# Teachers' Experiences of Integrating Jika iMfundo into Curriculum and Assessment Policy Statement in Mthonjaneni circuit

**By**

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# Declaration

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(Signature of co-supervisor)

# Dedication

This study is specifically dedicated to:

My beloved parents the late mother Jane and my father Jack Shabangu who are my source of inspiration in my whole life. MaBhele, may your souls rest in peace. Also to my co-parents Zwakele and Mandlakhe Khoza.

And

It is also my genuine greatfulness and warmest regards that I dedicate this study to my one and only beloved daughter, Nomvelo and my sweethearts Dakalo and Sithelo for all the devotion, moral, support, and joy rendered during this journey of my study. May this study teach you that patience, dedication, sacrifice and being resolute pays off.

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# Abbreviations

| | |
|---|---|
| ANA | Annual national assessment |
| ATP | Annual teaching plan |
| GET | General Education and Training |
| C2005 | Curriculum 2005 |
| IESA | Inclusive Education of South Africa |
| NCS | National Curriculum Statement |
| PILO | Programme for the Improvement of learning outcomes |
| RNCS | Revised National Curriculum statement |
| SANEC | South African National Education Collaborative |
| SASAMS | School Administrative Management System |
| SPADE | The School Performing Against Demographic Expectations |
| T40 | Team of 40 |
| ZPD | Zone of Proximal Development |

# Abstract

The study presented a qualitative case study exploring teachers' experiences in integrating Jika iMfundo into the Curriculum and Assessment Policy Statement (CAPS) in schools on Mthonjaneneni Circuit in KwaZulu-Natal. The main purpose of the study was to explore what teachers were experiencing in integrating such, how they applied their experiences, and why teachers experienced integration of Jika iMfundo into CAPS the way they did. The study utilised an interpretivist paradigm. Six teachers were purposively selected from two primary schools. For the data-generation process, four methods were utilised: reflective activity, document analysis, lesson observations, and semi-structured interviews. A thematically guided analysis was chosen for data analysis while framed by the Cultural Historical Activity Theory (CHAT) constituents. Literature unfolded three teachers' experiences that influenced teaching and learning: professional experiences, societal experiences and personal experiences. Such were discussed under the following constructs: prescribed content, prescribed objectives, prescribed time, prescribed resources, prescribed assessment, and teacher's role. Findings on teachers' experiences were that their teaching was completely dominated by professional experiences. Teachers were following what is prescribed when using CAPS and Jika iMfundo curriculum tools. Personal experiences appeared in which teachers were taking decisions on the resources and activities to be achieved in class. Teamwork and networking was much improved. However, some concerns were raised on the choice of methods suited to the abilities of learners; and also on their knowledge and skills that appeared to be suppressed. The study recommended that teachers need to be more developed through workshops in order to clearly understand the interconnection between Jika iMfundo and the CAPS. Learning abilities should also be considered when designing the curriculum; and a progression policy should be revisited.

## List of figures and Tables

# List of tables

# Table of Contents

# CHAPTER THREE
# THEORETICAL FRAMEWORK



# CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

## CHAPTER SIX

## DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

# CHAPTER ONE

## BACKGROUND AND ORIENTATION TO THE STUDY

### 1.1 Introduction

This chapter presents an overview and an inspiration for the study, giving a brief summary of the research study chapters. The chapter also provides the focus and purpose of the study, the background of the study, the title, the rationale inspiring the research study, the problem statement for the research study, objectives, research questions, a brief summary of literature review, the research design, data-generation methods, data presentation, analysis and discussion, trustworthiness, ethical issues, the limitation of the study, and the chapter summary.

### 1.2. Title

Teachers' Experiences in Integrating Jika iMfundo into Curriculum and Assessment Policy Statement on Mthonjaneni Circuit.

### 1.3. Focus and Purpose of the Study

The purpose of this study is to explore teachers' experiences in integrating Jika iMfundo into the Curriculum and Assessment Policy Statement in Mthonjaneni Circuit.

### 1.4. Location and context of the study

The study was conducted in two schools on Mthonjaneni circuit under the Mthonjaneni district of KwaZulu-Natal. The schools are in deep rural areas about 65 kilometres from Empangeni city. The population includes many unemployed community members, whose lives are solely dependent on government social grants. The minority of the community work on sugarcane farms in the nearby area. There is high mortality owing to HIV-Aids which has left a number of children orphans. The majority of learners are vulnerable, owing to poverty, drug abuse, rape, and diseases. Teachers are travelling about 65 kilometres from the locations Esikhawini, and Ngwelezane.

## 1.5. Background and Rationale of the Study

I have been working as a departmental head since the introduction of the CAPS in 2012 in South Africa. At the time we attended various workshops for teachers and departmental heads. We were developed and given information about this type of curriculum said to improve performance and result (Khoza, 2015). We were expecting that this curriculum would help our schools to improve their results or performance. This performance curriculum is driven by content, which can be mastered by learners after they have been drilled by teachers to attain high marks (Mpungose, 2016). However, even with the new curriculum, we have been experiencing a situation in which some schools are still identified as underachievers (their marks were below 60%), or team of 40 (their marks were below 40%); while others were performing above 60%.

Late in 2015, the South African National Education Collaborative trust, through the programme for the improvement of learning outcomes (PILO), introduced a new curriculum tool called Jika iMfundo. Jika iMfundo is an isiZulu term for 'turn around', and is applied to education. Its focus was to improve curriculum content coverage by providing teachers with standardised lesson plans. Jika iMfundo, as a curriculum tool, provides teachers with full lesson plans, providing teachers with content to be taught, methods, resources, and learner activities. It also provides annual teaching plans, trackers with assessment activities, rubrics, memorandums and teacher reflections. Teachers were attending workshops, discussion groups and meetings intended to support teachers in the process of integrating Jika iMfundo into the CAPS. Even after all these training sessions, some teachers and schools were still experiencing challenges in integration of this tool into CAPS, while others were finding it useful.

Khoza (2016) conducted a case study on teachers' vision, which established that curriculum tools are driven by personal, societal, and professional experiences. Another study was conducted by Shoba (2018) on the experiences of teachers who taught through the English medium. The study supported the categories of experiences as professional, social, and personal experiences. This suggests that experiences of teachers should be interrogated or explored, before the introduction of any curriculum tool, so that the introduced curriculum tool is aligned with relevant teachers' experiences. I decided to conduct a study to explore teachers' experiences of integrating Jika iMfundo into the CAPS in order to give teachers an opportunity to reflect on their curriculum experiences. Such might help them to improve their performance.

## 1.6. Significance of the Study

This study was conducted with the aim of assisting, developing teachers, and alleviating some misconceptions on various aspects of the education fraternity. The study also aimed to open a space in which teachers can reflect on their teaching experiences. Such has great impact on the level of their teaching and learner performances in schools. The study also hoped to assist curriculum managers in schools to gain full understanding of teachers' experiences in integrating Jika iMfundo into the CAPS or other curricula. Teachers might be enabled to understand themselves and the aspects that need improvement. Understanding their experiences means understanding their strengths and weaknesses. Such could lead to understanding the exact support needed to improve teaching and learning.

Furthermore, the study aimed at revealing teachers' experiences to school managers and circuit managers. Such would help to understand their impact through the kind of support they rendered to teachers, which might give rise to new support relevant to teachers' needs. It might also afford a perception to curriculum planners and policymakers on how teachers comprehend the curriculum and its policies; such might uplift the level of education.

## 1.7. Objectives of the Study

This study aims at attaining the following objectives:

- To explore teachers' experiences in integrating Jika iMfundo into the Curriculum and Assessment Policy Statement in schools on Mthonjaneni Circuit.
- To understand how teachers apply their experiences in integrating Jika iMfundo into the Curriculum and Assessment Policy Statement.
- To understand why teachers experience the integrating of Jika iMfundo into the Curriculum and Assessment Policy Statement the way they do.

## 1.8. Research Questions

The following questions were utilised to attain study objectives.

- What were teacher's experiences in integrating Jika iMfundo into the Curriculum and Assessment Policy Statement on Mthonjaneni circuit?
- How did teachers apply their experiences in integrating Jika iMfundo into the Curriculum and Assessment Policy Statement?

- Why did teachers experience integration of Jika iMfundo into the Curriculum and Assessment Policy Statement the way they did?

## 1.9. Demarcation of the Study

This study is about exploring teachers' experiences in integrating Jika iMfundo into the CAPS on Mthonjaneni circuit in KwaZulu-Natal. Two primary schools were selected for the process of conducting the study. According to the South African education system there are three education bands, viz., general education and training (GET), further education and training (FET), and higher education and training (HET). The GET band comprises three phases, namely: foundation phase (Grade R- Grade 3), intermediate phase (Grade 4 – Grade 6) and senior phase (Grade 7 – Grade 9). For the purpose of the study, more focus was on the foundation phase; hence this was the first to be introduced to Jika iMfundo curriculum tools. Two subjects were affected: mathematics and language (English as a second language) in the intermediate phase (Grade 4, 5 and 6). It is believed that, in order to produce outstanding learner performance in a school, especially in the primary school, its foundation phase should be strong and clear about its teaching and learning content (Hoadley, 2018). Teachers' teaching experiences play an important role in the production of knowledgeable and outstanding learners. As such, teachers should be familiar with their teaching content; which means understanding curriculum content, objectives of the content, methods of how to present the content, resources to unpack the content, and assessment criteria for checking the effectiveness of the content (Bernstein, 1999; Hoadley and Jansen, 2013; Khoza, 2015; Hussein, 2003; Moon, 2003).

Community involvement contributes greatly towards the attainment of the teaching objectives. Such was more challenging to those two primary schools, being in a deep rural area stricken by poverty, illiteracy, unemployment, drug abuse, HIV-Aids, rape, and the proliferation of orphans.

## 1.10. Plan for the Study

The study was arranged into six chapters.

### 1.10.1. Chapter One

This chapter presents an overview and an inspiration for the study, giving a brief summary of the chapters entailed in the research study. The chapter also provides the focus and purpose of the study, the background of the study, the title, the rationale inspiring the research study, objectives, research questions, demarcation of the study and the plan for the study.

### 1.10. 2. Chapter Two

This chapter reviews international and local literature in relation to teachers' experiences in integrating Jika iMfundo into the CAPS, with the intention of understanding their professional, societal, and personal experiences in teaching and learning. It also deals with curriculum constructs (content, objectives, teachers' role, resources, activities and assessment), as revealed by scholars. A summary of the chapter is given at the end of the chapter.

### 1.10.3. Chapter Three

This chapter highlights and discusses the theoretical framework: the CHAT support illustrated in its constituents, namely: tools, object, instrument, subject, community, and outcome, in comparison with teaching constructs: content, objectives, resources, teachers' role, activities and assessments in teaching. Lastly, a summary of the chapter is given.

### 1.10.4. Chapter Four

This chapter presents and discusses the research design and methodology utilised to generate data directed by study objectives and research questions. The interpretive paradigm with its case study is further discussed. Multiple data-generation methods (reflective activity, document analysis, lesson observations and semi-structured interviews) utilised are also discussed. Sampling procedures (purposive and convenience) followed to select participants for the study were also discussed. Furthermore, data analysis (thematic and guided) and issues of trustworthiness (dependability, credibility, transferability, and confirmability) were discussed in detail. Lastly, a chapter summary was given.

### 1.10. 5. Chapter Five

This chapter presents data analysis generated from participants in two primary schools per multiple data-generation methods (reflective activity, document analysis, lesson observation

and semi-structured interview). In ensuring truthfulness of participants' data, verbatim quotes are utilised. Data presentation and analysis includes the CHAT framework and literature review. Data was generated under eight themes: realisation of CAPS in practise, objectives to represent CAPS, prescribed content, prescribed resources, prescribed activities, prescribed assessment, and community involvement. Lastly, a chapter summary is given.

### 1.10.6. Chapter Six

This chapter summarises the findings of the study. A summary of each theme is given, together with recommendations on what and how to support teachers in their teaching process. A conclusion on findings about teachers' experiences is also presented.

## 1.11. Chapter Summary

This chapter presented the introduction and the inspiration for the study. A discussion on the rationale for and background to the study is given. Further to that, the study is discussed, focusing on the demarcation and the importance of the study, as driven by its objectives and its questions. The plan for the study is arranged according to six chapters. The next chapter discusses literature exploring teachers' experiences in integrating Jika iMfundo into the CAPS, both internationally and locally.

# Chapter 2

## Literature review

### 2.1 Introduction

The previous chapter gave an overview and an inspiration for this study. This chapter attempts to discuss literature on teachers' experiences in integrating Jika iMfundo into the CAPS. The chapter discusses the phenomenon (teachers' experiences), its categories (professional, societal and personal), and teaching principles: objectives, content, activities, and assessment (Khoza, 2015a; Tyler, 2013a). Furthermore, this chapter provides an opportunity to advance understanding and unpacking of integrating Jika iMfundo in the South African context, as a tool for the CAPS. Finally, the conclusion gives a brief summary of this chapter.

Literature review is a written argument which conveys a research standpoint through construction of logic based on proofs from reviewing previously conducted research (Machi & McEvoy, 2012). Booth, Sutton, and Papaioannou (2016) further define literature review as the selection of obtainable documents on a research topic which constitute data, ideas, information and written proofs from a definite source which are used for the purpose of conducting an exploration. According to Booth et al. (2016), this simplifies the key concepts, terms, and meanings of the concepts. Overall, these studies give both the background knowledge and current state of knowledge on the research topic, which highlights the gaps that may be addressed by this study.

### 2.2. Teachers' experiences (phenomenon)

Experiences can be defined as cognitive processes that may be hidden according to our beliefs, allowing individual to perform or not to perform actions (Du Preez, 2014). Sharplin (2014) further defines experiences as one's individual reserves of skills, knowledge, information, beliefs, and memories. According to Khoza (2015a), experiences involve the use of thoughts generated consciously in teaching, in order to perform their actions at all times, drawing from subconscious thoughts. This suggests that experiences can be perceived as an individual's own behaviour, characteristics, and way of thinking, which includes all that a person knows and believes to be true. Khoza (2015a) further conducted a study which categorises experiences into self, verbal, and written experiences that promote critical thinking and solving capabilities. According to Berkvens, Van der Akker, and Brugman (2014); Khoza (2015b) and Maxwell (2013), experiences are our lifelong learning generated at various levels, in which each

individual perceives in his or her own unique way professional, societal, and personal knowledge.

### 2.2.1 Professional experiences

Shulman and Shulman (2004) define professional experience as the knowledge that supports effective teaching. Professional experiences are teachers' internal processes that cannot be recognised by the teacher, but can be seen through their behaviour in teaching and learning situations (Khoza, 2015b). Professional experience focus on facts, which is why it always follows direct instructions (Taylor, 2014; Young, 2013). Professional experience is the most significant drive in the teaching and learning environment if the aim is to assist learners to master the content. Experiences within the professional sphere generate formal knowledge of academic subjects and pedagogical knowledge. Teachers generate professional experiences in higher education institutions in which they are believed to be the curriculum transmitters (Hoadley, 2018; Khoza, 2015b; Mpungose, 2016). In higher education institutions, knowledge generated by students is taught by lecturers from the prescribed work they teach and publish through journals, books, and other sources. Students are expected to master the prescribed work in order to attain their qualifications (Hoadley & Jansen, 2013), in which recorded facts and international standards are used to make decisions (Khoza, 2018a; Tyler, 2013a). Msibi and Mchunu (2013) posit that (Bernstein, 1999) experience attained by teachers should focus on both the subject content to be taught, and on understanding how learners learn the content.

According to König et al. (2016), teachers' professional experiences are an ongoing system of education which involves training, learning, and support activities. Such aspects aim to promote teachers' professional knowledge, skills, and values. Shoba (2018) emphasised that teachers should keep on upgrading themselves through continuous professional developmental programmes, to improve their everyday practices in the classroom. De Clercq and Phiri (2013) agree with Shoba (2018) when encouraging teachers to utilise new methodologies and approaches that will improve their teaching and the level of their learners' performance. The researchers also define teaching as everything a teacher does to support learning, planning of lessons, evaluation, and learner activities. Msibi and Mchunu (2013) indicate that, for teachers to be effective in their teaching, they need to demonstrate these professional traits: dedication, a sense of responsibility, and moral commitment to their profession. Khoza (2015b); Shoba

(2018); Shulman and Shulman (2004) reveal that teachers who possess good professional experience are most effective in their teaching.

Teachers apply their professional experiences generated in higher education institutions and per prescribed material during teaching and learning (Khoza, 2017). Knowledge from prescribed work is transmitted to learners who are expected to master it in order to qualify for the next grade. Learners are given certain rules and steps to follow in order to achieve outcomes of the lesson. Learners gain knowledge that is structured; and they know they have to follow those rules to acquire that knowledge (Bernstein, 1999; Khoza, 2015a; Maphalala et al., 2016). Professional experiences look for what is missing; learners are drilled to acquire the instructions and rules to master the subject matter (Khoza, 2015b, 2017; Le Grange, 2016; Shoba, 2018). In 2009, in South Africa, the CAPS was introduced as a performance curriculum giving learning content, objectives, resources, and assessment activities. The prescribed curriculum set out what the designers intended should be taught (Hoadley & Jansen, 2013). This document is the revision of the previous National Curriculum Statement (NCS), and was introduced to rectify the loopholes that were discovered in NCS. Those gaps include considering the importance of different components in each subject such as closely specifying the importance of reading, writing, and number concepts. The CAPS, as a performance curriculum, is driven by both technical experience Tyler (2013a) and professional experience Khoza (2017); such is market driven Le Grange (2016). Curriculum tools for this category of experience are content driven, and follow a strict system in which teachers are seen as the source of information. This document is designed for every subject in all the different phases. It gives relevant knowledge (content) to be taught from the lowest level to the highest level of the cognitive domain (Cilliers, Fleisch, Prinsloo, & Taylor, 2019). Teachers are expected to utilise it, because it gives detailed guidelines on what to teach.

A study by Khoza (2015a) on teachers' reflections on CAPS indicates that some teachers were lacking understanding on how to utilize the document. They were given the document as their policy to use when teaching, therefore teaching accordingly. Some were copying instructions in order to defend and promote their subjects. These gaps were also indicated in the project known as the school performing against demographic expectation (SPADE). Such was conducted by the Department of Education to explore the relationship between schooling and educational attainment during the implementation of the CAPS (Hoadley, 2018). The SPADE also explored the contributions made by the teachers in enhancing outcomes in their teaching. Amongst fourteen teachers visited in their classroom while teaching, some indicated that they

were lacking professional knowledge: they did not understand the correct implementation of the CAPS. For example, when introducing a topic or an activity, they were able to give instructions as outlined in the CAPS document Hoadley (2018). However, they were not giving explanations or elaboration on the content. Teachers made little intervention on responses by learners: no corrections were properly presented. Learners were not actively involved; instead, lessons were teacher-framed. Lessons took more than the stipulated time; one-and-a-half hours instead of one; which made it difficult to cover their curriculum on time. Slow and undifferentiated pacing led to poor curriculum coverage, which was discovered in most schools (Hoadley, 2018; Hoadley & Jansen, 2013; Taylor, 2014). This suggests that teachers lack full understanding of how to implement the CAPS effectively. Such points to eradicating the gaps that arose during implementation of the CAPS. As result, underperformance in some schools led the Department of Education to design a tool that could rectify the loopholes found in the CAPS.

In 2015 the South African Department of Education introduced Jika iMfundo as a curriculum tool to support the CAPS document (Metcalfe, 2015). Jika iMfundo was designed to strengthen the curriculum-management skills, to improve quality of curriculum coverage, as some schools were declared underperforming. The core function of Jika iMfundo is to promote effective monitoring at the different levels, promoting reporting of actions taken, and providing supportive responses where needed (Maphalala et al., 2016, 2017; Metcalfe, 2015). The principal needs to monitor teaching and learning at different levels. Most principals delegate monitoring of the curriculum to their heads of department (Metcalfe, 2015). Reporting actions and giving support where required is of vital importance. Hoadley (2018), Khoza (2015b), Tyler (2013a), and Mpungose (2016) support the monitoring of the curriculum through regulation of time, monitoring and support for planning and delivery, the quality of tests, and monitoring of results. Teachers were professionally developed in order to understand the Jika iMfundo components, able to reflect their strengths and weaknesses when dealing with the curriculum tools and its components Maphalala et al. (2017), which was lacking in the CAPS document. A study by Oyedele and Chikwature (2016) on the value of professional development of teachers, declares that teachers who undergo a form of professional development and are given support with their curriculum are more dynamic and innovative. This was supported by Hennessy, Haßler, and Hofmann (2015) when emphasising that teachers should be developed on approaches that will encourage active participation of both teachers and learners to improve teaching and learning. The CAPS and Jika iMfundo follow

professional experiences: they are looking for what is missing in the learners. Professional experience is driven by these constructs: prescribed content, prescribed objectives, prescribed time, teacher as an instructor, teacher-centred activities, prescribed resources, and summative assessment (Khoza, 2015b, 2017; Shoba, 2018).

#### 2.2.1.1 Prescribed content

Hoadley and Jansen (2013) define content as systematically planned knowledge that needs to be taught by teachers in order to achieve the objective of the content. According to Hoadley and Jansen (2013), prescribed content refers to facts, concepts, theories, and principles that are taught and learned. Shulman and Shulman (2004) further define prescribed content as experiences and skills acquired on subject matter to be taught. Prescribed content describes what is to be taught over the course of the year, or for a particular period. Shulman and Shulman (2004) argue that teachers should not only focus on facts. They need to consider understanding principles, structures, and rules for establishing what is legitimate for what is to happen during teaching and learning. Freeman (2002) further describes prescribed content as subject-specific experiences, and all that is related, which will give support to teachers when teaching. According to Shalem (2017), teachers' experiences play a vital role in understanding the prescribed content. Such improves the level of performance during teaching. Teachers should be encouraged to develop themselves professionally. Such development is an essential mechanism for deepening their subject-content experiences and their teaching practice (Ball, Thames, & Phelps, 2008; Cilliers et al., 2019). This suggests that teachers should always be trained and developed on their subject content, to produce positive learner performance.

In South Africa, the Department of Education introduced the CAPS policy document (performance curriculum) as prescribed content, arranged according to grades and phases. This document describes the content, skills, and concepts to be taught from Grade R to Grade 12. It is assumed that this is the fundamental requirement in assisting teachers to capacitate their learners in the various learning areas (Khoza, 2015b; Shoba, 2018). Previous curricula; Curriculum 2005 (C2005), Revised National Curriculum Statement (RNCS) and National Curriculum Statement (NCS) were more on achieving learning outcomes than mastering of content as emphasised in the CAPS. Teachers are expected to follow the prescribed content strictly, as it clarifies what must be achieved in each term of the year. Language, mathematics, and life skills are the prescribed content for the foundation phase.

#### 2.2.1.1.1. Language as a prescribed content

Language is a method of communication either spoken or written consisting of the use of words in a structured and conventional way (Hoadley, 2018; Ntuli, 2018). Language, as a content, is a learning process in which teachers interact with learners to develop formal knowledge of a language occurring in the formal environment, with rules to be followed during teaching and learning (Hoadley, 2018; Shoba, 2018). Furthermore, language develops learners' communication skills, as they become involved in a wide range of contexts as a medium of instruction. As a curriculum content, language is perceived as the most essential component, integrating with all subjects and used in all spheres of life (Lumadi, 2016). In addition, English annual national analysis (ANA) (2013) revealed that poor learner performance was caused by learners' inability to answer higher-order questions. Such had an impact in other subjects, learners failing to comprehend given instructions. Language is subdivided into comprehension, grammar, and knowledge. Such can be taught as home language or first additional language, depending on the language used at home and at the school one is attending (Ntuli, 2018; Shoba, 2018). In the foundation phase, language is further divided into four content areas: listening and speaking, phonics, reading and viewing, and handwriting and writing (Du Preez, 2014; Hoadley, 2018; Lacorte, 2005).

Reading is given high weighting above all language components, in which learners are developed in reading strategies, text interpretation, as well as good ways of answering questions about the text read (Hoadley, 2018). This is evident in time allocated for reading − it is longer than that of other components in the foundation phase. Moreover, more emphasis should be on phonemic awareness, word recognition (sight words and phonics), comprehension, vocabulary and fluency, in which teachers are provided with detailed and practical steps to develop these skills (Hoadley, 2018; Maphalala et al., 2018; Shalem, 2017). This means these components should not be separated during teaching, phonemic awareness, developing sound awareness. Blending and word recognition should be emphasised. Reading is subdivided into shared reading (whole class reading), group-guided reading, peer, and independent reading. These subdivisions ensure that teachers give special attention to all reading components in order to develop learners' reading skills. According to Maphalala et al. (2018), teachers have the responsibility of preparing reading materials, such as reading corners, prepared text that will be interesting and of a level where learners will be reading for enjoyment, choosing books they like to read independently. Independent reading encourages

learners to read for enjoyment. It enhances their reading proficiency. Learners should be encouraged to visit libraries and to partake in language co-curricular activities such as joining reading clubs and spelling-bee competitions that will enhance their reading skills (Hoadley, 2018). Comprehension when reading is essential in order to communicate and respond well on the text read. According to (Mora, 2010; Paputungan, 2014), comprehension is the ability to understand and make meaning of a text such as a comprehension passage, poems, stories, and dialogues. Teachers should encourage learners to read with understanding, so that they improve their communication skills and are able to respond to speech (Shoba, 2018). According to Shoba (2018), learners should be taught comprehension skills cognitively, and be allowed to engage in day-to-day language, to make critical decisions using comprehension content for speaking skill.

A study conducted by Shoba (2018) posits that some teachers place more emphasis on various aspects of language, with learners expected to master that content. However, teachers are not specific on how to link these aspects to their day-to-day speaking skills. Such does not consider the importance of learners expressing themselves fluently and confidently in their day-to-day environment. However, a study by Lumadi (2016) on teaching strategies to improve speaking and writing skill, encourages the mastering of the content through drilling and memorising some content taught, in order to achieve the teaching goal of meeting the progression requirement.

This suggests that teachers should use a systematic balanced approach in order to accommodate all components that will assist in developing all the essential skills effectively. Teachers have to avoid being misled by common knowledge: teachers' fluency and familiarity with the language skills may hinder the noticing of any unfamiliar issues when dealing with the content (Hoadley, 2018). Teachers must strive to produce learners able to confidently integrate what they have learnt in language as a content into other subjects. Such may minimise the challenges caused by code switching in learners from foundation phase to intermediate phase. Learners must be able to express themselves and read with confidence, which will assist them in their social lives.

Learners from township and rural schools with no language background, start to use language skills as they enter the school gates, ending such when at home. Skills will progress slowly, no one able to assist them with homework or any practise, as parents are illiterate. This was evident in the project performed by the school performing against demographic expectations (SPADE),

exploring the relationship between particular aspects of schooling and educational attainment in poor communities. Learning was sometimes found dysfunctional, owing to learner background, resources, and teacher experiences in teaching.

#### 2.2.1.1.2. Mathematics as prescribed content

Mathematics as a prescribed content refers to topics to be covered by learners at a certain level, with the intention of developing numeracy skills (Berkvens, Van der Akker, et al., 2014). Culej (2015), in *The Trend in International Mathematics and Science Study Encyclopaedia on Education Policy and Curriculum* highlights that, in places such as Ireland and Hong Kong, mathematics is subdivided into five components: number operations, pattern and algebra, space and shape, measurement, and data handling. Similar to Kenya and Zambia, mathematics is subdivided into five learning areas: number concepts and operations, patterns, algebra, measurement (geometry) and basic statistics (data) (Hardman, Ackers, Abrishamian, & O'Sullivan, 2011; Malambo, 2015).

In South Africa, mathematics has its main components: algebra, trigonometry, and geometry, which are further divided into five components: number operations, patterns, space and shapes, measurements, and data handling (Diezmann & Watters, 2015; Metcalfe, 2015; Morojele, 2018; Simmons, 2014). In mathematics, the first component is mental mathematics, comprising counting and recalling activities. These are the basic components in which learners use various counting skills such as counting backwards, forwards, and in different multiples; and a set of questions to drill, recall, and apply basic mathematical strategies (Berkvens, Van der Akker, et al., 2014; Maphalala et al., 2018). Those activities are essential to breaking the ice, so that learners' minds are prepared and ready for the main concepts to be introduced. The second component is corrections, in which homework corrections are performed. Molapo and Pillay (2018) assert that corrections are crucial in assisting even those learners who did not master the previous activity. Performing corrections also assists the teacher to observe learners who did not master the previous lesson. Teachers must not only give feedback but also do remedial work to assist learners who did not keep pace during presentation. The third and the last component is concept development. Recognising, identifying, arranging, sorting, and problem-solving are some of learners' activities. A teacher should give instructions, explain, demonstrate, and guide learners in the right direction, in order to develop these components.

