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**Exploring Teachers' Experiences in the Teaching of Drama in Early
Childhood Education: A Case of Life Skills Teachers in Durban, KwaZulu-
Natal.**

by

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209529815

A thesis in the fulfilment of academic requirements of the degree of Doctor of Philosophy in Language and Media Studies at the College of Humanities: School of Education, the University of KwaZulu-Natal, Durban, South Africa.

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Date of Submission: March 23, 2025

Statement by supervisor

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Declaration of originality

I, **John Monwabisi Cobongela (209529815)**, affirm that this thesis is my own work. All sources that were used have been accordingly referenced. This research has not been previously accepted for any degree and is not being currently considered for any other degree at any other university.

Signature:

A large black rectangular box redacting the signature of the author.

Date: 23 March 2025

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Dedication



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Abstract

Teaching life skills to children throughout the foundation phase (often ages 5 to 9) is crucial for their overall development, but it also comes with unique challenges. The effectiveness of life-skills education may be impacted if these concerns are not properly considered. Schools face many obstacles when implementing the life-skills curriculum, including teachers' perceptions that the subject is not important; a lack of training to assist and equip teachers with relevant skills on how to teach life skills; a lack of resources, insufficient teaching time, and a curriculum that does not explicitly outline the specialised material needed to teach life skills.

This thesis presents an interpretive case study that explores teachers' experiences teaching drama in five primary schools in the early childhood education/foundation phase. Data were generated qualitatively from ten life-skills teachers through reflective activity, one-on-one semi-structured interviews, lesson observations, and document analysis for triangulation purposes. Purposive and convenience samplings were used in selecting teachers from five primary schools that teach life skills subjects in early childhood education/foundation. Thematic analysis was used to produce both themes and categories. The three key research questions that were formulated for this study include: What are the teachers' experiences of teaching life skills (drama)? (descriptive); How do teachers' experiences inform the teaching of life skills (drama)? (operational); and Why do teachers experience the teaching of life skills (drama) in particular ways? (philosophical/theoretical).

The literature reviewed shed light on the questions that guided this study. Hence the study sought to establish that experiences are categorised into three levels which include: actual action, consequences, and individual internal intelligence in teachers' experiences. Through the natural identity framework (NIF) the findings of the study outlined that teachers' experiences of teaching life skills (drama) are informed by actual action experiences and consequences experiences as teachers implement life skills curriculum. Thus, teachers expressed that teachers must balance curriculum concepts so that life skills (drama) teaching would produce quality results that are expected at the end of the year. The study introduced four key propositions aligned with themes that emerged: Content of life skills (drama) teaching; teaching environment, and resources; roles, responsibilities, and learning activities of teaching life skills (drama); and assessment of life skills (drama) teaching. Based on these propositions, the study outlines a modified framework, the drama teacher experiences (DTE). This

framework promotes teachers' natural drama experiences which are underpinned by reflection, and re-critiquing of teachers' actions during the process of teaching and learning.

Keywords: Teachers' experiences, curriculum, life skills, drama, early childhood education.

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CHAPTER ONE

AN EXPLORATION OF TEACHERS' EXPERIENCES OF THE TEACHING OF DRAMA IN EARLY CHILDHOOD EDUCATION: A SOUTH AFRICAN CONTEXT

1.1 Introduction to the Study

This study explores teachers' experiences of drama teaching in early childhood education, a case of life-skills teachers. This case study selected life-skills teachers teaching life skills in the foundation phase/early childhood education. Ten teachers were selected from five primary schools in uMbulumbulu and Phumelela Circuit, which is under Umlazi district in the province of KwaZulu-Natal, South Africa. Five primary schools with Grades 1, 2, and 3 classes were purposively and conveniently selected for data generation: as the researcher, I needed to understand the context and experiences of teachers in the primary schools.

In this chapter, firstly, I will commence by providing a background to the study, rationale, and significance of the study. Secondly, I will provide some literature and an explanation on why the foundation phase/early childhood education is an important aspect of this research. Thirdly, I will discuss the research methodology (the critical research questions that guided the research and objectives) that drove the study. Fourthly, I provide clarification of key concepts that are used in the study; and finally, I present the study's chapter structure overview.

1.2 Background of the Study

The Curriculum and Assessment Policy Statement (CAPS, DBE, 2011) for the foundation phase has three core subjects: mathematics; literacy, and life skills. The focus of this study is on teachers' experiences of the teaching of drama in the early childhood education/foundation phase. The Curriculum and Assessment Policy Statement for the foundation phase life skills curriculum (DBE, 2011) consists of four focal areas: beginning knowledge, personal and social well-being, creative arts, and physical education. These sections draw from a variety of fields, which makes the programme extensive. This density, in turn, presents a difficulty to teachers. The literature suggests that there is little research in South Africa that focuses on teachers' experiences of the teaching of life skills (drama) in the early childhood education/foundation phase. Krishna (2013) and Sheldon (2015)'s research focused on Grades 1, 2 and 3 classrooms, and found that teachers did not find life skills an important subject in the foundation phase; hence the programme did not take it very seriously. Teachers highlighted a lack of training and

support; and teachers struggled with the content, planning, and assessment. Mosia's (2011) research discovered that teachers find life skills difficult to teach because of inadequate preparation given to teachers.

Child drama fulfils the normal function of all creative activities, providing a medium through which learners can express their ideas (Pemberton-Billing & Clegg, 1965). Life skills (drama) will therefore assist learners in developing learning skills needed in the foundation phase through self-expression of their own experiences. Hence, drama in primary school is regarded not only as an outcome in itself, but also as a method of helping learners to learn. In my work as a teacher of creative arts and dramatic arts, I have felt confident in claiming that drama benefits aspects of cognitive development and social development of an individual. Most young children in South Africa have been negatively impacted by the range of social and economic inequalities including Apartheid and socio-economic matters in the country, such as inadequate access to health care, education, and social services. This has undermined the development of South African children. The South African Constitution, through the Bill of Rights, states that there is provision for children's socio-economic rights, including the right to basic education and protection from neglect, abuse, and exploitation. However, South Africa has a long way to go to effectively meet the needs of most of its children. The National Department of Education defines early childhood education as the process by which children from birth to nine years of age grow and thrive physically, mentally, emotionally, morally, and socially (Education, 2001; White et al., 2002). Early Childhood Education is recognized as the foundation for success in future learning. Furthermore, quality early learning programmes prepare children for adulthood, providing children with the essential opportunities for social, cognitive, spiritual, physical, and emotional development. These programmes assist in laying the foundation for holistic development while humanizing the love for lifelong learning.

Early childhood education/foundation phase teachers are responsible for the delivery of integrated arts education as part of the core curriculum in the early years of the child. It is argued that all learners, irrespective of their location, socio-economic status or ability should have equal opportunities to participate in arts-rich schooling (Alter, Hays & O'Hara, 2009; Anderson, 2016; Nompula, 2012). School-based arts experiences should be diverse, based on models of effective practice, and embedded into the curriculum from the early years through to graduation, in order to unlock the creative potential of young people. Life-skills in early childhood education acknowledges that an education rich in the creative arts maximizes

opportunities for learners to engage with innovative thinkers and learners. It can therefore be argued that arts education is an essential component of a comprehensive education, and highly skilled teachers are necessary to achieve quality arts integration (Bowskill, 1967).

1.3 Rationale and Significance of the Study

I hypothesize that drama is a specialized and important skill that is generally neglected in the foundation phase. Drama requires well-trained teachers, not commonly found in the foundation phase. Most young children in South Africa are negatively impacted by a range of social and economic inequalities. Apartheid and socio-economic status in the country include inadequate access to health care, education, and social services. This has undermined the development of South African children. Hence, the South African Constitution, through the Bill of Rights, states the provision for children's socio-economic rights, including the right to basic education and protection from neglect, abuse, and exploitation. South Africa still has a long way to go to effectively meet the needs of most of its children. Krishna's (2013) research on Grade 1 teachers divulges a lack of training and support, as well as findings that instructors struggle with curriculum, preparation, and evaluation. Although this researcher does not expressly mention it, the findings demonstrate teachers' lack of expertise across academic domains. This corresponds with Mosia's (2011) findings, which disclosed that teachers find life skills difficult to teach due to inadequate preparation. Beni et al., (2017) conducted a study on the natural sciences. These researchers demonstrate that teachers failed to incorporate natural sciences into other topic areas, avoided teaching it, and lacked specific content understanding. Malan (2014) pointed out that the CAPS curriculum for a generalist foundation phase instructor does not explicitly outline the specific knowledge needed to teach musical comprehension.

I have observed that learners coming from primary education do not comprehend the aspect of drama content that is being taught in the senior phase (Grade 8 and 9). This has led me to enquire about the teaching of life skills (drama teaching) in the (early childhood education/foundation phase, Grades 1 to 3) primary schooling. As I am teaching the subject, I recognize that, when learners approach secondary education, they need to understand certain concepts of the learning area. Hence, arts education remains the area that helps individuals to understand, identify, and uphold the culture, human rights, and heritage of others. The history of South Africa has long given the education sector various opportunities to learners that young pupils have not been given over the years.

I have observed that teachers are not aware of issues between planned curriculum (intended) and enacted (implemented) curriculum which yield different results (achieved curriculum) per individual school, since they do not share their experiences on their practices. I have also observed a poor understanding of the aspect of arts education (drama), especially in the Grade 8 pupils entering secondary education. Taole (2013) states that teachers are the key role players in the implementation of the curriculum. Furthermore, teachers' voices are often ignored and discounted at the phase of curriculum change and development. Furthermore, I have noticed that teachers continue to repeat the same teaching/learning activities without changing, irrespective of curriculum modification.

1.4 Foundation Phase Life Skills Curriculum in South Africa

According to the Curriculum and Assessment Policy Statement (CAPS, DBE, 2011), foundation phase disciplines include mathematics, literacy, and life skills. As already stated, life skills covers four areas: beginning knowledge, personal and social well-being, creative Arts, and physical education. The life skills curriculum seems too complex and provides a challenge for teachers due to its extensive coverage of multiple subjects. In South Africa, the final four years of early childhood development are the first stages of development from birth to age nine, which makes up the foundation phase/early childhood education, also the first stage of schooling (Department of Basic Education, 2011). The "foundation for learning is laid" here (Department of Education 2003:19), and pupils' passion for drama should be fostered here. This will stimulate their curiosity about the outside world and help them grow into critical thinkers and creative beings (DBE, 2011). The revised national curriculum Grades R-9 publication by the South African Department of Education (DoE, 2003) defines the foundation phase as the first phase of the General Education and Training Band, including Grades R to 3. The programme aims to provide learners with fundamental skills, information, and values that will serve as a basis for further learning. According to UNESCO (2005), the foundation phase (FP) is classified as early childhood education (ECE) and serves children aged 0-9 years old.

The programmes that make up early childhood education (ECE) in South Africa are found in the foundation phase (Grades R–3). The importance of life skills (drama) in the teaching and learning environment is emphasised by early childhood education. South Africa's democratic dispensation has led to the implementation of Curriculum 2005 (C2005), which focuses on outcomes-based education (Maphalala, 2006; James, Stears, & Beni, 2017). C2005 implementation has been fraught with challenges from the outset. The curriculum underwent

modifications, resulting in the Curriculum and Assessment Policy Statement (CAPS, DBE, 2011).

Steyn, Schuld, and Hartell (2012) proclaim that primary schools offer the life skills subject in early childhood education (ECE). Here teachers implement the curriculum; it is evident that they use the curriculum assessment policy statement (CAPS) as a guide for compiling various early childhood education programmes, the CAPS document being the most recent policy for learning and teaching in South African schools. Internationally, there is an increased understanding of the issues that young children face. According to the Bernard van Leer Foundation (2004, p. 3) and Akter (2024), the early years of a child's existence have a significant impact on their growth, society, and the globe. According to Elliot and Davis (2009, p. 113), children have the greatest ability to learn and develop throughout their early years. Nations should invest in their youth to prepare them for future difficulties. The "life skills" topic offers a comprehensive approach to early childhood development. The CAPS document (DBE, 2012 p. 9) states that the topic aims to prepare learners for life and its opportunities, including educating youngsters for successful living in a dynamically changing society.

1.5 Location of the Study

The study was conducted in five primary schools that offer life skills in Grades 1 to 3. These schools are under the uMlazi District, KwaZulu-Natal, South Africa. All five primary schools are located in the township, eThekweni Metropolitan Municipality. The primary schools offered life skills as one of the subjects in the early childhood education/foundation phase.

1.6 Aims and Objectives of the Study

The study aims to explore the teaching of drama in early childhood education (life skills Grades 1, 2, and 3), by focusing on **teachers' experiences** of teaching life skills (drama) in early childhood education primary schools. It is envisioned that this study will inform curriculum designers, teachers, and policymakers on life skills (drama) teaching in early childhood education. It will also give insight into the challenges, if any, that drama teachers in early childhood education encounter, suggesting possible solutions if required.

The following objectives led to the exploration of teachers' experiences and the attainment of the study purpose:

- To explore teachers' experiences in the teaching of life skills (drama).
- To explore ways in which teachers' experiences inform teaching life skills (drama).
- To understand why teachers experience the teaching of life skills in particular ways.

1.7 Research Questions

The following questions facilitated this study in producing data for the attainment of the above-mentioned objectives.

- What are the teachers' experiences of teaching life skills (drama)? **(Descriptive)**
- How do teachers' experiences inform the teaching of life skills (drama)? **(Operational)**
- Why do teachers experience the teaching of life skills (drama) in particular ways? **(Philosophical/Theoretical)**

1.8 Research Design and Methods

1.8.1 Research approach

Qualitative and quantitative approaches draw from various ideas and proclivities. The qualitative approach uses words and texts to frame the response to the set of questions on the problem (Creswell & Creswell, 2017; Tuli, 2011; Yilmaz, 2013). The qualitative approach seeks to explore the process of understanding the phenomena that cannot be researched experimentally. Al-Ababneh (2020)'s qualitative approach increases understanding of why things are, and the way they are in the social world; and why people act the way they do. This has resulted from the emergence of qualitative research as an approach that came about after the noticeable insufficiency of experiments in quantitative research that focus on the study of human behaviour in a social context.

Qualitative research is an approach to exploring and understanding the meaning individuals or groups ascribe to a social and human problem. The process of research involves emerging questions and procedures, data typically generated from participants' settings; data analysis inductively building from particulars to general themes; and the researcher making interpretations of the data (Creswell & Clark, 2017). Thus, according to Maxwell (2013) and Junjie and Yingxin, (2022) to develop a qualitative study I needed to develop a logical strategy in advance and then implement it faithfully. Therefore, I had to substantiate the extent, before

constructing and reconstructing the study. Qualitative research has a much greater extent than quantitative research, being a “do-it-yourself” rather than an “off-the-shelf” process, it is one that involves “tacking” back and forth between the various components of the research, assessing research implications for one another (Maxwell, 2013).

1.8.2 Research paradigm

This study adopted the interpretive paradigm. Interpretive researchers hold the view that there is not a single reality or truth about the social world, but rather, there is a set of realities or truths which are historical, locally specific, and non-generalizable (Guba & Lincoln, 1994). Cohen, Manion, and Morrison (2013) outline that interpretive paradigms tend to be anti-positivist, the central endeavour in the context of interpretive paradigm is to understand the subjective world of human experience on the integrity of the phenomena to be explored. The research paradigm, as defined by Ritchie, Lewis, Nicholls, and Ormston (2013) and Rolfe (2006), consists of three components: belief in the nature of knowledge, technique, and validity standards. Paradigms are presented in numerous ways, including the positivist, interpretivist, post-positivist, and critical paradigms. Terreblanche (1999) proclaims that the research process has three major dimensions: ontology, epistemology, and methodology. The research paradigm is an all-encompassing system of interrelated procedures and thinking that defines the nature of analysis along these three dimensions. This study used the interpretive paradigm, which focuses on social interactions, as the foundation of knowledge in order to understand how others observe or understand their reality (O’Donoghue, 2010).

The purpose of this study was to explore teachers’ experiences of teaching life skills (drama) in early childhood education. To obtain rich data on the issues related to the critical research questions, a qualitative case study has been appropriate. An in-depth study aimed at providing detailed feedback on the participants’ experiences of the phenomenon seems to fit well with the qualitative-based case study research (Burgess, 1993; Deem 1994). I was interested in learning more about the ingrained beliefs, perceptions, and experiences of life-skills (drama) teachers. This path to a knowledge process was made possible by the interpretive paradigm. These factors made it possible for me to pinpoint and choose efficient strategies for achieving the study’s goals and responding to the major research questions through the interpretive paradigm. To gather data, I therefore employed open-ended questionnaire-reflective activities and one-on-one semi-structured interviews. The interpretive paradigm worked best for my research.

1.8.3 Qualitative Case Study

The Characteristic of qualitative inquiry focuses on treating phenomena holistically (Silverman, 2000). According to Peshkin (1993), qualitative research is used for description, interpretation, verification, and assessment. According to, qualitative research shows the nature of a situation, setting, or process in the descriptive sense; it aids in the interpretation of new ideas and problems in a particular situation; it helps test certain hypotheses in the verification setting; and it offers a way to assess the efficacy of specific practices, innovations, and processes in the evaluative sense. Miles and Huberman (1994) define a case study as a phenomenon that occurs in a specific context. Yin (2003) provides a more detailed and technical description of case studies, defining them as empirical investigations that evaluate a current phenomenon in its actual surroundings, especially in cases where the two are difficult to separate. Hartley (2004) defines case study research as an in-depth examination of events in their context, frequently with the use of data gathered over time. The intention is to clarify theoretical matters. Yin (2003) states that case studies involves posing "how" or "why" queries on current affairs that the researcher has little control over. The purpose of the case study is to give comprehensive details about a person, event, or procedure. In light of the above, the qualitative case study is a suitable holistic method to investigation that can explore a phenomena (teachers' experiences) of the kind that aims to reveal the actual experiences of the quality assurance systems in this study.

1.8.4 Sampling method/selection of the participants

Denzin and Lincoln (2011, 2012) state that researchers should select participants who can contribute acceptably during the data-generation process. Marree (2011) refers to sampling as the process used to select a portion of the population based on non-probability and purposive sampling. Likewise, Onwuegbuzie and Collins (2007) coherently state that the trustworthiness of any study relies on who contributed to data generation. Thus, the statement made by the scholars mentioned above influenced the selection and sampling method of this study. Purposive sampling means that participants are selected because of some defining characteristic that makes them holders of the data needed for the study (Christiansen et al., 2014; Maree, 2011). Jwan, and Ong'ondo (2011), Creswell (2014), and De Vos et al. (2014) state that, in qualitative studies, samples are constructed guided by purposive or philosophical processes rather than statistical probability selection (teachers' experiences). These researchers believe that the procedure of selecting the appropriate samples from the population must be

convenient and purposive, and not completely pre-determined (consequence experience) For instance, the selection of sampling methods was driven by the phenomenon (teachers' experiences), the research questions, and the study's data generation. It is quite challenging to include every subject in the study; however, in the majority of cases, if not all of them, the results would be more reliable and accurate were the entire population chosen. Scope is always restricted to a subset of accessible persons; and the population is not always accessible (Etikan et al., 2016). I decided to combine purposive and convenience sampling. Purposive and convenience sampling work best together, argues Khoza (2015) when selecting a particular, readily accessible population with a given feature. This claim made by Khoza (2015) is consistent with that made by Marshall (1996), who asserts that convenience sampling entails choosing the respondents who are easiest to reach. Marshall adds that accessibility might be measured in terms of expense (cheapest), effort, and time. The study selected ten life-skills teachers in the foundation phase/primary schools who were available to participate in all data-generating methods of this study.

1.8.5 Data generation

The study adopted four data-generation tools. The first tool is a qualitative method in the form of an open-ended questionnaire. The open-ended questionnaires required participants to recount critical incidents of conflict and conflict management that they have experienced personally. Analysis of critical incidents enables a probing into workplace norms that help construct institutional realities and can stimulate reflection on institutional practices, exposing underlying motives and structures. Analysis can therefore be a way of studying something invisible (teachers experiences) as the phenomenon (Herr & Anderson, 2003). Critical incidents can document the everyday workings of a school as well as more highly-charged occurrences. Cohen et al. (2013) describe the "reflection activity" as a written activity that asks teachers to complete a short series of questions about the issue studied. I designed an open-ended questionnaire for teachers of early childhood education to complete as a reflective activity that is guided by life skills (drama), thus providing a foundation for the semi-structured interview, which would yield an understanding of how teachers operate on daily basics.

The second tool was a semi-structured interview with teachers in primary schools. One-on-one (individual) semi-structured interviews were preferred for the ten participants in this case. Such allows for flexibility, giving the person interviewed freedom to relax and present more information as I probe for further responses. I allowed participants the freedom to respond in the language they were comfortable with using. As stated by Hennink et al. (2011), the in-depth

interviews helped me become conversant with the context in which life skills (drama) early childhood teachers operate, therefore understanding their experiences. The interviews were conducted in a loosely structured manner to allow the participants to relax and provide information. There was only one individual semi-structured interview taking about forty minutes per participant. The third tool adopted was classroom observation. A supplementary method of observation was used informally throughout the entire process as well as during the one-on-one (individual) semi-structured interview with the early childhood education teachers. I kept field notes throughout the research process. The fourth tool adopted was document analysis, document analysis is the methodical examination of textual, visual, or auditory materials to evaluate and comprehend their meaning, context, and importance. It entails recognising significant themes, assessing the authenticity of sources, and understanding the document's historical or cultural context. This strategy is used by researchers to extract relevant material, compare alternative points of view, and back up their assertions with textual proof. For example, in historical research, primary materials such as letters or government records are used to obtain understanding into past occurrences. Document analysis is commonly employed in qualitative research, allowing scholars to investigate complicated social and cultural topics.

1.8.6 Data analysis

Miles and Huberman (1994) define data analysis as consisting of three flows of activity: data reduction, data display and conclusion drawing, and verification. Hence, data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in writing. For this study, data analysis includes three vital factors: what the data say, and the interpretation thereof, what the data mean, and then presenting the analysis to the readers. Qualitative data analysis is usually based on an interpretative philosophy aimed at examining the meaningful and symbolic content of qualitative data (Maree, 2007). Thus, in this study, I adopted guided analysis which includes both inductive and deductive reasoning as a process.

1.9 Dependability, Transferability, Trustworthiness, Validity, and Reliability

Kvale (1996) describes the concepts of generalizability, dependability, transferability, reliability, trustworthiness, and validity as the “holy trinity” to be “worshipped with respect by all true believers in science”. These concepts have a strong hold over researchers. Qualitative researchers argue that the term validity does not apply to interpretive research, and yet they realize that there is a need for some kind of qualifying check on their work that would answer questions such as about how we know that the research is worthwhile (Christiansen et al.,

2014). Christiansen et al. (2014) state that the term trustworthiness is a concept used by Guba and Lincoln (1994) for interpretive research. The term trustworthiness refers to how the enquirer can persuade the audience that the findings in the study are worth paying attention to, and that the research is of high quality (Lincoln and Guba, 1994). Furthermore, Lincoln and Guba (1994) suggest that paying attention to the following dimensions will increase trustworthiness in a qualitative study which comprises credibility, transferability, dependability, and confirmability.

Thus, in this study, I ensured transferability by presenting only truthful findings of the situation (exploring teachers' experiences in the teaching of drama in early childhood education: a case of life skills teachers in Durban, Kwazulu-Natal) which may be helpful or apply to others. Furthermore, dependability seeks to give correct and direct information on the study; thus, I offered concise evidence of data generated by including direct quotations to allow readers to assess the findings. Christiansen et al. (2014) argue that confirmability can be improved by making the research process transparent, offering sufficient details for readers to check whether they would have reached the same or similar conclusion.

1.10 Ethical Issues

According to Collins (1979), ethics means following principles of conduct that are considered correct, especially those of a given profession or group. Oxford (2006) states that "ethics" relates to the beliefs and principles about what is right and wrong. According to Bertram and Christiansen (2014), ethics in research are the most important aspects, particularly in research involving humans and animals. Hence, I needed to follow ethical principles when conducting research. These principles are autonomy, non-maleficence, and beneficence (Bertram & Christiansen, 2014b; Cohen, Manion, & Morrison, 2007; Maree, 2012). Further to this, in research, ethics play an important role in ensuring that the principles are obeyed. In this regard, I am obliged to adhere to ethical standards. Ethics refers to the moral philosophies and the rules of conducting research. These philosophies require avoiding harm to participants, ensuring informed consent, respect for the privacy of participants, and avoiding deceptions and betrayal. This study was guided by ethical principles to ensure that it would not harm or breach the confidentiality of the participants in this study. The study would not be used improperly as punishment or for any other purpose, but for the means of academic research. I received full ethical approval which allowed me to assure participants of the authenticity of this study. Through signed consent forms, individuals gave their informed agreement to participate in the

study. The study objectives were communicated to the participants through letters, along with a reminder of their freedom to withdraw from the study at any point if they so desired. Pseudonyms were given to the participants and the university to preserve anonymity, safeguard their identity, and uphold confidentiality. The participants' privacy is ensured in such a scenario, regardless of how sensitive or private the data may be.

1.11 Structure of the Study

1.11.1 First chapter: Introduction and Background of the Study

An overview and framework for this study is provided in this chapter. The study background is given at the beginning of the chapter. The phenomenon under study "teachers' experiences of teaching life skills (drama) in early childhood education" is used to highlight the study's significance. In addition, the chapter provides a basic overview of the study's methodology. An outline of the complete doctoral thesis is also given, along with a brief synopsis of the next few chapters.

1.11.2 Second Chapter: Actual Action Teachers' Experiences on the Teaching of Drama in Early Childhood Education

The purpose of this chapter is to provide a thorough understanding of teachers' experiences teaching life skills (drama) in early childhood education by reviewing national and international literature on the phenomenon. The literature review was directed by the research objectives and questions. This chapter argues that there are three levels to the phenomenon under exploration: the actual actions, the consequences, and the individual internal intelligence teachers' experiences. As life skills (drama) are taught and learned in early childhood education, each level provides a unique dimension of learning experiences based on the way in which the content is interpreted. Experiences also helped to shape the various identities acquired in the teaching and learning environments throughout life skills (drama) in early childhood education and other disciplines. The chapter also includes actual action experiences; and claims that teachers' teaching experiences are influenced by a variety of activities, ranging from school to university training and professional development. The chapter also discusses the objectives as a vehicle for the intended curriculum, teachers' activities/resources as intended curriculum, drama content knowledge as prescribed in the intended curriculum, time allocation and teaching location as determined by the prescribed curriculum, and summative assessment as critical to the intended curriculum.

1.11.3 Third Chapter: Consequences of Teaching Drama in Early Childhood Education

This chapter presented the second part of the literature review, which is on consequence/social/societal teachers' experiences during the process of facilitating life skills (drama) in early childhood education. This part of the literature review intends to explore teachers' consequences of experiences that either influence or do not influence the facilitation of life skills (drama) in early childhood education. This chapter discusses the learning outcomes that guide the facilitation of the drama curriculum, general knowledge used in the drama curriculum, the facilitation role in the drama curriculum, learning activities and resources used in the facilitation of the drama curriculum, and peer assessment that evaluates the drama curriculum. The chapter is completed with a conclusion that provides a summary of the consequences of experiences of teaching life skills in early childhood education.

1.11.4 Fourth Chapter: Theorising Individual Internal Intelligence Teachers' Experiences

This chapter discusses the study's theoretical underpinnings as well as the third part of the literature review. The chapter begins by providing a theoretical lens based on individual intelligence experiences, in which teachers' experiences are crucial to their practice of life skills (drama) in an early childhood education environment. The chapter discusses teachers' internal knowledge, the aims of drama curriculum, blended and non-formal learning activities, teaching environments and time used for curriculum, the researcher's role in drama curriculum, theorizing drama teaching, and formative assessment in the drama curriculum process. The study explores Khoza's natural identity framework (NIF) as the most suited lens for the study. The framework's three identities (professional, social/societal, and personal) correspond with three propositions of experiences: actual actions, consequences, and individual internal intelligence experiences. The framework also introduces the natural identity, which guided the development of this study's theory.

1.11.5 Fifth Chapter: Exploring the Approach and Paradigm for Teachers' Experiences

This chapter outlines the research approach and methods used in this study. The chapter introduces the interpretivist paradigm as the starting point for the study. Methods used to conduct this study include one-on-one semi-structured interviews and open-ended questionnaire reflective activities. Each method is explored at length, including strengths, limitations, and applicability to the study. This chapter covers data analysis, trustworthiness

issues (such as credibility, transferability, dependability, and confirmability), and study limitations, including ethics in the study.

1.11.6 Sixth Chapter: Data Presentation and Discussion of the What Descriptive Question

Chapter 6 encompasses an analysis, data presentation, and discussion of findings from the reflective activities. This chapter provides documented formal experiences in response to the descriptive research question. This chapter forms part of the first part on data presentation and thematic analysis. This chapter explores a theme based on actual action experiences, as well as four categories that arose from reflective activities. The following categories were discussed: lesson objectives, prescribed content, teaching activities (formal activities), teaching environment (face-to-face teaching), teacher as instructor, and a summative assessment. The chapter concluded with a summary of the findings.

1.11.7 Seventh Chapter: Findings Addressing Teachers' Experiences to Answer the How Operational of the Study

Chapter Seven focuses on presenting the second part of the findings of thematic analysis of data obtained from experiences of teachers' teaching of life skills (drama) in early childhood education. This chapter presents data obtained from semi-structured interviews, reflective activities, observations, and document analysis in response to the second research question (operational). The chapter explores a theme emerging from the data: consequences of teachers' experiences; and six categories: subject outcomes, socio-economical accessibility, resources, teaching environment (online/home teaching), teacher as a facilitator, and peer assessment. The chapter is summarised in the form of a conclusion.

1.11.8 Eighth Chapter: Findings Addressing Teachers' Experience to Answer the Why Philosophical Question of the Study

Chapter Eight presents the findings of the theme, and categories that emerged from the third research question (philosophical). These themes and categories were individual internal intelligence teachers' experiences categories: curriculum aims, internal knowledge, teaching environment (blended learning), teacher as a researcher in drama curriculum, theories of teaching, and formative assessment.

1.11.9 Ninth Chapter: Life Skills Teachers' Experiences Summary of Findings, Propositions, and Conclusion

This chapter concludes the study, bringing the thesis to a finale. I commenced by reflecting on every chapter and drawing conclusions on the key lessons in all chapters. Thereafter, I provided the study's conclusion. I present the study's contribution, provide suggestions for future research, and offer propositions to stakeholders.

1.12 Conclusion

This chapter has presented the introduction and background to the study; it presented the rationale and significance for the study. Furthermore, the chapter presents a background on the foundation phase/early childhood education life-skills curriculum within the context of South Africa, the location of the study, research design, and methods clarification of key concepts. The layout of all chapters was also presented to show the development of this thesis. The next chapter will present a review of national and international literature on the study's phenomenon, "teachers' experiences".

CHAPTER TWO

ACTUAL ACTION TEACHERS' EXPERIENCES ON THE TEACHING OF DRAMA IN EARLY CHILDHOOD EDUCATION

2.1 Introduction

In the previous chapter, I introduced the study by outlining the rationale, key research questions, objectives, and the purpose of the study. This chapter reviews literature or studies across local and international contexts that write about the phenomenon under inspection (teachers' experiences).

Kalpokus and Radivejevic (2021) explain that literature review is a cyclical process both within the boundaries of the study and across the academic understanding of the topic. The literature review is further regarded as an important element of research in that it helps in acquiring an understanding of the phenomenon, what has already been achieved, how it has been researched, and the key issues. Randolph (2009) opines that a literature review is a means of demonstrating an understanding or knowledge of a particular field of study, including vocabulary, theories, key variables and phenomena, and history. Conducting a literature review informs a researcher of the influence of researchers and research groups in the field studied (Onwuegbuzie & Weinbaum, 2017).

Hart (2018) adds that a literature review describes and significantly analyses other scholars' ideas regarding one's research topic. This is important because it helps to develop an understanding of a topic, demonstrating what has been done, and what has not. In other words, a literature review is vital in indicating existing research and gaps on a topic of the study. In this study, a literature review generated an understanding of teachers' experiences (phenomenon) on the teaching of drama in early childhood education. The literature review chapter is given in three chapters to explore each construct of the literature review. The first section of the literature focuses on the actual action teachers' experiences (professional), the second on the consequences of teachers' experiences (social/societal), and third on the individual internal intelligence in teachers' experiences (personal).

This chapter discusses the phenomenon and further outlines key concepts used in this study. Thus, George, Lenhart, Toledo, Lazaro, Han, Velayudhan, and Horstick (2015) state that constructing literature review is a way of writing that allows a researcher to select appropriate constructs, themes, or concepts in organising the literature review. Below is Figure 2.1 which illustrates how Chapter Two is structured.

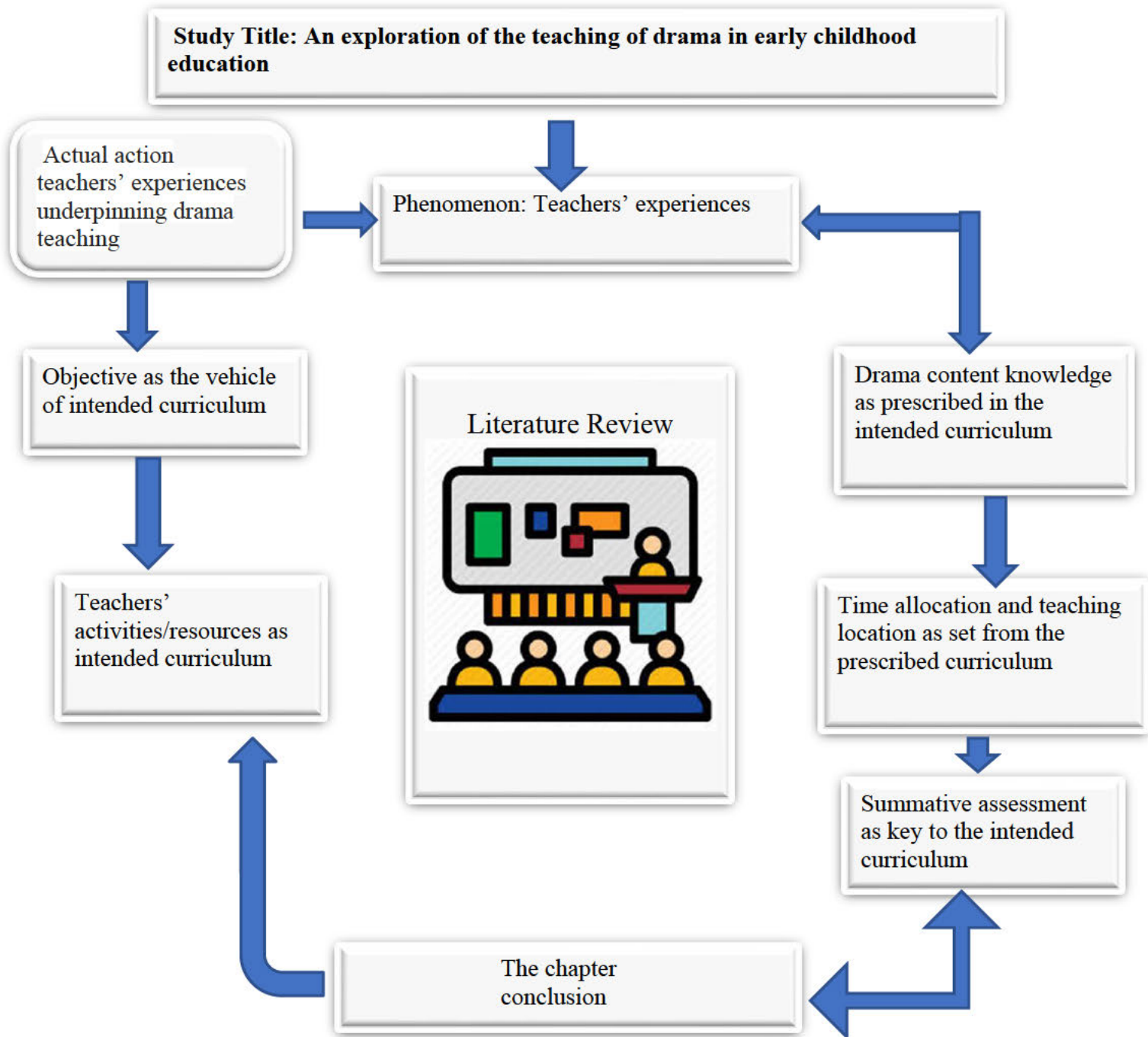


Figure 2.1: Chapter Two flow diagram

2.2 Teachers' Experiences of the Teaching of Drama in Early Childhood Education

Experience is a cognitive process in which the conscious mind interrogates the subconscious mind to renew it for further action (Khoza, 2019). Teachers' experiences play a huge role in how the planned curriculum is implemented as expected by the Department of Education. According to Dewey (1933), an experience is regarded as a process or activity central to the development of practices. Dewey (1986) explores the concept of experience as allowing one to have skills and direction, further discussing that experiences are an exciting part of human existence. Hansen (2000, p. 28) proclaims that, to experience, is to "live through something, to do, to act, to deference, to suffer the consequences, to feel and to adopt something". Teachers' experiences therefore suggest participating in social and professional events throughout their lifetime.

The researchers mentioned above: Dewey (1933) and Khoza (2019), extend the argument by stating that experience is the holistic existence of a human being, based on historical, cultural, and communicative aspects. Kabilan (2007, p. 648) refers to teachers' experience as a general, yet structured rational practice, that can engage teachers to self-examine and enhance their understanding of teaching and learning in new ways, both interesting and challenging. Killen (2007, p. 98) provides a more detailed explanation of "teacher experience as experiences that are a form of inquiry through which teachers can question their actions, all the influences of their actions, grounded on the changing loads and responsibilities of their practice as teachers, need to frequently reflect on their experiences". Dewey's view on reflection is that it is a distinct form of problem-solving categorised by a framework of experiences and events that should be viewed as an active measure of the cognitive thinking process. The notion of experience is further explored through the dictionary of words, although trying to understand the study phenomenon (experiences). The term "experience" refers to the "own involvement of reflection of something, a certain occurrence, sensitivity that an individual has experienced, accumulation of knowledge, especially of practical matters" (Guha, 2016, p. 222).

According to Dewey (1986), experiences are a pragmatic means of understanding human experience. Dewey argues that in day-to-day lives, human beings continuously experience what is happening around the world. Dewey suggests that it is important to distinguish ongoing, continuous experiences from a specific and identifiable experience, defining an experience this way: "experience is the result, the sign and the reward of that interaction between organism

and environment which, when it is carried to the full, a transformation of interaction into participating and communication” (Dewey,1986).

Van Manen (1995) outlines that teachers’ experiences are categorised into technical, practical, and critical experience. Technical experiences involve one’s reflecting on a particular action. This kind of reflection allows one to develop knowledge and skills that could assist in upholding the order required to accomplish educational goals (Cushion, 2018). Furthermore, Khoza (2015a) explores the importance of teachers’ experiences in the case study conducted on twenty-two postgraduate university students who specialised in curriculum studies. Data generation, the students’ project analysis, one-on-one semi-structured interviews, and a focus-group discussion were used. In selecting accessible twenty-two students, purposive and convenience samplings were used. The study reported that most teachers did not have much awareness of the principles that strengthen their subjects. Due to the low awareness of the principles that shape their learning, teachers continued to educate their learners the way they had been working throughout their teaching years.

Moosa and Shareefa (2019) have discussed issues of teachers’ experiences on an international scale in which they investigate teachers’ sense of efficacy, knowledge, and implementation of differentiated instruction based on their experience and qualification. The study indicated that neither teachers’ experiences nor qualification was a significant moderator of the differentiated instruction implementation model. It was recommended that teachers be equipped with sufficient knowledge of differentiated instruction by incorporating relevant content in teacher training programmes. When teachers are given proper training they set up well-structured classrooms. In support of this, Prasetyo, Rachmadtullah, Samsudin, and Aliyyah (2021) provide evidence on a study conducted in Indonesian primary schools. The study unveiled six major themes: learning motivation, learning experience, psychomotor skills, social skills, interest, and general teacher competency. Prasetyo, Rachmadtullah, Samsudin, and Aliyyah (2021) recommended that teachers develop their competencies by designing effective instruction in inclusive classrooms to benefit all learners. An instructional approach learning system can be used to manage classrooms, enabling them to be more productive.

A survey study was conducted by Popenici and Kerr (2017) on teaching concerns, and characteristics of graduate teaching assistants. The research explains that teacher experiences are related to five distinct features, which are classroom control, external evaluation, task,

impact, and role/time/communication. These teaching concerns indicate that their relationship is a valued place among graduate teaching assistants. The results of this study imparted that graduate teacher assistants tend to have concerns about self, task, or role/time/communication-related issues when the nature of the concerned issues is perceived as both valuable and challenging. The study further exposed several characteristics such as teaching experience, teacher efficacy, participation in professional development, and values on teaching practices. Makumane and Khoza (2020) support the above study which suggests that the curriculum development process should focus on three factors: people, the programme, and the process, in achieving the idealised goal for teaching and learning.

Deveney (2007) conducted a study on teachers' preparedness for teaching culturally diverse classes in Thailand. This study focused on ways in which teachers can become more effective in culturally diverse classrooms; and how teachers can improve their knowledge on teaching a multicultural student body. Bailey (2015) explored the professional identity of expatriate teachers working in an international school in Malaysia. The study scrutinised teachers' experiences of curricular, organisational, and cultural change, and the impact of these on teachers' professional identity. Pazhoman and Sarkhosh (2019) examined the relationship between English teachers' reflective practices and their self-regulation; and teachers' teaching experiences. Even though the three studies above explored different topics, their phenomenon was participants' experiences in the teaching. Hence, the participants had to reflect and account for their past and current events regarding their experiences.

This issue of teachers' experiences was discussed on the African continent when Koloti and Jita (2021) focused on teachers' experiences regarding the implementation of the mother-tongue instruction policy for pre-reading skills in Lesotho. The findings of the study uncovered that Grade R teachers (early childhood education) do not implement the medium of instruction policy appropriately because they are not well-informed of it. Teachers are willing to operationalise the mother-tongue instruction policy effectively, even though they do not have adequate knowledge of the policy. Nyarambi and Ntuli (2020) examined early childhood development (ECD) teachers' perceptions of ECD programmes regarding the benefits and opportunities of early intervention. The study indicated that learners with developmental delays and disabilities demonstrate better progress when intervention is offered. The findings of this study indicated that there was a general lack of in-depth knowledge; and most teachers did not follow the developmental curriculum. The study further showed the threats and challenges

faced by Zimbabweans (ECD) regarding lack of knowledge (content for teaching and learning), assessment, and relevant teaching materials. Moreover, the study indicated that teachers' age, teaching experience, location, and training are important variables explaining the perceived benefits of ECD.

Studies on experiences had not recognised curriculum concepts for experiences, until a study conducted by Van den Akker (2003) and advocated by Khoza (2018) framed the curriculum concepts as the curricular spider web. The table below represents experience categories that will frame this study.

Table 2.1: Categories of Experiences (Khoza, 2019)

Concepts	Actual Action Teachers' Experiences	Consequences of Teachers' Experiences	Individual Internal Intelligence Experiences
Goals	Objective	Outcome	Aims
Content	Content	General knowledge	Internal knowledge
Community	Physical access	Financial access	Cultural access
Teacher role	Instructor	Facilitator	Teacher
Time	Hours (allocated time)	Years	Days
Environment	Face-to-face teaching	Online/home	Blended learning
Activity	Formal activities	Informal activity	Non-formal activity
Resource	Hardware (instructional)	Software	Theories of teaching
Assessment	Summative assessment	Peer assessment	Formative

Berkvens, Van den Akker, and Brugman (2014) and Khoza (2015) state that three main categories of perspectives lie behind why people need to participate in education. They are pedagogical (personal talents and character development), content (knowledge and metacognition development), and societal preparation (citizenship and social skills development). Teachers therefore have a huge role in the classroom environment of teaching from what is known to the unknown. Teachers can teach life skills (drama), keeping in mind that learners come from different backgrounds. Learners are allowed to play different games that come from their cultural background, sometimes talented from their personal experiences

and involvement in the social/societal functions/ceremonies. Therefore, the roles and responsibilities of a teacher will be to deliver content that will develop learners' knowledge. This may also help learners view the world differently and be eager to go back to the community to pass on the new knowledge learned. Khoza and Manik (2016) proposed that from our experiences, we learn and modify our behaviours as human beings. While teachers apply these perspectives of experiences in education, they guarantee that all aspects of education receive consideration (Berkvens et al., 2014).

According to Jan van den Akker, Fasoglia, and Mulder (2010), rationale refers to the overall principles or central mission of the plan that serves as a major orientation of the curriculum. Jan van den Akker (2009) states that rationale is a response to the question of why a subject is taught in school. Teachers teaching life skills (drama) in early childhood education should have a rationale for teaching the subject. Additionally, the study conducted by Berkvens et al. (2014) discloses that teachers' experiences on the rationale of teaching should be based on three propositions: the personal rationale (pedagogical) societal/social rationale and content rationale. A qualitative study was conducted by Fomunyam (2014) on six students at a university in KwaZulu-Natal, South Africa. The study aimed at exploring the concepts of a thousand theories on the implementation of the curriculum. The semi-structured interview was used to generate data, and purposive sampling was used in selecting samples. The philosophy of individualism was advocated as the basis for curriculum theorising. The study displayed that the lifelong curriculum journey experiences concern the personal, social, and political dimensions of school. The study recommended training and widening the scope of curriculum students as curriculum theorists, and the inculcation of context and experiences in curriculum theorising at all levels. A change occurs when the teacher is alone in the classroom environment. What is being taught is based on the experience of teachers on teaching; and this will also allow teachers to identify themselves according to the three areas of experience which are professional, social, and personal.

Jansen (2004) avers that, when designing policy, policymakers already have the envisaged teachers in mind. This changes when the teacher is alone in the classroom environment. Curriculum implementation is based on how teachers identify themselves within the scope of what they are teaching. Jansen (2004) defines this as teacher identity. How teachers identify themselves is based on a professional basis. Teachers teach what they teach based on their profession. The professional reasons combine how much teachers know about the content of

the subject, and what the level of training/ education they have for the subject they teach. The preparation and formal education/qualifications that teachers have, related to the subject, also play an important role in the professional reasons for teaching.

Teachers' identities are based on social/societal reasons, in which the teaching is influenced by outcomes of the life skills (drama) in early childhood education. Jansen (2004) states that this can be also about the political benefit, which includes those teachers who need to please learners to keep up with the demands of parents and meet the pressures from the department. Finally, some teachers teach for personal reasons, when teachers understand and act according to their values and commitments.

A case study by Khosa (2015a) of 22 postgraduate university students, dealt with student teachers' reflections on their practice of the curriculum and assessment policy statement. Findings showed that most of the student teachers' reasons for teaching were based on the requirements of CAPS, not on their personal reason. The study was interpretive; data was generated from 20 participants using project-based analysis (reflection on their experience) and semi-structured interviews. The study concludes that student teachers were not aware of the theories that underpin the South African Curriculum and Assessment Policy Statements (CAPS) on their subjects. Although not understanding the theories that shape their learning, the teacher would continue teaching the way they teach throughout their years of teaching. Life-skills teachers must teach without prioritising the implementation of the life-skills subject. Khoza (2015) has exposed that one of the reasons for facilitators conducting a research module was that they wanted to transform students from what they did not understand about research, adding to what they will know after studying research. The study also shows that the rationale facilitating the research module can be regarded from the side of the facilitators or the students. Teachers' experiences are therefore based on actual action experiences for teaching professionalism.

There have been several studies conducted on teachers' experiences, for example (Stanton, Cawthon, Dawson, 2018; Loizou, Michaelides & Georgiou, 2019), have explored teachers' experiences in early childhood education. However, both studies adopted other phenomena than teachers' experiences and studies' focus. These studies point out a depth of studies in early childhood education teachers' experience in teaching arts subjects. The above suggests that teachers' experiences are influenced by various factors, such as teacher training, time/location,

assessment, resources, goals, and objectives for teaching and learning. Should these factors be scrutinised, they will contribute to teachers' attitudes, experiences, and performance in a particular way. These factors or influences cannot be grouped under types of experience. Khoza (2015); Mpungose and Khoza (2020) categorised these experiences into three types, which are professional, social, and personal experiences. This study further categorises teachers' experiences into three dimensions — action experience (professional experience), consequence experience (social experience), and individual internal intelligence experiences (personal experience). However, this chapter determines to focus on actual action experiences and consequence experiences as types of experience that must be interrogated.

2.2.1 Actual Action Teachers' Experiences Underpinning Drama Teaching

Teachers play a vital role in shaping changes in learners' values and attitudes, mindset, ways of thinking and seeing things, skills, behaviours, and lifestyles consistent with sustainable development (Zhukova, 2018). Le Cornu (2015) states that actual action teachers' experiences have been used in the understanding and integration of teaching and learning environments. Smigiel and Harris (2008) describe teacher professional experience as programmes in which teachers engage with the workplace and communities as a formal part of their work. Education is viewed as a solution for the various ills that confront societies. Education, therefore, must play a vital role in assisting countries meet critical goals such as social transformation, technological innovation, and individual empowerment (Marais and Meier, 2004). Because teaching is the core of education, it should be perfected for the education systems to realise teachers' goals. A study conducted by Mapolisa and Tshabalala (2014) on experiences during teaching practice in Zimbabwean primary schools, student teachers laid bare that their most outstanding positive experiences were the support system offered to them by their mentors. Negative experiences included exposure to bad discipline in the classroom, and the disruption of lessons due to unplanned activities. Student teachers believed that some of their mentors were overly domineering. This study recommended that teachers be prepared professionally (actual action) during their time in college, learning more thoroughly for what might be experienced during teaching practice. Teachers need to be taught content that will prepare them well for their teaching environment. The teaching practice modules must provide teachers with content that will reflect the implementation of the published curriculum.

In support of the above, the study by Mapolisa and Tshabalala (2014), and Komba and Kira (2013) discloses that student teachers' objectives during teaching practice were inadequate for

teachers to acquire the skills required for effective teaching. Furthermore, the supervision of student teachers during the teaching practice was overall ineffective. Supervisors were not sufficiently flexible to guide, advise, and discuss with the student teachers the strengths and weaknesses shown during their teaching practice.

According to Le Cornu (2015), the term professional experience is often used interchangeably with terms such as teaching practice, practicum, practical experiences, field experience, experiential experience, and work-integrated learning. Furthermore, Dlamini (2018) announces the importance of individuals bringing attention to the significance of professionalisation, socialisation, and personalisation experiences when considering the teaching that shapes the work. According to Khoza (2019), the professional curriculum favours teachers more than learners, because of their published curriculum through the curriculum documents, books, and other sources. However, actual action experiences are driven by curriculum objectives as short-term goals to be achieved by teachers through instructing learners to master the content taken from the prescribed curriculum. Hence, educational goals reflect various curricular values alignment (Ennis, 1994). Khoza (2013) has defined goals as the situation in a plan that is intended to be achieved and when achieved, terminates behaviour intended to achieve it. The goals justify the means of doing something; goals are divided into aims, objectives, and outcomes (Khoza, 2020, Mpungose, 2016). Objectives indicate the intentions of the teacher on the anticipated outcome from learners (Khoza 2013,2015; Mpungose, 2016). Zhukova (2018) provides evidence in his study that teaching is driven by objectives which yield positive professionalism in teachers' experiences. The study divulges that the key factors in shaping learners' academic and personal growth are central to the professional development of novice teachers. The findings of the study indicate numerous patterns of novice teachers' teaching practice closely associated with teachers' concerns and early professional experiences interpretations. Teachers' implications were on educational programmes, mentoring, supervision, and teachers' professional development.

Bloom, Hastings, and Maduas (1956); Forehand (2010); and Huitt (2011) encourage the idea that teachers need to be professionally qualified to teach the curriculum successfully. Actual action experience is further recognised by Day and Gu (2010) by the combination of technical and personal competencies, deep subject knowledge, and empathy with the learners. Le Cornu (2015) remarks that teachers are considered essential to building and sustaining the range of teaching objectives and content and teaching methods competencies that are needed for expert teachers. The studies by Ngwenya (2014) and Schreuder (2014) stressed that there is a

significant linking of teachers' qualifications, content knowledge, assessment using the number of levels of cognitive skills, and accepted level of learners' performance in schools. Khoza (2019) and Rasmitadila, Widyasari, Prasetyo, Rachmadtullah, Saumsudin, and Aliyyah (2021), understand the nature of curriculum, discerning whether it is competence or structured knowledge. The above suggests that teachers' experiences should indicate that teachers understand that curriculum is performance-based, having an intended curriculum. Hence curriculum encompasses content knowledge and objectives that push the curriculum to be obtained through teachers' activities, the instructional role of teachers, using resources, allocated time for teaching, and learning in a suitable location and application for summative assessment.

2.2.1.1 Objectives as the Vehicle of the Intended Curriculum

A curriculum is considered the heart of any learning institution. Such means that schools cannot exist without a curriculum. Alsubaie (2016); Kranthi (2017); and Mohanasundaram (2018) state that a successful curriculum should meet the needs and the current demands of the culture, the society, and the expectations of the population teachers serve. Kranthi (2017) moved the notion of curriculum development further, articulating that a curriculum goal is a vital component in any educational process; this involves everyone involved in either teaching or learning. This author further clarified the curriculum guide as a structured document that outlines the philosophy, goals, and objectives, and learning experiences that should comprise a specific educational programme. The notion of curriculum is also promoted by Dobson (2019). The author states that any educational programme should have aims, goals, and objectives; whereas teachers in their field of professionalism and ethics have an obligation to meet the needs of both their learners and society. Dobson (2019) further states that an objective is specific measurable skills or attitudes that teachers should be able to demonstrate at the end of an educational activity (teaching and learning); objectives are necessary to measure the success of the curriculum.

In support of the above, Dorgu (2015) provides more meaning of goals, stating that teachers have an impact on knowledge, positive judgment, and a well-developed wisdom for the learner through a learning process. Formal education is the application of teaching methods and theories related to teaching and learning. Curriculum is the planned and guided learning experiences and intended learning outcomes formulated through the systematic reconstruction of knowledge and experiences for learners under the support of a school (Tanner and Tanner, 1975). Curriculum, to Offorma (2005), is a structural series of learning experiences intended

for the education of the learners under the supervision of the teacher. Nnachi (2009) conceptualises curriculum as a programme of education made as a guide to the teacher and learner in respect of procedure, content, and context of the school subject, under the guidance of the teacher, for effective teaching and learning. Dorgu (2015) articulates that curriculum implementation is the sole concern of the teacher, and the interaction with learners in gearing up towards achieving the objectives of teachers' experiences. Teachers should understand the curriculum goals to direct each learning category, enabling it to function. When shortages of certain skills are identified, relevant to the designed and implemented curriculum teachers will provide the needed skills.

Khoza (2015) conducted a study on teachers who used Turnitin as part of their assessment process. The study categorized curriculum goals into aims, objectives, and learning outcomes. Aims are long-term goals, while objectives are short-term goals in learning. The outcomes are constructed according to specific measurable keywords that reflect varying levels of complexity. Goals are an important part of the planning for teaching and learning. In the above study by Khoza (2015), the goals are understood as the definition of these goals, where life skills teachers will be able to execute teaching practice in early childhood education in understanding teaching goals. Aims are defined as broad general statements of teaching from the teachers' viewpoint, based on the content; while objectives are defined as a specific statement of the process of teaching. Kennedy, Hyland, and Ryan (2006); and Modipane and Themane (2014) outlined that teachers must have both short-term and long-term goals. This provides a better understanding of the curriculum implementation as teachers achieve the outcome of the lesson. Outcomes, on the other hand, are measurable according to teachers' reflection on varying levels of complexity.

An interpretive case study was conducted by Khoza (2016) on two participants out of twenty university Bachelor of Education Honours Students who specialised in curriculum studies. The purpose of the study was to explore the postgraduate students' understanding of the curriculum vision and goals in teaching their subjects. These students were full-time and part-time students at a South African university. The postgraduate students' reflective journals, one-on-one semi-structured interviews, lesson observation, and focus-group discussions were used for data generation. Purposive and convenience sampling were used to select the two most accessible participants of the twenty postgraduate students. The study concluded that postgraduate students were not aware of the vision that underpins their teaching of CAPS. Also, they were

not aware of the visions, only two participants were able to apply vision and goals to their teaching of the CAPS. As a result of the application, these students were able to interpret the curriculum (CAPS). Teachers must first understand their goals to be able to implement the curriculum of life skills (drama) in early childhood education.

Khoza (2013)'s case study was on six facilitators who were teaching publish research in 2011 at one of the universities in South Africa. The publish research was offered at two campuses of this institution. Data collection was through document analysis and semi-structured interviews. This study gives these facilitators a voice and tries to identify and define the intended, implemented, and attained learning outcomes for the module. The study concludes that the alignment of the intended, implemented, and attained learning outcomes, in formulating learning outcomes of the module contributes positively towards the well-being of the module. Learning outcomes are defined as a statement of what learners are expected to know, understand, and be able to do at the end of learning. According to Donnelly and Fitzmaurice (2005), learning outcomes are statements of what learners are expected to know, demonstrate, understand, or be able to do at the end of the lesson. Adu and Ngibe (2014) argue that teachers should be part of curriculum development so that they employ their actual action experience, beliefs, and conceptions in clarifying aims and objectives. This is supported by Aboagye and Yawson (2020) in the study examining the perception of teachers of the new educational curriculum in Ghana. The study showed that the current curriculum does not include difficult content for teaching. It contains a heavy workload, lacks teaching and learning materials, and includes long class periods. Teachers were also of the view that the government should involve teachers in planning the curriculum before the implementation process. Both Adu and Ngibe (2014) and Aboagye and Yawson (2020)'s studies suggest that it is imperative to interrogate the goals (aims, objectives, and outcomes) of the curriculum. Standards guide the learners' performance and the teachers' identifying of their practices to be developed, which could contribute to teachers' experiences.

2.2.1.2 Drama content knowledge as prescribed in the intended curriculum

Hoadley and Jansen (2012) divide knowledge to be learned according to the two curriculum approaches: competence and performance. Knowledge on the competence approach belongs to the learners when they explore their experience and everyday knowledge. In the performance approach, the knowledge is structured and defined for the learners to create what the researchers dub "school knowledge". Content can thus be defined by the approach that the curriculum adopts. Kelly (2009) states that curriculum planning must begin with considering

the knowledge that must be learned. This positions the curriculum content as an important part of the curriculum development and implementation. All content developed must be at the appropriate level with those it is developed for, so that the cognitive ability at the development level can cope with the prescribed content. Tall (2012) sees the content as the most important aspect of the curriculum process. Hence, the content, in most cases, is based on the needs of the assessment and the subject's aims and objectives (Hoadley & Jansen, 2012). Actual action experience/professional experience is therefore linked to the content knowledge for life skills; and these experiences include the preparation of teachers to teach learners to understand life skills (drama) concepts.

Berkvens et al. (2014) state that three main categories of perspectives (experiences) lie behind the purpose of why people must participate in education. These are pedagogical (personal talents and character development), content (knowledge and metacognition development), and societal preparation (citizenship and social skills development). Teachers have a huge role in the classroom environment of teaching from what is known to the unknown. Teachers can teach life skills (drama), bearing in mind that learners come from different backgrounds. Learners are given opportunities to play a variety of games from their cultural background. Sometimes talent emerges from their personal experiences and involvement in the social/societal functions/ceremonies. Therefore, the roles and responsibilities of a teacher will be to deliver content that will develop learners' knowledge. This may also help learners view the world differently; and be eager to return to the community to pass on the new knowledge learned. Khoza and Manik (2016) propose that, from our experiences, we learn and modify our behaviours as human beings. While teachers apply drama content to experiences in education, these researchers support that all aspects of education should receive consideration (Berkvens et al., 2014). For example, every child has the right to play, and they also have a right to a safe space. Hence, the play concept is widely understood to spark imagination, problem-solving, teamwork, and empathy. Through playful learning, children develop collaboration, communication, content, critical innovation, and confidence (Golinkoff & Hirsch-Pasek, 2016).

Shulman (1986) outlines that an understanding of content matter for teaching is what constitutes an understanding of the subject matter and professional knowledge. Hence, for content knowledge, a teacher transforms content in ways that help learners learn and understand the subject content Karabon (2017). Grossman (1990) proclaimed that content

knowledge is an amalgam of four teacher-knowledge bases: (a) knowledge and beliefs about the purpose and goals for teaching, (b) knowledge of learners' understanding of the subject matter, (c) knowledge of curricula and curricula resources, and knowledge of representations and instructional strategies. The study by Ball, Thames, and Phelps (2008) investigates the nature of professional-oriented subject matter knowledge in mathematics by studying actual mathematics teaching and identifying mathematical knowledge for teaching based on analyses of the mathematical problems that arise in the teaching. Furthermore, a study by Wee (2009) examined the drama curriculum for young children taught by drama specialists. Both studies unveiled content knowledge and techniques that classroom teachers do not address in their teaching. Research showed that at least two empirically discernible sub-domains within content knowledge (knowledge of content and learners and knowledge of content and teaching) as teachers perform their duties of teaching life skills drama in early childhood education . Action/professional experiences are used for teaching drama content for life skills. Teachers should have structured day-to-day running of early childhood classrooms; and structured lesson plans that are in line with the national curriculum (Curriculum Assessment Policy Statement).

Gxekwa and Satyo (2017) state that the South African early childhood education/foundation phase has to teach the subject of life skills which integrates many traditional subjects while strengthening South African learners. Kambouri and Michaelides (2014) suggest that during the early years, children have different learning needs and gain knowledge by considering this diversity; teachers should thus offer learners a range of different and equally important learning. Most scholars have proposed that early childhood education provides the primary building block for children's foundation and development for their future life (Rensburg, 2016; Kambouri & Michaelides, 2014; Kok & Van Schoor, 2017; Thuketana & Westhof, 2018; Van Vreden, 2018). The curriculum given to children in South Africa must therefore be integrated and provide skills that would help South African learners face the world of work in their future lives.

The South African Curriculum Assessment Policy Statement (CAPS) states that life skills, as a subject is aimed at guiding and preparing learners for life and its possibilities. Such entails equipping learners for meaningful and successful living in the rapidly changing and transforming society. Through life skills, learners are exposed to a range of knowledge, skills, and values that strengthen their physical, emotional, and cognitive development, developing creative and aesthetic skills, promoting knowledge of personal health and safety, expanding

their understanding of the relationship between people and their environment, and enhancing their awareness of the social relationships, technology processes, and elementary science.

The Curriculum and Assessment Policy Statement (CAPS, DBE,2011) for the foundation phase has three subjects: mathematics; literacy; and life skills. The focus of this research is based on the subject life skills from Grade R to Grade 3. Life skills combine four areas: beginning knowledge; personal and social well-being; creative arts; and physical education. Figure 2.2 gives an overview of the life-skills curriculum. Hence these areas cover a great deal of content drawing from several disciplines. Life skills is organised to ensure that the foundation skills, values, and concepts of early development and the subject offered in Grades 4 to 12 are taught and developed in Grades R-3. Study areas for life skills are integrated into the topics in cross-cutting subjects that should support and strengthen the teaching of other early childhood education/foundation phase subjects such as languages and mathematics (Department of Basic Education, 2011c; Department of Basic Education, 2012).

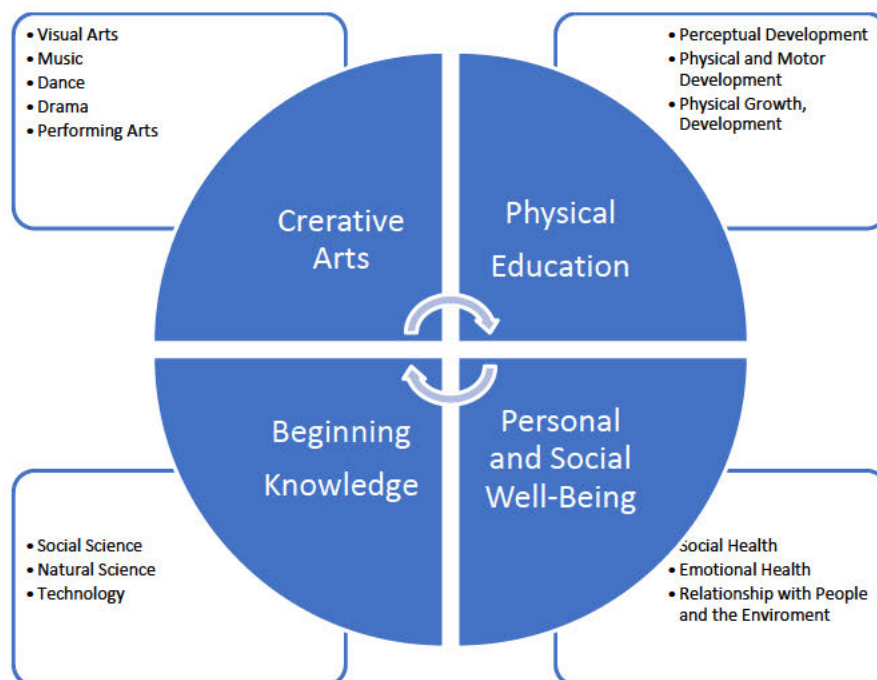


Figure 2.2: The content domains in life skills: Curriculum and Assessment Policy Statement (2011).

The study conducted by Jarrah (2019) at Emirates National School in Abu Dhabi, aimed to identify the impact of using drama content on life skills and reflective thinking. The experimental method was employed; the study sample consisted of 100 students from the 10th grade. The results of this study displayed that drama content has an impact on life skills in that

it develops learners' reading and numeracy skills, enables learners to identify the strengths and weaknesses of their personalities, and connects study to application in real life. The study also illustrated that drama content increased learners' skills in reflective thinking regarding reinforcing the various concepts of logical analysis, and the distinction between the advantages and disadvantages of different topics. Furthermore, teachers should focus on the development of early childhood learners' abilities to understand solutions to the problem posed by the available information/content on the nature of the problem that has been taught during the lesson.

The achievement of some basic content such as craft, music, dance, drama, etc., during early childhood education enables learners to gain useful knowledge and experiences that will help them fit appropriately into the world in later life. The knowledge and experiences gathered by learners boost the human capital; experiences will assist in learners being innovative in solving problems of life through creativity (Fabian(nd)). This suggests that the job of the teacher is important in implementing a curriculum that is creative in the early life of the child. Education can be seen to play an essential role in this direction. Furthermore, Hattie (2009) states that quality teaching is one of the most prominent and powerful skills needed for learners learning in schools.

