changes
    - What did it do to you? How did it make you feel?
    - How did you experience these changes?
    - What do you think could have been done differently with regard to these changes?
2. Professional development
    - What approaches have you seen or experienced with regard to developing teachers professionally?
    - Cascade approach
    - Clusters/collaboration
    - Training and retraining of teachers
    - Learning from other people. Who are those people that you learn from?
    - Actions taken by teachers to develop themselves
    - Has it worked?
    - What is it that has made it not work?
3. Teacher support
    - What is the nature of teacher support?
    - The state of teacher support
    - The level of support provided to teachers
    - Teamwork or team teaching
    - The nature of monitoring

APPENDIX D: Ethical clearance from the university

UNIVERSITY OF ™
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

31 August 2015

Mr Edward Siboniso Ndlovu 210551828
School of Education
Edgewood Campus

Dear Mr Ndlovu

Protocol reference number: HSS/0613/015M
Project title: Teachers understanding and experiences of Curriculim - related to professional development

Full Approval – Expedited Application

In response to your application received on 29 May 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted FULL APPROVAL.
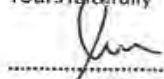
Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

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

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

....
Dr Shenuka Singh (Chair)

/pp

Cc Supervisor: Prof V Chikoko
Cc Academic Leader Research: Prof P Morojele
Cc School Administrator: Ms T Khumalo

61
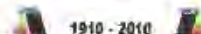
APPENDIX E: Permission from the Department of Education to conduct research

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Nomangisi Ngubane   Tel: 033 392 1004   Ref.:2/4/8/376
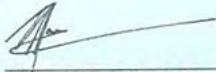
Mr ES Ndlovu
PO Box 1654
STANGER
44520

Dear Mr Ndlovu

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"TEACHERS' UNDERSTANDING AND EXPERIENCES OF CURRICULUM-RELATED CHANGE TO PROFESSIONAL DEVELOPMENT"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 15 March 2015 to 15 March 2016.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education. (See list attached)

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 20 April 2015

KWAZULU-NATAL DEPARTMENT OF EDUCATION
POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa   ...dedicated to service and performance
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