A study by Diezmann and Watters (2015) reveals that some teachers are not doing justice to learners when presenting various components. Teachers focus more on components easy for learners' abilities, ignoring aspects that are essential, such as such as mental maths and problem-solving sums. The project by SPADE reveals that teachers were not communicating some components effectively. This was evident when teachers were teaching place value. It became clear that even teachers were not confident on what, when, and how to define place value. In mental maths, teachers were posing questions as passersby, with no teaching or feedback given to learners; yet learners were expected to give answers (Hoadley, 2018). Teachers should make proper planning and consider the objectives to be achieved by the end of that lesson. Teachers need to improve their knowledge in those components if not comfortable to deal with them.

A study on teachers' experiences in teaching mathematics revealed that subject content knowledge and skills are essential factors to produce positive learner performance (König et al., 2016). However, in some countries such as Germany, there are higher expectations of content knowledge from teachers teaching English as a foreign language, than that of teaching mathematics. Teachers teaching English as a foreign language are required to develop themselves more on the level of language awareness, and of intercultural competencies of education of languages in Germany (Ball et al., 2008; König et al., 2016). As teachers, we need to value all subjects equally, and to make sure we read and interpret curriculum policy document appropriately.

#### 2.2.1.1.3. Life skills as prescribed content

Life skills as content deals with the holistic development of learners. Learners are developed emotionally, spiritually, socially, intellectually, and physically (Metcalfe, 2015; Sheldon, 2015). Learners' personal growth and their well-being are highly regarded. Life skills is a combination of different subjects taught during previous curriculum RNC. Subjects include health education, history and geography, and religious education (Motshekga, 2011). These subjects were combined to minimise the workload on the part of learners: it was understood that their cognitive level was still too low to master all those subjects in the foundation phase (Metcalfe, 2015; Molapo & Pillay, 2018; Motshekga, 2011).

Life skills comprise four components: beginning knowledge, personal and social well-being (personal and emotional health, relationships with people and environment), creative art (visual

and performing art, music, dance and drama), and physical education (perceptual and locomotor development, rhythm, balance and literality). All these components are equally important: they must be treated equally. Some teachers separate these components, placing more emphasis on beginning knowledge and personal and social well-being (Sheldon, 2015). Sheldon (2015), in her study on how life skills are enacted in Grade Three, realises that teachers lack understanding and knowledge on how to teach certain components. Such causes them to treat components unequally; as a result, they stick to what they have experience on. Teachers should therefore attend workshops to be developed on how to teach all components equally, establishing their importance. Support material such as teacher guides, books, and video tapes should be supplied where teachers can use such as references. Teachers should make sure that objectives are met, which will determine whether teaching was successful.

#### 2.2.1.2 Prescribed objectives

According to Hoadley (2018); Khoza (2015b); Maxwell (2013); Mpungose (2016); and Tyler (2013a), professional experiences are driven by curriculum objectives as short-term goals to be achieved by teachers through instructing learners to master the subject content. Bloom, Engelhart, Furst, Hill, and Krathwohl (1956) define objectives as intended results from learners rather than the whole process of teaching. As the teacher prepares a lesson, there are objectives to be achieved by the end of the lesson which demand effective teaching. Objectives define the expected performance a learner should show as evidence that the content taught has been mastered. According to Hyland, Kennedy, and Ryan (2006) objectives are described as the most specific outcome of the classroom instruction. However, König et al. (2016) state that objectives serve as a necessary step towards the achievement of a wider specific aim: which in turn constitutes an essential rung on the ladder on the way to the final goal. It becomes clear that in every subject taught and learnt at school there are objectives to be achieved by teachers. The researchers further allude to objectives being a matter of choice, and therefore considered as value judgement for those responsible for the curriculum of that particular school. Khoza (2018a) declares that objectives serve as a point of departure towards teaching and learning. In most instances, objectives determine the way and steps to be applied during presentation of the content. The teacher drives the content and learners towards the expected objective. Objectives clarify what the teacher should design for the lesson and the activities to be suitable: the methods, and resources needed, and the form of assessment suitable for the lesson (Khoza, 2015b; Nkohla, 2017).

Bloom et al. (1956) classified objectives into three categories: cognitive domain, affective domain, and psychomotor domain. The cognitive domain deals with the recall of knowledge and the exercise of intellectual skills: it can be classified into six categories: knowledge, comprehension, application, analysis, synthesis and application. It is important that learning objectives reflect hierarchical cognitive development of the learner, as such provide the key verbs for writing objectives. Learning should proceed from known to unknown, from concrete to abstract. A study by Khoza (2016) explored postgraduate students' understanding of curriculum vision and goals in teaching their subjects. Two out of twenty participants showed the use of six levels of cognitive domain in attaining objectives of the lesson and assessment questions in different ways. One participant adopted a learner-centred approach, while the other participant used a teacher-centred approach. Such shows that teachers were not familiar with the approach followed by the CAPS. Teachers must familiarise themselves with the set approach, this determining a suitable teaching approach, and how learning objectives are to be attained.

To attain the objective of the lesson, Simmons (2014) maintains that goals and aims of the content must be well considered. Goals, aims, and objectives are correlated; however, they differ in levels: the macro level (goal), the mesa level (aims), and the micro level (objective), and what is expected of them. Goals are broad expectations of the content. This is a long-term outcome which may describe an expected life outcome. Goals may define what is worthwhile in a particular society, as well as their educational needs. When goals are broader, vaguer, more general and more philosophical it is not easy to determine whether they have been attained. Aims are derived from goals; however, these are more specifically on the completion of the course, school phase, or the entire career. Objectives are narrower, more specifically on clarifying exactly be achieved by the end of the lesson. As objectives assist in clarifying the aim, it is imperative that they be specific, measurable, attainable, realistic, and time-bound.

Hyland et al. (2006) point out that aims are achieved once a number of objectives on that particular content have been attained. Likewise, Al-Sarmi and Al-Hemyari (2014) are convinced that aims are measurable, and typically represent more complex behaviours expected as a result of the achievement of a number of prerequisite objectives. However, Tyler (2013a) further describes objectives as the first principles to be considered before designing content. The content answers what is to be achieved by the objectives. Objectives may work as a controlling measure in which teachers are not free to teach what they see as important, but to

cover what is expected to be achieved at the end of the lesson (Khoza, 2017; Msibi & Mchunu, 2013; Shoba, 2018).

This suggests that objectives are the main drive in teaching, starting from the planning, preparation, and presentation of the lesson. Teachers need a balance between achieving the expected objective, which will provide learners with acquired progression requirement, and influencing their life-long experiences. Objectives can be successfully achieved if teachers organise and prepare resources properly.

#### 2.2.1.3. Prescribed time

Christie (1998) defines time as planning and scheduling of certain activities. In teaching and learning, distribution of time is termed time allocation, which is a specific length of time set aside to be considered for a certain activity. Khoza (2013); Link, Swann, and Bozeman (2008); Van den Akker et al. (2009) reveal that time is distributed in years, which determines the long-term planning, setting of goals to be achieved (macro planning),and the planning and drafting of the school year plan. This long-term plan is of vital important, as it determines which school activities are to be executed to keep the institution functioning effectively. This involves all stakeholders planning parents' meetings, teacher-developmental plans, school-management teams, supervisory plans, plans for various committees, and annual teaching plans (ATP) for teachers (Metcalfe, 2015; Mthiyane, Naidoo, & Bertram, 2019). This suggests that all stakeholders should join hands in ensuring that long-term planning is properly achieved, lest the whole institution become dysfunctional.

Furthermore, Christie (1998); Khoza (2015b); Tyler (2013b) distributed time in terms (first, second, third and fourth), determining the objectives of the school (mesa planning). Teachers have to ensure that subject term plans are well planned, taken from their annual teaching plans. Teachers' professional experiences, skills, and substantive knowledge about subject content are essential for effective planning of the content and assessment activities to be learnt per term. A competence-based curriculum is directed by a set of rules which must also be strictly followed by teachers when planning their time for teaching and learning (Bernstein, 1999; Hoadley, 2018; Hoadley & Jansen, 2013; Khoza, 2017). Term planning can involve all teachers in the same phase sharing ideas, better known as phase planning. Relevant documents should be visited by teachers for authentic directives towards reliable term planning.

Lastly, time is distributed in weeks, days, and hours (micro planning). This is the real teaching and learning, teachers' plans, time tables, hours for individual activities: introduction, presentation and conclusion which involves questions for subject follow-up and understanding (Bernstein, 1999; Khoza, 2016; Van den Akker et al., 2009). Teachers also need to plan resources which will stimulate learners' interest. Furthermore, Christiensen, Bertram, and Land (2010); Christie (1998) emphasise that teachers plan ahead in case support must be outsourced, allowing the management team to organise such. The bell is utilised to alert teachers and learners that it time for an action: in the morning the bell announces school opening periods of teaching and learning, alerting teachers and learners to change of periods, break time, and end of teaching time (Christie, 1998). Whenever the bell rings, therefore, movement is expected soon, and should be respected by everyone, including teachers.

In South Africa, owing to demands and concerns about lack of curriculum coverage in time, the department introduced Jika iMfundo, a tool to fast-track the CAPS curriculum (Metcalfe, 2015). This tool came with well-planned lesson plans specifying (time) − when and how to teach subject components. In Jika iMfundo, the home language is given more time than first additional language, Home language is allocated 90 minutes per day for four days, and 60 minutes for one day (Maphalala et al., 2016; Metcalfe, 2015; Mthiyane et al., 2019; Pillay, 2018). More emphasis is on listening and speaking, taking more time than other components.

**Table 2.1: Grade I Time Allocation per Week for Home language**

| DAY | COMPONENTS | TIME ALLOCATION |
|---|---|---|
| 1 | Listening and Speaking<br>Phonics<br>Handwriting | 30 minutes<br>30 minutes<br>30 minutes |
| 2 | Group Guided Reading<br>Group Guided Reading<br>Shared Reading | 30 minutes<br>30 minutes<br>30 minutes |
| 3 | Phonics<br>Handwriting<br>Group Guided Reading | 30 minutes<br>30 minutes<br>30 minutes |
| 4 | Listening and Speaking<br>Group Guided Reading<br>Shared Reading | 15 minutes<br>30 minutes<br>15 minutes |
| 5 | Phonics<br>Group Guided Reading<br>Writing | 15 minutes<br>30 minutes<br>45 minutes |

For First Additional Language, 30 minutes is allocated for 4 days, and 1 hour on the fourth day. More emphasis is on Listening and Speaking which is allocated 30 minutes per day.

**Table 2.2: Grade 1-Time Allocation per Week for First Additional Language.**

| Days | Components | Time allocation |
|---|---|---|
| 1 | Listening and Speaking | 30 minutes |
| 2 | Listening and Speaking | 30 minutes |
| 3 | Listening and Speaking<br>Shared Reading | 30 minutes<br>30 minutes |
| 4 | Listening and Speaking = Shared Reading<br>Writing | 45 minutes<br>15 minutes |
| 5 | Listening and Speaking | 30 minutes |

In mathematics, 90 minutes is allocated a day for five components per day. More time is allocated for concept development and classwork. Mathematics components are the same, except for the topic/concept to be developed on each day.

**Table 2.3: Grade 1-Time allocation for Mathematics per Day.**

| No. | Components | Time allocation |
|---|---|---|
| 1 | Mental Mathematics<br>1.1.Counting<br>1.2.Recall and Strategies | <br>5 minutes<br>10 minutes |
| 2 | Corrections/Homework | 15 minutes |
| 3 | Lesson content − concept development | 30 minutes |
| 4 | Classwork activity | 25 minutes |
| 5 | Homework | 5 minutes |

In Life Skills, time is allocated in hours per week over 4 components.

**Table 2.4: Life Skills' Time Allocation per Week**

| Component | Per week/hour |
|---|---|
| Beginning knowledge | 1 hour/week |

| | |
|---|---|
| Creative Art | 2 hours/week |
| Physical Education | 2 hours/week |
| Personal and Social Well-being | 1 hour/week |

Teachers are expected to follow plans as they are. If there is time lost owing to any reasons or factors, teachers must designate time to cover such lost time (Metcalfe, 2015). According to Hoadley (2018), in the SPADE project, teachers were observed on how much they work according to allocated time. Findings revealed that some teachers are not working according to their time table, especially in the foundation phase, in which the teacher is responsible for all subjects in class. Sometimes teachers tend to concentrate more on those subjects they assume as more important, e.g. mathematics and home language, neglecting those deemed not important. This was totally discouraged, as all subjects are equally important (Mthiyane et al., 2019). A study conducted by Maphalala et al. (2016) on lessons learnt about Jika iMfundo, revealed that teachers were delighted with its planned lessons and assessments, finding teaching easier than before.

However, there are some factors affecting time-management in schools, especially those in deep rural areas (Christie, 1998; Christiensen et al., 2010). In most schools within deep rural areas, teachers live in faraway locations, being obliged to travel far every day. Owing to the state of the road, teachers cannot use their own cars. This compels them to opt for public transport which sometimes causes them to be late, this being out of their control. Sometimes bus drivers go on strike without notifying teachers, which yields much absenteeism. Late-coming and absenteeism by learners owing to improper guidance at home becomes the most negative factors for time-management. Some learners live with their grandparents, who are too old, tired, or sick to guide them properly. Some learners are orphans: they guide and control themselves. Such leads to a high rate of late-coming and absenteeism. Hence, teachers need to plan special time to assist those learners with curriculum coverage. Late delivery of learning material challenges teachers, as it becomes very difficult to teach with insufficient resources. Teachers are expected to improvise where they can, which takes time for teaching. Religious gatherings which parents attend with their children for the whole month challenge teachers to provide those learners with time to assist and support them to cover the curriculum. Furthermore, failure to work according to school plans where staff meetings and workshops are held during contact time, disturbs teaching and learning. Also, failure by the Department of Education to provide schools with substitutes for teachers on sick leave deprives learners of

teaching and learning for sometimes more than three weeks. The Department of Education and all those affected should stand together to look for preventive measures, thereby securing teaching and learning.

#### 2.2.1.4. Teacher as an instructor

Al-Zu'be (2013) defines an instructor as one entrusted by the department to convey knowledge as set down in the curriculum policy. Taylor (2014) describes an instructor as someone who has the ability to enforce the whole of learning to learners, and has all power invested in him/her to drive the process of teaching and learning. A top-down decision-making on what to teach and when to teach it, falls under the set principles of the subject content. This determines that instructors lack the state of ownership, as they cannot apply knowledge beyond curriculum policy. According to Brown (2003), an instructor applies personal experiences, knowledge, and skills to assist learners to master the specified learning content. Instructors must abide by the rules and regulations displayed in the curriculum policy of that subject content. As result there is no time to divert from the prescribed policy.

Tudor (1993) avers that an instructional approach promotes a narrow type of learning, in which learners are passive, listening to the teacher, who is regarded as the only source of information at all times. If learners seek clarification on the lesson presented they will direct questions to their teacher. The teacher answers only the question asked, neglecting any wider or related issues. Hoadley and Jansen (2013) posit that the question-and-answer method is believed to be the most suitable way of checking on learners' understanding and maintaining of progress during teaching and learning. This is evident when learners are asked questions on lessons. If answered incorrectly, the teacher, rather than rectifying the reply at that moment to correctly groom the learners' mind, at no point trusts other persons/learners to give the correct answers (Hoadley, 2018). Furthermore, Angelo and Cross (2012); Khoza (2016); König et al. (2016), insist that learning content should be planned in such a way that it becomes more easier and possible for learners to master and produce the learnt content during assessment time. This suggests that an instructor plans the whole lesson around the subject content and its objectives; and learners are not engaged in the content to be delivered.

Allen and Jackson (2017) claim that teachers are attempting to use a one-size-fits-all technique which does not cater for individual learners' cognitive abilities, and barriers they might have. The researchers encourage teachers to ensure that teaching and learning is effective and

successful, by equipping themselves with substantial knowledge, skills, and acquiring of various strategies that will cater to learners' differing abilities. To reap a good harvest from learners demands a good understanding of learners' cognitive levels, and learning barriers. For example, a learner with a hearing problem will need to be placed where he or she can best be supported. Teachers need to upgrade themselves at all times, attending workshops and other professional studies that will enhance their professional experiences.

In a performance-based curriculum, more emphasis is on mastering important concepts that will assist learners to meet the requirements for grading at the end of the term/year (Berkvens, Van der Akker, et al., 2014; Kennedy, Cavanaugh, & Dawson, 2013; Khoza, 2015a; Tyler, 2013b). Teachers tend to ignore daily assessment, placing their trust in a summative assessment conducted long after teaching has been administered. Teachers should therefore strictly control and direct the selection and presentation of lessons to ensure that the curriculum is covered on time. In addition to that, teachers have to maintain discipline to increase the level of concentration. Learners are expected to listen attentively with little or no noise in order to grasp what is taught.

#### 2.2.1.5. Teacher-centred activities

Allen and Jackson (2017) define teacher-centred activities as those activities planned by teachers guided by the rules of the curriculum content. Kain (2003) indicates that teacher-centred activities promote individualism. Learners are given activities to work on alone, digesting what the teacher has delivered, without any support or sharing of ideas with other learners. Al-Zu'be (2013); Allen and Jackson (2017); Engerstrom (2016),Hoadley (2018); Hoadley and Jansen (2013); Hussey (2003); Khoza (2015a) agree on the alignment of activities with the curriculum policy set for that subject content. Activities should assist learners to achieve the objective of the lesson. Cilliers et al. (2019); Kain (2003); Morojele (2018) insist on using different strategies and methods that will arouse learners' interest and concentration, enhancing learners' abilities in mastering subject content. The question-and-answer method, as well as the drill method are the most highly recommended teaching methods. Learners should be disciplined: no loitering; every learner is obligated to do the activity, following the learnt rules, and expected to finish on time. Al-Zu'be (2013) elucidated on the process of separation. Teaching and learning activities such as classwork, assignments, and homework are completed during the process of learning; whereas assessment activities are scheduled for the end of the

term or year. Additionally, Khoza (2015b) concurs that, for a performance-based curriculum, the activities conducted during teaching and learning are to check understanding of learners, correcting what is missing so that learners are fully prepared for their summative assessments, tests, and examinations. Little or no attention is given to what learners have mastered. Competition plays a vital role in motivating learners, and enhancing their performance as they strive to outshine other learners while performing their individual activities.

Furthermore, Angelo and Cross (2012) state that creativity when designing activity motivates learners to increase their effort. Teachers have to apply more of their experiences by choosing resources that will arouse learners' interest to perform effectively. Shoba (2018) agrees that considering a stimulating environment is of utmost importance, as it promotes a sense of respect for individual learners. If the environment is well organised and stimulating, learners will be confident to do their activities without being disturbed by other learners. Effective activities will be determined by high-quality resources.

In South Africa, teacher-centred activities are still effective: however, these should be combined with other types of activity. The Jika iMfundo curriculum tool supports both teacher-centred and learner-centred activities.

#### 2.2.1.6. Prescribed resource

According to Khoza (2018a); Shoba (2018); Dlamini (2019); Morojele (2018); Mpungose (2019) resources are any material, tool, or thought used by teachers to bring life to their teaching and learning. Otieno (2010), in his study, describes resources as an essential role player in assisting teachers to present their lessons effectively. It is evident that no teaching can be delivered without the use of resources. Such poses some challenges to those schools with limited resources, yet financially unstable and rated as Quintile One in rural areas. Gibbs and Jenkins (2014) indicate that shortage of resources demands teachers to be especially creative and skilful, to improvise by designing their own resources suitable for each particular lesson. Improvising can sometimes be disadvantageous to learners. The teacher might believe that the resources created are suitable; nevertheless, they may not be clear and understandable to learners. It is advisable that teachers look for support and assistance from other stakeholders. A study by Miles and Darling-Hammond (1998) was undertaken on how to improve resources to support teachers, thereby improving learner performance. The findings were that all stakeholders should be involved, including school governing bodies, to fund the purchasing of

resources. Devlin, Kift, Nelson, Smith, and McKay (2012); Kraut, Chandler, and Hertenstein (2016) agree that a vibrant and colourful classroom arouses learners' interest and concentration. Khoza (2017); Khoza (2018b); Mpungose (2017); Mpungose (2019) indicate in their studies that some resources encourage learners to think deeply, meaning that they are thought-provoking. When resources such as computers and laptop, science kits for experiments, posters (making their own stories), pictures (arranging according to events), are used, strong guidance and support from teachers is highly recommended. Timeous and effective use of those resources may produce learners who can work independently when given tasks. Resources improve learner performances and assist in finding whether or not the lesson was successful. Khoza (2013) divides resources into three: hard-ware (HW), soft-ware (SW) and ideological-ware (IW).

#### 2.2.1.6.1. **Hardware resources**

Khoza (2013) defines hardware resources as any visible machines or tools used to give support to teachers, to promote the effectiveness of learning and teaching. Hard-ware resources demand strong supervision and safety, especially for learners in lower phases. Examples of hardware resources are computers, laptops, radios, videos, overhead projectors, television, tape recorders and chalkboards. Kraut et al. (2016) emphasised that, when a lesson comprises hardware resources, strong and accurate planning and preparation are to be done, in which steps for operating the device have to be mastered. Resources should be collected in time. When the lesson involves listening to the radio, those should be in class before the period starts, to avoid wasting contact time. Demonstration and drilling are essential elements when implementing hardware resources, in order to achieve the expected objective of the lesson. Such connects well with professional experiences, demanding teaching that is to the point, such as mastering of steps to operate certain devices, and using them as given or taught (Khoza, 2015b, 2018a; Mpungose, 2017). Khoza (2018a) conducted a research study of six participants who reflected on their utilisation of digital resources. Findings revealed that teachers pay more attention to two types of resources: hardware resources and software resources which they thought were more essential in their teaching. Some participants focused on one type of resource without acknowledging that such a resource depends on another resource type to function, e.g., PowerPoint relies on the computer. Secondly, teachers did not understand what ideological-ware was all about, and how valuable this element is in teaching and learning. However, after an explanation, they agreed that ideological-ware is as important as other resources. This

suggests that teachers at all levels of institutions should upgrade themselves technologically, keeping up with modern life.

Jika iMfundo, as a curriculum tool for the CAPS, supports the use of hardware resources. Teachers are supplied with discs to be played when teaching articulation of sounds, poems, rhymes, and songs (Metcalfe, 2015; Molapo & Pillay, 2018; Pillay, 2018). Professional experience assists teachers in maintaining their classes well, by grouping learners according to number and level required when using different resources.

Teachers need to capacitate themselves by attending workshops or taking short courses on various hardware resources, to avoid inefficiency. Teachers need to familiarise themselves by practising operating at any time, not only during contact time. However, some teachers are facing challenges because they are not allowed to utilise any machine without permission from their supervisors.

#### 2.2.1.7. Prescribed assessment

For the Department of Education and other stakeholders to understand reality based on the effectiveness of teaching and learning in different institutions depends on the assessment strategies used (Maphalala et al., 2018; Motshekga, 2011). McAlpine (2002) defines assessment as a form of communication relying on a variety of sources: learners (feedback on their learning), teachers (feedback on their teaching), and curriculum designers (feedback on the curriculum). Van den Akker et al. (2009) describe assessment as a tool for measuring intended curriculum, and the attainment of learning outcomes. Angelo and Cross (2012); Khoza (2015a); Koh (2011); Nkohla (2017); Van den Akker et al. (2009) further define assessment as the systematically planned process of gathering information about the effectiveness of teaching and learning. Assessment is a criterion used to measure whether teaching and learning objectives have been met, which then assists the teacher to understand the missing parts from learners assessed (Hyland et al., 2006; Kennedy et al., 2013; Van den Akker et al., 2009). In addition, assessment informs the teacher more on the effectiveness of methods used, and learner assimilation of the content; assessment is also for grading purposes (Hoadley, 2018). In intended curriculum, the main focus is on checking what learners know and have mastered in order to understand what is missing from learners (Hoadley & Jansen, 2013; Shalem, 2017). Angelo and Cross (2012) view assessment in two dimensions: teacher-centred, in which the focus is on what to assess, how to assess, and how to respond on

information gathered during assessment. In learner-centred assessment or the second dimension, the focus is on observing and improving learning.

Kennedy et al. (2013); Khoza (2015a); Moon (2003) agree on the division of assessment into three: assessment for learning (summative assessment), assessment of learning (formative assessment), and assessment-as-learning (peer assessment)

#### 2.2.1.7.1. Assessment of learning (summative assessment)

McAlpine (2002) defines summative assessment as assessment that is used to measure learners' performance at the end of the term or year. Learners' overall performance is used to grade learners to the next grade, which means it determines a pass or fail. Examples of summative assessment are examinations, tests, and IQ tests. According to Aboulsoud (2011), summative assessment is also called terminal assessment, which takes place at the end of the study or learning. In addition to that, the researcher emphasises that the curriculum content and skills tested must be those that are taught. Berkvens, Van den Akker, and Brugman (2014); McAlpine (2002) agree that summative assessment is a form of communication depicting elements of quality in the curriculum, such as relevancy, consistency, and applicability. In addition to that, summative assessment determines whether curriculum coverage is on par with the level of learners' performance. Such does not end there, as learner marks are captured through the school administration and management system (SASAMS) and sent to all education departments for analysis. Furthermore, the results of analysis may determine whether the school is an underperformer or a T40 (schools performing under 40%). Such calls for accountability from the school-management team, especially the school manager. Teachers need to teach according to their annual teaching plan (ATP) so that when the time for summative assessment comes, all the work has been covered. If so, learners will perform remarkably well.

Summative assessment portrays a picture of the whole school which may be colourful or dull, in which all stakeholders will discern whether teaching and learning is effective. Evidence is seen in learners' report cards issued to parents (Black & Wiliam, 2009). Furthermore, Maxwell (2013) concurs that summative assessment is of vital importance. It is used for grading learners to the next grade, giving entrance to higher education institutions, certification, and for job hunting. Allen and Jackson (2017); Khoza (2015b); Berkvens, Van den Akker, et al. (2014); Morojele (2018) believe that summative assessment encourages teachers' professional

experiences to work according to the prescribed assessment policy; thus achieving the summative assessment goal, which is measuring level of success or proficiency. However, Dlamini (2019); Govender and Khoza (2017); Nkohla (2017) argue that summative assessment demotivates learners, no feedback being given on how and where improvement should be achieved. The focus is only on the end product, not on the process of learning.

Learners ought thus to be taught the importance of summative assessment so that they can prepare themselves cognitively for the assessment. Also, teachers need to understand that it is their duty to prepare learners holistically, to avoid misconceptions and failure. As much as summative assessment is an essential tool, teachers need to focus on all assessments as set by the curriculum policy, including assessment of learning (formative assessment) and assessment-as-learning (peer assessment).

### 2.2.2. Societal experiences

In societal experiences the curriculum is driven by activities performed by learners in order to achieve outcomes. Societal experiences place society at the centre of the teaching and learning environment (Khoza, 2018b). Societal experiences produce a teaching and learning environment known as competence-based curriculum and integrated curriculum (Bernstein, 1999). Hoadley (2018) agrees with Bernstein (1999) that a competence-based curriculum experience embraces social visioning, as it places society at the centre of teaching and learning. In South Africa, outcomes-based curriculums were introduced from 1997 to 2012: Curriculum 2005, the Revised National Curriculum Statement, and the National Curriculum Statement. In societal experience, the focus is on outcomes, in which learners are given opportunities to demonstrate what they know, and are expected to take initiative to achieve proficiency and high performance. Learners are compared for any achievement that will be praised by society, to achieve outcomes. Real knowledge generated from society will determine the realisation of a better society (Schiro, 2013). According to Le Grange (2016), curriculum are stories that we tell learners about their past, present, and future. The focus should not only be on planned curriculum but also on how it is lived. Teachers are expected to ensure that activities given to learners drive them towards the set outcomes. Teachers therefore need to balance what learning is all about against the opinions of interested parties.

According to Khoza (2016), societal experiences influence teachers to be directed by people's opinions, such as learners, and all relevant community stakeholders. These experiences follow

the horizontal processes as they are influenced by people's opinions (Bernstein, 1999; Khoza, 2015b, 2016). Bernstein (1999) further elucidates that societal experiences may be driven by teachers' own life experiences in which they choose what is best for them, or can make it easier to achieve outcomes. These experiences may oppose the curriculum set by the department. Teachers will be following their societal interests. Their teaching may lack facts, as determined by everyday opinions, that cannot be verified (Amin & Vithal, 2015; Bernstein, 1999). This may cause teachers to neglect learners' abilities to learn according to what is expected to be taught, as in the annual teaching plan (Hoadley, 2018; Khoza, 2017; Shoba, 2018).