Furthermore, the importance of teacher experiences becomes evident in the case study conducted by Gxekwa and Satyo (2017) on the practice of pre-service teachers participating in the foundation programme (FP) at a particular university of technology. For data generation non-participant classroom observation and one-on-one non-structured interviews were used. In selecting the most accessible twenty-five pre-service teachers. Purposive sampling was used. This study reflected that most of the pre-service teachers lack understanding of integrative teaching and learning. These teachers lack resources in isiXhosa to enhance integrative teaching and learning in the foundation phase (Grades R to 3) intervention undertaken with the twenty-five first year isiXhosa speaking foundation phase learners. Kok and Van Schoor (2017) propose that science teachers of foundation phase student teachers be required to prepare learners with pedagogical content knowledge to teach science in an integrated manner. Such an approach strengthens concepts and skills in more than one subject area. Atmore, Van Niekerk, and Ashley-Cooper (2012) add that quality integrated teaching and learning is essential for effective early development to take place. Thus, learners are seen as important in

the development phase; they must therefore be provided with quality teaching that can enhance the learning environment in which learners can develop optimally and holistically.

Drama content is an integral part of learning in the early childhood education/foundation phase (ECE/FP). This was successfully established as described by Moore (2004) that using drama content in the classroom as a means of teaching helps learners in three categories of life — academic, social and developmental. In this respect, Moore (2004) introduced new ways in which the curriculum can be implemented using drama content. Such discovers new knowledge, role-playing, and exposing learners to the process of thinking, improvising, and reflecting on life in general. In this context, it is worthwhile to consider that early childhood teachers are responsible for the delivery of integrated arts education as part of the core curriculum in the early years of the child. It is argued that all learners, irrespective of their location, socio-economic status or ability, should have equal opportunities to participate in arts-rich schooling (Alter, Hays & O’Hara, 2009; Anderson, 2016; Nompula, 2012). School-based arts experiences should be diverse, based on models of effective practice, and embedded from the early years through to graduation to unlock the creative potential of young people. The ECE/FP acknowledges that an education rich in the creative arts maximizes opportunities for learners to engage with innovative thinkers and learning. It can therefore be argued that arts education is an essential component of a comprehensive education, with highly skilled teachers enabled to achieve quality arts integration (Bowskill, 1967).

Consequently, the CAPS in early childhood education aims to strengthen learner awareness of social relationships, technological processes, and elements of science (Department of Basic Education, 2011c; Department of Basic Education, 2011, 2012; Magagula, 2016; Pinnock, 2011). The Department of Basic Education (2012) states that the CAPS incorporates a variety of dramatic activities to ensure learning outcomes. Dramatic activity allows learners the opportunity of creatively communicating, dramatizing, singing, making music, dancing and exploring movement. Through drama, learners develop their physical skills and creativity. Drama stimulates memory, promotes relationships, and builds self-confidence and self-discipline. Creative games and skills prepare the body and voice; and games are used as tools for learning skills. Improvising and interpreting allows learners to create music, movement, and drama both individually and collaboratively (Department of Basic Education, 2012). Early childhood education (ECE) is recognised as the foundation for success in future learning, Furthermore, quality early learning programmers prepare children for adulthood, providing

children with the essential opportunities for social, cognitive, spiritual, physical, and emotional development. These programmers assist in laying the foundation for holistic development while humanizing the love of lifelong learning (Atmore et al., 2012; Heathcote & Bolton, 1994; Konrad, 2009).

Nompula (2012) states that cognitive styles of achievement, motivation, and prior knowledge may affect learners' learning. The content knowledge taught to learners may not always have desired outcomes for learners should adequate consideration not be given to individual learning styles.

An interpretive case study conducted by Khoza (2015c) on student teachers' reflections on their practices of the CAPS, exposes the significance of teaching activities. Project analyses, one-on-one semi-structured interviews, and focus-group discussions were used for data generation. Participants were given the project of reflecting on their practices/implementation of CAPS. The study exposed that participant projects were linked to the content; and that they considered generating projects as their teaching activities that presented content of a specific duration. However, participants could not identify the objectives and learning outcomes outlined in the CAPS document. This study shows that there is an important link between learning activities and content in the teaching process. Most of the studies uncover the concern of teaching activities. According to Hoadley and Jansen (2012), the prescribed curriculum sets out what needs to be designed for the classroom curriculum; such will be taught during the process of curriculum implementation. This implies that the subject content that teachers use to teach learners in class is not created in a vacuum: it is prescribed by the national government.

For life-skills (drama) content as part of the curriculum, there is clear instruction to teach the basic skills needed, which are voice and movement. Hence, learners need to explore a variety of settings and stimuli at the teacher's will. These skills need to be specified as forms and structured in drama (Lehtonen, Kaasinen, Karjalainen-Väkevä, & Toivanen, 2016; Roy, 2014). Furthermore, teaching life-skills drama content is a current issue in most developing countries' curricula (Lehtonen et al., 2016). Teachers' teaching is accepted as the most important issue in the foundation phase of learners' lifetime. Life-skills drama teaching means the use of forms of participatory theatre for educational purposes. Holden (1981) defines what drama is, and how it provides opportunities for a person to express themselves. Drama has played a crucial role in the continuous development of the field of education. Heathcote (1991); Heathcote and Bolton (1994) considered drama an important learning method used by teachers. Hence,

drama helps learners to create games that raise awareness, so as to look at reality through fantasy, and to see what is behind any appearances.

Drama is the most significant model of learning; and a basic activity for learning, helping learners to think about either individual or social problems. Learners explore events and connections through drama. Learners and teachers can therefore use drama to enhance more skills through drama learning, drawing on their knowledge and experiences of the real world in order to create a make-believe world (Bolton, 1979; Bolton, 1985). Drama is a human-centred, method-based educational tool focusing on emotions and thoughts that could later provide a more emotional and sympathetic information exchange, emphasizing the importance and uniqueness of the individuals. Drama opens the doors of the classroom to the outside world and provides learners with the opportunity of communicating with their environment through imagination (Boal, 2013; Heikkinen, 2016 ; Way, 1967).

Drama is a tool in communication development and teaching (Maley & Duff, 2005; Davies, 1990). Drama is an interpreter, memory helper, and it is instructive. Drama takes a powerful form of three elements and therefore is an effective tool in teaching. Drama has become a teaching technique which encourages learners to learn new content in a creative and effective way (Ates, 2015). This suggests that drama techniques can create an atmosphere in which learners learn in context, use their imagination, and naturally react to the situation. The study conducted by Bunyamin (2019) indicates the importance and role of using drama in the classroom. The study was conducted with a sample of 32 students from 2 different classes at the intermediate level at Ishik University. The data of the study reflected that the role of drama was important in the classroom environment, in which teachers integrate various drama techniques into simple activities in a subject area. It was observed that such integration is usable in the classroom and contributes to the role of teachers and learners and their general motivation. The study has shown the need to use drama in the classroom. Teachers need to conduct careful planning and structuring of their lessons. In this context, teachers take on a large organizational role. The materials the teachers choose for the activity should satisfy learners' interests and skills, meet their needs, and be appropriate to their age and gender. Hence, the chosen material should be multifaceted; and should be supportive of the development of learners (linguistic, cognitive, social, emotional, inter alia).

Whiteson and Horovitz (1998) state that playing some parts of a game in the classroom increases communication and collaboration. This motivation of the learners increases because

they must then take an active role in the learning process. When learners learn about the issues of real life, mental and emotional motivation is provided. In this way, learners can share their experiences and achievements with others.

Drama teaching is one of the few areas of the curriculum built on movement and voice. The use of drama in the classroom has for decades, played a small, but consistent role in teaching. Nevertheless, the advantage of using drama has not been completely appreciated in learning and teaching. Ates (2015) claims that the use of drama teaching fits naturally into the nature of teaching and learning. Drama learning is an essential part of learning, in that it develops body language, increases emotion, and keeps learners involved in the teaching and learning process. Furthermore, in drama, there is emotion and movement; both of which have the power to liberate linguistic, social, and communicative abilities in learners. Drama assists learners in the early childhood stage to develop self-imagination, and motivation to finish the project. According to Wee (2011) and Lehtonen et al. (2016), in the drama class, the teacher works with learners using different techniques, games, and drama strategies (e.g. Freeze-Frame, teacher in role, and theatre-based rehearsals) to devise short pieces of functional drama. Drama roles, time, and space help learners to communicate their understanding of themselves and fellow participants. Heikkinen (2016) states that the drama learning environment consists of six different elements:

- Teacher as a role model
- Learning climate
- Collaborative learning
- Learner-centred learning
- Flexible use of time
- Play action

Thus, teaching drama is highly improvisational. This contrasts with teachers usually putting more effort into the planning of teaching and learning environment. Such implies that drama teachers must take several factors into account; and change their planning for the learning and teaching time. Drama teachers aim to give and create the space and time for learners' ideas, creating solutions. In drama teaching, the teacher must have a capacity for rapid decision-making, class-management skills, and the ability to create a positive learning and teaching atmosphere (Ates, 2015; Lehtonen et al., 2016; Orkin, 1991; Robinson & Heathcote, 1980; Rosenberg, 1973; Wagner, 1976). Drama is a field that makes an individual active and affects

the cognitive, effective, dynamic, and social aspects of a person. Drama has qualities that enable the individual to take pleasure and to develop one's aesthetic side (Tombak, 2014). Moore (2004) supports the notion that drama is developmental when he states that drama is powerful because its unique balance of thought and feeling makes learning exciting, challengingly relevant to real life. Grainger (2003) portrays drama as an art that involves social encounters; and offers particularly rich and effective experiences for both teachers and learners. Drama will thus enable both learners and teachers to enter a world of experience and knowledge. Hence, through drama, learners are allowed to construct and examine new ideas; and additionally, to reconstruct and produce new understanding and meaning of the world (Kambouri & Michaelides, 2014). In support of the above ideas about drama, the research has drawn the same conclusion as the studies conducted by Ihmeideh (2015) and Husband (2014). These studies used drama shapes and influenced learners' understanding of society in the early childhood classroom and the meanings learners construct, communicate, and represent while participating in a dramatic activity. Furthermore, results demonstrated that learners who have been exposed to dramatic activities developed more positive attitudes toward the process of writing.

Boal (2013); Evans (1984) describe using drama extensively for stimulating work. Drama is particularly useful for stimulating the expression of feelings and helping to uncover the faces of characters that may otherwise. Boal (2013), using his Theatre of the Oppressed methodology, emphasised the use of play to investigate social dynamics and display underlying emotions, power structures, and viewpoints. Boal hoped to empower people to think on their circumstances and rehearse solutions to real-life problems by using participatory tactics like Forum Theatre. Similarly, Evans (1984) emphasised drama's ability to foster personal expression and explore deeper aspects of human connection. Drama allows players to take on characters' roles and dive into their experiences, uncovering truths about themselves and others that might otherwise be hidden in regular discussion. This collaborative method not only encourages creative thinking, but it also fosters empathy and a better understanding of different points of view. Nicholson (2005) outlines that the word drama has its root in the ancient art of theatre; the word drama is derived from the Greek word "dran" (to make or to do) and theatre from the Greek word " theatron " (viewing place). When combined, this indicates the process of action and reflection which lies in the heart of drama/theatre. The study conducted by Kambouri and Michaelides (2014) investigates the effect of drama techniques when employed to facilitate teaching and learning early years science. Several different drama techniques, such as teacher-in role, hot-seating, and miming, were employed for the teaching of the water cycle.

Six learners were randomly selected from the whole class. Interviews and drama techniques were used for data collection. The results appeared to be promising in terms of facilitating learners' scientific understanding and improvement in the learners' use of vocabulary during the learning process. Furthermore, drama has often been acknowledged as a means of teaching various curriculum subjects; as well as a curriculum subject on its own, that facilitates and enhances learners' teaching and learning (MCGregor, 2014).

The terms "drama education" and "theatre education" have commonly been used interchangeably; however, there is a technical difference between them (Su jeong Wee, 2011). Thorkelsdotti (2016) states that theatre is implicated in two parallel and interrelated education movements — drama in education, and theatre in education, both of which gained strength in the 1960s. Theatre education deals with an actor's formal performance in front of an audience; whereas drama in education focuses on the participants' process of exploration and meaning-making (Boal, 2002, 2013; Nompula, 2012; Su jeong Wee, 2009 ; Su jeong Wee, 2011). Drama is the act of using the imagination to become someone or something other than yourself; it can take one any place to any period. Drama in education is defined as " the human process whereby imaginative thought becomes action drama is based on the internal empathy and identification and leads to external impersonation" (Moore, 2004, p. 5).

"Drama in Education holds to the idea that by living through human experiences in a realistic and life-like way in real-time. Young people will discover the truth of human existence which they can only imagine and never know living through the experience of people who are temporally, spatially culturally, and socio-economically different as if these experiences were happening here and now for the participants in the process drama is seen as being more truthful and life-like. A learning experience than other more stylised and self-reflexive forms of theatre" (Davis, 2014 p. 54).

Studies by Heikkinen (2016) and Davis (2014) show ways in which drama education can be meaningful in the teaching of young children. The focus of the study was to devise a drama education framework: performance was not the core of the study. The researcher's challenge was to understand how teachers' dramatic pedagogical understanding plays an important role in teaching; while drama teachers need to develop a critical awareness of drama practice. The study used action research methodology. The findings state that drama is often used to describe the process of making work that does not necessarily demand an outside audience and theatre to identify work. Drama relies upon both the process and the production; learners learn how to

make drama in the process; and they start critical thinking in the processes of production. Teachers hold the belief that drama is meant to facilitate or constrain both practice and reflection (Dewey, 1933). It is also evident that drama in education provides better opportunities for children to engage and interact with the diverse symbolic representation of life. The study conducted by Jarrah (2019) in the Emirates National School in Abu Dhabi, used an experimental methodology in collecting data for the study for the sample of 100 students from the 10th grade. The study shows the importance of drama in education as this would help learners to develop thinking and reflection. Social interactional and communicative functions of speech were captured; the language contained within drama aims to influence learners' thoughts and actions. Teachers in South Africa should therefore use drama to teach learners different learning areas. Learners can thus be developed in their early life and become strong citizens of the country for the development of the economy.

Theatre in education is referred to as the use of pre-written and rehearsed theatre performances as a tool for learning (Boal, 2002, 2013). Hence, theatre education is usually performed by specialized and professional theatre companies. Theatre education is often partly interactive. Theatre education has complementary materials used by performers which are workshops, or exercises, through which people can explore the themes of the dramatic activity in the post or pre-performance workshops (Schonmann, 2005). Theatre in education as a movement began in Britain in the 1960s in a direct response to the need for theatre in the classroom (Rosenberg, 1973). Theatre or drama should create something interesting, for example, a show for an audience, suggesting new solutions to many of the problems in society. Hence, the movement key is the actor/teacher training or experience in the theatre and education that would make it possible for the teacher to understand educational needs and objectives for learners and teachers (Boal, 2000, 2002, 2013; Dewey, 1933; Rosenberg, 1973). Furthermore, theatre in education uses themes that are meaningful to learners in a way that conventional theatre is not. Theatre in education stimulates teachers' interest in the use of drama in educational methods of teaching. "Theatre is largely concerned with communication between actors and audience, thus, drama is largely concerned with experiences by the participants, irrespective of any function of communication to the audience" (Way, 1967, p. 2), stating the difference between drama and theatre. Theatre in education may provide the solution for several problems experienced by theatre people and educators. In 1979, Gavin Bolton attempted to group drama forms in an educational context in *Towards a Theory of Drama in Education*. Bolton (1979) makes the first contribution to classifications of the drama/theatre binary into the categories of

types A, B, C, and D drama. Drama offered to learners and students falls into three major orientations: Type A – exercise; Type B dramatic play; and Type C theatre. Theatre-making embraces the more traditional theatre performances. Type D drama is drama for understanding, and exploration of the themes in focus. Drama for understanding, according to Bolton (1979) builds upon Dorothy Heathcote’s school drama; and is developed gradually into process drama. In the South African National Curriculum Document (CAPS), drama is an arts subject aiming at the method of the theatre, but which should also be aiming to support learners’ learning processes in the school environment.

2.2.1.3 Teachers’ Activities/Resources as Intended Curriculum

According to Çimen and Kömür (2019), teaching is a multi-dimensional job; teachers go through an active mental process before, during, and after each lesson. Teachers should think actively to plan for what and how to teach. In this context, it is worthwhile to consider Engeström (1987) who proposed that learning activities often focus on how people learn, by engaging in activities, such as solving problems or making or designing something. A series of studies have indicated that activities allow learners/people to be active in their learning (Lave & Wenger, 1991), thus situated learning, (Suchman, 1995) situated action, (Hutchins & Klauson, 1998) and distributed cognition. The literature shows that a framework of activities was developed by Engeström (1987) building on Vygotsky’s (1987) theorising. In Engeström (1987), activity is categorised into three major components (a) a subject or agent (individual or group of people); (b) an object (what the subject works on/content), and (c) resources, which the subject uses in its effort to transform the object according to a curriculum goal.

A study by Khoza (2015) on student teachers’ reflections on their practices of CAPS highlights the importance of teaching activities. The study underlines that teachers’ activities were linked to the content; there were no specific objectives and learning outcomes specified in the CAPS document per subject. Teaching activities were thus not linked to learning outcomes but linked to aims. The study also suggests that the link between learning activities and content is vital. On the other hand, most of the case studies, including the one mentioned above, do not include teachers in finding any solution to what should be done as far as teaching activities are concerned. Thus there is a need to conduct a study on teachers’ experiences in teaching life skills (drama) in early childhood education. Booyse and Du Plessis (2008) admit that, without resources, teaching activities will not be easily implemented in any curriculum. Whether the teacher is explaining something to the whole class, initiating an activity, monitoring group work, holding a class discussion, responding to a learner's work, or trying to deal with some

enthusiastic, restless, or disruptive learners, what may strike us is the lack of space and time for the teacher to take the required distance from any of these situations in order. In Dewey, this implies a sense, to reflect on, decide on, and act on, why and what it is that he or she should do or not do in any of these circumstances.

Rogan and Grayson (2003) point out that, whilst policy documents contain visionary and educationally sound ideas, implementing these ideas often proves to be slower and more difficult than anticipated. In their view, much work on implementation issues must be done in South Africa if the new curriculum expects to make an impact in schools. To address such challenges, the South African Government Departments of Education and Science and Technology launched programmes to help teachers understand the curriculum, and to change teaching practices. However, limited changes have been seen, and this raises the question as to what the difficulties are.

Kennedy, Hyland, and Ryan, (2006) believe that the curriculum should be designed so that the teaching activities, learning activities, and assessment tasks are coordinated with the learning outcomes. Biggs (2011) states that, in a good teaching system, the method of teaching, learning activities, and method of assessment are all coordinated to support learners' learning (Biggs, 2003). Hence, curriculum is understood to mean all subjects and activities that education authorities regard as necessary for the learners to take before reaching a certain level of development. Furthermore, curriculum typically refers to the knowledge and skills learners are expected to learn which includes the learning standards or learning objectives they are expected to meet, the units and the lessons that teachers teach, and the assignments and projects given to learners (Adu & Ngibe, 2014).

Drama has several strategies that one could use in the teaching and learning process. These strategies are used by teachers when planning for their lessons. Hence, drama can be an instrument for developing children's understanding of representations and how to use learners to create a shared meaning of the world. It is evident in research that drama increases a number of skills in learners, such as, social, cognitive, motor and linguistic improvement (Eberle, 2011; Meghan, 2015). Playing allows learners to become more creative and more adaptable in explaining meaning verbally and confidently when experimenting with new activities in class. Wajskop and Peterson (2015) support the notion of using dramatic plays in the teaching of learners in early childhood education. For these researchers, this provides a rich, complex, and

varied experience for learners in conceptual learning, story-making, and literacy development. Drama allows learners to take up features of adult roles that are puzzling, interesting, or have some pertinence to the situation, to come to a deeper understanding of possibilities found in someone else's shoes, coming to the understanding of the interactions and the role of the adult's life. Furthermore, the most important aspect of the teaching and learning process is teaching methods. Teaching methods include the art of transferring knowledge to the learners. Meanwhile, there are some selected appropriate groups of teaching methods that teachers can use in the process of active learning. Brown (2007 p. 183) proposes some of the teaching methods that could be used by teachers to assist the learner in gaining the opportunity for quality teaching and learning. These are: role-play, games, interviews, brainstorming, problem-solving, projects, and decision-making.

Livingstone (1983) states that role-play is a class activity that allows learners to practice the aspect of the role behaviour and the real-life role they may need outside the classroom environment. Richards (1985) proclaims that role-play involves the situation in which the setting, participants, and goal problem are described. Participants are to accomplish the duty given, drawing from whatever life skills and resources they can. According to Erturk (2015), role play is an active teaching strategy, that can incorporate positive elements of enjoying teaching and learning, and digesting knowledge when designed accordingly and implemented in a comprehensible manner. Hence, Erturk (2015); Heathcote (1973); Heathcote (1976); Nompula (2012); Ongunyeni and Ragpot (2016); Wagner (1976) agree that, when learners are playing a role they interact with various people, and share information collaboratively, thus removing their ambiguities and inaccuracy of concepts. Furthermore, this strategy facilitates the improvement of communication, and improvisation of skills in learners through the dialogue exchange with one another. Syuhda (2017) says that role-play is an effective way of learning per a normative and responsible attitude when learners face the problem; it frees learners to be creative in their learning output. Paul (2006) argues that role-play enables learners to reconstruct their thinking. Similarly, Tripathi (2011) notes that role-playing requires an individual to come out of his personal space and to understand others' frames of mind by approaching their inner world.

For an effective teaching and learning process teachers not only have to have a command of the subject, but should understand the conceptual strategies, epistemology, and educational implication of critical thinking of each learner. To encourage critical thinking skills among

learners and teachers one should provide an educative environment in which learners can cultivate their critical thinking skills. The studies conducted by Erturk (2015); Rahayu (2015); Rashid and Qaisar (2017); Syuhda (2017) and Wan (2017) have investigated the significance of role-play strategy in teaching. These studies have shown that it is important to use role-play in the teaching and learning process as it develops critical skills in young learners. While these studies were based on the significance of role-play in teaching the development of language in young learners, the similarity of the studies is that all the researchers have used dramatic activities to investigate the development of the social being of all young learners in early childhood education. These studies were not based on the teaching of life skills. This has shown that there is a gap in the literature. Research therefore must be conducted on life-skills teaching and learning in the South African context. This method is also seen as having a positive effect on the development of learners' vocabulary, thinking, and imagination through action; hence, learners can empathise with all other learners for social and environmental understanding. Learners enact life-skills meaning through drama improvisation; hence drama can offer learners different perspectives of life skills; and can enrich social, environmental, and well-being learning through offering experience as well as knowledge. Drama activities can offer opportunities for learners to express and construct ideas in the conversation with their teachers (Ihmeideh, 2015; kambouri & Michaelides, 2014; Lehtonen et al., 2016; Moore, 2004).

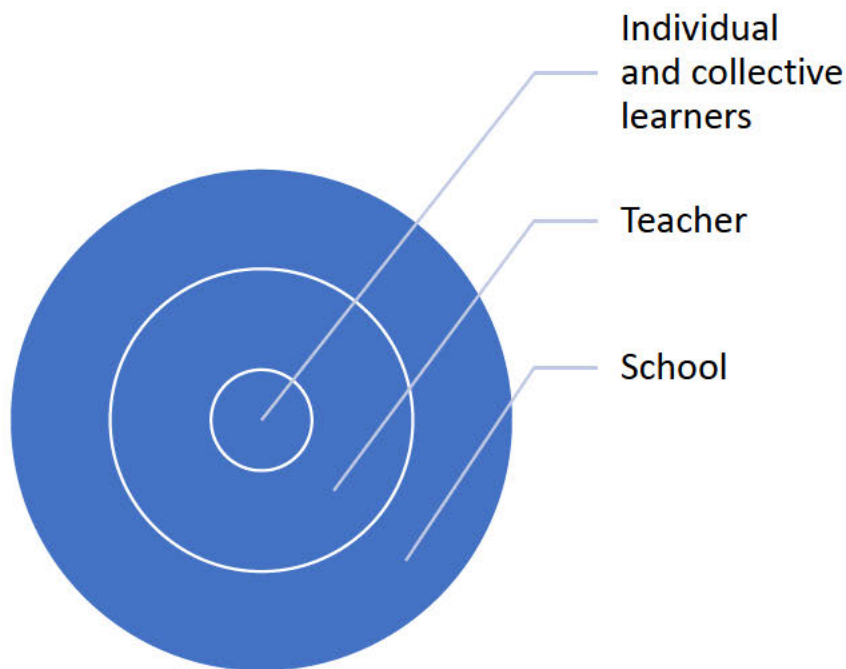
Pepin and Gueudet (2020) defined curriculum resources as all the material resources that are developed and used by teachers and learners in their interaction with teaching and learning both inside and outside the classroom. Khoza (2012) proclaims that learning resources and materials are not only about technical resources but go beyond this level, to be defined as a person or entity that communicates learning; or anything that assists learning to occur.

Drama-based pedagogy as used in the *Drama for School* arts integration professional development programme for teachers, followed the current model of drama-based pedagogy (Dawson, 2018; Dawson, Cawthon, & Baker, 2011). This study names and exemplifies four categories of drama-based activities, explains learning theories that underpin drama-based pedagogy, and discusses empirical studies of drama-based pedagogy usage in the early childhood drama teaching contexts.

Drama-based pedagogy is described as a collection of drama-based teaching and learning strategies which engage learners' learning by focusing on an embodied process-oriented approach to learning. The defining features of drama-based pedagogy are that (a) it is facilitated

and directed by a classroom teacher, teacher artist, or other facilitator trained in drama-based pedagogy; (b) it works towards an academic and psychological outcome for the learners involved, (c) it focuses on a process-oriented and reflective experience; and (d) it draws from a broad range of applied theatre strategies (Dawson & Lee, 2018, p. 2). Drama-based pedagogy is an umbrella term for theatre techniques that include the use of interactive games, improvisation, and role-playing. These techniques are used to critically engage both teachers and learners in a collaborative dialogue learning environment; the techniques offer a dynamic way of helping learners become more engaged in the learning process. Furthermore, a drama-based pedagogy theoretical frame is manifested in the drama for the school professional model for development, which is underpinned by the theories of the constructivist method by Lev Vygotsky (1938) and the critical pedagogy of Paulo Freire (1970). Dawson and Lee (2018) aver that drama-based pedagogy invites teachers to reflect on what learners need to know; and to teach goals as they construct an essential drive to a more significant enquiry on identifying learning goals. Figure 2.3 acknowledges how the school, the teacher, and the individual and collective learners each bring an interrelated set of assets, needs, and intentions that can help determine the most valuable and relevant content for learners.

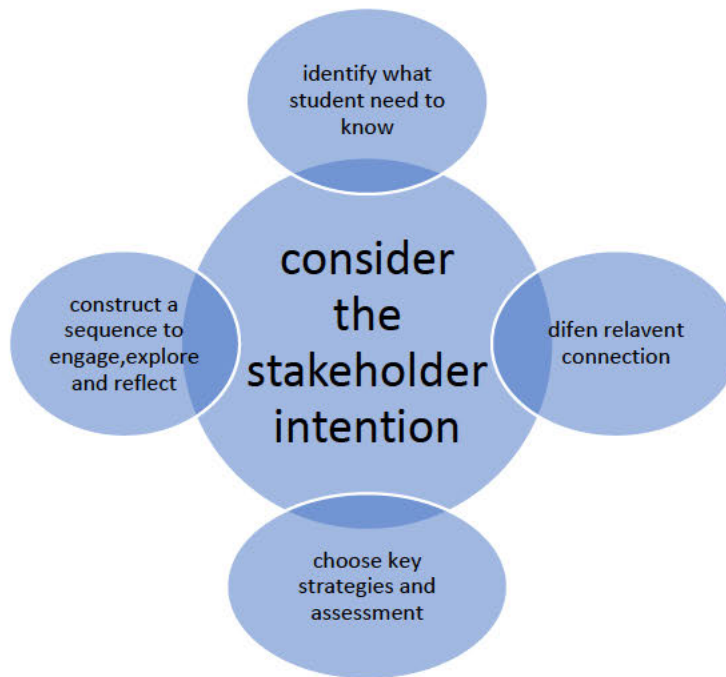
Figure 2.3: Drama-based pedagogy: activating learning across the curriculum, stakeholders in the South African educational context (Dawson and Lee, 2018).



Dawson and Lee (2018) provide five step-step learning design process as follows: (1) consider the stakeholder intention; (2) identify what student needs to know; (3) define relevant student

connections; (4) choose key strategies and assessments; (5) construct a sequence to engage, explore and reflect.

Figure 2.4 : Drama-based pedagogy learning design model (Dawson & Lee, 2018).



This step-by-step process provides a transparent, concise sequential approach to designing and implementing a well-constructed drama-based pedagogy experience. The strength of this process is that it accurately demonstrates the current theory and method in the educational sector. The study acknowledges how the school, the teacher, and the individual and collective learners so that learning and teaching could occur. Each brings an interrelated set of assets, needs, and intentions that can help determine the most valuable and relevant content for learners' cognitive, social, and emotional development. Furthermore, the school arts are shaped by outside factors, including the district, province, and national government, and the textbook used by the learners. Each of these factors provides teachers with the knowledge of what learners need to know; and the school is the extension of the wider system. Hence, the teacher has a unique set of personal characteristics, identity, educational training, and life experience that informs why and how they teach learners in different grades. These characteristics inform teaching and learning decisions (Dawson, 2018; Dawson et al., 2011; Dawson & Kelin, 2014; Lee, Cawthon, & Dawson, 2012). The study proclaims that each classroom comprise individual learners whose unique identity life experiences and interests collectively shape and inform

how, what, and why they learn. Hence, the social life and the system of the classroom significantly influence learners learning there; it is productive to view learners and classroom experience and the culture, as part of the process of learning.

The research reflects that one of many factors in education that can positively impact learners' academic outcomes, teachers, and their practices are the most important in the development of learners' cognitive growth (Bandura, 1977). Interventions to improve learners' success often focus on changes in a teacher's pedagogical practice; the adoption of a national curriculum, implementation of new strategies, and assessment tools. A teacher's contribution to learners' learning goes beyond the content of their pedagogy or their level of training. Teachers' perspectives and perceptions of their teaching and extension of learners' learning are an integral part of successful education practice (Dawson, Lee, & Cauthon, 2012; Khoza, 2011, 2012; Khoza, 2015b; Khoza & Manik, 2016).

Educational research has widely examined a teacher's self-efficacy, which is described as their belief in their ability to successfully teach and positively influence students' intellectual, social, and emotional growth. According to Bandura's (1986) Social Cognitive Theory, self-efficacy is a crucial determinant of behaviour, influencing how people approach activities, persevere through problems, and achieve their goals. In the teaching setting, self-efficacy indicates a teacher's belief in their capacity to manage classroom dynamics, offer effective education, and support different students. Researchers discovered that instructors who have high self-efficacy are more likely to use innovative teaching tactics, create a pleasant classroom environment, and show resilience in the face of adversity. These ideas influence not only their professional activities, but also their students' motivation, engagement, and academic achievement. Also, studies have suggested a positive effect on higher teacher self-efficacy on learners' achievements; when teachers have confidence in the ability to improve learners learning, they are, in fact, better at doing so. Teacher self-efficacy has proven to be a complex construct that varies throughout a teacher's career and interaction with the pedagogical practice (Atmore, Van Niekerk, & Ashley-Cooper, 2012; Booyse & Du Plessis, 2008; Evans, 1984; Khoza, 2016b; Louise, Milagros, & Ostrosky, 2008; Pinar, 2004; Van Manen, 1977). A mixed-method study conducted by Dawson et al. (2012) explored the potential relationship between teacher self-efficacy and pedagogical conceptual change. The study context was on a drama-based instruction professional development model that explicitly sought to facilitate pedagogical conceptual change. Significant differences were presented between elementary and secondary

teachers in self-efficacy for teaching and pedagogical conceptual change. However, self-efficacy did not predict conceptual change; the independent variable for (elementary and secondary) teachers was significant moderations between years of teaching experiences and self-efficacy. Pajares and Miller (1994) explain that efficacy beliefs influence the degree of stress and anxiety an individual experiences when completing a task. Hence, active learning is a key component of constructivist learning theories (Vygotsky, 1976; Vygotsky, 1978). Constructivism emphasises how students actively build their understanding by interacting with their surroundings, past knowledge, and novel experiences. Constructivism, which has its roots in the theories of Jean Piaget and Lev Vygotsky, holds that learning is a dynamic process in which people integrate new knowledge to preexisting cognitive frameworks to produce meaning. In this process, interactive experiences with novel materials are essential. Students actively test theories, resolve issues, and deepen their learning through investigation, experimentation, and teamwork. In order to help students close the gap between what they currently know and what they can do with supervision, Vygotsky's idea of the Zone of Proximal Development, for instance, highlights the value of social interaction and scaffolding. It is important to structure the learning environment so that teachers and learners work together to construct new knowledge using problem-solving skills and facilitating discovery of new information and connections to the curriculum as the new information is scaffolded through the learning process.

The study by Walan, Nilsson, and Mc Ewen (2017) has shown that there is a need for pedagogical content knowledge among science teachers. This study investigates two primary school teachers and their objective in choosing enquiry- and context-based instructional strategies; as well as the relation between the choice of instructional strategies and the teacher's knowledge of learners' understanding and intended learning outcomes. Content representation created by the teachers' and learners' reflections during experiences of the enacted teaching served as the foundation for the teachers' and learners' interviews. The process of data generation was through the interview instrument, analysed in terms of the relation between intended and enacted experiences of the teaching purposes. The study shows that the teachers' intended teaching objectives were that learners would learn about water; the process of enquiring was focused on how learners experienced the objectives of the activities. The findings of the study express the gap between the intended and experienced objectives. Hence, the results shows that the relation was found between the teacher choice of the instructional methods (and the knowledge about the learners understanding of the teacher exception that

teacher add to drama that support learners understanding on the states of water (Walan et al., 2017).

The materials used by teachers and learners in their interactions within the subject matter of teaching and learning are referred to as curriculum resources (Pepin, Gueudet & Trouche, 2013). The quantity and calibre of the resources available determine the efficacy of each lesson, in any subject or discipline (Thobega et al., 2011). Resources help spread knowledge but also spark students' or learners' enthusiasm in the topic or course (Khoza, 2010; Waithera, 2013; Van den Akker et al., 2009). According to Khoza (2012), a teaching/learning resource is any item used to facilitate and aid learning. The most effective resource, according to Khoza (2012), is a teacher, who also serves as a learning facilitator. This is because the philosophy and method of instruction a teacher uses in a class impacts how the resources both physical and digital are used. Therefore, the most effective educational resource is the teacher. Additionally, this implies that educational tools go beyond the visible and movable items, contrary to what most people believe (Recker, Dorward & Nelson, 2004). Therefore, a variety of ideologies and ideas have an impact on the ideals and objectives of teaching and learning (Khoza, 2015). The interaction and connection between objects (hardware), symbols (software), and language/mathematical reasoning (ideological-ware) are crucial in improving mathematics education, according to a case study by Ahamed, Clark-Wilson, and Oldknow (2004) that examined how teaching aids can enhance the quality of mathematics education. However, the study also noted that many instructors frequently lack a good understanding of the subtle distinction between how mathematical ideas are built from things, and the specific descriptions of the objects. This implies that CAPS for life-skills teachers as efficient use of resources depends heavily on teachers' comprehension of the resources to be used, and the message they must impart to students or learners.

According to Khoza (2012,2013), learning resources/materials go beyond merely being technical resources; they are instead described as any individual or object that conveys knowledge or anything that facilitates learning. There is one definitive way to determine whether teaching and learning resources are appropriate, according to Berkvens et al. (2014) and Khoza (2013): learning resources are divided into three categories —hardware (any tool, machine or object used in education), software (anything used with the tool to carry out information display), and ideological-ware (anything that cannot be seen or touched in

education such as theories, policies, teaching and learning methods). Without sufficient resources, it is impossible to teach and learn.

Khoza (2021) argued the importance of teachers using resources in the study conducted in KwaZulu-Natal higher-education institutions (HEIs) in South Africa. The majority of nations worldwide have transitioned to a digitalized curriculum as a result of the COVID-19 revolution (DC). The DC is a strategy for or of education driven by digital technology. The University of KwaZulu-Natal (UKZN) was forced to relocate to a DC in order to finish the 2020 academic year or calendar year due to the COVID-19 movement. The framework for the document analysis that produced the data for this study included pragmatism, critical discourse analysis (CDA), and community of inquiry (CoI) with natural identity (NI). The public documents that contain details on the migration to a DC at UKZN were chosen using a purposeful convenience sampling method. This study investigated and comprehended the migration to a DC at UKZN through the use of digital resources. This study used digital tools to examine and comprehend the migration to a DC at UKZN for this reason. Results indicated that, while the UKZN started the migration by using WhatsApp, Facebook, Skype, and Zoom video conferencing technology (ZVCT), the university started the migration by fostering societal identity while maintaining its professional identity by utilizing Moodle. The personal or pragmatic identity as a crucial component of a DC, which attends to particular personal demands, seemed to be overlooked throughout the migration. In order to fulfil professional, social, and individual goals for natural identity realization, this study suggests a DC that strikes a balance between performance-based, competence-based, and pragmatic/personal identities. Therefore, teachers must be able to adapt and use other types of resources for the execution of the curriculum while using professionalism and real-world experience.

The studies conducted by Erturk (2015); Rahayu (2015); Rashid and Qaisar (2017); Syuhda (2017); Wan (2017) investigated the significant of role play strategy in teaching. These studies have shown that it is important to use role play in the teaching and learning process as it develops critical skills in young learners. While these studies were based on the significant of role play in teaching the development of language in young learners, the similarity of the studies is that all the researchers have used dramatic activities to investigate the development of the social being of every young learner in early childhood education. These studies were not based on the teaching of the life skills. This has shown that there is a gap in the literature. The teaching and acquisition of life skills in the South African setting requires research. This approach is also thought to have a good impact on the growth of learners' vocabulary, thinking,

and imagination through action; as a result, learners are able to empathise with other learners in order to grasp social and environmental issues. Drama may give students a distinct perspective on life skills and enhance their learning of social, environmental, and well-being issues by providing both experience and information, as learners enact life-skills meaning through improvisation. Dramatic exercises can give students the chance to communicate with their teachers and develop their ideas (Ihmeideh, 2015; kambouri & Michaelides, 2014; Lehtonen et al., 2016; Moore, 2004). Furthermore, schools are a privileged context to promote physical activity as they reach learners from all social, cultural and economic groups, despite Curriculum policy (CAPS) Support, there is much room for improvement for teachers to implement proper life skills (drama) activity for the development of young learners (Daly-Smith, Morris, Norris, Williams, Archbold, Kallio, & Resaland, 2021).

2.2.1.4 Time Allocation and Teaching Location As Set From the Prescribed Curriculum

Learning should occur through learning activities that are conducted in a stimulating environment that provides appropriate teaching and learning materials (Berkvens et al., 2014). Khoza (2013) describes the teaching location as anywhere teaching and learning takes place. A study by Garet, Porter, Desimone, Birman and Yoon (2001) commented that the place refers to a place where teaching and learning is conducted. According to Killen (2007), a classroom environment is much more than just the classroom in which the teacher delivers a lesson; it also consists of the school grounds, the library, and the immediate surroundings of the school. Garet et al. (2001) point out that teachers should try out new teaching strategies in the classroom and receive feedback on their teaching. Elmore and Burney (1999) describe successful teaching and learning as follows: focusing on concrete application of general ideas in the classroom; engaging learners in practise rather than in description; providing opportunities for group support and collaboration; and incorporating deliberate assessment and feedback.

A study conducted by Voogt, Tilya and Van den Akker (2009) aimed at understanding science teachers from secondary schools in Tanzania offered an in-service arrangement to prepare teachers for the integration of a student-centred approach to science teaching. The in-service arrangement consisted of workshops in which educative curriculum materials were used to prepare teachers for microcomputer-based laboratories a specific technology application for facilitating experiments in science education. The study suggested that teacher learning was determined by three indicators: (1) the ability to conduct MBL to support student-centred science lessons, and (2) students' perceptions of classroom environment. The result of the study

indicated that the teachers were able to integrate MBL into their science lessons at an acceptable level; and that they were able to create a classroom environment which was appreciated by their students. Life-skills teachers, when applying skills learned in professional development workshops, will develop and create an environment safe for all foundation phase learners, while involving learners in being creative and playing during their lessons.

Another study by Ball et al. (2008) states that during a classroom discussion, the teacher has to decide when to ask for more clarity, when to use a learner's remark to make a mathematical point, and when to ask a new question or set a new task to move the lesson forward. It is therefore up to the teacher to decide whether to teach inside or outside the classroom, depending on what the lesson looks like at the time. Berkvens et al. (2014) point out that teaching takes place anywhere, whether inside or outside the school building; and that the design of the classroom environment seems to have a greater influence than assumed. Furthermore, these researchers argue that, at school and classroom level, almost all concepts of the curricular spider web play a role. Therefore, the study investigates whether the instructional strategies used in the classroom for teaching fifth grade mathematics take into account all the concepts of the curriculum during instruction. In addition, a study by Kajander (2010) shows that time is a challenge. A study conducted by Ball and Forzani (2009) portrays that the teacher decides how much time to devote to each lesson. The study also shows that due to limited time in each lesson, the teacher gives extra work to learners with difficulties while the rest of the class discusses other aspects of problems.

According to Berkvens et al. (2014), teachers need time to understand how to use the material and, in many cases, additional preparation time to apply the material in the classroom. In addition, it is noted that many teachers do not have or feel that they do not have sufficient preparation time. Hence, it is crucial that teachers continue to be motivated and in good health at work in order to meet their professional obligations. Nonetheless, many teachers struggle with heavy workloads, a lack of downtime, and exhaustion (Sandmeier, Kunz Heim, Windlin, & Krause (2017)). Reduced teaching quality, decreased job satisfaction, increased commitment to the profession, and lower student accomplishment are just a few of the serious effects of poor teacher health (Klusmann, Kunter, Trautwein, Lüdtke, & Baumert, 2008; Klusmann, Richter, & Lüdtke, 2016; Skaalvik & Skaalvik 2011). Promoting and sustaining teachers' health is therefore one of the various issues schools face. Teachers' health is a necessary prerequisite for carrying out the educational mandate (Nieskens, 2022). A study by Maas, Schoch, Scholz, Rackow, Schüler, Wegner, & Keller (2021) states that, due to time constraints, teachers frequently suffer high levels of work-related stress, which can eventually cause a number of

health issues. This study observed the interaction between teachers' feelings of emotional weariness, and perceived time pressure, as well as whether teachers received social support from the school principal. The findings did not support the hypothesis that emotional weariness and perceived time pressure are inversely correlated; nor did they support the idea that social support from the school administrator has a calming impact. According to the study, receiving social support from the school administrator is a crucial workplace resource that positively affects teachers' experiences with time. This study suggests that teachers need action experience, in which they will follow the policy/curriculum documents for their subject.

Time can be used to sequence events from the past through the present and into the future; and it can also be used to quantify the directions of events, according to Webster (2008). According to 2005 research by the Human Sciences Research Council in South Africa, rather than engaging in forty-one (41) hours of school-related activities each week, instructors actually spent twenty-five (25) of those hours teaching. Also, too much time is spent on non-official tasks such as planning and organizing, evaluating, and writing reports and keeping records (administration duties). In South Africa, both official and informal activities are severely reducing the amount of time available for instruction. To maximize the allocated time for life skills (drama) in the schedule, learners should also have a good attitude toward the topic that is being taught (contact time).

The per term time allocation for life skills is 60 hours per term for Grades R to 2, and 70 hours per term for Grade 3. This suggests that in a 5-day week cycle, beginning Knowledge and personal and social well-being will be taught for 2 hours a week, creative arts for 2 hours, physical education for 2 hours in Grades R to 2, and beginning knowledge and personal and social well-being will be taught for 3 hours a week, creative arts for 2 hours and physical education for 2 hours in Grade 3.

Table 2.2: Time Allocation of Study Areas in Life Skills in Foundation Phase.

GRADE R-2		TOTAL TIME ALLOCATION PER TERM	GRADE 3		TOTAL TIME ALLOCATION PER TERM
Beginning Knowledge and Personal	2 hours per week	60 HOURS	Beginning Knowledge and Personal and Social Well-being	3 hours per week	70 HOURS

and Social Well-being					
Creative Arts	2 hours per week		Creative Arts	2 hours per week	
Physical Education	2 hour per week		Physical Education	2 hour per week	

Adopted: Department of Basic Education (2011)

Life-skills teachers should consider extra sessions during their leisure time for learners, maybe morning and afternoon classes to help struggling learners, thereby providing them with critical support; nevertheless, the CAPS policy makes no mention of extra lessons. Self-reflection should be the main factor in deciding whether to offer more lessons. Teachers should think about scheduling extra lessons because so much time is spent on extracurricular activities, staff and union meetings, and other distractions from teaching and learning. Teachers then attempt to make up for the lost time by scheduling additional classes.

2.2.1.5 Summative Assessment as key to the Intended Curriculum

The term ‘assessment’ refers to any action in which information is systematically collected and used to evaluate learning (Harlen, Crick, Broadfoot, Daugherty, Gardner, James, & 2002). Assessment has a formative purpose if it is intended to aid in judgments on how to advance learning; and the judgment is about the subsequent stages in learning and how to take them. The assessment is summative in nature if its goal is to summarize the learning that has already occurred in order to grade, certify, or record progress (Dolin, Black, Harlen & Tiberghien, 2018; Guo & Yan, 2019). Summative assessment, commonly referred to as ‘formal’ or ‘evaluation of learning’, is the process of evaluating what pupils know and are capable of in order to establish their proficiency in a certain curriculum or academic stage (Redelius & Hay, 2012).

Assessment is a comprehensive phrase that refers to the process of gathering information used to make judgments about students, curricula, programmes, and schools, as well as educational policy (American Federation of Teachers, National Council on Measurement in Education, and national Education Association, 1990). Curriculum, programme, and school decisions involve assessments of their efficacy (summative evaluation) and strategies to enhance them (formative assessment) (Anthony & Susan, 2005). When teachers want to determine learners’ life-skills drama proficiency level, they typically provide formal paper-and-pencil assessments within a certain time frame; or record information about learners’ oral participation, homework, and

presentations (Tabone & Weltsek, 2019). Hence, assessment is a crucial aspect of teaching and learning instruction. Assessment is a scientific method of evaluating the quality of teaching and learning outcomes. Effective assessment is analogous to a mirror in that it returns information on teaching and learning in a timely manner; it enables teachers and learners to perceive accomplishments and deficiencies clearly; and enhances teaching and learning efficiency. During the teaching and learning process, it is essential to have a clear understanding of the learning objectives and the assessments to be administered (Moss, 2013; Hoque, 2016; Bhat & Bhat, 2019).

According to Bhat and Bhat (2019), assessment of learning, often known as summative assessment, is the process of rating the performance of learners in a course or subject. Summative evaluations are made to measure both participant learning and the success of the programme. In contrast, formative assessment provides a summary of participants' growth at a certain time to let teachers know how well their learners are progressing. When summative assessment is used to inform decisions with 'high stakes' those that have an impact on the present or future of learners, teachers, or schools' tests are frequently subjected to further scrutiny (Ishaq, Rana & Zin; 2020). In order to assist learners, and meet their learning objectives, teachers engage in a process known as teaching and learning. Outlined learning objectives connect with cognitive knowledge and thinking abilities, or cognitive learning. Hence, Moss (2013) contends that summative assessments are primarily designed and used by teachers to evaluate the effectiveness of their education and to track the learners' learning progress.

Taras (2015) describes summative assessment as a kind of judgment that encapsulates all the facts on a specific basis. This could be an examination, test quiz, presentation, or performance. Herrera, Mosquera, and Fernando (2015) consider a summative assessment to be a method of assessment that teachers use to communicate with learners, and to gauge progress or lack of learning numerically.

Educational outcomes were categorized by Bloom (1956) into three basic domains: cognitive, emotional, and psychomotor. The cognitive domain was further separated into six well-known categories (knowledge, comprehension, application, analysis, synthesis, and evaluation). Other classification systems have been employed by other researchers. For instance, Gagne, Briggs, and Wager (1988) classified learning outcomes into five categories: intellectual skills, cognitive strategies, verbal information, attitudes, and motor abilities. Although the category of 'cognitive strategies' was not specifically covered in Bloom's taxonomy, its first three

categories might be considered a subset of Bloom's cognitive domain. The majority of educators would concur that the objectives in all three domains are significant educational outcomes, with the relative weight of the various domains varying slightly by subject area.

According to the Department of Basic Education (2020), in life skills, the purpose of assessment is to assess the development of concepts, skills, and values in an ongoing and planned manner, primarily through discussion, role-play, and demonstration in creative arts and physical education; whereas written recording is more suitable for beginning knowledge and physical and social well-being. The assessment methods should be age- and development-appropriate. The design of these tasks should encompass the subject's content; and incorporate a variety of activities that will be evaluated in an integrated manner in order to meet the objectives.

An assessment task is not a learning and teaching unit; however, it does indicate, in broad strokes, which teaching and learning activities must be assessed through observational, oral, practical, and written activities, among others. Depending on the stages of cognitive and metacognitive development of learners, assessment procedures will vary from term to term and grade to grade. Hence, in the South African context, first graders will engage in more conversational and practical activities than third graders, who will complete more written assignments. All the defined abilities and content to be assessed should be familiar to the learner, meaning that it should be taught, but not the exact same examples examined. Noting that each assessment job should not be viewed as a singular event or test is also essential. Some of the activities should be assessed concurrently in an integrated manner; for example, a physical education activity and a performing arts activity (dancing) can be examined concurrently.

Table 2.3: Annual Teaching Plan and Assessment Plan Grades 1, 2, and 3.

Mapping of Assessment Task (AT) for the term				
Grade 1, 2 and 3				
Life Skills Study Areas	Term 1	Term 2	Term 3	Term 4
Beginning Knowledge Personal and Social-well Being (BKPSW)	1 AT: Integrate oral, practical and recording	1 AT: Integrate oral, practical and recording	1 AT: Integrate oral, practical and recording	1 AT: Integrate oral, practical and recording
Performing Arts (PA)				
Visual Arts (VA)				
Physical Education (PE)				
EXEMPLAR ASSESSMENT TASK				
Content and skills to be assessed	BKPSW: We are special and unique	BKPSW: Farm animals – uses – such as food and clothing	BKPSW: Stars and planets – what they are Space travel	BKPSW: Speaking – conversation
	PA Singing indigenous songs using appropriate movements	PA Performing songs focusing on dynamics	PA Classroom dramas: illustrate different characters.	PA A puppet performance
	VA: Draw pictures of self using different media	VA: Use recyclable objects and thick paint to create a surface and organic shapes	VA: Craft from recyclable materials using geometric shapes	VA: Make models (puppet) using texture and contrast
	PE: Locomotor using senses: hearing -	PE Locomotor and Rhythm	PE: Locomotor Non-locomotor movements	PE: Locomotor and Spatial orientation
ASSESSMENT TASK: Integrated Activities across all Life Skills Study Areas				
	Grade 1 Topic: Me <ul style="list-style-type: none"> Draw a picture of yourself and write at least 3 personal details. Group activity: <ul style="list-style-type: none"> Do an action rhyme singing eg 	Grade 2 Topic: Animals Group activity: <ul style="list-style-type: none"> The learners will design a poster with at least 3 farm animals and list their uses. 	Grade 3 Topic: Space Group activity: <ul style="list-style-type: none"> Make a model of a space ship and give a talk on space travel Roleplay: Aliens from space 	Grade 2 Topic: Ways we communicate Group activity: <ul style="list-style-type: none"> Role play a story using a puppet that is made during visual arts

	<p>"Heads and Shoulders" demonstrating locomotor movements.eg body percussion and dance movements</p>	<ul style="list-style-type: none"> • The group will do a presentation on the poster. • Demonstrate locomotor and rhythmic dance movements with music (e.g. Old MacDonald has a farm) 	<ul style="list-style-type: none"> • Locomotor, non-locomotor and laterality movements with music and dance. 	<ul style="list-style-type: none"> • Demonstrate and display ways of communication through dance and music (singing) using locomotor movements and spatial orientation
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Programme of Assessment: Assessment Task (AT)				
GRADE 1				
LIFE SKILLS STUDY AREAS	TERM 1 Activities	TERM 2 Activities	TERM 3 Activities	TERM 4 Activities
BKPSW	1 Oral	1 Oral	1 Written	1 Written
PA	1 Practical	1 Practical	1 Practical	1 Practical
VA	1 Practical	1 Practical	1 Practical	1 Practical
PE	1 Practical	1 Practical	1 Practical	1 Practical
Programme of Assessment: Assessment Task (AT)				
GRADE 2				
LIFE SKILLS STUDY AREAS	TERM 1 Activities	TERM 2 Activities	TERM 3 Activities	TERM 4 Activities
BKPSW	1 Oral	1 Written	1 Written	1 Written
PA	1 Practical	1 Practical	1 Practical	1 Practical
VA	1 Practical	1 Practical	1 Practical	1 Practical
PE	1 Practical	1 Practical	1 Practical	1 Practical
Programme of Assessment: Assessment Task (AT)				

GRADE 3				
LIFE SKILLS STUDY AREAS	TERM 1 Activities	TERM 2 Activities	TERM 3 Activities	TERM 4 Activities
BKPSW	1 Written	1 Written	1 Written	1 Written
PA	1 Practical	1 Practical	1 Practical	1 Practical
VA	1 Practical	1 Practical	1 Practical	1 Practical
PE	1 Practical	1 Practical	1 Practical	1 Practical

WEIGHTING OF THE STUDY AREAS

The weightings in the CAPS will be used for teaching and assessment purposes.

Grades R-2 (6 Hours)		Grade 3 (7 Hours)		Weightings of Study Areas				
				Grade 1	Grade 2	Grade 3		
Beginning Knowledge and Personal and Social Well-being		2 hours per week	Beginning Knowledge and Personal and Social Well-being		3 hours per week	40%	40%	40%
Creative Arts: 2 hours per week	Performing Arts (PA): Music, Dance and Drama	1 hour per week	Creative Arts: 2 hours per week	Performing Arts (PA): Music, Dance and Drama)	1 hour per week	PA 15%	PA 15%	PA 15%
	Visual Arts (VA)	1 hour per week		Visual Arts (VA)	1 hour per week	VA 15%	VA 15%	VA 15%
Physical Education		2 hours per week	Physical Education		2 hours per week	30%	30%	30%

Adapted: Department of Basic Education pages 24 to 26 (2020)

According to the Department of Basic Education (2011), summative assessments (assessments of learning) should be completed once every term for each learner in order for life skills to develop during the foundation phase. In many cases, summative evaluation is restricted to “only the typical test paper and does not incorporate other areas like project work, portfolios, performances or compositions” (Kennedy, 2006, p. 63). Summative evaluation cannot be used to evaluate the practical component of creative arts (drama) as a result, but it can be used to evaluate the theoretical component (Department of Basic Education, 2011a). Continuous

assessment is the final category of evaluation. Kennedy (2006, p. 63) states that “continuous assessment is a blend of summative and formative assessment and in reality, continuous assessment often totals to numerous summative assessments with grades being reported but little or no specific feedback being offered to students”. Summative assessment would go against CAPS in some ways if that were the case (i.e., learners not given any specific feedback). CAPS maintains that “in both cases {assessment for learning and assessment of learning}, regular feedback should be provided to learners to enhance the learning experience” (Department of Basic Education, 2011a, p. 66). According to Hoadley and Jansen (2013), continuous assessment is comparable to an evaluation often conducted for breaks during a unit or learning session. Individuals who are equating assessment as learning with breaks are not acting appropriately; and are somehow failing the curriculum’s intended purpose for assessment.

2.3 Chapter Conclusion

In this chapter, teachers' experiences as a phenomenon of the study are discussed. These are represented as three types of experience, namely: actual action, consequences, and individual internal intelligence experiences. This chapter focused mainly on actual action experiences, which were guided by concepts such as objective, content, teaching activities, teacher role, resources, time allocation, and teaching location summative assessments. The literature indicated that the lack of understanding of the constructs might influence the teaching and learning of life skills in Grades 1 to 3 in primary school. The following chapter addresses the second concept of teachers' experiences as a consequence of teachers' experience in the teaching of drama in early childhood education.

CHAPTER THREE

CONSEQUENCES OF TEACHING DRAMA IN EARLY CHILDHOOD EDUCATION

3.1 Introduction

The previous chapter addressed literature that identifies teachers' experiences as a study phenomenon, categorizing them as actual action, consequence, and individual internal intelligence experiences. The initial portion of the experiences were actual action or professional teacher experiences that led to constructions such as objectives, content, teaching activities, resources used in teaching, time allocation, teaching location, and summative assessment. These notions framed teachers' experiences of teaching drama in primary schools in early childhood education. Teachers are trained on these concepts; they are members of the society and teach children who come from the society. Society has its expectations in terms of the kind of learner it envisages. Furthermore, this chapter presents the second concept of the literature review, which is on consequences/societal teachers' experiences for teaching drama in early childhood education in Grades 1,2, and 3 in schools.

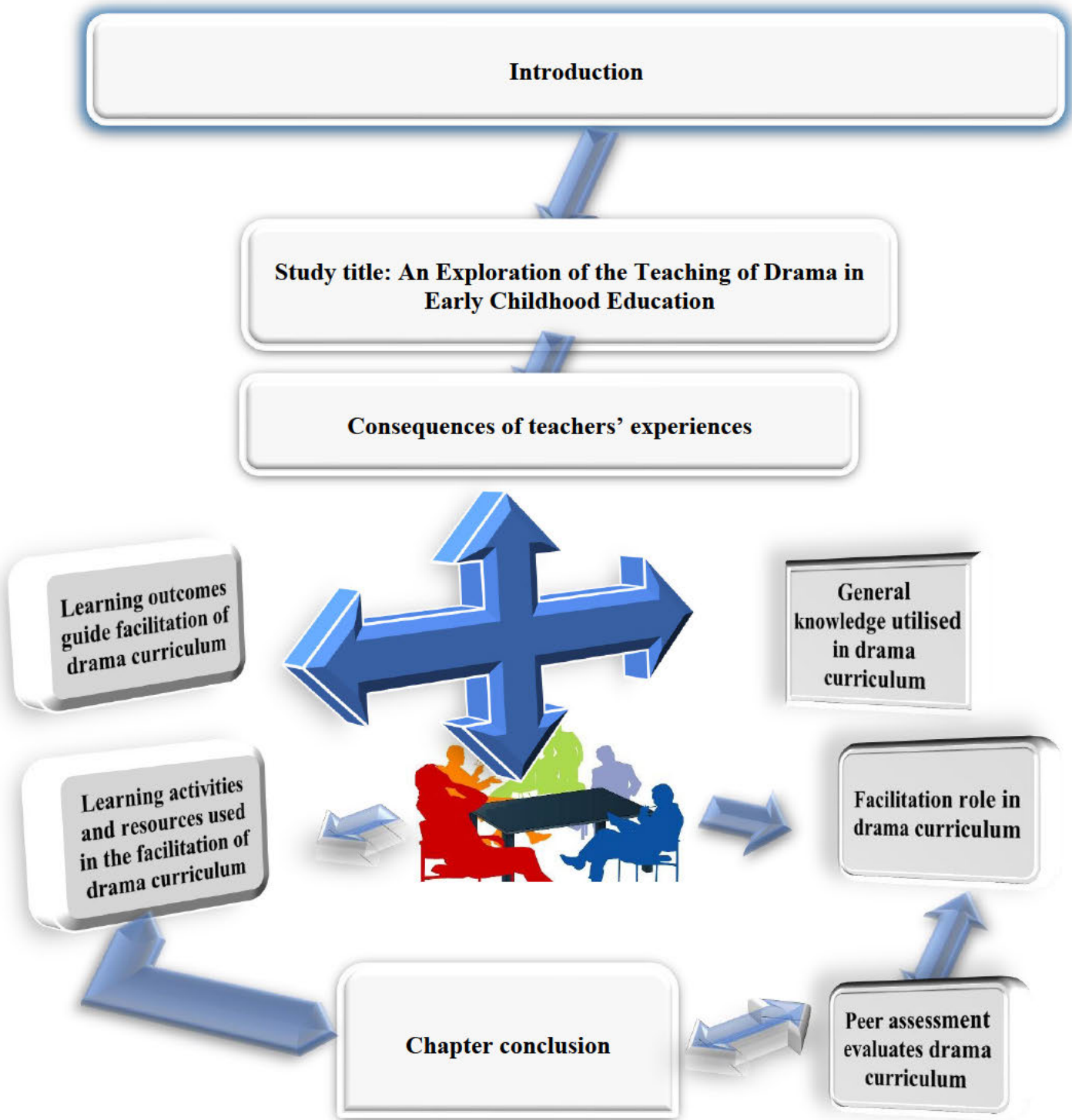


Figure 3.1: Chapter flow diagram

3.2 Consequence Teachers' Experiences

As the social and economic landscape of education reforms shifts, so too must the roles and responsibilities of teachers. This calls for a fresh set of skills to be developed (Simona, 2015). Life skills is a study area in CAPS for Grades R to 3 (foundation phase) that strives to guide and prepare learners for life and its possibilities, including equipping learners for meaningful and effective living in a rapidly changing and altering society (Department of Basic Education, 2011). Learners require life skills to build confidence and competence within themselves, with others, and with society at large (Department of Education, 2003).

For the Department of Education (2003), the life-skills subject in the early childhood education/foundation phase is also aimed at the formation of life values in order to build responsible, disciplined citizens. Life-skills teaching is vital for the physical, social, and emotional growth of the learners. Life skills allow learners to manage and control essential life situations. The curriculum of life skills (drama) is experienced through the consequence experience. In support of the above, a study conducted by Loubser (2021) identified the attitudes of foundation phase/early childhood education teachers regarding the teaching of life skills; and determined that there is a correlation between specific biographer variables and the attitudes of foundation phase teachers on the life-skills subject in the learning process. A quantitative research design employed a structured questionnaire to generate data. This study was conducted in the primary schools in Potchefstroom and Klerksdorp, with a sample of 18 primary school teachers. The study finds that foundation phase teachers who teach life skills in Grades 1-3 had a more optimistic view of life-skills education outcomes. The South African Foundation Phase consequence of teachers' experiences must therefore impart a curriculum emphasizing practical skills, which incorporates various academic disciplines and the technological revolution. Increasing learners' understanding of social relationships, technical processes, and foundational science is a primary goal of the foundation phase curriculum and assessment plan (Department of Basic Education, 2011).

An additional stipulation is that, while life-skills education policy does not explicitly promote an integrated approach, it does imply an integrated approach by specifying, as a stated purpose, the incorporation of language, science, technology, and social issues (Department of Basic Education, 2011). Teachers must have first-hand consequences/social/societal experience with integrated curricula in order to effectively guide their pupils towards the goal of grasping these

concepts. This experience should be provided as part of the professional development of teachers.

The experiences of teachers should illustrate the common knowledge as societal/consequence experiences and associated technical resources, and connect to the 21st-century abilities required for the facilitation of life skills in early childhood education. This demonstrates the penetration of technology into all spheres of societal/social life, which has the potential to transform individual experiences and to foster critical thinking based on social, political, and economic structures of knowledge that impact education in schools (Martin, 2019; Saputra, Joyoatmojo, Wardani, & Sangka, 2019). According to Dewey (1933), experiences are about individuals evaluating any actions/beliefs of any form of knowledge based on available evidence in order to make life decisions. The three significant components of experience are personal, social, and professional (Khoza, 2016). Van Manen (1995), McCutcheon, and Jurg (1995) have identified experiences as technical (professional), practical (social), and critical (personal); while Maxwell (2013) supports Schon (1983) on experience on action (professional) and experience in action (social) and experience for action (personal) curriculum. These experience components influenced how teachers approach curriculum implementation. Furthermore, Pinar (2012) defined curriculum as a plan of learning, while Berkverns et al. (2014) and Khoza (2016) moved the notion of the curriculum definition, stating that curriculum is a plan for learning. The early childhood education (foundation phase) curriculum is dominated by a vertical/professional and horizontal/social curriculum (Bernstein, 1999).

The previous chapter discussed curriculum concepts that drive professional/vertical approaches. A horizontal/social curriculum consists of the following concepts: learning outcomes, software resources, assessment as learning, facilitator, financial access, time (weeks, online learning, material, and societal activities). Teachers incorporate societal experiences into their lessons (Fomunyam, 2014; Van den Akker et al., 2009; Khoza, 2017; Ngubane-Mokiwana and Khoza, 2016).

Table 3.1: Illustration of the Consequences Teachers' Experiences Concepts:

Concepts	Consequences Teachers' Experiences
Goals (<i>Toward which goals are they learning?</i>)	Outcomes
Content (<i>What are they learning?</i>)	General Knowledge
Community (<i>With whom are they learning?</i>)	Financial access
Teacher role (<i>How is the teacher facilitating their learning?</i>)	Facilitator
Time (<i>When are they learning?</i>)	Years
Environment (<i>Where are they learning?</i>)	Online/home
Activity (<i>How are they learning?</i>)	Informal activity
Resource (<i>With what are they learning?</i>)	Software
Assessment (<i>How to assess their learning progress?</i>)	Peer Assessment

Table 3.1 Illustration of the consequences teachers' experiences concepts (Van den Akker, Fasoglio, & Mulder, 2010). To follow the mandated curriculum, teachers must be permitted to include societal/consequence experience, such as cultural or social belief systems, as well as indigenous knowledge (Khoza & Mpungose, 2017). In addition, learning outcomes address the needs of learners to align with class objectives. All learning activities are centred on societally believed systems. This permits learners to construct their thoughts socially. Hence, learners may use any learning environment and be able to bring their social general knowledge into class to encourage learning and teaching activity. Additionally, in view of understanding the consequences teachers experience, the disciplines are grouped together to form a learning area. Such is then driven by learning outcomes, in a competence-based curriculum (examples in South Africa were C2005, RNCS, and NCS). The levels of outcomes, whether lower, middle, or higher order, are not relevant; the achievement of outcomes, which becomes an objective in and of itself, is the most important aspect (Khoza 2016). As a consequence of learning outcomes, it is primarily impacted by various points of view, local everyday or general information, as well as oral discourse. Knowledge is mostly developed horizontally in this style of curriculum, drawing primarily from straightforward sources or locally known sources. Assessment focuses mostly on what is now available or what the learners have accomplished,

rather than what the learners ought to have accomplished according to established global benchmarks (Khoza 2016).