In South African schools, the school governing body is democratically elected from parents of that particular school (Karlsson, 2002; Van Wyk, 2004). In societal experience, parents form part of learning by giving support to teachers and learners in their learning activities. Parents have to make sure that the vision and mission of the school is fulfilled; which means that they should have the image of the school in mind, and should capture the identity, image, and the reason for the school acting in any particular way (Karlsson, 2002; Van Wyk, 2004). Societal ideology might have a great influence on teaching and learning. This may result in sharing of ideas and the development of skills generated (Bernstein, 1999).

Furthermore, societal experiences may be precipitated by challenges/problems developed during teaching and learning (Lacorte, 2005). Challenges such as learners with barriers who cannot concentrate, possibly deaf, with reading barriers, underperforming and many more, can open gaps for new experiences, rather than professional ones. Overcoming some of these challenges needs critical thinking in order to generate new knowledge or relevant information for that particular situation (Hyland et al., 2006). If learners are underperforming, this can trigger the need for post-action reviewing, and searching for new information which might be beyond the prescribed work. This can be reading relevant documents or seeking for developmental support from relevant sources such as a health institution (IESA). (Hoadley, 2018; Shalem, 2017). Such can stimulate sense-making and change in one's present professional experiences. IESA is an organisation that assists teachers and parents experiencing challenges with learning. Societal experiences/knowledge may be disorganised, disorderly, and against the professional experience, which calls for the teacher to reorganise and reconstruct personal experiences (Bernstein, 1999; Lacorte, 2005; Le Grange, 2016). Societal experiences are driven by these constructs: teacher as a facilitator, activities (learner centred activities), software resources, peer assessment, and learning outcomes.

#### 2.2.2.1. Teacher as a facilitator

Traditionally, the teacher is the one who imparts knowledge and experiences to learners. A facilitator is the one who guides and assists learners towards achieving expected outcomes (Bernstein, 1999; Hussey, 2003; Khoza, 2013, 2015b; Moon, 2003; Shoba, 2018). In a performance-based curriculum, knowledge, skills, values, and attitudes for learners which depict societal values and experiences are much considered and nurtured by facilitators in the teaching and learning situation (Bernstein, 1999; Hoadley, 2018; Hoadley & Jansen, 2013; Khoza, 2017; Shalem, 2017). According to Farrell (2016), facilitators use their prior knowledge and self-belief as their reflection of self-understanding; *who* they are, *what* are they doing, and *why* are they doing it (teaching). Facilitators should therefore first understand themselves, the rationale behind being facilitators, and their awareness of the values of learners and their society to enhance their level of teaching. A study was conducted by Farrell (2016) on self-belief and self-awareness of facilitators while in class. The response was that they found themselves acting like mothers, friends, judges, parents, nurturers, coaches, therapists, peacemakers, policemen, inter alia. Facilitators' appearance during enactment may differ in many ways, depending on the circumstances at that time. For instance, when there is misunderstanding among learners, the facilitator may appear as a judge or peacemaker. It is important that the facilitator understands the type of learners, as well as the community, so as to be prepared according to their needs.

Furthermore, Clifton (2006) posits that a good facilitator prepares in advance, creating a successful lesson. A facilitator has to clearly understand roles such as creating a conducive environment that will be stimulating. Such an environment allow learners to be free and creative during learning, preparing resources required on time, planning approaches or methods that will give learners the opportunity to express themselves freely without any threat, offering ideas, and insights, posing some questions where necessary; also planning learning outcomes or feedback for the lesson. A well-planned lesson will stimulate learners to be active participants, concentrating on what they are supposed to do, without any time wasting during teaching (Bernstein, 1999; Hoadley & Jansen, 2013; Khoza, 2015b).

Hoadley (2018) further indicates that facilitators should keep themselves knowledgeable and well-informed about day-to-day information, to avoid being challenged by learners, and to be able to cater for them with substantial information. To keep the lesson moving, the facilitator

guides, supports, going along in the right direction, helping learners to achieve an outcome. Learners are supplied with the necessary information on steps to be followed to perform the given task (Clifton, 2006; Hussey, 2003). In addition to that, Farrell (2016) states that, as facilitators direct learning, they should know their learners' strengths and weaknesses to avoid embarrassment of learners. This can be perceived when delegating duties, for example, asking a learner with poor handwriting to write for a group. Also, facilitators should have strategies in mind to control 'crowd pleasers' who might disturb other learners during learning (Bye, 2017; Clifton, 2006). Learners should be encouraged to take notes, to reflect, and to ask questions about the lesson.

However, in South Africa, where most classes are overcrowded, this may be challenging to facilitators trying to control those learners. Such may also lead to lack of self-monitoring and self-regulation among learners, resulting in poor performance (Hoadley, 2018). Teachers as facilitators must ensure that learner activities are well organised for successful learning.

#### 2.2.2.2. Activities

Hoadley (2018) defines activities as actions taken by teachers and learners to ensure order and effective time used during teaching and learning in the classroom. Mabuza (2018) defines activities as a teaching tool planned by the teacher for learners to practise, in order to achieve learning outcomes. Planned activities should be stimulating, fun, easy, and at learners' level of understanding (Shoba, 2018). According to Hoadley (2018), activities may also be called tasks. Such are defined as activities with a single goal or theme that learners are required to perform. Berkvens, Van den Akker et al. (2014); Hoadley (2018); Khoza (2015b); Shoba (2018) agree that activities are the responsibility of the teacher at the micro level. Teachers have the responsibility of choosing, designing, and deploying activities that are suitable for the subject topic and the development of certain skills in learners. In a performance-based curriculum, all activities are centred on the learners.

##### 2.2.2.2.1. Learner centred activities

Gerjets (2004) define learner-centred activities as activities given by the teacher that are responsive, collaborative, problem-centred, and democratic, in which both learners and teachers decide on what, when, and in which way it occurs. Learner-centred activity is the ability of learners to take responsibility for their own learning, responding to given instructions

(Benson, 2012). Tudor (1993) posits that, during learner-centred activities, learners are active participants responsible for their own individual development, in which they communicate in the language which suits the skills they are developing. Govender and Khoza (2017); Khoza (2013); Hussey (2003) agree that these activities promote self-motivation and self-regulation, as learners are working on their own, sharing ideas, posing questions to other learners, and giving insights pertaining to the given activity. Furthermore, Gerjets (2004) postulates the importance of creating a powerful learning environment in which learners can observe teachers demonstrating and modelling some steps to be followed, while performing their activities. Furthermore, teachers ensure that learners understand instructions well, and the relevant steps to be followed. Gerjets (2004) further supports the designing of activities that are constructive, challenging learners to think critically, which will develop their cognitive levels. Teachers should be critical when designing learners' activities, having the value of learning outcomes in mind.

Gerjets (2004); and Hussey (2003) emphasise quality feedback and quality answers, especially in high-order questions, as perfect indicators of high-quality designed activities, which determine improved learning skills. Clifton (2006) stresses the importance of exposing learners to various resources to be utilised while performing their activities. This applies especially to those to be operated, to elevate the level of confidence and competency, also avoiding embarrassment and danger of inappropriate handling of resources. Furthermore, Gerjets (2004) supports the use of high-quality visual and auditory interfaces, to imitate difficult-to-demonstrate material, in order to bring about realistic learning materials. Therefore, utilisation of some resource materials promotes collaborative work, learners learning to interact and communicate well with other learners (Czerniewiez and Brown (2014); Lumadi, 2016). Finally, learners' activities are analysed and evaluated to check whether the learning outcome has been accomplished. Teachers have to consider these vital factors: availability of resources, understanding of instructions, and steps to be followed on the process, learners' goals, and attainment of learning outcomes. Learners are therefore expected to demonstrate acquired skills from the activity.

However, with Jika iMfundo used in South Africa, lessons are planned with learner activities at the end of each lesson. Teachers can modify such where necessary, to suit the environment. Each lesson has both learner activities and teacher activities well prepared. (Maphalala et al., 2016; Metcalfe, 2015; Mthiyane et al., 2019). However, it remains the responsibility of teachers

to give instructions and clarify what is to be done by learners which makes it easy and time saving. Jika iMfundo combines both teacher-centred and learner-centred activities.

**Table 1: Learner Activity in Jika iMfundo Term 1 Lesson Plan Grade 1 Mathematics on 3D- Building objects.**

| Activity 1: Learners work in groups |
| --- |
| • This activity will depend on the resources you have available.<br>• Give the learners some balls and boxes.<br>• Ask groups to build a tower in their groups.<br>• Ask: **What can you tell me about the objects**? (The balls are round/ The boxes have flat sides, etc.)<br>• Ask: **Were you able to use all objects**? **If not, why not**? (Learners should realise that you cannot balance all shapes on top of one another. some shapes cannot balance on the balls.)<br>• **What did you do with the leftover shapes? Why did certain shapes not balance on others?** (Learners may have different ideas – encourage them to think freely and creatively). |

Teachers need to follow up to ensure that instructions are well understood, giving support, where necessary. From the example above, it becomes clear that collaborative work is promoted. Every learner is busy assisting his or her group members in building a tower. Follow-up questions are given to ensure good understanding and expectations. Various types of question are asked, including high-order questions which compel learners to think creatively. Learners are thus allowed to give answers which come to mind; the teacher should allow learners to give those answers. Peer assessment can be applied, in which learners can evaluate other groups' towers. Learner activities become effective if there are sufficient resources to support learners.

#### 2.2.2.3. Resources: software resources

Khoza (2018a); Morojele (2018); Mpungose (2019); Shoba (2018) define software resources as printable material that works in conjunction with hardware resources to present multimedia information. Software resources are visible and tangible (Dlamini, 2019; Govender & Khoza, 2017; Shoba, 2018). Software resources are textbooks, posters, worksheets, flashcards, charts, handouts, magazines, and pictures, or visual aids that can be used to give support for teaching and learning. Colourful teaching aids such as pictures, books, and posters are significant in arousing learners' interest and concentration during teaching and learning. Software resources, such as posters and colourful pictures are essential in promoting language skills in the foundation phase, in which learners talk about posters, making their own stories, telling their peers about their posters, and lastly, writing a few sentences about the poster. (Dlamini, 2019; Lumadi, 2016; Maphalala et al., 2016) emphasise the use of creative teaching material that activates learners' interest and concentration. A study by Richardson (1996) on developing classroom activities, reflects that teachers should use their professional experiences to choose suitable resources that will be effective during teaching. Richardson (1996) further added that teachers must use resources that will promote learners' conceptual understanding.

Jika iMfundo, as a CAPS curriculum tool, promotes effective teaching by supplying teachers with stimulating software resources: colourful posters for listening and speaking and grammar teaching, large books for shared reading and phonemic awareness, small books for group-guided reading, workbooks and teachers' guides (Maphalala et al., 2017; Metcalfe, 2015). The Department of Education also supplies maths dictionaries, workbooks, large charts, and teachers' guides for mathematics, which makes it easier for teachers to present their lessons. The combination of all these resources can assist teachers in their teaching and learning process, if used effectively (Maphalala et al., 2016; Molapo & Pillay, 2018; Mthiyane et al., 2019; Pillay, 2018).

A study was conducted by Maphalala et al. (2016) on the lessons learnt, and views on the Jika iMfundo curriculum tool. The response reflected that teachers were delighted with the introduction of Jika iMfundo as a curriculum tool. Most were saying that planning and teaching had become much easier (Maphalala et al., 2018; Mthiyane et al., 2019; Pillay, 2018).

However, Cilliers et al. (2019); Engerstrom (2016); Taylor (2014) reflect that some teachers do not truly reflect on experiences they face when using resources. Such might hinder learner performance, as well as support expected from teachers. Some teachers were having challenges

with using workbooks. They were complaining that there were too many activities than they were given time for, yet they were expected to finish them on a daily basis. Teachers' professional experiences on resources should play a vital role in supporting, consolidating, and extending learners' learning skills to improve their performance. Ideological-ware is a need in balancing hardware resources and software resources. Assessment assists learners and teachers in checking whether the lesson was successful.

#### 2.2.2.4. Assessment as learning (peer assessment)

Reinholz (2016) defines peer assessment as the activity in which learners are given an opportunity to judge other learners' work with the intention of promoting learning. Michel (2009) further describes peer assessment as the process in which learners are guided and supported on how to assess their performance against predetermined criteria. Such involves self-reflection, self-regulation, and goal-setting. Peer assessment is purportedly one of most essential kinds of assessment: it encourages a sense of responsibility in learners, through creating an environment in which learners are responsible for their learning (Moon, 2003; Topping, 2003; Van den Akker et al., 2009). According to Ndoye (2017), peer assessment reinforces a self-regulatory atmosphere in which learners gain an opportunity to judge their work, guided by pre-determined criteria. As a result, learners are motivated to learn more in order to understand the set criteria, which improves their level of performance.

Furthermore, Logan (2009) explored learners' attitudes towards implementation of peer assessment, in which the researcher discovered that most learners' confidence and creative thinking skills are improved. When learners are judging other learners' work, they discover more about how competent they are, while giving the rationale for their judgement to other learners. Such further develops self-belief and motivation that they are capable of controlling and directing their own learning. Planas Lladó et al. (2013), in their study on assessing learners' perception of peer assessment, reported that learners were motivated and gained confidence, which enhanced their level of performance in their learning. In addition to that, some other studies conducted confirmed a great deal of engagement and change of attitude in learners after being involved in peer assessment (Cheng & Warren, 2005; De Grez, Valcke, & Roozen, 2012; Logan, 2009). Peer assessment promotes levels of social skills as it enforces learners to communicate with other learners during learning (Dlamini, 2019; Shoba, 2018). Further to that,

Morojele (2018) elucidated on the value of peer assessment. Such encourages learners to be critical monitors, increasing their ability to monitor their learning with deep understanding.

However, Liu and Carless (2006) indicate that teachers and learners in Hong Kong avoid the use of peer assessment for various reasons. Some were reluctant to accept marks given by learners whom they regard as learners of low intellect. Some feel that their classmates are not capable of delivering insightful feedback. They are not qualified for such. Some believe that peer marking will not resemble authentic assessment, as a result of unfair marking (friendship marking). Lastly, they proclaim such as time-consuming − it is the responsibility of the teacher to plan and discuss the purpose of the assessment, the criteria to be followed when judging learner's assessment, and the purpose of giving feedback, Every learner should feel responsible when partaking in that assessment to enhance themselves in different skills in learning. Teachers should be encouraged to combine and use all these forms of assessment to improve the quality of teaching and learning.

In South Africa, all forms of assessment are encouraged, in which teachers are expected to combine summative, formative, peer, and continuous assessment, to enhance teaching and learning. Summative assessment is mainly used for grading purposes in all grades. It is also used by the Department of Education to check the effectiveness of teaching and learning in schools. It is the assessment through which all stakeholders read more about school and learners' performances. Formative assessment mostly drives teaching and learning in all grades. Peer assessment is used in assignments, projects, and other teaching components. In the foundation phase, continuous assessment is mostly used, as learners are usually assessed after every lesson, with marks recorded for grading. Jika iMfundo, as a CAPS curriculum tool, supports and directs teachers on the form of assessment, resources (rubrics, memorandum, questioners and the record sheet) available, teachers' guides giving directions and methods for assessing learners, and trackers, with questions for each assessment.

#### 2.2.2.5. Learning outcomes

Hussey (2003); Khoza (2013); Maphalala et al. (2016) define learning outcomes as what is expected from learners by the end of the lesson. Learning outcomes are measurable, and can be demonstrated by learners. According to Khoza (2013); Michel (2009); Zhang (2017), more emphasis is on learner-achievement. As learning outcomes are learner-centred, teachers should also use a learner-centred approach to stimulate learners to become active during enactment of

the lesson. Furthermore, Moon (2003) avers that learning outcomes are attained through understanding and mastering of what the teacher has delivered. By the end of the lesson, this can be presumed as evidence when displayed according to expectations. Indeed, learners should demonstrate their mastered skills. Such can be reading skills, counting skills, problem-solving skills, or comprehension skills, to show their competency (Morojele, 2018; Shoba, 2018). Moreover, Bernstein (1999); Govender and Khoza (2017); Hussey (2003); Khoza (2013); Moon (2003) clearly point out that learning outcomes are a fundamental basis of a competence-based curriculum: hence covering areas such as learners' identity, community, well-being and learning. It is imperative for an experienced teacher to ensure that learning outcomes are in line with those of interested parties. As part of achieving learning outcomes, teachers should know those skills important for learners' near future (Govender & Khoza, 2017; Hussey, 2003; Hyland et al., 2006; Kennedy et al., 2013; Khoza, 2015b; Le Grange, 2016; Witten & Makole, 2016).

Hussey (2003) explicates that a well-planned and designed learning outcome should clarify the action expected to be seen as evidence that learners have mastered their knowledge. Learning outcome to be achieved should be clear, easily understanding what is expected from learners when performing their activity. It should arouse learners' interest to concentrate while learning, and should stimulate learners to be active during enactment. Furthermore, Zhang (2017) stresses that learners should be given the opportunity to socialise, sharing views, ideas, and insights with other learners. On the other hand, teachers should guide and direct learners towards achieving the learning outcome. Teachers should clearly state the learning outcome before the beginning of the lesson and give steps to be followed to achieve it. In so doing, learners' concentration will improve (Michel, 2009; Moon, 2003; Zhang, 2017). Khoza (2015a) conducted a study exploring how facilitators perceived learning outcomes. The findings were that some facilitators were unable to recognise learning outcomes. Such is not acceptable. It is of vital importance that teachers clearly understand learning outcomes, so as to be able to clarify such to learners, to avoid misunderstanding and chaos during learning.

However, Hussey (2003) elucidates that an experienced teacher should be knowledgeable and be able to balance learners' overreactions, such as asking inappropriate questions and making insignificant contributions. Such might cause irrelevance and going astray with the subject matter. Although their ideas and insights are vital, the teacher, as a facilitator, should be the one who leads, guides, supports and directs learners towards expected learning outcomes.

According to Khoza (2016) learning outcomes should be arranged in a hierarchical order to reflect the cognitive levels of understanding, as highlighted in Bloom's taxonomy. It is emphasised that learning outcomes should have one key verb per learning outcome, arranged following Bloom's taxonomies. Such are categorically arranged as follows: knowledge, comprehension, application, and analysis, synthesise, and evaluate. A study was conducted by Khoza (2016) on two South African university students on their understanding of learning outcomes. Participants showed understanding in different ways. One participant showed good understanding, being able to apply the key verbs as arranged in Bloom's taxonomy, whereas the other participant showed difficulty, lacking knowledge on arranging outcomes. The researcher insisted that teachers should dedicate themselves to reading, to capacitate themselves with all relevant knowledge.

### 2.2.3 Personal experiences

Personal experiences are processes in which teachers use their conscious thoughts in their teaching in order to become aware of their actions at all times, avoiding the use of subconscious thoughts (Bernstein, 1999; Khoza, 2015b). According to Schiro (2013), personal experiences make up the knowledge that is unique to each individual. Personal experiences reflect the person's uniqueness and his own identity expressed through the life-journey (Khoza, 2018b). All the experiences gained through their (teachers) journey of life will determine whether to follow societal or professional experiences (Khoza, 2016). Whatever is viewed as teachers' or learners' habitual action, helps them to understand themselves; it enables them to predict their societal responses according to their stages of development and experiences (Khoza, 2018a). Our personal experiences play an important role during teaching and learning (Khoza, 2015a). If the teacher has effective experiences in the subject, he or she will excel in teaching it. Teachers' personal experiences and good understanding of the curriculum may enhance teaching and learning; as a result, learner performance will improve.

Additionally, (Khoza, 2015b; Molapo & Pillay, 2018; Shoba, 2018) posit that teachers' personal identity, accountability, and being responsible, are the most essential requirements for producing high quality-teaching. Teachers who know their personal identity understand their personal needs, and are able to choose what suits them best between professional and societal experiences, implementing such in their subject content.

#### 2.2.3.1. Formative assessment

According to McAlpine (2002), formative assessment, as an assessment of learning, is intended to improve the level of teacher and learner performances in everyday teaching and learning, by providing feedback to learners. Dlamini (2019); Khoza (2018a); Morojele (2018); Shoba (2018) define formative assessment as assessment for learning, in which the intention is to discover new effects which can be either teacher-related or learner-related; negative or positive. Black and Wiliam (2009), and Brown (2003) define formative assessment as an ongoing process conducted within normal class activities, that is threat-free, to allow learners to reveal their strengths and weaknesses freely, starting from the pre-knowledge that might have an impact on their performance. Angelo and Cross (2012) put it clearly that teaching is learning, and formative assessment is also learning during teaching and learning, hence called classroom assessment. This is an approach designed to give teachers an understanding of what learners know, and the support needed to improve their performance.

Angelo and Cross (2012), in their book *Classroom Assessment Techniques*, posit that formative assessment can be divided into self- and diagnostic assessment, which needs to be assessed with purpose. Prior planning is essential for the assessment to be effective; and teachers should bear these questions in minds: what is to be assessed, what content part specifically to focus on, who is to be assessed, whether teacher-centred or learner-centred, how they are to be assessed, the perfect techniques used, and lastly, how and when to deliver feedback to learners. Allen and Jackson (2017); Black and Wiliam (2009) reveal that an effective formative assessment should be characterised by focusing on observing and improving learner performance, being mutually beneficial, being formative, context-specific and ongoing. Teachers should design their assessments following these characteristics, as such, forming the basic principles of formative assessment. During formative assessment observation, notes taken, and assessment analysis determine the form of feedback needed by learners. Feedback should be given soon after the assessment while learners still remember their response to the assessment. Learners should be given freedom to express their side, giving a rationale behind answers, without being threatened (Aboulsoud, 2011).

Formative assessment does not only focus on learner achievement. It is also a diagnostic tool that enables learners to recognise their areas of difficulty, and to concentrate their future efforts on those areas. Likewise, it is also beneficial to teachers; as they gain an opportunity to screen out the impact of their teaching on learners' understanding and behaviour, so that they can alter their pedagogical strategies when and where needed (Black & Wiliam, 2009; König et al.,

2016; Moon, 2003). This becomes mutually beneficial to learners and teachers. Examples of formative assessment are observation of tasks performed, oral or written probing questions, facial expressions, and listening to learners' questions and comments.

Allen and Jackson (2017); König et al. (2016) reiterate that formative assessment is timeless and ongoing. This suggests that formative assessment can be administered at any time. Such can be even before the lesson starts, when the teacher is scoping learners' pre-knowledge on the lesson to be taught. Formative assessment can be performed during the lesson, finding out whether learners understand the lesson, or it can be at the end of the lesson checking whether the objective of the lesson has been achieved. Feedback and support will be given until learners' performance improves.

However, teachers' professional experiences are believed to be the inner drive in giving effective feedback that will bring about change in teaching and learning, as in summative assessment, in which there is always a memorandum to refer to. Berkvens, Van den Akker, et al. (2014); Kennedy et al. (2013); Van den Akker et al. (2009) support formative assessment, as it progresses with the learner during the whole process of teaching and learning; in contrast with summative, which is the end of the term or year assessment. All these assessments are essential in their situations. It is wise to combine them, to promote successful teaching and learning. Assessment as learning will be discussed.

#### 2.2.3.2. Ideological-ware resources

Khoza (2018a) defines ideological-ware resources as actions or activities, in that ideological-ware is the verbal way of what we perceive in life. In teaching and learning situations, teachers apply their professional experiences to unlock learners' minds in understanding learning concepts not able to be seen or touched. Examples are ideas, teaching and learning theories, beliefs, experiences, and teaching methods (Dlamini, 2019; Shoba, 2018). In teaching and learning, ideological-ware is the master of the whole process from planning to assessment and feedback. Ideological-ware is an engine that keeps teaching and learning on track, as it controls hardware and software resources. Khoza (2018a); Khoza (2018b) asserts that teachers need to keep themselves well informed, as they can be an ideal resource available, especially to those schools lacking resources. This was evident in one of the researcher's studies in which the purpose was exploring teachers' understanding of Educational Technology. It became clear that teachers were not aware that they form part of essential ideological resources.

Jika iMfundo as a CAPS curriculum tool solely depends on teachers as ideological-ware resources, even though the department supplies all the material with all the requirements for teaching and learning. Such does not supplement a teacher as an instructor for effective teaching and learning (Maphalala et al., 2016; Metcalfe, 2015; Mthiyane et al., 2019).

Teachers, as curriculum implementers, should understand that they are the helmsmen (drivers) of the ship (teaching and learning). Without proper guidance, direction, and support, the ship might sink (Khoza, 2017; Tyler, 2013b). Further to that, they need to understand that they have an essential role to play as ideological resources, as the helmsman solely relying on signals. The teacher, using software and hardware resources, is professionally aligned to produce knowledgeable learners (Khoza, 2018a; Mpungose, 2019). Teachers should develop themselves professionally, and be well informed about the ever-changing technological skills, to be on a par with modern day-to-day life.

In South Africa, the Department of Education introduced the use of the computer for planning and preparation for teaching and assessment. Such poses challenges, because in some schools only one computer services the whole school. As a result it becomes very difficult to reach it. Furthermore, teachers are expected to capture learners' marks on computer, yet they do not have any basic skills on devices. This is a hazardous condition which needs urgent attention; such might affect learner performance negatively. The school-management team should make sure that the process of assessments is fair (Maphalala et al., 2016; Mthiyane et al., 2019).

### 2.3. Chapter Summary

In conclusion, the literature above illuminates the importance of teachers' experiences, whether professional, societal and personal. Professionally different constructs are discussed in detail. Essentially, these following constructs are interdependent: prescribed content, prescribed objectives, teacher as an instructor, teacher-centred activities, time, prescribed resources, and prescribed assessment. In prescribed content, four subject contents were discussed in detail: home language, first additional language, mathematics, and life skills. Objectives were discussed on how to select or formulate suitable objectives at learners' level, being achievable. Objectives functionality is also deliberated in Blooms' Taxonomy theory. Time is discussed in detail, starting from time for planning for the whole teaching and learning institution, to the assessment and grading period. An instructor's deliberation is on the application of their

experiences in using resources, activities, time, objectives, and assessment, to enhance teaching. Summative assessment and its importance are considered in the discussion.

In societal experience, suitable constructs are deliberated: the teacher as a facilitator, learner-centred activities, software resources, peer assessment, and learning outcomes, are all discussed in detail. In personal experiences, the discussion is on how such are generated; and the assessment type. The next chapter will discuss the cultural historical activity theory (CHAT).

# Chapter 3

# Theoretical Framework

## 3.1. Introduction

The previous chapter dealt with the literature review on teachers' experiences internationally, as well as in South Africa. Furthermore, it provides understanding and unpacking of various constructs under the headings of professional, societal, and personal experiences. This chapter deliberates on what a theoretical framework is. The CHAT is used as a theoretical framework for this study. The chapter further reveals the relationship between the CHAT constituents and curriculum concepts, and a discussion on concepts related to the CHAT. In conclusion, a summary of the chapter is given.

According to Bertram, Christiensen, and Land (2014); Christiensen et al. (2010); Petrová (2013), the theoretical framework is the combination of interrelated concepts that guides a research. Furthermore, Nordlof (2014) posits that the theoretical framework is a structure that supports the theory of a research study by giving directives to be followed by a researcher in generating research data. Also, Berger (2005) elucidates that a theoretical framework determines the route which the research should follow to promote an interconnection with the theoretical constructs. Such will also make research findings more meaningful and acceptable to curriculum constructs. Maxwell (2013) declares that, when researchers choose a theoretical framework, they should consider guiding principles and locating a problem for the study in relation to deepening the essence of the study. Petrová (2013) compared a theoretical framework to a map that gives direction to the researcher, avoiding any deviation that might occur.

Berkvens, Van der Akker, et al. (2014); Khoza (2015b); Van den Akker et al. (2009) define theoretical framework as an arrangement that introduces and describes the theory, explaining why the research problem under study exists. Such assists and supports the researcher in answering questions on the curriculum. Rationale for teaching must be understood. This comprises reasons (rationale: professional, societal, personal); towards which goal they are teaching (aims and objectives); what they are teaching (content); how they are teaching (teacher's role: facilitator or instructor; activities: teacher-centred or learner-centred); with what they are teaching (resources: hardware, software or ideological-ware), where they are

teaching (learning environment), when they are teaching (time allocation: number of periods, hours, days and terms), and how they assess (summative, formative or peer assessment).