To put it another way, pupils are judged relative to one another based on their levels of achievement. Teachers thus implement the curriculum based on their own individual perceptions of the circumstances (Khoza 2015). When teachers teach learners life skills in early childhood education, they are facilitating the process of helping learners as they build their knowledge from the inside out, in order to meet learning outcomes (Khoza 2021). Life-skills teachers allow learners to bring social/societally/general knowledge to their classroom to develop learner's skills towards achieving outcomes of the curriculum. As a result, every learning and teaching activity addresses the process by which learning occurs. This process is affected by the setting, which promotes cooperation, group work interactivity, and peer assessment. Thus, teachers may determine whether or not learners have attained the desired learning goals of the life-skills subject in early childhood education.

Hwande and Mpofu (2017) conducted a study on the readiness of Zimbabwe's primary schools to implement the Grade Three new curriculum. The findings implied that the teacher development training received was insufficient to meet the needs of the teachers; and that some of the facilitators were unfamiliar with the demands of the new curriculum. In addition, there was a lack of textbooks and the internet, even though the new curriculum requires teachers to conduct internet searches. This study proposed that life-skills teachers use other sources of information to build content used in the classroom for teaching and learning purposes.

Waweru (2018) investigated the impact of teacher preparation on the implementation of competency-based curriculum in primary schools. Teachers were not prepared to implement the competency-based curriculum, according to the study's findings. Some 98.8 per cent of the teachers indicated that they were not prepared to implement the competency-based curriculum, particularly in the new subjects. Some 95 per cent stated that preparing lesson plans for all lessons was impossible due to the time required to write a single lesson plan. The study also underlined that more than fifty per cent of teachers required assistance with infusing creativity and imagination and establishing assessment rubrics. Such are assignments designed to measure students' abilities to complete specific tasks. Kimosep (2019) carried out yet another investigation into the levels of expertise and readiness of teachers. The goal of this research was to explore whether or not Kenyan teachers were adequately equipped to implement

Kenya's early childhood education development curriculum. According to the findings of the survey, the vast majority of preschool teachers across the nation are not adequately trained to carry out the requirements of the curriculum. It is important to note that the consequence experiences that teachers had as part of this research project demonstrated general content knowledge. This knowledge was acquired because of learning activities that were facilitated by teachers using discussion forums, a learner-centred approach, and resources in the form of life-skills software within a variety of environments for an unlimited amount of time. Peer assessment also forms an integral aspect of the teaching and learning process to demonstrate the specific information and abilities acquired as a result of the learning process (Berkvens, 2014; Bernstein, 1999; Khoza, 2016; Mpungose, 2020). A study was conducted by Khoza and Mpungose (2022) on a digitalised curriculum in teaching and research. The study explored the transformation of experiences of academics at an HEI in South Africa. Zoom observation, semi-structured interviews, and focus-group discussions were deployed for data collection. The study applied purposive and convenience sampling in selecting twenty participants. The study dwelt on five principles of transformation experience as drivers that generate the values influencing academics to embrace the digitalised curriculum. The study further articulated that academics had to work as both academics and educational technologists. When teachers only perform and focus on their duties during difficult times, teachers must embrace digitalised curriculum. Through the digitalised curriculum, teachers can achieve learning outcomes as drivers of the consequences teachers' experiences.

for Hyland, Kennedy, and Ryan (2006); and Ngubane-Mokiwa and Khoza (2016) outcomes are learner's goals which are supposed to be observable and measurable to be achieved by learners. For Khoza (2016), outcomes are framed according to the level of Benjamin Bloom's taxonomies. Drama is a life-skills concept that sometimes allows socialization to take place, learners learning the concepts which serve to remind them of the life skills (drama) in class. Social/horizontal curriculum allow learners sometimes to assess their fellow learners, thus learning from one another's work and developing dramatic skills (le Grange and Reddy 2017). The study by Khoza (2017) on Moodle's learning space highlighted the significance of learning as the foundation for students to learn their subjects. A researcher shows that Moodle's learning space is divided into personal, societal, and professional spaces. This research presented critical action research of three participants: twenty university master of education students were selected, who specialised in the mathematics curriculum. Students' reflective journals, one-on-one semi-structured interviews, and Moodle observation were used for data generation.

Purposive and convenience sampling was used to select the three most accessible participants from the twenty postgraduate students who participated in the study. The findings of the study were that Moodle's social space is driven by the needs of society which answers the 'how' part of Moodle's learning space. The development of the social space is based on a communicative approach in which curriculum developers consult stakeholders to reach a consensus which guides the development process of Moodle learning spaces. Consequences teachers' experiences are therefore very important. The experiences help learners and teachers to understand the curriculum, as some of the stakeholders of the school. In South Africa, learners have not been involved in the development of the curriculum even though they form part of the educational system (Hoadley and Jansen, 2014).

3.2.1 Learning Outcomes Guide Facilitation of Drama Curriculum

Learning outcomes have grown highly popular among educational theorists and are now used to indicate precisely what a learner should know or comprehend, and which skills or capacities they must have at the end of a certain period of learning (Moon, 1999; Klein & Yu, 2013; Popenici, & Millar, 2015; Chiquet, Martarelli, Weibel, & Mast, 2023). Mayer (2014, 2020) suggests that meaningful learning occurs when learners are engaged in cognitive processing, such as selecting of most relevant information, organizing it meaningfully, and integrating it with prior knowledge. Under the curriculum and assessment policy statement (CAPS) for the foundation phase, 'life skills' is one of the three learning areas that can be studied by young learners (Department of Basic Education, 2011). The CAPS document describes the goal of the subject as guiding and preparing learners for life and the possibilities it presents, including equipping learners for meaningful and successful living in a society that is rapidly changing and transforming (Department of Basic Education, 2011). According to Buang and Bahari (2011), teachers are agents of change who are accountable for fulfilling various responsibilities in society. Teachers view life-skills learners as members of society who must be shaped through education. In support of this, Friere (1996) states that teachers must guide learners' learning and limit their access to information, teachers being the epistemological knowledge hub. The idea that learning is an additive process and that learners are "empty vessels" is prevalent today. While learners are not passive, they come with their own perceptual frameworks (Erikson, 1984). Learners come from different backgrounds in society, and the skill of learning also is different. Learners therefore construct their own meaning by engaging in various activities: talking, listening, writing, reading, and reflecting on the content (Kolb, 1984; Meyers & Jones, 1993; Cross, 199).

According to the Department of Basic Education (2011), the South African government has acknowledged the key importance of teachers. The goal and objective of the government is to train efficient and competent teachers who can impart the 21st-century skills needed for the creation of a democratic and healthy society. The Department of Basic Education (2011) states that the South African government has acknowledged the key importance of teachers. Learning outcomes are statements that outline what learners should have gained in terms of knowledge, comprehension, and the ability to exhibit after participating in a learning activity. According to Adam (2004), teachers act as the centre of epistemological knowledge, directing the learning process, and managing the learning process's access to information. Learners are seen as empty vessels, and the educational process is conceptualised as an accumulation of knowledge. (Freire, 1996). Three crucial factors of outcomes are suggested by Van den Akker, Bannan, Kelly, Nieveen, and Plomp (2010) when dealing with a teaching or learning setting. The three factors consider whether objectives were successfully executed, unsuccessfully implemented, or not implemented at all. This shows that the objectives are initial objectives that are planned to drive modules (planned before learning processes begin). Implemented objectives are objectives that are carried out to drive modules (during learning processes); and attained objectives are objectives that learners achieve at the conclusion of a module (observed or measured after learning process).

The active participation of learners in the learning process is one of the aspects that determine the success of the learning process. Hence, learning activities should require learners to actively think and act. One aspect of learning that gains much attention in the classroom is developing one's metacognitive skills. According to Tanner (2011), metacognition knowledge is about one's learning how to learn, or monitoring one's learning behaviours to determine the degree of progress and strategies needed for accomplishing instructional goals. This knowledge is about one's learning of knowing how to learn. Based on the statement, it is possible to draw the conclusion that metacognition is a person's knowledge about learning and the ability to monitor the behaviour of their own learning in order to determine the necessary development and learning to reach their learning objectives. According to the findings of the research, the metacognitive ability of Indonesian learners, both elementary school learners (Danoebroto, 2008) and high school learners (Suwono, Susanti & Lestari, 2017), is still not very high. According to the findings of the study, having poor levels of metacognitive skills was a contributing factor to having bad learning outcomes. The findings of the observation about the degree of activity exhibited by the pupils at Public Senior High School 1 in Malang showed

that it was relatively low overall. This was made clear to everyone when the teacher questioned the learners. Problems with learning that learners had included was that 70.97% of the 35 learners found it difficult to learn biology. The scientific terms in the textbooks were confusing. Some 83.87% of the learners said that biology lessons were boring; much lot of the material in biology required the learners to memorise it. One of the reasons why learners had not yet completed the KKM was because of this (the minimum passing grade). Some 48.39% of the learners were under the impression that it was not important for them to master biology for themselves; the learners lacked the motivation to study biology more thoroughly. The findings of the interview indicated that the learner had not been able to make the connection between the concepts they had learned in biology and their everyday lives. Learners did not understand the significance of studying biology. Because the learners' awareness was so poor, it was clear that the pupils' metacognitive skills needed to be strengthened. The effects of learning are determined by metacognitive abilities. Metacognition skills involve thinking about how to think, being aware of what is known and what is unknown, and being able to apply this awareness to the solution of problems (Sahin, & Kendir, 2013).

Learners need to have these metacognitive abilities in order to understand the ideas that the teacher brings with the teaching of life-skills content. Learners' understanding of the concept will be enhanced because it will have been acquired through a process that requires metacognitive skills. It is possible to acquire metacognitive skills as well as metacognitive tactics (Schraw, Crippen, & Hartley, 2006). It is essential to locate instructional methods that boost metacognition. In the most recent years, research has been on the role that enquiry-based learning plays in facilitating the development of metacognitive skills (Eilam, 2015). Metacognition and scientific reasoning can be developed through learning that emphasizes enquiry and experimentation (Jirout, & Zimmerman, 2015). Enquiry-using questions will lead to learning within an enquiry climate, which will develop self-dependency in the process of acquiring new knowledge (Cavagnetto, Hand, & Norton-Meier, 2011). Enquiry is an essential part of learners' scientific education (Odegaard, Haug, Mork, & Sorvik, 2015). Learners in Indonesia are not yet encouraged to engage in the investigative process as part of their biology education. Learners have a greater chance of gaining something from their education when they are actively participating in it through enquiry-based learning.

Khoza's (2015) qualitative research on teachers who used Turnitin into their grading practices expresses that the three parts of a goal are the aim, the objectives, and the outcomes. A learning

target is a more immediate goal; whereas aims are more expansive. To account for varying degrees of complexity, the results are built around carefully selected metrics. The setting of objectives is a crucial step in the process of curriculum development. The aims of the study cited above by Khoza (2015) are clear, as is their definition: aims are a more general, content-focused statement about what it is that teachers want their students to learn; while goals are more narrowly focused on what it is that teachers do in the classroom. Statements of what a learner is expected to know, comprehend, and/or exhibit as a result of the learning process are called learning outcomes.

When it comes to the planning of both teaching and learning practices, goals are an essential component. It has been suggested by Kennedy, Hyland, and Ryan (2006), Donnelly and Fitzmaurice (2005), and Khoza (2015b) that the aims, objectives, and learning outcomes of a course should be used to identify the goals towards which teachers should direct their instruction. Good and understandable definitions of these goals are presented in both Kennedy et al. (2006) and Khoza (2015): aims are defined as a broad general statement of teaching intentions written from the point of view of the teachers based on the content; objectives are referred to as a “specific statement of teaching intention” (Kennedy et al., 2006, p. 5). Thus, learning outcomes are what learners should know, be able to demonstrate, comprehend, or do by the time a class has ended.

Both Kennedy et al. (2006) and Khoza (2015b) emphasise the significance of purposes in the execution of the curriculum. Aims provide the overarching teaching purpose for courses such as life skills. This indicates that the manner in which a subject should be taught depends on the specified broad objectives of each subject within the proposed curriculum. In his interpretive case study of six facilitators who teach publishing research at one of South Africa’s institutions, Khoza (2013) continues to emphasise the relevance of the purposes of courses such as life skills, demonstrating their significance. For data collection, document analysis and semi-structured interviews were used. The research concluded that in the National Curriculum Statement-NCS (the planned curriculum) used in the South African setting, the outcomes were separated into critical outcomes and learning outcomes. The “South African Qualification Authority (SAQA)” produced a total of twelve generic statements for each topic that were critical outcomes. These statements were based on the content of the intended curriculum (NCS) (Khoza, 2013b, p. 1). According to the findings of the study, important outcomes are connected to goals, goals being broad statements that describe the teaching intention of each

subject. It would appear from this that objectives play an important part in the teaching of subjects such as life skills. It is essential for teachers to reflect on the comprehensive statement of teaching (aims) while they are engaged in the practice of teaching. This may also alter teachers in such a way that they correctly apply the curriculum.

3.2.2 General knowledge Utilised in Drama Curriculum

The term 'general knowledge' refers to information that may be communicated with little effort (Jensen & Heckling, 1995). Education is a process that assists people in locating a meaningful and purposeful existence; and it entails both the imparting of knowledge and the acquisition of new information (Kalidas, 2014). England (2008) states that learners often have trouble determining which details are important enough to reference; and which are assumed as knowledge. General knowledge is typically defined by teachers in terms of its forms (is it a fact?) or its accessibility (how many sources have the same information?). Competence education in South Africa is guided by a set of numbered goals, or outcomes; these are broken down into seven critical outcomes and five developmental and learning goals. The primary focus of this curriculum is on the attainment of observable and measurable objectives. The importance of outcomes' levels (lower, middle, or higher order) diminished when the attainment of goals became a goal in and of itself. Opinions, local everyday or general knowledge, and oral discussion hence became the primary influences on education. Knowledge is primarily generated horizontally in this curriculum from low-level or locally known sources (Khoza, 2016). Societal opinions, which are typically non-factual and oral, have a large impact on general knowledge, being based on the implicit interpretations popular in any given community. Bernstein (1999) defines horizontal knowledge as knowledge that can be used in a variety of contexts and does not adhere to any strict logical or factual framework. The introduction of CAPS in South Africa restored the importance of learners participating actively in the teaching and learning process, but it also gave teachers the freedom to use their limited time and resources to teach planned content, and to engage learners in learning activities that prevent them from creating their own meanings and understandings of life-skills concepts (Maharaj, Nkosi, & Mkhize, 2016; Nathie, & Maharaj, 2019). Early childhood education is a diverse field of study and practice that includes the provision of stimulating activities and learning environments that are organized and orchestrated by teachers and other professionals with the goal of providing young children with experiences that broaden their knowledge and development of life-skills concepts and skills (Björklund, van den Heuvel-Panhuizen, & Kullberg, 2020). Part of this study intends to explore general knowledge that drives life skills (drama) in the social aspects. The study thus directs the nature of thinking to a competence-

based curriculum. Such promotes learners to actively participate in contrasting their own meaning and understanding of life-skills (drama) concepts using social interaction within the context.

Various definitions and interpretations of competency-based education have been proposed in the educational community. Competency-based education, according to Le, Wolfe, and Steinberg (2014), is an evolving field with no universally shared definition of what makes a model competency-based. Book (2014) and Riesman (1979) concur, claiming that the lack of a widely accepted definition makes it difficult to define clearly and implement consistently across educational programmes. It is crucial that a universal definition of competency-based education be developed with more emphasis placed on outcomes-based education. According to Spady (1977), competency-based education is a data-driven, adaptive, performance-oriented set of integrated processes that facilitates, measures, records, and certifies the demonstration of known, explicitly stated, and agreed upon learning outcomes that reflect successful functioning in life roles within the context of flexible time parameters. Competency-based education, according to Riesman (1977), is the type of education that drives curriculum from an analysis of a future or existing position in modern society and strives to certify students' progress on the basis of demonstrable performance in either some or all areas of that role. Such evidence of ability is theoretically independent of time spent in formal education. Gervais (2016) defines competency-based education as an approach to learning that takes into account differing methods of instruction and assessment work; and is intended to determine whether students have mastered what they have learned by looking at how they exhibit the information, attitudes, values, and behaviours necessary for the course.

Drama, according to McGregor (1976), gives learners a chance to collaborate, thus expressing themselves more effectively in daily life. Wagner (1989) also notes that in order for drama to be successful, learners need to collaborate, so as to act out the drama, maintain the drama, and encourage one another's efforts. Theatre is an effective method of teaching and learning across the various subject areas. The application of theatrical practices within the setting of educational instruction is known as "drama in education". The class participates in improvised roles inside a made-up setting as part of the educational value of theatre. There is thus not a clear delineation between the actor and the audience; rather, the learner functions in both capacities (Somers, 2013).

The life-skills curriculum in the Kenyan pre-school educational system was investigated by Gatumu and Kathuri (2017) in their study, which was conducted in Embu West Kenya. A total of 39 learners, 43 teachers, and 31 parents were included in the sample. To acquire the necessary data, the researchers used methods such as questionnaires, interviews, observations, and document analysis. According to the findings of the survey, both instructors and parents appear to place a high value on life-skills programmes as an enabler of children to gain skills relevant to their growth, development, and ability to survive. Children are at a critical juncture in their development when they move from elementary school. The life-skills programme can help them develop vital skills. Teaching pre-schoolers important life skills prepares them for both.

According to Kolb (1984), in experiential learning knowledge is formed through the transformation of experiences; this is one way of combining teaching and learning. Skills are learned through interaction, processing, and structuring of experiences, according to Bandura's social learning theory (Aparna & Raahkhee, 2011; Prajapati et al., 2017). General life-skills knowledge is intended to be taught through experiential learning methods such as role play, modelling, and practice. Life-skills curriculum outcomes provide learners with the necessary knowledge and developing of abilities. Life skills have been identified as a crucial component in the development of psychosocial, emotional, and cognitive-behavioural abilities to deal with obstacles in daily life; and in actively participating in the community (Desai, 2010; Galagali, 2011).

Nasheeda, Abdullah, Krauss, and Ahmed (2018) conducted a systematic review of the literature on the effectiveness of the life-skills curriculum. The review sought to gain an in-depth knowledge of the effectiveness of life-skills education around the world, while identifying research gaps and priorities. The results implied disparities in life-skills education between developing and developed countries. Developed countries, on the one hand, conducted more systematic life-skills education curricula promoting positive behaviour, with research articulating outcomes on individual youth. On the other hand, the majority of life-skills curricula in developing countries lack systematic implementation, evaluation, and monitoring. Curricula are frequently designed to produce immediate results. In South Africa, when the curriculum for life skills needs to shape and transform young learners, teaching and learning knowledge should also inform learners about day-to-day life situations. This can be achieved through teaching approaches that would integrate all three life-skills curriculum programmes.

Donaldson (1978) states that children act differently in their everyday situations than they do in experimental situations, and this has been confirmed by Williams, Park, Oh, and Breazeal (2019) who state that children today can interact with tablets and toys that have magnitudes more computing power than personal computers even just a decade ago. Personal background, individual experiences, and social and cultural factors (such as the way in which parents talk about technology and other subjects) impact ways in which children understand artificial intelligence. Teaching and learning life skills should be understood as it will shape how learners receive education in class. The way we live has changed significantly in the twenty-first century. A significant socio-economic, political, and societal transformation is taking place throughout our nation. Learning environments have an impact on learners' development and growth. The information necessary to deal with environmental concerns that will impact their surroundings can be justified. Several environmental challenges, such as crime, either directly or indirectly influence pupils. Through a course such as life skills, students are given the values, knowledge, and skills they need to be ready to deal with the demands of their surroundings, their community, their society, and the rest of the world. Panday (2007, p.3) specified that "learners must find a place for themselves in a world increasingly different from one in which their parents lived". The problems and obstacles that learners face in their personal lives are numerous and constant. Due to their social situations, many learners have a poor self-concept, are unable to attain their full potential, lack dignity and respect for themselves, and refuse to submit to authority (Panday, 2007). If authoritative structures are not provided to learners, they will never learn the importance of self-discipline (Prinsloo, 2007). Through this course, learners must be prepared to handle these difficulties and emotions. Therefore, the CAPS life-skills curriculum strives to support pupils' personal, social, and cognitive growth.

The CAPS for the foundation phase, as stated by the Department of Basic Education (2011), suggests that the life-skills (drama) approach can be used to introduce age- and grade-appropriate general knowledge and concepts in the early grades. This provides teachers with the opportunity to increase learners' general knowledge base, and their ability to make good decisions related to social/societal issues as early as in Grades R to 3. In the foundation phase (Grades R to 3), drama is taught in the CAPS subject life skills, under the topic of creative arts (DBE,2011). While the content and concepts related to drama do not exist on their own, they are integrated into the topic in the life-skills curriculum.

3.2.3 Learning Activities and Resources Used in the Facilitation of Drama Curriculum

The learning activity can be usefully defined as a specialised interaction of learners with others, utilizing certain tools and resources, with specified outcomes in mind, while allowing learners to develop their own norms and tactics for dealing with increasingly complex situations. Learning is viewed as a two-dimensional act of developing knowledge, skills, and values/attitudes. To Tergan (1997), several decades of research support the idea that learning is primarily influenced by the activities that learners undertake and the outcomes of those activities; learning should place primary emphasis on these activities, and secondary emphasis on the resources or tools that support teaching and learning. Learning is a function of selecting signals and avoiding noise, primarily in classrooms (Khoza, 2015). The primary responsibility of the teachers is to encourage learners to participate in learning activities that are likely to produce [the desired learning] outcomes. It is useful to keep in mind that learners' performance has a greater impact than teachers' performance (Schuell, 1986).

The signal represents the important activities of learning, while the noise represents the activities that disrupt learning (Johnstone & Letton, 1991; Khoza, 2015d). Teachers are the ones who propel learning processes by introducing and facilitating all teaching and learning activities (Kennedy et al., 2006). Learning activities and learners' experiences are required for learning to be considered as such, because they facilitate outcomes and behavioural competencies (Mpungose, 2016).

As 'activity' is derived from the word 'active', denoting something that is powerful, energetic, and active (static or slow opponent). Active refers to a worthwhile activity or busyness. More active learning is a word used to describe an 'active' learning pattern. A perspective known as active learning views teaching as an activity that fosters the development of the learner's initiative and learning responsibilities. He or she will then wish to continue learning throughout their life and not depend on the teacher or other people to learn new things. Active learning views learning as an activity to build meaning or understanding of experience and information that is carried out by the learner, not the instructor (Mehrotra, 2009).

According to Haladyna, Downing, and Rodriguez (2002), teaching/learning activities must be clearly formulated with valid guidelines to assist teachers in better assessing learners' complex learning progress. This enables teachers to recognize the importance of teaching and assessing knowledge, skills, and abilities. All learning/classroom activities should be based on

assessment activities in that they are an important component of effective teaching and learning (Chappuis & Stiggins, 2002).

In support of the above studies, Hunsu's (2020) study examines the validity of the enquiry learning model, making students more active participants in the learning process. The research was carried out at a senior high school in West Java, Indonesia. The researcher used experimental methods and observed student learning activities. The study's findings were that the enquiry learning model significantly increases student engagement in learning; students become more responsive and enthusiastic, ask questions, and are more eager to learn new things. Teachers teaching life skills should therefore employ a learner-centred approach when developing teaching and learning activities in the foundation phase. The phrase 'activity structure' comes from sociocultural theorists, and refers to a collection of classroom activities and interactions comprising distinct roles for participants, regulations, patterns of behaviour, recognised material and discursive practices.

'Taking attendance', 'conversation', and 'experimenting' are all examples of the activity framework. While the name

'activities' refers to specific events that occur in classrooms, the structures that underpin these phenomena are more generic and applicable to a variety of contexts.

The CAPS was introduced in 2012 as a new curriculum in South Africa. New demands were made for teachers to use resources in their teaching and learning. Khoza (2013, 2015) defined a resource as a person or object that communicates learning. Khoza (2015) states that popular terminologies commonly used for these three types of resources are: hardware (HW), software (SW) (tangibles), and ideological-ware (IW) (intangibles). Because these resources underpin any curriculum, it is important to have studies that support these resources so that teachers are able to experiment with their teaching. However, various studies by Khoza (2015a); Valli (1992); Van Manen (1977, 1995) and Ward and McCotter (2004) have found that, while experiences are important for helping teachers understand a curriculum, most teachers do not reflect on their teaching practices or the resources that support their curricula.

In a classroom, teachers select and arrange what learners are supposed to learn (the content), decide how best to help them learn (the instructional strategy), and determine how success in learning will be determined, and how the student's progress will be communicated by and to them (evaluation/feedback) (Wrench et al., 2009). Teachers consciously and strategically make

decisions about both what is communicated and how it is communicated in a classroom. Normally, in a traditional classroom setup, teachers use interpersonal communication techniques. However, the digital revolution has opened new ways of teaching and learning per email messages, discussion-group threads, instant messages, text messages, and multimedia in a classroom.

According to Chizmar and Walbert (1999), the new technology allows the teacher to move from the “sage on the stage” to the “guide at the side”. When technologies are infused into the curriculum, the teacher’s role shifts from being primarily an information source, to a facilitator, a coach, a guide, and a co-learner. Marshall makes many strong claims about the effectiveness of the use of digital tools in education, such as “Historical evidence suggests that technology can, and did teach, in more than 50 research studies addressing voice, video, and computer-based learning provide conclusive evidence that students can, and do, learn from educational technologies” (Marshall, as cited in Molenda & Sullivan, 2003: p. 15). Fine and Thornbury (2006) maintain that, in the twenty-first century, the computer probably inspires the most curiosity and respect from young children.

Adaman (2017) and Chang and Lin (2019) state that flipped learning is a pedagogical paradigm based on multiple teaching and learning theories. The flipped classroom focuses on flipped teaching and learning. Flipped learning is characterised as instructional practices in which learners acquire a topic content using various technology-based materials before attending class, rather than having it presented in the classroom during class hours, as is the traditional practice. Lee (2017) and Bakla (2018) claimed that flipped learning gave learners more individualized learning space at home because learners can watch video instruction outside of the classroom at their own speed. Chuang, Weng, and Chen (2018) and Hsieh, Wu, and Marek (2017) indicated that in flipped learning, learners are given direct instruction that is produced outside the class, so that learners can review recorded learning material that teachers prepared in advance. Thus, time could be used dynamically with the focus on in-class discussion, project, and problem-solving. The study by Lin and Hwang (2018) focuses on students’ English oral performance, participation, and feedback patterns utilizing technologies. This study enlightened that an online learning community-based flipped learning approach was implemented to assist learners engage in activities both inside and outside of their English class. The above studies proved the importance of the consequence of teachers’ experiences. It allows

learners to develop their learning approaches, and it also provides an opportunity for both teachers and learners to use time in a profitable way.

3.2.4 Facilitation Role in Drama Curriculum

According to the Oxford Dictionary (1989), making anything easier, less challenging, or more ‘doable’ is what it means to facilitate. In order to help pupils realise their full potential in a supportive environment, all teachers take on the role of facilitator. Since the learning environment is already a social group, the students are actively engaged because drama is a social art that demands the involvement of its producers (Van den Akker, 2010;2013).

Drama teachers must be able to support their learners’ work dynamics. Children’s imaginative growth and creative participation are enriched by drama. A competent facilitator considers a multidisciplinary role and is knowledgeable about both pedagogical tactics and teaching-learning processes, as well as theatre aesthetic processes. According to Taylor (2003), a facilitator must take on the responsibilities of a storyteller, risk-taker, and critical thinker. The facilitator is cooperative, adaptable, and open-minded. Drama teachers, according to Howell and Heap (2005), must perform the roles of author, director, actor, and instructor. The theatre facilitator can gain self-knowledge by becoming aware of the setting of teaching and learning (Uria-Iriarte, 2021). While Neelands (2013) asserts that in order to help learners realize their full potential in a supportive environment, all teachers take on the role of facilitators. Since a classroom is already a social setting in which learners are present in real life, drama teachers must be able to support the dynamics of learners’ work. Drama is a social art that demands the real-life presence of its creators.

In support of the above facilitation role of teachers, the study by Ponniah, Sivanadhan, Kumar, and Nadarajan, (2019) was to determine the extent of the application of the 21st century learning model among teachers; and to assess its influence on activities and facilitation of 21st century modelling in Thirukkural teaching in Perak State’s Tamil primary schools. To collect data for this study, qualitative research approaches were used. Respondents in this study came from two Tamil primary schools. Observation in the process of learning and enabling Thirukkural for Year 5 students was carried out using Malaysian Standards Quality Education Waves 2 instruments, established by the Ministry of Education. The findings show that the classroom environment observed matches the positive features of a classroom, as recommended by the Ministry of Education. The availability and implementation of various elements, such as “learning resource centres”, “self-access learning”, and digital technologies, are not without flaws. The obstacles to building a great classroom full of positivity include a

somewhat small classroom and economic considerations. Additionally, the results demonstrate that students' emotional motivation and the role of instructors as guardians, mentors, and managers of learning environments all received exceptional accomplishment scores. This result is regarded as a major achievement. However, more work must be done on how to arrive at scores when using teachers as planners, motivators, and appraisers. The acts of the passive students have also resulted in low scores for the role of students as active learners. At the same time, students' roles as active learners receive low scores due to the behaviour of passive students. Overall, based on the 21st Model of Learning, it can be stated that Thirukkural learning and facilitating can be done well; however, certain components of this model, such as the teacher's function as a motivator and the student's role as an active learner, must be enhanced further.

According to Estes (2004), one must clearly comprehend the differences between learner-centred and teacher-centred facilitation methods. Teacher-centred facilitation is a learning technique in which the teacher holds the power during the learning experience. Learner-centred facilitation gives learners much more control (Young & Paterson, 2007). Although learner-centred facilitation may appear to be a replacement for teacher-centred facilitation or a novel concept, it is based on an ancient philosophy that dates back to Aristotle and Socrates. Experiential learning has been promoted as an alternative to traditional teacher-led learning activities. This is because learners learn best through experience-based learning based on real-life experiences in which they are completely responsible for their own learning. This is reinforced by an old Chinese proverb: "Tell me, and I will forget; show me, and I will remember; let me do it, and I will understand" (Simpson, 2003, p. 27). Therefore, facilitation, whether it is teacher- or learner-centred, suggests that learners work together with the teacher for successful learning, while the teacher either directs them or remains inconspicuous among learners, to be consulted only when necessary.

It therefore becomes necessary for teachers to occasionally take on leadership or training duties within the group. The facilitator in this situation acts as a gatekeeper (Brown, 2003). Laberge (2010) claimed that it is exceedingly difficult for a teacher to be neutral; although neutrality is an essential component when investigating the many responsibilities of a facilitator. Teachers who are knowledgeable about the subject matter and who have a stake in the group's output have created this challenge. Therefore, the facilitator position of a teacher is appealing, calling for the teacher to refrain from directing or influencing the conversation and result. Estes (2004)

recognises the difficulty of facilitating while controlling the direction, the content, and the processes. However, the researcher places the blame on teachers who profess to prioritise learning that is learner-centred, whereas in practice their priorities are typically teacher-centric. Estes (2004) produced an article to raise awareness of the differences between stated ideals and those that are practised, which ultimately have an impact on the power dynamics between teachers and learners during facilitation. Estes (2004) concludes, after researching these ideals, that teacher-centred facilitation is an issue. Estes (2004) contends that instruction has to include more learner-centred facilitation techniques in which the teacher can act impartially. Thus, facilitation includes the content, method, and outcome that may be influenced by the facilitator's actions; as well as the extent to which the facilitator is neutral. This amount of neutrality during facilitation influences which of the four defined and outlined facilitator roles the teacher can undertake.

3.2.5 Peer Assessment Evaluates the Drama Curriculum

Khoza (2015a) outlines that both formative and summative assessments are vital when evaluating learners' achieving of learning outcomes. Formative assessment (assessment for learning) is a component of learning in which learners are evaluated on their ability to gather relevant knowledge. This signals to teachers where their assistance is needed without necessarily grading learners (it usually occurs during the learning process). Summative assessment (assessment of learning) is a summary of formative assessment of their learners' attainment of learning outcomes in which teachers grade their learners (this usually occurs at the end of the learning process). According to Black and Wiliam (1998), and Cartney (2014), assessment broadly refers to all activities teachers and learners engage in to gather data for diagnostic purposes to change teaching and learning. This definition includes analysis of learners' work, including homework and tests, as well as teacher observation, classroom discussion, and learners' work. When the results of assessments are used to modify instruction to better suit the requirements of learners, this kind of assessment is said to be formative. Teachers can use this information to make required instructional adjustments, such as re-teaching, attempting various instructional approaches, or providing more opportunities for practice, when they are aware of how pupils are progressing and where they are having difficulty. Increased learners' success may result from these actions.

The study by Deluca and Hughes (2014) detailed that even though primary school teachers' backgrounds and contexts may vary, they had a shared "mutual approach to assessment in the early years" (p.455). The peer-assessment strategies implemented by the teachers included learner-centred assessments, assessing through observation, and assessing knowledge and

skills. The assumption was that assessment should merge effortlessly into the teaching and learning processes (DeLuca & Hughes,2014). Gullo and Hughes (2011) agree that assessment should be continuous and integrated in primary school. According to these researchers, two essential concepts formed the basis of primary school teachers' approach to assessment. Teachers endorsed "a whole-child teaching approach and they engaged in a continuous practice of learner observation" (DeLuca & Hughes, 2014, p,456). Peer assessment is an important part of teaching and learning and should be incorporated at all stages of planning (Department of Education, 2011). Assessment is essential when making decisions that could impact a learner's advancement; and as such ought to be seen as an important exercise which occurs logically in the teaching and learning process. This implies that assessment for learners in Grades R to Three should be ongoing to ensure that their development may be monitored.

Assessment in early childhood education is continuous and is concerned with the holistic evaluation of learners. Teachers assess the learners on a regular basis while normal teaching and learning occur. While peer assessment of life skills in early childhood education is mainly formative it is "largely informal, and is ongoing" (Department of Education, 2011, p.67). According to Looney (2010), formative assessment means that the assessment is frequently conducted to ascertain the learners' needs and thus to inform teaching. A few forms of assessment are appropriate for learners in early childhood education. These include observations, written or recorded activities, and performance-based activities. Teachers in early childhood education are continuously observing learners' participation in individual, pair, and group activities, to ascertain how well they grasp certain concepts and how their development progresses.

As part of formative assessment, feedback is given to learners to assist them in identifying any gaps between their intended objective and their existing knowledge, understanding, or skill. Such also directs them towards taking the necessary steps to reach the goal (Ramaprasad, 1983; Sadler, 1989). According to Bangert-Drowns, Kulick, and Morgan (1991) and Elawar & Corno (1985), the most beneficial type of feedback on tests and homework offers specific comments about errors and specific suggestions for improvement; it encourages students to focus their attention thoughtfully on the task, rather than simply getting the right answer. This form of feedback may be especially beneficial to low-achieving students because it emphasises that learners can improve through effort rather than being doomed to low achievement owing to an assumed lack of natural talent. Formative assessment contributes to the expectation that all

children can learn to high levels. Formative assessment breaks the cycle in which students ascribe low performance to a lack of capacity, becoming disheartened and hesitant to invest in additional learning (Ames, 1992; Vispoel & Austin, 1995). Students obtain the chance to reflect on their own understandings, build on prior knowledge, make inferences, integrate ideas, clear up misunderstandings, and explain and articulate their understandings through peer assessment (Roscoe and Chi, 2007). Many of these exercises, such as explaining concepts (Chi et al. 1994) increase students' understanding of the subject matter. Peer assessment can therefore help students in a variety of ways, including by enhancing their conceptual knowledge, communication abilities, and self-evaluation abilities (Black, Harrison, and Lee 2003; Falchikov 2005).

Johnson, Johnson, and Smith (1998) assert that one of the learning methods that meets learning needs and benefits learners' progress is group work, in order to maximize learners' own and one another's learning. Hence for the group work to turn into a cooperative learning process, conditions of group reward, positive interdependence, individual accountability, and face-to-face interaction should be present. Furthermore, group work is believed to be strongly tied to the aim of learning, which improves both learning and social skills. The study by Irfan (2011) investigated the subsequent responses of students to reciprocity, tacit agreement, and assessment of peers. This study focused on peer assessment used in cooperative learning groups. The study was conducted in a primary school fourth-grade social sciences course with 46 participants: 28 females, and 18 males, their ages ranging from 9 to 10. According to the study, male and female students evaluated one other and the other sex in terms of their learning levels and contributions to the group project. When groups of the same sex (female or male) are grouped together in a learning process, the achievement for each group is different because of the social skills that each group possesses. Hence, the Department of Basic Education (2011) assessment is developmental. such assessment is administered and uses learning activities in the classroom. This assists learners to improve through the identification of weaknesses while maintaining their strengths. Teachers should use learning activities in their learning process, and allow learners to assess one another so as to have sufficient opportunity to reflect on their learning.

Peer evaluation is often beneficial; it is especially significant for schoolteachers in that the experience may encourage teachers to use peer assessment more skilfully with learners. Peer assessment actively incorporates learners into the assessment process, allowing learners to

learn from one another and reflect on what they have accomplished (Shoba, 2018). Taylor (2013) states that peer assessment is a type of assessment that encourages learners to participate in activities such as group work, class discussions, role-playing, and outdoor and indoor play, in order to apply their societal knowledge in the classroom. Maubaza (2018) insists that peer assessment includes class drill work for learners' preparation, such as homework and assignments. Peer assessment must therefore be employed by the teacher in the early childhood education phase. This assessment type will allow learners to develop their cognitive skills.

3.4 Conclusion

The material reviewed in this chapter provides a thorough understanding of teachers' experiences when teaching drama in primary schools' early childhood programmes. The study features books on teachers' experiences and fundamental ideas on the outcomes- or competency-based curriculum. In particular, general knowledge, learning outcomes, learning activities, resources, facilitation role, and peer assessment in drama, which are influenced by opinions, general knowledge, views, and needs of society, were shown by the discussion of the literature as the constructs that guide the consequences teachers' experiences. The goal of the subsequent chapter is to investigate the theoretical framework of analysis of teachers' personal experiences. This is a crucial component of the study, It affects how teachers teach theatre in early childhood education, and how teachers implement literacy curricula in primary schools.

CHAPTER FOUR

THEORIZING INDIVIDUAL INTERNAL INTELLIGENCE TEACHERS' EXPERIENCES ON DRAMA CURRICULUM

4.1 Introduction

The two earlier chapters represented the existing literature on teachers' actual action and consequence experiences with their own prepositions/concepts that teachers employ during the teaching of life skills (drama) in the early childhood education/foundation phase in primary schools. Additionally, the concept of teachers' experience (individual internal intelligence) is accepted in this study, and its application is to be connected to the perspectives of early childhood educators on education.

This theoretical lens is driven by individual internal intelligence experiences in which teachers' experiences are placed at the core of their teaching practice. Hence, this chapter presents knowledge (internal), aims, blended and non-formal learning activities, teaching environment and time used in the curriculum process, researcher role, theorizing drama teaching, and formative assessment. The above principles align with the framework that the study shapes to take. The theoretical framework is defined as an intellectual structure that guides research, its set of interrelated concepts, definitions, and propositions that provide a way of understanding a particular phenomenon or topic (Cummins, 1989; Troudi, 2010). This study considered the natural identity framework (NIF) as the most appropriate lens. Khoza (2021) defines natural identity (NI) as the unconscious, subconscious, and conscious cognitive process of believing that all action and their outcomes are guided by natural laws, actions, or forces. Figure 4.1 below represents the structure of this chapter.

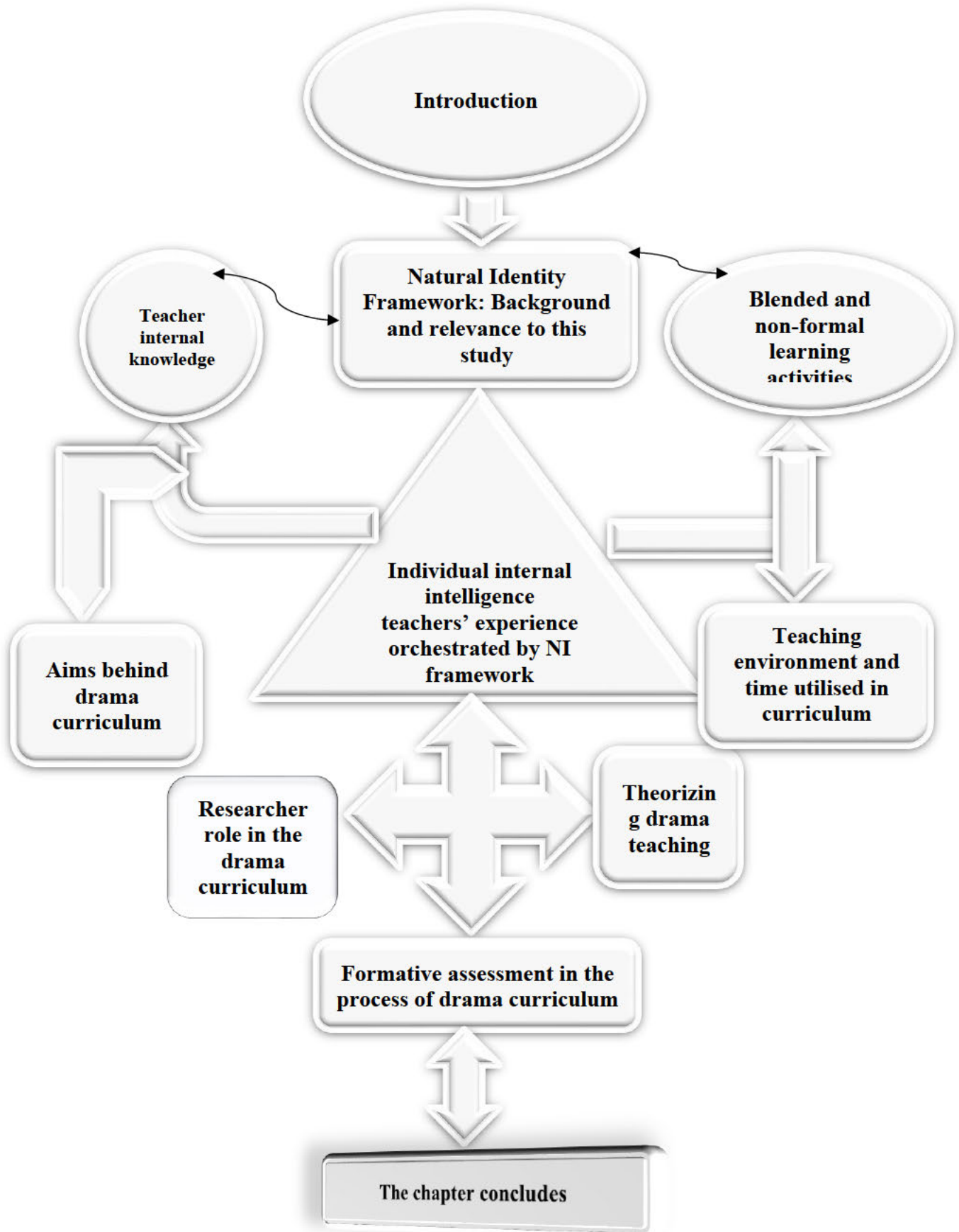


Figure 4.1: Chapter Four model

4.2 Background to the Natural Identity Framework

Literature on teachers' development/education highlights the importance of teacher identity (Beauchman & Thomas, 2009; Bullough & Beughman, 1997; Johnson, 2003). I acknowledge the problem of reaching a full understanding of identity as a concept, realizing that it has been explored across different disciplines in addition to education, for example, in philosophy (Taylor, 1989) and psychology (Erickson, 1959). The notion of identity thus ranges across approaches from these disciplines, even within the literature on teaching and teacher education. With this in mind, the literature on teaching and teacher education highlights a common notion that identity is dynamic; and that a teacher's identity shifts over time under the influence of a range of factors both internal to the individual, such as emotions Rodgers and Scott (2008) and external to the individual, such as job and life experiences (Flores & Day, 2006; Rodger & Scott, 2008). Identity is therefore an ongoing process; and therefore, identities are dynamic rather than stable, continuously evolving. For example, the act of being recognized as a teacher by colleagues and learners shapes and transforms prospective teachers' identities (Fajardo, 2014). Diego, Wilson, and Angelica (2019) state that teachers' identity involves an understanding of who we are and how people see us as individuals; such development is constantly changing due to teaching experiences, and social and personal interactions.

Apropos of the above, a clear definition of identity is not easily reached; however, there is a general acknowledgment of its multi-faceted and dynamic nature. Day, Kington, Stobart, and Sammon (2006) claim that teacher identity is not only constructed from the personal, technical, and emotional experiences of teaching. Teacher identity comes about also as the result of an interaction between the personal experiences of teachers and the social, cultural, and institutional environment in which they function on a daily basis. Hence, Cooper and Olson (1996) affirm that a teacher's identity is continually being informed, formed, and reformed as an individual develops over time and through interaction with others. Khoza (2020) defines teachers' identities as conscious thoughts that interrogate subconscious thoughts that drive teachers to know and understand their personal needs. Furthermore, Khoza (2021) avers that conscious thought is cognitive reasoning known as the conscious mind, subconscious thought information about everyday experiences humans go through to influence future actions. This further suggests that identities are formed through professional acquaintance, societal expertise, and personal standards after teachers interact with a specific environment that influences them to acquire new knowledge/action.

Understanding our own identities and predicting the potential results of our future actions are made possible by critiquing teachers' prior experiences. Such experiences are inextricably tied to action based on scenarios and contexts that shape them into beliefs (Maxwell, 2013). Educating is the use of knowledge to aid learners in meeting their real-world personal needs, hence developing unique personal talents and values. Khoza (2022) insists that it has been a challenge for teachers to educate learners on mastering the content of their subject in order to apply it to real-life situations. This challenge arises in that teachers and pupils believe that what they experience always represents objective reality. The life-skills curriculum accepts that performance-based and competence-based curricula are the two dominating curricula that produce objective reality (Bernstein, 2006 & Hordern, 2017). Khoza and Biyela (2020), Biesta (2015), and Hao, Barnes, Wright, and Branch (2017) comment that the life-skills curriculum in primary school education is divided into performance-based (professional), competence-based (socialization) and pragmatic (subjectification) curricula.

Garrison, Anderson, and Archer (1999) define the community of enquiry theoretical framework as a process of creating a deep and meaningful (collaborative-constructivist) learning experience through the development of three interdependent elements: social, cognitive, and teaching presence. Garrison (2003, p. 2) remarks on the community of enquiry framework further when he expands the definition, stating that "education is both a personal and public learning experience, the trial of educators is to link the properties of learning with the ability to create communities of learning and inquiry that integrates the cognitive, social, and teacher presence to meet individual and social needs".

Lipman (1991) attests that the community of enquiry was taken from the work of John Dewey, where it is believed that enquiry was based on social activity and went to the essence of educational experiences. Rourke, Anderson, Garrison, and Archer (1999) and Garrison, Anderson, and Archer (1999) insist that the community of enquiry framework is constructed based on essential three elements. The emphasis was on non-content, teaching, and technological support concerns associated with educational programs related to human difficulties surrounding online learning, text-based learning, and teaching issues linked with the community of inquiry style of education.

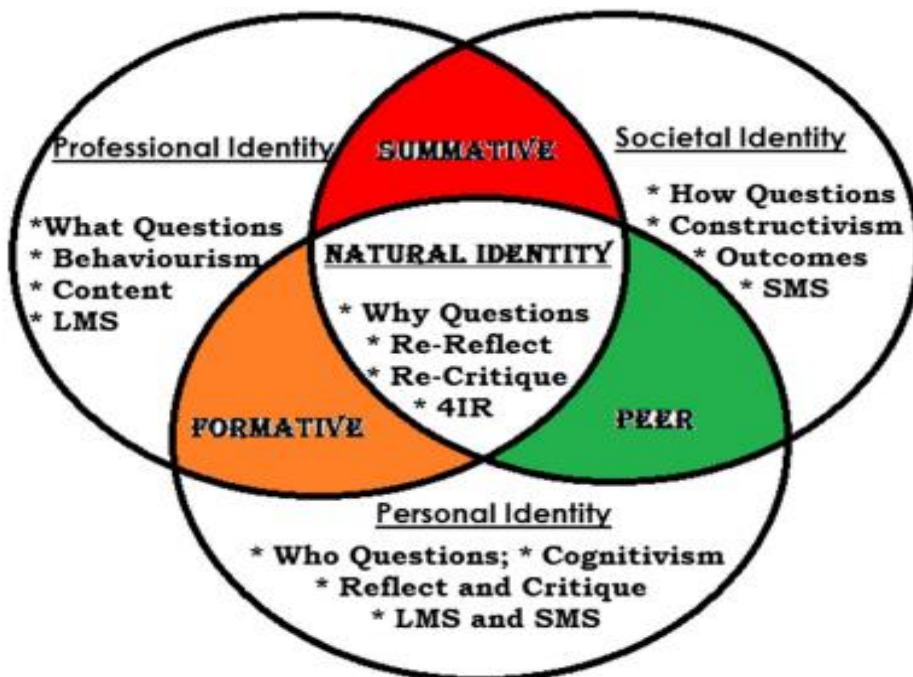
According to Garrison, Anderson, and Archer (2010) digitalised curriculum (DC) is an educational experience that should be treated as a process of building a community of(i)enquiry (CoI) underpinned by three elements or presences. These elements or presences are

social (competence-based), teaching (performance-based), and cognitive (personal/pragmatic). These three elements or presences are supported by three connectors or links. Social and cognitive elements are connected by means of a supporting discourse; while cognitive and teaching elements are connected by means of content selection. Teaching and social elements are connected by means of environmental settings.

In support of the above, Khoza (2021) explored teachers' identities during the Fourth Industrial Revolution (4IR), which was crucial. Identities were conscious thoughts interrogating subconscious thoughts that drove teachers to understand their personal needs. The study employed a purposive sampling of eleven teachers registered for a master of education degree at a university in South Africa. Focus-group discussion, reflective activities, and one-on-one semi-structured interviews framed by a pragmatic case study were used for data collection. The teachers' identities proved that the Three Tree Rings Theory with Currere was useful when applied as the teaching framework. This application of theories generated three categories of teaching identities within the 4IR. Categories were social, professional, and personal identities. The study findings were that teachers should learn to reflect on, in, and for their actions, in order to address the “what”, “how”, and “why” questions of education, natural identity, and the 4IR/5IR. In support of the above study, Khoza (2020) conducted a study exploring students' habits of using WhatsApp as introspection, helping students to reflect and improve their actions. The researcher outlines that habits are subconscious thoughts that drive teachers'/learners' actions in education. Hence, habits are formed after teachers and learners have repeated an action. Beiesta (2015); Khoza (2019); and Mpungose (2020) claim that habits are categorised into socialisation or social discipline; or professional, and personal or subjectification habitual actions. Teaching and learning habits are driven by socialization; life-skills (drama) teaching methodology, assessment, resources, teaching time, and location thus promote habits that address subject needs. Furthermore, teaching and learning are dominated by contestation between social and discipline habitual actions, which focuses on teachers' social/societal skills and the academic achievement of learners. It has been noted with respect that the Natural Identity Framework was developed upon the work of Khoza (2020, 2021, 2022, and 2022b), Makumane, Khoza and Zuma (2022), and Khumalo, Shoba, and Khoza (2023). These authors are fully acknowledged for my use of the natural identity framework (NIF). The NIF provided by Khoza (2021) proposed four significant issues to be addressed in order to support successful teaching and learning processes. Natural identity, on the other hand, is defined as the unconscious, subconscious, and conscious cognitive process of believing that all

activities and results are driven by natural laws, actions, or forces. Khoza (2021) proclaims that the NIF process is underpinned by three identities which help teachers/individuals understand their actions and to best respond to any experience they encounter. The NIF has professional (teaching), societal (social), and personal (cognitive) needs for the realization of natural identity (educational experience). Makumane, Khoza, and Zuma (2022) state that for any activity one must focus and act on the activity's natural sources (originality) more than on the activity's symptoms created or constructed by personal identity with professional and/or social identities. For instance, before teaching drama to young children, its natural or original source must be recognised and removed. According to Khoza (2021), self-reflection and re-criticism of human experiences that react to innovation of ambiguity are what propel the NIF, which serves as the hub of personal, societal, and professional identities.

Figure 4.2 Natural Identity Framework (Khoza, 2021).



4.2.1 Relevance of Natural Identity Framework

Figure 4.3 above demonstrates identities that are explored in order to help teachers or individuals to understand their actions. Teachers can thus respond to any individual internal intelligence experience within the teaching of life skills (drama) in the early childhood education/foundation phase primary school. Khoza (2021) states that teachers' identities comprise professional, societal, and personal identities; teachers can thus encounter human objective realities or natural identities. The NIF is made up of three constructs/identities, namely, the professional (descriptive and prescriptive), societal (operational and opinionated), and personal (individual and pragmatic) identities. Teachers' reflections on their practice and experiences indicate whether they are driven by any of the three identities (Khumalo, Shoba, & Khoza, 2023). Khoza (2021) suggests that the above identities be combined to form the natural identity as shown in Figure 4.3. Khoza (2021, 2021a, 2022 & 2023) proposed that the three identities' combination of NI, therefore, place NI at the centre. Khoza (2021) asserts that natural identity refers to the unconscious, subconscious, and conscious cognitive processes of believing that all actions and outcomes are guided by natural laws, actions, or forces.

According to Khoza (2021)'s NIF, four crucial concerns about teachers' experiences must be addressed in order to enhance successful teaching and learning processes. Such approaches address professional (teaching), societal (social), and personal (cognitive) requirements for the achievement of Natural Identity (educational experience). "The question is the descriptive "what", the operational "how", the personal "who", and the philosophical "why" of education (Khoza, 2021, p. 5). Descriptive "what" questions are addressed through the principles of professional identity that inform the performance-based teaching and learning of life skills (drama); whereas the operational "how" question is addressed through the principles of societal identity that inform competence-based teaching and learning; additionally, personal identity is consistent with pragmatic teachers' experiences established through reflection and critiques such as "who" is teaching. These three types of experiences generate natural identity (NI) that tackles the philosophical "why" question (why teachers and learners teach and learn in a particular way) (Ilonga, Ashipala, & Tomas, 2020; Ike, Agbaeze, Udoh, & Adeleke, 2019; Khoza, & Mpungose, 2022; Khoza, 2021).

An interpretive qualitative case study was conducted by Makumane and Khoza (2020) on educators' reasonings and their effects on the successful attainment of curriculum goals. This underlines that the curriculum development process should focus on three factors: people, programmes, and processes in order to achieve the idealised curriculum goals. Thus, for the

curriculum to be successfully implemented, it should encompass social/societal needs, facts, as representative of the specific discipline (professional), and unique strategies adopted by the educator to attain desired goals (personal). The findings demonstrate that being grounded in either social or professional reasoning, while disregarding the other, may hamper the attainment of goals. Thus, the study recommends integration and alignment of the three propositions of reasoning (personal, social, and professional) in order to successfully attain curriculum goals. Such uncovers the need for teachers to apply these three propositions in order to come closer to human objective realities.

Khoza (2021) conducted a study at the University of KwaZulu-Natal (UKZN) exploring the migration to the digitalised curriculum. Pragmatism, critical discourse analysis, and community of enquiry with natural identity (NI) framed the document analysis used to generate data for this study. Purposive convenience sampling was used to select the published documents that carry information on migration to DC at UKZN. Findings were that, while the UKZN had a professional identity of migration through engaging Moodle, it began the migration through the use of WhatsApp, Facebook, Skype, and Zoom conferencing technology, promoting social identity. Furthermore, migration seemed to miss the personal or pragmatic identity as the important ingredient in DC, which addresses individual personal needs. This study suggests that a balance is needed between performance-based, competence-based, and pragmatic/personal identities in order to address professional, societal, and personal needs, respectively, for the realisation of natural identity. The study by Khoza (2022) on digital images showed that students had difficulty applying or linking what they experienced by the way of digital images to their curriculum studies and the real-world problem until the participatory action research phases. The study recommends that teachers' and learners' need for reflection is because it supports their quest for understanding their individual internal intelligence, while naturally addressing their personal, societal and professional needs.

4.3 Individual Internal Intelligence Experiences Orchestrated by Natural Identity Framework

According to Khoza (2015a, 2018), individual internal intelligence experiences direct the teacher to use the conscious mind during the teaching practice, thus always aware of personal actions. Berkvens, Van den Akker, and Brugman (2014) pose the trial that is faced by teachers worldwide when they state that teachers lack the understanding of the curriculum/teaching individual internal intelligence experiences (teaching reason) and the goals in teaching a

curriculum. Such must be addressed in order to promote quality teaching and critical thinking. In answer to this challenge, Khoza (2016) states that teachers continue to teach without identifying and understanding their subject/curriculum goals. The life-skills (drama) curriculum vision is crucial, being at the centre of teaching and learning and controlling all curriculum concepts. When starting to teach by identifying and understanding of individual internal intelligence experiences relevant to the life-skills (drama) content that need to be understood by teachers .

According to Du Preez and Reddy (2014), vision is a cognitive process that requires teachers to draw aside the curtains of habits, automatism, and banality, so that alternative possibilities can be perceived. The educational reasons for designing, developing, or teaching the curriculum should not only be driven by everyday personal experiences; but should also include societal (consequence) and professional (actual action) experiences. Khoza (2015) comments that personal vision is a vision for teaching that places the individual teacher or learner at the centre of teaching and learning. Furthermore, this kind of vision for teaching creates an environment that assists teachers and learners to construct their own unique individual identities (Khoza, 2022). Khoza (2020); Khoza (2021); Makumane, Khoza, and Zuma (2022); and Sokhulu (2020) support the notion that when teachers understand their vision for teaching they create a supportive environment that produces a personal identity for individual teacher and learner's subjective activities. To construct and repeatedly reconstruct knowledge and hence take the form of personal meaning to teaching and learning life skills (drama) in early childhood education. Hence, individual internal intelligence experiences place individuals' uniqueness as teachers/learners at the core of teaching, to assist teachers and learners in creating personal identities (Khoza, 2015; 2016; 2017; Mpungose, 2018).

Ngubane-Mokiwa and Khoza (2016) and Khoza (2015) view individual internal intelligence in teaching as constructing identities that assist learners in creating their individual personalities. Individual internal intelligence embraces meaning in that it applies to experiences obtained from a specific background.

4.3.1 Teachers' Internal Knowledge

Teachers' internal knowledge of teaching strategies and methodologies about life-skills (drama) teaching and learning impact teachers' classroom management, curriculum, and instruction planning, as well as the expectations of learners (Santos & Miguel, 2019). Berkvens, Van den Akker, and Brugman (2014) outlined that teachers lacked an understanding of the curriculum/teaching rationale. Expressed goals in teaching is the hardship that is seen and should be addressed to promote quality teaching and critical thinking. Khoza (2015) states that teachers' internal knowledge is critical, being the centre of any curriculum and controlling all curriculum concepts. Teachers must start their teaching by understanding and identifying their internal knowledge. Hence, teachers' internal knowledge creates an environment that assists teachers and learners in constructing their own unique individual identities (Khoza, 2015). When teachers create this environment, they may include experiential and subjective activities that support the teaching and learning —this in order to construct and reconstruct personal knowledge and take the form of identity.

The complexity of the classroom and the variety of events that can occur there constitute a significant barrier to classroom management. Teachers view and interpret classroom events differently because their level of experience greatly influences their knowledge of processing complexity. Wolff, Jarodzka, and Boshuizen (2021) state that improving teacher performance in the classroom requires gathering and honing knowledge of classroom-specific events. Teachers integrate academic and professional information with personal and practical knowledge in the classroom, reinforcing the skills and practices required for excellent performance. For Shulman (1987), teacher knowledge is categorized into that based on content, and general pedagogical knowledge.

PCK “represents the blending of content and pedagogy into an understanding of how particular topics, problems or issues are organized, represented, and adapted to the diverse interest and abilities of learners and presented for instruction.” (Shulman, 1987. p.8).

Knowledge encompasses subject matter expertise, practical expertise, and social expertise. To fulfil the demands of the working world, the life-skills (drama) practice should incorporate content, social, and individual intelligence knowledge. Teachers should teach the prescribed curriculum alongside native knowledge, while being guided by a specific theoretical position. Guerriero (2013) states that teaching is viewed as a knowledge-rich profession, with teachers as learning specialists, professionals in their field. Teachers can be expected to process and

evaluate new knowledge relevant to their professional practice and regularly update their knowledge base to improve their practice and to meet new teaching demands.

A study was conducted by Amr, Al-Natour, Al-Abdallat, and Alkhamra (2016) on primary school teachers' knowledge, attitudes, and views on barriers to inclusion in Jordan. This study examined the barriers the teachers perceived to hinder successful inclusions, with a sample of 87 primary school teachers who responded to an open-ended questionnaire. The findings showed that teachers do not have sufficient appropriate knowledge on inclusion due to the lack of preparation they received in their teacher education programmes. Teachers must therefore be trained properly so that they will produce better results in their teaching. Hence, in life skills (drama) teachers work with learners using games, drama strategies (freeze-frame, teacher role, improvisation, hot setting, etc.), and theatre-based rehearsals, to devise short pieces of fictional situations. In drama fictional roles assist learners to communicate their understanding and knowledge in an aesthetic way to themselves and their fellow participants (Neelands & Goode, 2000; Neelands, 2009).

A phenomenological study by McDonagh and Finneran (2017) on seven Irish primary school teachers, focused on teachers' experiences of co-creating drama work with their learners. Co-creating drama is held when teachers work together with their learners in a creative enterprise during drama lessons. The study considers teachers as potential co-creators of drama. The study probes the emergent and changing ontological attitudes of the participants throughout the process: the attitudes, values, and perspectives that informed their teaching. The study outlined the phenomenon of teachers co-creating drama in all the complexity; and seeks that teachers should reflect on the meaning of teaching and lesson preparation. Both studies by Amr, Al-Natour, Al-Abdallat, and Alkhamra (2016) and McDonagh and Finneran (2017) articulate the importance of teachers reflecting on their individual internal intelligence experience as their aim in implementing drama curricula. A teacher's internal knowledge is important in providing learners with well-rounded classroom experiences. Teachers must keep reflecting on their practice, their aim being to work around the curriculum.

4.3.2 Aims Behind Drama Curriculum

Drama teachers aim to give and create space and time for pupils' ideas and creative solutions in drama teaching. Teachers must have a capacity for rapid decision-making, group management skills, tolerance of incompleteness, and the ability to create a positive learning atmosphere (Toivanen 2013; Toivanen, Halkilahti & Ruismäki 2013). Khoza (2015, 2016) and Makumane and Khoza (2020) state that aims are long-term goals indicating the teachers'

intentions to teach a particular subject. Aims are defined as a complete general statement of teaching in the form of teachers' vision founded in the material. Aims are seen as long-term, being aligned with the teacher's personal identity (individual internal intelligence) on which educational goals are based. The life-skills CAPS outlines aim for the subjects which teachers must address while implementing a curriculum, which puts teachers' experience into practice (Hoadley & Jansen, 2013; Schiro, 2013). Teachers thus develop aims guiding them on how to effectively achieve objectives and to support learners in achieving curriculum outcomes. Hence teachers use their unique interpretation of curriculum expectations or intentions, which allows them to design their aims with their personal interpretation (Hoadley & Jansen, 2013). When teachers design their own aims for their subject, they must apply personal identity (individual internal intelligence), thereby representing their inference in a way that is deemed effective in the attainment of aims (Khoza, 2016). This implies that each life-skills teacher uses a unique understanding of the context as well as personal beliefs and experiences in interpreting the curriculum and its aims.

Khoza (2016) conducted an interpretive case study to explore the students' concerns of the curriculum vision and goals in teaching their courses. The participants were both full-time and part-time students at a South African university. For data collection, the researcher employed a reflective journal, one-on-one semi-structured interviews, instructional observation, and focus-group discussion (Khoza, 2016). The two most available participants from the twenty postgraduate students were also chosen using purpose and convenience sampling. The investigation suggested that the postgraduate study was still unaware of the vision that motivates their CAPS instruction (Khoza, 2012; 2015 & 2016). The participants were likewise ignorant of the visions. Only two authors were able to include vision and goals in their CAPS instruction (Khoza, 2016; Mpungose, 2016). They may misinterpret the curriculum (CAPS) as a result of the submission. This implies that teachers must comprehend the aims in order to employ them in the curriculum implementation process.

Furthermore, according to Hannigan (2000) and Leslie (2014), aims are standard formulations of qualities that provide direction for the lesson. Researchers such as Kennedy et al. (2006), Fink (2013), Mpungose (2016), Ngubane-Makiwa and Khoza (2016), and Ndlovu (2017) are of the same view that aims are general statements of the teacher's intents that provide direction on how teaching should occur. Ndlovu (2017) and Hardason (2017) emphasize that aims are formulated from teachers' experiences to indicate implicit knowledge. This emphasis indicates

that individual internal intelligence experience drives the aims and provides for teachers' needs. Aims involve individual teachers' ideas, ambitions, and techniques that can assist both teachers and learners to create a conducive environment dominated by personal identities and meaning (Khoza, 2016; Mpungose, 2016).

In an interpretive qualitative case study by Makumane and Khoza (2020) on educators' reasonings and their effect on the successful attainment of curriculum goals, 20 participants were selected using a purposive sample; two participants were selected using convenience sampling. Data were generated using reflective activities and one-on-one semi-structured interviews. The findings of this study demonstrate that educators' reasoning was grounded in either social or professional reasoning, while disregarding the other (personal reasoning), may hamper the attainment of curriculum goals. This study recommends that educators need integration and alignment of the three reasoning propositions (personal, social, and professional) in order to successfully attain curriculum goals.