For this research to be stimulating, while ensuring the extension of knowledge, and providing direction to the research inquiry, the CHAT best reflects the research constituents: subject, object, community, rules, instrument, division of labour, and outcome, which connect well with curriculum constructs: content, objectives, teacher, learner, activity, resources and assessment, as discussed in Chapter Two. Interconnection, interrelation, interdependency, and working collaboratively in all constructs will produce outstanding results on exploring teachers' experiences as the research problem. The CHAT constituents will serve as a foundation upon which the research is constructed.

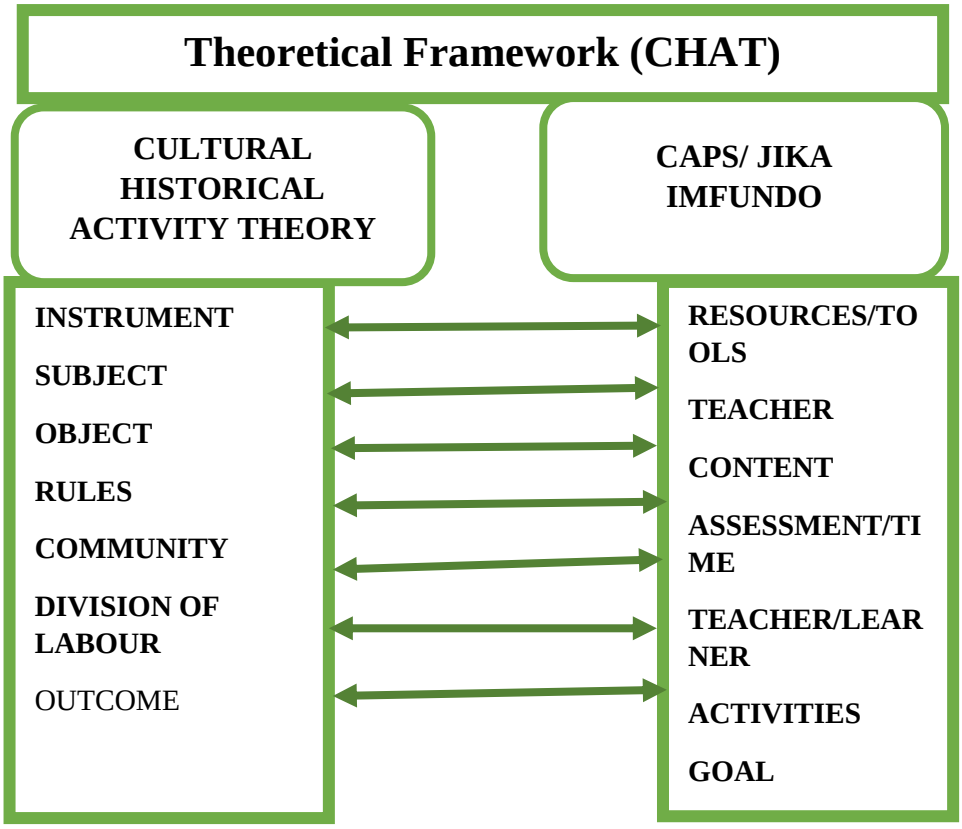


**Figure 3.1: Illustration of cultural theoretical framework with CAPS**

### 3.2. Cultural Historical Activity Theoretical Framework

The CHAT is one of the well-known theories formulated by the Russian psychologist Lev Vygotsky (1896 – 1934). Vygotsky was well known for his socio-cultural theory, believing that social interconnection is the core of effective teaching and learning for children. Vygotsky is best known for his general genetic law of cultural development. His theory states that, for

the cognitive part of the learner/child to be fed, such starts with social interrelations, whether with parents, siblings, peers, or teachers. Teachers should therefore consider two levels of the learning process when teaching. The first level is that on which the learner receives knowledge/information through social interaction with the surroundings. The second level is cognitive learning in which the learner digests what has been learnt through interactions (Karim, 2010).

Vygotsky developed the scholars Luria and Leontief, who also believed in his theory. Angstrom was yet another supporter of Vygotsky's socio-cultural theory. Vygotsky focused on many different domains of development: human evolution (phylogenies), individual development (ontogenesis), development of psychological functioning (micro genesis) and development of human culture (sociocultural history) (Karim, 2010). Vygotsky assumed that knowledge does not solely come from the mind: it is the interaction within the social context involving teachers and learners in sharing the constructing and reconstructing of their ideas and beliefs. Social interaction conveys the necessary language skills and understanding of cultural norms that facilitate learning.

### 3.2.3. CHAT exploration

The CHAT can be defined as a move from an individual's own perspective to a broader mindset (Vygotsky, 1978). The CHAT is defined as acceptance of experiences and interests by others, which determines growth in experiences of that particular individual, progressing from the current level to the next level (Petrová, 2013; Vygotsky, 1978). This theory emphasises interrelatedness and interconnection among all constituents (Shoba, 2018). According to Berger (2005), the CHAT is a process through which learning and development take place. Teachers need to bear in mind that teaching involves sociocultural experiences of learners. Furthermore, the CHAT is formed through interactions within a cultural and historical **c**ontext, i.e., teaching and learning. Such involves a pattern of performed actions in which teachers unlock learners' minds, using different tools to perform social activities (Berger, 2005; Wells, 1999). The CHAT emphasises the use of cultural artefacts/tools in which social interaction plays an essential role in learners' psychological development. Teachers should plan around different tools that can challenge learners' cognitive levels, while promoting sociocultural interaction among them. The CHAT discourages copying through looking and imitating. However, it encourages involvement in the process of what is being discovered through social

interaction. Vygotsky (1978) emphasised the importance of releasing responsibilities among teachers, giving everybody an opportunity to perform their duties as fully as possible.

The zone of proximal development, scaffolding and mediating are the important concepts in the CHAT. It is said that teaching processes can be developed using these CHAT concepts. A child can know a word without understanding the exact meaning, through socialisation with family, peers, teachers, and friends. Teachers are facing intriguing challenges with an ever-changing curriculum − their experiences are also challenged. The CHAT gives teachers room to understand their experiences through its multifaceted analytical tools. The CHAT encourages social interconnection which promotes collaborative work. Teachers are developed by working with others, planning together through other teachers' experiences. As a result, their level of teaching and the level of working with different tools are enhanced. Teachers who are developed socially, historically, and culturally can further expand their experiences to learners.

Furthermore, the Jika iMfundo promotes collaborative work by encouraging and giving teachers an opportunity to deliberate on the content and activities to be taught with other teachers in the same phase, and taking the same classes. Teachers plan together, discussing activities planned for the whole week and the resources for those activities. Collaboration and social interaction activate the knowledge that has been formally accumulated, such as the distinctive, practical, and personal knowledge used in other spheres of life (Pillay, 2016). When teachers collaborate, they test their knowledge, comparing it with that of others for assurance, and for the effectiveness of the content. Teachers gain an opportunity of displaying their challenges on particular topics of the content discussed, seeking the solution. Through that interconnection, teachers' experiences are developed. They are then able to teach with confidence, being able to answer any question that might be posed by learners. Novice teachers, especially, improve their skills in understanding how to use their resources (trackers, lesson plans, and learners' workbooks) effectively, to benefit learners.

According to Berger (2005), the CHAT concept formation can be observed in three stages: heap stage, complex stage, and potential concept. In heap stage, teachers exercise their cognitive experiences in preparing a conducive environment, bringing tools that will stimulate learners' minds. With the support from a teacher and socialisation among different tools, learners group together information gained. Such information is not in a sequence: it is a pattern of things collected. This is then processed in complex stages, in which the learner builds a

concept about the information gathered: such involves thinking. The last stage is the concept formation. The CHAT offers a hierarchical stage in which the teaching experiences are performed in some activity using different tools.

### 3.2.4. CHAT related concepts

The CHAT depends upon three main concepts: zone of proximal development, scaffolding, and mediating, to promote teaching and learning. These concepts are discussed in the next sections.

#### 3.2.4.1. Zone of Proximal Development

The zone of proximal development (ZPD) was introduced by Vygotsky. The researcher expressed his uncertainties about the utilisation of psychometric-based testing in Russian schools (Karim, 2010). Psychometric-based testing was only concerned with the current level of achievement, ignoring learners' potential that might prevail in the near future (Karim, 2010). Vygotsky in his book *Mind in Society: The Development of Psychological Processes* defined ZPD as '*the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or collaboration with more capable'* (Vygotsky, 1978, p. 68). The term proximal specifies the level of assistance rendered which is beyond current level of teachers' or learners' development (Berger, 2005; Karim, 2010; Wells, 1999). Hence, ZPD emphasises the importance of developing teachers and learners, starting from the actual level, and moving to the level that might be accumulated through social interaction with other constituents, going beyond the actual level of competence (Moll, 1990).

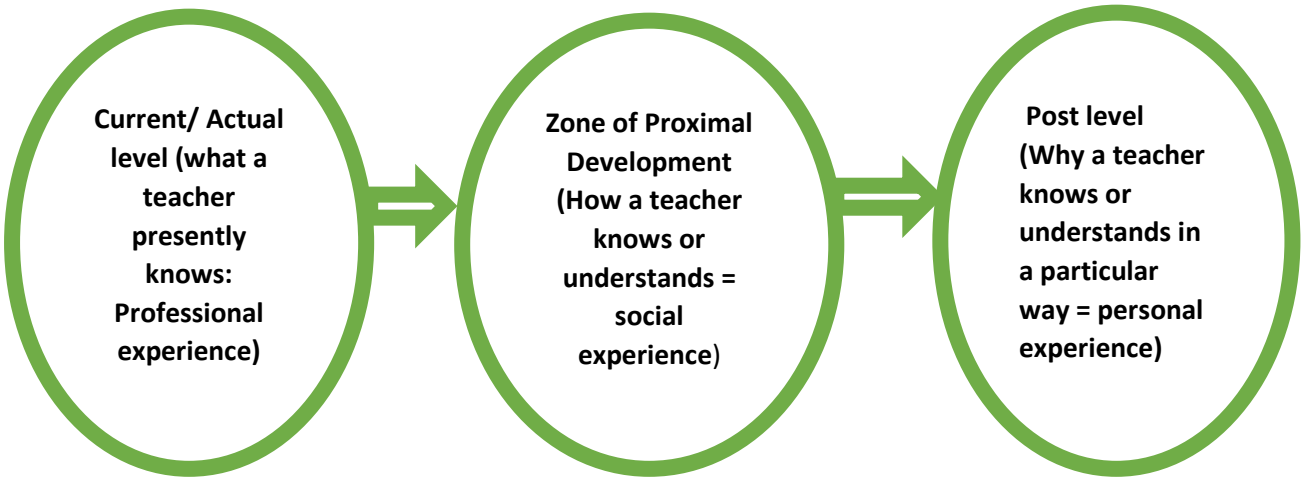

**Figure: 3.2.: The Zone of Proximal Development**

The actual level is what teachers know, their experience and skills in teaching (professional experiences) developed through social interaction with colleagues and other tools (social experience), which then are perceived through cognitive processes (personal experiences) (Karim, 2010; Khoza, 2017; Moll, 1990). The teachers' ZPD is the learning space between the present level of experiences (teaching knowledge) consisting of content (theoretical) and pedagogical knowledge and skills, and his next level of knowledge attained through interaction and support from others. Therefore, ZPD provides teachers with the developmental model for how teaching occurs. It encourages collaborative work rather than individualisation. Teachers are advised to enrich themselves through further studies, working with colleagues and doing some research, giving learners more challenging problems or activities that will demand critical thinking, propelling them to seek knowledge from others (De Valenzuela, 2006; Karim, 2010). ZPD enlightens that learning begins socially, and is consequently internalised. Furthermore, teachers then begin to understand developmental stages in learning, how learners understand and master their activities.

Teachers are obliged to combine all essential constituents that will promote an effective learning process (Wells, 1999). In so doing, teachers are tested and measured on their ability to interpret, transform, and convey their experiences (knowledge) on the activities in learning. Such can be fulfilled through effective preparation of a stimulating environment, tools/resources that will arouse learners' interest and concentration; in which learners interconnect with tools through social interrelation touching, sharing ideas, and asking questions for clarification. It is essential that teachers prepare themselves methodically to be able to answer those questions that might be posed by learners for clarification about the activities. During the process, not only are learners learning, teachers also learn from the interaction where sharing of ideas and concept formation take place (De Valenzuela, 2006; Karim, 2010). During ZPD, learners should feel relaxed and have fun while learning; and teachers should be supportive and vigilant, offering all the materials and tools necessary for the activity. Teachers should ensure that learners' conceptual development changes to the level that they are able to perform the same activity without being assisted or supported (Karim, 2010; Verenikina, 2008). Teachers should allow learners to perform newly developed concepts on their own without any assistance; and to assess themselves on whether they have mastered the new concept. Furthermore, teachers should be internally motivated and willing to advance

themselves from their current ZPD to the next level of ZPD (Wells, 1999). ZDP can be diagnostic, in unearthing the root of the problem it is assigned to.

### 3.2.4.2. Scaffolding

Scaffolding is the term literally used in a construction department, meaning the strong framework built to support builders to reach a destination otherwise impossible to be reached. Similar to teaching and learning, scaffolding means any activity or steps taken to solve a problem in order to gain a solution (Karim, 2010; Yelland, 2005). Teachers have to plan and design insightful strategies to support learners during social interconnection. According to Vygotsky (1978); and Wells (1999), scaffolding is a "way of operationalizing concept of working in the zone of proximal development." Scaffolding is defined as a process followed in order to expand to the intended destination. Teachers should understand that their ZPD experiences can be developed through interacting with other sources such as their colleagues, researchers in the field, learner-achievement data, narratives, observations, action researchers and other scaffolding sources (Karim, 2010). The CHAT encourages learning so that teachers become strategic when planning (John-Steiner, 1996; Vygotsky, 1978). Scaffolding is meant to be a temporary structure which, after having served its purpose, is dismantled. In learning, teachers strive to assist learners to achieve what they cannot accomplish on their own, by providing them with support necessary for that particular instance. Such might be explicit modelling and intensive instructions. The support given to learners might change, depending on their level of understanding and assimilation. Such can guide teachers to minimise their support, allowing learners to practise on their own what has been conceptualised (Nordlof, 2014). Furthermore, scaffolding can be implemented in two techniques: cognitive scaffolding, and motivational scaffolding (Yelland, 2005). Cognitive scaffolding occurs when teachers give clarification using their personal teaching experiences to simplify the task, or asking leading-type questions from which, as in motivational scaffolding, teachers create a supportive learning environment. The teacher creates such by praising, sympathising, empathising and expressing his belief in the learners. Vygotsky supported scaffolding, in which he emphasised the importance of following proper steps when preparing and performing activities.

#### 3.2.4.3. Mediating

Mediating can be defined as a high human mental function played by psychological tools or signs such as words, graphs, algebraic tools, or physical tools. When these tools are used they define and shape inner processes. Mediating is the process of interpreting decoding and giving meaning to what is perceived. Such involves gathering information through viewing and creating meaning for signs and symbols. Teachers interact with various tools to give meaning to concepts. A mediating process in teaching is that in which teachers use different tools to interpret and understand proper meaning. Interpretations formed in minds are translated into experiences which can be used in other, similar situations (Karim, 2010). Utilisation of artefacts/tools can assist teachers to paint colourful pictures, thus improving learners' understanding and experiences. Mediating involves three elements: teacher, learner and tools or teaching aids. Teachers should understand that they are really only the pillars. Teachers have to apply their connecting skills by ensuring that tools are stimulating, understandable, and in place for learners to utilise, in order to attain improved learners' performance.

### 3.2.5. Relation between CHAT and curriculum concepts

The constituents in the CHAT theory represent the constructs experienced professionally, societally, and personally. Each construct is important, but cannot perform its function without the others concerned. Professionally, the content (object) determines objectives (goals) that are achieved when the content is effectively delivered by teachers (community) to learners (community) (Nordlof, 2014; Petrová, 2013; Wertsch & Tulviste, 1992). Teachers use resources (instrument) and activities (division of labour) as support, to impart knowledge to learners. When learners have mastered the content well, the objective of the content has been successfully achieved (Petrová, 2013). Teacher's success in teaching is determined by learners' ability to meet the requirements set on the assessment (rules) (Vygotsky, 1978).

The CHAT highlights collaborative work among all constructs, which enhances the level of understanding. When balanced well, such brings consistency and relevance. In teaching, the content is the main focal point. Teaching, as a process, involves other constituents (tools, feedbacks, narratives, colleagues, assessments) of knowledge which should be utilised collaboratively to advance from one level of knowledge to another (Karim, 2010). Social interaction, interrelation among all constituents, is highly encouraged in the CHAT. Cognitive processes come after social interaction, in which one digests all that was perceived during

social interaction (Vygotsky, 1978). Social interaction in real learning is explored when teachers join hands with learners deliberating on the activity, using different tools to unpack the activity. Through interaction, learners grasp knowledge and skills, which are then digested, allowing cognitive processes to happen. The CHAT allows us to understand teachers' procedural actions: what are they teaching, how they are teaching, and when they are teaching the content, while comparing them with historical backgrounds of international studies in which we are exposed to their experiences (John-Steiner, 1996). Perfect utilisation of different resources (software, hardware, and ideological-ware) and various activities of learning (learner-centred, teacher-centred) makes it easier for teachers to unpack the content. Learners will be able to follow suit, enhancing their skills in learning.

Berger (2005) agrees with Vygotsky (1978) that learners first theorise in order to understand mathematical concepts. Teachers need to give learners an opportunity of manipulating concrete objects (resources), such being the basis of building new concepts. As when introducing the number concept 3, learners see objects/counters, touch them while counting, making groups of three, the concept is formulated in their minds. However, Petrová (2013) argues that (Vygotsky, 1978) pays as much attention to group learning as those promoting social interaction, while neglecting individual learning, which also promotes the theory of social interaction. Learners read books that were written by authors long ago, and their ideas are communicated.

The South African curriculum tool, Jika iMfundo, supplies teachers with well-prepared activities in which various methods are given on how to teach different content topics each day. Jika iMfundo supports the CHAT theory, since it promotes interconnection of all teaching constructs: teacher, learner, content, objectives/outcomes, activities (teacher/learner), time allocation, and assessments. Teachers have to unpack plans for teaching, and adjust themselves to the allocated time for each concept per activity. Furthermore, teachers have to study those lessons/activities in order to understand the objective/outcome to be achieved before delivering it to learners.

Various resources (lesson plans, trackers, assessments) enhance and support teachers in their teaching and also rendering of support, improving their experiences in teaching and learning (Maphalala et al., 2016; Metcalfe, 2015). Planned activities allow social interaction in which a teacher is guided on suitable resources, and suitable approaches to use to unlock that particular problem/concept. When a teacher is developing data-sorting skill in mathematics, the tool guides the teacher on the type of resources to prepare. Such can be colourful blocks or different

shapes which learners will be sorting according to colours and shapes. Teachers are expected to follow the time distributed for each activity to avoid poor curriculum coverage and poor learner performance at the end of the lesson and during assessment.

Time directs the whole process of teaching and learning from the beginning to the end, i.e., when to deliver the content, when to utilise resources, when to give activities to learners, when to assess learners for teaching and learning progress and when to assess for grading purposes. Assessments of learning are twofold: those that guide and support learners' understanding during teaching and learning (formative, peer assessment) and those used for grading purposes (summative). Peer and formative assessments blend perfectly with the CHAT, as they allow social interaction in which teachers and learners work together collaboratively, sharing ideas, questioning others to gain information about the given concept while learning is proceeding. Teachers are expected to follow the Jika iMfundo (CAPS) curriculum trackers, which explain clearly what to assess (assessment activities) and when to assess (day/week). Such tallies perfectly with activities on the lesson-plan document.

It is of vital importance for teachers to utilise their experiences whether social or professional, to promote interconnection and interrelationship among all constructs, thus enhancing learners' knowledge, skills, and good attitudes in teaching and learning.

### 3.2.6 Characterisation of CHAT concepts

Based on previous deliberations on the connectedness of the CHAT constituents to study constructs, here the discussion is about the relationship and the impact on teacher experiences on the use of different tools. Such reveals that teachers sometimes do not understand the importance of all types of resources/tools. Teachers think hardware and software resources are the only essential tools in teaching and learning, ignoring ideological-ware resources (Khoza, 2016). This suggests that teachers lack knowledge on the importance of utilising resources effectively, especially ideological-resources. However, after social interconnection, teamwork, collaborations on the importance of all resources, teachers showed understanding that ideological-ware resources are the most important resources, driving all other resources. Ideological-ware resources involve planning, methods/strategies, skills and experiences used to promote effective teaching and learning. The CAPS, through the Jika iMfundo tool in South Africa, supports the use of all different resources, depending on the nature of the content/concept to be taught. Teachers should develop themselves on the various resources

supplied: annual teaching plans, trackers, assessments, and lesson plans, in order to be able to give support and directives to learners.

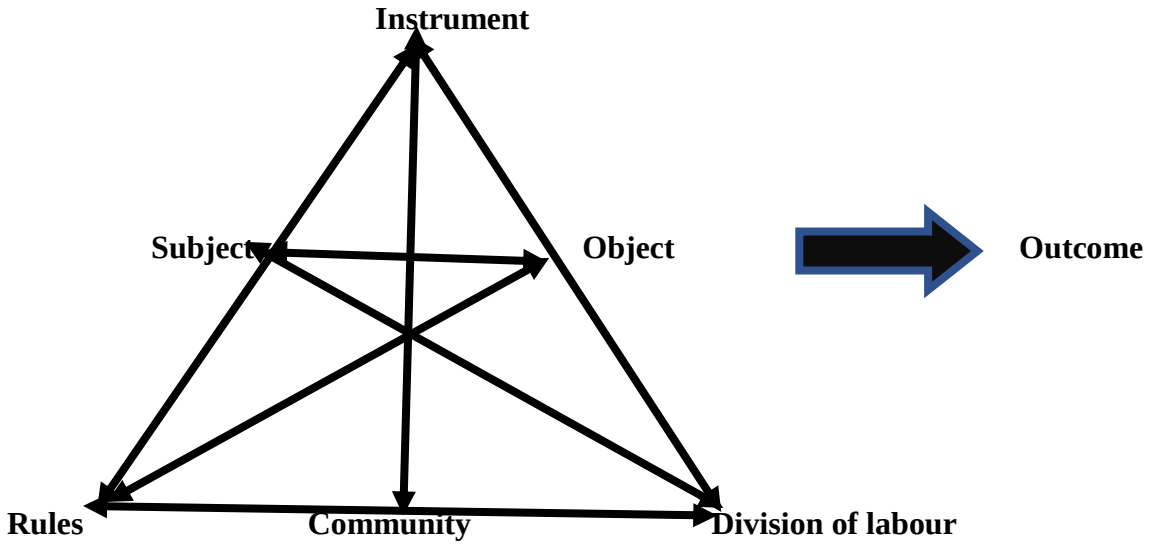


**Figure 3.3: Engeström's Activity System Model**

The above diagram represents the CHAT constituents' instrument: subject, object, community, rules, division of labour, and outcomes, with arrows pointing to each constituent. All these constituents are therefore equally important, each component depending on the other to function. These constituents also represent teaching and learning processes in which the teacher (subject) delivers knowledge/content (object) to learners (community), using resources (instrument) to support learners in understanding their activities (division of labour). Assessments are executed to check understanding. The achievement of the objective/outcome should be within a specific set time (rules) which can be at the end of the lesson or at the end of the term/year. Teaching is not a two-way process, i.e., between teacher and learners. Teaching involves all the elements to work collaboratively to be effective (Shoba, 2018).

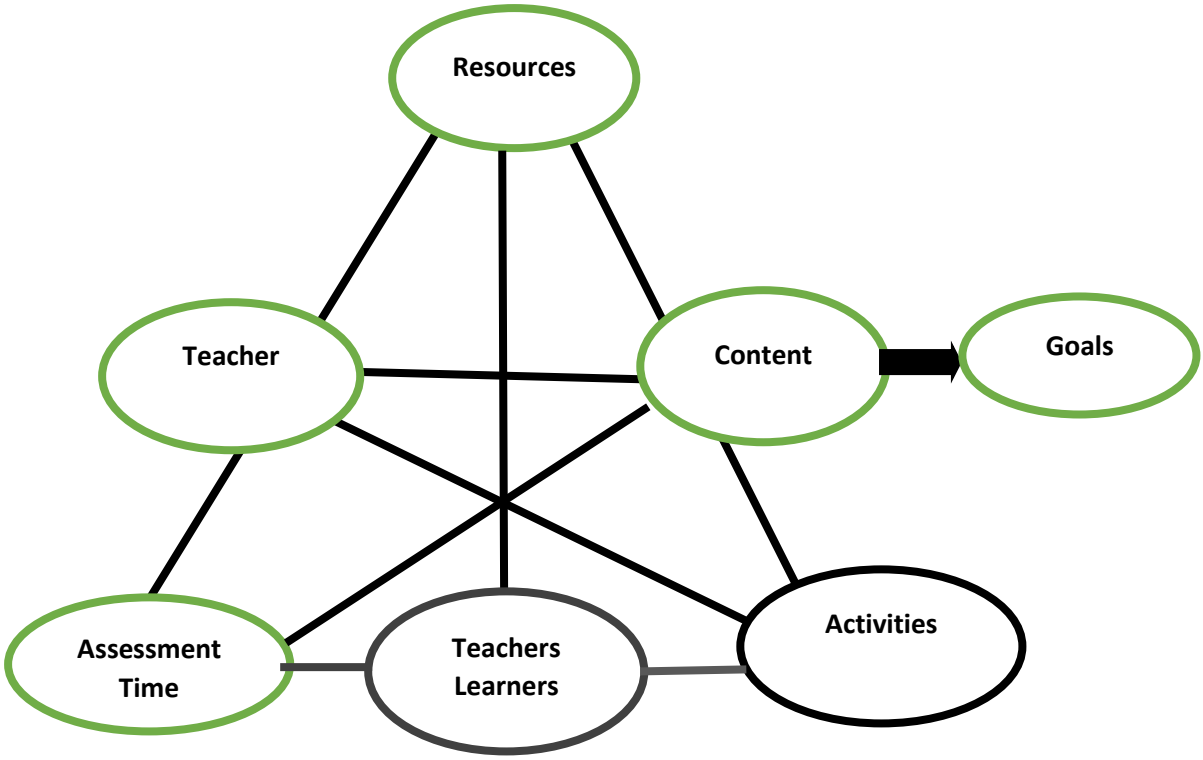


**Figure 3.4: Cultural Historical Activity Theory in CAPS (Jika iMfundo): Adapted from Engeström's Activity System Model.**

The diagram above illustrates the seven principles utilised in CAPS through the Jika iMfundo tool. The CHAT constituents tally perfectly with the Jika iMfundo tool, in supporting and assisting teachers in their teaching process. Teachers (subject) are supplied with tools clarifying the content (object) into activities (division of labour), over days/weeks, each activity having resources (instrument) to assist with the way forward in teaching. At the end of each activity assessment (rules) is given on how the teacher will check learners' understanding, fulfilling outcomes/objectives (goals) (Maphalala et al., 2016; Metcalfe, 2015). Using the Jika iMfundo tool capacitates teachers by giving a clear idea of expectations and time frames guiding their teaching. As objectives and outcomes are clearly specified, it is for the teacher to plan how to achieve such, which will be determined by the approach used. Teachers' interaction with co-workers (community) communicates the standards and expectations through which they acquire support and resources for their teaching. Teachers engage with colleagues they trust, sharing their beliefs, values, and challenges of their teaching process, enhancing their teaching experiences. These social interactions promote teamwork and understanding among staff, resulting in effective teaching and increased level of performance from learners. However, teachers may have difficulty in displaying their knowledge and skills, owing to insufficient support from their school-management team (Pillay, 2018)

It is important that all elements be valued equally, in ensuring that effective teaching and learning occurs. Moreover, teachers' experiences may depict how teaching and learning is conducted. Teachers may be driven by their professional experiences following rules set by the subject policy of that subject content. Societal experiences are driven by the society around teachers and learners, formulating the content through rules given to them. Alternatively, they may use personal experiences in which teachers create their own rules to follow by combining both professional and societal experiences. This is further discussed in the next topic of interrelation between CHAT constituents and CAPS constructs, as discussed in Chapter Two, above.

#### 3.2.6.1 Objects in CHAT

In the CHAT the content is seen as objects through which goals and objectives of the lesson are attained. It is clear that, in order to achieve objectives of the lesson, teachers should deliver the subject content to learners. CHAT emphasises that the teacher should display the content/concept in such a way that learners can grow while acquiring the planned skills or knowledge. Teachers need to allow social interaction to develop learners' cognitive experiences. Prior planning and organisation of resources to be used to support learners in understanding the content is essential. Objects are determined as essential elements in achieving outcomes. If the content is successfully taught, outstanding learning outcomes/objectives may follow.