Kurtdede-Fidan and Aydogdu (2018) conducted a phenomenological study of life-skills teachers in public schools in Turkey. The study aimed to determine classroom and science teachers' views about life skills. Twenty-four teachers were selected using the maximum variation sampling technique, while data of this study was collected through focus-group interviews; six focus groups consisting of four participants per group were conducted. The findings of this research showed that teachers play a significant role in the process of acquiring life skills. Furthermore, the study intimated that teacher employed various techniques in teaching life skills, including extracurricular activities; however, teachers experienced difficulty in teaching life skills due to problems related to teachers, parents, school, educational programmes, the educational system, school management, and society. Teachers need to relate to their work as they try to implement the curriculum. Due to social and environmental changes teachers are flexible in their aims for teaching in order to complete the curriculum.

4.3.3 Researcher's Role in the Drama Curriculum

The researcher's role in the 21st century changing world has become more complex (Amin, 2016). Samuel (2008) states that a researcher is a lifelong learner who contributes to his or her school and self-development. Lumpkin (2008) and Amin (2016) outline that a researcher in the 21st century is expected to become technologically oriented and responsible not only for their learning but also for their learners' learning. Furthermore, in the new digital and

knowledge society in the 21st century, education is facing a great challenge in moving from traditional ways of learning towards innovative ways of learning.

Teachers play an important role in providing an engaging teaching and learning environment. Dolmans, Wolfhagen, Schmidt, and van der Vleuten (1994) state that a teacher's performance in teaching assumes an important influence on the quality of an educational programme. Roblyer, Havriluk, Edwards, and Havrilu, (1997) point out that the learning process as well as the product of the learning process is more productive in an active learning environment (learning-centred) than in the traditional learning environment. Roblyer et al. (1997) defines the traditional environment method as an approach that obliges learners to submissively grasp and repeat information as and when conveyed by the teacher. The traditional approach is more teacher-centred, teachers being viewed by learners as the only source of information. In a teacher-centred teaching and learning environment, little learning is taking place in the classroom even though there appears to be an active shift of information.

In support of the above, CAPS (2011) states that “there are important skills that young learners need to master and understand before they go to grade 1 and grade R should help them acquire those skills. one of the most important roles of the foundation phase teacher is to provide learners with an environment that is safe, clean, and caring adequate opportunities to play and explore the world under the careful guidance of their teacher” (CAPS, 2011, p,10). Furthermore, the policy outlines that teachers must provide routine, structured, and free-play activities that are enjoyable and manageable for learners, and a range of routine, structured, and free-play activities, within a well-managed, child-friendly, and freely accessible environment.

Garvi and Lemon (2015) conducted a survey on teacher self-efficacy and perceptions towards the arts. The focus of the study was on pre-service teachers who were in their first-year arts education course. The study was conducted in two Australian universities (Victoria and Queensland) to assess the current perceptions of the arts in primary schools. Through the use of a survey, data was collected to develop an understanding of what the pre-service teachers think about the role of the arts teacher in primary schools. The findings provide perceptions of the role of the artist in schools apropos of visiting art galleries, current arts engagement in their own lives, and confidence level to teach arts. The study findings suggest that teachers' education provides curriculum developers and policy advisors a chance to enhance positive perception of arts in primary schools throughout Australia.

4.3.4 Theorizing Drama Teaching

According to Van den Akker et al. (2009), learning is about understanding a rationale for learning, content, learning activities, learning resources, when/where learning takes place, and assessment, as the basic requirements for learning. Khoza (2012) states that learning resources are not only about technical resources; they go beyond this level to be defined as any person or thing that communicates learning or anything that helps learning to take place. Khoza (2015) proclaims that there are three types of resource underpinning the curriculum that are important for the successful implementation and enactment of the curriculum. These resources may be given different terminologies; however, if teachers understand them, they may implement any curriculum successfully. For the purpose of this study, these three types of resources are hardware (HW), discussed in Chapter Two, and software (SW) which was discussed in Chapter Three. This chapter focuses on the third type of resource which is ideological-ware (theorizing teaching/IW). Khoza (2012, 2015) defined ideological-ware as any component of one's teaching/learning that one cannot see or touch. Hence, ideological-ware resources are identified as the 'technologies of self' which are resources that permit the individual to self-manage a certain number of operations on their bodies, souls, and thoughts (Davids, 2013). Therefore, when teachers experience the curriculum, they will explore their individual internal intelligence of teaching life skills in different ways. Furthermore, any teaching/learning environment uses ideological-ware resources albeit that they cannot be seen as they are internal to teachers and learners (Khoza, 2015).

An interpretive case study conducted by Khoza (2015) on university lecturers who were using online environments in teaching their modules, identifies three types of educational resources. The study identifies the HW (as any tool/machine/object used in education), SW (a material used in conjunction with the tools to carry/display information), and ideological ware – IW (thoughts). According to this study, ideological-ware should drive any lesson/curriculum in education, because learning is not about technology, but is instead about the ideology behind the learning and teaching. Life-skills teachers who implement the curriculum should be the first to understand all ideological-ware resources that underpin the intended curriculum. Therefore, life-skills teachers must formulate or identify an ideological resource in order to help their learners to learn in the process. Pedro (2005) conducted a qualitative interpretive study on five pre-service teachers, who constructed their own meaning of reflective practice informing their technology integration. This study suggests that reflections help teachers formulate relevant ideological-ware resources to identify with relevant technology, according

to their educational vision, goals or content. Khoza (2015) remarks that teachers are able to involve themselves in introspection and are able to communicate with other experienced teachers. Teachers interact by means of technologies as identified by their ideologies to identify issues which affect life-skills teaching. Khoza (2018) and Khoza and Biyela (2020) add that learning is transformative in nature through the use of subconscious thoughts per the conscious minds. Thus, when teachers and learners use their minds in the process of teaching and learning their can motivate one another to use hardware and software resources. Teachers must apply ideological-ware resources to transform the education process.

A critical action research study was undertaken by Khoza (2018) on six teachers registered part-time in the mathematics curriculum discipline (bachelor of education, honours) at a South African university. The researcher chose this approach because of the need to understand teachers' reflections on their practice of digital resources in the teaching of mathematics curriculum. Such was in order to help them understand and transform according to the new school curriculum (CAPS). One-on-one semi-structured interviews, reflective activities, and journals were used for data generation to explore these reflections in order to encourage the teachers to reflect. Purposive and convenience samples were used to select the teachers. The study implied that ideological ware (IW) resources and critical reflections are the main factors which ensure the success of the CAPS implementation. When teachers critically reflect on their practical use of digital resources, they overcome the curriculum challenges that affect their teaching practice.

In the participatory action study by Fomunyam (2017) on ideological-ware as a key to improving learners' performance by unlocking their hidden potential and talents, semi-structured interviews and document analysis were used to generate data. Findings showed that ideological-ware has been neglected; and that failure to make use of it may result in continuous plundering of learners' performance. Therefore Mabuza (2018) and Khoza (2015) prepared curriculum designers and life-skills teachers as enactors of the curriculum. This was to first understand the ideological-ware of the curriculum before they chose and implemented technologies to suit the aims and learning activities. Furthermore, Khoza (2015), Mabuza (2018, and Fomunyam (2017) indicate that teaching and learning should be structured to allow learners to engage in activities and to build sufficient experiences in life-skills (drama) content while exercising individual internal intelligence experience. These facilities close the gap

between the classroom teaching and learning and the real world, using digital technologies and resources.

4.3.5 Blended and Non-formal Learning Activities

According to Fleminy, Gibson, Anderson, Martin, and Sudmalis (2016), blended learning works particularly well in solving problems collaboratively to locate the best solution in drama classes, and in improving learners' engagement and learning outcomes in drama-based teaching (Yang, 2011). Qays, Ketabi, Pirnajmuddin, and Amirian (2022) state that a blended learning environment has been encouraged by the development of technology; and teachers and learners benefit from combining face-to-face and online learning environments. However, traditional face-to-face learning is based on synchronous human interactions. Online and remote learning is generally asynchronous, and is based more on learning independently. Furthermore, blended learning aims to integrate face-to-face and online mediums that provide an efficient learning environment (Qays, Ketabi, Pirnajmuddin, & Amirian, 2022). Therefore, if teachers mix both face-to-face and online learning, teaching, and learning approaches could have maximum effectiveness and support learners' learning. Therefore, the contribution of blended learning can be important in creating a learner-centred environment.

Al-Emran, Elsherif, and Shaalan (2016) support the notion of teachers using blended learning, proclaiming that this environment helps learners and teachers perform their academic tasks via technological devices anytime and anywhere. Blended learning unites face-to-face and online learning activities by providing learners the opportunity of strengthening their communication multi-modally with peers, teachers, and other experts, exchanging information. Vaughan et al. (2013) asserted that learners in a blended learning environment have multiple roles and responsibilities. Thus, in a blended learning environment, teachers and learners perform several roles, in which the teacher becomes an instructor, facilitator, and planner. The learner becomes a researcher of information, hence more active and effective in the teaching and learning process.

A survey study by Zhou and Li (2019) examined a mobile blended learning environment for its applicability in theatre arts classrooms. Participants were 160 freshmen (60.96% were females) at a public comprehensive university in Macau. Participants had enrolled in two general education courses: introduction to dance studies, and introduction to drama studies. Most participants had little or no dance/drama background. Survey questions, semi-structured interviews, and supplementary data (informal observation) were used to collect data. The result

revealed that, although challenges exist, the fusion of the multichannel teaching approach, and blended learning in class/online lectures has greatly enhanced teaching.

An interpretive case study was conducted by Khoza (2015) on two groups of students and a facilitator who were involved in the learning and teaching of a postgraduate research module. Twenty-four students face-to-face and 14 distance students and a facilitator were participants in this study, using various e-resources to create an e-learning environment for students to learn. Document and learning management system (LMS) analysis, semi-structured interviews/discussions, and observations were used for data generation. Purposive sampling was used in selecting these two specific groups of research student and their facilitator. The researcher used the term 'e-learning signals' to accumulate every important element of the e-learning environment. Twelve issues of learning were presented as the important activities of learning for learning, framed by the curricular spider web. The findings of this research were that facilitators and students should define, understand, and use or apply the e-learning environment in order to support learning. This study suggests that in the early childhood education phase teachers and learners when engaging in the learning and teaching process should be able to understand the environment for teaching and learning to produce well-developed life-skills learning activities. Hence, learning is defined as an act/activity of developing knowledge, values/attitudes, and or skills that lead to the achievement of the intended learning outcome, or address other life-related challenges (Khoza, 2015).

Talla (2012) describes learning activities as an experience that learners need to go through in order to acquire behavioural competencies. When the teacher decides on the content, it becomes easy to plan for the learning activities because the content will determine the relevant experiences needed. Carl (2012) and Van den Akker et al. (2009) also state that it is important at the classroom level to consider the best activities for achieving the subject aims, because these cannot be considered at the national level of curriculum. Teachers at the micro level of curriculum implementation should choose which activities to take learners through in order to achieve the subject's aims. Govender and Khoza (2022) state that face-to-face interaction between teachers and learners has been practised from the onset of pedagogical enlightenment. This interaction can now be considered the traditional style of teaching, due to the number of educational technologies available. Thus, educational theories, such as blended learning or educational environments are created by amalgamating online activities with the best of face-to-face teaching.

4.3.6 Teaching Environment and Time Utilised in Drama Curriculum

According to Kumashiro (2015), creating a learning environment experience for all learners requires teaching practices that are sensitive to all learners' profiles. While one role for teachers in the current century is challenged by the increasing cultural and linguistic diversity among learners, this presents a challenge for teachers in their efforts to ensure that each learner meets the inflexibilities of the academic world (Darling-Hammond & Bransford, 2005; Keengwe, 2010). Khoza (2013) refers to the teaching environment in which teaching and learning take place. Learning should take place in an interesting, motivating, and sound environment. The claim that learning should be "carried out in inspiring environments that provide adequate teaching and learning materials" is acknowledged by Berkvens et al. (2014, p. 18).

Hence, today's teachers must recognize their learners and their cultures, develop relationships and associate with their learners, and provide them with the educational experience needed (Kumashiro, 2015). Aronson and Laughter (2015) state that culturally relevant instruction is important for the academic accomplishment of learners, as demonstrated by the number of studies that have allied the implementation of culturally relevant instructions to improved test scores and to positive impact on affective areas (motivation, interest, confidence) correlated with the higher achievement. Teachers therefore need to change their day-to-day practice methods, and also to change their mindset. Teachers will then experience their teaching methods at the personal level, focusing on teacher-centred learning. These claims are aligned with the statement by Berkvens et al. (2014) that it is a fundamental right for every human being to access education; and no child should be excluded from acquiring basic education. No learner wishing to take life skills at school should be deprived and discriminated against, regardless of their age, gender, sexual orientation, linguistic and cultural/historical background, and socio-economic status.

According to Berkvens et al. (2014), Khoza (2015), and Mpungose (2018), the teacher-centred method is influenced by the experiences gained during the process of teaching, with the outcomes of individual teacher behaviour in development of individual experiences in the teaching practices. Furthermore, Khoza and Biyela (2020) and Mpungose (2018) state that a teacher-centred method is driven by beliefs/ethics/morals stored in and recovered from the subconscious mind to generate the teacher's role, addressing the teacher's needs without being objective. The above scholars further outline that this method is framed by personal

experiences as well as cultural, and historical background. Teachers' needs are focused on and are dominated by teacher-centred activities to ensure that learning goals are met.

According to a study by Toivanen, Salomaa & Halkilahti (2016), a creative learning environment for drama consists of the following six different elements: 1) the teacher as a role model, 2) the learning climate, 3) collaborative learning, 4) learner-centred learning, 5) flexible use of time, 6) playful action in drama. The creative pedagogical environment is divided into six different elements. One of the best ways teachers can support and encourage learners to think and act creatively is to model creative behaviour themselves. Playfulness, in fact, is also one of the characteristics of creative pedagogical environments. Another important factor is the learning climate of the classroom, which is closely connected to the nature of the relationships between teachers and learners. It is vital for optimal creative learning that everyone feels comfortable and safe in the classroom. Additionally, there should be mutual respect between teachers and learners. Collaboration is also an important factor in supporting children's creativity and their natural way of working.

Apart from the classroom environment, which should be active, life skills as a subject requires a teacher to identify, integrate, and facilitate learning using the playground, open space, inter alia (Agbulu & Adem, 2010). CAPS does not specify anything regarding lessons taking place in the open land (field). The annual teaching plan for life skills only allocates time to teach the prescribed topics. However, it is silent on time for practical activities, such as role-playing, character development, miming, outdoor play, etc. This may indicate that neither the government nor districts have so far been able to allocate sufficient funds for schools to be given all necessary education resources needed by learners and teachers. This informs us that learning does not take place in the demarcated areas, as in the performance curriculum. Learning does take place even in an informal environment, as long as that environment provides significant information/knowledge (Nakpodia, 2013). However, CAPS stipulates that there is time allocated for every subject being taught at a given location (CAPS, 2012 & Van den Akker et al., 2009).

Khoza (2013) refers to 'time' as when and how long teachers should teach learners; and the greater amount of teaching time is directly proportional to learners' achievements. A case study was conducted by Khoza (2015) on reflections of student teachers on their practice of the CAPS. The study reported that some teachers reflected that the time given for the content

is the strength of CAPS. Time allocation to teach CAPS subjects is relevant, and fully supports its allocation. Yet, 18 participants highlighted challenges that disturbed teaching and learning time for teachers and learners. Amongst other challenges, teachers complained about the number of unproductive meetings, mainly from the teachers' union, which consumed valuable time discussing minor issues which only sometimes resulted in resolutions. Khoza (2015, p.14) suggests that teachers "should negotiate their way out of these challenges in order to be successful in interpreting CAPS within their studies". Therefore, life skills teachers should critically reflect on their teaching time in order for them to be able to manage time effectively to ensure that in the end, there is no curriculum backlog.

4.3.7 Formative Assessment in the Process of Drama Curriculum

Scrivern's (1967) original definition of "formative evaluation" of education programs, notes that the term "assessment" had "progressively replaced 'evaluation' when the object is learners learning in the classroom" (p, 241). According to Bloom (1960, p.48), "formative assessment is an evaluation that provides feedback and correctives at each stage of teaching and learning process". Formative assessment refers to an instrument, as in a diagnostic test, an interim assessment, or an item bank from which teachers might create to test knowledge. Black and Wiliam (1998) state that assessment includes all activities that teachers and learners undertake to give information that can be used diagnostically, thus alter teaching and learning practice. Assessment encompasses teachers' observations, classroom discussion, and analysis of learner's work; this could include homework and tests. Assessment becomes formative when the information is used to adapt teaching and learning to meet learners' needs. Teachers will then know how learners are progressing and where they are having challenges. Teachers can use this kind of information to make necessary changes in the instructional process, such as re-teaching, trying alternative teaching methods/approaches, or offering more opportunities for practice which could lead to improve learners' success. Hence, feedback given as part of formative assessment assists learners to become aware of any gaps between their desired goals and current knowledge, understanding, or skill; and guides them through actions necessary to obtain educational goals (Boston, 2019).

For Bennett (2011), formative assessment is a process used by teachers and learners during instruction that provides feedback to adjust ongoing teaching and learning processes; such improves learners' achievement of the intended instructional outcomes. This kind of assessment must be administered frequently, and interactively to facilitate learners' progress

and understanding, thus identifying learning needs and adjusting teaching appropriately. For Shepard (2017), formative assessment practices tend to assist low-achieving learners more than they help high-achieving learners. One way of thinking about this is that formative assessment helps to develop metacognitive skills and enhance motivation differentially for low-achieving learners because high-achieving learners already have intuitive resources.

Assessment, according to Kennedy et al. (2006), can either be formative, summative, or continuous. Therefore, life-skills teachers' experience of assessment will assist them to understand the assessment methods, and how each is important to learners' performance. Teachers use assessment information in many ways. Khoza (2016) refers to formative assessment as an assessment for learning, being part of the learning process. Assessment for learning occurs while the learning process is still underway, and is conducted through the teaching and learning process to diagnose learners' needs. Processing of formative assessment is mainly undertaken for life-skills teachers to provide feedback to learners. Such helps them with ways to improve the quality of their work, in order for learners to see and feel in control of their journey of achievement.

A case study by Govender (2019) on Grade 3 teachers examined how the teachers integrated formative assessment into their pedagogy, with the purpose of gaining insight into teachers' understanding of developmental aspects of learning in mathematics. This case study was conducted at four schools in the Gauteng province. Data was collected through focus-group interviews and observations of three classroom sessions for each teacher of mathematics, thereby gaining an overview of their formative assessment practices. This study underlined that teachers used tokenistic assessment for learning strategies and teachers' awareness of learning processes and curriculum requirements. The findings of this study were that teachers are likely to practice formative assessment more intuitively if they have a sound knowledge of learners' mathematical cognitive and conceptual development. Furthermore, this study suggested that formative assessment is a co-constructed activity that involves the teacher, the learner, and peers, rather than a teacher-directed activity.

4.4 Conclusion

In the discussion constructed in the previous chapters, the natural identity framework as a theoretical framework emerged. Natural identity as the theoretical framework of this study has laid emphasis on its use of individual internal intelligence experiences. As a theory, the NIF emanates from the individual internal intelligence view and personal experiences of life-skills teachers. Chapter Four provided a brief background of the NIF and its relevance to this study. It further demonstrated how individual internal intelligence measured the use of technology and linked to the constructs which include: aims behind drama curriculum, teacher internal knowledge, blended and non-formal learning activities, teaching environment and time used in curriculum process, researcher role in the drama curriculum, theorizing drama teaching and formative assessment in the process of drama curriculum. An illustration of the research methodology will be shown in the next chapter, outlining ways in which this study will answer the research questions.

Chapter Five

Exploring the approach and paradigm for teachers' experiences

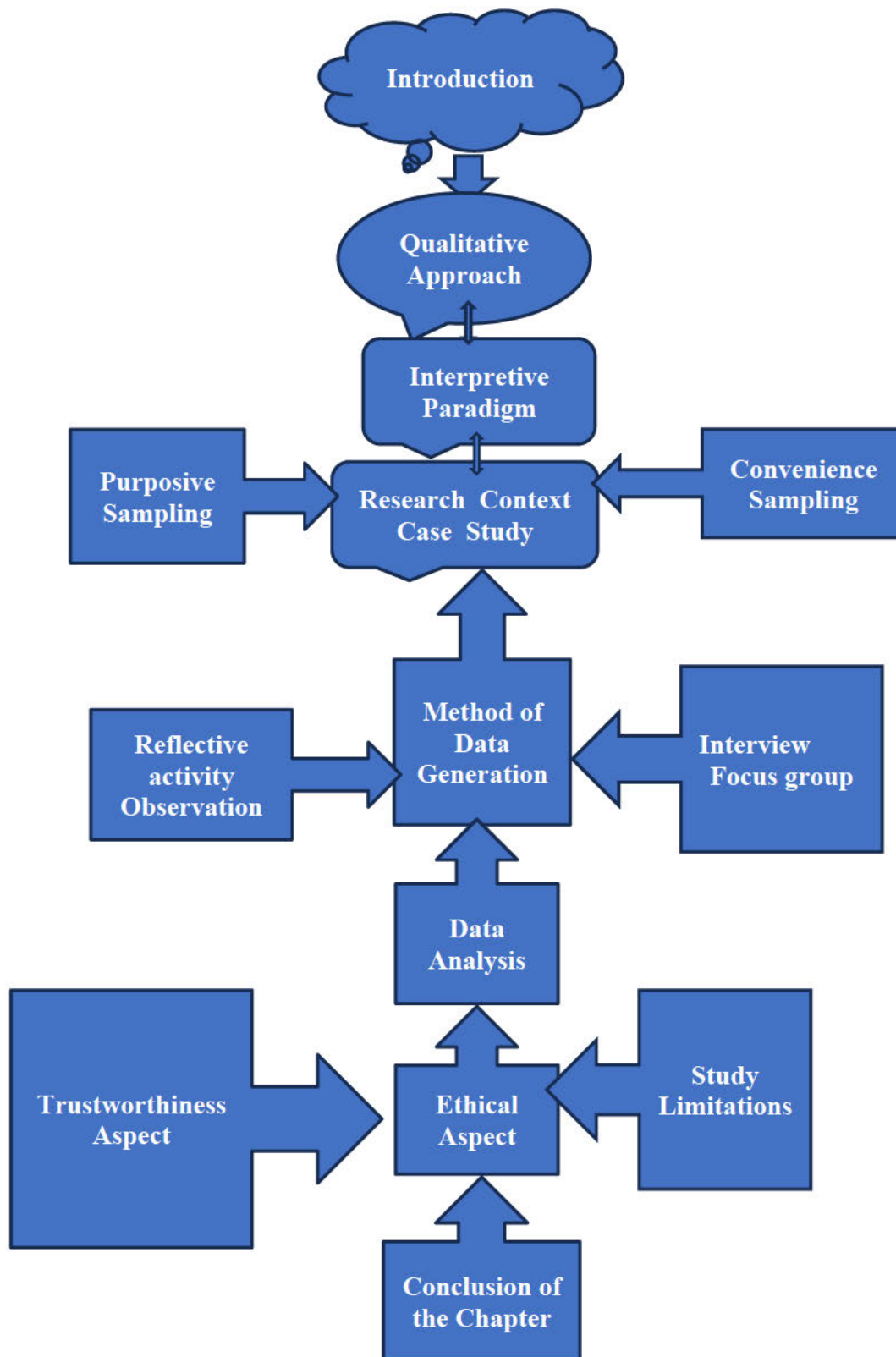


Figure 5.1: Chapter 5 flow diagram

5.1 Introduction

The past three chapters theorized teachers' experiences and constructs of the curriculum to initiate the natural identity framework (NIF) as a primary theoretical framework that I used to explore teachers' experiences in life-skills (drama) teaching in early childhood education. The theoretical findings and the concepts of the NIF were used to produce a new analytical framework for data analysis of this study. Hence, the analytical framework was formed by selected concepts from the NIF to yield a new philosophical lens through which to explore teachers' experiences in life-skills (drama) teaching in early childhood education.

This chapter seeks to provide details of the excursion of teachers' experiences using research design and methodologies chosen; and provides the reasons for its selection. Figure 5.1 above illustrates the research design and methodology; and outlines how the chapter unfolds. This chapter further describes the research design and methodology and thereafter refers to the philosophy behind the research. Chapter Five highlights the paradigm underpinning the study, which is the interpretive paradigm. A case study as the research approach is explored. The selection of participants per convenience and purposive sampling methods leads to the explanation of how the participants were selected, grouped into domains, and linked to the instruments. In the quest for findings, the study employed methods of data generation which included interviews, reflective activity, observation, and document analysis. This is followed by the data analysis that guides data analysis. This chapter further discusses the important issues in the procedures of research by detailing the provisions made to ensure the trustworthiness of the study. Such are aligned with credibility, transferability, confirmability, and dependability. Lastly, ethical considerations and the limitations of the study are presented. People undertake research to study specific paths in order to uncover truths, realities, and myths about their context, environments, and the causes of certain entities, through their curiosity, keenness, and desire for knowledge (Cohen, Manion, & Morrison, 2017; Benedict, Williams, Brownell, Chapman, Sweers & Sohn, 2023; Ghamgosar, Nemati-Anaraki & Panahi, 2023). In addition, Mpungose (2018), Silverman and Carey (2023) state that research is the process of seeking, examining, or experimenting that aims to discover and interpret the findings, thus answering questions that instigated the study. Hence, in the search for suitable answers to the identified problem, research is ignited by the use of proper, relevant, and appropriate design and methods. Research design and methods are structures that provide guidance and relevance to the process of research. The following section focuses on the research design, and gives the procedures of this study.

5.2 Research Design and Methodology for the Teachers' Experiences

Cohen, Manion, and Morrison (2018) and Bartman (2023) refer to research design as a plan or strategy that is drawn up for organizing the research and making it practicable so that research questions can be answered based on the evidence. Research design is an idea, structure, and approach of investigation to obtain answers to research questions (Ditsa, 2004). The idea is a complete structure or programme of research; it contains a framework of what I have conducted, from writing the propositions and their operational application to the final data analysis. Labaree (2013, p. 1) notes that the research design refers “to the overall strategy that is chosen to integrate the deferent components of the study coherently and logically”, thereby, ensuring that I effectively address the research problem; it constitutes the blueprint for the generation, measurement and analysis of data for the study. Cohen et al. (2018) concur that there is no single blueprint for planning research. While research design is governed by the fitness for purpose, this research purpose was to determine the design of the research which, in turn, informs the methodology.

Artelt, Shek, and Thyer (2003); Thyer (1998) and Alabood, Aminolroaya, Yim, Addam, and Maurer (2023) infer that traditional research design is an outline or detailed plan for the way in which the research study is to be completed, while operationalizing variables that can be measured, selecting of a sample for the interests of the study, generating data to be used as a basis for the testing of a proposition and analysing of results. Furthermore, the research design is influenced by the research questions, the choice of research methods, and the availability of resources used in the study to give a clear picture of how data have been generated and analysed (Bertram & Christiansen, 2014). Furthermore, as I planned this study, I wanted to know the findings on the phenomenon (teachers' experiences) in question. I carefully considered the purpose of the study and the phenomenon, which set out a range of paradigms that informed and underpinned the planning and data generation.

Merriam and Tisdell (2015) define qualitative research as an understanding of how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences. Maxwell's (2004) qualitative term “inquiry” to “research” understands some types of enquiry as humanistic rather than scientific. Cohen et al. (2018) consider that qualitative research is a loosely defined term that includes a vast range of research, with a wide range of meaning and covering a heterogeneity of fields. Hammersley (2013) suggests that for this range, the term may no longer be a genuine or useful category. Bryman (2008) and

Sandelowski (2001) view qualitative research as meaning, and the use of words, rather than numbers. Qualitative research focuses on the attitudes towards understanding experiences and interpretations by humans and the social world, suggesting how to enquire about the world. According to Creswell and Creswell (2017), research design includes a plan and procedures for research that span the steps from broad assumptions to detailed methods of data generation, analysis, and interpretation. Qualitative method refers to a heterogeneous research landscape, which is difficult to comprehensively account for. Among them are various approaches to observation, interviewing techniques, (such as open-ended, and semi-structured interviews) and the generated documents. Despite their differences, these approaches all share some common grounds; advocates of the interpretive paradigm agree on certain ideas about the nature of social relating (Hollstein, 2011; Junjie & Yingxin,2022).

Data generation and analysis are therefore powerful tools, which drive the study. Among other things, qualitative research methods offer special tools for addressing challenges faced by Grades 1, 2, and 3 life-skills teachers, namely, to explicate the problems of agency linkages between the Grade R-3 life skills Curriculum and Assessment Policy Statement, and the implementation processes that occur in different classes. This has led to questions relating to the dynamics of the Grades 1, 2, and 3 life-skills curriculum. Hollstein (2011) defines qualitative research as that which systematically reconstructs meaning or makes sense of action; and always involves an understanding of others, adopting a stance akin to everyday communication, which also fundamentally relies on the interpretation and understanding of the phenomenon.

Qualitative and quantitative approaches draw from various ideas and proclivities. The qualitative approach uses words and texts to frame the response to the set of questions of the problem (Creswell & Creswell, 2017; Tuli, 2011; Yilmaz, 2013). The qualitative approach seeks to explore the process of understanding the phenomena that cannot be researched experimentally. For Al-Ababneh (2020), qualitative approach increases understanding of why things are and the way they are in the social world, and why people act the way they do. This has resulted from the emergence of qualitative research as an approach that came about after the noticeable insufficiency of experiments in quantitative research that focus on the study of human behaviour in a social context.

Qualitative research is an approach to exploring and understanding the meaning that individuals or groups ascribe to a social and human problem. The process of research involves emerging questions and procedures, data typically generated from participants' settings, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of data (Creswell & Clark, 2017). Thus, according to Maxwell (2013) and Junjie and Yingxin, (2022), for a qualitative study I needed to develop a logical strategy in advance and then implement it faithfully. I thus had to substantiate the extent, then to construct and reconstruct the study. While qualitative research extends much further than quantitative research, it is a "do-it-yourself" rather than an "off-the-shelf" process. This process is one that involves "tacking" back and forth between the various components of the research, assessing research implications for (one another???) (Maxwell, 2013).

Durrheim (2002) avers that research differs from everyday observation because in research, observation is planned and systematic. Hence, the research design served as a bridge between research questions and the implementation of research to ensure that the study fulfils its purpose. Most importantly, Maree (2012) asserts that the foundation of the research design is systematic. Hence, in planning research, I commenced with the overall purposes of the research. Cohen et al. (2018) state that qualitative research provides an in-depth, intricate, and detailed understanding of meanings, actions, and non-observable as well as observable phenomena, also of attitudes, and naturalistic enquiry. It gives voice to participants and probes issues that lie beneath the surface of behaviours and actions. This chapter will therefore present the research paradigm, research approach sampling, data-generation methods, trustworthiness, data analysis, ethical issues, and limitations and challenges of the study.

5.2.1 The purpose of the study

The purpose of the study was to explore teachers' experiences of the teaching of life skills drive (drama) in early childhood education. Participants were teachers at primary schools in the Umlazi district in KwaZulu-Natal.

5.2.1.1 Research objectives

The following objectives led to the exploration of teachers' experiences and the attainment of the study purpose:

- To explore teachers' experiences in the teaching of life skills (drama).
- To explore how teachers' experiences inform the teaching of life skills (drama).
- To understand the particular ways in which teachers experience the teaching of life skills.

5.2.1.2 Research questions

The following questions facilitated this study in producing data for the attainment of the above-mentioned objectives.

- What are teachers' experiences of teaching life skills (drama)? (descriptive)
- How do teachers' experiences inform the teaching of life skills (drama)? (operational)
- Why do teachers' experience the teaching of life skills (drama) in particular ways? (philosophical/theoretical)

5.3 Interpretive Research Paradigm

Terreblanche (1999) proclaims that the research process has three major dimensions: ontology, epistemology, and methodology. The research paradigm is an all-encompassing system of interrelated procedures and thinking that defines the nature of analysis along these three dimensions. The term paradigm originated from the Greek word *paradeigma*, which means patterns. The word paradigm was first coined by Kuhn (1962) to represent a conceptual framework shared by the community of researchers, which provided them with a convenient characteristic for examining glitches and discovery solutions (Graham & Dayton, 2002). Kuhn (1977) defines a paradigm as: "an integrated cluster of substantive concepts, variables, and problems attached with corresponding methodological approaches and tools." According to Kuhn (1977), the term paradigm refers to a research culture with the beliefs, values, and assumptions that a community of researchers has in common regarding the nature and conduct of the research. Paradigm is inclusive of several components that can be categorized as ontology, epistemology, and methodology. Each of these components is interconnected with the other component (Scotland, 2012); hence, a paradigm implies a pattern, structure, and framework of the scientific and academic lens, values, and assumptions (Olsen & Peterson, 1992). Alharahsheh and Pius (2020); Scauso (2020) present that the interpretivism paradigm was developed through a critique of positivism with a subjective perspective. Ontology is the study of being (Scotland, 2012). Hence, ontological assumptions are concerned with what constitutes reality; in other words, what is; researchers must take a position regarding their perceptions of how things are really and how things really work. Klaassen, De Fouw, Rooij, and van der Tang (2019) state that ontological position is an important aspect of research as it develops an understanding of human behaviour through the process of discovery. The ontological position of interpretivism is relativism (Cohen et al., 2018; Guba & Lincoln, 2018). While relativism is the view that reality is subjective and differs from person to person.

Furthermore, the phenomenon being explored shows that teachers have different experiences and levels of education in the teaching and learning process in the foundation phase. Our realities are facilitated by our senses. Without consciousness the world is meaningless (Guba & Lincoln, 1981; Guba & Lincoln, 1994; Guba & Lincoln, 2018; Klaassen, De Fouw, Rooij, & van der Tang (2019).

Moser (2010) and Al-Ababneh (2020) reflect that epistemology (the nature of knowledge) is the theory of knowledge, the philosophical study of the nature of origin and the scope of knowledge. When analysing, knowledge researchers need to seek to identify the essential, defining constituents of knowledge. The researcher forms good relationships with the participants in the study to gain more data. Hence, epistemology informs the theoretical perspective that determines research methodology and then governs the choice of research methods (Al-Ababneh, 2020). Epistemology is the theoretical way of looking at the world and making sense of it. Epistemology involves knowledge and embodies a certain understanding of what is entailed in the knowing, representing how we know what we know (Grotty,1998). Maynard (1994) explains that epistemology is concerned with providing a philosophical grounding for all kinds of knowledge possible; and how we can ensure that knowledge is adequate and legitimate.

Numerous studies by Bertram and Christiansen (2014); Cohen et al. (2018); Creswell (2003); Creswell and Poth (2017); Guba and Lincoln (2018); and Terreblanche (1999) confirm that there are four main research paradigms: the post-positivist, the interpretive, the critical, and the constructive. These four paradigms have their own viewpoint and interpretation of the world with its values, logic, and reality. Igbaria and Baroudi (1995); Baxter and Chua (1998) propose three classifications of paradigm, based on the underlying research epistemology, which are positivist, interpretivist, and critical. These three epistemologies and philosophical distinctions, are, in practice, not always distinct and clear; sometimes they overlap or are contested.

This study falls under the interpretivism paradigm and thus holds the belief that there is not a single reality or truth about the social world. Rather, there is a set of realities of the truths that are historical, locally specific, and non-generalizable (Guba & Lincoln, 1994). Bertram and Christiansen (2014) insist that interpretive researchers make an interpretation with the purpose of understanding human agency, behaviour, attitudes, beliefs, and perceptions. Likewise Cohen, Manion, and Morrison (2013) state that interpretive research is the most common type

of qualitative research, in which the researcher assumes that reality is socially constructed, and that there is no single observable reality; rather there are multiple realities or interpretations of a single event. This implies that researchers do not find the knowledge they construct through single observations: knowledge is interchangeable with interpretation. Furthermore, Creswell and Poth (2017, p. 10) explain:

In this worldview, individuals seek to understand the world in which they live and work. They develop the subjective meanings of their experience.

The above statement proposes that the interpretive paradigm is concerned with an understanding of the world as it forms the subjective experience of individuals. The use of meaning verses measurement-oriented methodologies such as interviews and observation, rely on a subjective relationship between the researcher and the world lived in. Interpretivism seeks to understand how individuals make sense of their circumstances in the social world; the researcher's job is to understand socially constructed, negotiated, and shared meaning (Skelton & Read, 2006). Such implies that interpretive research is rooted in the people's experiences (Busher & James, 2007) in, for instance, exploring the teaching of life skills (drama) in early childhood education. To understand teachers' experiences in the process of teaching and learning, I had to interact with them through dialogue and conversation as opposed to simply being an observer. Since the interpretive paradigm uses qualitative research techniques for inquiry, it was appropriate to use this paradigm so as to capture the essence of the interpretive paradigm.

Henwood and Pidgeon (1992) describe interpretive research as one in which qualitative methods of research are employed. The characteristics of the paradigm are as follows: importance of the account rather than clarification, the illustration of authenticity through the judgment of the participants, the status of observation of the sense of practice, and the performance in the setting and its full involvedness in the research process (Bertram & Christiansen, 2014; Borg & Gall, 1989; Cohen et al., 2018; Creswell, 2003; Henwood & Pidgeon, 1992). Hence, in most drama education research, the interpretive paradigm is used in that it takes account of different viewpoints and experiences of individuals, as well as acknowledging the depth and richness of data. Furthermore, to consider the importance of accessing different experiences, the interpretive paradigm concentrates on the complexity and the productivity of data that interest the personal views and circumstances of educators. Table 5.1 below summarizes the use of interpretivism in the study.

Table 5.1: Summary of Interpretivism

CHARACTERISTIC	SUMMARY
Main research aim	To explore teachers' experiences of the teaching of life skills (drama) in early childhood education.
Main research question	What are the teachers' experiences of the teaching of life skills (drama) in early childhood education?
Ontology	What exists as truth and reality was discovered through interacting with teachers teaching life skills (drama) in early childhood education. How do teachers make sense of the teaching and implementing of life skills (drama) CAPS in early childhood education?
Epistemology	Teachers' responses were interpreted in context and through the interviews, reflective activities, observation, and document analysis interaction with the researcher.
Methodology	Data was generated using semi-structured interviews, reflective activity, observations, and document analysis.

The critique of the study was developed within the interpretivism paradigm as a subjective perspective. The main research questions are more concerned with in-depth variables and factors related to the context. Presuming that humans cannot be explored in a similar manner, it views humans as distinct from physical phenomena in terms of meaning-making. In order to differentiate between the inherent characteristics of life-skills teachers in early childhood education, this study is necessary. Hence, the interpretive paradigm considers differences such as time, and social realities (Alharahsheh & Pius 2020). Furthermore, as discussed above, I considered various factors such as behavioural aspects based on participants' experiences; such helped to distinguish between reality, given the assumptions and beliefs. This enables us to treat the context of the research and situation as unique considering the given circumstances as associated with Grades 1, 2, and 3 life-skills teachers in early childhood education (Curry,

2020). The exploration of human experiences in depth through the adoption of qualitative methodologies enables the teachers' experiences to be exemplified as a highly important aspect and contribution to support this study. Such enables further exploration in depth throughout individual experiences rather than considering generalized measurements. The qualities of the interpretivism paradigm enable qualitative methods that are most suitable for this study. Researchers can therefore gain deep insights based on the teachers' experiences in the teaching of life skills (drama) in early childhood education.

5.4 Case Studies Formulated by Teachers' Experiences.

Creswell and Creswell (2017) define the case study as a single instance of a constrained system, for example, a child, a clique, a class, a school, or a community that would not hold to such a tight definition. According to Nisbet and Watt (1984, p.72), a case study is "the study of instance in action, the study of particularity and complexity of a single case, coming to understand its activity within important circumstances" (Stake, 1995). Tight (2010) adds that a case study is an in-depth investigation of a specific, real-life 'project, policy, institution, program' from multiple perspectives in order to catch its complexity and uniqueness. Robson (2002) suggests that the case study can include: an individual case study, a set of individual case studies, a social group study, studies of organizations and institutions, and the studies of events, roles, and relationships. The case study can enable the readers to understand how ideas and abstract principles can fit together (Yin, 1984, 1994, 2015). Yin (2009, p. 18) argues that the boundary between the phenomenon and its context and the rich descriptions and details are often features of the case study. Furthermore, Cohen et al. (2018) propose that the case study can establish causes and effects (*how and why*). Indeed, one of the strengths of the case study is that one can observe effects in real contexts recognizing that context is a powerful determinant of both causes and effect. In-depth understanding is required to do justice to the case. Beaulieu, Scharnhorst, and Wouters (2007) and Frank (1999) suggest that ethnographic researchers examine many individuals who share the same process, and actions, and interact together within the cultural group. The study participants are not likely to be located in the same location. Frequently they develop shared patterns of behaviour, belief, and language. The ethnographer is more interested in examining shared patterns and the unit of analysis from the cultural group. Ethnography is a way of studying a culture-sharing group — the process of ethnography involves observations of the entire group. For the purpose of this study, I have been analysing the culture of institutions and the processes that teachers use to implement the

CAPS in the foundation phase Grades 1, 2, and 3 life-skills learning area, to understand teachers' experiences.

Yin (2015) argues that the boundary between the phenomenon and its context is blurred. A case study is a study of a case in a context; it is important to set the case within the context: the rich description and details are often features of a case study. Hence, the case study can penetrate situations in ways that are not always amenable to numerical analysis (Bertram & Christiansen, 2014; Cohen et al., 2018; Skelton & Read, 2006). Yin (2017) states that the case study can blend both numerical and qualitative data (Explain, describe, illustrate, and enlighten the case). The case studies investigate and report the real-life, complex dynamic and unfolding interactions of the event, human relationships, and other factors in unique occasions (Bertram & Christiansen, 2014; Cohen et al., 2013; Creswell & Creswell, 2017; Robson, 2002; Yin, 2011).

Hitchcock, Hitchcock, and Hughes (1995); Hitchcock and Hughes (1996) proposed that the case studies are distinguished less by the methodology that they employ than by the subject or objects of their enquiry; and there is frequently a resonance between case study and interpretive methodologies. Hitchcock et al. (1995) probe the case study further by proposing that the case study has several symbols: a) it is concerned with the rich and vivid description of the events relevant to the case study while providing a chronological narrative of events relevant to the case, b) it blends descriptions with analysis of events relevant to the case, c) it focuses on individual actors or groups of actors; and seeks to understand their perceptions of events, d) it highlights specific events that are relevant to the study, e) the researcher is integrally involved in in the case, and f) the case study may be linked to the personality of the researcher. An attempt made to portray the richness of the case and the case study may be linked to the personality of the researcher. An attempt is made to portray the richness of the case in the write-up report.

Denscombe (2014) and Verschuren (2003) suggest that the case studies are characterized by the in-depth study of one setting, a focus on the process, the interactions and the relationships, holism, a concern for the particular, multiple methods of data generation, and the focus on the natural setting. The case study, as the research method, can thus be used to explore rich data for individuals, to enquire about their experiences in their life. For the purpose of this study, I have selected to use the case study method because of the enquiry of the study.

Numerous studies have proposed that there are several types of case studies used in the research process (Bertram & Christiansen, 2014; Cohen et al., 2018; Yin, 2017). However, Yin (2015) identifies three types of case study:

Exploratory case studies can be used to generate hypotheses tested in larger-scale surveys, experiments, or other forms of research. This kind of case study is useful for establishing causal relationships between the participants, context, and the phenomenon in a natural setting, which might not work well with other strategies such as the survey. Yin (1981) explains the case study as an explanatory case study that tries to interpret phenomena to the point of answering ‘how’ and ‘why’ questions on a theoretical basis. Johansson (2007) and Yin (2013) emphasize that this type of case study demands theoretical reasoning. This case study also gives a clear picture of what is happening without making decisions about the structure of a rational performance of the phenomenon. The explanatory case study has the power to develop and expand on significant concepts; hence this case demanded the researcher to intricately search the data in order to acquire detailed information before explaining the relationship to the phenomenon.

Sturman (1999), Stake (1995a, 2005) and Stenhouse (1978) proposed that there are four kinds of case studies. (1) an ethnographic case study (single-in-depth single study); (2) action research case study; (3) an evaluative case study; and, (4) an educational case study. Stake (1995a, 2005, 2010) described three kinds of case study: an intrinsic case study, which is the study undertaken in order to understand the particular case in question; an instrumental case study, examining a particular case in order to gain insight into the issue or a theory; and a multiple/collective case study, or a group of individual studies undertaken to gain a fuller or more general picture of the group.

This study seeks to answer questions that arise from the theoretical framework; and it tries to understand the experiences of teachers’ teaching of (life skills) drama in early childhood education. Yin (2015) considered an exploratory case study because it attempts to answer how, what, and why teachers teach (life skills) drama in the early childhood education in schools as a real-life context. In order to obtain data on the issues related to the critical questions, the qualitative case study has been considered suitable. An in-depth study aimed at providing feedback on the participants’ viewpoints and experiences of the phenomena seems to fit the qualitative-based case study research. I have used the strategies to investigate current phenomena within the actual setting, when the limitations between the phenomena and the setting are not clearly demonstrated, and in which multiple sources of evidence are applied

(Creswell & Creswell, 2017; Yin, 1994). For this study, teachers' experiences in teaching are units of exploration, which are unique and specific to the real context. Various layers of exploration will include the teacher's teaching of life skills (drama), the school context, and the national policy (curriculum and assessment policy statement) context in South Africa. The aim is to explore teachers' experiences of the teaching of life skills (drama) in the early childhood education process as they occur in their context.

5.5 Research Context

For a research study to respond to research questions, I should be able to generate data from all cases. Thus, there is a need to select a sample. Since I lack the time and resources to analyse the entire population, sampling techniques will minimize the number of cases. The full cases from which the research sample is selected is referred to as the population (Taherdoost, 2016).

The context in which the study was carried out is considered an important contributor to the teachers' experiences on teaching life skills (drama) in early childhood education. Hence, it is argued that the context provides experiences and beliefs that help to refine and change one's beliefs and perceptions towards his/her views of the world (Chong, Low, & Goh, 2011). As a case study, it is necessary for the research context to be explained in a vivid manner to give the reader a clear understanding of the context and phenomena being explored. In addition to the above, this study falls under the qualitative research in that the truth of human behaviour is dependent on the research context (Punch & Oancea, 2014).

This study was conducted in five primary schools in Umlazi District, under the eThekweni Region in the KwaZulu-Natal province (KZN), South Africa. The schools were given the pseudonyms School A, School B, School C, School D, and School E. The schools are in the vicinity of eThekweni Municipality. Four of these schools have been functioning for years under Apartheid times to date. These schools operate in various contexts, whereas others are located within informal settlements and shacks. One is the private school operating in the local township of the municipality. These schools cater to learners from Grade R to Grade 7. There are toilets for boys and girls, one toilet for male teachers and another for female teachers. There is no playground for learners in any of these schools. Teachers use the back of the classroom and the schoolyard to conduct dramatic activities. These schools serve communities that are experiencing poverty, high unemployment rates, and crime. Most learners come from poor

backgrounds because most of their parents are unemployed, and other learners are living with grandparents.

School A is situated in the northern part of the township, and serves learners from Grade R to Grade 7. Most of the learners in the school come from the background of parents that are in the middle class of the community, while some of the learners experience socio-economic issues within the family structures, some learners not performing to the standard for good educational outcomes. The school does not have an administration block. The staff uses the classrooms in a multifunctional way. Classrooms are used for teaching and learning purposes and also as the area in which learners play and have their lunch during lunchtime. Learners do not have a playground, despite play being the most important method of child development. Overcrowding is one of the obstacles that teachers and learners experience during teaching and learning. The enrolment of the school is 968.

School B has an enrolment of 1100 and caters for learners from Grades R to 7. The enrolment shows that the school is experiencing overcrowding in classes. The school is situated in the centre of the township, where learners can travel from home to school easily as transport is available. The school has a block for the foundation phase learners. The classroom is user-friendly for the development of the young ones. One playground is also available for learners.

School C was built in the mid-70s in the informal settlement and surrounded by shacks. This school is located in the southern part of the township, with an enrolment of 1080. Most of the learners come from poor backgrounds. The school does not have proper toilets for either boys or girls. Most of the learners do not receive parental support on the schoolwork due to the lack of literacy among parents. The families around the school experience a great deal of violence, as alcohol abuse is evident in the community.

School D is located in the western part of the township on the border near the village. The school has an enrolment of 1200 and is built near the defunct College of Education. The school building is old and dilapidated. The material for teaching and learning is kept in a box at the back of the classroom. There is no proper sanitation. The school experiences socio-economic issues, with poverty being evident. Most of the learners depend on the food that is provided by the government during lunch time. There is an administration building. The offices are old classrooms; there is no playground. Most of the teachers in the school work hard to produce better quality education for the young ones. Cultural and sporting activities as provided in this school. Teachers and learners use the sports field of the community to practice games and to exercise.

School E is located in the south-west part of eThekweni Municipality. The school has an enrolment of 1200 and is built near the FET college. The school is rooted in Christian principles and values. The school is characterized by equipping its learners to be future-focused educationally by offering entrepreneurship, emotional intelligence, coding and robotics, and blended learning.



Figure 5.2: Map of eThekweni Municipality showing the vicinity of the research site (<https://www.google.com/search?q=ethekweni+municipality+map>).

5.5.1 Research procedures

This section outlines the research procedures that were undertaken, starting from choosing the site and the participants, gaining access, and the process of collecting and analysing data.

5.5.2 Selection of Site and Participants

Sampling is described by Bertram and Christiansen (2014b) as making decisions about which people, settings, events, or behaviours to study; hence researchers must decide how many individuals, groups, or objects will be observed. Denzin and Lincoln (2011, 2012) argue that researchers should select participants who can contribute acceptably during the data-generation process. Marree (2011) refers to sampling as the process used to select a portion of the population based on non-probability and purposive sampling. Likewise, Onwuegbuzie and Collins (2007) coherently state that the trustworthiness of any study relies on who contributed to data generation. Thus, the statement made by the scholars mentioned above influenced the selection and the sampling method of this study. Purposive sampling means that participants are selected because of some defining characteristic that makes them holders of the data needed for the study (Christiansen et al., 2014; Maree, 2011). Jwan, and Ong'ondo (2011), Creswell

(2014), De Vos et al, (2014) announce that, in qualitative studies, samples are constructed guided by purposive or philosophical processes rather than statistical probability selection (teachers' experiences). Thus, these researchers believe that the procedure of selecting the appropriate samples from the population is consecutive and purposive, and not completely pre-determined (consequence experience). For instance, the selection of sampling methods was driven by the phenomenon (teachers' experiences), the research questions, and the study's data generation.

Cohen, Manion, and Morrison, (2007) define sampling as defining the population on which the research will focus. Factors such as expense, time, and accessibility often prevent researchers from using the entire population to gain the information needed. Therefore a small group or a subset of the population is used in such a way that it will be representative of the whole group. This smaller group is the sample. Methods of sampling used in educational research are random sampling and purposive sampling. Walliman (2011) states that the population is a collective term used to describe the total size of the case under investigation in the particular study. The population can then consist of objects, people, or even events e.g., school, teachers, minors. Hence, the sample is a selected number of cases in the population.

As this study is qualitative in nature, the focus was made on non-probability sampling. Non-probability sampling methods include purposive sampling, quota sampling, snowball sampling, and convenience sampling. Snowball sampling is the method of selecting a sample using the network. Snowball sampling is useful for hard-to-identify populations. The individuals in a group are chosen and the required information is generated from them; they are then asked to identify other people in the group, and the people chosen become part of the sample. Cohen, Manio, and Morrison (2007) claimed that this kind of sampling method is useful if the researcher knows little about the group or the organization he or she wants to study. The snowball sampling method will not be appropriate for this study. Generalization must be tentative as the researcher cannot be confident that the sample will represent the population of interest. Quota sampling was not suitable for this study as it is designed to ensure that the sample represents certain characteristics in the proportion of the population. Cohen, Manio, and Morrison (2007) described quota sampling as striving to represent significant characteristics of the wider population. This is unlike stratified sampling which set out to represent these in the proportions in which they can be found in the wider population. Hence,

quota sampling also aims at overcoming the most obvious flaws of convenience sampling without considering its similarity to the population.

For the purpose of this study, purposive and convenience sampling are adopted that fall under non-probability sampling. Bertram and Christiansen (2014b) define convenience sampling as a sample easy for the researcher to reach. Cohen et al. (2007), and Denzin and Lincoln (2011) describe convenience sampling as the method used to select participants readily accessible. Cohen, Manion, and Morrison (2007) further position that convenience sampling is accidental or opportunity sampling which involves choosing the nearest individuals to serve as respondents; and continuing the research process until the required sample size has been obtained. Convenience sampling was conducted for this study. Convenience sampling permitted me to select life-skills teachers most available in the vicinity and convenient to the reach.

Sampling was convenient: I selected teachers from 5 schools in the Umlazi district who were easily and conveniently accessible and available since we were teaching in same neighbourhood and knew one another. Christiansen et al. (2010, p. 43) define convenience sampling as “choosing a sample which is easy for the researcher to reach”. Where there were two teachers teaching life skills per grade, per school, I selected the most experienced teachers who were all in Post level One or Departmental Head of employment category. I anticipated that these teachers would be mature and less likely to be resistant to the research. They would not leave the study because they were mature and committed. The schools that were selected for this study are conveniently located for easy access by me as a researcher. Cohen, Manion, and Morrison (2007); Maree (2012) state that this type of sampling does not represent any group apart from itself; therefore, this type of sampling does not seek to generalize findings. I have therefore opted to use convenience sampling in this study to maximize use of the time available for research and to ensure easy access to participants.

While convenience sampling does make data generation easier, it also poses its own problems. As Bertram and Christiansen, (2014b); and Cohen, Manion, and Morrison (2007) indicate, one of the disadvantages of convenience sampling is choosing participants that do not clearly represent the population. Thus, to address this issue, I only selected 10 teachers who were easily accessible. The sample did not represent the whole population but only Umlazi District, thus findings were not generalised. Data-generating methods played an important role in this study.

Purposive sampling occurs when the researcher selects the case to be included in the sample on the basis of typicality. Bertram and Christiansen (2014b); Maree (2012) go on to say that purposive sampling means selecting participants according to pre-selected criteria relevant to the particular research question. In selecting the participants for this study, I applied purposive sampling. The researcher makes specific choices about which people to include in the sample. The life-skills teachers (Grades 1,2, and 3) were chosen purposively for this case because they have dealt with this curriculum and are working with it currently. The life-skills teachers (Grades 1, 2, and 3) have varying qualifications and years of experience teaching at this level, giving an opportunity for wide-ranging responses. In purposive sampling the researcher targets a specific group, knowing that the group does not represent a wider population (Christiansen, Bertram & Land, 2010). A sample is built satisfactory to their specific needs in order to achieve representativeness, enable comparison, and focus on specific unique issues. The researcher believes that these 10 teachers will be able to give a variety of experiences of implementing the life-skills (drama), curriculum, and assessment policy statement in Grades 1, 2, and, 3 in early childhood education. The school at which the teachers are teaching is chosen purposively being one of the schools offering a life-skills (drama) programme. Hence, the main aim and objective of this study is an exploration of teachers' experiences on the teaching of drama in early childhood education.

Bonisteel, Shulman, Newhook, Guttman, Smith, and Chafe (2021) state that many qualitative researchers have struggled with the issues related to participant recruitment. Jessiman (2013) divulges that failure to recruit study participants can increase the cost, create barriers to timely completion, and even threaten the viability of the entire study. To overcome this, in this study, I attempted to recruit Grades 1, 2, and 3 life-skills teachers. After the proposal for this study was accepted by the university, I first shared the ideal participants with my supervisor of studies. This allowed me to structure my study in detail. Secondly, as a form of recruitment, I visited and emailed letters to five primary schools, introducing myself and asking to access their institutions. Correspondence went to the heads of the school and departmental head (HOD) of the phase (early childhood phase). When access was granted, I communicated with Grades 1, 2, and 3 life-skills teachers outlining the purpose of the study and my plan for generating data. Through the presentation of activities to the participants, I was given the opportunity of understanding and identifying some of the lessons learned from the study. This ensured that I would keep contact with research participants, and be availed of the elements of communication, participant interest/values, participant trust in the research study, and

participant availability strategies for overcoming potential barriers to the study. Table 5.2 below shows the participants who were purposefully sampled for this study.

Table 5.2: Profiles of Participants and Their Contexts

Name	Ethnic Group	Gender	Age	Post Level	Highest Qualification	Experience in Teaching
Olivia	African	Female	48	HOD	HDE	17 years
Emma	African	Female	35	PL 1	BEd. Hons	4 years
Charlotte	African	Female	47	PL1	BEd. Hons	16 years
Amelia	African	Female	52	HOD	BEd.	26 years
Eva	African	Female	51	PL1	Diploma	21 years
Sophia	African	Female	45	PL1	NPDE	21 years
Elizabeth	African	Female	53	HOD	Diploma	26 years
Penelope	African	Female	37	PL1	BEd.	12 years
Nora	African	Female	46	PL1	Diploma	5 years
Grace	African	Female	51	PL1	BEd.	8years

However, Cohen, Manion, and Morrison, (2007) confide that one of the weaknesses of purposive sampling is that I cannot select any participants without specific knowledge of the phenomenon studied. In order to address this weakness in this study, I opted to sample those teachers who were knowledgeable on the teaching of the Grades 1, 2, and 3 life-skills CAPS. Those teachers were able to reflect on their teaching experiences, being teaching professionals.

5.6 Methods of Data Generation

Qualitative case study data can be generated using various techniques such as document analysis, interviews, participant observations, and authentic artefacts as proposed by Hennik et al (2011). Hence, this case study will adopt three techniques in data generation, namely: one-on-one semi-structured interviews, open-ended questionnaires (reflective activity), and observations. Cohen, Manion, and Morrison (2011) label the interview as an interchange of views between two or more people on a topic of common understanding or interest. Such emphasizes the centrality of human interaction for knowledge production, and enables multiple sensory channels to be used. Furthermore, interviews are indispensable sources of data for case studies because, as in this study, the case involves human interaction. The case can therefore

provide insights into complex situations such as the experiences of teachers' teaching life skills (drama) in early childhood education.

5.6.1 Open-ended Questionnaire – Reflective Activities

Milam (2008) describes the open-ended questionnaire as a written activity that asks teachers to complete a short series of questions about the issues studied. In this case such would refer to their experiences on the teaching of life skills (drama) in early childhood education. Therefore, open-ended questionnaire activity questions for this study were based on the issue of teaching life skills (drama content) focused on Grades 1, 2, and 3 teachers. The questions are as follows:

Content knowledge (from the list below): Which drama content do you believe that you can teach confidently? Which drama content do you teach often? Which drama content have you never taught? Why? **Instructional Methods:** How often do you use these methods in your teaching of drama topic?; Give reasons for the method that you selected. **Learner aspects:**

Give the number of learners in your class and the school; describe the learners in your class.

Teacher aspects: Describe yourself as a teacher in the early childhood education: what do you see as your greatest weakness as an early childhood education/foundation phase teacher? Why? Have you attended any professional development workshops with regard to the teaching of drama in the early childhood education/foundation phase? **Resources:** Do you refer to a textbook to teach drama? Which textbook do you use? Name the type of resources/equipment you use to teach drama. The above reflective active allowed me to constitutes voices of Grades 1, 2, and 3 teachers' lived experiences, hence addressing the research questions:

1. What are the teachers' experiences of teaching of life skills (drama)?

2. How do teachers' experiences inform the teaching of life skills (drama)?

This allowed early childhood education life-skills teachers to reflect on their experiences and write them down. This reflection also allowed the teachers to describe their experiences in their own time without the pressure of the researcher's presence. Teachers could feel free to express themselves. Cohen et al. (2011) describe an open-ended questionnaire as a written activity that asks teachers to complete a short series of questions on the issue being studied. Cohen et al. (2011) suggest that the researcher designs and provides a questionnaire to participants in the hope that they will be honest in their responses. However, teachers were given three weeks in which to complete the activity, to ensure that there was enough time to complete the questionnaire and emphasizing the issue of honesty in their responses.

I collected questionnaires from participants five to seven days before we sat for an interview discussion so that I could analyse the activity. Hennink et al. (2011) concur that the use of in-depth interviews assists in understanding the situation in which life-skills early childhood education teachers function, therefore understanding their experiences. The interviews were conducted in a less structured manner to allow the participants to relax and provide information. There was only one individual semi-structured interview lasting for about thirty to forty minutes per participant. The open-ended questionnaires required participants to recount critical incidents of conflict and conflict management that they had experienced personally. Analysis of critical incidents enables a probing into workplace norms that help construct institutional realities, and can stimulate reflection on institutional practices, exposing underlying motives and structures. Such can be a way of studying the invisibility of the phenomenon (Herr & Anderson, 2003). Critical incidents can document the everyday workings of a school as well as more highly charged occurrences.

5.6.2 One-on-one Semi-structured Interviews

One-on-one (individual) semi-structured interviews were preferred with the six participants in this case because such allows for flexibility, allowing the person interviewed freedom to relax and thus to give more information as the researcher probes for more responses. I allowed participants the freedom to use the language they were comfortable with to respond. As stated by Hennink et al. (2011), the use of in-depth interviews aids an understanding of the context in which life-skills early childhood education teachers operate, therefore understanding their experiences. The interviews were conducted in a less structured manner to allow the participants to relax and provide information. There was one individual semi-structured interview lasting about thirty to forty minutes per participant at a venue within the school as chosen by the participant. This allowed me to address the following research question:

Why do teachers experience the teaching of life skills (drama) in particular ways?

An interview, according to Christiansen et al. (2014, p. 80), “is a conversation between the researcher and the respondent, it is a structured and focused conversation where the researcher has in mind particular information that he or she wants from the respondent and has designed particular questions to be answered”. An interview often takes the form of a conversation; with the intention that the researcher explores with the participant his or her views, ideas, beliefs and attitudes on certain phenomena (Maree, 2012). Henning, Stone, and Kelly (2009) states that an interview puts the researcher in personal contact with the participants, which will assist them to ask follow-up questions. Such will display rich insight into their thinking: the responses

gathered will be more thoughtful and informative. Furthermore, Flick (2009) considers that an interview is one of the best methods of data generation in qualitative research.

I found one-on-one semi-structured interviews to be the most suitable for this study, allowing the six participants to give more detailed response. I began by asking teachers to tell an historical story about her life, which involved the teaching experiences of life skills (drama) in early childhood education CAPS. Thereafter, I asked specific questions related to the application of life skills (drama content) in early childhood education and new questions for probing purposes. Participants were able to use the language they were comfortable with in their responses (English or isiZulu) in order to fully understand their context. The interviews were conducted in an informal manner to allow participants to become comfortable and relaxed, ultimately yielding more honest data. Semi-structured interviews are a follow-up to the open-ended questionnaire activity. I probed participants following responses to the open-ended questionnaire reflective activity.

Bertram and Christiansen (2014b) state that interviews generate large amounts of textual data. When one transcribes, a 45-minute interview can become 15 pages of text. Hence in this study, in overcoming this obstacle, I did not transcribe data during interviews in order to avoid misrepresentation of information during transcription. Instead, I recorded all interviews via cell phone, so that I could later transcribe data directly from the recorded source. I also held interviews during weekends or after school, depending on the needs of each participant, to avoid disturbance during school hours.

These interviews endorsed the opportunity for an in-depth discussion with all participants to address the study's research questions. A semi-structured interview respects how the participants frame and structure their responses, allowing flexibility in the responses of participants, and allowing the issue studied to unfold as the participants view it, not as the researcher views it (Hennink et al., 2011). Furthermore, even though interviews are an expensive data-generation method in terms of time and preparation, I managed to minimize costs by using my cell phone as a recording instrument and by visiting participants in their homes to conduct interviews. I also planned telephonic interviews and Google Meet platforms for those participants who were difficult to meet with physically during the process of the interview.

Table 5.3: Data Production and Generation Plan

Question for developing a data generation plan	Critical Question 1: What are the factors influencing the teachers' experiences in the teaching of drama?	Critical Question 2: How do teachers' experiences inform their notion of drama and its pedagogy?	Critical Question 3: What can be learnt from the teachers' experiences of the teaching of drama in early childhood education?
Why is the data being generated?	To identify and understand teachers' experiences of the teaching of drama in early childhood education.	To understand teachers teaching in early childhood education.	To explore teachers' experiences on the teaching of drama in early childhood education.
What is the research strategy?	Semi-structured questionnaire with open-end questions for participants' reflections, reflections, one-on-one semi-structured interviews and observations	Semi-structured questionnaire with open-end questions for participants' reflections, reflections, one-on-one semi-structured interviews and observations	Semi-structured questionnaire with open-ended questions for participants' reflections; reflections, one-on-one semi-structured interviews and observations
Who or what would be the sources of the data?	10 Grades 1, 2, and 3 life-skills teachers from different five schools	10 Grades 1, 2, and 3 life-skills teachers from different five schools	10 Grades 1, 2, and 3 life-skills teachers from different five schools
How many of the data sources will be accessed?	10 Grades 1, 2 and 3 life-skills teachers'	10 Grades 1, 2 and 3 life-skills teachers'	10 Grade 1, 2 and 3 life-skills teachers'
Where is the data to be generated?	Five schools that offer life skills in Grades 1 -3. These	Five schools that offer life skills in Grades 1 -3. These	Five schools that offer life skills in Grades 1 -3. These

	<p>school are in Umbumbulu and Phumelela Circuit in the uMlazi district (Kwazulu-Natal). The schools are as follows: (School A), (School B), (School C), (School D) and (School E)</p>	<p>school are in Umbumbulu and Phumelela Circuit in the uMlazi district (Kwazulu-Natal). The schools are as follows: (School A), (School B), (School C), (School D) and (School E)</p>	<p>school are in Umbumbulu and Phumelela Circuit in the uMlazi district (Kwazulu-Natal). The schools are as follows: (School A), (School B), (School C), (School D) and (School E)</p>
How often data was generated?	<p>One semi-structured questionnaire with open-ended questions for participants' reflections, one-on-one semi-structured interviews for about 45 minutes and document analysis has been conducted to generate data</p>	<p>One semi-structured questionnaire with open-ended questions for participants' reflections, one-on-one semi-structured interviews for about 45 minutes and document analysis has been conducted to generate data</p>	<p>One semi-structured questionnaire with open-ended questions for participants' reflections, one-on-one semi-structured interviews for about 45 minutes and document analysis has been conducted to generate data</p>
How was the data be generated?	<p>The data have been produced through a semi-structured questionnaire with open-ended questions to be answered by participants, one-to-one semi-structured interviews which have been tape</p>	<p>The data have been produced through a semi-structured questionnaire with open-ended questions to be answered by participants, one-to-one semi-structured interviews which will be tape recorded</p>	<p>The data have been produced through a semi-structured questionnaire with open-ended questions to be answered by participants, one-to-one semi-structured interviews which will be tape recorded</p>

	recorded for easy transcription and document analysis has been conducted once via CAPS document	for easy transcription and document analysis has been conducted once via CAPS document	for easy transcription and document analysis has been conducted once via CAPS document
Justify the plan for data generation.	The semi-structured questionnaire with open-ended questions has allowed the Grades 1, 2, and 3 life-skills teachers to reflect on their experiences of the teaching of drama in early childhood education. One-on-one semi-structured interviews will assist the researcher to gain a thorough analysis of the participants' experiences in implementing of the life-skills (drama) curriculum. I have designed an interview schedule in which both inductive and deductive questions have been used for the sake of first-hand information. Based on document analysis I have then analysed participants' reflections based on comparing to CAPS documents.		