Content in teaching is determined by three important phenomena, in which the teacher can either be driven by professional, societal, or personal experiences (Khoza, 2017). Firstly, professional experiences strictly demand the following of rules of the content. The teacher drives the whole process of teaching and learning without giving learners an opportunity to explore new discoveries. Secondly, there are societal experiences in which the teacher is driven by societal values. The society and learners (community) define the content through sharing ideas, giving insight into learning. Then teacher sets some rules about the content to be taught to learners, which determines the outcome of the content (Bernstein, 1999). Thirdly, content can be driven by personal experiences, which is the combination of the two experiences.

The Jika iMfundo tool differentiates content according to subjects and phases. In the foundation phase, teachers are expected to teach four subjects contents languages (home and first

additional language), mathematics, and life skills. These are added to as the phases go higher. Teaching the content is essential in achieving the objective/learning outcomes.

#### 3.2.6.2 Outcomes in CHAT

Outcomes in the CHAT represent the goals of teaching and learning. Outcomes can be achieved after a long time of learning; some can be achieved after a short period. Goals also mean the objectives of the lesson. To achieve outstanding outcomes, the CHAT encourages a combination of well-balanced constituents blended together to produce impeccable outcomes. Such demands that teachers make thorough preparation of activities to be given to learners. Such will allow them to explore, sharing ideas in a non-threatening environment. Teachers should focus on activities that assist learners to achieve the intended outcome. Teachers have to believe that learners are capable of learning on their own, with little guidance given. Learners have to be given activities that are culturally and historically positioned. Vygotsky (1978) recommended that, in order to achieve expected outcomes, teachers should use a scaffolding process in which teaching goes step by step, to ensure that learners understand the major concepts introduced in that particular lesson.

Teachers are advised not to teach learners concepts that are far beyond their cognitive level because that might cause failure to achieve goals. Teachers must select the content/concept that will be at learners' level of intellectual, social, emotional, and physical development, to attain the intended goal (Hussey, 2003; Michel, 2009). For example, if a teacher aims at developing learners' speaking skills, asking learners to tell a story on a topic such as 'a journey by train' knowing very well that learners have never seen a train except on pictures or television, that activity will be irrelevant for learners. Such depicts poor planning, which may result in poor performance of learners and poor attainment of learning objectives/outcomes. It is wise for the teacher, when intending to achieve learning goals for all learners, to employ a wide variety of teaching strategies/approaches, bearing in mind cognitive levels and learning barriers for learners. Furthermore, teachers should clarify the skill (goal/learning outcome/objective) to be developed, so that learners will know exactly what is expected to be achieved by the end of the activity.

### 3,2.6.3. Actors' role in CHAT

The teacher (subject) is referred to as the interconnector of all the constituents. In the CHAT, a teacher is not only a person who gives knowledge to learners, but is also a lever through which learners' thoughts are shifted from one level to another (Berger, 2005; Wells, 1999). The teachers' role in teaching and learning is twofold: the instructor role, and the facilitator role. Roles are influenced by the nature of experience directing that particular teacher, whether professional, societal, or personal. An instructor depends on professional experiences. He is the master of the whole process of teaching and learning which the CHAT does not promote (Al-Zu'be, 2013). An instructor does not allow any interference in the teaching process promoting individualisation. An instructor selects, and designs, activities suitable for learners, choosing resources suitable for the learning content, as the whole is centred on the instructor, who is very strict with following rules stipulated by the departmental policy. An instructor's learners are very quiet and disciplined as they are expected to listen to their teacher. The instructor does not trust his learners to have any sound input into their learning. Even though there is a lot of individualisation, the instructor may only promote social interaction by allowing learners to ask questions and manipulate resources, albeit in a tense atmosphere.

With a facilitator the class is full of fun. According to the CHAT, social interactions stimulate intermental and intramental processes. Learners enjoy being in a class in which they feel recognised as active participants. The facilitator is directed by societal experiences: his teaching is centred on the social entities (Farrell, 2016). The facilitator's role is to organise and prepare activities that allow learners to be active participants, sharing ideas, giving insights, asking questions, and expecting answers from the other learners. Furthermore, the facilitator prepares a stimulating and relaxed environment for learners to explore and experiment, and be given opportunities to decide on the way of doing and answering their activities. During such interactions, teachers should be prepared to allow and accept various answers and feedback from learners. Facilitators always strive to develop learners' skills and knowledge that will improve their societal needs. This includes the ability to speak fluently, and entrepreneurial skills, in which learners are given an opportunity to plan, organise, and manage, for instance, a market day at school. Evaluation is essential after every activity initiated; and feedback must be analysed to check understanding and fulfilment of outcomes.

### 3.2.6.4. Tools in CHAT

Resources (tools) are essential elements in the development of teaching and learning activities. According to Vygotsky (1978), social interactions and cultural artefacts/tools play an essential role in developing teachers and learners' psychological levels. The CHAT reveals resources as instruments to develop teachers' cognitive skills (organising and planning) and learners' skills: counting skills (counters, abacus), problem-solving skills (real objects, chart), listening and speaking skills (posters, books, pictures), reading skills (books, charts, flash cards), to name a few. Resources give support and stimulate learners' concentration, while arousing learners' interest. Resources keep the learning environment an enjoyable place in which learners have fun while learning (Shoba, 2018). Learners are developing technological skills while they learn to operate some resources such as computers.

According to Khoza (2018a); and Shoba (2018), resources are subdivided into three: primary resources (software and hardware), secondary resources (organisation and planning), and tertiary resources (community context or environment). Primary resources are all tools used by teachers mainly to clarify and support learners in understanding their activities. Teachers need to be professional and skilful, aware of their utilisation of each resource. Some resources are operational, demanding a clear knowledge of steps to be followed when operating such. Teacher-learner interconnection is of vital importance, in which a teacher guides, directs, and supports learners while undertaking their activities. Hardware (HW) resources work well with software resources. Software (SW) resources include tangible resources: printable materials, books, charts, stationery, posters, and visual aids. Software resources are influenced by societal experiences. Teachers support learners in their activities collaboratively. For example, in poster work, learners can discuss such, making up a story about it, operating a computer, following given rules. The secondary resources are ideological-ware (IW) resources. Teachers organise and plan a suitable activity guided by the objective/outcome to be achieved. These resources are influenced by personal experiences: ideas, verbal conversations, and teaching. Ideological resources manage and control other resources. Teacher should give instructions to learners on how to use or operate all other resources (Mpungose, 2017), according to Khoza (2018a), on teacher reflections on the use of digital resources. Teachers understood that the only resources were hardware and software resources. After discussion, they understood that ideological-ware is the most important resource, as it drives all other resources. The CAPS, through Jika iMfundo, in South Africa, supports the use of all different resources, depending on the nature of the content/concept to be taught. Teachers should develop themselves technologically,

having the great task of thereafter developing learners technologically, becoming marketable citizens.

### 3.2.6.5. Time in CHAT

Time (rule) controls the whole process of teaching and learning. It determines the start of the school, changing of teaching periods, the period breaks, to the closing of school. Time for teaching and learning goes according to years, which determines the long-term goal (macro). The school calendar is utilised, specifying the time for school opening and closing for terms and holidays. Macro planning involves school-year planning, planning and drafting when various school activities are to take place, such as staff meetings, parents' meetings, and school governing body meetings, annual teaching plans, school-management team-supervision plans, and committee plans. Macro planning involves all stakeholders' planning activities jointly for the whole year. In mesa planning (term planning) teachers are planning activities for the whole term for each phase or grade, if it is a large school. Such involves drawing up of time tables, assessment, term planning, and activities plans for each term. Teachers use annual teaching plans when creating their term planning and policy documents.

Lastly, micro planning is the personal part of planning, being directed by individual teacher planning for how and when classroom activities should be performed (Hoadley, 2018; Hoadley & Jansen, 2013). Teachers plan times guided by the rules set in the school policy and other documents. Classroom assessment, class time table, activities per subject content, are planned by the teacher following those policies. Time determines the number of periods per week and time allocated for each subject/ component. Teachers are obliged to work according to their planning. If disturbed sometimes by meetings, workshops, and ill health, a recovery plan should be issued. According to the CHAT, if rules are disrespected, this may result in dysfunctionality of the process of teaching and learning. Teachers may find it conflicting with time and regulations when it comes to social interconnection during an activity period demanding that the teacher disciplines and gives support necessary to learners. Teachers are controlled by time and regulations for all activities. If they choose not to abide by rules, they may fail to cover their curriculum in time.

### 3.2.6.6. Activities in CHAT

Activities (distribution of labour) are actions performed by teachers and learners to enhance teaching and learning. The CHAT provides tools to determine whether activities are teacher-

centred or learner-centred (subjective or objective) and for when to perform particular activities. Activities are dual-intended, for the achievement of outcomes, and the enhancement of learners' skills. Division of labour involves interconnection and interdependency among content, objectives, resources, learning activities, and assessment activities (Shoba, 2018). The concept of ZPD is well developed, where teachers guide, direct and support learners in their activities, working collaboratively with their peers. This is evident in learner-centred activities.

Learner-centred activities are centred on learners as they direct and control the performing of activities with the support from their teachers (Allen & Jackson, 2017; Gerjets, 2004). In the CHAT, social interaction and intersubjectivity develop psychological aspects of teachers and learners, in which they share ideas in solving a problem. The teacher clarifies what is expected of learners and the learning outcome to be achieved at the end of the lesson. Teachers also prepare a conducive environment that will stimulate learners' concentration and pique their interest. Learners are given the opportunity of exploring new concepts, sharing ideas with other learners, giving insight, and posing questions for other learners to answer. Teachers ensure that the learning environment is open and non-threatening, allowing learners to manipulate various resources freely when performing their activities. Collaborative work, a sense of responsibility, accountability, interdependence, interrelation, interconnectedness, and confidence, are promoted, as they are involved in developing their own skills (Tudor, 1993). However, teachers need to be alert to control over-excitement, ill-disciplined learners, and mishandling of resources that might cause danger to learners. These activities are socially motivated; learners learn to express themselves freely without any interference. A performance-based curriculum supports these types of activities.

Even in teacher-centred activities, labour is distributed resources, as one of the elements used by teachers in teaching (Vygotsky, 1978). Teacher-centred activities are centred on teachers. The teacher is the master of the whole process of teaching and learning, preparing the activity, preparing resources and the environment for teaching. The teacher presents the activity, giving descriptive instructions to be followed when performing activity. Teacher-centred activities promote individualisation as learners perform their activities individually, no sharing of ideas: they are passive participants (Allen & Jackson, 2017; Kain, 2003). Teacher-centred activities are influenced by professional experiences under a performance-based curriculum.

Teachers should combine these two types of activities, teacher-centred and learner-centred activities, to improve teaching and learning. In Jika iMfundo, both activities are encouraged.

There are both teacher-centred and learner-centred activities, depending on the concept developed. Teachers must ensure that they consider the learners' cognitive levels, skills, and the outcomes to be achieved when selecting, organising, and planning learners' activities.

### 3.2.6.7. Assessment in CHAT

Assessment (rule) is the process in which learners, teachers, and the department gather information about how much work has been taught, how much work has been understood by learners, and how much work learners did not understand. For the assessment to function, the assessors (learners, teachers, and department) have to follow specified rules and regulations set in the departmental policy. The policy states the rules on how learners should be assessed (the type of assessment), when to be assessed (end of the lesson, end of the term/year), and the marks to be allocated for the assessment (25% school-based assessment and 75% final examination).

Assessments are divided into four: summative assessments are performed at the end of the term or the end of the year, in which learners write tests and examinations (McAlpine, 2002). Teachers have no control over these, as they are controlled by the department. Teachers must ensure that they prepare learners by covering all the activities specified for the term. Summative assessment does not help learners instantly, as no feedback is given to learners. However, such can be seen in the level of performance in the next grade, hence it is a long-term assessment. Summative assessment is influenced by professional experiences as it is strictly determined by rules. Peer assessment is influenced by societal experiences − learners judge other learners' work, and are expected to follow predetermined criteria (rules) when judging others' work. Such aligns with the CHAT as they interact and share information with their peers. Teachers support learners in the process of self-motivation and self-regulatory skills (Reinholz, 2016). Peer assessments enhance fun, confidence, competence, and the ability to express themselves while giving feedback. The third assessment is formative assessment which is influenced by personal experiences. The CHAT reflects that, if assessments are facilitated on ZPD, they produce the best performance (Karim, 2010). Teachers conduct assessments during teaching and learning to check learners' pre-knowledge, checking whether learners understood the lesson, and whether learning outcomes have been met. Teachers control formative assessment through analysis, giving feedback to learners. Teachers plan and prepare assessments considering levels, abilities, and barriers learners may have. The CAPS, through the Jika

iMfundo tool, supports continuous assessment, especially in the foundation phase. Learners are assessed after each concept taught, e.g., in mathematics. Continuous assessment supports all three types of assessment. Marks are recorded for grading purposes, assessed during teaching and learning time; some assessments allow learners to assess other learners. Teachers should therefore consider all assessment types as important in teaching and learning.

### 3.2.7. Chapter Summary

This chapter deliberated on the CHAT employed by the study. Interdependence among the constituents of the CHAT displays what is represented by constructs of this study. The chapter further discussed three CHAT concepts essential to developing knowledge from base level (professional experience) to ZPD (societal experience), which results in cognitive processes (personal experience). All these are determined through a scaffolding process. The CHAT interdependence on its constituents clarifies how teaching and learning constructs should work collaboratively in integrating the CAPS and Jika iMfundo curriculum tool. Exploring and perceiving the balance among CHAT constituents will bring consistency and relevance to teaching and learning constructs, as discussed in the previous chapter. The next chapter discusses the methodology of the study.

# Chapter 4

# Research Design and Methodology

## 4.1. Introduction

The previous chapter deliberated on CHAT as a theoretical framework for this study, and the overview of the relationship between CHAT constituents and the teaching and learning constructs. This chapter discusses the steps which I followed to conduct the research. It deliberates on the research paradigm (interpretivist), the research approach (qualitative), the research design (case study), sampling (purposive and convenience), the data-generation method (reflective activity, observation, and one-on-one semi-structured interview), analysis of data, trustworthiness issues, and limitation of the study. The goal of the study is to explore teachers' experiences in integrating Jika iMfundo into CAPS in schools. Therefore, this chapter provides a detailed description of plans and procedures utilised to achieve the following objectives of the study:

- To explore teachers' experiences of integrating Jika iMfundo into the CAPS in schools on Mthonjaneni Circuit.
- To understand how teachers apply their experiences in integrating Jika iMfundo into CAPS.
- To understand why teachers experience the integrating of Jika iMfundo into the CAPS the way they do.

The following questions were used to attain the above-mentioned objectives:

- What were teachers' experiences of integrating Jika iMfundo into the CAPS on Mthonjaneni Circuit?
- How did teachers apply their experiences in integrating Jika iMfundo into the CAPS?
- Why did teachers experience the integrating of Jika iMfundo into the CAPS the way they did?

## 4.2. The Research Paradigm

Creswell (2014) defined a paradigm as an interaction in which different people or individuals are trying to understand their surroundings, solving their identified issues. According to Yin (2015), a paradigm is a comprehensive belief system, world view or framework that guides the research and practice in a field. Christiensen et al. (2010); Cohen (2011); De Vos, Strydom, Fousche, and Delport (2011); Guba and Lincoln (2005); and Opie (2004) agree that a paradigm is a researcher's response to and understanding of individuals' actions and reality. Furthermore, Bertram et al. (2014) and Litchman (2011) agree that a paradigm is a set of principles or beliefs perceived on the nature of reality. Such includes the essential measures used to reach that nature of reality. Davis (2014) and Nieuwenhuis (2016) define a paradigm as assumptions and conceptions that align with researchers' perceptions. Cohen (2011), Creswell (2014), De Vos et al. (2011), and Yin (2015) posit that a researcher should first select a paradigm that will give direction on the method suited to the study, to avoid misunderstanding for readers. A paradigm also provides the processes and steps to be followed to generate suitable data for the research and its way of interpretation. Furthermore, Christiensen et al. (2010) and Darling-Hammond and Richardson (2009) reveal that a paradigm is a map used to guide the researcher in finding the realities on the identified issues. It also assists in shaping and directing the researcher's mind in finding the solutions. Christiensen et al. (2010) and Cohen (2011) insist on choosing the most fitting paradigm, as this also assists in the interpretation of data generated.

This study used the interpretive paradigm because such could assist in generating reality when exploring teachers' experiences in integrating Jika iMfundo into the CAPS. According to Shuttleworth (2008), the interpretive paradigm also assists in generating data on what people have experienced, which remains the perceived knowledge. Using the interpretive paradigm made it easier to explore and generate data on what teachers have experienced in their day-to-day teaching. The interpretive paradigm allowed me to understand what the participants think and conclude about their actions, and the impact this has had on their environment. The interpretive paradigm opens up room for various discoveries. The researcher uses different methods via this paradigm to uncover teachers' experiences and their actions in the teaching and learning situation. Furthermore, De Vos et al. (2011) elucidate that, as much as the interpretive paradigm is more on actions revealed by the participants, those actions are the result of what they have perceived in their minds (experiences) in relation to the world they live in. Actions give in-depth understanding, determining facts within the research (Nieuwenhuis, 2016).

The interpretivist paradigm or constructivist paradigm relies on multiple realities or truths, to understand the phenomenon. Such involves a pattern of actions resulting in social interaction with the surrounding world. In gaining reality or the truth about teachers' experiences, I had a better understanding of why teachers behave the way they do, determining what can be done to improve or to solve the issue. The interpretivist paradigm is socially constructed, indicating a multiple interpretation of reality. The interpretivist paradigm considers that, for the researcher to obtain in-depth truth, participants must be as free as possible. Such means that they should be in a familiar and non-threatening environment.

I have chosen this paradigm because it could highlight teachers' experiences and their interpretations of their actions, beliefs, thoughts, and outlooks, which could contribute a great deal of understanding to my research. Participants' unique reality gained through interaction could construct meaning. Teachers' perceptions and meanings could provide insight into what they encounter in their daily teaching using the Jika iMfundo tool. Being a teacher, I became the key participant, which gave an advantage to both verbal and nonverbal communications with participants. The interpretive paradigm correlates best with the qualitative case study as a research design for this research study.

### 4.3. Qualitative case study

A qualitative case study is defined as a systematic process whereby the researcher enquires in-depth about the specialised phenomenon, through interaction with the participants (Yin, 2015), Bertram et al. (2014), Creswell (2014), and Christiensen et al. (2010) define a case study as a device for exploring, describing, and explaining social phenomena by generating, presenting, analysing and writing a report about an identified phenomenon. According to Merriam (2013), case study is one of several ways of doing social science research when the "what", "how" and "why" questions are to be answered on the lived experiences. Qualitative case study is reckoned to be the most suitable design type as it occurs naturally; data are generated directly from the source (teachers), while in their real life situations. Furthermore, in using a qualitative case study, the researcher gains more understanding and generates in-depth data from answers given by participants. Such are based on multiple data-generation methods within areas of educational practice (Cohen, 2011; McMillan & Schumacher, 2010).

Yin (2015) avers that a case study is prepared in order to explore the phenomenon within a specific environment. This allowed me to explore teachers' experiences with integrating Jika

iMfundo tools in real-life situations in schools on the Mthonjaneni circuit. Yin further differentiated case study into three types: explanatory, descriptive, and exploratory case studies.

### 4.3.1. Explanatory case study

The explanatory case study refers to the generation of data which has not yet been well established. The researcher has insufficient information about the research phenomenon, but is investigating to gain the in-depth data. (Yin, 2015). Furthermore, the researcher seeks to enrich the general research idea which is not proven through conducting a research, to generate data in a detailed manner. According to Davis (2014), explanatory case study gives the researcher an opportunity of testing participants' theories to gain professional understanding on the phenomenon. An explanatory case study is more concerned with the generation of data in which participants clarify the cause and effect in the form of detailed written descriptions. Examples of explanatory case study are literature research, focus groups, in-depth studies of every single problem, and case-analysis research. However, explanatory case studies are not suitable for my study. Case study emphasis is on investigating historical events of individuals, peoples and organisations; whereas my study is on exploring teachers' experiences in integrating Jika iMfundo tools into the CAPS, in its practical setting (Creswell, 2013; de Vos, 2011)

### 4.3.2. Descriptive case study

According to Davis (2014), descriptive case study is about the characteristics of the phenomenon and the relationships within the phenomenon. Shuttleworth (2008) avers that descriptive case study gives a researcher an opportunity of exploring an intended phenomenon in its broader scope, so as to have explicit understanding and meaningful characteristics of its real-life occurrences. It further gives participants an opportunity of describing their thoughts, feelings, beliefs, methods, and procedures they followed; and how they tackled their challenges when integrating Jika iMfundo into the CAPS. Participants were also able to describe their understanding, interpretation, and the integration of their teaching material (Jika iMfundo tools), as well as the applied educational policy (CAPS document policy). Such clearly described their experiences with the research phenomenon. With the description given during the data-generation process, I was able to understand participants' capabilities and feelings with the code switching of policies and current teaching tools (Jika iMfundo tools).

### 4.3.3. Exploratory case study

Merriam (2009) defines exploratory case study as the method intended to assist the researcher in identifying participants' perceptions regarding that particular research phenomenon. Exploratory case study is best suited to this research as I explored teachers' experiences in a real classroom situation, yielding authentic and reliable data by the participants, assisting in giving more understanding on the integration of Jika iMfundo tools into the CAPS. Furthermore, it gave me an opportunity of exploring teachers' experiences. Such involves practical actions within the actual setting (Cohen et al., 2010). I was able to gain an in-depth understanding from the data, allowing for viewpoints, and tension from participants' perspectives. Furthermore, Shuttleworth (2008) posits that an exploratory case study supports the development of knowledge through human interpretations, in order to perceive more about the social world. Collaboratively with my participants I explored, defined, discussed, evaluated, and interpreted data, using a set of planned questions to reach the depth of their experiences on the research phenomenon. This gave a clear picture of how participants interpret their social world. Participants were free to provide me with their challenges, weaknesses, and strengths, which I could interpret for my findings. According to McMillan and Schumacher (2010), an exploratory case study emphasises the generation of data direct from participants, in order to gain in-depth data about the phenomenon. For this reason, I visited teachers from two different schools to interrogate them on their daily life experiences apropos of the phenomenon. Furthermore, qualitative research stresses that the researcher be central to the activities to be conducted (Merriam, 2013). In line with that, I am the key participant in generating data, as I am also the teacher and the subject specialist. Such gave me the advantage of communicating with my participants' verbal and non-verbal replies. I also used my experiences as subject specialist (head of department). Moreover, qualitative case study depends on data generated in a real-life environment. Such gives characteristics of real life cycles of teachers' experiences in their classrooms linguistically rather than numerically (Bertram et al., 2014; Cohen, 2011; Creswell, 2014; McMillan & Schumacher, 2010; Merriam, 2013).

However, Cohen (2011) criticises the qualitative case study as it does not allow the researcher to generalise data generated across the whole population. Merriam (2013) disagrees in that one of the characteristics of a case study is that it is particularistic; it is restricted to a particular condition or phenomenon which a researcher intended to explore to generate an in-depth data

about that particular phenomenon. Nevertheless, for this study, the purpose is not to generalise, but to understand the phenomenon (teachers' experiences) within Mthonjaneni circuit. This yielded realistic rich data rather than generalised data.

### 4.4. Sampling

Creswell (2014) defines sampling as the process of identifying and selecting an individual or a group of individuals who are competent and well informed on the phenomenon. According to Silverman (2013), sampling is a process of selecting a group of people, events, or behaviour with the purpose of conducting a study. Cohen (2011) concurs with Christiensen et al. (2010): when sampling, the researcher selects a small number of participants from a large population in order to generate data that will assist the whole population. Moreover, Christiensen et al. (2010) define sampling as a state in which the researcher decides on the settings, events, and individuals to involve in generating data. Since this is a qualitative case study for generating rich and thick data, I used purposive and convenience sampling.

#### 4.4.1. Purposive sampling

Purposive sampling is defined as the process of selecting participants or sites that will assist the researcher to understand the research phenomenon and research questions. Such would be guided by four aspects: setting, participants, events, and the whole process (Creswell, 2014). Furthermore, Bertram et al. (2014), Christiensen et al. (2010), and De Vos et al. (2011) agree that purposive sampling is a method used by the researcher in selecting specific choices and qualities possessed by participants, bringing about understanding of the phenomenon. Therefore, a person selected to participate should have specific characteristics which assist in generating data in a research. For this study, I selected six teachers from two primary schools on the Mthonjaneni circuit. I selected two well-experienced teachers from the foundation phase who were teaching during the introduction of both the CAPS and Jika iMfundo. I also selected heads of department (subject specialists) who are also full-time class teachers owing to poor enrolment in that particular school. I included two intermediate teachers, since Jika iMfundo is also implemented in English and mathematics in the intermediate and senior phases. I believed that these participants were most appropriate for this study, even though Jika iMfundo tools are used in all foundation phase subjects.

I spoke with all participants explaining why I had selected them. They showed much interest and willingness to participate in the study. All participants have had over ten years' experience: they understand exactly the essentials of the study. By including heads of department, I was aware that they could furnish important data on what teachers reflect about their experiences during their lessons presentations. They could also outline the whole process of teaching and learning, clarifying their strengths and weaknesses in integrating Jika iMfundo into the CAPS as a curriculum. Therefore, I organised a meeting. One teacher purposively sampled was unavailable, owing to the pandemic. Her doctor had advised her to stay at home, respecting her comorbidity. That led me to use convenience sampling.

### 4.4.2. Convenience sampling

Convenience sampling is defined as the process of selecting available participants to serve as respondents. Such is also called opportunity sampling (Cohen, 2011). For my convenience and for time saving I selected available participants at the given time and who were willing to participate in the study (Creswell, 2014). All my participants were selected from nearby schools. Such made it possible to visit them during late hours and on weekends. Purposive and convenience sampling are further criticised in that they might generate unreliable data, some participants possibly being biased, generalising their data. To limit the criticism, I created a free environment for participants in which they answered research questions without any prejudice.

Furthermore, I ensured that participants understood the purpose of the study (Cohen, 2011; McMillan & Schumacher, 2010).

I displayed my selected participants in Table 4.1 below, according to codes. For schools, I used capital A for school number 1 and B for school number two. I used capital T for teachers sequenced from 1-4. For head of department the letter H is used, numbering them from 1-2. For example BT1 represented teacher number one from school number two; and heads of departments followed suit; AH2 represented the second head of department in school number one. Gender is represented by capital F for females and M for males. For races, teachers from both schools sampled are Black. I used the letter B for Blacks. Participants' qualifications are also abbreviated. As some teachers are in the foundation phase and some are in the intermediate phase I abbreviated foundation phase FP and intermediate phase IP.

**Table 4.1.: Profiles of Participants**

| Participants | Age | Gender | Race | Teaching Experience | Qualifications | Phase |
|---|---|---|---|---|---|---|
| **AT1** | 49 | F | B | 14 years | M + 4 | FP |
| **AT2** | 50 | M | B | 18 years | M + 5 | IP |
| **AH3** | 51 | F | B | 29 years | M + 5 | FP & IP |
| **BT1** | 45 | F | B | 28 years | M + 5 | FP |
| **BT2** | 55 | M | B | 30 years | M + 4 | IP |
| **BH3** | 56 | F | B | 28 years | M + 5 | FP |

### 4.5. Data-generation methods and process

Data generation is the process of extracting data from participants using various techniques suitable for the intended goal (Cohen, 2011; Davis, 2014). Cohen (2011), Creswell (2014), McMillan and Schumacher (2010), and Merriam (2013) supported one other in that qualitative case-study data can be generated through various methods. Such includes journal notes, interviews, field notes, observations, reflective activities, life histories, and audio recordings. For this study, I utilised reflective activity, document analysis, lesson observations, and one-to-one semi-structured interviews. I strongly believed that they clearly displayed a triangulation process (Creswell, 2014; McMillan & Schumacher, 2010). A triangulation process ensures that comprehensive understanding about the phenomenon (teachers' experiences) is developed. It also checks and confirms the validity of the study (Creswell, 2014; McMillan & Schumacher, 2010; Silverman, 2013).

It is essential that the participants clearly understand the research questions and expectations in order to generate meaningful and insightful data (Merriam, 2013). The "what" question is covered by professional experiences in which we examined the expectations by the departmental policy, and the Jika iMfundo tools as given and used by teachers in the teaching context (Maphalala et al., 2016). Through reflective activity and document analysis I explored whether teachers really understand what is expected of them, also their experiences on the integration of Jika iMfundo tool into the CAPS. The "how" question is clearly defined by societal experiences in which teachers interact with learners, colleagues, and various tools,

especially Jika iMfundo tools within real teaching contexts (Metcalfe, 2015). Observation and well planned one-on-one semi-structured interviews on what the participants really experience during their teaching context gave in-depth data on their experiences of integration of Jika iMfundo tools into the CAPS as a curriculum. During observation, I gained the exact data as it happens to answer some questions about the research. The "why" question is deliberated in personal experiences in which teachers were interviewed, giving their own experiences on why they were working in such a way (Maphalala et al., 2016; Metcalfe, 2015). The main focus of the study was to explore teachers' experiences using these methods, which was clearly revealed by participants' responses to these nine questions:

**Table 4.2. The Research Concepts and Questions.**

| Concepts | Questions |
|---|---|
| **Question 1 Rationale for activity** | What are your reasons for integrating Jika iMfundo into the CAPS? |
| **Question 2 Object** | What content do you employ when integrating Jika iMfundo into the CAPS? |
| **Question 3 Outcomes** | What are your goals in integrating Jika iMfundo into the CAPS? |
| **Question 4 Actors** | What is your role in integrating Jika iMfundo into the CAPS? |
| **Question 5 Tools** | What tools/resources do you use in integrating Jika iMfundo into the CAPS? |
| **Question 6 Method** | Which method do you implement when integrating Jika iMfundo into the CAPS? |
| **Question 7 Rule/Time** | When do you integrate Jika iMfundo into the CAPS? |
| **Question 8 Assessment** | How do you assess when integrating Jika iMfundo into the CAPS? |
| **Question 9 Community** | Who do you involve in integrating Jika iMfundo into the CAPS? |

### 4.5.1. Reflective activity

According to Cohen (2011), reflective activity includes scenarios or activities in which participants are required to reflect on their past experiences in order to assist in guiding future actions apropos of the intended study. Cohen (2011) and Creswell (2014) define reflective activity as the process in which the researcher plans some questions to be answered on the study by the participants. This type of activity allows freedom for participants when answering research questions, giving personal opinions without any fear, secure in their own comfortable and non-threatening environment. Reflective activity further allows participants to respond genuinely because confidentiality and trustworthiness was clearly displayed in the prior meeting. I ensured that questions were easy and straightforward so that every participant was interested in answering within the given time which was two weeks. I expected these questions to generate rich and genuine data on teachers' experiences in integrating Jika iMfundo into the CAPS. All questions were designed from CHAT constructs discussed in Chapters Two and Three. The same questions were also used in lesson observation and in the one-on-one semi-structured interviews.

During my first visit to one of schools I did not meet all my participants, owing to the Covid-19 pandemic. The visit was rescheduled for another date in which all the procedures were discussed and agreed upon by all participants. Participants were given an informed consent letter, permission to conduct research, and questions which are clarified in Table 4.2 and in the next paragraphs. In answering questions, participants had to use a separate answer sheet to allow them freedom to answer as they wished. I also emphasised the importance of answering all questions honestly. I then reminded participants at the beginning of the second week that generation would be on Friday of that week. Collection of participants' responses was successfully made.

The first question was based on the reason for teaching. Teachers were expected to respond on their experiences. Some teachers responded that they were teaching to cover what the curriculum expects them to finish by the end of a specified time. Some responded that they were teaching to ensure that learners were ready for their tests and examinations. These participants were dominated by professional experiences. Some participants responded that they teach to enrich their learners with required skills in their society such as proficiency in English speaking (societal experiences). Some responded that they like teaching: to them, teaching is a calling (personal experiences).

The second question was based on the content. Participants were expected to respond on the components of their subjects. Participants responded well. They understood the content; however, some discussed the content knowledge, and some described books and other material from which they acquire their teaching content.

The third question was based on goals for teaching. Participants were expected to state their long-term aims. For objectives, steps towards attaining such during teaching, and outcomes, were skills they expected their learners to have mastered at the end of their teaching. Participants responded well; however, some gave the same response as that given for rationale for teaching.

The fourth question was based on the role of the teacher. Participants were expected to reveal their teaching styles as facilitator, instructor, and assessor. All styles emerged; however, most participants use all teaching styles, depending on the content taught.

The fifth question focused on activities used by teachers during teaching sessions. It was discussed in Chapter Two that activities can be either teacher-centred or learner-centred. Participants were expected to reveal their classroom activities used to attain objectives of their teaching and learning, which could be teacher-centred or learner-centred. These activities could also be tasks given to learners. Such also assisted in modifying their teaching towards attainment of good learner performance during assessments.

The sixth question required participants to expatiate on the methods they apply during teaching and learning. Participants are expected to reflect on various methods that assist them in presenting successful teaching. Such could be teacher-centred, learner-centred, drill, explanatory, demonstration, and many other different methods of teaching. Teachers had to display their knowledge of how they are able to integrate Jika iMfundo into the CAPS using those methods.

The seventh question was based on tools or the material used for teaching and learning. Teachers were expected to reflect on the material they use to present their teaching effectively. Resources can be hardware: overhead projector, tape-recorders; software resources, which includes prescribed documents and other additional resource books, or ideological-ware resources in which I expect teachers to give any kind of assistance received from their colleagues and other stakeholders. Such assists in enhancing their teaching.

The eighth question asked when integration of Jika iMfundo into the CAPS is executed during teaching and learning. Teachers were expected to reflect on time and hours spent during the execution of their teaching, as well as the procedures they follow to integrate Jika iMfundo into the CAPS; which is how they integrated the CAPS policy documents into the annual teaching plan designed as a Jika iMfundo resource tool. It was essential that teachers reflected also on all other resource material used from time to time during teaching and learning.

The ninth question was based on the integrating of Jika iMfundo into CAPS during assessment. Teachers were expected to reflect on how they integrate their assessments, to measure their curriculum goals and learning outcomes. They also had to reflect on how they assess learners to check their understanding and progress, together with different types of resources used to attain such. Continuous assessment was the most used assessment in all phases. Peer assessment (classwork and short tests at the end of each term) is mostly used in intermediate and senior phases; and summative assessment (tests and examinations) is commonly used in all phases, especially for progression purposes.

The last question was about the involvement of stakeholders in integrating Jika iMfundo into the CAPS. Teachers were required to reflect on who they involve or work with in promoting effective teaching and learning. Teachers were expected to reflect on the relationship with their school-management team (principal, deputy principal, and HODs), teachers, learners, and parents in promoting effective teaching and learning. Teachers were also expected to clarify duties of the various stakeholders assumed during the process of teaching and learning. Such could be checking of lessons before teaching, checking of learners' work, moderation of assessments (pre- and post-moderation), conversations about their progress, and challenges they came across during teaching, feedback to learners, and progress reports to parents. I stated above that all these questions were prepared for use in all other data-generation methods. My next generation method is document analysis (Cohen & Morrison 2011).

### 4.5.2. Document analysis

Document analysis is a type of data-generation method in which the researcher reviews and analyses relevant documents used by the participants, in order to generate data (Creswell et al., 2013). Documents include various types of printed material which can be divided into primary and secondary material. Primary documents are those that are original from authors' hands; whereas secondary documents are those that are reviewed and written from the original

material (Cohen & Morrison, 2011). Examples of primary documents can be policy documents, diaries, books, and photographs; whereas secondary documents can be lesson plans, trackers, annual teaching plans, and files.

As my primary source, I requested the CAPS policy document, the assessment policy document, books or references used during teaching and learning to check the correlation with Jika iMfundo and the CAPS. I also analysed Jika iMfundo documents: tracker, annual teaching plan, lesson plans, learners' workbooks, teachers' files and the CAPS policy document. Trackers assisted me in understanding teachers' reflections in which they reveal their challenges and the kind of support they expect from their supervisor. Also, I was able to understand their strengths and weaknesses when integrating Jika iMfundo into the CAPS. I also checked the correlation between the Jika iMfundo annual teaching plan and the CAPS policy document and whether all topics in CAPS policy documents are covered in all subjects' annual teaching plans. All these were checked against the content prescribed, aims (objectives and outcomes), resources (software, hardware, ideological-ware), time allocation (hours per subject), activities (learner-centred or teacher-centred), and assessments (continuous, peer, formative, summative). Such are discussed in Chapters 2 and 3.

Document analysis became an essential data-generation method. It assisted me in reaching the depth of my research without purely leaning on the planned questionnaires and extracting what sometimes might be sensitive exposed by the participants (Cohen et al., 2010). For the evidence of what I discovered and generated in document analysis, I conducted lesson observations for further generation of data.

### 4.5.3. Lesson observation

Lesson observation is mainly used to generate data through observing the participant on daily practices, actions, and behaviour for particular occurrences (Yin, 2013). De Vos et al. (2017) agree with McMillan and Schumacher (2010) that observation is the best method when a researcher intends to be an eyewitness and pay attention to participants' actions and practices, generating rich data without any interference in their actions. Furthermore, it gave me an opportunity of having face-to-face interaction with my participants, observing gestures and various methods used while presenting a lesson. Observation also yielded more clarification on teachers' capabilities in achieving lesson objectives, the resources used during presentation, the appropriateness of learners' activities, and the level of assessments given to check learners'

understanding. I spent one hour on each observation period. Some teachers were reserved at the beginning of the lesson. However, after noting that I was not interfering with their lessons, I was merely observing as an outsider, they relaxed, and continued to present their lessons successfully.

By combining all of the above, I gained first-hand data on how Jika iMfundo is integrated into the CAPS. This answered my second research question (how?). I recorded and took some notes for data analysis. Most of questions were covered in all six observations. Some teachers might, however, put on a show of teaching in order to impress a researcher. I also made sure that my participants clearly understand my rationale for the observation, and trusted in the interview with my participants to cover those aspects neglected during observation.

### 4.5.4. Semi-structured interview

A semi-structured interview refers to a conversation between the participant and the researcher with the intention of generating data about the phenomenon (Longhurst, 2010). Furthermore, Creswell (2014) describes a semi-structured interview as an essential method used when a researcher aims at generating authentic data, in which the participant responds by answering questions prepared by the researcher. According to Christiensen and Bertram (2010) and de Vos (2013), a semi-structured interview is the interchange of opinions between different individuals who possess deeper knowledge on a certain topic. Semi-structured interviews also assisted me in understanding how participants interpreted and understood the world around them, which fulfilled the aim of my research. Interviewees were given the opportunity to respond to a well-structured set of questions in a free and comfortable environment, with no interference or disturbance from outside.

Most of my participants opted for after school time and during weekends which would not interfere with learners' contact time. We would also not be disturbed during interviews. Participants were given freedom to use the language they felt comfortable to respond in; such encouraged them to construct knowledge within their reality. Semi-structured interviews offered me an opportunity of developing more clarity on participants' responses on their reflective activity and lesson observation. I used closed and open-ended questions which allowed me to dig deeper for rich data about what teachers experience when integrating Jika iMfundo into the CAPS. Participants were able to respond to my questions; and some even gave their views on what they experience with this curriculum tool and the impact it has had

on their strengths and weaknesses during teaching and learning. I felt honoured when interviewing a head of department, as we shared data on what she experiences in teacher reflections on the integration of Jika iMfundo into the CAPS.

However, Christiensen (2011) and Creswell (2014) speculate that using a semi-structured interview could generate data that is biased, in which participants are not free to give their true responses. Responding to that, I clarified the importance of conducting interviews in order to fulfil the purpose of my research, which required honesty and genuine responses from participants. Two of my participants were not available during interviews, owing to Covid-19 − I interviewed them at a later date.

### 4.6. Data Analysis

Data analysis is described as the process in which data generated is being organised, arranged, and given meaning (Christiensen et al., 2010; de Vos et al., 2011). Cohen et al. (2011) define data analysis as the rearrangement and regrouping of data generated from participants, according to their similarities. According to de Vos et al. (2011), the researcher reorganises generated data by sifting out relevant and more meaningful data on the research phenomenon. During data analysis, the researcher breaks down the generated data into smaller themes or units that bring meaning to the data. Creswell (2014) insists that it is essential that researchers analyse the data in a well-organised manner.

In my analysis, I employed thematic guided analysis, which is subdivided into semantic and latent levels (Bertram, Christiensen, Land, 2014). Thematic guided analysis is the process of identifying patterns or themes within qualitative data. Such aims at identifying themes that are important and interesting in data generated. The semantic level deals with the surface meaning, whereas the latent meaning goes beyond what the participants have said during interviews, in identifying underlying ideas, assumptions, and conceptualisations (Christiensen et al., 2010). Themes were formulated following research questions deliberated on in the constructs that were discussed in Chapter 2 (literature review) under three headings: professional experiences, societal experiences, and personal experiences.

In analysing the generated data, it is essential to follow these steps: data reduction, data display, and the drawing of a conclusion (Creswell, 2014). I used the CHAT constituents as discussed in Chapter 3 to categorise data generated from reflective activity, documenting analysis, lesson observations, and interviews into eight themes. In the process of organising and rearrangement

of data into categories, I used open coding which made it easier for me to draw a conclusion. Cohen et al. (2010) define open coding as the procedure followed in which the researcher organises data, identifies patterns, categorising and labelling data per its description. I read participants' responses and followed coding procedures which made it possible to extract themes. De Vos et al. (2013) aver that data analysis is the way of transforming data in order to give meaningful, clear, and understandable data. Reflective activity responses were read and transformed into meaningful themes. Analysing documents, I read the following: the CAPS policy document, annual teaching plans, trackers, assessment policies, and lesson plans. I analysed the CAPS policy document, scrutinising the content, activities, time allocation, assessments, and resources, as stated. In so doing, I was finding out the important factors to be considered when drawing up other teaching documents, such as annual teaching plans (ATP), assessments, and lesson plans. I also analysed all other documents drawing from the CAPS policy document, the CHAT constructs, and themes from research questions. With the Jika iMfundo documents (ATP, trackers, lesson plans and assessments) I analysed the correlation of all teaching constructs discussed in literature review, with the education policy (CAPS) which could have an impact on teachers' experiences in integrating and teaching.

The second step was analysing the lesson observations and semi-structured interviews using my research questions to categorise generated data into themes (Cohen et al., 2011; Yin, 2013). I listened carefully to my recordings and read my notes to ensure that I understood what participants intended to respond, recapping on the questions assigned to them. I made sure that I followed the whole process of analysing data, which involves selecting, organising, analysing, reporting, and interpretation of data (Christiensen, 2010). Some participants showed so much interest in the research that they tried to elaborate beyond what was expected of them. I was prepared for such, although it was time-consuming. Analysing those responses, I had to use pre-determined concepts as guidance on participants' responses, in order to keep the concepts in line with pre-determined themes. With the attained themes I made sure that they were in line with the research phenomenon and research questions before I drew my conclusion.

### 4.7. Trustworthiness and Authenticity

Trustworthiness is the ability or the extent by a researcher to express the consistency of a study (Cohen et al., 2011). The study should display its authenticity and worthiness to be judged as realistic. According to Guba and Lincoln (2004), the researcher must assure that each piece of

research conveys what is truly intended, in order to gain trust, confidence, and respect from any reader. In ensuring that trustworthiness is expressed, I used multiple data-generation methods, namely: reflective activity, document analysis, lesson observation, and semi-structured interviews. In so doing I, was emphasising triangulation. This is the process whereby the researcher utilises multiple data-generation methods to ensure that research findings resemble the actual truth of the research phenomenon (Creswell, 2008; de Vos et al., 2014; Maxwell, 2013). This study is on teachers' experiences and personal meaning. Such cannot be measured to show its validity and reliability as in quantitative case study. It can, however, be portrayed by its trustworthiness and credibility. In qualitative case study, trustworthiness lies under four headings, namely: credibility, dependability, transferability, and confirmability. Guba and Lincoln (2004) agree with Yin (2015), that if the researcher abides by these four requirements, the research findings will be reliable.

### 4.7.1. Dependability

Dependability describes the consistency displayed by the research findings when similar data is generated within the same process (Cohen, 2011; de Vos et al., 2017). To ensure dependability, I recorded and documented my meetings with my participants. Such involved first meeting with my participants in which rationale for the research and the whole process was discussed. The response to reflective activity, notes attained from document analysis, lesson observations and semi-structured interviews were also discussed in detail (Yin, 2015). Creswell, (2012) and Shenton (2004) emphasise the importance of a thorough understanding of data generated, before concluding the findings. I listened carefully to my recordings in a quiet environment in order to transcribe data as given by the participants. The research process and research questions to be utilised in all data-generation methods were repeatedly clarified to participants. Participants were given the opportunity to validate my research findings, in order for them to attain dependability (Nieuwenhuis, 2016).

### 4.7.2. Transferability

Cohen et al. (2011), Merriam (2013), and Yin (2015) describe transferability as the degree to which the research findings can be generalised or transferred to another setting. Furthermore, Shenton (2004) posits transferability as the ability to transfer the same research findings to another context to produce yet the same findings. In ensuring transferability, I gave a clear

description of my research phenomenon, research methods, and direct quotations from data generated. Research findings and recommendations can be transferable to any other teacher using Jika iMfundo tools. The research deals more with teachers' experiences in integrating Jika iMfundo into the CAPS. Many of the schools in the different provinces abide by that policy. Furthermore, research findings can also be transferable to curriculum developers. Such can view what teachers are experiencing when utilising these documents, which might assist in reviewing these documents, should this be necessary.

### 4.7.3. Credibility

Guba and Lincoln (2005) define credibility as the quality of reality and truthfulness revealed by the research study. Shenton (2004) and Silverman (2013) aver that, for research findings to be credible, they should be trustworthy, convincing, and believable. In ensuring credibility in this study I was honest in conveying the reality of what participants were experiencing in their integration during teaching. This was displayed via multiple data-generation methods, viz, reflective activity, document analysis, lesson observations, and semi-structured interviews. Such gave me an opportunity to explore and generate rich data for my research. I also encouraged participants to be genuine, sincere, loyal, and without any fear apropos of data generated. Lastly in order to learn how my participants viewed the procedures I open opportunity for debriefing to allow potential insight into nature of the research findings, and providing ideas for future research.

### 4.7.4. Confirmability

Creswell, (2012), Guba and Lincoln (2005), and Yin (2015) describe confirmability as the degree of confidence presented by research findings which denotes the participants' point of view rather than researchers' biases. According to Maxwell, (2013) confirmability reveals the researcher's attitudes and interactions with the participants during the data-generation process. Confirmability supplies evidence that research findings were not formed from the researcher's interests or motivations. In ensuring confirmability, I used multiple data-generation methods in which some participants' responses were confirmed from other levels of data generation. Verifying the truthfulness of reflective responses was not easy. By observing participants in their real classroom situation teaching, analysing documents, and semi-structured interviews, authenticity in all participant's responses was confirmed (Cohen et al., 2011; Shenton, 2004). I also ensured that participants were given the freedom to express their experiences freely

without my interference. Data generated were recorded and some were noted, depending on the method used during transcribing and analysis of data to ensure confirmability (Christiensen et al., 2010).

### 4.8. Ethical Issues

Shenton (2004) defines ethical issues as the acknowledgement of participants' availability to the study, in which confidence and the right to privacy is considered. Cohen et al. (2011) and Yin (2015) refer to ethical issues as the adherence by the researcher to participants' rights, confidentiality, and privacy. Creswell (2015) and Nieuwenhuis (2016) emphasise the importance of a researcher's moral behaviour and sensitivity when conducting a research process. Researchers must take into consideration the following principles: avoiding harm to participants, ensuring the availability of permission letters and informed consent, and respect for participants' privacy and anonymity.

Responding to the issues above, I applied for ethical clearance from the University of KwaZulu-Natal which granted me an ethical clearance certificate. I wrote a letter to the registrar at the Department of Education requesting permission to conduct a research study in their schools. I also went to schools to request for permission to conduct research. The principal introduced me to the head of department, who assisted me in selecting teachers suitable for my research study. As per permission granted by the principal, we had a meeting with those teachers. I introduced myself and gave the reason for my research study, assuring that the research findings would only be for study purposes. I made potential participants aware of their rights: anonymity, confidentiality, and the right to withdraw at any time. Moreover, I informed the personnel that there was no financial gain for partaking in this research study. Subjects showed an interest: after reading and understanding the consent forms, they signed them. I also assured participants that no information would be shared with any person not partaking in this research study. Furthermore, in assuring anonymity to participants I used pseudonyms. I informed the prospective participants that their recordings would be locked in university cabinets for five years before being destroyed.

### 4.9. Limitations

Limitations are those characteristics that impact the development in the research. Such might sometimes divert the researcher, who would go another direction in order to reach the apex of

the study (Creswell, 2007). Christiensen et al. (2010) aver that it is essential for the researcher to learn to confront and understand the shortcomings arising from the process of generating data for the research. I was unfortunate, because my data-generation process was during the outbreak of the Covid-19 pandemic. This affected the whole of South Africa, especially the education department. Most of my schedules were disturbed: one of my participants did not manage to submit the reflective activity in time, being affected by the coronavirus. Another challenge was that I received a call from one of my participants informing me that she would not be able to continue partaking in the study, owing to her comorbidity. I tried to negotiate with her to continue while at home. This failed, her residence being too far from mine. I was forced to find another participant to fill the gap left open.

During lesson observation, I was greatly challenged by the following factors: high rate of absenteeism (learners), reshuffling of classrooms, owing to social distancing, teachers trying to cope with teaching learners wearing masks: unsure whether they were responding, coping (teachers) with rescheduled time tables and coping with uncertainty of the classroom atmosphere. I was forced to reschedule my dates for observations because some dates were during the lockdown; and also giving teachers time to familiarise themselves with the atmosphere. During interviews, most teachers were complaining about the unavailability of time during school hours, owing to curriculum coverage. We had long unplanned holidays. As a result we decided to reschedule all the dates to weekends. Finally, the whole process of data generation was successfully achieved, despite not as had been scheduled.

### 4.10. Chapter Summary

This chapter discussed the research paradigm, research design (qualitative case study), sampling (purposive and convenience), data-generation methods (reflective activity, document analysis, lesson observations and semi-structured interviews), data analysis, trustworthiness (dependability, transferability, credibility, confirmability), ethical issues, and limitations, that affected the flow of the research study. The following chapter presents data analysis, and findings of the study.

# Chapter 5

# Data presentation, Analysis and Discussions

## 5.1. Introduction

The previous chapter deliberated on research design and methodology implemented in this research study. This chapter presents data generated on teachers' experiences of their practical settings, through the utilisation of multiple-generation methods; reflective activity, document analysis, lesson observation, and the semi-structured interviews previously discussed in Chapter Four. Data generation was influenced by teaching constructs and the CHAT constituents mainly discussed in Chapters Two and Three. Such assisted in the formulation of reflective questions utilised as guidance and support towards generation of data in all multiple-generation methods. Furthermore, in ensuring trustworthiness, I have used verbatim quotes to ensure that participants' voices are not lost. I have applied pseudonyms to represent participants: AT1, AT2, and AH3, for participants in the first primary school; and BT1, BT2, and BH3, for those in the second primary school. Data presentation and findings are discussed to address the critical questions of my research study:

- What were teachers' experiences of integrating Jika iMfundo into the CAPS on Mthonjaneni Circuit?
- How did teachers apply their experiences in integrating Jika iMfundo into the CAPS?
- Why did teachers experience the integrating of Jika iMfundo into the CAPS the way they did?

## 5.2. Data Presentation and Discussions

The segment below presents the analysis of data and discussion of findings to uncover what the participants have stated during multiple interventions of the research study. The interventions were on reflective activity, lesson observations, document analysis, and interviews, in which eight themes were generated. Theme 1 is the realisation of CAPS in practice, in which data analysis and discussion are reasons for integrating Jika iMfundo into the CAPS. However, in Theme 1 there were no reasons found for integration of Jika iMfundo into the CAPS. Accordingly, I excluded the document-analysis method. Other themes presented included all four data-generation methods. Themes revealed what teachers are experiencing when integrating Jika iMfundo into the CAPS, as prescribed documents for teaching and learning. Such correlates with what was discussed in Chapter Two (literature

review) and in Chapter Three (Cultural Historical Activity Theory). Themes and categories are presented below in Table 5.1., to give understanding and interpretation of findings and discussions extracted from the data generated from participants.

**Table 5.1. Concepts, Questions**

| Theme | Questions |
|---|---|
| **1.Realisation of CAPS in practice** | What are your reasons for integrating Jika iMfundo into the CAPS? |
| **2.Objectives to represent outcomes** | What are your goals in integrating Jika iMfundo into the CAPS? |
| **3.Prescribed content** | What content do you employ in integrating Jika iMfundo into the CAPS? |
| **4.Prescribed activities** | Which activities do you employ in integrating Jika iMfundo into the CAPS? |
| **5.Prescribed resources** | What tools/resources do you employ in integrating Jika iMfundo into the CAPS? |
| **6.Prescribed assessment** | How do you assess when integrating Jika iMfundo into the CAPS? |
| **7.Prescribed time** | When do you integrate Jika iMfundo into the CAPS? |
| **8.Community involvement** | Who do you involve in integrating Jika iMfundo into the CAPS? |
| | |

### 5.3. Theme 1: Realisation of CAPS in practice

Theme 1 clarifies teachers' experiences and understanding of why they integrate Jika iMfundo into the CAPS. Integration is mainly determined through teaching and learning. Integration of Jika iMfundo into the CAPS is applied during processes of teaching and learning (Metcalfe, 2015). Data was generated through reflective questions from reflective activity, document analysis, lesson observations, and semi-structured interviews. Participants were giving reasons which revealed their personal, societal, and professional experiences.

Participants AT1, AT2, and BT1 praised the introduction of the Jika iMfundo tool. It enhances their teaching, allowing them to be more confident and clear about the content in the CAPS document. Such produces high learner performance.

AT1: *I integrate because Jika iMfundo came with different documents which made it easier for me to understand CAPS policy document and be able to put it in to practice. It also gives me all the steps to follow in the process of teaching and learning. I do not have to crack my head thinking what to teach, how to teach and when to teach. Jika iMfundo guides and gives us lesson plan and how to distribute time accordingly without affecting other areas of each subject. As a result, whenever standing in front of my learners I am so confident about my lesson presentation. Yes, it came as our Messiah to our teaching challenges.*

Participant AT1 commended the introduction of Jika iMfundo with its documents as they give clear understanding of CAPS and the steps to be followed. The integrating has changed his attitude in teaching: every process is clear and easy to follow. He also has no challenge with what, how, and when to teach, which gives him more understanding and confidence in his teaching.

AT2: *I integrate because it is the departmental policy which we are expected to follow. Even our supervisors are there checking whether we do follow the policy with those changes. Really we are confused by these ever-changing curriculum yet not ensuring that we are fully acquainted with the new curriculum but we are expected to deliver wonders. Furthermore, I want to make sure that my learners are fully equipped to meet assessment requirements as set in the assessment policy.*

Participant AT2 stated her uncertainty when giving reason for integration. She integrates just to ensure that the departmental policy is complied with. Learners must know what is expected of them in order to meet assessment requirements. Even though she utilises Jika iMfundo tools, she appeared not to have a clear picture of Jika iMfundo.

Participant AH3: *I was born and bred in this community which is poverty stricken and full of illiterate people. I fully understand the need of my community in order to escape from all these. That is why I dedicate myself in all what I can do to eradicate illiteracy in my community. Jika iMfundo tools assist and support me in reaching my goal which is producing learners that are marketable to the future world. When integrating I ensure that I understand essentialities within CAPS policy document which I transfer it to my learners. With the experience I have, understanding integration of Jika iMfundo with CAPS acquainted me not only with knowledge*

*to teach learners but also to give support to my colleagues which enhance the performance for our learners.*

With the above excerpt, participant AH3 denoted his passion for teaching which is mostly influenced by the state of his community. He also expressed love and concern for his community, as it is poor and illiterate. This encouraged him to work harder in order to uplift the community, making it more desirable. Furthermore, it revealed that even his colleagues receive support, which enhances the performance for the whole school. It became apparent that AH3 is driven by societal experiences: his community comes first for him. In all he does, the focus is on producing better learners for his community. His teaching is centred on the needs of his community (Khoza, 2016). Moreover, participant AH3 does not only act as a teacher to his learners, strictly focusing on the accomplishment of departmental policy. He represents the whole community in teaching and developing learners holistically. Such revealed his stance as in loco parentis (Stenhouse, 2005). However, the desire for the upliftment of the community can be accomplished through rules (professional experiences) stipulated by the department. Comprehensive integration when teaching might bear fruit in learners' performance.