The above Table 5.3 has been developed to assist me to plan and follow a structure when interviewing participants. This structure depicts the purpose of each section of the interview, outlining the importance of each source, and linking the three research questions. Such allows me to understand how to link each question for better identification and understanding of the phenomenon (teacher experiences). The first column depicts propositions and the nature of how and where interviews were planned. The second, third, and fourth columns show the various sets of questions employed for the interview. The tool used to develop the process is shown, which assisted me to achieve the goals of obtaining an understanding of the phenomenon.

With the purpose of understanding this method of data generation, studies describe that one-on-one semi-structured interviews as a research method are guided by the set of related questions. Such allows participants to make a personal reflection, because during the process the researcher initiates the discussion and listens to the participants in order to generate data during the conversation about the phenomenon (Khoza, 2018; Mpungose, 2020). This method allows participants and the researcher to engage in a conversation, in which participants are sought to

share their personal experiences of the phenomenon. For that to happen, semi-structured interviews are driven by the set of questions addressing certain concepts of the phenomenon. The set of questions was designed to elicit detailed information, viewpoints, or experiences from the teachers regarding the life-skills (drama) enactment presentation in primary schools. It also encouraged the teachers to reflect on the quality of their instruction and the integration of the content during the curriculum presentation process; as well as to acknowledge their professional growth and the ways in which they have encountered these phenomena. These questions were methodically organised to help teachers reflect on their methods and acknowledge their opinions and ideas regarding how the life-skills (drama) material was presented. The details of the previous exchanges and participation in the teaching and learning activities in which these teachers were involved, were supplied. The series of enquiries were framed so as to be easy to engage with, and kept simple and straightforward. The questions were grouped into eight topics that arose from the study for clarity and logical sequencing. Table 5.4 listed the various types of questions on which teachers were supposed to reflect.

5.7 Trustworthiness

Kvale (1996) describes the concepts of generalizability, reliability, and validity as the “holy trinity” to be “worshipped with respect by all true believers in Science”. This suggests that these concepts have a strong hold over researchers. Qualitative researchers argue that the term validity is not applicable to interpretivist research; and yet they realise that there is a need for some kind of qualifying check on their work that would answer questions such as how we know that the research is worthwhile (Christiansen et al., 2014). Christiansen et al. (2014) state that the term trustworthiness is a concept used by Guba and Lincoln (1994) for interpretivist research. The term trustworthiness refers to the way in which the enquirer can persuade the audience that the findings in the study are worth paying attention to; and that the research is of high quality (Lincoln & Guba, 1994). Furthermore, Lincoln and Guba (1994) suggest that paying attention to the following dimensions will increase trustworthiness in a qualitative study: credibility, transferability, dependability, and confirmability. These terms seem to work well within qualitative research, as they are positioned in interpretivism. Cope (2014) adds that in qualitative research, terms such as credibility, transferability, dependability, and confirmability fit well, as they justify the quality and description of characteristics of the case studies.

According to Guba and Lincoln (1994, p. 307) “Credibility in qualitative research is the ability of the researcher to demonstrate a prolonged period of engagement with participants, to provide evidence of persistent observation, and to triangulate by using different sources, different methods and sometimes multiple investigators”. Furthermore, to achieve this, open-ended questionnaire activities were analysed together with the participants for reflection purposes. During the interview and observations, I recorded all the information using the cellphone for easy transcription. During the interview, I took notes while sharing and facilitating the interview sessions. The methods and the source of data collection were also used to ensure credibility. To certify the trustworthiness of this research project, the interviews were recorded and transcribed, repeating the recording several times to make sure nothing was missed from the interview’ and having a peer review them after seeking the consent of the respondent before recording. When I and the participants had the same understanding of concepts, validity was ensured. I also used participant validation, in which a draft is sent to the participant to verify the findings before final publication. The credibility of the research is also enhanced by field notes, observation notes, and audio recordings of the interviews with the participants. The notes were also compared with the recordings for accuracy. The three data-generation methods also ensured triangulation; thereby strengthening the trustworthiness of the study.

According to Creswell (2013), qualitative research allows the researcher to discover the interrelated dynamics of groups, and individuals’ experiences to illustrate the influence of their social context. Credibility, according to Sinkovics and Ghauri (2008, p. 699), provides a “match between the constructed realities of the participants and those realities represented by the researcher”. Hence, I refer to the findings of the study being closely linked to the social reality of the participants.

Thus, in this study, transferability was ensured by the truthful findings of the study from the situation (an exploration of teachers’ experiences on the teaching of drama in early childhood education) which may be helpful or be applicable to others. Furthermore, dependability is about giving correct and direct information in the study; thus I offered brief evidence of data generated in this study by including direct quotations to allow readers to assess the findings. Christiansen et al. (2014) state that confirmability can be improved by making the research process transparent; giving sufficient details for readers to check whether they would have reached the same or a similar conclusion.

Cohen et al. (2011) refer to reliability as dependability; while Guba and Lincoln (2004) also refer to reliability as validity. This is about giving accurate and direct information that portrays the actual living conditions of those who participate in the study. Thus, results from this study can be considered reliable if they can be reproduced under a similar methodology and setup. However, they cannot be used to generalize findings but only represent the practices of the selected participants and selected schools in the uMlazi district. Results and recommendations from this study can be transferable and adopted not only by life-skills (drama) teachers but also by others who teach other subjects. This is because the (THEORY) supports how teaching and learning processes take place in any curriculum. Furthermore, since the participants also reflected on the policy document (CAPS) in general, these reflections may assist every teacher, regardless of the subject they teach.

5. 8 Data Analysis

Miles and Huberman (1994) define data analysis as consisting of three flows of activity: data reduction, data display, and conclusion drawing and verification. Data reduction is the process of selecting, focusing simplifying, abstracting, and transforming the data that appear in writing. Christiansen et al. (2014) state that qualitative data can consist of hundreds of pages of text; and the researcher must find ways of reducing all those pages to make it easier to make sense of them. Furthermore, data reduction involves organizing and sorting data into codes or categories and then looking for patterns or relationships between these categories. Cohen et al. (2011) define qualitative data analysis as creating a sense of data in terms of the contestants' definitions of the situation, noting patterns, themes, categories, and regularities. For the purpose of study, and data analysis, I have included three vital factors, which are what the data say and interpret, what the data means, and then the presenting of the analysis to the readers. Qualitative data analysis is usually based on an interpretative philosophy that aims to examine the meaningful and symbolic content of qualitative data (Marree, 2011). Thus, in the study, I have adopted guided analysis which includes both inductive and deductive reasoning as a process.

Bertram and Christiansen (2014b); Koshy, (2005) state that a qualitative data analysis can be conducted through one of two processes which are the inductive or deductive processes. The inductive process data is organised into categories, and patterns are also identified among the categories. Induction works with the specific observations to broader generalization and theories from the raw data that the researcher has collected. The patterns and regularities in the data and formulated hypothesis that the research explores ultimately are used in developing

theories or drawing conclusions. In deductive processes, the researcher uses the framework to analyse data. Deductive processes start with the more general, going on to the specific. For example, the researcher begins with a theory, develops themes to organise and analyse data, studies the patterns, and makes connections. Data from all three data-generation methods have been described and analysed, comparing findings from the 10 early childhood education life-skills (drama) teachers; and comparing the findings with the findings of the reviewed literature. Gibbs (2007) supports this by stating that the researcher has to sort and search through all the data while creating a consistent analysis supported by the data generated.

5.9 Ethical Considerations

According to Collins (1979) ethical means in accordance with principles of conduct that are considered correct, especially those of a given profession or group. Oxford (2006) states that “ethics” relates to the beliefs and principles about what is right and wrong. According to Bertram and Christiansen (2014b) ethics in research is the most important aspect, particularly with the research involving humans and animals. Hence, I needed to follow ethical principles when conducting research. These principles are autonomy, non-maleficence, and beneficence (Bertram & Christiansen, 2014b; Cohen, Manion, & Morrison, 2007; Maree, 2012). Further to this, in research, ethics plays an important role in ensuring that the principles are obeyed. In this regard, it is imperative that I adhere to ethical standards. Ethics refers to the moral philosophies and the rules of conducting research. These philosophies require avoiding harm to participants, ensuring informed consent, respect for the privacy of participants, and avoiding deceptions and betrayal. This study was guided by ethical principles to ensure that it would not harm or breach the confidentiality of the participants in this study. Data would not be used improperly as punishment or for any other purpose, but for the means of academic and research.

Ethics in research has to do with behaviour that is considered either right or wrong when conducting research. Hence, ethics is an important consideration in research, particularly with research involving human and animals Christiansen et al. (2014). Mouton (2001) agrees with Christiansen et al. (2014) about ethics in research, stating that the ethics of science concerns what is wrong and what is right in the conducting of research. Scientific research is a form of human conduct; it follows that such conduct must conform to general accepted norms and values. For this research, I explored teachers’ experiences in the teaching of life skills (drama) in early childhood education. Christiansen et al. (2014) emphasize the issues of ethical principles to be followed by researchers: autonomy, non-maleficence, and beneficence.

Furthermore, Christiansen et al. (2010) also suggest that ethics in research is vital, especially when it comes to research involving humans and animals because all research studies follow certain ethical principles that involve the rights of participants to be protected from any harm that might be caused by the research. According to De Vos (2005), ethics are a set of moral principles which are suggested by an individual or group, are subsequently widely accepted, and offer rules and behavioural expectations about the most acceptable conduct towards respondents. In any scientific research, there are various ethical considerations. For the purposes of this study honesty in the reporting and analysing of research findings was observed.

In this study, the autonomy of all participating Grades 1, 2, and 3 life-skills (drama) teachers was respected. I built a good relationship with participants by clearly explaining the focus and aim, and why their participation was important to the study. Also, participants were asked to voluntarily consent to taking part in the study. I made an appointment with each one of them to give them a consent form and a letter outlining the purpose of the study and informed them that there were no material benefits to them as participants. Also, procedures to be followed regarding data generation, storage, and the use of the voice recorder during the interview were outlined in the letter. I ensured that the study did not in any way harm the participants or expose them to any kind of danger by conducting the interview and observation in a safe environment. The real names of the participants were not used in the study; therefore, confidentiality was maintained. Participants were given pseudonyms. Therefore, in this study participants' names have not been disclosed in any way; their real names have been replaced with Olivia, Emma, Charlotte, Amelia, and so on. Similarly, in the data analysis, direct quotations and other data did not expose the identity of the participants.

I also requested in writing permission to conduct the research from the KwaZulu-Natal Department of Basic Education (DoBE) through the Umlazi District Director. The permission for this study to be conducted and access to the five selected schools was granted by the Head of the Department, KwaZulu-Natal DoBE. After being permitted by the DoBE to conduct the study, I then requested permission in writing from the schools' principals to access their Grades 1, 2, and 3 life-skills teachers. Lastly, I visited the teachers and sincerely requested them to participate in the research. I explained everything about the study verbally. After they had agreed to assist, I issued each teacher with a consent form which also explained their rights to confidentiality, anonymity, and status as voluntary participants. Each participant signed the consent form. This was in accordance with an assertion by Babbie (1990) that it is the

researcher's obligation to be granted permission to conduct the research and to inform the participants about their rights. The participants have the right to privacy and confidentiality; thus, participants were made aware of such issues so they could provide the information confidently and with assurance of privacy.

Babbie (1990), together with Johnson and Christensen (2011), further state that in the concepts of informed consent, there should be ethical norms of voluntary participation and no harm to participants. Furthermore, the issue of benefits should be clearly understood by the participants that there would be no financial benefits from the study. Should they feel any discomfort, participants were free to discontinue their participation at any given time with no repercussions. In addition to the above, research conducted in an ethically sound manner enhances the trustworthiness and quality of the research (Strauss & Corbin, 1990). This is why, in line with many other professional studies conducted throughout the world, I had a responsibility to adhere to strict ethical principles in my qualitative research. I therefore respected autonomy, justice, informed consent, social value, validity, and independent ethical view.

The study received an ethical clearance certificate from the University of KwaZulu-Natal Humanities and Social Sciences Research Ethics Committee, after a proposal was developed and approved by the university, with the assistance of a supervisor. The ethical clearance certificate stated all the terms and conditions of its validity. However, issues such as deception, in which participants are not told that they are being researched, and sometimes are promised monetary benefits after the study, are negative ethical issues. Also, issues such as exposing the participants and the institutions they work in, are a barrier to ethical principles (Cohen et al., 2011). Thus, I first verbally explained the background, rationale, and objectives of the study. Also, the information given is to be kept by my supervisor for five years [then destroyed] at Edgewood Campus Library. It will not be used behind closed doors against them (participants). Furthermore, I had also informed my participants about how the information was written up and published. Confidentiality and anonymity were assured, as this is of critical importance in social science research (Kimmel, 2007).

Beneficence indicates that the study should benefit other researchers or the community at large. I was fully aware of the problems that centred on the issues of life skills (drama) as a school subject. Primary school learners enjoyed lessons and did not know the content that needed to be taught; hence some aspects of the content of life skills were not taught in this phase. This

resulted in drama not being taught in other schools. Therefore, the findings obtained in this study could have a positive influence on teachers, subject advisors, curriculum designers, and schools. This study could further be supportive of other specializations and contexts similar in nature. Hence, beneficence requires the researchers to take cognizance of the potential consequences of disclosing participants' identities.

5.10 Limitations of the Study

This research study has its own limitations as well as issues relating to the implementation of a case study. The results of this study cannot be generalized to represent experiences of all Grades 1, 2, and 3 life-skills teachers teaching drama in early childhood education. This research is interested in the depth of the study to generate a greater understanding than just the issue of generalizing. There is also the problem of relying on interviews as major data-generation methods because they rely on personal opinion and are open to bias. However, I have explained in detail how the case study, data-generation methods, the school selected, and the life-skills teachers were selected. The themes used, and the data-analysis process are suitable methods for this particular study. Limitations are issues of concern that are beyond the control of the researcher. Such tend to be obstacles to the research process and result in findings inappropriate to the study. While this study stumbled across a few limitations, attempts were made to overcome them. Limitations are challenges that could affect the process of implementing the research plan, such as time, access to participants, and location of the research (Hodkinson & Hodkinson, 2001). Time to conduct interviews was a limitation because teachers indicated having busy schedule in terms of the setting up of interview sessions. I therefore communicated with the participants to use after-hours and weekends for interviews and used technology devices (Google Meet, telephone calls). This was because conducting interviews after hours inconvenienced some teachers who had personal commitments. This allowed me to access structured interviews to accommodate participants' times.

Cohen et al. (2011) argue that case studies are not easily open to cross-checking, leading to subjectivity and bias. This is possible because the researcher might tend to seek answers that support their preconceived notions during interviews. The teachers' reflection activity also helped overcome some of the weaknesses of the interview. I am a teacher of dramatic arts and follow a creative arts curriculum at a higher level of education. This can result in participants modifying their answers to please me, thinking this might be an inspection. I clearly explained my role to the participants before data was generated and I avoided coming to schools and

meetings in formal attire associated with officials, thus providing a relaxed appearance. I also avoided contacting the participants through their school supervisors to show them that this was not about authority but about understanding the issues at hand. This also raises the question of how one can research the curriculum they produced without showing some bias when it comes to the interpretation of the data generated. To encourage open and honest discussions, anonymity of the participants was guaranteed from the outset, and the research report uses codes to refer to them. This helps gain the respect and trust of the participants. A deliberate time gap between the interview transcriptions and their analysis allowed me to minimize bias when interpreting life-skills (drama) teachers' experiences.

The study was conducted on a small scale; and its findings and results were personal and subjective. It therefore could not be generalized to other settings. The reasons for the methods used were clearly outlined, as was a comprehensive account of the situation and the context in which the research was conducted. Creswell and Creswell (2017, p. 316) emphasize that the audience is expected to use the findings for particularity and transferability rather than generalizability. This study was conducted in the context of the Umlazi District, including two circuits, using five primary schools to obtain rich and comprehensive data about teachers' experiences. The focus of the study was clearly on how teachers interpret and contextualise the life-skills curriculum in primary schools.

5.11 Conclusion

This chapter provided a comprehensive interpretation of the research design, methodology, and method used in conducting this research. I provided an introduction which covered the full range of topics. The research process was discussed and justified as a means of showing the route explored to reach the explanations to the proposed research questions and objectives of the study. Hence, this study is informed by the interpretivist paradigm. Its aim was to explore teachers' experiences in the teaching of drama in early childhood education in primary schools. Ten teachers participated in the study and were selected purposively and conveniently. The data-generation methods were one-on-one semi-structured interviews, reflective activity, and observations.

The following chapter presents data analysis and findings of the study based on the themes that emanated from the research questions via reflective activities giving teachers' experiences.

Chapter Six

Data Presentation and Discussion of the 'What' Descriptive Question

6.1 Introduction

The previous chapter provides a detailed discussion of the research design and methodology employed in this study. The chapter clarifies in detail the alignment of the study's strategic methodological approach with the interpretive paradigm. This chapter presents data analysis of teachers' experiences of teaching life skills (drama) in early childhood education. Furthermore, the analysis focuses on a descriptive level from the reflective activities, presenting documented formal experiences in response to the research questions. This chapter discusses themes that emerged through reflective activities. One method to explain the relationship between theory (natural identity framework) and practice (teacher experiences) is through reflective activities. This kind of activity is particularly helpful in situations when participants must evaluate the impact of a previous action on their teaching style, considering practical consequences, and using this evaluation to inform subsequent actions and initiatives. When teachers' practical reflects in teaching and relate between knowledge and action in teaching this kind of teaching that is educational or pedagogical to the practice of teaching life skills (drama) in early childhood education (Van Manen, 1995). In this study thinking of teachers' reflection is seen as central to the life of the teachers in the process of teaching and learning. In this study I encouraged participants to use reflective activities in making them think critically about the process of teaching life skills (drama); teachers then have to think about their actions in curriculum implementation. Also, this is an important tool for teaching as it aims to shape educational processes in schools.

The data findings are interpreted and analysed using the literature negotiated in Chapter Two of the study and my understanding of the data to give meaningful discussion. Participants provided an in-depth understanding that yield thick, rich descriptive data. Furthermore, I present data that I have read in order to familiarise myself with the data collected, which yields suitable themes and categories that emerged from the reflective activities. Direct quotes from participants' reflective activities (verbatim) are presented using their pseudonyms. Discussions on the interpretation are supported by the literature to enhance the quality and depth reflecting the lived experiences of the teachers of the phenomenological interpretive analysis (Van Manen, 1990). Furthermore, the chapter presents and discusses the findings on teachers' experiences within the natural identity framework that emerged from the data, and contributed greatly in addressing the research question:

What are teachers' experiences of teaching life skills (drama)? (descriptive question)

In responding to the descriptive 'what' question, teachers' responses provided evidence of whether they were aligned with the action, consequence, or individual internal intelligence experiences for the teaching of life skills (drama) in the early childhood education phase. Experiences proved the phenomenon that embedded this study within a personal social context placed in the context of participants. Literature and theory (Natural Identity Framework) interrogated data generated from participants' experiences in the teaching of life skills (drama) in the early childhood education phase.

6.2 Findings and Discussions on Actual Action Experience

In response to the first research question, the findings reflected the three themes of experiences which are actual action, consequences, and individual internal intelligence experiences. The study arrived at a broad theme that is actual action teachers' experience, and categories which are goals (lesson objectives), content (prescribed), teaching activity (formal activities), teaching environment (face-to-face teaching), teacher role (instructor), and assessment (summative) after each teacher reflected on the teaching of life skills (drama) in early childhood education. Mpungose (2019) states that teachers can use reflection, an intellectual and useful exercise, to examine their previous and present experiences and consider how such will affect future experiences in order to significantly enhance their profession. However, this chapter addresses the descriptive research question, which discusses broad themes that emerged for this study. In Table 6.1 below, themes and categories are indicated from the findings, that are well illustrated, in line with each of the propositions of the study, which are actual action teachers' experiences. The interpretations of the study findings are based on participants' understanding.

Table 6.1: Themes and Categories Emerged from Descriptive Questions (Data Presentation and Analysis)

What are teachers' experiences of teaching life skills (drama)? (Descriptive question)	
Themes	Categories
Actual Action Teachers' Experiences	<ul style="list-style-type: none"> • Lesson Objective • Prescribed content • Teaching activities (formal activities) • Teaching environment (face-to-face teaching) • Teacher as instructor • Summative assessment

The above Table 6.1 shows the relationship between theme, categories, research question, and the nature of each teacher experiences used to provide explanations of how the data analysis is structured. Themes that emerged from data have been linked with the research questions of this study. Findings are presented under the themes and categories from the participants, and linked with the in-depth discussions, thus interpreting them with the relevant literature and theory for participants' responses. The natural identity framework (NIF), research questions, and responses from teachers gave evidence of whether the answering of the descriptive 'what' question is aligned with actual action. Questions on teachers' experiences are directly linked to themes of the NIF and the curriculum construct. This section responds to the first experience which is professional experiences in this study, it is represented by actual action experiences.

6.3 Theme 1: Actual Action Teachers' Experiences

According to Hoadley (2018) and Khoza (2019) actual action teachers' experiences comprise linear, structured, or regulated content, as well as school or vertical knowledge shaping the experiences of instructors. All teaching and learning activities aim to answer the descriptive 'what' question of life-skills foundation phase instruction (content, objective, activities, teaching environment, teacher as instructor and summative assessment). School knowledge has been taught using various learning management systems prescribed by the Department of Basic Education and the school (Khoza, 2023). Teachers' experiences, being systematic in nature and leading to the expansion of knowledge for teaching in particular ways, are a way of fostering professional development. When teachers engage in any kind of enquiry, they reflect. This is before identifying a specific pedagogical issue which they plan with the intention of

understanding life-skills foundation phase issues, and improving teaching and learning practice (Khoza, 2024).

6.3.1 Lesson Objectives (Actual Action Experience)

Findings show that, when teachers are planning their lessons, they are aware of the lesson objectives stipulated in the curriculum document (life skills) CAPS. It is also evident that participants, when planning for life-skills (drama) lesson objectives, link their personal objectives with the curriculum documents.

Nora:

“I teach my learners to be well rounded with content. I use curriculum document (CAPS), Annual teaching plan when I do my lesson planning and preparation”.

However, other participants did not understand how to use curriculum objectives within the lessons of life skills, their mixed aims and objective in their planning of the life-skills (drama) teaching.

Elizabeth:

“Life skills lessons planning help me in Grooming and recognition of talent”.

Rasmitadila et al., (2021) and Khoza (2019) indicate that teachers understand the nature of curriculum, and whether competence-based or structured knowledge. Teachers’ experiences should indicate that teachers understand that the curriculum as performance-based, has an intended curriculum. It hence encompasses objectives that drive the curriculum to be obtained through teachers’ alignment of the intended, implemented, and attained learning outcomes. Teachers were thus influenced by consequence experiences. Furthermore, when participants were responding to the questions, the findings expressed that teachers did not understand how to differentiate between outcomes, objectives and aims; some reflected on both. According to Khoza (2016, 2020) and Mpungose (2016) objectives indicate the intentions of teachers for the anticipated outcomes from learners. This implies that teachers reflected on either objective, aims or outcomes.

Sophia:

“to equip, realize, and demonstrate learners’ talent through drama, allowing learners to be able to demonstrate characters taught in each lesson, be able to act out scenes from the plays and to sing all songs correctly”.

Elizabeth:

“to equip learners with skills of thinking, problem solving, and relating what has been learnt with current life situations through drama”.

Grace:

“life skills drama helps learners to be able to compare and describe skills that have been learned, my teaching objective is to help learners become well-rounded and prepare them for success in various aspect of their lives. Objective to develop skills necessary to make sound decisions, give learners a good balance of physical, social, personal, emotional, and cognitive development”.

Penelope:

“Life skill helps to uncover learners’ skills and I also understand learners’ background. Moreover, this subject gives learners an opportunity to express and gives ideas to the activity that is being done. I use what their know so that I will keep up with their focus. You can be with the child that is not well for the whole day, but when it’s time for dancing, sing, playing. You will see that the child will change the behaviour”.

These reflections from Sophia, Elizabeth, Grace, and Penelope on the objectives, underscored that teachers’ experiences were driven by actual action experiences: they said they were teaching towards objectives stated in the curriculum document. Literature supports teachers in using the curriculum document when planning for their lessons. Khoza (2019, 2020, 2023) states that the professional curriculum favours teachers over learners, because of the published curriculum through the curriculum document and books that outline the objectives of each subject. These reflections further suggest that objectives helped teachers to understand the importance of teaching and learning of life skills (drama) (Rasmitadila et al., 2021; Khoza 2019). According to the Department of Basic Education (2011); Dixon et al., (2018); Makgato, (2018), the study area of life skills Grade R to 3 strives to guide and prepare learners for life and its possibilities, including equipping learners for meaningful and effective living in a rapidly changing society. This statement supports Loubser (2021) who identified the attitudes of the foundation phase teachers on the teaching of life skills. The researcher determined the correlations between specific biographer’s variables and the attitudes of the foundation phase teachers on the life skills (drama). Other participants used reflections to understand the teaching the life skills holistically. Participants indicated that they did not separate the teaching and learning of this subject into topics outlined in the curriculum. The integration of the topics allowed teachers to use objectives to anticipate lesson outcomes. Aboague and Yawson (2020) and Adu (2023) state that it imperative to interrogate goals (aims, objective, and outcomes) of the curriculum. These standards guide learners’ performances; and teachers identify their practices to be developed, which contributes to teachers’ experiences. Furthermore, participants stated that their mixed objectives with the lesson outcome as the grouping or

integration is driven by the learning outcomes in a competence-based curriculum (Makumane & Khoza 2021; Arasomwan, & Mashiya, 2021; Molefe, 2019).

Teachers' experiences are driven by the competence-based curriculum. This is evident in the responses of the participants who are teaching to develop everyday knowledge and making learners aware of the social ills within the environment. Teachers have also admitted that, when planning their lessons, they use cognitive interpretations and decisions to produce a plan for teaching and learning that addresses the set of objectives. Wu, Yang, and Turner (2023) add that developing an interdisciplinary approach is a top priority for teachers and researchers in the field of education, given its proven usefulness in improving cognitive comprehension and practical application. Wu, Yang, and Turner (2023) explore the critical role of music as a potential medium with characteristics similar to language, serving as a conduit for expressing thoughts and feelings. This study emphasizes the importance of music education and explores its substantial impact on the development of linguistic ability. The authors explore the evolution of musical features and inherent aspects of music competency, catering to varied intelligences within the context of linguistic development. This study makes important recommendations for music/language teachers and bilingual instructors. It also identifies possible areas of study, laying the groundwork for future research in this interdisciplinary subject.

The findings on objectives are in line with Dobson's (2019) who states that teachers' objectives are specific measurable skills or attitudes that teachers demonstrate at the end of the lesson or education activity; hence objectives are important for measuring teachers' and learners' educational achievement of the curriculum. Participants indicated that they had first-hand consequences experiences when integrating the curriculum. This was in order to effectively guide learners toward the achievement of the curriculum goal of grasping, or understanding the concepts of the subject. For teachers to reach the required objectives, they must ensure that learners understand what is expected of them. Achievement for learners is contingent on clearly defined, measurable targets (Van den Akker et al., 2009; Mpungose, 2024; Makumane, Nkohla, & Khoza, 2024). Khoza (2019) states that the professional curriculum favours teachers over learners since they publish content through curriculum documents, books, and other media. However, professional (action) experiences are driven by curriculum objectives, which are short-term goals that teachers must attain by teaching learners to understand the knowledge of the specified curriculum (life-skills (drama) curriculum).

Makumane and Khoza (2020) agree with Khoza (2019) in that lesson objectives are short-term goals created from the perspective of the teacher, guided by the subject matter and skills stated in the curriculum policy and document, and then developed in the teaching and learning processes.

6.3.2 Prescribed Content

Participants' reflection was indicated, as below.

Emma:

“I do not teach drama because I do not know where to start with my lessons. I focus more on poetry and role-playing because it assists children to get to express feelings and learn quite a lot through poetry because it is based on daily life experience”.

Penelope:

“unfortunately, at my school, I am currently at, we do not teach a lot of drama or even creative arts as it falls to the side in favour of the other three life skills core subjects”.

The above reflections from Emma and Penelope imply that they were not following the prescribed content that must be taught in class. However, both participants agreed that they lacked skills or knowledge of teaching the topic/content under drama. However, it is vital that the teachers should understand the content that they teach learners. According to Al Ashqar (2020) and Alghamdi (2024), there is an urgent need to explore the best methods and means of preparing individual teachers to keep up to date with changes and innovations, based on strong educational foundations. To achieve advancement and lack of knowledge for any subject content, governments and cultures must prioritise inputs to the educational system in general, and curricula in particular. According to Jacobs (2008), primary school teachers typically bring their unfavourable attitudes about the arts into the classroom and have no prior experience or confidence in any of the creative disciplines. Knowledge, its production, utilization, and investment have become 21st-century requirements. According to Turković (1999) and Vukojević (2018), arts education is typically viewed as a technique of encouraging learners to be creative and assisting them in developing the ability to take initiative, emotion intelligence, imagination, and critical, and analytical thinking. Furthermore, prescribed content influences an individual's overall growth, helping learners to function better in the contemporary world, and prepares learners for the future (CAPS, 2011; Turković, 1999; Vukojević, 2018). Prescribed content and its applications are regarded as one of the key engines of global economic growth. In order to compete on a global scale, a country must actively participate in knowledge development, and equip teachers with the tools they require to attain prescribed

content knowledge. Cleeve, Sallis, and O'Brien's (2023) study reported on how middle primary teachers (of pupils aged 8-10) in Australia used drama-rich pedagogy in their literacy programmes to support the development of academic language proficiency. Such is a critical element of ongoing learners' progress in literacy beyond the early years. Despite its proven status as a powerful literacy teaching strategy, drama-rich pedagogy remains underused by teachers. Key findings from a qualitative case study conducted in three schools suggested that embodied and role-based experiences can work on both individuals and in combination, to create supportive contexts for academic language development.

Emma offered that she considers using other topic/content related to drama in her teaching. Emma's reflection response emphasised that some teachers may use other content areas that relate to the subject, to cover what was missed by the time of teaching and learning, due to the lack of content knowledge for a teacher. Emma understood how to teach poetry and role-playing; she was able to teach her learners drama content prescribed in the foundation phase. Both teachers' reflections suggest that the teachers were not aware of the prescribed content that had to be implemented during the teaching and learning time. Hence, when referring to the prescribed content knowledge to be used in class by teachers, I refer to the specific information or materials formally recommended or required for a particular curriculum. Such can include concepts and skills deemed essential for understanding a subject. For Dunn and Jones (2020) drama is a powerful tool for learning in the foundation phase. A compelling way of applying drama in learning content is by using role-playing. When talking about drama and role-play as a way of teaching, I refer to a means of acting out and performing; while role-play refers to a form of social and improvised games rather than stage performance (Berdiyeva, 2023; Olsson & Dabbous, 2024, Shanahan et al., 2023).

From their reflections, participants were asked the content areas they teach in life skills (drama), Emma and Penelope could not state exactly the content as arranged in the CAPS document. Penelope did not know how to respond to the question; and others mixed or integrated topics of the subject life skills in all the grades. Several participants also mentioned that they do not teach the topics (drama and creative arts). These topics do not suit their skills; they lacked the content knowledge and time to teach this subject area in the foundation phase. Participants thus did not follow what was prescribed in the CAPS document. To ensure that all learners receive an adequate education, the education system must become coherent for learning (Pritchett, 2015). Moosa and Shareefa (2019) state that teachers' experience and

teachers' sense of efficacy, knowledge and implementation of differentiated teaching and learning is based on teachers' experience and qualifications. These researchers proposed that teachers be equipped with sufficient knowledge to incorporate relevant content for teaching and learning. Evidence suggests that the support offered to schools by the Education Department offices is unsatisfactory and inadequate. This impacts negatively on teacher development and their implementation of curriculum policies (Bantwini & Moorosi, 2018). The problem is that participants in their reflection responses comment that some of the content/topics prescribe in the curriculum CAPS document are not covered, even omitted. Learners' cognitive demands expected at the end of the grade or phase would not meet the demands of the next grade. This also stresses that participants were influenced by consequence experience.

The CAPS (2011) document outlines the content that must be taught in class by teachers, so that learners will develop specific aims of the curriculum. From the above two reflections it is evident that the participants omitted the content that should be covered by the curriculum. Other participants noted that they lacked teaching skills for certain content, and supplemented it with other content areas to cover content that was omitted in the lessons. Most South African teachers acquire content knowledge through textbooks (Bantwini, 2010). The difficulty is that many teachers are unaware of who created the learning resources and are unmotivated to use them (Mpungose, 2020). Furthermore, inadequate and unequal resource distribution (Russel et al., 2019), as well as other contextual factors such as poor infrastructure, class size, a lack of equipment, and time constraints (Green & Condy, 2016; Mpungose, 2020), have a negative impact on effective curriculum implementation. Curriculum implementation is also constrained by teacher, school, and the system (Andrews, Walton, & Osman, 2019; Russell et al., 2019). Furthermore, in some situations, the anticipated support did not materialize; while in others, the DBE's support was insufficient. These participants deliberately omitted the content. Their reflection makes it clear that they do not follow the curriculum as stipulated by the Department of Education through the curriculum life-skills CAPS document.

Penelope:

“Life skills have to be taught by all foundation phase teachers. As someone who also did psychology, I love life skills because it covers content that speaks to contextual realities of learners. It capacitates them to make better life choices as they grow. More content workshops to be offered by the department of Basic Education, teachers need to be developed about all

the changes that occurs in the field of education. Some teachers have no ideas of how to teach the arts in the foundation phase”.

Penelope’s reflection indicates that teachers must be trained in teaching the life-skills teaching content. Teachers will thus be able to provide lessons that are productive; also, to link these to the aims of the curriculum. Young learners will develop the specific aim desired at the end of the phase as learners progress to the next phase or grade. Emma admits that she does not understand the way that she must structure her teaching of life-skills (drama) content. Emma is more influenced by the society that she works and lives in. She confuses the way she implements her lessons, while using some of the content that is written in the CAPS document for her teaching and learning process. Koloti and Jita (2021) and Nyarambi and Ntuli’s (2020) studies emphasise that the lack of content knowledge for teachers delays learners’ developmental abilities to demonstrate better progress to understand the content of the subject.

Researchers define content as the subject matter on information, skills, dispositions, understanding, and values that comprise a curriculum; such can be provided in a variety of formats, including audio, text, and video (Berkvens et al., 2014; Mabuza, 2018). According to Department of Basic Education (2011), the prescribed content has been categorized as topics. Topics can help combine content from various study areas when suitable. The Department of Basic Education (2011) encourages life skills teachers to modify the topics according to their school circumstances. Prescribed content refers to the teacher’s knowledge of teaching approaches and strategies on content to be used in the classroom; planning for the concepts and skills which should be taught. For teachers in the foundation phase to be able to use the prescribed content they must be engaged in a constructive process in which the teacher assumes the role of strategic planning, making decisions about the life-skills (drama) content and employing appropriate teaching strategies (Mabunda, 2023; Molefe, 2019).

Sophia explained that she teaches using “*role-playing builds confident learners*”, agreeing with Penelope, Emma, and Olivia’s reflections. This response includes one content area that is mentioned: the participants relate to teaching with the outcome of the lessons as she wants to see young learners to be confident human beings in the society. Gxekwa and Satyo (2017); Van Vreden (2018); Kambouri and Michaelides (2014) suggest that, during the foundation phase, teachers should offer learners a range of different and equally important learning, an integrated curriculum that provides skills to give learners an opportunity to face the world and the future.

Participants reflected on the content used in class, confessing that most of the teachers integrate subjects in the foundation phase for the teaching and learning process. Olivia's, Nora's, and Elizabeth's reflections indicated similar implementation of the content when teaching life skills (drama). These participants admitted that the CAPS is useful in their teaching as it outlines the content that learners need to know.

Olivia:

“Role-playing help to see diversity in learners' skills, poetry performance I use it in drama lessons when I am doing introduction in the lesson more especially in language lessons”.

Nora:

“Improvisation it is more than just acting, it is building a creative mentality in the child. Dramatization, mime action, poetry performance after each lesson and all story learners dramatizes the story so that they can learn second language easily. Role-playing build confidence, helps in developing communication skills, while freeze games tries to enhance listening skills. I follow the CAPS document which covers a different theme every week or two weeks”

Elizabeth:

“Warming up (voice and body), dramatization, improvisation, role-playing, freeze games, developing short sentences of dialogue, mime actions, exploring characters and developing puppet performances. This content is prescribed to be though by teachers in the life skills curriculum CAPS, it also unleashes potential and sends a strong educational message. Poetry performances assist literacy work in which the expression of feelings and new ideas is given intensity using distinctive style and learners learn the rhythm, poem, improvisation by collecting waste materials e.g., rolls of toilet papers, boxes for making any design like a pen stand”.

Grace:

“Dramatization and role-playing exposes learners to four arts (dance, drama, music, and visual arts) it develops learners' creative imaginative adults. Role-playing helps learners to understand situations as if they are directly involved in it e.g., if they act out a robbery, they feelings of being a victim of crime can become real to them, I incorporate life skills in our Mathematics and English lessons. I try not to exclude it as far as possible. These drama contents are most suitable for the level of child development at grade 1”.

Grace adds on her reflections that she incorporates/integrates life-skills content in her mathematics and English lessons which is not part of the life skills. Both English and mathematics have their curriculum and content that must be taught. Also, Grace deliberately integrates these three subjects as she wants to see learners develop all aspects of the curriculum, while ignoring the content of life skills (drama) that is not taught. It is clearly outlined in her reflections that she is more driven by consequence experience in her teaching.

Eva:

“developing short sentences of dialogue because it is integrated with the language (subjects). It helps to improve children’s vocabulary and sentence construction”.

Amelia:

“I teach content as prescribed in the CAPS life skill document, these are four study areas: beginning knowledge, personal and social wellbeing, creative arts, which has two components (visual and performance arts) and lastly physical education. Each if the study areas have topics that need to be taught per term. Children enjoy learning new words and constructing new sentence as it helps in developing their speech”.

Eva and Amelia, in their responses, provide the strategies that improve language skills and assist learners to construct new meaning of words from improvising stories. Nora and Grace used improvisation as learning content in developing learners’ mental skills for the subject. Imagination and creative skills are the most important skills shown in the teaching and learning process.

The Department of Basic Education (2011, p. 9) states that life skills, creative arts expose learners to four arts forms: “dance, drama, music, and the visual arts. The main purpose of the creative arts is to develop learners creative, imaginative individual, with ability to appreciate the arts. Foundation phase learners are inherently creative, and play is their natural ways of learning in the arts. Learners should be guided to use their natural inclination to use their imagination, manipulate and work with materials, move, and make music and tell stories”. This is supported by Jarrah (2019) and Donohue-Bergeler. Hanka and Goulet (2023) claim that the achievement of the basic content of craft, music, dance, and drama enables learners to gain useful content knowledge for the subject that will help them fit into society. The findings were that participants understand the content that they teach learners in the foundation phase. Hence, their understanding of the content also demonstrates that participants have different levels of understanding the content that needs to be taught in Grades 1, 2, and 3. This implies that

participants do understand and follow the content that is to be taught as it is standardised in the life-skills CAPS document.

According to Hoadley and Jansen (2012), the knowledge that must be acquired is separated into two curriculum approaches: performance and competence. In the competency method, the learners examine their own experience and content knowledge; but in the performance approach, the knowledge is structured and defined for the learners to generate what they refer to as school knowledge. Prescribed content knowledge is characterized by its vertical orientation and systematic coherence. This type of knowledge is referred to as the intended curriculum because it is found in official documents and written policies; it is intended, prescribed, or formal, to be used by teachers and learners during the process of teaching and learning that occurs inside and outside the classroom in the foundation phase (Khoza, 2021; Mabuza, 2019; Makumane & Khoza, 2020). The state plays a pivotal role in organizing and overseeing educational systems, but it is not the only entity responsible for this task, nor does it possess inherent or independent authority in doing so. The trajectory of shifting power dynamics in education must be pursued through a variety of interconnected mechanisms of governance.

Bernstein (1996) explores the connections between educational policy and the pedagogical process of recontextualization, which occurs at both the macro and micro levels inside the classroom. This enables teachers to showcase their capacity to deliberately, engage, analyse, and elucidate the necessary knowledge. For Lehtonen et al. (2016); Heathcote and Bolton (1994); Holden (1981) drama content teaching is important and provides learners an opportunity to express themselves and play a crucial role in the continuous development of the field of drama in education. Content knowledge as the category that emerged from this study is fundamental to the methods of teaching and learning and curriculum implemented by teachers in the classroom. This section presents findings from participants' understanding of the life-skills (drama) content knowledge, which provides a key pedagogical curriculum concept. This requires teachers to undergo the process of gathering the knowledge, interacting with others (social, professional, and personal).

The content that is being taught in class is the essence of the teaching and learning process. Theories and principles of the knowledge enable teachers to demonstrate implicit and explicit knowledge contributing to learners; achieving of curriculum aims and learning objectives.

Therefore, Kelly (2009) has asserted that curriculum planning should commence by considering the specific knowledge that needs to be acquired. The required content is prioritized in both the preparation and implementation of the curriculum at both macro and micro levels. According to Nakin (2003), learners' ability to perform to a given cognitive task depending on the intellectual development from the sources of content they receive in the classroom. The study by Jarrah (2019) supports this notion of utilizing the content in class to develop learners; and underlines the importance of drama education that would help learners to develop critical thinking, and reflection.

Hence, Sahlberg (2012) notes that, although Finland has five rules of professional (actual action experience) that guides the teaching and learning policies, teachers were not strict in following standardization of education (performance/knowledge-based education), focusing on core subjects, searching for low-risk ways of reaching learning goals. Thus, teachers must be able to use methods that will manage the content as the main driver of curriculum improvement and accountability to educational policies. To Lehtonen et al. (2016), teachers work with learners using different techniques to devise short pieces of functional drama content. Drama content assists learners to communicate their understanding of themselves and others using various theories.

Teachers' actual actions are shaped by linear, structured, or mandated content, the school environment, and vertical knowledge (Hoadley, 2018; Khoza, 2019). Various learning management systems, as required by the Department of Basic Education and the institution, have been used to teach prescribed content. The participant assumes the position of an instructor, responsible for teaching learners in order to help them achieve mastery of the specified life-skills curriculum. Teachers strictly adhere to predefined teaching structures and concepts to educate learners in accordance with institutional mandates (Khumalo, Shoba & Khoza, 2023). Teachers provide learners with prescribed academic content to use in real-life situations, while also facilitating the development of societal skills through experiential learning, and fostering the internal intelligence of personal beliefs (Mabuza, 2019; Mabuza & Khoza, 2020). The curriculum is therefore driven by both performance and competency approaches in the process of teaching and learning.

For Tall (2012); Hoadley and Jansen (2012), the content is the most important aspect of the curriculum process. The content is based on the needs of assessment and the subject aims and

objectives. Participants' actual action experiences are linked to the content needed for life skills, allowing teachers to include their preparation for the teaching and learning process. Furthermore, the above reflections acknowledge and understand that the content is prescribed by the government and is packaged in the CAPS document for life skills (Nompula, 2012; Mpungose & Khoza, 2020; Mapolisa & Tshabalala, 2014). The six reflections are the reference and source on what to teach as outlined in the curriculum document. Most participants did not deviate from the curriculum while adding their own knowledge to refer to the outcomes of content being used in the process of teaching and learning of life-skills (drama) content.

According to Soudien and Chisholm (2021) a limited perspective of the curriculum restricts its definition to merely a syllabus focused on the choice and modification of educational material, without considering other factors that contribute to the process of acquiring knowledge. A broad viewpoint encompasses a thorough understanding of curriculum, which includes both classroom activities and the actual learning experience for learners. The curriculum, in its most comprehensive form, should aid in equipping children to face a multitude of obstacles in adulthood. Alsubaie (2016); Mohanasundaram (2018) support the above notion by stressing that the goal of a successful curriculum is to meet the needs and the current demands of society, and the expectations of the population of teachers served. The findings further show that teachers' experience of the teaching and learning process and the content that is used in class. Participants were influenced by both professional (actual action) and societal (consequence) understanding of the content that should be used in their classroom. Such would provide a safe space for learners to develop and grow their knowledge of the concept of the curriculum as supported by the literature. When teachers deliver the content knowledge to learners it forces teachers to plan lessons, teaching and learning activities that will engage learners, thus developing their cognitive abilities as human beings.

6.3.3 Formal Teaching and Learning Activities

Reflective activities allowed participants to outline their understanding of teachers' experiences of teaching and learning contextualised activities in the classroom. Drama is part of the life skills that is taught in Grades 1, 2, and 3.

Nora:

"I teach a very creative bunch. Some of the learners do struggle with the language of instruction and this does not allow them to actively participate in discussions. They get the work done and their ideas will always surprise me. My Learners come from a poor background, but they are very hard working and creative, they can improvise in most situation and problem

solving is not something they can do in the theory, but in practical for teaching and learning activities as well, and they are independent of thought because I give them responsibility to teach themselves in groups and do presentations and demonstrations”.

Charlotte:

“Must incorporate different strategies when teaching younger children to avoid boredom and inculcate different learning styles to cater for different types of learners in a classroom setting. There are some learners that receive little to no support at home as they reside with their grandparents as their parent work abroad. Some learners are very attentive and well behaved whilst a handful of learners are very descriptive during the teaching and learning time and may not pay attention but will perform extremely well in their formal assessment. When it comes to teaching activities I include explanation of certain terms, making practical examples where it is necessary to help learners understand drama in the life skills lessons”.

Amelia:

“My greater strength as a foundation phase teacher in early child development is poem and music learners. When learners perform the poem and music, they do it with confidence, I’ve noticed that their self-esteem has improved when they improvise music materials. Demonstration assist in ensuring that learner know exactly what to do; role-playing allows learners to experience situations from different perspective; while problem-based learning help learners to enhance their problem solving skills, I further employ cooperative learning to aid those learners that need additional support, sometimes I would use stories as part of my teaching activities so that I will allow learners to relate to fictional and non-fictional characters at the end of the lesson will give my learners case studies as homework task that will force my learners to ask questions and develop their thinking skills, this help me for my next lessons that will follow so that we will be able to have a whole class discussion”.

Grace:

“As assessment to learners to be able to assess the outcomes and informs them of the creation of new possible objective and outcome. Teaching activities are designed to help learners develop knowledge, skills, and values, which are reflected in a lesson. Hence, I enjoy group activities because learners can be sure of an opportunity to participate and engaging in the activity together, and working cooperatively can result in considerable flow of ideas. Individual learners draw on their personal experiences to suggest possible solution to the posed challenge”.

Penelope:

“The language is still a challenge since I am in rural areas, I use demonstration and role play in my teaching to explain some terms for my learners to be able to understand. If I want them to understand better, demonstration is the best classroom activity we do in drama”.

Eva:

“I teach learners according to their abilities, as a foundation teacher I’m kind, caring and teaching different skills and I teach learners how to write at early stage, develops listening skills and developing learners’ fine motor. I use outdoor games as one of the activities for my teaching because of the floor space and the shortage of equipment like swings, sea saw, puzzles and fantasize areas where learners show different talents and skills”.

From the above reflections, life-skills (drama) teachers used several teaching and learning activities that engaged learners in creating knowledge of new concepts and achieving the principles of drama, to be able to solve problems of society. As participants reflect on their teaching experiences on the teaching of drama in the early childhood education, on the use of teaching and learning activities in the classroom, it is clear that these teachers designed teaching and learning activities that will engage and demand that learners to work hard to find the solutions to the existing challenges Lamihane, Dahal, and Pant (2023). However, most of the participants showed that when designing their teaching and learning activities their focused on developing and changing how learners saw the world because all of them in their reflections speak of the learners’ background that influences how learning take place. They include the difficulties that they are faced with when learners have no support in their learning. Teachers are able to push the boundaries and teach learners using various strategies and activities. This is in agreement with Çimen and Kömür (2019), who assert that teaching is a multi-dimensional task teachers go through per active mental process before, during, and after each lesson. It is evident in the reflections that all participants were thinking actively of how to plan each lesson; this impacts each learner in their classroom as teaching and learning progresses. Drama teaching and learning is a holistic educational tool in forming the personalities of the nations’ learners. Drama, as a frame and a technique of instruction, addresses moral and cultural concerns. Drama serves as a medium for improving intellectual skills, instilling, and forming character values in learners, and developing linguistic abilities (Dawson & Lee, 2018).

This reflective activity section necessitated that participants contemplate the teaching and learning activities employed during instruction. Teachers contemplate their pedagogical approach and the nature of the learning experiences they provide to learners, particularly in the context of teaching drama and developing life-skills CAPS curriculum in the foundation phase.

According to Kennedy, Hyland, and Ryan (2006); Makumane and Khoza (2020); Makumane and Fru (2024), the curriculum should be designed so that the teaching activities, learning activities, and assessment tasks are coordinated with the learning outcomes. The process of lifelong learning can be used universally and at any time, teaching and learning being interconnected. In the educational environment, the teacher imparts knowledge to learners, enabling them to acquire a deep understanding of the lesson material in order to attain specific aims outlined in the curriculum (actual action experience) (Çimen & Kömür, 2019). This process can also bring about changes in the learners' attitude (consequences experience) and abilities (individual internal intelligence experience). Teaching is often perceived as the responsibility of one party; whereas learning involves a dynamic relationship between a teacher and a learner (Khoza, 2015; Pepin & Gueudet, 2020). The concept of teaching encompasses both the acquisition of knowledge by learners and the imparting of knowledge by teachers. These two components are inseparable in the process of educational activities (Khoza, 2015; Pepin & Gueudet, 2020). Teaching and learning is a reciprocal action that is interconnected. Learning activities are the main activities, whereas teaching is a secondary activity aimed at instructional optimal engagement.

According to Nora, Charlotte and Penelope, language for teaching and learning is a challenge in development of teaching activities. Hence these participants display societal experience when planning for their lessons by indicating that most of the learners that they teach come from poor backgrounds where parental support is not given to learners. These participants clearly show that they are more influenced by consequence experience in their teaching, as there are more focused on social background in the planning and teaching practice. The study by Bunyamin (2019) displayed the role of drama in the classroom. The study highlighted the need for using drama in the classroom. Teachers carefully plan and structure their lessons. The material the teachers choose for activity satisfies learners' interests and skills, meets the needs of learners and is appropriate to the age and gender. The chosen material is multifaced and supportive of the development of learners; linguistic, cognitive, social and emotional status. According to CAPS (2011) life skills is a flexible subject that should support and strengthen the teaching of the other core foundation phase subjects, namely, languages (home and first additional) and mathematics.

It is evident that teaching activities are learner-centred in which teachers change their approach to the teaching. Reflections also indicate that these three participants followed content-driven where the outcome for teaching and learning activities aimed at constructing knowledge, values and to achieve the assessment at the end of the lesson. According to Hoadley and Jansen (2012); Hoadley (2024); Ndlovu and Khoza (2021), classroom activities and content sets what must be designed by teachers for what must be taught during the process of curriculum implementation. Such reflection implies that teachers were able to focus on their primary responsibility of teaching and learning. Participants with the problems expressed in the reflection were still able to encourage learners to participate in the learning activities likely to produce the desired learning outcomes. Participants also explained that CAPS allowed them to use different locations and resources to teach. This was beneficial in developing teaching and learning activities that would support learning. The CAPS (2011) states that foundation phase learners should not be stuck in chairs behind desks all morning. Participants followed and used the curriculum document well. In their reflections almost all the participants mentioned that they try to create activities that work, making learners demonstrate and illustrate their understanding of the knowledge learned. Early childhood education teachers in South Africa are obligated to instruct from a curriculum on life skills that incorporates numerous traditional subjects, science, and the technological processes. The objective of the CAPS for this particular subject area in early childhood education is to enhance learners' understanding of fundamental science, technological processes, and social relationships (DBE, 2011).

Khoza (2015) concludes that teaching activities are linked to the content and specific objective and learning outcomes specified in the CAPS document. Hence, in life skills (drama) part of the core of what is happening in the teaching and learning process is for learners to receive and achieve all the knowledge and skills required. Activities are important in promoting learning, so that learners will be able to learn from their experiences to become active learners. Participants were able to plan lessons on time for teaching and learning activities to be implemented well during the teaching and learning period.

According to Mabuza (2018), teaching and learning activities are structured lessons planned and prepared by the teacher with the goal of increasing learners' knowledge. Because learning occurs when a learner interacts with the environment (Galane & Khoza, 2023; Khoza, 2014; Schiro, 2008), content becomes more meaningful in learning activities that learners experience in both formal and informal settings or contexts (Berkvens et al., 2014).

There is an increasing demand for life-skills education for children, to assist them to deal with day-to-day life issues and move into adulthood making educated, healthy choices. Life-skills training has become an important component of many intervention programmes around the world, particularly those aimed at preventing alcohol, drug, and smoking abuse (Botvin & Kantor, 2000; Huang, Chien, Cheng, & Guo, 2012; Mandel, Bialous, & Glantz, 2006). Life-skills programmes have also been used in a variety of programming settings, including sports, at-risk behaviour, and sexual and reproductive health programmes (Jones & Lavalley, 2009). The teacher can be the primary actor in conceptual demonstration, with learners acting as spectators throughout the process (Adekoya & Olatoye, 2011; Auwal, 2013; Ekeyi, 2013). Similarly, the demonstrative approach addresses the subject's needs. Teaching and demonstration activities are mostly content-centred strategies used in schools to teach life skills (drama). It is crucial that teaching activities have the ability to be applied outside the confines of the classroom. As per the CAPS (2011) document, teaching activities are not comprehensively addressed for direct teaching to teachers — they are required to implement the knowledge acquired during formal training. It is important to acknowledge that teaching activities are hands-on, and teachers have the option to choose from textbooks. The decision to select activities is influenced by teaching support materials and teachers' understanding of using technology in their classes. Teaching activities should be tightly aligned with learning activities, as they are designed based on the material that the teacher must impart in order for learners to fully grasp the subject matter and associated skills.

6.3.4 Face-to-Face Teaching and Learning Environment

The population of all schools is Black African foundation learners. Olivia, Emma, Charlotte, Amelia, Eva, Sophia, Elizabeth, Penelope, Nora, and Grace share the same sentiments about what the teaching at school comprises.

Olivia:

“Sometimes to be a lifelong learner assist me, as it gives me freedom to ask other teachers from other schools and in my school to assist me in understanding those aspect that I am not confident in teaching”.

Emma:

“All learners come to school having some knowledge that they have about human life... after we start the song ‘make a circle’ learners start to move from their setting areas to the open space in the classroom”.

Charlotte:

“I teach at a school where learners and teachers need to follow rules and regulations”.

Amelia:

“I was given an opportunity to teach in this school, I love working with children because it was the being for me to understand the professional world of teaching. While I am having a challenge of huge numbers in my classroom, but I try to learn my all my learner’s names”.

Eva:

“I use face to face teaching because I want learners to pay attention”.

Sophia:

“Teaching in a formal schooling environment work better for me because it assists in developing reading and writing skills”.

Elizabeth:

“Teaching in school is important because teaching morals and ethic”.

Penelope: *“I teach using face-to-face because I teach learners according to their abilities, skills and I believe that teaching children how to write and read at early stages develops their cognitive skill”.*

Nora:

“My school is a private school. Parents and community are hands-on and involved in assisting with changes and improvement of the school infrastructure. Work here is better because the environment is supporting learning”.

Grace:

“As a foundation phase teacher I use face-to-face teaching, my learners are approachable than teaching them at home. I have developed work ethic with them. Now they know how we work in class from Monday to Friday”.

Teaching and learning environment are spaces in which teaching and learning take place. Learning occurs through learning activities conducted in a stimulating environment. People learn in surroundings designed for teaching and learning (Ndlovu & Khoza, 2021). These can be physical venues such as classrooms, schools; or virtual spaces such as digital platforms; or blended spaces that integrate in-person and digital elements of learning. In-person venues refer to the face-to-face traditional mode of teaching and learning in which learners and teachers interact with one another in person in the classroom setting where lessons are presented (Ndlovu & Khoza 2021; Shoba & Khoza 2022). In contrast, digital platforms refer to online teaching and learning environments in which learners are not present in person in the classroom, but they are able to access learning through online platforms such as WhatsApp,

YouTube, Google Classroom, or email. Furthermore, a blended space is one that provides for learners' needs; and combines both face-to-face and the online teaching and learning environment. In each of these teaching and learning environments, there are teaching materials/resources used to support the teaching and learning process. This is the space in which teaching and learning occurs; and the time for teaching and learning should be included in the process, while it allows many forms of teaching and learning to take place. A good teaching environment fosters engagement and encourages learners to learn. Hence, learners thrive in an environment where they feel supported and valued. Teachers should create a supportive learning atmosphere by being approachable, empathetic, and attentive to learners' needs, so that teaching and learning can come to life (Bantwini, & Moorosi, 2023; Bantwini, 2020).

Participants' reflections indicated that they are all teaching at school, utilising the classroom and the playgrounds for teaching and learning to occur. It should be noted that schools are multifaceted establishments that act as the centre of learning, social advancement, and community involvement. The education curriculum, which determines what learners should learn at each grade level, is created by the government's Department of Education and implemented by schools. Teachers are employed by schools to provide education, encourage the growth of learners, and facilitate learning. I have noted that schools are formal settings defined by power dynamics; and they control relations between spaces and subject. Schools provide teachers the opportunity of experiencing teaching by portraying professional (actual action) experiences and social (consequence experiences) by abiding to the rules that govern the school environment. Seven participants are teaching at ordinary public primary schools, while three participants are teaching at the independent school.

All participants reflected that they teach in schools. Reflections have similarities on the understanding of the school environment as the centre of teaching and learning. The findings showed that participants believed that the school environment shapes the kind of learners envisioned in the curriculum document. In schools there is control; there are rules that must be followed; and schools are safe places for both learners and teachers. Makumane and Ngcobo (2021) are in support of the above findings on the teaching and learning environment. These authors proclaim that location in education is a knowledge-based environment, in which teaching and learning take place. Such suggests that participants are more influenced by actual action experiences when it comes to the teaching and learning environment. Thus, the policy

CAPS (2011) is not vocal about the teaching and learning environment within which teachers and learners are expected to function.

6.3.5 Teacher as Instructor

Teachers' roles are generally prescribed in relation to the profession of teaching. However, each teacher had her own personal understanding of roles in the teaching profession; individual understanding influenced roles each teacher performed during the process of teaching and learning:

When reflecting on what participants' understanding of their roles Grace expressed that her role was to: *“Help learners communicate ideas, teach learners to follow steps, engaging in listening skills, problem-based learning gives them powerful content knowledge and to look after learners' wellbeing, perform administrative duties, pastoral care, Life longer learners, assessor”*.

Olivia:

“As I teach them life skills and other learning areas in the foundation phase, I mostly encourage learners to working with others (collaborative/groups) so that they will be able to learn to tolerate others (learners) as their gain discussion and listening skills”.

Eva:

“When teaching young children I incorporate different teaching strategies/methods to avoid boredom and to inculcate different learning styles to cater for different types of learners in a classroom setting”.

Teachers seem to have a better understanding of their roles as seen in Grace, Olivia, and Eva. These teachers are aware that their role is to provide learners with a sense of community. It is evident from statements such as “encourage, tolerate, collaborate, and incorporate” that teachers see their roles as pastoral tasks that go beyond teaching. It also becomes clear that their roles are to assist learners who encounter obstacles in their path to learning. For Gao & Cui (2024); Galvin (2013); and Wang et al. (2023), teachers play a crucial role in providing opportunities for learners to explore and experience life-skills education. Teacher's experiences play a significant role in the construction of teachers' characteristics in the educational settings. Van den Akker et al. (2009) argue that the roles that teachers play must support learning and address the needs of learners on a professional, societal, and individual level, while also addressing educational objectives. The responsibilities of a teacher are varied and fulfilling. By providing content and making sure learners comprehend and can apply it,

teachers assist learners to acquire knowledge and skills. Teachers frequently create or choose curriculum materials that meet the needs of learners and educational standards, while upholding order and establishing a favourable atmosphere for learning. Teachers evaluate the growth of learners using a variety of methods, taking into account that all learners are unique. To accommodate a range of learning styles and abilities, teachers can modify their pedagogical approaches. Teachers must therefore be aware of the roles that they are expected to play during the implementation process; these roles are typically described in the curriculum intended to be used, as seen in the points Sophia, Amelia and Charlotte make about this. Amelia went on to say that her role is to instruct the learners in learning life skills by giving them more tasks to do.

Sophia:

“learners in my class are very well behaved there is just a handful that might get out of hand however with enough supervision they also tend to focus. My learners are independent and enthusiastic they don’t need to work under constant supervision. They are very creative and always show willingness to work together as a group to such an extent that they even spend break time together”.

Amelia:

“I tend to give my learners too much work to do to reinforce what I have taught them”.

Charlotte:

“By working in groups learners can be sure of an opportunity to participate and engaging in the activity. Working cooperatively can result in considerable flow of ideas, Facilitation of roleplays assist me to help learners understand situations as if they are directly involved in it (acting out a robbery scene learners feel being a victim of crime, this becomes real to them). Individual learners can draw on their experience to suggest possible solutions to a posed challenge”.

The above findings indicate that participants experienced the teaching of life skills differently. All the participants performed roles that were expected from them as teachers. It is also clear that when participants reflected on their roles they were not aware of the different roles performed by teachers. No participant mentioned the roles they perform. Through analysis of the reflections, participants’ accounts revealed that participants experienced teaching of life skills differently due to the context of each school. Participants were more influenced by both actual action and consequence experiences. Popenici and Kerr (2017); Pazhman and Sarkhosh

(2019) believe that teachers tend to have more concerns about self, task, or roles communicate issue when the nature of concerned issues is perceived all other roles. Furthermore, participants must reflect on individual and multiple characteristics and values when teaching and learning.

According to CAPS (2011, p.10):

“There are important skills that very young learners need to master and understand before they go to Grade 1 and Grade R should help them, acquiring those skills. one of the most important roles of the Grade R teacher is to provide learners with an environment that is safe, clean, and caring, with adequate opportunities to play and explore the world under the careful guidance of their teacher. The teacher should provide routine, structured and free play activities for learners that are enjoyable and manageable; a range of resource for routine, structured and free play activities; a well-managed, child-friendly, and free accessible environment, all foundation phase learners, but Grade R learners in particular, should not be stuck in chairs behind desk all morning. They rather need comfortable spaces with blankets and cushions and workspaces with chairs and tables in which they can play, work, and move around freely”.

Nevertheless, the CAPS does not speak clearly about the roles that Grade 1, 2, and 3 teachers should play in support of the intended life-skills curriculum. It should be noted that the policy only focuses on the Grade R teachers. There is thus a gap in the policy when it comes to Grades 1, 2, and 3 teachers’ roles. Participants indicated different meanings and understanding of their role as foundation phase teachers. In order to learn how the desired curriculum is implemented, teachers’ roles must be flexible and connected to actual action (instructor), consequence (facilitator), and individual internal intelligence (researcher) which teachers experience in the context of this study. In the process of teaching and learning, a teacher takes on the role of a knowledge instructor or a facilitator for the acquisition of life-skills (drama) curriculum (Khoza, 2018; Makumane & Khoza, 2020; Khoza, 2019). When teaching life skills, teachers are expected to take on the roles of the instructor in performance curriculum. While teaching the competency curriculum, teachers facilitate learning. However, certain teachers mix their duties as facilitators and instructors, becoming researchers rather than simply teachers.

Section 1 of the Employment of Educators Act (1998) defines a ‘teacher’ as any individual appointed to a position on a teaching establishment who instructs, trains, or teaches others, or who offers professional educational services, such as professional therapy and educational psychological services, at any public school, institution of higher learning, departmental office, or adult basic education centre. A profession, as defined by an Act, is an exclusive occupational

group of registered practitioners, according to the National Teacher Education Department report (NATED, 1994, p. 26). “A complex, organised occupation whose practitioners have engaged in a long training programme geared towards the acquisition of exclusive knowledge, through which they gain monopoly of service essential to or desired by the society” (Adylotte, 1999, p.9). Moosa and Shareefa (2019); Prasetyo, Rachmadtullah, Samsudin, and Aliyyah (2021); Pazhoman and Sarkhosh (2019); Nyarambi and Ntuli (2020) emphasize the different roles teachers assume in their job. Teachers assume these roles so that learners can benefit from their teaching and learning.

6.3.6 Summative Assessment

Participants reflected as follows:

Nora: *“I follow a process; for example, if they had to recite a poem, the volume, pronunciation, actions would be tested, I will use a rubric and observation to assess my learners”.*

Oliva: *“I draft a rubric of assessment for the things that I want to see implemented, then most of task are done practically”.*

Emma: *“I use a rubric; I use evaluations forms for pre and post moderation and submit to my supervisor”.*

Charlotte: *“Through written tests, arts and verbal or performances-based assessments. Doing informal assessment and formal assessment and at the each of each term will administer one performance task in group”.*

Amelia: *“CAPS prescribes one formal task per term and informal tasks are continuous, administered daily as I teach. The tasks includes both practical and written activities. For practical activities I use rubrics for formal assessments and checklist and observation sheets for informal/continuous assessments”.*

Grace: *“In my implementation of assessment. I assess my learner on the weekly basis when in each lesson per week I give my learners time to reflect and practice their skills while maintaining motivation and enthusiasm. Learners are assessed at the end of each topic by testing their knowledge, formative assessments are oral, practical (inside or outdoor activities) and written and performances”.*

Penelope: *“We use rubrics for drama and arts. For theory we have one term test both formal and informal at the end of each term, and consistently throughout the term for class activities, tests, and performances”.*

Elizabeth: *“I use problem-solving skills, role-playing exercises, team building activities, interactive techniques to help develop them social and emotionally”*.