BH3:

*I integrate to enrich myself and ensure that my subject knowledge is up to date. I want to be an expect in my subjects. As I am new in teaching in the foundation phase using Jika iMfundo tools assists me in understanding what is expected on me as a teacher which makes it easier to pass it to learners. Integrating Jika iMfundo with CAPS gives me step by step for my whole teaching which minimise challenges caused by lack of foundation phase experience. I am able to do my planning and tracking curriculum coverage.*

BT1 pointed out challenges with CAPS which demanded solutions covered by the introduction of the Jika iMfundo programme.

BT1: *I integrate Jika iMfundo and CAPS to interprete CAPS, simplify and track my speed of curriculum coverage. When integrating, different concepts, activities and methods are more simplified than those given in CAPS which makes it easier to teach and be understood by learners. To summarise it the whole process of teaching and learning becomes much interesting and effective to both teachers and learners.*

BT2 states that integrating gives understanding to her role as a teacher. Jika iMfundo documents put it clearly when giving steps on what a teacher must do to present a lesson, as well as what learners should be doing during teaching and learning.

BT2: *Integrating Jika iMfundo with CAPS is very essential to me because it gives me an opportunity to know exactly what am I supposed to teach and when to asses it. Using different documents for teaching also gives clarification of different concepts and I know my role as a teacher and what is expected to be done by learners. I am now not that old school of thought teacher who understands that teaching is only standing in front of learners presenting lesson. Also it opens opportunity for interacting with my colleagues in which we plan together discuss what to teach on the next coming week and assist each other in some areas of difficulties. Moreover, it opens an opportunity to be with supervisor in which we discuss my challenges I came across during teaching which improve level of teaching and learning.*

Participants are driven by professional experiences. They wanted to simplify what is given in the CAPS in order to finish the annual teaching plan. Participants were following the rules as stipulated by the departmental policy. According to Khoza (2016), when people follow the policy as it is, they are driven by professional experiences. Integrating Jika iMfundo as a tool for the fulfilment of rules stipulated in the CAPS has developed a positive attitude towards teaching and learning. One participant said: *As a result, whenever I am standing in front of my learners I feel very much confident about my lesson presentation.* Hoadley and Jansen (2013) agree with Khoza (2018) that learners should be taught according to prescribed work in order to reach the set standards for qualification. Moreover, it appears that integrating Jika iMfundo into the CAPS develops a positive attitude in teachers, who clearly better understand what to teach. Such is of benefit to learners. Professional experience enriches teachers with knowledge to support them during teaching and learning. This involves ongoing learning, training, and workshops (Bernstein, 1999; Mchunu and Msibi, 2013). Furthermore, it appeared that, before Jika iMfundo, some teachers were facing challenges in distribution of time for teaching effectively: *Jika iMfundo guides us on how to distribute time accordingly without affecting other areas of subject (AT1).* Failing to conform to time allocated might result in poor curriculum coverage, having a negative impact on learner performance during their assessment period. This might affect the whole school performance and lead the school to be called underachievers (below 60%). School managers have to account for such an outcome. Therefore, Jika iMfundo offers simplicity and better understanding of their time allocation for each learning area in all subjects (Hoadley, 2018).

BT1: *It opens an opportunity for interacting with my colleagues in which we plan together.* It becomes clear that using Jika iMfundo to integrate promotes teamwork. Teachers plan together and assist one another, which means they are sometimes driven by societal experiences to contribute positively to their teaching, fully understanding what is expected of them. There is also teamwork with their supervisors assisting them with those aspects said to be challenging. Moreover, interaction with supervisors promotes transparency. Supervisors know exactly what is happening in the classroom, which enhances teaching and curriculum coverage. It becomes easy to track teaching pace to assist where necessary. However, societal experiences do not dominate, because, even though they are networking, teachers are following the policy stipulated by the department (Bernstein, 1999; Hoadley and Jansen, 2013; Le Grange, 2016; Khoza, 2015).

The response from one participant revealed that there is much misunderstanding on what Jika iMfundo is: "*Really we are confused about these ever-changing curriculum*" This articulates teachers' personal experiences and thinking about Jika iMfundo as another newly introduced curriculum following the CAPS. Such might cause difficulty in proper integration of the two. This also reflects the shortage of workshops in which teachers are developed on Jika iMfundo, as a tool. It is essential that teachers understand that Jika iMfundo is a programme designed to supply teachers with tools (trackers, lesson plans, assessment activities, annual teaching plans) to simplify the understanding of the CAPS and to give support in curriculum coverage (Maphalala et al., 2016; Metcalfe, 2015).

Participant AT1 shared her views during the interview, which clarified lack of parent-teacher relationships, and illiteracy in the community, even though the participant showed her enthusiasm in her teaching to produce best learners.

AT1*: Integration plays a vital role to my teaching because it arms me with the missing knowledge necessary for teaching. My aim is to produce learners that are of same level with any other neighbouring school which is mostly expected by parents. Without the support from Jika iMfundo tools this is very difficult because there is no parent-teacher relationship, parents do not co-operate if learners are given homework they are not assisted, most parents say they are illiterate and it is not their duty teachers must do their job. Only few learners come with their homework done which does not serve the purpose of giving homework to learners. Really this is annoying but after so many interventions in parents' meetings it seems no change on their attitudes. This demands me to design an extra time to cover it.*

Lack of parental involvement is causing frustration to teachers − giving learners homework seems to be unproductive, as it does not assist learners in any way. The teacher concludes by giving his personal experience on how he solved the challenge caused by poor parent commitment to their learners' work. The participants designed some strategies and gave extra classes or afternoon classes to close that gap. According to Hoadley, (2018) parents have a huge role to play in the learning of their children. They need to know exactly what is happening in the classroom. With the work given as homework they are able to know their learners' understanding of the concepts taught at school. They would know where and how to assist and support learners, as stated in South African Schools Act 84 of 1996. Furthermore, the CHAT highlights clearly that parents are essential elements in the teaching of learners; they are major constituents of the community (Hoadley and Jansen, 2014; Khoza, 2013; Lacorte, 2005).

The comment from some participants highlighted that they were still stuck on using one kind of teaching method. They were not clear on the other methods that would benefit learners. Such has changed after integration and more understanding of the CAPS document. *I know my role as a teacher and what is expected to be done by learners. I am not that old school of thought teacher.* According to Hoadley (2018), teaching involves choosing from different kinds of methods, provided it would assist both learners and teachers in achieving the set goal. Teachers should be able to determine a suitable role, whether as a facilitator or an instructor, depending on the reason for teaching a particular concept.

Analysing various excerpts from participants, it is clear that the CAPS policy document is linked to the Jika iMfundo programme. There is a connection in all topics available in both documents, which assists teachers with the support necessary to enhance teaching and learning (Maphalala et al., 2016; Metcalfe, 2015; Pillay, 2016). Tools within the Jika iMfundo programme spell out clearly what teachers are expected to do, through the supplying of lesson plans, annual teaching plans, assessment activities, and trackers. Such is the main reason motivating teachers' integration of Jika iMfundo into the CAPS document. Also, it clarifies the CAPS document for teachers. Moreover, both the CAPS and the Jika iMfundo programme are driven by professional experiences. They are both aligned with a performance model of the curriculum (Hoadley, 2018; Metcalfe, 2015). Working with both the CAPS and Jika iMfundo tools, such as the annual teaching plan, involves dealing with a hierarchy of topics. Such correlates and assists in giving support and better understanding of a subject to teach. Those topics are than changed into knowledge transmitted to learners for effective teaching and learning and qualification for the next grade (Khoza, 2013).

Excerpts further highlighted the passion and love for their calling which is expressed by dedication and commitment during teaching and learning process. This is highly commendable. Change is mainly associated with resistance, in which people have a fear of the unknown (Hoadley, 2018). Teachers put their interest in learners; they teach through the positive attitude developed when integrating Jika iMfundo. Difficult areas of teaching are simplified and more easily taught to learners, further improving teachers' knowledge and experience of their content subject. Teachers' interest may sometimes be influenced by the social context. One participant expressed his heartfelt attitude about his community: *I was born and bred in this community which is poverty stricken and full of illiterate people. I fully understand the need of my community in order to escape from all these. That is why I dedicate myself in all what I can do to eradicate illiteracy in my community.* It is evident that some teachers are motivated by social experiences which encourage and strengthen professional reasoning, in order to transform learners' social lives (Khoza, 2015; Le Grange, 2016; Tyler, 2013). Teachers are inspired to acquire more knowledge to impart to learners to be successful in their learning, thus addressing their societal needs.

It became clear from the excerpts above that integration plays a vital role in assisting and supporting inexperienced teachers with the knowledge lacking, in order to gain strength and confidence in their teaching.

BH3: *Integrating Jika iMfundo with CAPS gives me step by step for my whole teaching which minimise challenges caused by lack of foundation phase experience.* Lack of professional experience means lack of teaching knowledge in that particular subject content. Such might have a negative impact on learners' understanding and the kind of support needed to produce successful assessment results (Bernstein, 1999; Hoadley, 2018; Hoadley and Jansen, 2013). Also, it ensures that all topics, even those difficult in the CAPS documents, are covered in time.

However, uncertainty on understanding what makes CAPS and Jika iMfundo related needs some consideration; as some teachers still do not understand the reason for the introduction of Jika iMfundo and the importance of the CAPS document. That might proceed in bringing confusion and impact negatively on teaching and learning, as well as in learners' performance. More workshops are still needed from supervisors, subject advisors, as well as Jika iMfundo programme specialists.

### 5.4. Theme: 2 Objectives to represent outcomes

According to responses given by teachers, most participants revealed a great understanding of objectives; although very few differentiated between aims, objectives, and outcomes. This highlighted some challenges in understanding the objective of integrating Jika iMfundo into the CAPS. Teachers were not aware why they were using the two systems. They thought Jika iMfundo was a stand-alone curriculum with its objectives to achieve. Such is not the case. The objective of Jika iMfundo is to monitor and respond to challenges of curriculum coverage to improve teaching and learning (Metcalfe, 2015). The Jika iMfundo aims to change teachers' classroom practices and the way they present lessons to learners, in order to enhance learners' performance (Pillay, 2018). Jika iMfundo was established to serve as a curriculum tool to assist and give support in attaining the CAPS objectives. Teachers need to clearly understand their objectives as well as the outcomes for their lessons. According to Hoadley (2018), Khoza (2020), and Maxwell (2013), objectives are short-term goals to be attained by the teacher after each lesson taught. Outcomes are what learners should be able to understand, know, define, describe, and demonstrate by the end of each lesson. Jika iMfundo, as the CAPS curriculum support programme, supplies teachers with teaching tools (annual teaching plan, lesson plans, and assessment plans and trackers). Such puts it clearly as the objective for every lesson presented to learners.

Few participants revealed objectives, which highlighted lack of understanding and support from their supervisors.

AT3: *Really I am somehow confused on which curriculum objectives to follow because Jika iMfundo is coming with another objective if I ask for support from my supervisor she does not give herself time for the support and development I needed. This really demotivates us in doing our work effectively.* This excerpt discloses that some teachers still do not understand the interconnection between Jika iMfundo and CAPS; and also reveals that there is still a need for workshops to develop those teachers. Furthermore, it appeared that there is lack of teamwork in school-management teams, whose job is developing staff. It might also reveal resistance to change from teachers.

Most participants expressed that their objectives are professionally driven, because they were more concerned about what is to be achieved by the end of the lesson. Those participants were utilising different methods, resources, and activities to make sure that objectives are achieved as determined by the departmental policy (Khoza, 2015). Such confirms what is re-counted by

Hyland, Kennedy and Ryan (2006), that objectives are the most specific outcome of classroom instruction.

BT1: *When teaching, my objective is to assist my learners in mastering the knowledge I intend to teach them on that particular lesson by using different methods suitable for that lesson. Objectives are like to be the reason why am I teaching that particular lesson it is the purpose for my teaching.*

BT2: *When integrating in my teaching I ensure that my learners know and understand my lesson and are able to do activities set to check their understanding.*

AT3: *When integrating my objective is to cover all topics in the annual teaching plan as stated in CAPS in order to cover the curriculum in time.*

AT2: *Using Jika iMfundo tools plays a critical role in understanding objectives in CAPS document which eases the whole process of teaching and learning because it does not only equip me with knowledge to impart to learners but it assists me in ensuring that all the basic skills in all subject content are well understood and covered in time like in mathematics all the components are clearly organised with their objectives to be covered as well as outcomes expected to be covered by learners.*

BH3: *I want to make sure that my learners are well developed in counting skills and the ability to use four basic operations in mathematics and improving their language skills which is listening, reading, phonics and writing.*

Participants are driven by the objectives set for every lesson plan, which means they are professionally driven. Various methods, resources, and activities are applied to ensure that objectives are achieved; which is highlighted in the CHAT as one of the constituents of the performed curriculum. Teachers revealed that they were following objectives set in their annual teaching plans which assist in covering all topics specified for that term. Such keeps them on a par with curriculum coverage.

AT3: My *objective is to cover all topics in the annual teaching plan as stated in CAPS in order to cover the curriculum in time*. Furthermore, teachers elucidated the understanding of the interrelation between the CAPS and Jika iMfundo; as well as the importance of integrating the two. Such assists in covering their annual teaching plan, as well as the CAPS curriculum. From the data generated, it was revealed that integrating Jika iMfundo into the CAPS sheds light on important skills to be covered in each subject content. Participant BT3 articulated that her

learners must be well developed in mathematics and language skills. When learners attained those skills it would mean the achievement of objectives as well as learning outcomes (Hyland et al., 2006; Khoza, 2017).

When analysing their documents I discovered that teachers are clear on their objectives, especially when analysing trackers in which they had to express after every lesson, their challenges and the support they need (Maphalala et al., 2016; Metcalfe, 2015). Teachers were given opportunities of stating what they wished to be changed or improved. In all trackers checked, teachers were satisfied with the tools introduced to them, which proved to be of use in serving their objectives in teaching and learning. With the objectives in mind, teachers became successful in designing and presenting their lesson using suitable resources and forms of assessment for checking the success of the lesson (Bloom et al., 1956; Khoza, 2015a; Nkohla, 2017. Teachers' reflections indicated that not much responsibility was attached to trackers; rather they filled them in because they remained accountable to the department, and therefore they had to comply.

Furthermore, it appeared that some objectives are supported by societal needs. From the objectives expressed by some participants, it became clear that there are other objectives guiding and directing their teaching besides those expected to be achieved after every lesson taught and set in the departmental policy.

Some teachers said that the following objectives were driving their daily teaching:

AT1: *My objective when integrating is to arm my learners with skills that will assist them on their day to day experiences. I want my learners to be independent and be able to do things for themselves especially because we are teaching orphans and child headed households.*

Teacher AT1 is much concerned with skills that will assist his learners in their lifelong experiences to sustain the community.

AT2: *My goal is equipping learners irrespective of their socio-economic background, races, gender; physical ability or intellectual abilities, skills and values necessary for self-fulfilment and meaningful participation in society as citizens of a free country.*

AT2's objective is equipping learners with skills to assist their society, becoming acceptable citizens. Such denotes more concern with societal needs.

BT2: *My objective is ensuring that my learners are aware of the pandemic disease Covid 19, by enriching them with knowledge in whatever I am teaching e.g. in language when teaching comprehension, it would be based on virus. Even though I am still following CAPS document but precautionary measures against Covid 19 are at the moment my important directive. We need to save our community.*

BT2 aims to enrich his learners with precautionary measures to protect themselves, as well as their parents, in order to save their community from the pandemic Covid-19 as emphasised by the department. The coronavirus, also known as Covid-19, began in China, affecting the whole world, and disturbing all the systems, especially the Department of Education. The South African Department of Education endorsed a policy that in every subject taught there should be an inclusion of lessons about the disease (Khoza, 2020).

Teachers thus put forward societal needs as their emphasis on equipping learners with skills to be good citizens (Bernstein, 1999; Hussey, 2003). According to Le Grange (2016), teaching is not only about focusing on the planned curriculum: it should also include lifelong experiences. This was also highlighted when BT2 rated his learners' health as more essential than any other aspect of teaching and learning. Besides focusing on the curriculum, teacher BT2 emphasises acquainting her learners with precautionary measures to teach their parents to protect themselves against disease.

### 5.5. Theme 3: Prescribed Content

According to Hoadley (2018), prescribed content refers to forms of facts, concepts, theories, skills and principles taught and learnt. Prescribed content is determined by the experiences and skills which are demonstrated by teachers in order to be acquired by learners during teaching and learning (Khoza, 2015; Hoadley and Jansen, 2013; Shulman and Shulman, 2013). The CAPS is a departmental document containing subject content divided into different topics and other important elements for teaching and learning. Jika iMfundo, as a curriculum tool, includes various tools, especially the annual teaching plan, which contains all the detailed topics and concepts found in the CAPS (Metcalfe, 2015). The content topics are further distributed in trackers. Such are also subdivided into lesson plans, making it easy for teachers to present lessons to learners. It is essential that teachers stick to intended topics in order to finish such within the specified time, ensuring that learners are well developed with the required skills. When teachers were asked about the content they employ when integrating Jika

iMfundo into the CAPS, their response were differentiated according to their experiences in teaching.

AT1: *Integrating CAPS and Jika iMfundo is easy because all the topics in CAPS are the one that are used in our annual teaching plans. It's almost the same the only difference is that in Jika iMfundo the content is detailed and easy to follow. In mathematics the content is subdivided as follows: Number operations, Patterns, Space and Shapes, Measurement and Data Handling. In Languages the content is subdivided into Listening and Speaking, Reading and Viewing, Phonics awareness, Handwriting and Writing. In Mathematics more emphasis is on Number operation which is given lot of attention and more time is given to it depending on the grade for an example in grade one about 68% is given to numbers because so many concepts are to be mastered. In Languages more attention is on Listening and Speaking and Reading. Having developed with the Jika iMfundo curriculum tool I know exactly what to teach my learners and how to use all other documents supplementing CAPS document.*

AT1 knew her content in each subject, as she was able to specify those content areas that are mostly in need of attention. It is also highlighted that she was aware that the CAPS content is the same as in the Jika iMfundo annual teaching plans; only the details are different. Teacher AT1 is driven by professional experiences because she is strictly directed by departmental documents in her teaching.

AT3: *As a mathematics teacher in our annual teaching plans teaching content is clearly detailed I am able to teach my learners with confidence. While we were using CAPS alone there were concepts that were difficult to teach but after using Jika annual teaching plans I managed to deliver to my learners. Some topics are long and need time for learners to master them which sometimes I become forced to pass to the next concept because of time. I pass with the hope that most topics are repeated in all terms so that is where I get time to consolidate those concepts I was not happy about.*

AT3 enjoys his teaching content, although he has concerns with the length of topics to cover within a short space of time. He used the other terms to consolidate what was missing. That requires a strong cognitive level and good recording in order to remember those learners who were lacking in mastering learnt concepts, giving them more attention the following term.

BT1: *Yes, Jika sorted so many challenges that we had with CAPS but in some instances integrating is still challenging look at the lesson planned for the day in Mathematics it is too long especially for young pupils in foundation phase sometimes I have to teach two concepts*

*on the same lesson such as addition and subtraction. That is confusing to those who are slow learners. At the same time there is no opportunity to consolidate those lacking concepts except in Fridays which sometimes does not work if there is assessment by the end of that lesson.*

BT2: *Language is divided according to those important skills in learning. In Listening and Speaking more focus is on storytelling and answering of questions (comprehension tests) poems and rhymes. In Reading focus is on reading aloud, acting out the story and the ability to handle book correctly. There is Shared reading for the whole class and Group Guided Reading (GGR) for a special group of the day. In Handwriting the focus is on pen handling, correct letter writing and Spacing. In writing the focus is on fill in the story, birthday messages, writing their names, writing short sentences and drawing easy pictures. The whole content is very important in developing learner's skills. Mathematics also has its five components. All the components in CAPS are included in our annual teaching plans and are detailed for our understanding so it is important to teach them as interrelated to each other.*

Teacher BT2 expressed a great deal of explicit knowledge with the content, and she is aware of activities under each of those components. She also understands that all components are interrelated, so they cannot be treated as individual components.

AT2: *With the content given in all subjects my concern is on different subtopics to be covered in one presentation in mathematics there are almost five subtopics to cover namely counting, mental maths, homework corrections, lesson presentation, class activity and homework. For me this is too much we end up running to finish up these topics without considering whether learners have mastered anything about the content taught. According to my own look and understanding all these subtopics are important on their own they need to be treat on their own significance. There is no enough time for practice yet there is a need in order to consolidate what have been learnt and ensuring that certain skills are covered.*

Teacher AT2 sees distribution of the content too much for the day's presentation, such that this may mean that they do not fulfil the purpose of their teaching when focusing on covering the topics for the day. She also mentioned lack of time to allow learners to practise what is being taught, thus consolidating the concepts. According to Hoadley (2018), learners need to be given sufficient time to practise, in order to consolidate and gain more understanding of the new concept or skill taught.

BT3: *I am happy about the content it is clear and easy to follow. My challenge is with grade four learners who are unable to cope with code switching as they were taught in their mother*

*tongue in previous grades and apparently they had to learn on their second language and there is no time to practise that. For me their content should be lesser giving that allowance for code switching.*

Teacher BT3 is also satisfied with the content, except in Grade Four. Content there, according to him, needs attention. The department should consider that learners are taught and are learning in their second language for the first time. According to him, their content should be reduced, allowing them more time to practise and become used to new concepts.

Most teachers were satisfied with the CAPS performance-based curriculum content, as designed by the Jika iMfundo programme, to develop their content knowledge. However, some participants highlighted challenges. With the content prescribed in the Jika iMfundo annual teaching plan, teachers were able to display their professional experiences; as they followed the rules prescribed for teaching and learning. Participants also emphasised that all topics that are in the CAPS documents are also available in the Jika iMfundo documents, with all components as per subject. They commended Jika iMfundo for its detailed content with all essential learning skills in different subjects, which are easy to follow. Some participants applauded the new exposition of different skills. Such allowed interaction between teachers and learners with the aim of developing formal knowledge in language and mathematics (Hoadley, 2018; Lumadi, 2016). Another important point was that participants understood that, as much as each component focuses on its skill, components were interrelated and inseparable.

However, with all the applauding from participants, there were challenges in connection with the content: their professional experiences were challenged. One of the challenges was insufficient time for remedial work. Teachers were rushing to finish as scheduled, and no time was allowed for slow learners. They (teachers) also mentioned that relying on Fridays for consolidation might sometimes not work. Continuous assessments are on all school days which demands new strategies to consolidate learnt content. Teachers also complained about inclusion of different concepts in one lesson. Such might be confusing to learners. Repetition of topics in different terms was recommended by some teachers. To some this was of no help, because by that time, all that was learnt would be forgotten by learners. According to the findings, teachers were experiencing some challenges. However, that did not change them from being professionally directed by following the teaching plan from the department.

### 5.6. Theme 4: Prescribed activities

Activities determine interconnection and interdependency between teachers and learners in order to show understanding and success in teaching and learning. Teachers give activities to learners to see whether the lesson was understood, and also to give learners an opportunity to practise what is important to be mastered by learners. Activities can be learner-centred or teacher-centred, depending on the lesson presented. Teachers were to give their experiences on integrating activities into Jika iMfundo with the CAPS. Most teachers highlighted much dependency on the Jika iMfundo documents. All activities and steps to be followed are given for those activities. Teachers were supplied with full lesson plans clarifying steps to be taken by teachers and learners during activities.

During data generation, most teachers commended the introduction of the Jika iMfundo curriculum tool, as it came with activities that are relevant to lessons presented.

AT3: *According to my understanding activities best highlight the kind of connection between me and my learners because I get to understand even those with learning disabilities. Jika iMfundo has made it easier to give learners different activities relevant for subject matter as all activities are well planned and prepared. Mine is to deliver by giving them instruction that will clarify what is expected for them to do. All the skills are well established like in Language four aspects are always planned and prepared with their activities. In Listening and Speaking learners listens to variety of texts and speak about particular content of text they had listened to. In Reading and Viewing learners read the text for comprehension and respond to questions about the text. In Language in context learners do language activities sometimes derived from the text. Lastly in Writing and Presenting learners observe all writing steps and put them into practice.*

Teacher AT3 displayed much of his teaching experience during lesson observation, which correlated with what he said during interviews and in reflective activity. Even though Jika iMfundo tools assisted with relevant documents, teacher AT3 knew what was expected of him. He was able to explain instructions clearly. In his class, learners were having fun during teaching; they were enjoying doing their activities. While still interviewing, he highlighted that he strongly believed in learner-centred activities. He likes learners to be active when being taught. Such was advantageous to learners because they were able to master the content much easier. He also stated that he appreciates the introduction of Jika iMfundo tools because it saves time preparing activities for the lesson.

AT1: *Activities are very important when I am teaching because that is where I am able to see whether they were listening to me. Activities assist me in consolidating what had been presented during lesson. Integration of CAPS using Jika iMfundo tools has made my work so easy as it came with activities that I was not sure what to do with my learners e.g. in Reading my focus was only dealing with whole class reading and I was overlooking Group Guided Reading (GGR) because I was not sure about the expectations. Jika iMfundo lesson plans put it clearly what should be done by me and my learners. For me that tool reflected and clarified those aspects that were not clear as a result were overlooked during teaching and learning.*

AT1 painted a colourful picture of the employment of activities in integration proving such advantageous all around. She spotted some important aspects that enhance the level of teaching. She spoke of clarification of essential aspects in teaching (activities for teaching GGR) which were overlooked long before integration began.

BT1: *Using Jika iMfundo tool activities is so fun and interesting to me and my learners because activities to use and give learners are clearly defined even if one did not attend tertiary s/he can follow steps and teach learners. Activities given in the lesson plan especially in mathematics are also well explained in learners' workbooks with the language well understood by learners which makes it easier for them to do those activities. Before the introduction of Jika iMfundo curriculum tool there were topics not clear how to tackle them which sometimes caused us to feed learners with poisonous information.*

BT1 also commends integrating activities as fun. She also identified the correlation of activities in the lesson plan with those in learners' workbooks. Such depicts clearly that those activities are well planned and easy for teaching and learning. She further mentioned the clarification of activities in the Jika iMfundo tool in some topics that were not clear in the CAPS document; such improved teaching and learning.

Contrary to the above responses, teacher BT3 seemed to be confused about the question in his reflective activity.

BT3: *I review the term focus, prepare resources and content to teach. I also prepare short introduction so that it can be explained in simple terms and make sure that I have prepared concepts before I teach.*

Looking at BT3's response, it was clear that he thought I was asking about his activities in preparation for teaching. Such was rectified during interviews, as I explained to him the kind

of activities I was referring to. He also commended the introduction of the new curriculum tool as supplying activities on the level of the learners, also attesting to what is being taught in the learning content.

AT1: *I am totally against the introduction of that new curriculum tool as it came with difficult and long activities for learners. There are learner activities in Jika iMfundo workbook taking more than allocated time while learners were also expected to have done and finished all activities in the departmental workbook which seemed to be more important because if departmental official came they expected that all those activities to be done and marked.*

AT2: *Activities are too much for learners, I do not get time for doing corrections and giving effective feedback to my learners. Ours is to run in order to finish annual teaching plan. Why is it important to give so many activities because according to my knowledge even two sums can serve the purpose. There are also homework activities which again cause lot of trouble because parents are not helping their children in doing them. When asking learners why they did not do their homework they said their parents are illiterate and some said they could not because there are lot of homework's and they are tired as they work in sugarcane farms. How can you help your learners if only 5% of learners did that homework? They need to rectify this before causing damage to teaching and learning.*

BT3: *I follow what the department expected me to do I use those activities set by the department which is totally against my will and understanding because that is undermining my knowledge and capabilities in managing my learners' needs. As I am teaching my learners I have full understanding of what kind of activities suitable for them which will also cater for their learning capabilities.*

Teachers AT1, AT2 and BT3 reject the Jika iMfundo tool, saying that it came with too many activities which were impossible to finish within the allocated time. There was no time to assist learners with corrections. According to teachers' personal experiences, time should be allocated for corrections in each activity given. Poor planning by the department was revealed in that mathematics learners were expected to do two different activities at the same time − the one in the Jika iMfundo workbook and the other one in the departmental workbook. The latter are essential, as officials need to see them when checking learners' work. AT1 also complained about homework activities which are not done, owing to various reasons given by learners. Teachers employed their personal experiences in which they opt to use other activities as homework. Such might be against professionalism as determined by the department. Teacher

BT3 was not satisfied with the activities planned and prepared by the department. These deprived teachers of opportunities to guide and support learners according to their needs. Teachers even proposed some recommendations for modification before damage was done. Teachers were simply finishing annual teaching plans and not considering the teaching and imparting of knowledge to learners.