Sophia: *“We draw up a rubric which all depends on the assessment given for that term. It could be a role-play, drama, singing etc..... we look at expression, confidence, understanding, attire if needed, pronunciation. This depends on the structure of the assessment each term”*.

Teachers use both formative and summative assessments in their classrooms. Charlotte, Amelia, Grace, and Penelope all understood formative and summative evaluation; therefore, they shared examples of how they used both types of assessments in their classes/schools. It is also acknowledged that teachers engaged in a complex activity that relied on the acquisition, integration, and application of various types of knowledge practices or learning. Further, when assessments are used in the context of education, the term ‘assessment’ refers to the process of collecting and analysing data on the learning, performance, and advancement of a learner (Dolin, Black, Harlen & Tiberghien, 2018; Guo & Yan, 2019). When it comes to education, this is of utmost importance because it offers insights into what learners know, understand, and are capable of doing at the end of each concept taught. Teachers are responsible for setting high-quality school-based assessments to guarantee comprehensive coverage of the material presented. At the school level, particularly in early childhood education, both formal (assessment of learning) and informal (assessment for learning) assessments are implemented. According to Tabone and Weltsek (2019) for life-skills teachers who want to determine learners’ proficiency level, teachers provide learners formal papers and pencil assessment with a certain time frame to record information about learners’ oral participation, homework, and drama presentation. Teachers can choose from a variety of assessment methods, each of which serves a certain function within the educational system. Formative assessment occurs during the learning process and provides continuous feedback. Such assists both teachers and learners in identifying their strengths and limitations, allowing for improvements to teaching and learning tactics. Summative assessments are administered at the end of a learning period to assess overall learning outcomes, Examples include final exams, standardized tests, and end-of-term projects (Bhat & Bhat, 2019; Ishaq, Rana, & Zin, 2020).

Furthermore, the Department of Basic Education (2012) attests that the life-skills assessment assesses the development of concept, skills, and values in the ongoing and planned manner, primarily through discussions, role-playing and demonstrations in the creative arts and physical

education, where written recording is suitable for beginning knowledge and physical and social well-being. The assessment should be age and developmentally appropriate.

School-based assessment (SBA) is a technique of evaluation that takes place within the school setting and is normally carried out by teachers. This type of assessment is designed to provide a more thorough and ongoing review of a learner's performance, abilities, and grasp of the curriculum. It is frequently compared with centralized, standardized testing; and is regarded as a more comprehensive technique to evaluate a learner's ability. SBA employs continuous evaluation throughout the school year rather than depending exclusively on a final exam. This allows teachers to track their pupils' progress over time. School-based assessment uses a variety of assessment methods, including projects, presentations, class participation, practical demonstrations, research assignments, and other non-traditional kinds of evaluation. School-based assessment allows learners to receive rapid feedback. This feedback is intended not simply to evaluate performance, but also to help learners improve their understanding and skills. Individual assessment recognizes that each learner has unique strengths, limitations, and learning methods. Such enables a more personalized approach to assessment, taking into account a variety of traits and abilities. Some SBAs are designed to imitate real-world tasks, enabling learners to apply their knowledge and skills in practical situations. This can improve the relevancy of the education offered. Teachers need to have a solid understanding of both summative and formative assessments in order to provide answers to the 'what' question.

Both types of assessment are significant in their own unique ways. When participants reflected on their understanding of assessment in life skills (drama), they had different understandings. When teachers responded to the question, they indicated that the majority of the assessment activities conducted are described in the policy document (CAPS), along with the many types of knowledge that support teachers' practice. CAPS provides for various assessment purposes, such as diagnostic, summative, and formative. Emphasis is on a balanced approach to assessment practices that aim to develop learners' enquiring minds as lifelong learners capable of assessing their own performance and that of others.

When Amelia and Grace responded per assessment reflections they expressed that, when planning to assess, they use their teaching and learning times to prepare learners for assessment. Hence, formative assessment is an evaluative method that takes place while learning is occurring, enabling teachers and learners to collect and react to information regarding progress immediately. The main objective of formative assessment is to offer feedback that may be used

to enhance the quality of teaching and learning. Such is sometimes contrasted with summative assessment, which takes place at the conclusion of a unit or course to assess overall learning outcomes. This is supported by Bloom (1960) Khoza (2016;2019;2020) and Boston (2019) who iterate that formative assessment as assessment for learning, is part of the learning process. Teachers conduct this form of assessment during the process of teaching and learning through diagnosing learners' needs.

Nora, Olivia, Emma, and Sophia's reflections indicated that they use rubrics when assessing learners. These participants' accounts show that their experiences are in actual action, because most of the time during assessment, teaching and learning they follow CAPS. They also used observations as the tool for assessing learners' performance in drama. Teachers use various ways of setting marking guidelines such as rubrics or assessment criteria, to ensure that learners understand what is expected in any form of assessment. Hence rubrics make the assessment process more transparent, by clearly communicating the criteria. This promotes a sense of fairness and helps learners understand how their work will be assessed. The finding further indicates that teachers were mostly driven by professional or actual action experience, through the understanding of the current nature of the curriculum (CAPS), which is performance based. Emma exposed a different dimension in her reflection, insisting that, while she uses a rubric to assess her activity, this is conducted practically.

While it is not clear how she administers written activity, in her accounts Emma states that she uses a curriculum monitoring tool to check the quality of assessment that she gives her learners. Her accounts suggest that while she focuses on consequence experience, she also follows actual action experience in which her supervisor checks the quality of her work. Emma understands that there are forms of assessment prescribed to be used to formally assess learners. Emma also understands that she must administer formative assessment. Rubrics are a useful tool for assessing life skills (drama) because they provide concrete and behavioural criteria that can help learners reflect on their current social-emotional mastery level and future goals (Panadero and Jönsson, 2013). Thus, formative assessment is the process whereby learners actively and continuously engage in assessment activities such as self, peer, and teacher feedback to achieve objectives and develop learners' self-regulation and metacognitive capacities (Bolden et al., 2020).

School-based assessment entails acquiring meaningful and reliable information about the learners' performance on an ongoing basis against clearly established criteria, utilizing diverse methodologies, instruments, approaches, and contexts (Poliah, 2019). SBA encompasses all classroom-based evaluations conducted by instructors. Black and William (2018) advocate for assessment as a process of establishing a foundation of evidence and reasoning on the courses of action that could improve learners' learning. Formative assessment is also used to enlighten and involve learners in their own assessments, discover areas of strength and weakness, and provide appropriate feedback. Formative and summative assessment collaborate to influence learning because what is required is the integration of summative and formative assessment activities into a functional system that works together to support and evaluate learning.

Teachers use planned assessments based on actual action experience to ensure that learners master the targeted topic. Teachers are led by teaching/planned objectives, which are short-term aims. Teachers develop assessments based on lesson/topic/subject objectives, and learners are required to demonstrate mastery of the information during the assessment. Planned assessment of content, also known as summative assessment, evaluates learners' learning performance through exams and tests (Ahmed et al., 2019; Guo & Yan, 2019; Muller & Hoadley, 2019). Planned assessments place high demands on learners, and make final judgements on their performance, rather than improving learning outcomes (Guo et al., 2019; Khoza, 2019).

DBE (2012) indicates that teachers, when assessing learners, should use continuous assessment in the foundation phase to avoid heavy reliance on the formal, summative assessments. Grace, in her accounts of how she uses assessment, states that she administers assessment on a weekly basis so that her learners will be able to reflect on applying the skills that have been taught that week. This accounts clearly suggest that Grace is applying continuous assessment in her teaching and learning practice. In her reflection, it is also significant that Grace is influenced by consequence experiences more than actual action. Grace wants to keep her learners motivated while undertaking their classroom assessments. Sherpard (2017) and Bennett (2011) support this. One way of assisting learners with understanding is to develop learners' metacognitive skills and to enhance motivation differently for low-achieving learners.

6.4 Conclusion

This chapter presented the discussion of findings on data generated from the reflective activity. This chapter further discussed themes related to actual action teachers' experiences. The intention of these discussion was to determine teachers' experiences on the teaching of drama in early childhood education using themes aligned with the NIF.

The use of themes helped in answering the first researcher question. Findings from the reflective activity highlighted that Grades 1, 2, and 3 life-skills teachers have different teaching experiences on the life-skills curriculum. For example, experiences on the understanding on goals teachers were driven by both actual action and consequence experiences. Participants were able to use the curriculum document for their teaching process. Other participants learned to teaching life-skills holistic as they wanted to produce quality result. The question on specific aims for teaching life skills was aligned with aims, objectives, and outcomes determined during the analysis. All participants were able to account for their teaching and learning process. Teachers understood the content that should be taught during the lesson for life skills, one participant commented that she is not teaching drama sections of the life-skills curriculum that makes her not to adhere with the life-skills curriculum this suggest that she is more driven by consequence experiences in teaching life-skills CAPS.

In the reflection, participants also admitted that they have challenges regarding content. The prescribed life-skills content also integrates and collaborates with other sections in the curriculum. The findings showed that teachers need to be trained and have a strong understanding of the subject. The other hurdle faced by participants was the use of the language. While this was not part of experiences, it emerged as the challenge. Reflective activities reminded that teachers' experiences are driven by both actual action and consequence experiences. The next chapter discusses the operational 'how' question, thus establishing how teachers' experiences inform their teaching of life skills (drama) in the implemented curriculum.

Chapter Seven

Findings Addressing Teachers' Experiences to Answer the 'How' Operational Question of the Study

7.1 Introduction

The previous chapter addressed the descriptive analysis. The first part of the analysis presented as interpretation of data from one theme (actual action teachers' experiences) and categories which were: goals (lesson objectives), prescribed content, teaching activities (formal activities), teaching environment (face to face), teacher as instructor, and summative assessment. In an attempt to respond to the first research question of the study, the chapter presented primarily an analysis of the data that were obtained via the reflective activities. This chapter presents the data obtained from the reflective activities, observation, document analysis and the semi-structured interviews.

The first part of this chapter outlines data that were obtained via observation and document analysis (lesson plan and curriculum document), with the research participants, and the analysis thereof. The second part of this chapter presents data obtained from semi-structured interviews, observations, reflective activities, and document analysis. These data instruments observations, reflective activities, document analysis and semi-structured interviews served to respond to the second (operational) question, namely:

- **How do teachers' experiences inform the teaching of life skills (drama)? (operational)**

Cohen, Manion and Morrison (2011, p. 456) state that observation is a widely used means of data generation, and it takes many forms. Hence, observation is a highly adaptable form of data generation because it enables me to generate data on the real-life setting (school environment), the interactional setting with participants; and was involved during the teaching and learning programme for life skills in the foundation phase. Furthermore, observation gave me the opportunity to watch Grades 1, 2, and 3 teachers (participants) in order to gather 'live' data from the naturally occurring social situations within teaching. Observation was undertaken to ascertain the nature of practice in different schools and classrooms for me to understand teachers' experiences on the teaching of life skills (drama) in the foundation phase. In this study, personal observation was conducted in four schools for a period of one day. The participants and I were coordinated at the time of the lessons so that I could be available during the teaching and learning time for each lesson. Of the four schools only one participant allowed

me to take photos of the lessons. I then used field notes to remind me of the process of each lesson. This encouraged me to focus on every method that was used by teachers while working with learners. The findings are presented in Table 7.1 (*Theme and categories emerged from operational question*) below; and is used to continue with the discussion and analysis of findings. Such makes meaning of the consequence teachers experiences in the teaching of life skills (drama) in the foundation phase.

Table 7.1: Theme and Categories Emerged from Operational Question (Data Presentation and Analysis)

How do teachers' experiences inform the teaching of life skills (drama)? (operational question)	
Themes	Categories
Consequences of Teachers' Experiences	<ul style="list-style-type: none"> • Subject outcomes • Socio-economical accessibility • Resources • Teaching environment (online/home teaching) • Teacher as facilitator • Peer assessment

7.2 Observation Addressing the Operational 'How' Question? Findings and Discussions

This study adopted the natural identity framework (Khoza, 2023) as the framework for analysis. The choice of observation was a suitable data-generation method used to understand the nature of the teachers' work. Teachers' experiences allow teachers to reflect on their teaching practice of life skills (drama). These reflections assisted teachers to improve their teaching methodologies/strategies. Teachers had to re-reflect on their actions, at the same time using their teaching practice to showcase how they operate in their classroom, when they are teaching, leading them to achieve their objective reality. Before observations were conducted, I presented the vision and the plan to generate data during the lesson observation. I then made an appointment to visit the school on the date agreed upon, where I observed teachers teaching life-skills lesson. Before each lesson took place each teacher presented me with a plan and lesson preparation for a week and daily focus which gave me an idea of what was going to take

place in each of these lessons. Each teacher that was observed also gave the context of the structure of their classroom. Each teacher disclosed the nature of their work and the number of learners in each class. This gave me the opportunity to trace teachers' experiences on the teaching practice, by interrogating the documents that were given to me. Below, Table 7.2 (enrolment of learner per class) elaborates the number of learners per class that a teacher could teach.

Table 7.2: Enrolment of Learners per Class

Teacher	No. of Boys	No. of Girls	Total per class	Average Age	Grade
Grace	18	32	50	6	1
Olivia	18	20	38	6	1
Emma	11	13	24	7	1
Charlotte	20	23	43	8	2
Nora	20	14	34	7	2
Eva	23	23	53	7	2
Sophia	25	29	59	8	3
Penelope	24	22	46	8-10	3
Amelia	19	23	42	8	3
Elizabeth	23	25	48	8-10	3

The average number of learners per teacher in a particular educational institution is shown by the learner-teacher ratio, or measure. In primary schools, lower learner-teacher ratios are frequently favoured to support individual learning and efficient classroom management. This helps to define the quality of education and the degree of individual attention learners receive. Although smaller class sizes enable teachers to provide more individual attention, some of the classrooms are overcrowded. The study by Waita, Mulei, Mueni, Mutune and Kalai, (2016) focused on impact of pupil-teacher ratio on academic performance in national examinations in public primary schools. The study findings showed that the education sector stakeholders must pay adequate attention to pupil-teacher ratio since it affects performance of pupils in primary school. The study further recommended that the government employ more teacher to lower the pupil-teacher ratio and to ease teachers' workload. The study by Venketsamy (2023)

emphasised that in South Africa there has been a rapid growth in learner enrolment in public school. Hence, the increased number of learners per teacher has created many challenges for teachers to provide quality teaching and learning. Venketsamy (2023) asserted that the high teacher-learner ratio has a negative impact on the quality of teaching and learning. The large class size and overcrowding had a negative impact on the provisioning of resources to learners. The appropriate class size for effective learning can be influenced by a variety of factors, including curricular goals, available resources, and teaching approach.



Figure 7.1 Lesson Observation artefact: Learner-teacher ratio

The above artefact that I have chosen triggers memories of helplessness apropos of conditions that teachers and learners face every day when coming to school. Noting that teachers' experiences come from conscious thoughts of each lesson interrogated through the subconscious thought that drives teachers to understand their personal teaching experiences of life-skills teaching (Khoza, 2021; 2023). During teaching and learning time I took notes as participants worked with their learners. Thereafter, I reflected on each of the lessons that I had observed to make my own judgement of the lessons and to understand how teachers' use their time to teach and plan for lessons. Furthermore, during the observation period I noticed that realistic actions performed by teachers allowed me to use the categories of experiences

(professional/actual action, social/societal/consequence, and personal/individual internal intelligence) to determine/ critique teachers' experience of the pure personal, reason, and action that forms teachers' experiences and beliefs which brought teachers to their objective reality. Maxwell (2013) and Alalwan et al. (2020), critiquing teachers' past experiences that are intrinsically linked to the actions based on the context that shapes them to believe, assist in understanding personal experiences and allow to predict possible outcome for the future actions. While this method was convenient, and reliable, it allowed me to tap into all corners of the participants' lives and I was able to understand the various working conditions that these teachers go through each day as they go to school.

7.2.1 Storytelling via Observation Leading to Objective Reality

Observation in this study allowed both the participants (teachers) and me to understand the nature of teaching and learning of life skills (drama) in the foundation phase. This was done through the process of engaging in an observation process of social behaviours, patterns and culture of each school, teacher, and classroom. Observing how they teach, later translated to how the life-skills curriculum was implemented and understood by these participants. Hence, observation was meant to interrogate content, teaching, and learning activities, resources used, learning environment, accessibility, and assessment. In each lesson that I observed teachers were to demonstrate how they teach life-skills (drama) content, how they achieve the outcomes, how teachers used resources to support their lessons of life skills (drama), how teachers portray their roles during the teaching and learning, how teachers relate to the learners they are teaching; also focusing on the environment where lessons take place and after each lessons how teachers are assessing what was being taught during the life-skills (drama) lesson.

Life skills is the backbone for the teaching and learning in the foundation phase. Life-skills content has been scaffolded in a coherent, simpler manner across the allocated week in each term for teaching and learning to occur. In Grade 1 the structure of the process for teaching and learning includes perceptual development and phonological awareness for learners who may not been ready for the formal curriculum; while teaching and learning continues after two weeks using the prescribed content/topic. In Grades 2 and 3 baseline and orientation have been allocated two weeks to prepare learners for the formal curriculum. For this observation to take place the participants and I planned our schedule to meet the teaching and learning of topics prescribed in the CAPS life-skills document. All the lessons observed fall under the 3rd and 4th week of teaching and learning in the 1st term of the academic year. Life-skills teachers that I was able to observe were not given any structure of the lessons. Teachers used their

professionalism to participate in the observation. Individual teachers had to engage with the planning of the life-skills lesson that they would teach on that day. However, there are key aspects of a lesson that teachers must focus on when planning for a lesson. These aspects are knowledge of own personal details, own school, and good eating and health habits (Grade 1), various types of food, sources of water (Grade 2), and understanding of time and change (Grade 3). During teaching and learning times participants applied various methods to teach their appropriate group which made me understand how each learning aspect was used to develop cognitive abilities for each learner. In almost all the classes that I observed teachers employed free play activities; also, learners were given an opportunity to sing songs and move around the class (routine activities) which allowed learners to prepare spaces and informed learners of the life-skills lesson.



Figure 7.2 Free play site artefact: Outdoors

Observation allowed me to be able to evaluate whether ‘how’ they teach is informed by actual action, consequence, or individual internal intelligence experience. The observation indicated that all participants selected content to be taught from the life-skills CAPS document. Teachers followed professional experience (actual action experiences) in which they planned for their lessons while adding social/societal understanding (consequence experiences) of the aspects to teach during life-skills lesson. Table 7.3 below provides a summary of whether teachers employed actual action, consequence, or individual internal intelligence experience when they prepared, planned and taught their lessons.

Table 7.3: Summary of the Lesson Plan Per Grade (1, 2, and 3)

Participants	Creative Game and Skill <i>(Warming up body parts (playing))</i>	Improvise and Interpret <i>(Exploring shape and weight using action words)</i>	Create <i>(Draw pictures of self-using different media)</i>
Grade 1			
Olivia	Yes	Yes	Yes
Grace	Yes	Yes	Yes
Grade 2			
Charlotte	Yes	Yes	Yes
Nora	Yes	Yes	Yes
Grade 3			
Penelope	Yes	Yes	Yes
Sophia	Yes	Yes	Yes

Table 7.3 above shows that all the participants that I was able to observe followed the lesson plan according to the curriculum document (CAPS) and the annual teaching plan (ATP) used by teachers when planning for their lessons. This also showed that teachers followed the prescribed curriculum for the teaching of life skills (drama) Grades 1, 2, and 3. In the process of planning to teach, teachers were using the Department of Basic Education (DBE) workbook for activities to be conducted after each lesson to assess the knowledge gained by learners. Sophia and Olivia, in their teaching practice observation, used other forms of resources, where they were able to use YouTube videos to teach life-skills concepts in their lessons. Teachers were thus using their understanding of the curriculum and planning towards the lessons. Teachers used what worked for them in their environment, which brings teachers to internal individual intelligence and consequence experience. Teachers were able to use the content that is prescribed in the CAPS document across the grades. For all the participants, content was selected from the CAPS life-skills document which was grade suitable.

7.3 Consequence Teachers Experience

The Department of Education (2011), Loubser (2012), and Simona (2015) state that the social and economic landscape has altered the roles and responsibilities of teachers, necessitating the development of new skills in the study area of life-skills CAPS on Grades R to 3, to prepare learners for life skills and to equip them for significant and effective social changes. According to the consequence teachers' experiences, people's general opinions in daily lives and events have a major impact on teaching and learning (Khoza, 2015, 2021). Therefore, a consequence experience is an opinion that a person has acquired from the society. Furthermore, Khoza (2018) proposes that teaching and learning of consequence teachers' experiences is motivated by social experiences, as a lifelong process in which its participants acquire skills through shared information from the society. Khoza and Mpungose (2018) state that consequence teachers experience involves sharing ideas about life-skills (drama) teaching in the foundation phase, primary school.

7.3.1 Subject Outcomes (Consequence Experience)

Participants, in their reflections, also expressed the importance of teaching the subject. Reflections for Penelope, Eva and Elizabeth are linked to the outcomes from the CAPS identified as their response that "*Learners are exposed to a range of knowledge, skills and values that strengthen their understanding of the relationship between people and the environment, knowledge of personal health and safety*" (DBE, 2011, p. 8).

Elizabeth response:

"Outcomes are short-term goals, hence in my teaching I ensure that learners understand and can apply concepts that I have taught them. It is essential that when I plan my lesson in my mind I try to make every content relevant to the societal needs that learners come with to school. This allows me to understand my learners background and make my work to easy".

Eva:

"Build self-confidence and shaping moral is the key aspect of my lessons, the curriculum wants me as a teacher to develop citizen that will be able to communicate and be able to face the challenges of the world. I use my Life skills lessons to teach drama using methods like role-playing to shape learners' moral and ethics".

Elizabeth ensures that learners are capacitated to make better choices in life as their grow, using life skills to teach and speak about content that is contextual relating to learners. Eva wanted to make sure that her learners are able to face all of life's problems. She tries to instil self-confidence and morals in her learners. Participants when reflecting on the life-skills objective assured that, when teaching the subjects they comprehend the capacities of learners must know

at the end of the lesson. Mayer (2014,2020) announced in his findings that the importance of teaching objectives occurs when learners are engaged in the cognitive processing, when teachers select the most relevant information and integrate the topics within the content of the subject. Khoza (2012) supports these findings when he proclaims that when teachers are facilitating the process of helping learners, they build their own knowledge from the inside out in order to meet learning outcomes. Penelope wrote that her objective is “*to ensure that learners know about how the world works and how to look after themselves in a secure manner and I capacitate learners using different sources to develop knowledge*”.

The above accounts implied that Penelope, Eva and Elizabeth understand the objective of teaching life skills. They focus on life-skills outcomes in their teaching. This further suggests that these three participants when reflecting are more influenced by what is happening in the world (consequence experiences), as they continue to want to develop learners’ cognitive thinking through becoming self-motivated and trying to transfer skills that will make learners understand how people function in the social spaces.

Amelia:

“Life skills is a compulsory subject in the foundation phase, its objective is to shape learners to be responsibly citizen, able to understand artist being in them, so I want to enhance that learners will be lifelong learners...develop the ability to express ideas clearly, listen actively, and allow learners to collaborate with others”.

Nora:

“To equip leaners, develop knowledge, emotional, social and physical being so that their will deal or overcome life challenges and use skills to be able to be developed”.

Amelia and Nora’s accounts demonstrate that participants believe in shaping learners for the future. The accounts of these participants show that objectives for teaching are linked to CAPS, as the participants indicated that they are preparing learners for the future, and instilling lifelong learning into them. Hence, Amelia and Nora’s reflection further suggest that participants followed CAPS documents when preparing for the process of teaching and learning. While teachers understand societal/consequence experiences, they prefer to lay more emphasis on the professional/actual action experience of teaching.

Hoadley (2018); Khoza and Mpungose (2020) define objectives as instructional goals that are focused on the short term and reflect the intentions of the teacher. Consequently, the focus is

on meeting the teacher's objectives of ensuring that learners fully grasp the intended material and ultimately achieve the desired outcomes (Remillard & Heck, 2014). Throughout the process, the content fails to consider the importance of learning and long-term objectives. Therefore, it is vital for teachers to consistently engage in self-reflection and to contemplate the utilization of objectives. These aims encompass both immediate instructional objectives and long-term learning goals (Makumane & Khoza, 2020). Teachers' experiences are thus important as such influences and affects teachers in their everyday practice, either promoting or hindering the attainment of the curriculum goals. Makumane and Khoza, (2020) consider that objectives are specific statements that clearly outline what is intended to be taught by teachers in the classroom. Objectives have formed part of the participants' reflections on the teaching of life skills. Participants' reflections were similar in nature of objectives as their responded to the (what) questions of this study.

Makumane and Khoza (2020) objectives are a key attribute to a well organised educational design. thus, supporting the notion of participants in their reflections as their state that their want to groom talent and shape young learners to understand that world that there are living in. This further suggests that objective is seen as a tool that permits teachers to organise teaching and learning in a way that would favour desired outcomes.

According to Khoza (2018), when specific aims are extended to integrity, teachers may find their new experiences from those who inspired them to embrace the life-skills (drama) curriculum. Hence, actual action teachers' experience plays a huge role in how the planned curriculum is implemented by the Department of Education. Even though objectives were stipulated in the South African CAPS curriculum, the majority of participants confused them with aims and outcomes. Most participants were unaware that objectives are developed based on teachers' experiences and attained by teachers as short-term goals for performance curriculum or content-centred curriculum (Hyland, Kennedy, & Ryan 2006; Khoza, 2018). According to Khoza and Mpungose (2018) a curriculum that seeks to address teachers and learners' needs and help them to understand who they are, is critical. Hence, Khoza (2016) proclaimed that teachers must complete crucial curriculum requirements in order to remain motivated in their teaching. Khoza (2018) refers to the needs as diagonal needs since they emerge from the professional (actual action) and societal (consequence) needs. Curriculum aims are long-term goals that assist learners to find their own identities. Hence these objectives are designed to address gaps, shortfalls, and problems identified by the country. The school

becomes the centre where learners will be groomed, thus closing these gaps. By owning the tension between professional (actual action) and societal (consequence) there is a need to address the categories of dynamics (individual internal intelligence) which would assist to harmonize the tension and explore identity questions of teachers and learners (Khumalo, Shoba, & Khoza, 2023). Mabuza (2018) asserts that learning outcomes explicitly define the information and abilities that learners are expected to acquire. These outcomes are focused on the society (consequence) and aimed to foster societal experiences (consequence). Khoza (2021) and Mabuza (2018) elucidated that specifying the learning outcomes for each topic indicates the experiences of teaching and learning strategy, as well as the expected manifestations of the teaching and learning operations. Hence, to facilitate the attainment of educational objectives, teachers should adhere to the curriculum that emphasizes the development of skills and attitudes. Teachers may not discuss learning outcomes because the life-skills CAPS is a curriculum that focuses on the performance and content, focusing on the curriculum aims and subject objectives.

7.3.2 Socio-economical Accessibility

Educational accessibility as seen via the participants' reflections provided a variety of perspectives on the topic of school accessibility. Participants assured that practically all Grade 1, 2, and 3 life-skills learners and teachers were able to attend school, despite the challenges that are present in various areas around Durban where they live. The learners have no disabilities, but they are exposed to various social challenges. When participants reflected, they stated that they had both financial and physical access. The reflections provided more insight into the lives of the teachers and learners.

Sophia:

"I am teaching learners from poor socio-economic backgrounds who have little or no access to the internet. All my learners are Africans and speak IsiZulu. They all walk to school as it is a walking distance".

Olivia:

"Young learners, from socio-economic society, community of RDP houses. School culture is inclusive school. We access school with public transport, walking in at the centre of a community".

Charlotte:

"Majority of my learners are living from the social grant and have unemployed parents. Some live with grandparents or relatives. Even the level of education in the township is minimal, they also struggle to do homework as parents cannot assist sometimes".

Both Sophia and Oliva share the same sentiments when describing the kind of the learners that they teach. It is evident that these learners faced the hardship of poverty. Both schools ensured that educational facilities, classrooms, playground, and other spaces are designed and equipped to accommodate individual learners. According to Deghaye (2021) and the Department of Basic Education (2011, p.5) “human rights, inclusivity, environmental and social justice; infusing the principles and practices of social and environment justice and human rights as defined in the constitution of the Republic of South Africa. The National Curriculum Statement Grade R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors; inclusivity should become a central part of the organisation, planning and teaching at each school (Eyitayo 2022; Hebe, 2019). This can only happen if all teachers have sound understanding of how to recognise and address barriers to learning and how to plan for diversity”. Olivia, in her account adds more insight into the support that the school provides to learners; however, she was not able to provide a detailed account of how the school provides inclusivity in life of learners at her school.

Eva:

“Most learners from school do not come from a bad socio-economic status. My school is a multiracial Semi-private school. The parents and community are hands-on and very involved in assisting with changes or improvement of the school from infrastructure. Therefore, we have enough support, and the department comes through here and there, their home backgrounds is rooted in family customs and traditions, religion, parents understand the school culture, community. Most learners are walk-inns and I also walk to work”.

Eva’s account shows that parents’ involvement is evident in support of the process of teaching and learning. The development of the school is part of their daily life as learners can be at school for learning, assisting the school to improve its infrastructure. Eva’s reflection further suggests that teachers and parents’ collaborative relationships centred on the learning and development of the child are fostered by effective communication between parents and teachers. Communication enables parents to give extra support at home by keeping them updated about their child's development, areas of strength, and areas in need of improvement. Children feel more confident and secure knowing that their parents are participating in their schooling. This network of support enables people to pursue their interests and take on new challenges while also boosting their self-esteem. Parental involvement, especially for pupils from various cultural or socio-economic backgrounds, can help close the gap between the home and school environments. Parents may help create a more welcoming and encouraging learning

environment for all learners by being involved in school events. The qualitative case study by Gomba and Msezane (2024) for four Hlanganani District, Limpopo, schools, used focused discussions with teachers. Study findings declared that parental involvement in learners' education is still a challenge. Most parents do not participate as expected, even though it appears that there are signs of positivity among teachers regarding parental involvement. More support is needed to ensure the effective parental involvement to help learners succeed academically. Hence parental involvement seems to support teacher improvement in learners' outcomes and create a harmonious educational ecosystem. Mesmin; Hanselman; Jenny; and Elizabeth (2019) and Hebe (2019) insisted that parents with higher socio-economic status offer more opportunities for their children to engage more in education. The learners that come from this sort of family background will do better than learners who come from the low socio-economic status family.

7.3.3 Resources

When Emma reflected on the use of resources in her classroom, she mostly uses HW and SW resources, *"No I do not use textbook, I just consult my CAPS document, I use ATP from Department of Basic Education and other online resources"*. Similarly, Penelope said, *"The school does not supply anything, and I am paid less than average teacher, I am unable to buy materials. I do not have a drama textbook; I generally use Life Skill textbook in all my work"*. Nora stated that the Department of Basic Education offers teachers workbooks for learners used as the teaching and learning resource. Her accounts show that the workbook provided by the Department of Basic Education, has the relevant content that can be used in the different grades and are age relevant. *"Grade 2 uses Departmental blue book not textbook. The book is age relevant and meet the curriculum requirements"*.

In this study, the participants presented their teachings in a school classroom, giving learners a real-time atmosphere for learning. Hence, learning requires that teachers select appropriate signals and avoid noise, primarily in the classroom teaching and learning process. Resources in teaching and learning play an important role in the successful accomplishment of the desired curriculum goals. Hence, resources formed part of the categories in this study to determine how teachers use, or lack of use, affected the attainment of the life-skills (drama) curriculum goals. In a broad sense, a resource is anything that can be used to support or facilitate learning processes. Khoza (2012,2013); Van den Akker (2010) and Samuel (2008) maintain that teachers are considered key resources because they must eventually select relevant materials that assist in effective teaching and are congruent with the goals, content, and suggested

teaching and learning activities. This might comprise physical items such as materials or equipment, and intangible assets such as information, skills, and expertise. This idea correlates with the topic of curriculum alignment, with Squires (2009) and Mpungose (2020), arguing that determining alignment corresponds with providing learners the chance to gain pertinent knowledge. In order to achieve alignment, teachers must be diplomatic and creative. There are many resources available, not all of which will be suitable or relevant for the suggested objectives, subject matter, and activities.

In early childhood education, efficient use of teaching resources is critical for involving learners, reinforcing concepts, and developing and enriching the learning environment. Resources are categorised into three propositions: hardware (HW), software (SW) and ideological-ware (IW) resources. Thus, HW comprises any resource that is tangible and facilitates the teaching and learning process (Khoza, 2015). This resource may include black/white board, computers, and cellular phones. These resources require users to follow instructions when using them, hence they summon factual enactment strategies. SW resources are materials that are made for the hardware in order to show information that is used for teaching and learning (Khoza, 2012;2020). Such may include emails, PowerPoint slides, Facebook, YouTube, or WhatsApp. The decision to use these resources is heavily influenced by the learners' needs and experiences; hence social enactment tactics are used. According to Amory (2010) and Nkohla (2016), teachers use cognitive processes to locate suitable HW and SW materials. Therefore, IW resources are found in teachers' heads, making them unique; each teacher has his or her own interpretation of the theories and ideas underlying the subject matter's pedagogy.

When participants reflected on the use of teaching resources they all revealed that while teaching and learning take place in a classroom environment, the common resources used are textbook, worksheets, chalkboards, and CAPS document and ideological resources such as teaching approach, teachers' philosophies and software resources such as data projectors and internet, drama props. Furthermore, six participants expressed the shortage of textbook for learners. Conole (2013), Khoza (2017) and Kwarteng (2014) define teaching and learning resources as both tangible and intangible resources used to support and enhance learning in schools. According to Khoza (2018); Miles and Darling-Hammond (1998), resources play a crucial role in teaching and learning. Teaching and learning resources aim to improve learner performance (Davis, Cochran, Fagerheim, & Thoms, 2016; Yarker and Park, 2012).

The lack of resources that the school provides for teaching and learning for life-skills CAPS. Teaching and learning would not be achieved as intended by the curriculum CAPS. This further implies that teachers need to develop their own teaching and learning resources so that quality teaching would take place in the classroom. Hence, without the HW and SW resources, teachers struggled to apply their IW resources in order to facilitate an effective teaching and learning (Khoza, 2012; 2018). Teachers did not consider their ideologies as the teaching resources, which would affect how they selected the HW and SW resources. At the same time where teachers present challenges of not having enough teaching and learning resources, the Department of Basic Education provides schools with learners' workbooks which could be used by teachers to enhance teaching and learning for learners to be able to experience life-skills learning. Teachers when faced with not having adequate resources need to use their creativity to plan and develop teaching resources. When teachers face shortages of resources this affects them in the process of planning of teaching. Hence teachers go through active mental process before, during and after teaching each lesson (Cimen and Komur, 2019 & Mthi et al, (2021). According to the participants, their use of CAPS (HW) resources in the teaching of life skills (drama) influenced participants to change their teaching methodologies (IW) resources to produce a quality teaching and learning environment.

Olivia:

“Every day I use learner’s textbook because it is CAPS compliant and assist me in developing proper lessons and be able to apply my teaching methods in a profitable way, when I teach Life skills sometime during acting activities I use props, music and videos to allow learners to be creative in developing characters and also interpret the song the way they understand it”.

Olivia stressed the importance of using the curriculum document in the process of implementation of the life-skills CAPS curriculum in the foundation phase. Olivia also argues that the document assisted her in developing lessons that learners could understand and interact with as she engages in the process of teaching and learning. Her account further suggests that SW and HW resources when used by teachers correctly helps to achieve the intended curriculum. Therefore, the above accounts also show that learners develop their own learning styles. When learners engage with learning activities, they are more influenced by teachers to interact with other learners and to use certain tools for learning which shifts their critical thinking skills and allow learners to develop discussion and group work. These accounts are in line with Mpungose (2016) who states that learning activities, resources and learning experiences are required for teaching and learning as they facilitate outcomes and behavioural

competencies. Teachers consciously and strategically make decisions about what is communicated and how it is communicated in a classroom. However, when teachers use SW and HW resources they integrate skills and follow instructions when applying these resources.

Amelia:

“for dialogues and drama I use Platinum textbook because they are enjoyable activities and the content aligned easily with the CAPS Document, DBE workbooks, and interactive boards and projectors twice a week”.

Eva:

“Once a week I visit library, use my computer to research work and develop my worksheets and activities, at school I am provided with Oxford learner’s book and DBE worksheets”.

Sophia:

“charts, puppet, toys, music instruments, workbook are aligned to CAPS”.

Van den Akker et al. (2009) imply that teachers must understand their rationale for teaching and learning, content, learning activities, and learning resources. Amelia proclaims that while she accounts for the use of resources, she mostly implements resources when she engages learners in the dialogues and activities. She further stated that she uses the textbook in the process of teaching and learning. Almost all participants, when responding, showed that learners need to be engaged in the process of learning so that they would be able to transform and develop their content of the subject. This is in line with what Khoza and Biyela (2020) articulated when referring to how teachers use both SW and HW to influence change. Teachers need to use subconscious thoughts via the conscious mind. In the process of transformation of teachers’ and learners’ use of their minds, teachers and learners would be able to push their minds to apply IW resources to transform educational process. Teachers were not aware of the power that their ideologies held in contributing to effective teaching and learning. Mpungose (2015) stresses that ideological-ware greatly influences the teaching and learning practices of life skills. Interestingly, participants during observation and reflective activities, did not limit their ideologies to the teaching methodologies recommended in the teaching of life skills (drama); they relied on their context and their learners’ interests in order to activate their participation in all lessons of life skills.

Charlotte:

“I use CAPS document for teaching life skills in the foundation phase, while technology resources assist me to be able to implant their skills as they young as they are”.

Elizabeth:

“No I do not have a specific textbook for drama, the life skills textbook incorporates drama but not a standalone textbook for drama, I use projector for YouTube videos, and music box.

Charlotte and Elizabeth, in their accounts admitted to the use of software resources as teaching aids for teaching and learning of life skills (drama). These participants; findings show the benefits of using both HW and SW to enhance teaching of life skills. All participants were unaware of the integration that took place so that teaching and learning should embrace learners’ creativity when engaging with the learning activities.

7.3.4 Teaching environment (online/home)

Olivia:

“I use social media platforms as the source of information for the current news. I am using social media platforms because my learner always talks about thing that they see, as a teacher I need to be up to date about the new trends, knowing that we are living in at the time where we use technology. TikTok assist me in my teaching, as my learners always watch videos on this platform”.

Elizabeth:

“as a teacher in the foundation phase most of the time when I face challenges in my teaching of drama life skills, I would research most of the section that are difficult to me. I can sing, dance, when it comes to acting, I would do research for the concepts that I will be teaching, mostly I visit Google and YouTube. I do not use online platform to teach because my learners come from different backgrounds”.

Olivia and Elizabeth’s reflections on teaching environments (online/home) indicate that teachers use online platforms for different reasons. Olivia accounts for using online platforms in her teaching: to develop her own skills and knowledge about the world and understand how the world is changing and influencing learners to behave in a particular way. While in her account Olivia admits that she does not include technology in her teaching, her learners use online platforms to learn about new things that happen in society. Mahmud and Bakar (2021) believe that online platforms for learning offer opportunities to learners to be effective in the learning process. Olivia seems to be influenced by the consequences experience. Elizabeth, in her accounts, articulates that online teaching and learning is only dedicated for her to research the concepts of her teaching so that she develops confidence in teaching difficult topics. In her account it is also clear that learners were not involved in online learning. Schools do not have online resources for teaching and learning of the life-skills (drama) content.

The participants during observation also all demonstrate the lack of online teaching and learning. Findings from observations further highlighted that teachers used only their classrooms for teaching and learning; only homework was given to learners to do at home. The struggle with online teaching and learning was common to all participants. Charlotte averred that “*I teach Life Skill (drama) in my classroom. My school do not have access to internet*”. Amelia added that “*I do not do online teaching and learning as my learners do not have access to laptops, computers and cell phones and the school do not provide us with online resources*”. These two accounts expressed that financial constraints come into play in the implementation process of online teaching and learning of life skills; the school could not provide internet to teachers and learners.

Nora:

“the space and the environment that I use at school for teaching and learning is not conducive for teaching and learning, my classroom is not fully equipped for online teaching and learning of life skills, most of my learners are face with the challenge of social ills as their come from poor economic backgrounds”.

Hence, learners’ family backgrounds played a huge role in accessing resources for learning. According to Van den Akker et al. (2009), a mistake in one concept can have a negative impact on others, leading to a compromised enactment of the curriculum. Teachers frequently mentioned a lack of resources to facilitate online learning, highlighting the importance of financial accessibility. This statement makes it clear that the participant was unable to use online learning because of a lack of resources. Van den Akker (2003) believes that schools should be primarily responsible for providing resources, particularly if they are expensive and in line with the expected goals. Berkvens et al. (2014) also suggests that the lack of resources could potentially compromise the quality of the enactment process. It is evident in the statements made by participants that they were unable to facilitate online teaching and learning.

7.3.5 Teacher as a Facilitator of Learning

According to the study, facilitation means that teachers help learners to see their potential and develop understanding of the content taught in class during the teaching and learning process. Through life skills, learners are able to see how the world operates. Van den Akker et al. (2009) insist that the role that teachers undertake must facilitate learning and enable professional, societal, and individual needs of learners, while encompassing educational goals. Therefore, it is important that teachers are aware of the roles that they are supposed to assume during the implementation process; these are usually outlined in the intended curriculum. The findings

from participants on their teaching practices (teacher role) showed that the job of teaching required them to plan and deliver lessons and facilitate learning experiences based on the life-skills Grades R-3 CAPS. The planning of lessons and activities was aligned with educational aims (individual internal intelligence), objectives (actual action), and outcomes (consequence) supplying the needs of their learners. Amelia:

“In my teaching I am being by drawing the attention to them so that I would instil listening skills and responsibility. I teacher all subject in my class, this makes me to integrate drama in all my lesson. For example, when I teach maths, I involve my learners’ using materials that I have in class. I use fruits, stones, and sweets as I create scenery of the shop where we buy. I use stone to represent money. In group learners role play going to the shop to buy and knowing the place their live in”.

Grace:

“I start each lesson with a song so that learners are able to collect their minds and know that we are going to start a lesson. This gives learners an opportunity to concentrate, focus and prepare them for the activity that is going to be done in class. I use the song Make a circle, this make them know that it is story time or reading time. While dancing and singing using drams this assist in me in grouping them, giving them an opportunity to think and express themselves through characters in the story. I try to give them freedom to explore and imagine characters and give them time to use their bodies to dramatize the story as there understand it”.

The above two reflections by Amelia and Grace are supported by Bishop and Verleger (2013) highlighting the important of human interaction as a key component of the classroom teaching and learning activity. The foundation of learner-centred theories such as those of Piaget (1968) and Vygotsky (1978) state that explicit instruction methods based on teacher-centred learning theories are outsourced to automated life-skills learning. The study by Shanmugavelu, Ariffin, Vadivelu, Mahayudin & Sundaram (2020) aims to explore the effectiveness of instructors’ questioning strategies in the classroom. Proper questioning strategies are essential in the teaching and learning process. Proper questioning tactics will help teachers gain feedback from pupils on whether or not they grasp the subject. This study covers some of the questioning strategies that a teacher must be aware of in order to effectively teach and learn in the classroom, such as attentiveness and appropriate voice (pause, question the content, and distribute the questions). This improves motivation for learners, fosters critical thinking, and improves classroom teaching and learning.

Biggs (2011) adds that teachers must create a learning environment that facilitates learning activities that in turn makes learners achieve the desired learning goals. When the above teachers were using resources in their teaching assisted them to facilitate learning; learners were encouraged to drive their full potential towards achieving the goal of the life-skills curriculum.



Figure 7.3 Grace's artefact: Classroom photo

Penelope:

“Dancing and singing is part of drama skills need for foundation phase Life Skills because learners use it to role play and build characters. I like to see learners using their hands (working with paint, colouring worksheet, using clay and craft). I also take them out to the nature to collect object, we also create objects from all materials we collected. This forms part of learning resources that I use when I develop critical thinking. Hot setting, role playing is also used when I group learners into groups so that there can work collaboratively in understanding the world. Every two weeks I use singalong activities where I play different songs that learners need to understand and know by the end of the week. Learners learn the song and create the mood, tone, emphases, and dance to it.”



Figure 7.4 Grace’s Artefact: Role-playing Medical Personnel

Penelope and Grace’s findings demonstrate that teachers played the role of managing the classroom. They know what they want to achieve in their lessons and plans accordingly to allow learners to work independently with the material that is used in class. Their reflection further revealed that while facilitating the lesson both teachers used other methods so that learners will be able to understand the content that is being taught. Ponniah, Sivanadhan, Kumar, and Nadarajan, (2019) determine the extent of application of the 21st century learning model among teachers and to assess its influence on activities and facilitation of 21st century modelling in Thirukkural teaching in Perak state’s Tamil primary schools. The findings affirm that the classroom environment observed matches the positive features of a classroom, as recommended by the Ministry of Education. The availability and implementation of various elements, such as “learning resource centres,” “self-access learning,” and digital technologies, are not without flaws. The obstacles to building a great classroom full of positivity include a somewhat small classroom and economic considerations. Additionally, the results demonstrate that learners’ emotional motivation and the role of instructors as guardians, mentors, managers of learning environments all received exceptional accomplishment scores. This result is regarded as a major accomplishment. However, more work must be conducted on how to get scores when using teachers as planners, motivators, and appraisers. The acts of the passive pupils have also resulted in low scores for the role of students as active learners. At the same time, students’ roles as active learners get low scores due to the behaviours of passive students. Overall, based on the 21st model of learning, it can be stated that Thirukkural learning and

facilitating can be done well; however, certain components of this model, such as the teacher's function as motivator and the student's role as active learner, need to be enhanced further. These teachers were likely influenced by both actual action, and consequences teachers' experiences. Findings further indicated that all teachers in the foundation phase value and believe in learners tackling activities independently and engaging in a more critical discussion.

7.3.6 Assessment (Peer Assessment)

Amelia:

“Life Skills group and homework activities are mostly informal/continuous assessment methods that I use to evaluate my learners and ask other learners to help in sing and doing movements”.

Amelia's affirmation confirms that teachers were using peer assessment and are now developing the use of this assessment strategies in their teaching and learning process. Other participants expressed how difficult it was to use peer assessment in foundation phase, learners still being too young to understand how to assist one another. Charlotte confessed that she does not understand how to implement peer assessment in her classroom. Charlotte:

“I don't use peer assessment, as my learners are still young”.

The type of assessment needed must be appropriate for their stage of development. Young learners may find it difficult to comprehend criticism, and they may also be emotionally sensitive to it. A supportive environment and careful planning are necessary for the implementation of peer assessment in the foundation phase. Peer assessment actively incorporates learners in the assessment process, allowing them to learn from one another and reflect on what they have accomplished (Shoba, 2018 & Mabuza, 2018).

Elizabeth:

“I allow them to explore the use of the voice, different expressions are then articulated by learners in an interactive and play-based activities. When there use characters, role playing, hot setting one of the key techniques that I try all times to explore with my learners. Each learner has different talents, and this also gives me time to be part of the lesson, activity as they would keep on trying to be the best of the characters played. This assists me when learners can integrate these dramatization skills to other learning areas in the foundation phase. Incorporate peer assessment into play-based learning activities where children can evaluate each other's efforts in a natural and engaging context”.

The above reflections suggest that when teachers use peer assessment in the class environment, they can enforce development of different skill amongst learners. When learners engage in a role-play or storytelling activity learners share different events or narratives with other learners. Learners have to listen to one another and be able to comment on the stories that have been

shared so that other learners will be able to improve their acting and presentational skills. Teachers also allow learners to be in groups. Learners discuss one another's work. This further develops young learners to work collectively and fosters a sense of community and teamwork. According to Black and Wiliam (1998) and Cartney (2014), assessment broadly refers to all activities teachers and learners engage in to gather data that can be used for diagnostic purposes to change teaching and learning. These authors are in support of the use of peer assessment; they advocate that teachers should implement different assessment strategies in the classroom environment. Black, Harrison, and Lee (2003) and Falchikov (2005) confide that peer assessment can therefore help learners in a variety of ways, including by enhancing their conceptual knowledge, communication abilities, and self-evaluation abilities.

Participants remained working with both summative and formal assessments. Assessment by peers was nevertheless included in the reflections and interviews; and some teachers even used it in their daily teaching and learning practice. Peer assessment is the process by which learners assess one another in order to increase the significance, appeal, and relevance of their education to their own needs (Reddy & Le Grange, 2017). Thus, this style of assessment actively includes learners in the learning process; and combines with problem-solving activities that allow learners to develop knowledge. Teachers thus use social enactment tactics to provide assessment criteria to allow learners to effectively assess one another. Peer assessment is an ongoing and continuous process of assessing learners in the classroom that involves evaluations and observations. The goal of peer assessment is to assist teachers in identifying any gaps in learners' knowledge and areas in which they can improve. For learners, such provides an opportunity to offer constructive feedback to help peers improve their knowledge of the subject and promote pupil engagement and collaboration.

7.4 Conclusion

This chapter presented the data obtained from the reflective activities, observation, document analysis and the semi-structured interviews. The findings from the data generated were discussed with the express determination of establishing an understanding of teachers' experiences of teaching life skills (drama) in the foundation phase and to understand what informed teachers' experiences. This chapter further provided the structure that demonstrated theme and categories. Categories that emerged include subject outcomes, socio-economical accessibility, resources, teaching environment (online/home teaching), teachers as facilitator, and peer assessment, that from Chapter Seven were aligned with the second research question:

- **How do teachers' experiences inform the teaching of life skills (drama)? (operational)**

To strength this study third level of data analysis and findings are presented in the next chapter. The theme and categories were generated by responses to the philosophical question of the study.

Chapter Eight

Findings Addressing Teachers' Experiences to Answer the 'Why' Philosophical Questions of the Study

8.1 Introduction

In an attempt to respond to the first and second research questions of the study, the two previous chapters concentrated primarily on analysis of the data that were obtained employing the reflective activities, observations, document analysis and semi-structured interviews. The second part of the analysis presented an interpretation of data from the second broad theme: consequences teachers' experiences and categories which were: subject outcomes, socio-economical accessibility, resources, teaching environment (online/home teaching), teacher as facilitator, and peer assessment. This chapter presents the data obtained from the semi-structured interviews conducted with the research participants, and the analysis thereof. These interviews served to respond to the third research question, namely:

**Why do teachers' experience the teaching of life skills (drama) in particular ways?
(philosophical/theoretical)**

This chapter presents the findings and conclusions from the theme and categories that emerged from the third research question; but most importantly, the analysed data will lead to interpretations of teachers' experiences of teaching of life skills (drama) in early childhood education. In order to deepen the study's scope, the next part demonstrates how the theme and categories are interconnected to give meaning to the entire study while also pointing to research questions about the findings that developed from the data presented.

Table 8.1 below clarifies and illustrates the relationships between the theme, research questions, and experience categories. The third research question of the study is addressed by the theme and categories that arose from the data. The study phenomenon was addressed in the semi-structured interviews, and the responses generated themes and categories.

**Table 8.1: Themes and Categories Emerged from Philosophical/Theoretical Question
(Data Presentation and Analysis)**

Why do Teachers' Experience the Teaching of Life Skills (drama) in the Particular Way? (philosophical/theoretical question)

Themes	Categories
Individual Internal Intelligence Teachers' Experiences	<ul style="list-style-type: none"> • Curriculum aims • Internal knowledge • Teaching environment (blended learning) • Teacher as a researcher in drama curriculum • Theories of teaching • Formative assessment

8.2 Theme 3: Individual Internal Intelligence Teachers' Experience

Teachers' experiences play a huge role in how the planned curriculum is implemented as expected by the Department of Basic Education. Zhukova (2018) highlights the importance played by teachers in shaping learners' values, attitudes, and mindset so that learners will develop thinking. Khoza (2020) further asserts the importance of teachers' experiences as these allow teachers to reflect, employing a cognitive process in which the conscious mind interrogates the subconscious mind to renew the past actions. Hence, for teachers to be successful in their teaching they need to first start by identifying and understanding their teaching experiences in the process of life-skills (drama) curriculum implementation. Khoza (2020) claimed that teachers' goals for teaching any subject is a situation that a plan for teaching is intended to be achieved. The curriculum vision assists teachers to reflect on their experiences, on their teaching in order to improve their teaching practice. Participant reflection on the teaching of life skills (drama) demonstrates understanding of the reasons behind their teaching in terms of objectives. Objectives are important aspects of planning for teaching and learning for life skills (drama). Khoza (2015) and Dobson (2019) articulated that goals are categorized into three categories, which are aims, objectives and learning outcomes. These authors state the differences amongst each category of curriculum goals that each teacher should have when implementing any curriculum. Aims are long-term goals, while objectives are short-terms goals in learning. The outcomes are constructed according to the specific measurable keywords that reflect varying levels of complexity in the life-skills (drama)

teaching and learning. Goals are achieved by the teaching and learning process that teaches embark on (Khoza & Biyela, 2020).

8.2.1 Curriculum Aims (Individual Internal Intelligence Experience)

Action experiences findings confirm that life-skills teachers' interpretation of their teaching experiences was understood. Participants when responding to the interview show the importance of using their professional beliefs in the preparation of the lessons.

Nora's reflection on her aims illustrates that she is influenced by what she sees happening in the society.

Nora:

"I teach Life Skills, so that their will know and understand their surroundings. I try to instil positive values, attitudes to my learners".

Amelia:

"To produce learners who are well socialised and responsible citizens of our country and beyond.... To upskill the knowledge of drama through life lesson".

Penelope:

"to ensure that learners have basic knowledge to be successful, social beings once they leave school or they progress through life".

Khoza (2020) outlines that when teachers reflect on their past and present teaching activities, teachers allow themselves to interrogate their actions and identify their conscious though through subconscious thoughts that drive teachers to know and understand their personal needs. Furthermore, participants stressed that their aims for teaching life skills were to give and create space and time for learners' ideas and to formulate creative solution to the problems of society. These three notions presented on teachers' reflections show similarities to what other participants have highlighted on their teaching of life-skills (drama) experiences in the foundation phase. Participants, in their responses, have stressed the importance of knowing and understanding the kind of learners one is working with. Teachers would be able to formulate the content that would be relevant to the needs of the society. Galane and Khoza (2023) state that teachers who have actual action of implementing the curriculum are pragmatists who believe that aims of education are fluid. As life is dynamic, so aims of education, according to these teachers should also be the same. The aim of the pragmatic teacher is to develop the learner holistically. Participants, while planning and preparing lessons in their head, held the context of the society and also tried to make the content learned to be relevant to learner's lives. Khoza (2021) states that the teacher is regarded as a guide who provides learners with ample

opportunities for natural development of their innate qualities. Teachers' actual action experience is needed to harmonize the professional and social identities. The above reflections from the participants are in agreement with the aims of the curriculum outlined in the curriculum and assessment policy statement Grades R-3 (CAPS):

“Aims to ensure that teachers are equipping learners, irrespective of their socio- economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country” (DBE, 2011, p.4).

The findings from the above reflections emphasised that knowing learners allowed teachers to modify lessons to their specific needs, interests, and learning styles. Teachers might also specify what learners should know and be able to do by the end of the term or year. Furthermore, teachers can ensure that curriculum content is consistent with educational standards and learning objectives established by the Department of Education. Understanding learners helps teachers identify areas for growth, modify their approach to teaching and learning, and add new material to better match the requirements of their learners (Khoza, 2021).

Hence, participants' curriculum aims for teaching life skills (drama) were to transform learners from what they are to understand in the concepts of learning life skills (drama) so that learners achieve 100% to the subject. When responding to the interview participants indicated that to be able to achieve their aims for teaching they needed to understand the concepts that constitute learning. In response they were able to position their teaching experiences to be able to differentiate between aims, objectives, learning outcomes, in understanding the teaching and learning of life skills (drama). Participants reflected as follows:

Elizabeth:

“aims to help even the struggling learners to know that there is something that they are good at, this helps my learners to be relevant global citizen and also be balanced holistically toward my teaching aims, objective and learning outcomes”.

Nora:

“to enable learners to achieve all the content areas in life skills, each time when I teach, I try to focus on the content and also encourage my learners to ask questions, so that I will know that there are developing their skills”.

Elizabeth and Nora's accounts indicate that participants in this study are driven by both actual action and consequences experiences. These explanations present reflections from the

reflective activities which suggest that aims towards which teachers were teaching life skills in the primary school. Likewise, the above-mentioned teachers' experiences were driven by the performance curriculum because they were teaching towards aims which are clearly outlined in the curriculum document. Khoza and Biyela (2020) imply that teachers' duties are therefore to empower the development of sufficient knowledge, skills, values and attitudes to promote the quality of teaching and learning. Hence, for teachers to be able to promote quality teaching, learning, and critical thinking amongst learners, teachers must understand the life-skills (drama) curriculum to be able to use their guiding framework for teaching and learning (Khoza & Biyela, 2020; and Makumane & Khoza, 2020).

Charlotte:

“The CAPS document outlines all curriculum aims; I refer to my CAPS document most of the time so that I will be able to understand my teaching. But when teaching my learners, I try to help them to develop the tools they need to succeed academically and socially to help learners to be able to demonstrate a set of practical skills such as time management, self-management and handling conflicts, team/group leadership skills”.

The above reflection shows that the participant uses the CAPS document as the guidelines for her teaching. While using CAPS she also makes her own interpretations of the curriculum document as she relates to the concept/content that is being taught in her class. She further employs personal understanding of the content, as she tries to make it relevant to her and her learners while teaching and learning occurs.

In the foundation phase life skills CAPS, specific aims of life skills have been identified as: “The life skills subject is aimed at guiding and preparing learners for life and its possibilities, including equipping learners for meaningful and successful living in a rapidly changing and transforming society. Through life skills learners are exposed to a range of knowledge, skills and values that strengthen their physical, social, personal, emotional, and cognitive development; creative and aesthetic skills and knowledge through engaging in dance, music, drama and visual art activities; knowledge of personal health and safety; understanding of the relationship between people and the environment; awareness of social relationships, technological processes and elementary sciences” (DBE, 2011, p. 8).

The CAPS document contains detailed descriptions of specific aims, and their reflections, curriculum aims, lesson objectives, and learning aims emerged as explanations. Competency

and performance curricula are the two foundational elements of the curriculum (Bernstein,1999). Life-skills subjects are integrated to create a learning area in the competency curriculum, which focused on learning objectives. Performance curriculum that is vertical implies that every subject stands alone and has an own set of learning objectives; all subjects are guided by recognized content from which learners acquire a common body of knowledge (Makumane & Khoza, 2020). Furthermore, the reflections from the participants further reveal that when teachers continue with their reflections on their practice they work towards the development of their learner’s personalities in all forms physical, intellectual, emotional, social, and spiritual to promote sustainable development, cultivate social awareness, and empathy, to cultivate an array of viewpoints and a global perspective. Teaching aims are thus driven by both forms of curriculum: performance and competence, because the participants used both professional document (CAPS) to support their aims for teaching and what were societal expectation for the kind of the learner that should be development in the particular society where these teachers were employed.

According to the Department of Basic Education (2011) the curriculum aims that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local context, while being sensitive to global imperatives. Therefore, aims are regarded as long-term goals that are achieved after numerous educational processes that must be taken by teachers and learners (Biyela &Khoza, 2020). Alsubaie (2016); Kranthi (2017); Mohanasundaram (2018) state that the goal of a successful curriculum should meet the needs of the current demands of the culture, the society and the expectations of the population teachers served. Mabuza (2018) and Khoza (2020) explained that objectives are short-term goals that originate from the overall aims of the curriculum and are developed based on what the teacher anticipates achieving more than what learners must achieve.

8.2.2 Internal knowledge

Participants’ reflections:

Charlotte:

“My lesson’s structure is the same every week (Maths, IsiZulu and Life Skills) when we come in the morning we start with prayer, followed by Mathematics lessons where I and my learners we start by counting using different numbers. Counting forward and backwards to try creating the skill of memorizing and understanding numbers, I will use drama methods like rhyming and body movement in this lesson so that learners will focus on the content learned. Building

confidence is important also because these learners come from different backgrounds. All my lessons are though using Isizulu as a mother tongue. The structure of my lessons contributes where learners understand how to organize their work/books. This assists me as a teacher to build trust, confidence, and critical thinking skills in my learners. In all my lesson I involve drama in teaching content and when doing activities in class. When we are learning maths, my learners use different materials that I have in class. Learners use hot setting and role playing. Most of the time I integrate my lesson because of time. When I teach Beginning knowledge and personal and social well-being and Creative Arts. I try to combine the two learning areas so that my lesson will accommodate all the elements of the life skills. for example: I turn my class to become a shop, so that learners will be able to develop skills of communication and thinking. I use Fruits, sweets, and stones as resources for my teaching to create a scenery of the shop where we can buy”.

Grace:

“The life skill content is straight forward and comes from the CAPS document that I follow. I feel that the CAPS Curriculum does address the issues of today. So what I do in my teaching I go according CAPS, but my daily structure of my lesson is not aligned with caps: if caps state that life skill should be done three time per week, I do it three time a week but from my understanding being as parent and understanding of being an adult, I ensure that my learners have a life lesson on the daily basis, yes I am motivated to used follow it. My life lesson comes from speaking ,telling them or connecting the world that we are currently living in with real life situations, for example: if the learner bully another learner which happen on a daily basis, it is not necessary in my caps document, but it does not mean if it is not in the caps document I don’t address, I try to address everything on the daily basis, I link to religion, use bible verses. Hence, CAPS is the Guideline that I use for my teacher. I look at the broad aspect of teaching, I try to research a lot of what is being tough in my class. Furthermore in the foundation phase there are a lots thing that don’t cooperate in the lessons, when the learner have to transition to the next phase, learners have been finding a lots of difficulties in adjustments, I ensure that in terms of the life skill I go over and the above, beyond from what is being asked form me, for the transition time from my grade 3 learners going to grade 4 should be smooth period for learners and teacher and not be of shock to their body”.

The accounts form Charlotte and Grace are in support of Khoza (2020, 2021)’s stating that teachers’ identities/experiences are conscious thoughts that interrogee subconscious thoughts that drives teachers to know and understand their personal needs. Charlotte and Grace’s

teaching experiences are informed by professional knowledge and societal skills that have informed their personal values (internal knowledge) of teaching life skills in early childhood education. Both participant accounts on the use of content for teaching demonstrate that these teachers were more influenced by the teaching and learning environment in planning and designing their lesson for their classes. Khoza (2021) states that teachers are more influenced by the 4IR environment which produces the internet that connects people to powerful information access. Charlotte says that her lessons are structured to allow learners to be able to organise their work. Teachers need to understand the nature of their environment so that they can plan and provide learners with appropriate content so that learners develop the content of the subject. This idea regarding internal knowledge is supported by Hewitt (2021) and Hewitt, Walz, and McLeod (2020), who define internal knowledge as all that learners must understand throughout instruction and learning and are willing to study. Content thus refers to what teachers are ready to teach learners about in a certain subject, like life skills. It is also widely acknowledged that teachers create the content that learners will access, utilizing a variety of sources. Furthermore, both participants on their accounts acknowledged the use of the CAPS documents, further exclaiming that, due to the time allocation and location of teaching and learning life skills (drama) it is difficult to teach a stand-alone content area for this subject in the foundation phase. However, these teachers have used their teaching experiences to integrate the teaching of the content area. This is in support of Magalhaes, Ferreira, Cunha, and Rosario (2020), that content is a collection of predetermined or chosen knowledge components that teachers can incorporate into the curriculum of life skills.

Sophia:

“Life Skills Foundation phase CAPS gave me the foundation and the keys of what is needed to be in class, it gave me the platform to teach something that I know and give my learners the correct information that will develop their critical thinking skills. CAPS is the guideline for us as teachers to use in class; while preparing for each lesson I use my personal information and integrate with the content that is prescribe in the policy document. This helps me to develop myself as lifelong reader, researcher, and a parent in class. I also use examples of everything that learners see on their daily life to teacher some content. Before I am being with the teaching of the content of Beginning Knowledge, Creative Art (drama) I try to trace and look for the background information that my learners have about life in general as the foundation of my lesson at the being of the year”.

Eva:

“Planning, communication is very important skills you need to have before start to teach. You need to plan your lesson well for good teaching so that you will apply different methods in your teaching. The curriculum needs to use together with your own skills for teachers to able to achieve better lesson. When I plan my lessons, I think about the goal of each lesson and also think about the child’s development because when I teach, I believe that every day my learners should go home having learned one or two things in the lesson this could be reading, memorising a Rhym that was done in class. Also, I should be able to transfer skills to my learners, so that there would be able to share skills with others”.

Amelia:

“Poetry performance, learners work with literacy in which the expression of feelings and ideas is given intensity by the use of distinctive style of rhythm poem, improvisations by collecting waste material e.g. rolls of toilet papers, boxes for making any design like stands of pens. I’m teaching poetry performances often because it develops critical thinking, speaking, listening, reading, and writing skills and critical analysis through emotional and imaginative engagement for learners’ personal life. It also promotes individual self-confidence encourages learners’ social cooperation and enhance creativity.”

These participants stated that the internal knowledge they use to teach life skills (drama) is first acquired from the learners, since they are members of the community and can be questioned about their opinions on various topics related to life skills (drama). According to Khoza (2021), teachers can rely on common information that can be obtained by using SMSs in the 4IR. The most widely used social media platforms are Instagram, TikTok, WhatsApp, Facebook, and YouTube. Since they enable teachers and learners to engage with the broader public that produces content on life skills (drama), these websites are driven by consequence experiences. Teachers can improve their teaching by understanding learners’ perspectives (Khoza & Mpungose, 2020). Teachers should not feel at ease with what has been planned in advance. Rather, while storytelling and improvising in life skills, teachers should consider their own needs as well as the needs of their learners. They should make use of the resources available from both professional and personal sources. Teachers can collaborate with learners to jointly create better and more effective activities and knowledge. According to Silseth (2018), teachers ought to apply internal knowledge. Learners frequently possess knowledge and comprehension that is pertinent, particularly when combined with teachers’ expertise. This process generates a distinct, customized form of knowledge by leveraging the perspectives of both the professional and societal fields. The findings of the study on participants’ comprehension of the internal knowledge they teach shows that participants’ comprehension of the required

knowledge varies. However, other teachers did not discuss what needs to be taught from their reflections. It is clear that these teachers comprehend the knowledge that must be taught as the life-skills CAPS standardised content; however, they do not fully comprehend whether content-centred and performance curriculum-aligned. For instance, it was discovered that all participants' comprehension of the life-skills content was enhanced by the use of physical objects, role-playing, and reading.

Eva's accounts revealed that planning and communication are the most important skills that teachers need when preparing for teaching and learning. When teachers plan their lessons and use the appropriate content, they will be confident to present content in such a way that learners would understand and be able to achieve the intended curriculum. Berkvens et al. (2014); Fumanyam (2016); Morojela (2016) distinguished between conceptual and operational content when classifying content. The content necessary for the curriculum development stage is known as conceptual content; and is influenced by individual internal intelligence experiences Fumanyam (2016); Mpungose (2018); Shoba (2018). Personal experience is a research-driven process that brings about the interrogation of personal, social and professional experience in order for life-skills teachers to find and comprehend individual internal intelligence experiences (Khoza, 2016).

8.2.3 Teaching Environment (Blended Learning)

Participant reflection:

Penelope:

"I use TikTok, Facebook, TV, and radio as one of the resources for my teaching to enhance and understanding of the content that is being taught in class. So that learners would see proper example of the content learned."

Penelope's account proposed that to be able to use blended learning, one should be creative in planning lessons and knowing the kind of learner that a teacher works with provides a better understanding of how teachers implement the teaching and learning of life skills. Hence, CAPS is silent about the use of blended learning for teachers.

Nora:

"I do not have any skills in teaching drama, but I research most of my work, and lesson preparation. I can sing and dance, when it comes to acting, I would research more about the concept that I am going to teach, most of the time when I do not understand an aspect of the content I visit google and YouTube. my learners enjoy watching YouTube videos this stimulate class discussion."

Nora acknowledges that she does not have skills for teaching life skills (drama). Based on her difficulties, Nora uses online learning to teach herself the concepts of the subject. This implies that when teachers faced with not understanding the content of the subject they can use online resources to develop content knowledge of the particular subject. This is also beneficial to the development of professionalism for teacher development. Such supports studies by Berkvens et al. (2014); Khoza and Biyela (2015); Mpungose (2018) outlines that online learning influences teachers' experiences and learning outcomes of the individual teacher behaviour.

Emma:

“For my teaching I do use technological equipment like projector, while lacking access to internet is the huge challenge for me to implement blended learning. Sometimes I use videos to teach my learners”.

Grace:

“when I am being my acting lessons, I use finger and hand puppets, for learners to understand how to use puppets I play puppet show using a TV because in my school we don't have access to internet and other technology equipment. I download TikTok videos and send them to parent WhatsApp group because my learners are still young and don't have cell phones”.

Grace highlighted that she experiences the lack of resources in her school. Grace further acknowledged that while this challenge exists, she tries to implement blended learning in her teaching using the resources that she has. Grace sees the importance of using blended learning for her learners in downloading videos and communicating with parents so that learners continue with learning after school. Mpungose (2020) states that the online milieu allows teachers and learners to communicate via various social media platforms to share various opinions on the subject. Grace indicates that she employs online learning environment to push the boundaries of performance curriculum. This suggest that life-skills teachers are unaware of the proposition that unpacks the teaching milieu.

The blended learning environment is also known as hybrid learning, combining both traditional face-to-face and online teaching and learning, with computer technology online and offline activities and resources used by teachers to enhance learning (Hockly. 2018). Castle and McGuire (2010) describe this form of learning as meeting the different needs and preferences of learners. Thus, as proposed by Scagnoli et al. (2005) and Singh (2003), blended learning

improves effective attainment of learning outcomes by increasing learners' motivation and interest while striking a balance in terms of time limitations. Participants have admitted that while teaching takes place at school, integration of technological resources exist amongst schools. Almost all participants accepted that, while there is not internet access in all schools, teachers use their own personal resources to integrate technology in the classroom. Cele (2019); Dladla (2020); Dlamini (2018) state that the teaching environment is much more than simply the classroom in which teachers integrate technology resources and learning; such may include the school grounds and the library. Blended learning is driven by teachers' internal knowledge and comfort with both face-to-face and, particularly, online learning. Therefore, personal factors, facilities permitting, impact life-skills teachers' decisions to employ blended learning (Miliszewska, 2007; Scagnoli et al., 2005, Turbill, 2002).

8.2.4 Teacher as a Researcher in Drama Curriculum

Participants' reflections on their life-skills roles indicated that foundation phase teachers assume different roles. Participants' accounts state that teachers in the foundation phase become parents more than teachers. This was expressed by all the participants. Teachers also mentioned that, foundation phase life-skills teachers must plan well in advance for lesson so that learners have a memorable experience of the teaching and learning practices.

Penelope:

"I try to teach my learners to be respectful and responsible in the learning life skills and to understand the nature of life. My grade 3 class have 35 learners, I enjoy working with my learners as we learn together sometimes. In term 4 I teach them how to listen and interpretation of stories and music". Penelope's reflection shows that her teaching practice is positioned on teaching how learners would experience life as they grow up. Penelope also develops children's morals and ethics, expressing that lessons should be enjoyable so that learners like the subject and bring their personalities into teaching practice.

Nora:

"I am caring and highly dedicated to my teaching roles in grade 3. I attended numerous workshops which assist me to grow my confidence in my teaching, as well as communicating with other staff members to develop different strategies in teaching. I am qualified, but still need to further develop my level of education for the betterment of my learners".

Elizabeth:

"As a foundation phase teacher, one must be caring and be a parent more than just being a teacher. My philosophy is humanizing pedagogy and capabilities approach. Therefore, I need

to understand that learners come from different backgrounds and different talents and skills. navigating all their different skills allows them to find themselves in the life skills curriculum. Furthermore, unleashing those skills is my responsibility for them to be nurtured. I am competent and qualified because I am currently doing my postgraduate studies in education as well and understand pedagogical content knowledge and skills needed to teach, but also developing myself as a teacher”.

Both Nora and Elizabeth had similar ideas about teaching roles to be chosen. Almost all participants’ accounts state that they were qualified to teach the foundation phase according to teachers’ employment protocols. Nora and Elizabeth’s accounts outlined that parental role is important when teaching foundation phase. Nora expressed that being a care-giver is also the role played by teachers. According to Celia and Elize (2018); Hoadley and Jansen (2018); Maharaj (2018) teachers are lone individuals who ought to understand the personal role in the delivery of any curriculum. The role that the teacher chooses to assume must be challenging, interesting, inspirational, and motivational to the learners as the teacher implements the curriculum.

Amelia:

“My greatest strength as a foundation phase teacher in grade 1 is the teaching of poems and music. When learners perform, they develop personal confidence. I do a lot of research before I teach my aspect of drama and music. This makes me to spend a lot of time planning my lessons well and develop class activities. Attending workshops have assisted me to improve my teaching, I am a dedicated, caring, approachable to my learners needs”.

The findings highlighted that teachers also lose confidence in the teaching if one aspect of the curriculum is not known. The above accounts showed that teachers must assume the role of a researcher so that when aspects of the teaching are not known teachers will engage in the process of researching the aspect of the curriculum that need to be taught to learners (Milner , 2021; Tomlinson & Imbeau, 2023). Teachers are thus influenced by actual action experience in their teaching.

Grace:

“As a teacher I need to have a strong communication, interpersonal skills. I always encourage active listening, effectively engagement in a class and homework activities, identifying learners’ strengths and challenges help me to understand and know how to engage with my learners in my teaching”.

Eva:

“I am confident about teaching Life skills because learners do role-plays to show their understanding. I can listen to each of my learners, I am dedicated, creative, and artist person. I work well with the young people; I am very good in singing and composing songs using themes which makes my class to be different to others”.

Olivia:

“I am very dedicated, approachable, committed, caring, and confident foundation phase teacher. I plan and research content of my lesson on time. When teach, I want to leave my learners with something memorable that will carry them throughout schooling path”.

Sophia:

“I attended professional development workshops, but Subject adviser stick on other learning areas like isiZulu and Mathematics. Less content development workshop occurs in Life Skills. I am kind, caring teacher, I teach learners according to their abilities, I try to develop critical thinking, sharing of different ideas when learners are working in groups and promote group discussions. Planning, communication is very important skill you need to have before start to teach. You need to plan your lesson well for good teaching so that you will apply different methods in your teaching. The curriculum needs to use together with your own skills for teachers to able to achieve better lesson. When I plan my lessons, I think about the goal of each lesson and also think about the child’s development because when I teach, I believe that every day my learners should go home having learned one or two things in the lesson this could be reading, memorising a Rhym that was done in class. Also, I should be able to transfer skills to my learners, so that there will be able to share skills with others”.

Emma:

“I went to teaching college to study towards my teaching qualification. During this time, we were introduced to both theories and practice of teaching. Through lectures and through practice in class. As the student in the college of education my 1st year I was giving an opportunity to observe experienced teachers in the phase teaching, also used the lecture time to integrate the two so that I will be able to understand how to become a better teacher. On the second and third year of my study I was giving the opportunity to practice teaching and learning in class where I experienced teaching and learning. This was the being of me to understand the professional world of teaching. I love what I do, while I have langer numbers in my classroom, I know my learners by name all of them, through activities that we engage into that assist me in knowing them. These kids become what you have instilled in them”.

Charlotte:

“I do not have any skill of teaching drama, but I research most of my work and also lesson preparation. I can sing, dance, when it comes to acting, I would research more about that concept that I am teacher. Most of the time when I do not understand aspect of the content I visit google, YouTube. If I have any lesson that need drama, I will research that particular them, so that I will be able to teach it confidently. When it is dance or singing with my learners, I am able to do the lesson in a more confident way. Sometime to be a lifelong learner assist it gives me freedom to ask other teachers for other school and in my school to assist in understanding those aspect that I am not confident in teaching. Also, I try by all means to use team teaching so that my learners would have quality education at their age. Hence the more I do something the more I become confident in do it. Dancing and sing are part of drama skills because one will role play, building character”.

A teacher’s responsibility is to teach and facilitate learning so that learners master the prescribed content for teaching and learning. Teachers must adhere to the defined teaching structures and concepts in order to teach life-skills foundation phase learners in accordance with the curriculum requirements (Khoza, 2023). The importance of the life-skills role in the curriculum enactment is undeniable, serving as a link between the prescribed curriculum and acquired curriculum (Fullan, 2008; Hoadley & Jansen, 2013; Okoth, 2016). It is crucial that life-skills foundation phase teachers be aware of the roles that they are supposed to assume during the enactment process; these are typically outlined in the intended curriculum. Van den Akker et al. (2009) insist that the roles that teachers undertake must facilitate learning and speak to professional, societal, and individual needs of learners, while encompassing educational goals. According to Khoza (2016), teachers typically adopt several titles based on the responsibilities and functions assigned to them within the educational system. To just name a few, titles such as scholar, planner, supervisor, controller, administrator, citizen, pastoral-carer, researcher, lifelong learner, and counsellor are frequently bestowed upon teachers. Domović, Vidović, and Bouillet, (2017); Fry, Ketteridge, and Marshall. (2009); UNESCO (2002) teachers’ beliefs of teaching are based on the early education and are often emotionally coloured and deeply rooted in personal care, as affective aspects of beliefs play an important role in the selection of information for storage and retrieval. Such can influence teachers’ approaches to the teaching and learning practices, irrespective of their acquired academic knowledge and practical skills.

The accounts articulate that the teachers mentioned above acted out different roles during their teaching practice. Teachers acted this way to assist the learners to learn the life-skills concepts more effectively. From the above findings, teachers stated that they chose different roles to perform (researcher, instructors, caregivers, parents) in their respective classrooms. Life-skills teachers acted as instructors driven by the set of policies prescribed for teachers; and provides what should be taught in a standardized way. Furthermore, few participants mentioned the role of the researchers in respect of teaching practices. Individual internal intelligence experiences drive life-skills teaching to address the subject's needs. The findings expressed that teachers were influenced by a set of skills, beliefs, and values obtained from the teacher's personal experiences. According to the studies by Berkvens et al. (2014); Khoza (2015); Mpungose (2018); Khoza and Biyela (2020), teacher-centred methods influence teachers' experiences gained during the process of teaching. Teacher-centred methods are driven by beliefs/skills/morals stored in and recovered from the subconscious mind to generate the teacher's role. A researcher can bring in self-knowledge, using self-knowledge during the teaching process, owing to the in-depth capacitation from the professional development. Thus, the researcher's role can assist the teacher in making informed descriptions of the teaching and learning process. The researcher's role draws from individual internal intelligence to address teachers' experiences in the teaching of life skills in the foundation phase.

8.2.5 Theories of Teaching Drama

Participants indicated the following:

Grace:

“role playing, hot setting is one of the key techniques that I try all times to explore with my learners. Each learner has different talents, and this also gives me time to be part of the lesson, activity as their will keep on trying to be the best of these characters. This assist me when learners are able to integrate these dramatization skills to other learning areas in the foundation phase. Where it is time for other learning areas, I will use the same methods to teach and when I teach them numbers and language, we will use rhymes and movement of the body”.

Nora:

“I like to see learners using their hands (working with paint, colouring worksheet, using Clay, craft) so that there will be able to demonstrate and discuss in class. I also take out to the nature to collect object; we also create from what we have collected those objects are part of resources that I use when I develop critical thinking in young learners. hot setting, role play is used in class during the activity as learner try to understand the concepts learned”.

Elizabeth:

“I integrate drama in all my teaching. So that I will be able to implement it because time it is not there for me to teach drama on its own. Role play, improvisation, hot setting and voice and body, character build is implemented in class during stories/narrative learning”.

Amelia: *“due to the shortage of space and learning equipment, I frequently use outdoor play where learners use different object form the nature to develop different narrations. Videos/ computers are used for classroom teaching activities. Lack of enough books create a challenge in teaching and learning”.*

Charlotte:

“Recently, I have found a lot of resonance with connectivism theory, which contends that we should reframe our understanding of learning, especially as it relates to technology use. I thus utilise my laptops and cell phones for information searches, but not all of our teachers agree that technology resources are essential to our school's curriculum and can improve our instruction. I therefore utilise my smartphone to look out pertinent theories and share the results with our students. Thus, laptops and cell phones are utilised to access the internet”.

According to a number of studies (Berkvens et al., 2014; Khoza, 2012, 2013; Samuel, 2009; Van den Akker, 2010), any resource or device that communicates, enhances, and further encourages learning is referred to as a teaching resource. In the field of education, ‘resources’ refer to anything that a teacher uses to support teaching and learning. All supplies or resources used to enhance education in the classroom and encourage learning are included in the teaching resource. This definition also states that the teaching is a crucial component of the educational process. Participants’ accounts indicated that life-skills teachers assume differing roles during the process of teaching and learning. Teachers were driven by both actual action and consequence experiences to inform their personal experience of teaching. It is also clear that teachers did not express their understanding of different roles assumed, due to the nature of their work. CAPS is also silent about the roles that teachers need to assume as their work with young children. Two participants were able to reflect on their teaching role and mentioned the theories that they use in their teaching. Grace tries to use role play and hot setting techniques in her teaching as these develop critical thinking skills in young children. Charlotte used the connectivism theory to teach her learners the content of life skills. This is in support of Khoza (2021) and the Three Tree Ring Theory school of thought (cognitivism, behaviourism, and constructivism) that addresses personal, professional, and social experiences in which teachers interrogate their principles to inform personal actions. Teachers’ conscious minds interrogate

the past subconscious mind (experiences) in order to enlarge and transform their mind-systems and mind-processes to reflect on or critique present activities (Khoza, 2019).

These findings clarify that during their practice, the aforementioned teachers serve as instructors and facilitators. Teachers should behave in this manner to help learners understand life-skills concepts more accurately. Even during curriculum implementation, the teacher takes on an individual role. According to Khoza (2013), teachers should view their ideas, theories, and talents as valuable resources for providing individualized learning experiences for learners. According to Khoza and Fomunyam (2021), teachers play an important role in fulfilling self-actualization demands by portraying their personal experiences while teaching different topics in life skills. This depends on how teachers understand their role in the curriculum enactment process.

8.2.6 Assessment (Formative)

Sophia:

“Assessment is done through homework, test, class discission, playing. Every term we assess learners for checking knowledge. I used the document caps to assess most of the time. Use material create some objects is used also for assessment. At the end I use Ribic to formulate assessment outcomes for each activity”.

Eva:

“I give my learners homework, I also assess by the time I teach, also research I one method that I do when I give my learners homework to research aspects of the content and come back with information in class. This allows me to develop the foundation for my kids. Also, it is the challenge for me to work, where I don't have some of the books and documents. All the time I am forced to research my work because I love my work as a teacher. I am face with challenges to teacher by most of the time I try and try until I am prefect in my work. I assess my learner's using worksheet, realty the topic to the real-life situation, and visit google by research. We need workshops to outline the subject life skills, also outline all the concepts of performance arts well”.

Sophia and Eva's responses obtained indicated that the use of informal assessment (homework, classwork, class tests, research activities) and formal assessment tests and practical tasks ensure that they push the limits of the performance-based curriculum. Grace brings forth the problem of language for teaching and learning, reflecting on the use of isiZulu as a mother-tongue language used in the foundation phase. Grace admitted that others' concepts of the life-skills content that must be assessed are written in English: Grace has introduced code switch in her

teaching. Section 6 (1) of the Republic of South Africa's Constitution (Act No. 108 of 1996) recognizes Sepedi, Setswana, Sesotho, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiZulu and isiXhosa as the 11 official languages. It is appropriate and justifiable to highlight in this study that the Constitution stipulates that everyone has the freedom to use the language of their choice. Grace was therefore influenced by individual internal intelligence experiences.

There was a general understanding of the concept of formative assessment and of its importance. All participants commented that formative assessment is conducted during the teaching, in order to check mastery of the contents, as the lessons unfolded. In addition, feedback and revision lessons were conducted. Formative assessment is a component of the instructional process that provides the information required to alter teaching and learning; hence, formative informs both teachers and learners of the learners' knowledge of the subject acquired when timely adjustments can be implemented. According to Shepherd (2008), formative assessment relies less on teachers' abilities to ask pertinent questions and make observations than the process view, which provides a qualitative insight into learners' learning. Assessment is fundamental to the teaching and learning of life skills, and teachers play a vital role in it. Participant accounts shows evidence that teachers understood how to conduct assessment for the life-skills curriculum. while it is also evident that participant assessment was driven by actual action experience. Here teachers followed the CAPS as the guideline for assessment in the foundation phase life-skills curriculum.

Grace:

“While giving my learners love I find it easy to work through the challenges of teaching and learner overcrowded classrooms. Assessment is done on the regular bases. Remember that I use isizulu to teacher my grade 1 learners. One play that I used it is based on the animals and the other animal is looking for his mother. In the process of transforming, I being to change and become all the animals in the play. Also, this will make learners to read first before I give them an opportunity to explore the story. Observation is one of the techniques used in the activity. We are provided rubrics for all the activity that we do in class”.

Penelope:

“I use a rubric for drama performance, for testing content each term I develop two test, one class test after teaching(informal), one control test per term(formal) done at the end of the term or year”.

Nora:

“assessment is done weekly by providing one lesson per week, this gives learners time to reflect and practice their skills while maintaining motivation and enthusiasm. Learners are assessed with tests at the end of the topic, formative assessment at the end of each term. For practical performance, class discussion, individual group activities (indoor or outdoor). While my assessment is evaluated by my supervisor using pre and post moderation”.

Penelope and Nora’s accounts of the implementation of formative assessment in the teaching and learning of life-skills foundation phase reveal that, while teachers follow the curriculum document when assessing learners, other teachers’ learners are assessed on a weekly basis. Teachers will know whether or not learners understand the content that is being taught. Penelope encourages her learners while assessing them to develop new ways of thinking.

Amelia:

“For assessment I use a rubric which all depends on the assessment given for the term. It could be role play, narrative stories, or singing. I assess expressions, confidence, understanding, attire used if needed, pronunciation. This all depends on the structure of the assessment each term”.

Emma:

“CAPS prescribes one formal and informal task to be administered per term. On my daily teaching I assess my learners continuously using both practical and content/theory learned in class. For practical activities I establish an assessment rubric for both informal and formal activities. Tests, HomeWorks, class discussions, group performance is used to assess learners information on the daily lessons”.

According to Subramaniam (2013); Killen (2015); Hay and Nilsson (2016); Rido, Nambiar, and Ibrahim (2016), group work is an active social collaboration in which learners combine their own experiences, such as home experiences, in order to understand the content. Learners from a closer proximity can bring socially constructed knowledge to class. Group work should bring horizontal knowledge for better discernment of vertical knowledge. Horizontal knowledge draws from a competency-based curriculum, which is driven by learning outcomes. For this reason, assessment as learning (peer assessment) is paramount, being driven by opinions that address consequence experiences (Khoza, 2017, 2018; Kisaka- Jwan, 2019; Maba & Mantra, 2017; Mabuza, 2018).

The findings showed that participants were more familiar with the term ‘continuous assessment’, which this study associates with formative assessment. One participant had difficulty understanding the distinction between summative and formative assessment. Both continuous and formative assessment are learner-centred techniques that treat learners as

individuals (Berkvens et al., 2014). The study employed the word ‘formative’ assessment, which refers to learning assessments. The study found that formative assessment is continuous during teaching and learning. It is informed by committed enactment, as well as acknowledged enactment that strives to develop learners through actual action content, motivated by the participants’ committed enactment.

8.3 Conclusion

This chapter presents discussions based on data generated to determine the ‘why’ behind teachers’ experiences teaching life skills (drama) in the foundation phase. The discussion and analysis of produced data were rooted in the natural identity framework. The subsequent chapter is a summary of the whole study; thus, it deliberates on emerging insights into teachers’ experiences. Possible contributions of this study to the body of knowledge are presented.

Chapter Nine

Life Skills Teachers' Experiences: Summary of Findings, Propositions, and Conclusion

9.1 Introduction

The main goal of this study was to explore teachers' experiences with the teaching of drama in early childhood education. The previous chapter presented an analysis of the third research question. Chapter Six of this study conceptualized an analysis of the first research question, the descriptive question. The study employed thematic analysis that emerged from the study. Chapter Six of the study presented one theme (actual action teachers' experiences) that emerged from the descriptive question. This shed light on the experiences of the ten participants. Through reflective activity verbatim exclamation and important segments were shared to capture the essence of their experiences/identity and voices. Chapter Seven of this study further moved the analysis to the second level, focusing on the operational research question analysis which yields one theme (consequences of teachers' experiences), through observations and document analysis engagement of participants in the process of teaching and learning, capturing the lived experiences of the participants. Hence, Chapter Eight of the study added to the shared experiences of the participants' understanding of the teaching and learning of drama in early childhood education. Through semi-structured interviews, participants gave a deeper insight into teachers' experiences on the teaching and learning of drama in the life-skills curriculum in early childhood education. Analysis of data emerged on one theme (individual internal intelligence teachers' experiences). This section of analysis allowed me to integrate my understanding and to address three research questions which were as follows: (1) *What are the teachers' experiences of teaching life skills (drama)?* Descriptive question, (2) *How do teachers' experiences inform the teaching of life skills (drama)?* The operational question, (3) *Why do teachers experience the teaching of life skills (drama) in particular ways?* Philosophical question.

This chapter presents the discussions and propositions by consolidating the findings from the analysis of Chapters Six, Seven, and Eight. This chapter presents four propositions which are: content for life skills (drama) teaching; teaching environment and resources; roles, responsibilities, and learning activities of teaching life skills (drama), and assessment for life-skills (drama) teaching. The propositions that are generated suggest that reactive teachers' experiences address the tensions between actual action, consequence, and individual internal intelligence experiences. Thus, following propositions, the emergence of a drama teacher

experience (DTE) is outlined, and how it would be used and added to the existing body of knowledge.

9.2 Addressing the Title: Exploring Teachers' Experiences in the Teaching of Drama in Early Childhood Education: A Case of Life Skills Teachers in Durban, KwaZulu-Natal

Three research questions were formulated to address the title: 1. The descriptive 'what' question: "*What are teachers' experiences of teaching life skills (drama)?*" 2. The operational 'how' question- "*How do teachers' experiences inform the teaching of life skills (drama)?*" 3. The philosophical 'why' question- "*Why do teachers experience the teaching of life skills (drama) in a particular way?*" Chapters two, three, and four explored the literature that was used to analyse, search, and critically engage with literature, and findings of other researchers on teaching experiences of teaching drama in early childhood education. Furthermore, scrutinized literature has outlined how teachers' experiences are shaped and informed by actual action and consequence experiences and less by the internal individual intelligence experiences of teachers.

Case study research was conducted, and data were generated using reflective activity, one-on-one semi-structured interviews, observation, and document analysis to address the research questions. Chapter Five of this study addressed in detail the method used in the study. Three themes emerged from the analysis which are: 1. **Actual action teachers' experiences**, 2. **Consequence teachers' experiences**, 3. **Individual internal intelligence teachers' experiences**. The natural identity framework was employed in this study to provide a comprehensive explanation of each research question. This chapters' discussion is driven by four propositions (**Content for life-skills teaching, teaching environment and resources, roles, responsibilities, and learning activities of teaching the life skills (drama), and assessment for life-skills (drama) teaching**) that arose from the findings. These propositions offer a detailed description of how the research questions were formulated and approached using the natural identity framework, the study's framework.

9.2.1 The Descriptive 'what' Question: What are Teachers' Experiences of Teaching Life Skills (drama)?

Experiences, as a phenomenon have been classified in this study as either, actual action, consequence, or individual internal intelligence experiences. According to the existing literature, teachers have different understandings of the teaching experiences of the life-skills (drama) curriculum. Therefore, as discussed in the previous chapters, teachers' experiences

may be influenced by either actual action, consequence, or individual internal intelligence experiences. Teachers' experiences are mostly either dominated by actual action which uses authentic life skills or a consequences experience which yields sanitized life skills (Khoza, 2017; Sokhulu, 2023). Teachers may be influenced by experiences either from the professional, social/societal, and personal levels when implementing the teaching and learning of life skills in early childhood education. Smigiel and Harris (2008) describe teacher professional experience as programmes that engage teachers within the workplace and communities as a formal part of their work. According to Bernstein (1999) and Khoza (2015; 2016), actual action experiences are aligned with the teacher's specialization in the subject and teaching following the curriculum prescripts. Khoza and Mpungose (2022); Ngubane-Mokiwa and Khoza (2016)'s consequence teachers' experiences of teaching life skills (drama) have their foundations in social/societal perspectives in which most teachers are influenced by views, opinions, and expectations of society. Hence, the studies above provide evidence that teachers' experiences are informed by what teachers experience daily when dealing with the curriculum. When teachers experience the implementation of the curriculum differently, this shapes how the teachers respond to the experiences. Teachers' experiences are informed by daily habits and shape the mindset of each teacher working with children in the foundation phase.

Teachers remarked that early childhood education life skills have various teaching experiences for teaching the life-skills (drama) curriculum. Hence, teachers' understanding of experiences on goals was driven by both actual action and consequence experiences. Participants in the study used the curriculum document (curriculum assessment policy statement- CAPS) for their teaching which yielded professional experiences on the teaching and learning that was experienced by the teachers. Teachers also learned to teach the life-skills (drama) content holistically. This shaped how they integrated the content, and formed skills required to improve learners' understanding of the curriculum aspect needed for each grade. Teachers realized as they navigated the life-skills (drama) curriculum that their actual action and consequence experiences do not work for them alone; teachers must adjust their mindset to apply the curriculum, since they are then portraying individual internal intelligence experiences. Based on both sorts of teachers' experiences, teachers can participate in reflective practice to determine which type of individual internal intelligence experiences they have. For instance, participants Elizabeth and Nora, Penelope, Grace, and Sophia were teaching life skills in early childhood education. These participants announced that, when teaching life skills teachers do not separate the teaching and learning of the life-skills subject topics that are outlined in the

curriculum. Teachers understood the implications of not knowing the whole content prescribed by the Department of Basic Education through the development of the policy on the life-skills subjects. Their rationale for teaching provided the meaning before bridging the gap between content knowledge for teachers and teaching and learning of the subject.

The findings and literature showed that teachers followed actual action teachers' experiences; when teaching teachers planned their lessons according to the lesson objectives that are stipulated in the curriculum document (CAPS). Participants in the study showed that teachers understand the curriculum as performance-based and have an intended curriculum that encompasses objectives that shift the curriculum to be obtained through teachers' alignment of the intended, implemented, and attained outcomes. Khoza (2019; 2020; 2023) supports teachers' use of the curriculum document when planning for their lessons. Teachers followed the curriculum assessment policy statement in the process of planning and implementing the content that was to be used in class. The findings show that teachers faced not understanding how to implement a prescribed content for early childhood education life-skills (drama) topics/content. To address this challenge teachers integrated topics/content to teach learners. Furthermore, teachers were influenced by the use of prescribed content for individual growth, helping learners to function better in the world and preparing learners for the future. Emma and Penelope's statements clearly outlined and gave the structure of their planning, providing the problem found in schools where early childhood education teachers do not follow the prescribed content due to the lack of time allocation, and lack of training for teachers to provide better teaching and learning service to the school. Both participants provided similar accounts of not possessing the skills of teaching drama sections that are stipulated in the curriculum. Hoadley (2018) and Khoza (2019) declare that teachers' actions are influenced by linear, structured, or mandated content, the school environment, and vertical knowledge. While teachers used prescribed content to teach foundation learners, they used different teaching and learning activities to engage learners to create knowledge of new concepts. Participants were teaching drama in early childhood education. The teaching and learning activities engaged and demanded of learners hard work to find the solutions to the existing challenges. Teaching and learning activities are linked to the content and specific objectives and learning outcomes outlined in the CAPS document. Teaching activities are aligned with learning activities; teachers design material that is used for learners to fully grasp the subject matter.

Ndlovu and Khoza (2021) state that the spaces in which teaching and learning occur are known as teaching and learning environments. Learning occurs when educational activities are carried out in an engaging setting. Humans learn in environments intended for instruction and learning. All learners that they teach at the school use the classroom and the playgrounds as locations for teaching and learning. Schools are complex institutions that serve as hubs for education, social development, and community engagement. The Department of Basic Education develops the curricula, which specify what should be taught at each grade level (1, 2, and 3); and are then carried out by the schools. Schools hire teachers to impart knowledge, support learners' development, and expedite learning. As I have mentioned, schools are formal environments characterized by power dynamics and control relationships between subjects and spaces. By following the regulations that control the schools, schools give teachers the chance to experience teaching by depicting both professional (actual action) experiences and social (consequence) experiences.

Teachers used both formative and summative assessments in their classrooms. Assessment in education is important because it offers insights into what learners know, understand, and can do at the end of each concept taught. Hence assessment for learning is aligned with competence life-skills curriculum and learner-centred approaches. Teachers are allowed to cater to the needs of each learner to be created individually. Teachers provided learners with informal classwork tasks following lessons, which demonstrated consequence experience. The manner in which the tasks were administered indicated that the teacher used them to assess whether or not learning had occurred. These formative assessment activities aimed to promote learning (Mabuza, 2018; Khoza, 2015).

9.2.2 The Operational 'how' Question: How do Teachers' Experiences Inform the Teaching of Life Skills (drama)?

This operational research question addressed how foundation/early childhood education teachers operated within the context of life-skills (drama) teaching and learning in different schools, where participants experienced the implementation of the life-skills (drama) CAPS differently. Data for the operational research question was obtained through data analysis from the lesson observation and document analysis (lesson plans and CAPS) which early childhood education life-skills teachers used for their pedagogical strategies to address educational needs through the amalgamation of professional/discipline, social/societal, and personal/individual experiences of education in their early childhood education. Observing teachers in action, teaching different classes with different numbers of learners, and other classes have no proper

equipment/material/resource to be used to facilitate, and instruct the teaching and learning of different topics by participants. The learner-teacher ratio shows the gap in educational practice in South Africa. The government needs to employ more teachers to lower the learner-teacher ratio and ease teachers' work. This would ease the difficulties for teachers and provide quality teaching and learning in schools (Waita et al., 2016 & Venketsamy, 2023).

In observing life-skills teachers, I interrogated content, teaching and learning activities, resources, learning environment, accessibility, and assessment used in the process of teaching and learning the life-skills (drama) curriculum. Participants demonstrated that when teaching life-skills content, they achieved outcomes for each of the planned lessons. Teachers used resources to enhance their life-skills (drama) lessons; they acted out their roles in the teaching and learning process; they interacted with the learners they were teaching; they focused on the classroom setting; and they evaluated the lessons after they had engaged with teaching and learning of the content. Thus, teachers saw life skills as the foundation of all subject areas in the foundation phase in which the curriculum integrates various subjects with the scope of what they implement in class during teaching and learning of life skills. Teachers were more influenced by professional/actual action experience in their teaching. Teaching practices allowed teachers to engage with learners and the content. This further shaped how teachers view the world, and the community they are working with. While teaching and learning are processes, the nature and relevance of classroom practices are continuously modified as new developments take place in society as transformations. Teachers change their interpretations of duties; hence, teachers' actions shift as they relate to learners with a meaningful understanding of the past and present actions that inform teachers' identity, habits, and beliefs. Teachers' experiences are informed by both individual teachers' identities, habits, the process of teaching, and methodologies of teachers' work. Therefore, Makumane and Khoza (2020) suggest that teachers' experiences are influenced by and affect other teachers on how they perform their teaching practice daily. Participants demonstrated that the new technological development has shaped how they teach and assess learners; teachers used YouTube videos to teach life-skills (drama) content. Khoza (2020) supports this by stating that when teachers are facilitating the process of helping learners, they build their knowledge from the inside out to meet learning outcomes.

According to this study, all teachers were working at schools in which learners were able to access the school in real life. Participants in the study further admitted that it was important to

build a good relationship with parents. Some participants implied that learners faced poverty and social ills. Sometimes parents were not involved in learners' learning life. South Africa is divided by nature, through poverty, inequality, race, gender, language, and disability. Teachers embrace how the country is shaped. Teachers recognized and addressed barriers among learners in different schools. Teachers further developed collaborative relationships between parents and teachers. This further assisted learners to achieve goals for education. Parents were able to support learners with content at home and were up to date with learners' work. Participants in the study further demonstrated that learners were confident, and secure about parental involvement in their schooling and networking with teachers. Such supported learners in achieving life-skills curriculum goals. There is a gap between parental involvement in different communities/schools due to the socio-economic background each learner comes. Literature proposes that parents of a higher socio-economic status provide more opportunities for their children to engage in education. Furthermore, the South African government needs to provide more support to learners' parents who come from lower socio-economic backgrounds. Government must develop policies that will encourage parents to be involved in the journey of education for their children.

All schools provided learners with basic classrooms for the teaching and learning process to occur. Teachers used different resources to support teaching and learning, while resources played an important role in the accomplishment of the desired curriculum goals. Teachers created an interactive learning environment utilizing various resources from textbooks, worksheets, and chalkboards which were more commonly used in the classroom environment. Shortage of resources is also evident in the study, posing a challenge to teaching and learning. Teachers have to develop their own teaching and learning resources. Teachers had insufficient teaching and learning resources, which affected them in the planning and development of teaching. Teachers have had to change teaching methodologies to improve and accommodate new developments in teaching resources for each lesson. Participants were able to address the issues of lack of resources by using the life-skills curriculum assessment policy statement (CAPS) in their teaching. Such influenced them to provide quality teaching and learning opportunities to the foundation phase learners. Integration of resources benefited teachers in the process of teaching experiences to enhance the integration of resources and learning activities to engage learners in creative learning. Despite various challenges, observing teachers in action demonstrated their unwavering dedication and passion for fostering meaningful

teaching and learning experiences for themselves and their early childhood education life-skills learners.

Teachers have a significant influence on the methods and techniques they use in the classroom. Teachers needed to know how to use technology to improve the online learning environment for life skills. The facilitative role was addressed in the previous chapter by describing different roles that teachers assumed in schools, and early childhood education classrooms revealing different qualities and abilities to teach. Teachers assumed the roles of managers, pastoral carers, lifelong readers, etc. While teachers developed the curricula and instructional routines to improve problem-solving and foster a better comprehension of the subject matter, they were influenced by actual action, consequence, and individual internal intelligence experiences. Through assessment, teachers were able to evaluate learners' skills obtained through formative and summative assessment.

9.2.3 The Philosophical 'why' Question: Why do Teachers Experience the Teaching of Life Skills (drama) in a Particular Way?

Chapter Eight provided insight into the presented data analysis which focused on addressing the philosophical question of this study. Through semi-structured interviews, data was obtained from ten participants, who were teaching life skills (drama) in early childhood education in Grades 1, 2, and 3. Based on the data analysis presented, one main theme emerged and six categories of why teachers experience the teaching of life skills (drama) in particular ways. Category Six focused on formative assessment, and Category five shed light on how teachers used different theories of teaching life skills (drama) in early childhood education. Category Three highlighted the significance of the teaching environment (blended learning) in which participants expressed the use of both face-to-face and online teaching. Category Two, which focuses on internal knowledge, brings forth social and professional influences in implementing curriculum content and evaluating how learners understand concepts and skills required for the achievement of curriculum aims. Category One, which focused on curriculum aims, was also crucial in offering experiences and insight into the philosophical question that the semi-structured interview addressed. After the completion of the analysis of teachers' experiences, I had to shape my understanding of the rationale behind the curriculum implementation and the method in which teachers engage.

The findings indicated that teachers' understanding of their experiences of teaching life skills (drama) is shaped by their teacher's identity through which teachers interrogate subconscious

thoughts that drive teachers to understand their personal needs (habits). Such thinking is supported by Khoza (2020, 2021). It is evident through the findings that teachers' experiences are informed by both professional and societal knowledge that informs teachers' identities/experiences with the development of new technologies. Teachers were able to use both online and face-to-face methods of teaching. Internet connectivity does not always exist in schools, nevertheless, teachers were able to use their cellular phone data to connect to the internet to download YouTube, and TikTok videos for the teaching and learning process. Blended learning is supported by Miliszwska (2007); Scagnoli et al. (2005), proclaiming that blended learning drives teachers' internal knowledge, impacting life-skills decisions to employ blended learning, teachers are trying to solve the challenge by working with what they have. They can develop their own teaching and learning resources for the implementation of the subject to be achieved. Such needs teachers who are dedicated in their duties as teachers.

Findings further highlighted the problems faced by teachers of not understanding one aspect of the curriculum: teachers often lose confidence in teaching. Hence, teachers assumed various roles as parents, researchers, planners, and administrators. This role assisted teachers in understanding how to implement the curriculum, further developing teachers to learn curriculum aspects that were not known, through using of technologies. Teachers must be trained to fill the gap in subject content. Furthermore, teachers must identify their identity/experiences. The research conducted by Berkvens et al. (2014), Khoza (2015), Mpungose (2018), Khoza and Biyela (2020) indicates that teacher-centred methods impact the experiences that teachers acquire while teaching. Teacher-centred methods rely on beliefs, skills, habits, and morals that are stored in and recovered from the subconscious mind to shape the role of the teacher, Because of the in-depth training provided by professional development, a researcher can incorporate self-knowledge and use it in the teaching process. Considering this, the teachers' job can help teachers demonstrate accurate accounts of the teaching and learning process. Therefore, in addressing teachers' experiences of teaching life skills in the foundation phase, researchers should leverage each person's internal intelligence. Furthermore, during the process of teaching and learning, teachers must employ a variety of methods and strategies on lesson implementation, in which drama strategies (hot setting, improvisation, role-play, characterization) were used to integrate lessons into classroom activities.

9.3 Propositions for Drama Teachers' Experiences in the Teaching of Life Skills (Drama) in Early Childhood Education

Based on the aforementioned, the study makes propositions to major educational stakeholders, including teachers, subject advisors, policymakers, and other scholars who may conduct future research on teachers' experiences in teaching life skills (drama) in early childhood education. Furthermore, the preceding discussion gave an in-depth understanding of teachers' experiences and methods in teaching life skills (drama) during early childhood education in five primary schools. Thus, the interpretive case study used qualitative data to address the research questions and provide the following propositions to address the tensions between actual action, consequences, and individual internal intelligence experiences.

Khoza (2021) states that the natural identity is a human response to the philosophical 'why' question of education. This question addresses the experiences of the early childhood education life-skills teachers teaching drama. Hence the natural identity, as the centre of personal, societal, and professional identities, is driven by teachers' "self-re-reflection and re-critique of teachers experiences that respond to novelty or uncertainty". Khoza (2020) defines teacher experience/identity as a teacher's conscious thought that interrogates their subconscious thoughts. Teachers' subconscious thoughts drive teachers to know and understand their personal needs/identities. This further suggests that for life-skills teachers to understand their natural experience/identity, they must first understand their consequences and actual action experiences. According to Khoza (2023), and Galane and Khoza (2023), natural experiences/identity are the unconscious, subconscious, and conscious cognitive processes of believing that all activities and results are driven by natural laws, actions, or forces. For natural experiences/identity to improve teaching, teachers should re-reflect and re-critique all the time, in order to address the tension in education, becoming aware of their natural experiences/identity. During reflections, teaching practice, and discussions, teachers were able to speak up and execute the curriculum based on their personal experiences. This assisted teachers in realizing their natural experiences/identities. Teachers gained autonomy; they implemented the curriculum in the way that worked best for them and their learners. Teachers have a unique grasp of curricular concepts and are able to adjust to what works for them in the teaching and learning process of the life-skills subject when they are aware of their natural experiences and identities.

9.3.1 Proposition One: Content for Life-Skills (drama) Teaching

This proposition aims to ensure that teachers can rationalize life-skills teaching effectively and provide high-quality teaching and learning that meets the standards and expectations for the life-skills CAPS for the foundation phase in primary school. From the participants' profiles outlined above in Table 5.2 (Profiles of participants and their contexts), it is evident that the ten participant teachers' experiences are different in that four participants have been teaching for over 20 years, three for over 10 years, and three have been teaching for less than 10 years. Teachers therefore have different evidence, beliefs and ideologies in the teaching of life skills (drama) in school due to the reforms that have occurred over the years in the South African curriculum. Teachers were trained at different higher education institutions to be professional teachers, working with learners; hence teachers were able to plan and produce lessons for life skills at various grades in early childhood education as evidence of a good approach to teaching and learning in schools.

The findings indicated that teachers used the life-skills CAPS to develop lesson plans, teaching and learning activities, resources, time and location, and assessment to support learners in learning life skills (drama) as evidence of a good approach to teaching experience. From the findings, teachers acknowledged that they lacked an understanding of how to perform their duties as early childhood education teachers when it comes to the implementation of the curriculum. Due to the reforms that had taken place teachers were not able to deal with the life-skills curriculum. Participants announced that they do not understand how to teach life skills (drama). The curriculum is dense; the life-skills foundation phase CAPS should be reviewed so that the subject would not include different learning areas in one subject. Teachers simply resort to teaching aspects that teachers like the most. Furthermore, findings showed that teachers were not following the prescribed content that needs to be taught in the life-skills classes in Grades 1, 2, and 3. Participants admitted that they lack the skills and knowledge to teach topics/content under drama. Hence it is important that teachers must understand the content that they teach learners to provide learners with the opportunity of developing cognitive skills that are needed by society. While teaching life skills (drama) teachers, due to their lack of skills, integrated topics so that they cover the missed content. Also, participants in the study remarked that other aspects of the content were known as role-play and poetry because they were integrating the life-skills teaching with other subject areas. Teachers used the language lessons to teach more drama content, confident in teaching language aspects to develop skills needed by the curriculum. Hence, teachers in the study were not aware of the prescribed content needed for

the implementation during the teaching period for life skills (drama). Due to participants' evidence of the lack of prescribed content knowledge teachers resorted to omitting sections that were difficult to teach. The lack of understanding of the prescribed content brought tension in the process of the implementation of assessment, and proper utilizing of learning activities for life skills (drama). Further, the findings were that teachers have various levels of experience with the prescribed life-skills content for early childhood education. The findings showed that, while participants strive hard to meet the demands of the educational system, they are dissatisfied with being forced to teach life skills (drama) for compliance; and as a result, they feel disempowered. The past educational system of South Africa offered skills to young ones, when learners in early childhood education were allowed to explore various kinds of skills (craftwork, farming, sewing, arts) during the period. These accounts suggest that the participants were cognitively shaped to define and explain the truth of learning life skills to their teaching experiences because they needed to pass their life-skills learners. Hence, what they deemed evidence consisted of supporting them with acts that could be replicated and used but could only be used to support learners in passing the life-skills (drama) subject. Thus, this study proposes that the programmes that assist teachers must be put in place to support teaching and learning. Further training should focus on the development of arts education as this area in the curriculum is the most neglected by teachers who lack the skills to empower children in the foundation phase.

9.3.2 Proposition Two: Teaching Environment and Resources

The teaching and learning environment refer to the space/location in which teaching and learning take place. Learning takes place through engaging activities in a stimulating atmosphere. People learn in an environment built for teaching and learning (Ndlovu & Khoza, 2021). Beliefs are connected to teachers' performance (learning outcomes) and what learners define as learning tactics (learning actions) (Ryan, 1984). Teaching and learning allow teachers to use different resources to stimulate learning of the life-skills (drama) subject in the early childhood education/foundation phase in primary school. In this study, participants confirmed that all learners they teach came to school, where teaching formed a traditional face-to-face teaching in a real-life venue, where learners and teachers interacted with one another in the classroom setting. Findings from this study highlighted that the learner-teacher ratio is significantly different among teachers due to overcrowded classes. These findings suggest that teachers struggled to use a variety of resources; teachers could not give individual attention to each learner in class. This made it difficult to provide learners with quality education; at the same time teachers expressed that they were able to teach using different strategies. This study

recommends that the government train and employ more teachers in early childhood education and build more classes to ease the work of each individual teacher working with young children.

9.3.3 Proposition Three: Roles, Responsibilities, and Learning Activities of Teaching Life Skills (drama)

According to Khoza (2013), teachers should view their ideas, theories, and talents as valuable resources that provide individualized learning experiences for foundation phase/early childhood education life skills. Findings regarding teacher roles revealed that teachers understand that all roles that teachers perform are prescribed concerning the profession of teaching. Participants in this study understood their roles. Teachers believed that their role was to provide a sense of safe community space for teaching and learning while encouraging, tolerating, and collaborating with parents and members of the community, incorporating new skills and knowledge into learners. Some participants stated that parents are not involved in children's learning which hampers the process of learning for young children. Teachers assumed roles of parents in learners' lives. Learners faced learning hurdles and social problems of society. Teachers in the study believed that it was their responsibility to encourage learners to do schoolwork and to support learners who faced financial problems in their families. Van den Akker et al. (2009) and Wang et al. (2023) aver that teachers have a critical role in offering opportunities for learners to explore and experience education. Teachers' experiences play a vital part in the creation of teachers' behaviour in the educational context. Where schools lacked teaching and learning resources, parents also added a burden on teachers by not being part of the learning of their children. Parents did not provide essential learning material due to financial issues of the communities. Furthermore, the CAPS for life-skills Grades 1, 2, and 3 policy is silent on parental roles that Grades 1 to 3 should perform in the process of implementing the curriculum. The study proposes that the Department of Basic Education develop a policy to address the roles and responsibilities of each stakeholder involved in children's education. Such would eliminate problems of teachers when implementing the prescribed curriculum.

Findings from observations were that life-skills classes were overcrowded, and teachers had no space to move around the classroom. Teachers assured that drama activities are conducted; however, due to the lack of proper resources, teachers resorted to developing their learning activities. Teachers admitted that their skills and knowledge of drama were limited. Teachers

could not develop proper activities for learning. Teachers must be capacitated and trained on how to teach drama concepts of the subject life skills. Teachers in this study argued the use of the CAPS in developing new learning activities and strategies used in the teaching and learning process. Findings indicated that teachers engaged in reflection and critical thinking when planning for life-skills (drama) activities and lessons. Such impacts each learner during the process of teaching and learning of life skills (drama). The study further proposes that life-skills subject advisors and teachers should work together in developing proper classroom activities appropriate for different ages for each grade in early childhood education. This would close the gap for teachers who do not have proper knowledge of the subject.

9.3.4 Proposition Four: Assessment for Life-Skills (drama) Teaching

According to the findings from the literature and the generated data, assessment is an important curriculum element used to determine whether learning has occurred. The data analysis also found that teachers understand the importance of evaluation. Furthermore, teachers realize that, when assessing learners in life-skills (drama) early childhood education, they evaluate learners based on what they have learned. This is congruent with the literature, which indicates that teachers' understanding of assessment reflects their understanding of how the life-skills subject information presented converts learning goals into subject objectives (Vandeyar and Killen, 2007; Adagale, 2015). Findings also demonstrated that teachers conduct both formative and summative assessments. This was obvious during observations of teachers teaching a life-skills lesson. Hence, participants understand that summative assessments are administered at the end of the term which determines learners' progress to the next level/grade.

The findings showed that participants struggled to understanding why it was important that learners be assessed continuously in early childhood education, while acknowledging and assessing learners' knowledge of the subject. The life-skills subject is dense with several disciplines which makes it difficult to assess each session of the subject. This study proposes that the Department of Basic Education restructure the subject so that teachers are able to assess content more relevant to the time and place in the educational system.

9.4 Theorizing Drama Teacher Experiences in the Life Skills Early Childhood Education

From the previous chapter findings, teachers appeared to be neither guided by their actual action (professional), consequence (social/societal), nor individual internal intelligence (personal) experiences/identities. The natural identity framework introduced in Chapter Four has addressed the research questions of the study, and the propositions outlined. According to

Mthembu and Khoza (2024), the natural identity framework (NIF) of social/societal (outcome-driven to address the “how questions” of learning with people, views of people), professional/discipline (content-driven to address the “what questions” of learning from prescribed subject resources), and personal/individual/self (self-driven to address the “who question of learning about unique individuals/personalizing teaching) identities/experiences are the foundation of a natural identity/experience for teachers. Each of the underlying principles is supported by its concept that embodies its strengths. Galane and Khoza (2023) define professional identity as the prescribed subject content, learning management system (LMS), objectives, instructor role, summative assessment, and drilling methods. Learning objectives, activities, and facilitation roles are some examples of societal experience/identity notions. Personal identity/experience includes self-reflection, critique, goals, and researcher position, inter alia (Zuma et al., 2022). Hence, according to Khoza (2021), natural identity is the unconscious, subconscious, and conscious cognitive process that holds that all acts and consequences are governed by natural laws, activities, or forces. Khoza (2020) declares that teachers’ identities/experiences are conscious ideas that question their subconscious thoughts and that these subconscious thoughts drive teachers to know and understand their personal needs and identities/experiences, shaping how they respond to their actions. Khoza (2021) outlined that the three identities are tied together/connected by summative, formative, and peer assessment to produce the natural identity.

According to this study, findings from the participants confirmed that they engaged in various teaching activities; they strived to achieve the best in the process of curriculum implementation of the life-skills curriculum in the early childhood education/foundation phase; however, they failed to achieve due to some factors beyond them. Participants believe that nature is responsible for driving actions in the universe. Therefore, the findings of the study further affirm that each principle of identity/experience is connected to concepts that shape why teachers respond to the obstacles within the education system differently. Therefore, experiences are connected by neither adapted teaching content and time nor stipulated teaching content and time and accessible teaching content and time. Hence, this study uses these connectors to respond to the natural experience/identity framework, drawing strength from the teachers’ experiences as a phenomenon of this study, and from the themes of the natural identity framework (Khoza, 2021). The findings of the study showed that formative, summative, and peer assessment were the challenges for teaching life skills (drama) as they impact teachers’ success.

The findings of the study are consistent with the literature in that teachers handle their teaching understanding of teaching experiences; while applying life skills is understood to be limited to the subject. Teachers with actual action experiences adhere to summative assessment when planning lessons and assessment of life skills (drama), assessing life-skills (drama) content at the end of the topic. Teachers with consequence experiences applied peer assessment during the lesson on life skills (drama) which is not strictly the content stipulated in the curriculum document, but flexible. It allowed learners to reflect on everyday knowledge; such compelled teachers to teach to the needs of learners. As per the findings of this study, formative assessment tasks ensured that learners were pushed to their limits of performance. Class discussions were encouraged, which focused on both teachers and learners reflecting on their knowledge. Those who assume an individual internal intelligence experience do not adhere to the learner's knowledge at the end of the term but continuously assess the learner's knowledge for the life-skills (drama) subject.

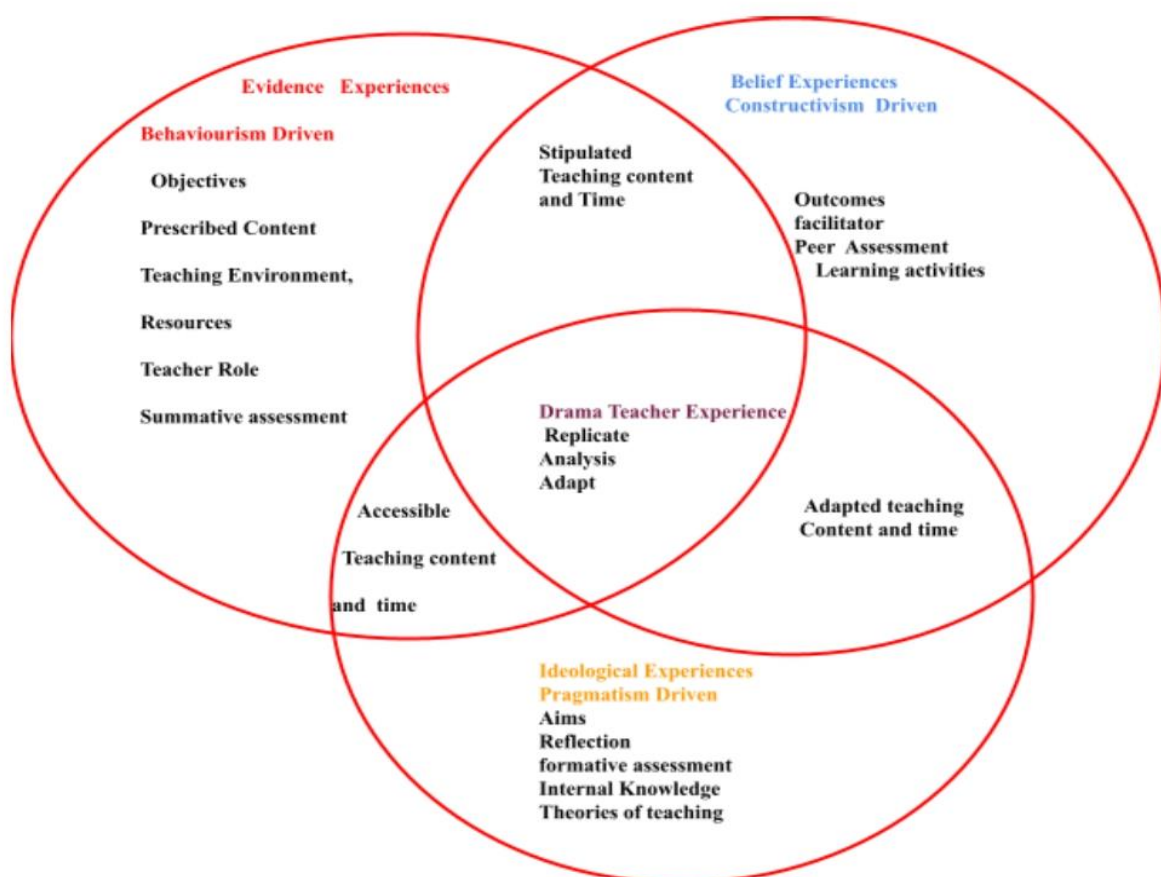


Figure 9.1: Drama teachers' experiences (DTE)

The findings from this study shed light on how teachers' experiences in their teaching of life skills suit their context and personal experiences/identities; and literature suggests that experiences are informed by the professional, social/societal, and personal experiences of teaching (Berkverns et al., 2014 Maxwell, 2013; Khoza & Mpungose, 2017; Khoza, 2019; Mpungose & Khoza, 2020). Drama-teacher experience (DTE), which aimed to comprehend the teaching of life skills (drama) in early childhood education in a flexible way that accommodates teachers in various situations within the educational system, was subsequently based on the experiences of teachers. This would suit the specific context and needs of teachers while teaching and learning experiences occur in the real world. The constituents of DTE are categorized into four concepts: evidence experiences, belief experiences, ideology experiences, and experiences of drama teachers. These inform teachers' experiences in teaching life skills (drama) as outlined in Figure 9.1.

- **Evidence experience**

Evidence experiences (EE) are informed by professional experiences/identities that teachers possess as professionals in education while teaching life skills (drama) in early childhood education/foundation phase in primary schools. Written curricular information based on professional experiences and identities referred to as "schooled knowledge" by Hoadley and Jansen (2013) and Bernstein (1999) is the foundation of evidence experiences. The nation or state prescribes particular goals in evidence experiences to create a planned curriculum (Hoadley & Jansen, 2013; Khoza, 2015; Tyler, 1949; Van den Akker et al., 2009; Van Manen, 1995). According to studies (Amory, 2014; Czerniewicz & Brown, 2014; Khoza, 2017), the evidence experience includes formal study and research using teachers' experiences in teaching life skills (drama) in early childhood education/foundation phase in primary schools. Evidence experiences require teachers/professionals to strictly adhere to guidelines to maintain discipline in the curriculum that they teach (Khoza, 2015). This kind of curriculum is known as the performance curriculum. According to Bernstein (1975), it is of excellent quality; its material is highly esteemed and advances academic knowledge. According to Bernstein (1975), Khoza (2016), and Hoadley and Jansen (2012), subjects in the performance curriculum are primarily teacher-centred or content-centred, independent of one another, and have their vocabulary in addition to having high prestige and structured content.

EE addresses subject objectives; prescribed content; teaching environment, teaching activities and resources; teacher role (instructor); and summative assessment in the process of teaching and learning. Literature suggests that teachers, as professionals, engage with the life-skills curriculum assessment and policy statement (CAPS) within workplace and communities as a formal part of their work, following standardized and established policies of teaching and learning that teachers are expected to adhere to (Makumane & Khoza, 2020; Makumane, Khoza & Piliso, 2022; Smigiel & Harris, 2008). Le Cornu (2015) adds that this includes the use of interchangeable terms such as teaching practice, practical experiences, field experience, and work-integrated learning. Thus, the study was aimed at exploring teachers' experiences of teaching life skills (drama) in early childhood education, led by an understanding of the life-skills curriculum, known in South Africa as CAPS. Understanding the curriculum enhances the professionalism of each early childhood teacher. EE represents the future of any curriculum designed to meet national demands. According to this study, teachers follow systems that are outlined for them to execute their duties for teaching and learning in schools. The study revealed that teachers were aware of their duties for teaching life skills in early childhood education. Therefore, teachers in this study assumed duties where they applied their methods of teaching which gave learners opportunities to learn the content of the subject. Teachers applied different teaching and learning resources in assessing learners' understanding of the knowledge obtained in life-skills lessons.

The system of developing teachers' experiences/identity is connected to the process of becoming a teacher (teaching practices) (Wenger, 1998; Danielewicz, 2001; Clarke, 2008). Teachers developed professional drama teacher experiences/identities in life skills in early childhood education/foundation phase, while they were preparing to teach. In this study being a teacher was evident in the way that the processes of belonging (engagement, alignment, and imagination) to the profession interacted with personalities of love, care, compassion, service, and knowledge within the teaching of life skills (drama); teachers encouraged learners to perform to their best of their ability. Life-skills teachers' relationships with early childhood education learners were characterized by love, care, compassion, and service; and as they practised, their understanding of how to teach learners was applied. Furthermore, the personalities were evident in the way they handled the difficulties they encountered in the teaching practice. Because of their experiences/identities of teaching young learners, teachers also envisioned themselves as early childhood education life-skills (drama) specialists and professionals. In support, the Department of Basic Education (2011, p. 10) expresses "teacher

is to provide learners with an environment that is safe, clean, and caring, with adequate opportunities to play and explore the world under the careful guidance”. The findings demonstrated that teachers are fully aware of their duties as professionals. However, it was evident in the discussion that they did not understand or execute them due to the gaps.

According to Makumane, Nkohla, and Khoza (2024), professional identity is driven by prescribed subject content. Professional identity is defined as a system of recognizing the importance of professional contribution to education and mastering subject content according to teachers’ instructions. Khoza (2019) avers that evidence experiences favour teachers more than learners because of the prescribed/published curriculum obtained through curriculum documents, books, and other sources that are driven by the curriculum objectives. Teachers face the expectation of using a specific LMS, prescribed content, formal activities, resources, and summative assessment to impact learners on achieving curriculum goals as stipulated by the Department of Basic Education. Additionally, Khoza (2021, p.16)’s natural identity “is the unconscious, subconscious and conscious cognitive process of believing that all actions and their outcomes are guided by natural laws, actions or forces”. Thus, natural identities comprise professional, societal, and personal identities. According to this study, experiences/identity have been categorized into three levels: (actual action/professional/discipline/content-driven; consequences/social/societal/outcomes-driven; and individual internal intelligence/individual/personal/self-driven experiences/identity). The archetypes of EE are as follows:

Objectives: Objectives are statements that describe the intended outcomes of a curriculum or the ways in which learners’ knowledge, skills, and attitudes should change if the curriculum is effective. Under professional identity, objectives are one of the key aspects that teachers should follow when implementing the curriculum. Hence, the aspect of objectives pertains to knowledge of lesson planning and construction of teaching and learning aspects while teaching the life-skills (drama) content. Lesson objectives are informed by the prescribed experiences, being systematic and leading to expanding knowledge for teaching and learning that fosters professional development. Lesson objectives shape teachers to interrogate their teaching practice so that teachers will be driven through producing quality education.

Findings showed that teachers used the life-skills foundation phase CAPS to support their teaching and learning practice. Participants mentioned that in planning for their lessons they

used objectives stipulated in the curriculum document of the life-skills CAPS as specific aims. Thus, participants were confused when articulating objectives used in lesson planning of the life-skills (drama) lessons. Almost all participants ended up confusing the aims, objectives, and outcomes of life skills. At the same time, participants did not understand how to separate outcomes, objectives, and aims while reflecting on their teaching in early childhood education life skills (drama). Teachers only know and understand that objectives are specific short-term goals; they are not clear about learning outcomes. Teachers cannot differentiate between aims, objectives, and learning outcomes. Furthermore, the CAPS life-skills early childhood education/foundation phase is silent about the objectives for teaching drama. Participants followed CAPS as the South African curriculum policy, while CAPS supports professional experience/identity that can be used by teachers in the process of teaching and learning the life-skills (drama) curriculum within the context of South Africa. Teachers could not drill life-skills learners with the prescribed content that is stipulated in the CAPS document. Learners would lack proper content for the subject bringing the gap in understanding and achieving the goals of the intended curriculum. In support, Khoza (2016) and Mpungose (2016) maintain that objectives indicate the intentions of teachers for the anticipated outcomes from learners. This pushes teachers to reflect on their teaching of drama (objectives, aims, or outcomes) in the early childhood education/foundation phase. When teachers apply their understanding of objectives in their teaching practice, they can provide learners with quality content to develop young children into critical thinkers and citizens required by the changing world. Throughout history, behaviourist approaches to early childhood education have given way to more constructivist frameworks that acknowledge the value of creativity and social interaction in learning.

According to Huitt and Hummel (2003), drama as a teaching method was made possible by influential educational thinkers like Jean Piaget and Lev Vygotsky, who highlighted play and social context as essential to learning. These practitioners recognized drama as promoting social skills, emotional expression, and language development. Teachers discovered that children's dramatic play can foster social and cognitive development. Drama objectives are therefore developed with an emphasis on creativity, teamwork, and communication to correspond with more general developmental goals (Bormanaki, & Khoshhal, 2017; Erbil, 2020; Dawson & Lee, 2018). The above suggests that teachers' content knowledge is developed through formal study and training, encompassing a variety of experiences. This type of experience can generate learners with the abilities required for the twenty-first century (critical thinking, communication, and creativity) as well as the ability to address global challenges.

Teachers with action/professional experiences/identity adhere to the stipulated CAPS objectives, while other teachers who were influenced by consequence/social experiences/identity formulated their objectives when developing drama lessons. Teachers may not be aware that lesson objectives are highly professional, competent, and teacher-centred if they are unable to expressly declare that the objectives are for them and that the learning outcomes are tied to learners. The curriculum policy has a detailed description and documentation of objectives. Learning outcomes, on the other hand, are societal and competence-based, allowing learners to demonstrate their abilities at their own speed. Learners lead their own learning, and learning programmes are contextual. Consequently, lesson objectives are short-term, specific, and subjective, and require the teacher's personality to carefully construct through knowledge (professional/actual action), develop skills (personal/subjective, individual internal intelligence), and emphasize the values (societal/consequences) that are acceptable to South African society.

The natural identity framework (NIF) represents a teacher's professional identity that is built through formal schooling and training at tertiary institutions. Professional identity stipulates that teachers should follow curriculum objectives that are written in the curriculum policy document. Teachers could not be clear when it comes to objectives used when planning for teaching and learning. Learners would therefore not perform well in the subject, because teachers did not follow the curriculum document. Hence the implementation of the life-skills (drama) curriculum may produce learners without the skills (critical thinking, communication, creativity) needed for the 21st century. They can then not face the world's imperatives because teachers did not drill them with the content of the life skills (drama) while in early childhood education/foundation phase.

Hence, this study proposes that teachers should have clear objectives when teaching drama in early childhood education to promote quality teaching and learning guided by evidence-based experiences. Objectives for teaching drama in early childhood education are **Imagination and Creativity**: Encourage children to use their imagination, by letting them improvise, build characters, and create characters and settings through role-playing and storytelling. **Social Skills' Development**: Children can learn how to collaborate and communicate successfully by participating in group activities that encourage sharing, collaboration, and taking turns. **Emotional Expression**: Give children the chance to act and move to express their emotions

and comprehend those of others, read scripts, comprehend the motivations of characters, and evaluate performances. **Language and Communication:** Encourage dialogue, storytelling, and the use of expressive gestures to improve vocabulary and language abilities. Practice and helpful criticism can also help people become more confident when speaking in front of an audience and performing. **Cognitive Development:** Foster critical thinking and problem-solving abilities in children by allowing them to improvise and explore different narrative and character motivations. Introduce fundamental stagecraft such as movement, space utilization, and voice modulation to improve performance quality. It can be difficult for teachers to design and execute successful lessons when a curriculum document lacks clear objectives for a subject. Hence teachers could encounter several difficulties, including lack of focus: teachers find it challenging to prioritise information when there are unclear objectives; they are unable to determine exactly what learners should study. This produces inconsistent results: different teachers may have various interpretations of the curriculum, which could cause differences in the learning that takes place in classrooms. Furthermore, this leads to difficulties with assessment — teachers who have clear objectives are better able to evaluate learners' learning. Accurately assessing success or progress is difficult without objectives. A road map for successful teaching and learning is provided by precise, well-defined objectives. Teachers can still guarantee effective instruction even if they are absent by creating organised goals that are specific to each learner.

According to Owan (2014), policies are directives and regulations established by educational establishments to govern the experiences of instruction and learning. Hence, the findings suggest that the curriculum and statement policy statement supported and encouraged the contextually adaptive of life skills (drama). teachers' experiences identify key indicators to monitor their progress in attaining their education objectives. Objectives require the application of knowledge, which necessitates teachers to systematically organize knowledge in a way that benefits learners' cognitive ability, thus promoting desirable learning of life skills (drama). Bernstein (1999), and Hoadley and Jansen (2013) are in support, outlining that professional experience is in line with the formal curriculum which is centralised performance.

Prescribed content: This aspect pertains to the expertise and content teachers possess in the life-skills (drama) teaching and learning process in early childhood education. In this study, life skills (drama) are taught by teachers, and influence how they design and deliver the content for life skills (drama) through teaching and learning experiences informed by the context they

teach. Prescribed content is an important part of the teaching and learning process, and it helps each learner progress in the classroom. According to Berkvens et al., (2014); Wood and Hedges (2016); and Mabuza (2018), prescribed content is the subject matter knowledge, abilities, attitudes, comprehension, and values that make up a curriculum. This may be delivered in a variety of formats, such as text, audio, and video. Thus, teachers must comprehend the special characteristics of the life-skills (drama) material they instruct. Furthermore, prescribed content is important for teaching life skills because it explains the subject's philosophy and concepts. In other words, prescribed content allows teachers to exhibit embedded and unambiguous proficiency in life-skills (drama) content so that learners achieve the curriculum goals and objectives in the classroom. For, Hoadley and Jansen (2012) and Tall (2012), prescribed content is the most crucial component of the curricular process. Therefore, the majority of the time, the content that is given is determined by the assessment requirements as well as the lesson's goal and subject objectives. Shulman (1986) adds that, in order to teach and learn, teachers must have a solid comprehension of the subject matter, which is a component of professional knowledge. Teachers with content knowledge are able to transform content in ways that aid students' learning and comprehension of the subject.

The findings of this study considered that, although teachers are well aware of the life-skills (drama) content that should be taught in Grades 1, 2, and 3, they have reduced and reinterpreted the CAPS policy to fit their teaching theories, ignoring what is required of learners. Furthermore, most participants expressed that they do not teach drama in early childhood education due to the skill, and knowledge of the prescribed content that must be used for the teaching and learning process. Teachers have confirmed that in schools there is no monitoring of curriculum coverage by the school management team which proclaims that there is no accountability for teachers' work. Teachers confessed that they focused on easily prescribed content for life skills (drama) in Grades 1, 2, and 3 which are roleplay, poetry, improvisation, and dramatization. Findings from document analysis indicated that the foundation phase life skills Grades R-3 CAPS does not stipulate clearly for teachers in early childhood education specific drama content that must be used in class for the teaching and learning process. This highlights the gap in life-skills classes across the country of South Africa, in that teachers use their discretion when it comes to the implementation of the curriculum.

Prescribed content is one of the NIF components; it is required to teach and improve the subject. NIF defines prescribed content as discipline content that is influenced by professional/actual action experience/identity. The NIF is intended to achieve balance in all its components by empowering teachers to take on their duties (teacher roles) as curriculum implementers, ensuring that they fully comprehend each item in the CAPS policy and reflect on the subject content considering the needs of both learners and society. Supremacy of any form of experience/identity (actual action/professional, consequence/social/society) suggests that such a teacher will be inclined to deny certain learners the opportunity to acquire abilities, expertise, and principles that are beneficial to their development for career routes, participation in national economic activities, and societal growth. This suggests that life-skills (drama) early childhood education teachers must be able to design lessons and activities that work for every learner's needs in the classroom.

Hence, the study proposed that early childhood education life skills (drama) should follow the prescribed content that would make teaching and learning effective in all primary schools. The following is the content that teachers should use for life-skills (drama) teaching: **Roleplay**: encourages children to play multiple roles, enhancing compassion, and an understanding of many perspectives. **Storytelling**: encourages language development and imagination in children by involving them in narratives. Props can improve the experience. **Improvisation**: enables children to create scenes spontaneously, encouraging their ability to think critically and solve problems. **Movement and Expression**: Children can express their feelings and improve their coordination through physical movement-based activities like dancing or miming. **Dramatic Games and Puppet Shows**: Children may learn about characters and language by using puppets to make storytelling engaging and entertaining. Simple games like “freeze” or “mirror” can enhance peer cooperation, focus, and listening abilities. **Thematic Units**: Learning across disciplines can be improved by incorporating drama into themes. In support, Heathcote (1991) and Heathcote and Bolton (1994) state that drama content is important to be used in classes by teachers. Drama content helps learners to create games to raise awareness to look at reality through fantasy and see what is behind their appearances. Teachers are drawing from their content knowledge and experiences of the real world in order to create a make-believe world.

The evidence in the study shows that teachers' experiences are informed by what they believe in as the appropriate content to use for teaching and learning life-skills (drama) content. Khoza

(2019) affirms that the performance curriculum aims at presenting content that requires the application of the cognitive domain; the new knowledge is thus built from the existing knowledge, with the newly acquired knowledge being more complex than the older. Although teachers were able to teach the subject life skills (drama), and learners would pass their life skills (drama) content, teachers were unable to explain what they would do in the teaching and learning of life skills (drama) to achieve 100% in their teaching and assessment of tasks, so that learners would be graded through the marks that are out of 100 that would be translated to the highest performance. This becomes the main aim or objective reality for teaching and learning life-skills (drama) content. Hence, the study reflects that teachers lack the skills/knowledge of teaching topics/content under drama. According to Carrillo-Yanez et al. (2018), prescribed content understanding recognizes the specialized nature of the teacher's life-skills (drama) understanding, which is exclusive to the teaching practice. In this study, each participant has her evidence, beliefs, and encounters and a unique way of understanding, and interpreting life-skills (drama) content. Therefore, teachers' foundational understanding of the life-skills (drama) curriculum content is supported by the level of life-skills (drama) education they have achieved. Each teacher's action is informed by the knowledge teachers bring to their practice, which translates to how they execute their teaching roles in the foundation phase/early childhood education.

Teaching environment, activities, and resources: The teaching environment, activities, and resources are informed by actual action experiences and focus on the professional experiences/identity in the teaching and learning used for life skills (drama) in early childhood education. These components are needed for creative teaching and learning activities that are crafted in such a way that this assists in achieving curriculum goals. Teaching environment, activity, and resources address teachers' use, design, and development of environment, activity, and resources for teaching and learning in early childhood education. Thus, professional experiences/identities for teachers are formed by linear, structured, or prescribed content, school, or vertical knowledge (Hoadley, 2018; Khoza, 2019). Hence, the teaching environment, teaching activities, and teaching resources intend to address the 'what' system of teaching the life-skills (drama) curriculum in early childhood education. Environment (location and time) merge as one concept in this study proving that the concepts are typically mutually dependent. The environment focuses on where and when teaching and learning of life skills (drama) took place. These two were reliant on accessibility, learning material, and resources for them to effectively contribute to the implementation process of the teaching of life skills

(drama). Establishing a drama classroom in early childhood education is crucial for encouraging self-expression, creativity, and social skills. Findings showed that of the five schools where I conducted the study, only one school had provided teachers with a teaching environment that was suitable for drama activities; the other four schools used playgrounds and classrooms when conducting drama activities. Thus, only one school was identified as a well-resourced school, while the majority of other schools were identified as under-resourced schools. Teachers from under-resourced schools were driven by everyday knowledge (consequences/societal experiences/identity); whereas the schools of well-resourced teachers are driven by school knowledge (actual action/professional experience/identity).

For this study, the teaching and learning environment is categorized into three levels for teaching and learning to be effective for both teachers and learners. These three categories are the physical environment (classroom, open space, playground), social environment (groups), and technological environment (online environment).

Physical Environment: This space for teaching and learning is an adaptable space for a prescribed location for learning life skills in early childhood education. Teachers use this environment to promote quality teaching and learning by equipping this space with teaching and learning resources that would enhance the teaching of life-skills (drama) content, activities, and assessment (such as puppets, acting area (stage), masks, props to promote creative play). This physical environment allows learners to be free to express their feelings, thoughts, and inventiveness without worrying about being judged. Findings were that participants were more comfortable using the school environment for teaching and learning, such as the classrooms. Thus, schools are the safest and most accessible environment for all learners and teachers. School shaped and enforced discipline for both teachers and learners. Findings from observation uncovered overcrowding and poor infrastructural classrooms in school, which impact negatively on how teaching occurs. The school environment allows teachers to drill learners with content so as to achieve the intended goals of the life skills (drama) in early childhood education curriculum CAPS.

Social environment: This environment offers opportunities for children to engage and collaborate, so developing communication and social skills. To make drama more realistic and interesting, teachers incorporate themes inspired by children's interests, cultures, and experiences. Role-playing games and collaborative storytelling are examples of structured collaborative activities. Regular storytelling, role-playing, and improvisation workshops

helped children explore various storylines and characters. From the findings teachers cited that they were more comfortable working in a social environment, encouraging learners to engage in activities. Learners were able to apply skills learned in class during teaching and learning periods. Participants mentioned that group work and dramatization of scenery was an enjoyable time for both teachers and learners, both parties developing different characters based on their life experiences.

Integration of technology environment (home/online): This kind of environment incorporating technology into an early childhood education drama classroom can foster creativity and engagement while giving children new avenues for self-expression. Tools for multimedia use basic audio-visual equipment to capture performances or play sound effects to enhance the dramatic effect. Teachers would encourage learners to use smartphones and tablet apps to create digital puppet shows, record performances, or tell stories. Interactive storybooks can also be compared on these devices. **Digital Narrative:** Encourage children to write their narratives by allowing them to use audio recordings, images, and music to create digital stories. Findings confirmed that teachers did not use the online teaching environment; learners were still young did not have proper devices for connections. teachers only communicated with parents regarding learners' work and sharing of homework.

The above teaching environment categories would make it easy for life skills (drama) to effectively conduct all teaching activities and use appropriate resources in early childhood education. From the findings of this study life-skills (drama) teachers used resources that enhanced the teaching of drama in early childhood education. Participants expressed being creative when they used resources. For example, one participant mentioned that she uses stones to create a sense of money in the role-play activity conducted in class; she teaches learners how to use money. Life-skills teachers used natural resources when teaching; this also due to the lack of teaching resources in schools. When the teaching and learning environment is conducive to teaching life skills (drama), teachers would be able to instruct lessons and perform all the duties stipulated for the profession of teaching. Hence, Cimen and Komur (2019) commented that teachers perform multi-dimensional duties in their job as teachers; the teacher goes through an active mental process before and after each lesson. These researchers further outline that teachers should be able to reflect on their teaching experiences so that they can be effective in their teaching duties. It would seem appropriate to take on the idea of instructional resources, which are commonly referred to as teaching resources or teaching and learning

support material in South Africa (Department of Basic Education, 2011; Yarker & Park, 2012). Selecting pertinent, effective teaching resources that support learning is essential to the quality of direct instruction. These resources include textbooks, electronic and technical materials, and any other tools that support the teaching and learning process (Cobb-Clark & Jha, 2016; Khoza, 2018). A data projector, worksheets, textbooks, and other instructional resources improve the teaching and learning process, according to Kwarteng (2014) and Yarker and Park (2012). The process by which teachers create and plan instructional activities meant to engage learners as learning activities and activate abilities in accordance with predetermined objectives is described by Hinostroza, Labbé, Brun, and Matamala (2011); and Moodley (2013). Grob, Holmeier, and Labudde (2019); Arends, Winnaar, and Mosimege (2017). These scholars describe assessment and go on to discuss the significance of assessing content knowledge through the use of assessment activities that include a variety of questions indicative of cognitive skills.

Khoza (2021) articulates that a performance-based curriculum is a teaching and learning environment that is dominated by learning management systems (LMSs) and/or other resources prescribed by the Department of Basic Education (DBE). Competence-based curriculum teaching and learning environment is dominated by social media sites (SMSs) or any other resources that the Department of Basic Education may not prescribe. The pragmatic curriculum teaching and learning environment is driven by resources users need in selecting and utilizing relevant resources required by the teachers' situation for teaching life skills (drama) in the early childhood education.

Teachers' role (instructional): Drama teaching in early childhood education requires a variety of tactics and strategies adapted to young learners. Due to its immediate implications regarding teachers as enactors of the curriculum, this notion is by far the most relevant to the phenomenon of this study (teachers' experiences). When teachers implement the life-skills (drama) curriculum in the early childhood education/foundation phase of primary schools, this is one of the most fundamental experiences they present. A subject professional with extensive understanding of the life-skills (drama) subject is an instructor in early childhood education (Makumane, 2018). Time-saving content knowledge dissemination is an instructor's top priority (Shibani, Knight, & Buckingham Shum, 2020). This is because teachers must finish the planned subject matter within a specific period of time. During their lesson, instructors concentrate on providing instruction and clarifying subject matter. Keeping pupils involved

during the teaching process appears to be less important to instructors. Teachers therefore always use content-centred and discipline-centred teaching strategies in the classroom.

The findings from this study showed that teachers assume several roles during the teaching and learning of life skills (drama) in early childhood education. Data generated for this study confirmed that teachers fulfil a variety of responsibilities to ensure that one of them is carried out and becomes essential to maintaining the standard of teaching and learning in the classroom. The literature agrees with the crucial functions and positions that teachers play in assuring high-quality education. To contribute to the transformation of education through effective teaching, teachers must be willing to demonstrate an understanding of the teaching and learning processes. For teachers to be able to perform these roles teachers should be qualified, skills driven assessors, research subject specialists, and lifelong learners to enact the life-skills (drama) curriculum in early childhood education.

The findings of this study admitted that life-skills (drama) teachers assume several roles that promote quality teaching and learning in early childhood education. Teachers acknowledged that learners learn in different ways. It was shown during semi-structured interviews that teachers have a responsibility to help learners understand the content, develop problem-solving skills, and teach children to work together in groups; hence teachers had to cover content as expected by the school management. Teachers had therefore to assume the role of instructor, making teachers the centre of education. As teachers assume an instructor role, they clearly define learning goals that have to be set for a period of teaching and learning life skills (drama). Teachers demonstrate dramatic techniques such as voice modulation, body language, and character development, assisting learners in understanding how to express themselves during drama performances. Furthermore, teachers confirmed that instruction of lessons allowed them to create a safe environment that fostered a supportive atmosphere where children felt comfortable to take risks and express themselves without fear and judgment. Early childhood learners were assisted to navigate through life-skills prescribed content, and social interaction where teachers encouraged learners to work collaboratively during drama activities. Hoadley and Jansen (2013) noted that one of the teacher's responsibilities is to interpret the curriculum, thereafter putting it into practice to transform the lives of the learners. Hence, teachers' role focuses more on instructional methods, when teachers follow a prescribed curriculum stipulated by the national Department of Basic Education. Instructional resources are used by

teachers to accomplish goals outlined in the curriculum. Depending on the situation, direct guidance may signify many things.

The study underlined that teachers, however, stated that they prefer a facilitator role since it allows them to learn each pupil's (learner) abilities and limitations. Facilitation in early childhood drama education involves guiding children through educational experiences that stimulate exploration, creativity, and collaboration. During facilitation centre of attention becomes the learners, which allows teachers to guide and supervise learning and the whole process of teaching and learning is learner-centred; it is horizontal, informal, and influenced by consequence experiences. Hence facilitations means that teachers assumed this role to help life-skills (drama) learners to see their potential and be able to develop an understanding of prescribed content that is being taught in class during the teaching and learning process. The findings agreed that when teachers facilitate learning they integrate the life-skills subject to other subjects to develop learner's understanding of the world they live in. This is in line with the standard of the attained curriculum.

Findings showed that in addition to their teaching responsibilities, early childhood education teachers also take on the role of parent. According to the study participants, teachers provided a nurturing learning environment for learners in Grades 1, 2, and 3 that would foster their growth, hence highlighting the importance of the teacher-parent role in early childhood education. Additionally, participants mentioned that consistent communication with parents fostered collaboration to assist children's learning and provided updates on children's growth. Teachers gave a sense of creating a positive learning environment, even if most participants emphasised the difficulty of financial accessibility when learners were confronted with socioeconomic problems that occur in many areas. To foster a supportive community around the school, teachers created chances for parents to interact with one another. Additionally, teachers with strong teacher-parenting roles can foster a collaborative environment that improves children's learning experiences and promotes their development. According to Gersten, Woodward, and Darch (1986), direct instruction is the function of teachers acting as mentors under the direction of structured instruction. Furthermore, according to Binder and Watkins (1990), it is a method by which teachers employ scripted courses with precisely defined actions or tasks to teach fundamental abilities, ranging from logical analysis to application of concepts. However, these studies point out that because it entails managing the

classroom and creating educational materials and resources that guide the administration of high-quality interactions between teachers and pupils, direct instruction is extremely complex.

This demonstrates how important it is for teachers to understand their duties in carrying out the curriculum in an efficient manner. The study's breadth allowed for a thorough exploration of the three responsibilities that teachers must play in implementing the curriculum, while also noting the many other roles that play a significant role in the process. These included the responsibilities of subject matter specialist, interpreter, and facilitator in the design of the learning program for teachers.

Summative assessment: Findings from the study confirmed that participants when assessing life skills (drama) maintained their use of summative and formative assessment but neglected peer assessment. Alternatively, teachers involved learners in the assessment process. Participants maintained that during drama performance activities they allow learners to explore different drama techniques and encourage learners to develop their meaning of narrations, storytelling, and characters. They were thus consistent with goals, content, activities, and resources in that they maintained a balance between actual action, consequence, and individual internal intelligence experiences in exploring these concepts. The findings indicate that participants naturally reflected on formative and summative assessments, but they seemed to lack an understanding of the technical terms used to indicate distinct types of assessment. They claimed to employ tests, projects, homework, and classwork. Participants also demonstrated their understanding of everyday knowledge and the significance of assessments in guiding learners' progress. The study accepted that teachers were able to assess learners' life-skills (drama) content through tests, drama performances, homework, and classroom discussions. Participants in this study understood how to implement assessment for life skills (drama), although assessment also brought challenges to teachers who did not understand life skills (drama), these participants interrogated assessment for life skills with other learners' areas within the subject life skills in early childhood education/foundation phase. It is also evident in the study that teachers used summative at the end of each term/topic to check if learners understood the content that was being taught in class and inform education stakeholders about learners' progress in life-skills subjects in early childhood education/foundation phase. The findings conclude that teachers used school-based assessment (SBA) as a technique to assess learners in early childhood education life skills (drama). Hence, this type of assessment was used to provide a more thorough and ongoing review of the learner's performance, abilities,

and grasp of the life-skills curriculum in the early childhood education/foundation phase. It is evident in the study that participants were able to use learner's classroom presentation, performance tests to develop summative assessment. Participant also expressed that they followed a rubric when assessing learners on drama (performance tasks).

Any activity in which learning information is methodically gathered and used to measure learning is referred to as an "assessment" (Harlen, Crick, Broadfoot, Daugherty, Gardner, James, & Stobart, 2002). The goal of the assessment phase is to ascertain whether the learning experiences have been used and structured to achieve the specified objectives (Hoadley & Jansen, 2013; Van den Akker et al., 2009; Van den Akker et al., 2010). Summative assessment, according to Guo and Yan (2019, p. 677), "summarises learners' performance." Given this information, Brown (2004) and Garrison and Ehringhaus (2007) argue that summative assessment has an invalid role in teaching and learning and uses tests and exams as a means of informing significant educational stakeholders about the performance of pupils. Additional support for this comes from Hoadley and Jansen (2014) and Lombard (2018), who note that assessments generate report cards and certificates that grade pupils based on their accomplishments, informing parents and other stakeholders of the outcomes.

- **Belief Experiences**

According to this study, belief experiences are linked with social/societal/consequence experiences/identities that drive the teaching of life skills (drama) in early childhood education. additionally, teachers with these kinds of experiences/identities are usually influenced by social/societal views and opinions in the teaching of any curriculum. According to the study's findings, teachers used reflection on their actions to help them use appropriate teaching resources, methods, learning activities, and assessments to influence learners' learning of life skills (drama) in early childhood education, despite all the difficulties of teaching and learning, such as packed classrooms. Teachers were able to change as a result of reflection. Teachers were aware that their primary duty was to teach Grades 1, 2, and 3 classes. this Suggests that teachers were able to implement the curriculum for life-skills CAPS in different classrooms. When it comes to life skills (drama) in early childhood education, beliefs are typically supported by evidence from teaching and learning activities, outcomes, or both. For instance, the participants in this study considered that the knowledge they had was proof of other learners. successful completion of learning activities that supported life skills (drama), as well

as proof of how roleplay, improvisation, and dramatization of scenery are used as learning activities. According to this viewpoint, knowledge is produced horizontally, either from locally recognised or basic sources (Khoza, 2016). This concept was named horizontal knowledge by Bernstein (1999). The majority of teachers have access to this kind of knowledge, which they communicate verbally in simple language that most members of the public can grasp.

According to Dewey (1933) life skills (drama), teachers' experiences are about individual teachers evaluating any action/beliefs of any form of knowledge based on available evidence to make life decisions. Teachers who believe and comprehend that the implementation of the life-skills (drama) curriculum is informed by the needs and opinions of the wider community they serve are implementing the curriculum from the perspective of consequences, beliefs, social, and societal experiences/identities (Khoza, 2015; Ngubane-Mokiwa and Khoza, 2016). In this sense, a consequence, belief, social, societal experiences/identities could be positioned as something that everyone else, even laypeople, understands. Claims from Khoza (2016), and Bernstein (1999) teachers with consequence/belief/social/societal experiences/identities of life skills (drama) are influenced by what society considers vital to teach.

Additionally, the curriculum was described by Pinar (2012) as a plan for learning, although Berkvens et al. (2014) and Khoza (2016) advanced the idea of curriculum definition by stating that curriculum is a plan for learning. This implies that the vertical/professional and horizontal/social curricula dominate the life-skills (drama) early childhood education (foundation phase) curriculum. According to Van den Akker et al. (2009), the belief experiences emphasise how relevant relational techniques are. Thus, stakeholders are sharing their thoughts on what should be taught in schools during this experience. According to Van den Akker et al. (2009) and Berkvens et al. (2014), stakeholder involvement is essential in decision-making to produce results that are not only relevant but also advantageous to all parties. Learning objectives, software resources, assessment as learning, facilitators, financial access, weeks, online learning, materials, and societal activities are all components of horizontal/social curricula. Teachers in the study outlined that when planning for teaching life skills (drama) they reflect on real-life contexts so that they would include life context in their teaching.

In support, Fomunyam, (2014); Van den Akker et al., (2009); Khoza, (2017); and Ngubane-Mokiwana and Khoza, (2016) teachers also integrate societal experiences into their lessons to build learners knowledge of the world. Department of Basic Education (2011, p. 8) agrees with

the teaching of real-world context to learners, “The Life Skills subject is aimed at guiding and preparing learners for life and its possibilities, including equipping learners for meaningful and successful living in a rapidly changing and transforming society. Through Life Skills learners are exposed to a range of knowledge, skills and values that strengthen their physical, social, personal, emotional and cognitive development; creative and aesthetic skills and knowledge through engaging in dance, music, drama, and visual art activities”. When teachers implement the curriculum from the belief experiences (BE), this occurs when teachers understand that teaching and learning processes are driven by the understanding that the curriculum is informed by the needs and opinions of the wider community they serve (Khoza, 2015, Ngubane-Mokiwa & Khoza, 2016).

In this study, participants revealed that when they plan for lessons they think about the society where learners come from, further participants believe that each learner comes to school with knowledge obtained from the social/societal level where opinions are embraced by society. Life-skills (drama) teachers’ beliefs shaped how lessons were planned. Teachers embraced that all learners were shaped by social/society. Teachers were able to critically use their subconscious minds to reflect on how to develop/plan life-skills (drama) lessons that would impact learners’ lives. Hence, Khoza (2016), and Bernstein (1999), support that teachers with belief experiences are considerate of life skills (drama) and are informed by what the society considers important to teach.

Teachers are focused on recognising interactive learning activities, facilitating teaching, and implementing formative assessments that contribute to teachers’ and learners’ enjoyment and motivation of the life-skills (drama) teaching and learning environment; teachers face their difficulties, and work with learners in achieving an understanding of the curriculum. The findings of this study highlighted that the lack of teaching and learning resources, teaching and learning spaces (location) where life-skills (drama) classes were overcrowded, compelled teachers to use materials available to them to continue with the teaching and learning. Teachers become more creative in working with the space provided by the school, thus impacting learners on their learning of life skills (drama). Beliefs in teaching tend to be qualified by evidence of either teaching and learning actions or outcomes, or both. For example, participants in the study believed that there had to be evidence of their teaching on how life skills (drama) are used for learning, resources, activities, teaching environment, and assessment — evidence

of how learners successfully passed the life-skills (drama) subject. The archetypes of BE are as follows:

Outcomes: The findings from this study underscored that participants encouraged and embraced life-skills (drama) learners to bring societal knowledge into class; teachers assessed learners' capacity for comprehension by the end of the lesson. Furthermore, the findings were that participants' beliefs were shaped by events that were taking place in society which allowed them to comprehend curriculum outcomes with their lived experiences (teachers and learners). Participants disclosed that their belief experiences were shaped by what was happening in society; they continue to develop learners' cognitive thinking through reflecting on their work. This allows teachers to engage critically in the life skills (drama) and bring it to life in the classroom during teaching and learning, teachers facilitating the learning. Teachers in the study allowed learners to be free when engaging in the life-skills (drama) learning activities. However, because outcomes primarily depend on learners' active engagement and involvement, teachers must take into account their learners' needs and interests. These findings portray that teachers' reflections on life-skills (drama) teaching would promote human awareness of underlying actual action, consequence, and internal individual intelligence experiences that would bring life-skills teachers closer to their natural identities.

According to Hoadley (2018); Khoza and Mpungose (2020), objectives refer to teaching goals focused on the short-term teaching intentions; a teaching goal focuses on meeting teachers' objectives of ensuring that life-skills (drama) learners fully grasp the intended material and ultimately achieve the desired learning outcomes of the curriculum. Khoza (2012) proposes that when teachers facilitate the process of learning, this helps learners as they build their subject knowledge from the inside out to meet learning outcomes. The measurable skills and abilities that learners should possess after finishing an area of study are known as learning outcomes (Clark, Goodfellow, & Shoufani, 2020; Goh, Leong, Kasmin, Hii, & Tan, 2017; Paolini, 2015). Teaching and learning of life-skills (drama) early childhood education outcomes that are socially relevant to learners' everyday lives are incorporated into the curriculum. Joppe, Shen, and Veltri's (2020) study on incorporating learning outcomes into a tourism curriculum supports this. It is stressed in this study that learning outcomes are classified according to the subject.

The natural identity framework (NIF) identifies that teachers' beliefs should be part of what they are teaching. Hence, these teachers are driven by consequence/social/societal

experiences/identities in the teaching and learning of life skills (drama) in early childhood education. Balancing between professional and social identities gives teachers the freedom to reflect on and interrogate their actions to trigger the natural experiences of teaching the subject; and to realise the true reality of their identity. This implies that the teacher must first comprehend their own teaching demands and how to meet them, after which they must think and evaluate in order to place themselves according to what suits them rather than the profession or society.

Facilitator: This aspect focuses on the teachers' roles in the classroom during the process of teaching and learning life skills (drama) in early childhood education. Participants expressed that, due to the workload of the early childhood education teachers, teachers plan their lessons according to the needs of learners. Teachers in early childhood education teach all subjects to learners. Hence, in this study, participants indicated that most of the lessons are integrated to accommodate learners' cognitive development and understanding of the content of the subject life skills (drama). Furthermore, participants revealed that, due to the density of the subject life skills (drama), they teach language and mathematics, where learners were facilitated on role-playing, character development, and singing during the life-skills (drama) lessons. Van den Akker et al. (2009) concur that teachers' roles must facilitate learners' learning and address their professional, social, and individual needs while considering educational objectives. Teachers must understand the responsibilities that will be expected of them during the implementation phase of the life-skills curriculum; these responsibilities are described in the curriculum policy. The study's findings showed that teachers recognise their responsibilities as knowledge carriers; that is, as people who are knowledgeable and have a duty to impart that knowledge to learners who suit the Department of Basic Education (DBE) and societal expectations. The teachers favoured traditional methods of teaching life skills, in which learners are taught a subject for a week or two to achieve mastery, based on the content presented to them.

According to Mpungose (2016), facilitators guide learners' knowledge by providing tasks to build on what they learn during the teaching process. Mabuza (2018) suggests that facilitators can act variously in the classroom. A facilitator can take on several roles, such as broadcaster (information transmitter), an invisible (neutral) body, a competent (advisor), or in spearheading (managing discussion).

Learning Activity: The three propositions that make up activities were unknown to life-skills (drama) teachers. Teacher activities, learner activities, and contextualised activities are the three categories of teaching and learning activities, which comprise all activities carried out by teachers as well as learners in the classroom or during the teaching and learning process.

Participants preferred learning activities that placed learners at the core of the process of teaching and learning life skills (drama). Teaching and learning activities are needed to implement the curriculum. This demands teachers' knowledge, and content knowledge to develop and design activities that cater for teachers, learners, and society. The achievement of curriculum policy depends on the classroom activities undertaken by teachers. Participants acknowledged that they assisted their learners in creating knowledge based on their interests and needs, as outlined in the CAPS. However, teachers mostly employed teacher-centred or content-centred activities that restricted learners' participation; in practice there was a different reality to what teachers stated. Once more, there was a misalignment of notions, the teacher taking the lead in providing knowledge during the teaching and learning process rather than the learners taking centre stage. Teachers considered and included three different kinds of activities in their work — learner-centred (consequence), educator-centred (actual action), and content-centred (individual internal intelligence) activities; these were combined to support the curriculum's successful implementation. Additionally, teachers in this study made sure that learning was primarily focused on the learners' active engagement and their construction of knowledge to appropriately address their requirements. Teachers appreciated the significance of these three sorts of activities. Teachers in the study preferred to use traditional methods of teaching life skills (drama), in which learners were to be drilled with one topic to ensure that learners mastered it. The life-skills CAPS does not prescribe how to teach, but it does prescribe what should be used for teaching.

Peer Assessment: The term 'assessment' in the context of education refers to the procedure of gathering and evaluating information on a learner's performance, learning, and advancement (Dolin, Black, Harlen & Tiberghien, 2018; Guo & Yan, 2019). The findings reported the significance of assessment as a component of curriculum concepts. Findings established the degree to which all other concepts were successful in achieving educational goals for the life-skills curriculum. Teachers in this study believed that, when conducting assessments, they should use homework, tests, class discussions, and play. Such aspects would be assessed on learners' knowledge of the subject life skills in early childhood education. Participants naturally thought about formative and summative assessments, even though it did not seem that

they understood the technical phrases used to describe the various types of assessment. Furthermore, the participants demonstrated their understanding of the significance of incorporating assessment into their daily routines to stay updated on the advancement of their learners. Participants further disclosed the language as problematic when formulating an assessment of knowledge that learners acquired during teaching and learning practice. Participants insisted that the content used for teaching and learning does not support native language used for teaching in early childhood education life skills (drama).

Formative assessment evaluates learners' ability to gather and retain relevant information during the learning process. Facilitators can provide support without grading learners, this naturally occurring within the learning process. Summative assessment is a summary of formative assessment in which facilitators grade learners' learning outcomes at the end of the learning process. According to Kennedy (2006), using continuous assessment procedures often results in a series of summative assessments. Assessment occurs at the start of the teaching and learning process for learners; whereas it occurs at the conclusion of the process for teaching and learning, according to Ramsden (2003). This implies that learners are being tested by everything that is offered to them; and that their facilitators are occasionally learning how to assess as they go along (assessment as learning), without realising this.

- **Ideological Experiences**

Khoza (2015, 2018) asserts that ideological experiences help teachers use their conscious minds throughout the teaching of life skills (drama) in early childhood education, which makes them constantly attentive to their own behaviour. The challenges that teachers face globally is posed by Berkvens, et.al (2014), who claim that teachers lack knowledge of the curriculum and their own ideological experiences (teaching reason) and that curriculum goals must be addressed to support high-quality instruction and critical thinking. The competency-based approach addresses the 'how'. Biesta's (2015) definition of "good education" combines 'what' and 'how' to form a 'who' question. To decolonise education, these approaches should be integrated into a pragmatic curriculum (Reigeluth 1989; Khoza & Mpungose, 2022). A pragmatic curriculum tackles the ideological experiences of life-skills teachers' 'who' questions, such as who teaches, learns, and responds (Khoza & Biyela, 2020).

Ideological experiences (IE) address the conscious mind that engages in the process of teaching practice, therefore becoming aware of personal actions that make them perform according to their needs. This emphasises the individuality and agency of teachers in shaping their life-skills

(drama) teaching practices. IE refers to teachers' experiences that suit their personal teaching methods, strategies, preferences for the content, and assessment strategies; and strengthens teachers' understanding of how to implement the curriculum. Individuals' distinct, first-hand, natural experiences are known as ideological experiences; and pragmatists typically endorse these (Gegenfurtner, Schwab, & Ebner, 2018). The central claim of pragmatic philosophy is that the significance of human behaviour and ideas can be discovered in the results. Humans are not determined by outside factors; instead, they shape their own experiences through their actions and intelligence (Kaushik & Walsh, 2019). Questioning and analysis of teachers' subconscious minds reflected that teachers were unaware of their potential and the potency of their previously captured and stored experiences. According to Murphy (2019, p. 14), regarding the strength of the subconscious mind, "Within your subconscious depths lie infinite wisdom, infinite power, and infinite supply of all that is necessary, which is waiting for development and expression." Teachers lacked awareness of their own experiences, beliefs, and thoughts regarding the subjective/personal contribution of aims, content knowledge, resources, effective teaching roles, time management, and context richness in the context that they could use to improve learners' performance in life-skills (drama) early childhood education. The archetypes of IE are as follows:

Aims: Pragmatism is a philosophy of human acts mixed with experiences to produce outcomes or consequences; here reality is about what works according to particular needs based on a given scenario. Findings from the interview showed that teaching aims for life-skills (drama) teachers were to give and create space and time for learners to formulate ideas and create solutions to the problems of society. This allowed life-skills teachers to formulate the content that would be relevant to the needs of society. Life-skills teachers were thus driven by individual internal intelligence experiences. Hence, teachers are regarded as guides who provide learners with ample opportunities for the natural development of their innate qualities. Early childhood education teachers' understanding of learners assists teachers in identifying areas of growth and modifying learners' approaches to teaching and learning. Findings included that life-skills (drama) teachers could position their understanding of concepts that constitute teaching and learning to achieve their aims for teaching life skills in early childhood education. Drama allows children to explore their emotions, develop social skills, and enhance their creativity in a fun and engaging environment.

A performance curriculum at the early childhood education/foundation phase that uses learning management systems (LMSs) to drive actions, or a competence-based curriculum that uses social media sites (SMSs) to drive actions, are examples of pragmatism (Khoza, & Biyela, 2020). Aims are teachers' long-term aims, which give them the impetus to teach the subject. Aims can speak to a person's identity/experiences, enabling teachers to understand their behaviour (Khoza & Biyela, 2020; Mpungose, 2020). According to Mpungose (2020), aims drive an individual's evolution towards self-direction and personal progress. Objectives are derived from specific, particular acts stored in the subconscious (Khoza, 2016). Aims are therefore an essential component of teachers and learners alike, motivated by personal identities/experiences, cultural backgrounds, and lived experiences. Aims provide a stimulus for an internal intelligence experience (pragmatic-based curriculum); and enable teachers to generate original insights that harmonise the prescriptive (performance-based curriculum) and communal (competency-based curriculum) perspectives (Khoza, 2021; Khoza & Mpungose, 2020; Mabuza & Khoza, 2021; Ngubane-Mokiwa & Khoza, 2021). Therefore, teachers should use ideological-ware tools in their teaching of life skills (drama), aims promoting self-direction. The curriculum should be guided by ideological-ware (IW) charged resources rather than technological ones. IW tools guarantee that teachers are imparting correct knowledge. Khoza (2015) highlights that teachers must grasp all the IW tools that underpin their performance-based curriculum; before selecting technological tools to apply during their teaching process. All forms of teaching start with IW tools. Teachers must realise, though, that this kind of tool is internal and intangible. The use of IW tools is what makes instruction effective. The employment of IW tools leads to a teacher becoming a researcher in the field; hence, IW tools support a teacher during his or her practice (Khoza, 2019; Khoza & Biyela, 2020; Mpungose, 2020).

Reflection: This part focused on life-skills (drama) teachers' reflections is the analysis and evaluation of one's own teaching techniques, decisions, and classroom interactions. Reflections are a critical part of professional development and teaching enhancement. When life-skills (drama) teachers reflect on their practice, this allows them to track their actions towards the implementation of the life-skills curriculum. Hence, reflections allow teachers to use their minds effectively. As they become more critical, they trigger their subconscious minds to question why they are performing in a particular way; so that the conscious mind is able to develop cognitively. Thereafter, the unconscious mind should be activated so that each action is used effectively to produce an outcome needed for quality teaching and learning in early

childhood education. The findings from this study illustrated that all the participants before the life-skills lesson believed that each learner comes to school with knowledge obtained from society. Hence each participant in this study was able to use formative assessment to trigger information that learners have for the subject life skills, to build from the known knowledge to the unknown knowledge of the subject. Reflection is beneficial to teachers in understanding the kind of learners one is working with. Reflections give teachers a sense of identity as they work with the curriculum and learners because they shape how teachers think about their actions and make teachers aware of the contributing factors that make. Their actions do not produce better qualities in the process of teaching and learning life skills (drama) in early childhood education.

Internal Knowledge: The content, pedagogical, and curriculum expertise of teachers determines what is taught in life-skills (drama) early childhood education classes (Govender & Khoza, 2017; Shulman, 1987; Son & Senk, 2014). The ability of teachers to comprehend the material, interpret it, and communicate it to life-skills (drama) learners in a way that is clear, engaging, and meets their needs is essential to the knowledge-transfer process. According to Schneider, Montes, Godino, Carrillo, and Pino-Fan (2019), teacher knowledge encompasses the resources teachers can use in the classroom. Findings from the study showed that teachers structured their lessons so that learners would be able to follow them every day; learners need to be supported with language development in early childhood education. Life-skills lessons were designed so that learners are able to apply skills learned in mathematics and language lessons. This knowledge is unique to teaching and is derived from teacher experiences rather than simply from subject-specific training (Andrews, Auerbach, & Grant, 2019). Teachers' knowledge is innate and shaped by personal convictions. Such knowledge increases further through reading applicable books, magazines, and literature. According to Schoenfeld (2019), internal knowledge helps teachers create a supportive learning environment by enabling them to combine their judgment, complementary competencies, insights, sentiments, and inclinations. Thus aims drive teacher internal knowledge (Khoza, 2019; Khoza & Biyela, 2020; Mpungose, 2020).

Theories of Teaching: This involves teachers assuming different roles in the process of teaching life skills (drama) in early childhood education. The findings of this study revealed that teachers are driven by actual action and consequences experiences to inform their personal (internal intelligence experiences) for the teaching of life skills (drama) in early childhood education. In order to support the development of learners' knowledge, the teacher therefore

employs a combination of theory and practice. This supports the claim made by Stuber and Jyrkiäinen (2020) that a teacher's core values should always be theory and practice. Different kinds of collaboration give learners from varied backgrounds chances, to cooperate, and to attempt leadership. This study has demonstrated that life-skills (drama) early childhood education teaching theories focus on using play, storytelling, and role-play to develop children's creativity, social skills, empathy, and communication. The study provides that teachers' experiences in the teaching of life skills (drama) are influenced by evidence (behaviourism), belief (constructivism), and ideological (pragmatism) experiences.

Behaviourism places a strong emphasis on learning through observation, reinforcement, and conditioning in life-skills (drama) early childhood education. Behaviourism can be used successfully in drama activities, particularly when teaching social behaviours, classroom routines, or collaborative abilities, even though the topic generally focuses on observable behaviours rather than interior cognitive processes. Participants were able to encourage learners to participate, share, and follow instructions during teaching and learning of life skills (drama) by using positive reinforcement, such as praise, or other reward. In order to encourage a repeat of desired behaviours, teachers used verbal praise or positive feedback when a learner, for example, successfully maintained a character or listened to a peer in a group situation.

In early childhood life-skills (drama) education, constructivism drive emphasises learning as a dynamic, cooperative process in which learners build their own knowledge via investigation and practical application. Learning is viewed as intrinsically social and experiential in constructivist theory. Life-skills (drama) learners acquire information through their interactions with people and their surroundings, a strong emphasis being placed on creativity, problem-solving, and meaningful interaction. One important constructivist tactic is scaffolding, in which teachers offer assistance that progressively dims as learners build confidence in themselves. This is exposed in the study: learners were performing drama activities having a teacher guide pupils through the fundamentals of storytelling or role-playing, and then gradually letting them take charge of their own stories. Teachers in this study assisted learners with creating a narrative framework before encouraging them to devise their own dialogue and to exchange ideas. Constructivism requires teachers to reflect on their experiences in order to solidify their teaching practices. Teachers and learners about can talk about what happened, how they felt playing various parts, and what they learnt after a life-skills (drama) activity. Their

comprehension of people and themes is enhanced by this introspection and reflection, which also aids in their processing of past experiences and their application to subsequent activities.

In early childhood drama education, pragmatism promotes practical, hands-on learning with an emphasis on problem-solving, real-world applications, and active participation. Pragmatism, which has its roots in John Dewey's writings (1933), emphasises learning as an interactive process that is best accomplished through activities that are meaningful to learners' real-world experiences. Hence, Dewey (1933) proclaims that experiences allow teachers skills and direction toward exciting parts of human existence. Pragmatism in this study promotes activities that allow both teachers and learners to actively engage, attempt novel experiences, and to think critically, giving the teaching and learning process a purpose; and allowing it to be applied to real-world circumstances. Teachers can impart global ideals to rising stars by taking on the role of researcher. Teachers who possess a strong interest in their subject matter are superior to those who rely solely on textbooks. The ideal teacher combines enthusiasm, in-depth knowledge, and assigned work (Saifnazarov, Abdullahanova, Alimatova, & Kudratova, 2020).

- **Drama Experience**

This concept focuses on encouraging teachers to reflect, reflect, and re-critique their actions during the process of teaching and learning. Findings in this study underlined that teachers face various hurdles in the process of curriculum implementation. A gap in the life-skills curriculum may be seen when teachers do not understand the content used for teaching and learning, how to assess learners after each session of learning, or which theories to use for correct implementation of the curriculum. Added to these factors, there is a lack of teaching and learning resources, overcrowded classes highlighting a gap in the teacher-learner ratio; teachers expressed a lack of utilising the digital platform for teaching and learning. Hence, teachers are encouraged to reflect on their actions to interrogate their conscious minds to activate their subconscious, thus triggering the unconscious mind to work in solving the difficulties found in teaching and learning practice.

The above explanation of the concepts of DTE provides insight into how the theory offers opportunities for teachers to teach life skills (drama) in early childhood education. DTE's

contextually adaptive approach encourages continuous reflection and critical thinking on the improvement of teaching experiences.

9.5 Recommendations for Further Research

In this study, I used ten participants (Grades 1, 2, and 3 life-skills teachers at Post-level One, as well as departmental heads) from five primary school townships in the Umlazi District of KwaZulu-Natal (KZN), South Africa. Various research projects can be conducted in different South African educational districts. A large sample of participants and schools located in different contexts can also be used to gain additional insight and understanding into the phenomenon of teachers' experiences.

9.6 Conclusion

This chapter presented an overview of findings from the literature addressed in Chapters Two, Three, and Four, as well as the data analysed and summarised in Chapters Six, Seven, Eight, and Nine. This study explored teachers' experiences in the teaching of drama in early childhood education. It further used interpretive case study of ten life-skills teachers who were teaching Grades 1, 2, and 3 in the early childhood education/foundation phase in five primary schools in Umlazi Basic Education District, KwaZulu-Natal, South Africa. The study findings suggest that teachers are influenced by either actual action, consequence, and individual internal intelligence experience during the teaching and learning practices. Their types of experiences were evident in the ways in which they responded to the reflective activities, interviews, and observation of lessons. Participants assured that they use life-skills CAPS; some omit certain sections of the curriculum due to the lack of subject knowledge, but followed the prescribed content outlined in the CAPS document. The study merged the identities with experiences to produce the experiences of drama teachers (DTE) of this case-study framework. This framework proved that when teachers engage in reflection and critiquing of the experiences, teachers use their individual internal intelligence. This led teachers to provide their natural experience/identity to improve their life-skills teaching practice.

This study offers a thorough overview of the experiences of teachers who teach life skills (drama) to young children in five South African primary schools. The study makes insightful propositions and recommendations to improve life-skills (drama) teaching, which will ultimately support ongoing efforts to improve teaching and learning in primary education settings. The Department of Basic Education, teachers, and school administration can thus better prepare life-skills teachers to handle the opportunities and challenges of teaching life skills (drama), in accepting these findings and pursuing future research avenues. This will guarantee inclusive and transformative learning experiences for all parties involved in the educational system.

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APPENDIX A: ETHICAL CLEARANCE



12 August 2024

John Monwabisi Cobongela (209529815)
School of Education
Edgewood Campus

Dear JM Cobongela,

Protocol reference number: HSSREC/00001189/2020
Project title: An Exploration of the Teaching of Drama in Early Childhood Education
Amended title: Exploring teaches' experiences in the teaching of Drama in early childhood education: A case of Life Skills teachers in Durban, KwaZulu-Natal
Degree: PhD

Approval Notification – Amendment Application

This letter serves to notify you that your application and request for an amendment received on 09 July 2024 has now been approved as follows:

- Change in title

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form; Title of the Project, Location of the Study must be reviewed and approved through an 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.

HSSREC is registered with the South African National Health Research Ethics Council (REC-040414-040).

Best wishes for the successful completion of your research protocol.

Yours faithfully



.....
Professor Dipane Hlalele (Chair)

/nng

Humanities & Social Sciences Research Ethics Committee
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Tel: +27 31 260 8350 / 4557 / 3587
Website: <http://research.ukzn.ac.za/Research-Ethics/>

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

INSPIRING GREATNESS



UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

03 April 2020

Mr John Monwabisi Cobongela (209529815)
School Of Education
Edgewood Campus

Dear Mr Cobongela,

Protocol reference number: HSSREC/00001189/2020
Project title: An Exploration of the Teaching of Drama in Early Childhood Education
Degree: PhD

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 05 December 2019 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has 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.

This approval is valid until 03 April 2021.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair)

/dd

Humanities & Social Sciences Research Ethics Committee
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Tel: +27 31 260 8350 / 4557 / 3587
Website: <http://research.ukzn.ac.za/Research-Ethics/>

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

INSPIRING GREATNESS

APPENDIX B: DoE PERMISSION TO CONDUCT RESEARCH



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:2/4/8/1896

Mr. John Monwabisi Cobongela

D. [REDACTED]

Amanzimtoti

4126

Dear Mr Adefila

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "AN EXPLORATION OF THE TEACHING OF DRAMA IN EARLY CHILDHOOD EDUCATION", 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 12 August 2019 to 10 January 2022.
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 Phindile Duma 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.

Umlazi District

[REDACTED]
Dr. EV Nzama

Head of Department: Education

Date: 21 August 2019

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa

Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201

Tel.: +27 33 392 1063 • Fax.: +27 033 392 1203 • Email: Phindile.Duma@kzndoe.gov.za • Web: www.kzndoe.gov.za

Facebook: KZNDOE... Twitter: @DBE_KZN... Instagram: kzn_education... Youtube: kzndoe

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

APPENDIX C: LETTER TO THE PRINCIPAL

██████████
Township

██████████
Amanzimtoti
4126

Dear School Principal

Application for permission to Conduct Research at School.

I am presently registered for a Doctoral Studies (Ph.D.) Degree in the school of Education studies at the University of KwaZulu-Natal. My Study is entitled: " **An Exploration of the Teaching of Drama in Early Childhood Education.**" The purpose of this research is to understand how Grade 1,2 and 3 teachers use Drama in the life skill curriculum.

My research will involve teacher interviews, individual questionnaires and the observation which involves the examination of Learners' work, teachers' files, and documents that are used for planning, preparation, and delivery of lessons and assessment of drama activities, taking photos of both indoor and outdoor dramatic activities environment. The results of the research will be useful to teachers who want to understand their practices in their current context.

I humbly request permission to conduct the study at your school. You are assured that all information gathered will be treated in the strictest of confidence. Throughout the Study, and in the report that will follow, the principles of anonymity and confidentiality will be strictly observed. All data and documents will be shredded once the Study has been completed and submitted. Should you deem it necessary, I undertake to favour your office with a copy of the thesis reporting the findings of this investigation. Your participation in the Study would be purely voluntary, and you will be free to withdraw participation at any time without any harmful or undesirable consequences to yourself or the school. Should you have any concerns about the Study, you may contact my supervisor at the contact details listed below or me.

I can be contacted at: Email: ██████████ ██████████

██████████ My supervisor is **Professor S.B Khoza** who is located at the School of Education, Edgewood Campus, Durban, University of KwaZulu-Natal. Contact details: email **Khozas@ukzn.ac.za** ██████████ The Humanities and Social Sciences Research Ethics Committee contact details are as follows: Ms. Phumelele Ximba, University

of KwaZulu-Natal, HSSREC Research Office, Email: ximbap@ukzn.ac.za, Phone number +27312603587.

Thank you for your contribution to this Study.

Regards

Mr. John Monwabisi Cobongela

Declaration

I..... (Full names of the School Principal) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent for the school and teachers to participate in the research project.

I understand that the school and teachers are liberty to withdraw from the project at any time. Should they so desire.

SGNATURE OF PRINCIPAL

Date

.....

.....

SCHOOL STAMP

APPENDIX D: LETTER TO THE LEARNERS PARTICIPATING IN THE STUDY

University of KwaZulu Natal
Private Bag X03
Ashwood
3605

Mfundi

ISICELO SOKUBA UBE INGXENYE YOCWANINGO OLUZOKWENZEKA EGUMBINI LAKHO LOKUFUNDA

Igama lami ngingu Mnu. John Monwabisi Cobongela (209529815) ngenza izifundo ze-Phd (Doctoral Studies) eNyuvesi ya KwaZulul-Natal (Edgewood campus). Nginxusa ukuba ungivumele ngenze ucwaningo egunjini lokufunda lakh obese ubayinxenye yocwaningo. Isihloko socwaningo sithi: **"An Exploration of the Teaching of Drama in Early Childhood Education"** uzobamba iqhaza ngokuthi abekhona egunjini lokufundela ngenkathi uthisha ekhombisa ukuthi ufundisa kanjani iLife Skills (Drama activities). Ngiyathembisa ukuthi konke okuyokwenziwa kulolu cwaningo uma uvuma ukuba ingxenye yalolucwaningo, kuyogcina phakathi kwami neNyuvesi kuze kuphele iminyaka emihlanu bese kuyashiswa. Ukwenziwa kwalolu cwaningo akunabungozi futhi akukho mivuzo noma eyaluphi uhlobo eyotholakala kodwa lolu cwaningo lwenzelwa ukuba othisha babe nolwazi olunzulu ngokufundisa abantwana benza iLife skills (Drama activities) ka Grade 1,2 kanye no 3.

Uma udinga ulwazi olunzulu ngalolu lucwaningo ungathintana nami kuleli kheli: Email:

My supervisor is **Professor S.B Khoza** who is located at the School of Education, Edgewood Campus, Durban of the University of KwaZulu-Natal. Contact details: email Khozas@ukzn.ac.za Phone number: [+27312607595](tel:+27312607595). The Humanities and Social Sciences Research Ethics Committee contact details are as follows: HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION Research Office, Westville Campus Govan Mbeki Building Private Bag X 54001 Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Simangele Shezi

Research Office

HSSREC Administrator

University of KwaZulu-Natal

Westville Campus

Tel: +27 31 260 3587

Ngiyabonga ngokuba bambisana kulolu cwaningo .

Ozithobayo

Mr. John Monwabisi Cobongela

CONSENT FORM

Mina (igama kanye nesibongo), ka.....(igama Kanye nesibongo) owenza ibanga (**grade 1/2/3**) ngiyamvuma ukuba yingxenye yocwaningo ngesihloko esithi: **An Exploration of the Teaching of Drama in Early Childhood Education**. Ngiyaqonda ukuthi kuvumelekile ukuthi ngihoxe kulolu cwaningo uma kunesizathu.

Sayina

usuku

APPENDIX E: INFORMED CONSENT LETTER FOR LIFE SKILL TEACHERS

████████████████████
████████████████████
Amanzimtoti

4126

Dear Participant

INFORMED CONSENT LETTER

I hereby write this letter to request your permission to be the participant of my research study that I will conduct in your school. Kindly receive hereof a brief description on how the research will be conducted:

I am a Doctoral Degree (Ph.D.) student at the University of KwaZulu-Natal. One of the requirements for the fulfillment of this degree is to do a thesis. My thesis topic is: **An Exploration of the Teaching of Drama in Early Childhood Education**. The study will assist in better understanding of teachers' experiences, knowledge and learning in using drama activities teaching in Grade 1,2 and 3 classrooms.

This will serve the purpose of informing my practice and knowledge in this area of teaching. Furthermore, this study will afford me, policymakers and other departmental officials the opportunity to understand how Grade 1,2 and 3 teachers use drama activities in the teaching of Life Skills in these grades.

Data will be collected through the use of semi-structured interviews. This will involve asking teachers open-ended questions which will be audio-taped. Secondly, questioners which will be open-ended and finally, observations during teaching will be conducted in order to get an understanding of how the teacher involves learners in drama activities. Analysis of teachers' preparations, assessments and scoring will be done as a last method of data generation. It is important for you as a participant to understand that:

- a) Your identity and your school will never be exposed. Pseudonyms will be used when writing this report.
- b) If during the research study you feel like withdrawing due to certain circumstances, you are allowed to do so.
- c) In cases where you don't want to answer questions posed, you are free to remain silent. The information that will be collected will be used for research purposes only.

Kindly receive my contact details as well as my Supervisor's:

I can be contacted at: Email: [REDACTED]

[REDACTED] My supervisor is **Professor S.B khoza**, who is located at the School of Education, Edgewood Campus, Durban of the University of KwaZulu-Natal. Contact details: email Khozas@ukzn.ac.za Phone number: [+27312607595](tel:+27312607595). HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION Research Office, Westville Campus Govan Mbeki Building Private Bag X 54001 Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Simangele Shezi

Research Office

HSSREC Administrator

University of KwaZulu-Natal

Westville Campus

Tel: +27 31 260 3587

Thank you for your contribution to this Study.

Regards

Mr. John Monwabisi Cobongela

CONSENT FORM

I (Name and surname in full), hereby give consent to be the participant on a study based on: **An Exploration of the Teaching of Drama in Early Childhood Education**. I fully understand that I am permitted to withdraw from this project if need arises.

Signature

Date

Simangele Shezi

Research Office

HSSREC Administrator

University of KwaZulu-Natal

Westville Campus

Tel: +27 31 260 3587

Ngiyabonga ngokuba bambisana kulolu cwaningo .

Ozithobayo

Mr. John Monwabisi Cobongela

CONSENT FORM

Mina (igama kanye nesibongo), uMzali

ka.....(igama Kanye nesibongo)

owenza ibanga (**grade 1/2/3**) ngiyamvumela umntwana wami ukuthi abe yingxenye yocwaningo ngesihloko esithi: **An Exploration of the Teaching of Drama in Early Childhood Education**. Ngiyaqonda ukuthi umntwana wami uvumelekile ukuthi ahoxe kulolu cwaningo uma kunesizathu.

Sayina

usuku

Appendix F: Permission Letter from Schools



DATE: 10.09.2019

Dear Mr J. M Cobongela

REQUEST TO CONDUCT RESEARCH AT JAJA PRIMARY SCHOOL.

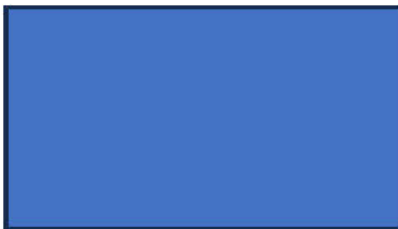
We are pleased to advise you that ~~you~~ your request to conduct a research study in EARLY CHILDHOOD EDUCATION at the above mentioned institution has been accepted.

I further advise that the conditions of the approval are as per the Departmental letter signed by the Head of Department dated 21 August 2019.

We wish you success in your study.



Principal:





DATE: 13.09.2019

Dear Mr J. M Cobongela

REQUEST TO CONDUCT RESEARCH AT 

We are pleased to advise you that your request to conduct a research study in EARLY CHILDHOOD EDUCATION at the above mentioned institution has been accepted.

I further advise that the conditions of the approval are as per the Departmental letter signed by the Head of Department dated 21 August 2019.

We wish you success in your study.



Principal:






Dear Mr J. M Cobongela

REQUEST TO CONDUCT RESEARCH AT 

We are pleased to advise that you your request to conduct a research study in EARLY CHILDHOOD EDUCATION at the above mentioned institution has been accepted.

I further advise that the conditions of the approval are as per the Departmental letter signed by the Head of Department dated 21 August 2019.

We wish you success in your study.


.....

Principal:





DATE:13 September 2019

Dear: Mr J. M Cobongela

REQUEST TO CONDUCT RESEARCH 

We are pleased to advise you that you your request to conduct a research study in EARLY CHILDHOOD EDUCATION at the above mentioned institution has been accepted.

I further advise that the conditions of the approval are as per the Departmental letter signed by the Head of Department dated 21 August 2019.

We wish you success in your study.

Principal





19/09/2019

Attention: Mr J.M Cobongela

Dear Sir

LETTER OF ACCEPTANCE TO CONDUCT RESEARCH

The Principal, SGB, SMT and the staff is warmly accepting your request to do a research in "Early Childhood Education "in our institution.

We further advise that our approval are as per the Departmental letter signed by the Head of Education, dated 21 /08/2019.

We wish you all the best in your study. Hoping your findings and recommendations will help us to grow.

Thank You

Yours Faithfully



(Principal)



APPENDIX G: SEMI-STRUCTURED INTERVIEWS SCHEDULE FOR LIFE SKILLS TEACHERS

1. How long have you been teaching Life skills?
2. How do you view the purpose, and scope of life skills in Grades 1, 2, and 3?
3. What is your current conception of drama in education?
4. What concerns do you have about teaching life skills (drama) in grades 1,2, and 3?
5. What content do you use for teaching life skills drama?
6. What aspect of life skills activities do you find useful for your class?
7. How feasible is it to include drama activities in your teaching?
8. Why do you use drama activities in your teaching?
9. What obstacles are there to implement/use drama in your teaching?
10. What resources do you use when teaching life skills (drama)?
11. How do you assess life skills drama?
12. How is life skills drama significant in your learners' learning and development?
13. What role do you play when teaching life skills drama in the classroom?
14. Where do you teach life skills (drama)?
15. Where do you get your Learner Teacher Support (LTSM) and what document if (any) do you use to facilitate life skills (drama) in your classroom?
16. How do you think we can improve the teaching of life skills drama in this phase?

APPENDIX H: REFLECTIVE ACTIVITIES FOR LIFE SKILLS TEACHER

Section A: Personal Details

Surname	
First Name	
Preferred Name	
Age	
Gender	
Home Language	
Post Level	
Academic Qualification	
Professional Qualification	
Number of Years in teaching	
Number of Years teaching in the Foundation Phase	
Grade currently teaching	
Other grades taught	

Section B: Goals towards teaching life skills (drama)

1. Why are you teaching life skills (drama) Rationale
2. What are your intentions and goals as you teach Life skills
 - a. Aims:
 - b. Objectives:
 - c. Outcomes :
3. How is Life Skills structured in the Foundation Phase?
4. Where do we find Drama in the Life Skills Subject?
5. What content do you teach in Life skills (Drama)

Section B: Content Knowledge

1. Tick the Drama content that you believe that you can teach confidently. If you feel the list is incomplete, please add any topics to "other" at the end of the list.

	Very Confident	Confident	Not so confident	Not confident
Warming up voice				
Exploring shape				
Dramatization				
Improvisation				
Role-playing				
Freeze games				
Developing short sentences of dialogue				
Mime action				
Drama techniques to explore the character's thought and feelings				

Developing a puppet performance				
Poetry performances				

2. Which Drama content (from the list above) do you teach often? Why?
3. Which of the Drama content (from the list above) have you never taught? Why?

Section C: Instructional Methods

1. The following is a list of classroom methods. Please tick the box that most accurately describes how often you use these methods in your teaching of drama topics. Please refer to the addendum, which will clarify what is meant by the instructional methods given below:

	Daily	Weekly	Monthly	Once a Term	Never
Demonstration					
Discussion					
Role-play					
Problem-based learning					
Cooperative Learning					
Stories/narratives learning					
Case studies					
Other					

2. Could you give reasons why you use the methods that you selected?

Section D: Learner Aspects

1. Complete this table:

No. of Learners in your class	
No. of boys in your class	
No. of girls in your class	
The average age of learners in your class	
No. of Learners in your School	

2. The following is a list that could possibly describe the learners in your class. Please select the ones that could be used to describe the learners in your class. You could include others if you so wish. Write a short paragraph to explain your choice.

Well-behaved	Creative	Problem solves
Confident	Enjoy group work	Independent
Learners come from a supportive background	Low socio-economic environment	Difficulties with language instruction
Critical thinkers	Enthusiastic	

Section E: Teacher Aspects

- The following is a list that could possibly describe you as a teacher. Please select the ones that could be used to describe you as a foundation phase/ECE teacher teaching Drama.

Dedicated	Confident	Conscientious attendance
Caring	Approachable	Committed
Well qualified	Innovative teaching techniques	The effort to improve teaching
Attends professional development	Sound life skills (drama) content knowledge	Competent
Plans lessons well	Sound life skills pedagogical (teaching) content knowledge	

- How do you facilitate learning of life skills
- You could include others if you so wish. Write a short paragraph to explain your choice.
- What do you see as your greatest strength as a foundation phase/ECE teacher? Why?
- What do you see as your greatest weakness as a foundation phase/ECE teacher? Why?
- How is teaching assessed?
- Have you attended any professional development workshops concerning teaching Drama in the Foundation Phase/ECE in the last year? If you have, name them.
- Where do you teach life skills (drama)
- When do you teach life skills?
- How do you assess learning of life skills (drama)?

Section F: Resources

- The following is a list of resources that could assist you as a teacher. Please tick the box that most accurately describes how often you use the resource in your teaching of Drama.

	Daily	Weekly	Monthly	Once a Term	Never
Chalkboard	•				
Textbook	•				
Worksheets	•				
Whiteboard					•
Videos/computers					•

Library					•
Drama props/ stage					•
Other					

3. What materials/resources do you use as a Life Skill teacher
4. Do you use a textbook to teach Drama? What textbook do you use? Why do you use this textbook?
5. Name the type of resources/equipment you use to teach Drama
6. What resource would you like to have (that you do not have access to now) that you think will improve your teaching in Drama?

APPENDIX I: LIFE SKILLS LESSON OBSERVATION SCHEDULE

Date:

School:

Lesson Topic:

Concepts	Question and Activities	Comments
Goals	What are your intentions as you teach life skills (Aims, objectives, outcomes)	
Content	What content do you teach in life skills?	
Activities	Which activities are done in class during the teaching of life skills?	
Teacher Role(s)	What role(s) does a teacher play in teaching life skills (drama)?	
Resources	What teaching and learning materials/resources do you use to teach Life Skills?	
Accessibility	How is teaching accessed?	
Location and time	Where and when do you teach life skills?	
Assessment	How do you assess learning of life skills?	
General Comments		

APPENDIX J: TURNIT IN REPORT

The screenshot displays the Turnitin Feedback Studio interface. The main document area shows the title: "Exploring Teachers' Experiences in the Teaching of Drama in Early Childhood Education: A Case of Life Skills Teachers in Durban, KwaZulu Natal." A green highlight is visible over the word "Experiences" in the title. On the right side, a "Match Overview" panel shows a similarity score of 6%. Below the score is a list of sources with their respective similarity percentages:

Rank	Source	Similarity
1	researchspace.ukzn.ac... Internet Source	2%
2	Submitted to University... Student Paper	1%
3	www.researchgate.net Internet Source	<1%
4	hdl.handle.net Internet Source	<1%
5	core.ac.uk Internet Source	<1%
6	scielo.org.za Internet Source	<1%
7	www.journals.ac.za Internet Source	<1%
8	repository.up.ac.za Internet Source	<1%
9	docplayer.net Internet Source	<1%

APPENDIX K: CERTIFICATE FROM THE EDITOR



Lydia Weight
NTSD English Specialist
SACE No: 11135129

E-mail: [REDACTED]@il.com

Pinpoint Proofreading Services
40 Ridge Rd
Kloof
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3610
28 Nov 2024

To whom it may concern

This is to certify that I, Lydia Weight, have proofread the document titled: Exploring teachers' experiences in the teaching of drama in early childhood education: a case of life-skills teachers in Durban, KwaZulu-Natal, by John Monwabisi Cobongela. I have made all the necessary corrections. The document is therefore ready for presentation to the destined authority.

Yours faithfully

A large black rectangular redaction box covers the signature area, obscuring the name and any handwritten notes.

L. Weight