During lesson observations, I noticed that most teachers against the use of Jika iMfundo activities were not entirely dependent on lesson plans assigned to them. They were dominated by their personal experiences with reference to their choice to add to what was in the lesson plan. Such might either be advantageous or disadvantageous. It may be against professional experiences/rules to be followed during lesson presentation. Learners might fail to finish their annual teaching plan on time, therefore not be fully prepared for their assessments. Learners might be more knowledgeable as they would be doing activities that are more relevant to their educational needs. A large number of learners did not submit their homework books, which was a sign of not having done their homework activities. For those teachers in support of integration, they were having fun during their presentations, and their lessons were interesting (Hoadley, 2018). Lesson activities were flawless, which showed that teachers had visited and understood their lesson plans before teaching. They were motivated by their professional experiences in following all the instructions as they were supposed to. Even learners were active participants when doing activities. Another experience was that some teachers appeared not to have prepared themselves before teaching. They looked repeatedly at their lesson plans while teaching and giving activities. Teaching without prior preparation is time wasting. Teachers might also be teaching something they are not sure of, simply trusting in prepared lesson plans (Kain, 2003).

According to the CHAT, activities should be divided accordingly, which I noticed in most of teachers during lesson observations. Some activities were both teacher-centred and learner-centred, which allowed every member of the class to be an active participant (Vygotsky, 1978). The concept of ZPD promotes interconnection and interdependency among teachers and learners in doing activities which enhance their psychological aspects (Allen and Jackson, 2017; Gerjets, 2004). When all members are active in the teaching and learning, teachers give accurate instructions to learners; and learners successfully work on given instructions in their activities. Their critical thinking is also evoked. Integration of the Jika iMfundo curriculum tool into the CAPS seemed to be fulfilling that aspect through lesson observations observed.

According to my findings when analysing documents, there were many activities in the Jika iMfundo workbooks and in departmental workbooks. In all lessons prepared there were activities to be given to learners. When asking teachers during interviews how they manage to finish those activities, some said they do one workbook in the classroom and the other one is done at home. This was alarming, because there are homework activities for every lesson. Some teachers appeared to be driven by their personal experiences, in which they choose to use one workbook, overlooking the other one, trying to reduce class activities. Learners might, however, be overloaded if some class activities are given as homework. Classroom activities are given on a daily basis, especially in mathematics. There are other homework activities from other subjects that learners must do at home. This might also be why parents are not assisting their children. Some teachers complained that parents are demotivated by too much homework given to their children. Teachers were sometimes directed by personal experiences, in which they decided for themselves on which activity and alternative lesson were suitable for class. However, professional experiences were the most dominating in the whole teaching and learning process.

### 5.7. Theme 5: Prescribed Resources

Resources are tools utilised to promote teaching and learning. Such includes software resources, hardware resources, and ideological-ware resources (Khoza, 2013). These are also called teaching aids. Most teachers were very comfortable when asked about the tools they employ in integrating Jika iMfundo into the CAPS. Teachers really knew and understood what the resources were. Teachers emphasised those resources supplied by the Jika iMfundo programme. These were annual teaching plans, lesson plans, trackers, compact discs, books, and posters. These curriculum tools were introduced to assist and support teachers in better understanding of the CAPS document and curriculum coverage (Metcalfe, 2015; Maphalala et al., 2016; Pillay, 2018). Furthermore, in most lessons observed, ideological resources (teachers) were mainly utilised. Teachers referred to the CAPS document as their resource book containing a number of topics for different subject content used for teaching and learning (Hoadley, 2018; Hoadley and Jansen, 2013).

The Jika iMfundo programme ensured that most material needed to support teaching and learning was supplied: starting from the annual teaching plan which interrelated with the CAPS, because all topics in the CAPS were also available in the annual teaching plan

(Metcalfe, 2015). Other tools supplied were books, learners' workbooks, posters, dictionaries, lesson plans, and trackers based on classroom teaching. For teaching and learning to be effective there are other resources to be considered. They are divided into three: software resources, hardware resources, and ideological-ware resources (Khoza, 2013). Effective teaching is mainly determined by correct utilisation of resources, especially ideological-ware resources, as the heart of teaching and learning. Both schools have hardware (photocopier, laptops, and overhead projectors) and software resources (Jika iMfundo annual teaching plans, books, workbooks, dictionaries, posters, trackers, and the CAPS documents).

According to Gibbs and Jenkins, (2014) resources are an essential component in making teaching and learning interesting and fun for learners. Teaching cannot be effective and successful without the utilisation of resources. Whenever a school faces a shortage of resources, teachers would be expected to be more creative and skilful in improvising and designing their own resources suitable for their teaching content (Otieno, 2010). Resources are essential in arousing learners' learning interest and probing them to think critically (Khoza, 2017; Khoza, 2018b; Mpungose, 2017). Vibrant and colourful resources enhance learners' concentration and love for learning, which is evident in most resources supplied by Jika iMfundo.

Teachers responded as follows on the question about how they employ resources integrating Jika iMfundo into the CAPS:

AT1: *Integrating resources is very easy to us as we are using Jika iMfundo programme because whatever resource supposed to be utilised in any lesson is supplied to us. Teaching is very easy because there are also steps to follow when using them. In language there are big books for Shared reading, small books for Group Guided Reading, Posters for listening and Speaking and Writing and learners' workbooks. For Mathematics books are supplied by the department together with learner's workbooks which are not much important because in our lesson plans everything including activities are available. There are also other important resources that are used by me annual teaching plan, lesson plan and trackers without them I do not know how my teaching would be.*

In teacher AT1's response, it was clear that all her trust was in the resources supplied by the Jika iMfundo and the department. She commended these resources on assisting her in teaching. Other resources seemed to be less important; the teacher did not use any hardware or ideological-ware resources.

During the interview session, I asked the teacher about the activity sheets she was using during her lesson observation. I wanted to know whether these were supplied with the lesson plan or whether they were prepared by her. She responded by saying: *Activity sheets that I used were copied from lesson plan. It is important to prepare it prior because there is a queue of other activities from other teachers waiting to be copied as we only have one photocopier which is operated by our supervisor. Sometimes we even go to our neighbouring schools with enough photocopiers to help us.* That response highlighted that she also uses a photocopying machine to make copies for activities; which is a hardware resource. I also noted another utilisation of hardware resources in our interview, in which the teacher was explaining how she sometimes teaches rhymes and letter sounds: *Rhymes and letter sounds are sometimes difficult to teach if you are not good at singing such as myself but that is not a challenge to me because Jika iMfundo supplied us with CD and our school gave us radio cassettes to play during those lessons.* A radio cassette is another type of hardware resource which plays a major role when teacher is unable to present her lesson as it stands.

Further to that, during the interview, I enquired how far the teacher had gone on the CAPS document, the master resource book in teaching and learning. In her response during reflective activity, nothing had been said about such. Her response was: *To be true I really do not bother myself on checking what is happening on CAPS document because everything is given in all the documents supplied by Jika iMfundo why should I waste my time on that.* Teacher AT1 seemed to be overlooking the CAPS document because she sees it not important to be checked, and a waste of time. She only relied on what is supplied by the Jika iMfundo programme, which behaviour is against the departmental policy.

Teacher AT2 spoke about employing resources to integrate Jika iMfundo into CAPS.

AT2: *Resources are very important in teaching and learning. There are resources specially used by teachers in preparation for her teaching such as annual teaching plan, reference books, CAPS document, and trackers. For me tracker is the most important resource material because it gives all about the lesson to teach; the topic, resources, time allocated for, pages for learners' work in their department workbooks and assessment for the lessons. It also gives us printable material and continuous assessments. Yoo I salute that document it keeps us on track for teaching. Lesson plans are clear and to the point it drives me step by step up to the last action of my lesson. And there are also those resources we use in the classroom with learners: chalkboard, posters, big and small books, charts, counters, blocks and workbooks*

*for learners.* Teacher AT2 knew her resources and she enjoys using them. Even during her lesson observation, she showed much experience in her teaching. Learners were participating well; and she was able to handle her special group, yet occupying the whole class with DBE workbooks as she was teaching GGR.

AT3: *I use CAPS document, prescribed textbooks, DBE workbooks and learners' exercise books. I read my lesson plan to ensure that I know exactly what is to be taught to learners. The resources that are needed for each lesson are listed in CAPS or in the tracker. I also make sure that I check required resources for each lesson ahead of time so that I have them ready during lesson presentation. Those resources could be counters, number boards, examples of shapes, newspapers, magazines.*

Teacher AT3 depends largely on software resources. No other type of resource was touched on in his reflective responses. He seemed to be understanding the importance of utilising the CAPS document in all his lessons. The teacher mentioned that resources are always given in the CAPS document. He further mentioned that some were given in trackers but not all of them are supplied by the Jika iMfundo programme. Some resources were to be prepared by the teacher prior to lesson presentation, to avoid wasting of contact time.

During his lesson observation, I was impressed by the way he was teaching his mathematics in Grade Seven using the overhead projector. Learners were working with him in mastering steps for adding negative numbers. Learners were active; I commended him on making the lesson enjoyable. Lastly, learners were given an opportunity to display on a worksheet what they were doing with their teacher. In our interview I asked him about the use of the overhead projector.

AT3: *I use overhead projector when wanting to involve all my learners to my lesson at the same time and it is time saving because I just use prepared sheets. Mine is to teach and be able to concentrate on my learners' involvements in what I teach.* Looking at the resources teacher AT3 utilised during lesson observation, it became clear that he also utilised hardware resources in the form of the overhead projector; and photocopiers for activity sheets were of course hardware resources.

We also shared some ideas on how much he knew about ideological-ware resources.

AT3: *Ish… I have never heard of ideological resources really what is it all about because may be I am utilising them only that I am not aware that it is ideological-ware resources.* After a

brief explanation he accepted that ideological-ware resources were the most essential resources.

AT3: *Mmm I was truly not aware that even me is a resource, no teaching is without it because even if it is a learner-centred activity there are instructions to be given first. I also network with my colleagues to develop myself in my subject content.* He also agreed that the research had developed him greatly, because there were so many things exposed to him which he had not thought about before.

BT1: *I used DBE workbooks, trackers, annual teaching plans, lesson plans, assessment record sheets, learners' exercise books and my exercise book for recording assessments photocopier for copying class and assessment activities, cds and cassettes for playing cds.*

Teacher BT1 understood what resources were, because she mentioned both software and hardware resources, but not ideological-ware resources.

Teacher BT2 highlighted that, as much as Jika iMfundo supplied teachers with resources some lessons need teachers to look for their own resources, which were sometimes difficult to find.

BT2: *Jika iMfundo supplied us with resources in some lessons but I usually find it difficult to get some initiated resources which are obscured to learners like one in language lesson where learners had to cut names of big stores in town. For our learners it becomes very difficult because most of them had never visited town as we are very far from town even getting a magazine is very difficult to them so it remained our job to get them magazines to cut those pictures and words. Another difficult part are those lessons with activity worksheets because we do not have photocopiers for teachers one has to make a request if many teachers waiting before one might end up not having those worksheets. It could be better if they allowed us to change it to relevant topic suitable to our learners.* Teacher BT2 does not always approve of the resources suggested in their lesson plans. She believes some to be irrelevant to learners, being above their cognitive levels. She also lamented the shortage of hardware resources. They have only one photocopier for the whole school, costing much time. Those lessons she saw as irrelevant for learners may be adjusted to her learners' cognitive levels. The teacher was very happy to hear that, and appreciated our interview,

Teachers AT1 and AT2 expressed their uncertainty about activities in learners' workbooks. During interviews these teachers complained about the number of activities planned for learners in their workbooks.

AT1: *Yes, Jika iMfundo gave us all to use in our teaching but I am not happy about activities in learners' books even on department workbooks still lots of activities. They are too much for learners yet given few minutes for doing them.*

AT2: *The department need to review the amount of activities in learners work too many to be finished in one period and there is no time to explain how are they going to do them*. From those excerpts, teachers highlighted their concern on the number of activities; such are not easy for learners to finish. Teachers even suggested that the department review those learners' workbooks minimising activities, so as to be able to finish within the allocated time.

Teachers in their teaching and learning were professionally driven; they were using prescribed lesson plans. Teachers considered these relevant and colourful. Large books in the foundation phase were written in bold letters giving interesting stories and large pictures. Even small books had exciting pictures and the stories relevant to their grades. Posters were large, stimulating, and colourful for use in language lessons. Annual teaching plans, lesson plans, and trackers were easy to follow, giving diverse lessons prepared for teaching and learning. There were learner-centred and teacher-centred lessons, all with instructions that were easy to follow. All topics in the CAPS document were covered in the annual teaching plan and other teaching documents. At the back of each tracker there were assessment activities and record sheets.

In both schools visited hardware resources were a challenge. There was only one photocopier in each school and two laptops, one for the principal, and one for the school administrator. Both schools have only one overhead projector, which they told me was supplied by the department. Teachers were finding it difficult to obtain necessary resources. No money was budgeted for such, as their schools were 'no-fee' schools. Societal experiences played an important role. Teachers have to use their good relationships with the neighbouring school that has sufficient resources, in order to proceed with their activities on time.

Teachers' experiences on the employment of various resources highlighted that teachers were depending on resources supplied by the Jika iMfundo. They do not use other references aside from those given, which proves that they were directed by professional experiences, following the rules. Another finding was that, to many teachers, the Jika iMfundo has made them overlook the CAPS document as superfluous to teaching and learning. The introduction of the Jika iMfundo was to bring more understanding of the CAPS document and curriculum coverage. Teachers need to be developed on understanding that both the CAPS and the Jika

iMfundo documents are important tools to be utilised in teaching and learning (Maphalala et al., 2016; Metcalfe, 2015).

### 5.8. Theme 6: Prescribed Assessments

According to Angelo and Cross (2012), Khoza (2015), and Van den Akker (2009), assessment is a systematically planned process of gathering information on the effectiveness of teaching and learning. Van den Akker et al. (2009) define assessment as a tool for measuring intended curriculum and the attainment of learning outcomes. Furthermore, assessments inform the teacher of the effectiveness of the methods used during teaching and the level of learner understanding of the content (McAlpine, 2002). Assessment focuses mainly on what learners know and have mastered. Such are then used for grading purposes to the next level (Hoadley, 2018; Hoadley and Jansen, 2013). Assessment is viewed by Angelo and Cross (2012) as two-dimensional, in which the teacher is much concerned about what to assess, how to assess, and the response to give after assessment; and also observing and improving learning. Assessment can be formative, summative, peer, or continuous.

Assessment in the Jika iMfundo involves all types of assessments performed continuously. After every lesson presented there are assessments relevant for that lesson, and depending on the purpose of assessment. Most assessments at the end of the lesson are formative and summative; because there are marks to be recorded for grading purposes. Teachers understand what assessment means to them, as they were able to show such in their responses. Teachers also mentioned that they were using assessment designed by the Jika iMfundo tool. They were satisfied with such. Teachers gave the following responses when asked on how they assess learners when integrating Jika iMfundo into the CAPS:

AT1: *To me assessment is an everyday procedure because after every lesson I check whether my learners understood what I was teaching them. Assessment is easy because I do not prepare them but they are given in our lesson plans as questions to ask learners as lesson progresses. Some assessments are given in our trackers which are mostly used to attain marks to record in the assessment record sheets.*

AT1 knew the different types of assessments used to check whether learners understood her lesson. Asked while the lesson was in progress which is formative assessment, she also stated that assessment in trackers were to attain marks to record, which is a summative assessment.

During lesson observation, I noticed that questioning (formative assessment) was the way of progressing her lesson and instilling understanding into her learners, where they were asked to respond on what had been taught during lesson progression. I asked her during the interview, why she was doing that.

AT1: *Yey it is very important to keep on checking whether they are still following you otherwise you might be surprised at the end of the lesson finding out that they were not even listening at you or did not understand anything about the lesson. So by asking those follow up questions you command their attention and you are able to catch up their understanding and mend the damage before it escalates.* Her level of cognitive experiences and her purpose for teaching learners agreed with what is stated by Hoadley (2018), that assessment informs the teacher of the effectiveness of methods and assimilation of the content.

During the interview I asked her about her view on assessments planned for teachers on trackers.

AT1: *Jika iMfundo's assessments are perfect for our learners because they are continuously assessed. We teach smaller portion and assess it before they forget about it and record it in our record sheets. Looking at those assessments they test exactly what is emphasised during teaching and learning. Different methods are prearranged to suit the lesson to be mastered by learners which lessen workload on our side.* The teacher was professionally highly experienced. She revealed her challenges affecting assessment.

AT1: *Having applauded Jika iMfundo for it's well planned assessments there are also some challenging aspect on that if the assessment is scheduled for that particular date it should be done on that date not allowing or giving opportunity to assist and give support to learners showing misunderstanding of the content taught yet the department expects that every learner pass by the end of the term. That is very confusing but I design my strategies as an experienced teacher ensuring that my learners are well prepared for assessments.* That was an informative interview. We managed to share some ideas and I concluded that she clearly understood the different forms of assessments.

AT2: *In Jika iMfundo tracker assessments are clearly defined and they are 100% continuous assessment in foundation phase. All components in different subjects are well prepared such as in mathematics all five components have oral and written assessment and in languages there are also five components with their assessments featured at the back of a tracker. Only in life-skills where we are planning assessment for ourselves because it is not included in Jika*

*iMfundo programme. But for me teaching is all about assessment because even activities I give to learners are part of assessment as I give them to check their understanding of the content taught. As assessment is continuously given it allows most of learners to pass at the end of the year because they are assessed with the content still on their minds.* Teacher AT2 highlighted her satisfaction with the assessment planned for learners; and it seemed manageable to her.

In her interview, I asked her about the most utilised assessment forms which are also effective for learners. All forms of assessment were working for her and the learners, however, on various levels.

AT2: *All forms of assessment are important depending on the content and time of assessment. Formative assessment is important when checking learners understanding and the success of methods during teaching and learning. Peer assessment is sometimes used in the foundation phase because few lessons allow learners to work on their own but it happens especially in mathematics (mental activities) and in language (listening and speaking). Summative assessment is the most important one because it is done for grading learners based on how they performed during assessment.*

AT3: *There are formal and informal tasks when assessing. Formal tasks are tests and examinations that are recorded in assessment books. Formal tasks are specified in the CAPS document and Jika iMfundo indicates where in the series of lessons these formal tasks are to be done and when feedback should be given. Informal tasks are always used to get understanding on the part of learners whereas formal tasks are for scoring marks. 75% is school based assessment and 25% are test and examination in the intermediate and senior phase. Jika iMfundo has made our work easier but even though some learners are failing their formal tasks. That is why I decided to split their tests into small components I assess numbers, measurement, space and shapes, patterns and data handling separately to expand passing opportunities for learners because if I assess all components on the same day learners are very much confused and they do not finish in time.* Teacher AT3 believed in both the CAPS and the Jika iMfundo for assessment. He highlighted that he had designed some strategies in ensuring that learners were doing well in their assessment, in order to reach the expected level during assessment.

During the interview, teacher AT3 complained about the high rate of absenteeism and poor parent communication.

AT3: *We try our best to ensure that learners pass at the end of the year but we are much challenged by high rate of absenteeism especially after Covid holidays learners seldom come to school we try to contact parents to encourage their children to come to school. Some cooperate and some do not. That is challenging because we are not allowed to give zero to learners they say we need to see to it that every learner writes tests. SMT members are compelling us to do our best in avoiding our school to be underachiever because they will be called to account and this is putting pressure to us.* His challenge needs special attention, not only from the teacher but also from the SMT. The SMT must communicate with parents, explaining to them the impact of learner absenteeism on school results.

BT2: *CAPS and Jika iMfundo assessment policy documents have many things in common. All topics, methods and resources in the CAPS document are also in Jika iMfundo document. Assessment means checking what learners have mastered and the effectiveness of methods used in teaching. I also use assessment to test learners how much they know in order to pass to the next grade. Assessing learners become very difficult because of language barrier. Learners are unable to read and understand instructions because they were taught in their mother tongue in the foundation phase. That affects them because they are now assessed in their second language which they are not used to. Learners sometimes know answers but due to lack of understanding instructions they cannot give suitable answers.* BT2 knew what assessment was all about. Her challenge was learners who were unable to understand instructions. Such might cause them to fail at the end of the year.

BT3: *Assessments are very important in teaching and learning. It is through assessment that all stakeholders get to understand more about learners as well as the whole school. Learner performance on their assessments determine the whole school functionality. No wonder there are departmental policies determining assessment like the one which says learners should not repeat the grade more than two times and also not to stay in one phase for more than four years. That forces us (teachers) to progress learners to another grade even if they did not reach the expected level or not ready to be promoted to the next grade. Infact that could cause a recurring damage which will proceed up to their matrics.* Teacher BT3 lamented departmental policies compelling teachers to go beyond what is possible for them.

Most teachers had good experiences in assessing learners when integrating Jika iMfundo into the CAPS, because they knew why they were assessing, the reason for assessing and concept/ aspect being important when assessing. In mathematics, firstly, the content area (number

operations), is assessed, followed by knowledge of concept/skills (repeated addition in numbers 1-5). Also, when to assess was determined by deep understanding of the various forms of assessment. Included was the way teachers followed the schedule for assessment as specified in trackers for weeks, days, and activity number for that particular concept to be covered. For example: Number operation, week 5, day3, activity 3. Teachers were able to assess by following exactly what the documents expected them to do without any inserting of their personal experiences. Their assessments were entirely dominated by professional experiences. They commended the scheduling of different assessment in their trackers as easy to follow. Teachers were also instructed on the resources to use when assessing, such as in reading, rubrics to follow are given at the back of the trackers with marks and no deviations allowed. Even in other assessments, detailed memoranda were supplied to assist teachers with correct answers expected from learners.

However, some challenges were highlighted, in which teachers were displaying their deep concern about departmental policies compelling them to progress learners not ready to be promoted to the next grade. According to what is specified by departmental assessment, those learners have failed to meet the requirements, meaning that they were not fit for the next grade. It becomes difficult for them to handle the load for the next grade. This is causing the recurring of progressions from the lower grades to Grade Eleven, causing poor performance in Grade 12. Also, those learners put pressure on teachers trying to instil and assessing new learnt concepts, yet not knowing the previous ones, which becomes even more difficult for learners. Another concern was lack of time for re-teaching and giving feedback to learners. Teachers lamented the deprivation of opportunity to correct and clarify what was expected from learners, as the tools do not cater for that. As a result, learners ultimately do not know why they were wrong in the assessment.

Principals were putting pressure on teachers to ensure that schools were accumulating acceptable marks, to avoid being named underachieving schools. Teachers explained such as a troubling issue. They did not know where to find these marks. It was distressing that learners should be given their marks as they were; and teachers would be accountable for any misconduct practised. Another challenge was the language barrier, whereby Grade Four learners from the foundation phase failed to cope with code-switching as they cannot read and understand instructions for themselves; not understanding what is really expected from them, yet knowing the answer. Some participants were also complaining about poor parent commitment in assisting and supporting their children with their assignments and projects

which were part of assessments. Parents were giving different reasons for not assisting and supporting their learners. Such included illiteracy, fatigue, and not seeing the reason for assisting their children, not being teachers. This was confusing to teachers, because marks for those assignments were to be recorded for examination purposes.

Teachers suggested that the department review its progression policy. It encourages some learners to work with less interest, because they know that they will be progressed to the next grade. Such also demotivates other learners and teachers. Furthermore, teachers suggested that the department design arenas in which parents are enlightened on the importance of committing themselves in assisting their learners and working together with teachers. Parents should be made aware of the impact of not assisting their children, and their contribution to their progress. Time for corrections and feedback should be allocated.

### 5. 9. Theme 7: Prescribed Time

Time is one of the most important factors that determines and directs teaching and learning. It involves planning when to carry out certain actions within the allocated time. It also includes correct formulation of time tables to be followed during teaching and learning. With the data generated it was clear that during planning and designing of the Jika iMfundo documents much attention was given to time. Such made it easier for teachers to design their own teaching time tables (Metcalfe, 2015; Mthiyane, Naidoo and Bertram, 2019). All the components were allocated time, which made it even easier for teachers to plan ahead and organise themselves to keep the time allocated for each component. Teachers shared their experiences on time:

AT1: *I teach according to time allocated to my subject. Time allocation in our trackers and annual teaching plans assist in the formulation of time tables because we know exactly how many minutes allocated for each component. It is important to stick to the time table in order to cover all the components.*

AT2 : *With Jika iMfundo annual teaching plan time allocation is clear and it allows us to cover all the topics in CAPS document. What worries me is that there is no time catered for slow learners, remedial work and feedback to learners. We are only expected to follow it as it is which means finishing annual teaching plan is more important than what learners have mastered during teaching and learning.*

During the interview, teacher AT2 expanded on time, in which she gave minutes allocated for each component:

AT2: *All the components are given 30 minutes except for Writing on Friday that is allocated with 45 minutes. More focus is on Reading such as in grade 1 about 3hours 15 minutes per week is allocated to Reading both Shared and Group Guided Reading and other components are given lesser minutes. My other concern is time allocated for learner activities in maths which seems to be insufficient as learners fail to finish on time.*

Participants therefore understand how to work according to time allocated. Some had concerns with lack of opportunities for supporting those in need of special attention, saying that learners fail to finish their activities on time. Such makes it difficult for teachers to see whether a lesson was successful; and also to determine whether learners have mastered those components specified for that lesson.

AT3: *With the time allocated per period it becomes difficult for me to finish all my lesson presentation as a result I always find myself behind my teaching plan which also affects learner performance during assessment because I do not get enough time to drill my learners with what have been learnt during teaching and learning.*

BT1: *My concern is my learners they are very slow in writing copying some work on the board takes a lot of time it's even worse when it comes to class activities which acquire them to think they cannot finish on time.*

There are many factors and challenges in managing allocated time. Such is not only caused by teachers, but also by learners very slow to cope with the set time for completing certain tasks. This requires special monitoring and encouragement for learners to work at a good pace when doing their work. On time allocation, if teachers are professional, adhering to the given rules some of the challenges might be minimised.

BT2: *Yoo time is so challenging, yes it is clear when looking at the teaching plan and lesson plan but to manage it is so challenging. It starts early in the morning teaching while other learners coming late and others are absent from school. I cannot move forward with those present only it calls for me to design some strategies to cover those learners. I cannot be on time as I wish to be.*

BT3: *Time is fairly distributed among all components but there are some factors that disturb the acceptable rhythm of teaching and learning especially during this time of Covid 19 we feel*

*not safe with our learners maintaining order in our classroom is challenging trying to maintain discipline to learners in following precautionary measures like social distancing. Time is extremely disturbed starting from early morning where learners have to stand long queues for screening and sanitizing and we have to wait for them before starting lessons even during break time is lost when returning to class they must wash their hands and queue for sanitization. Really that is taking a lot of contact time.*

There are many factors affecting time. Late coming disturbs the class. It remains the teachers' duty to help learners cover missing work. Learners are often very slow when writing their activities and not finishing on time. When learners do not finish their activities on time it causes difficulty to teachers who do not know whether their lessons were successful. Teacher BT3 also mentioned time lost owing to Covid-19. Such led to a change of certain procedures for the whole day. As the department is emphasising the obeying of rules and precautionary measures for Covid-19 there is no other alternative but to abide by those rules. In order to make sure that the spread of this coronavirus is limited we need to ensure that learners are screened, sanitized, checking whether they are wearing their masks. In so doing, much time is spent. That is societal involvement because parents are trusting teachers and the whole members in school to ensure that their children are safe from the virus. Although teaching was semi-driven by societal experiences, it was dominated by professional experiences. Even in that Covid-19 situation, teachers were expected to follow a trimmed teaching plan specially designed by the Department of Education, which was monitored by supervisors to see whether teachers were working according to it.

Teachers suggested that the department hire more screeners and cleaners to avoid the waste of teaching time and long queueing of learners for screening and sanitizing. Also, the Department of Education should allocate time for the trimmed concepts in each subject content, before dealing with the content for that particular year. If not, teaching and learning would always have some gaps.

### 5. 10. Theme 8: Community involvement

Community plays an important role in effective teaching and learning. Schools are homes in which learners are groomed and prepared for attaining various skills in life. 'It takes a village to raise a child'. Even at school teachers cannot succeed with their work without considering other stakeholders that are essential elements in making teaching effective. Community

includes parents, supervisors, subject advisors, teachers, learners, and all other important members contributing to quality and effective teaching and learning (Berkvens et al., 2014). Sometimes even if some of these stakeholders are not involved, there are social issues that compel their involvement, such as socio-economic factors, cultural, physical, and financial factors. Teachers responded on who they involve in integrating the Jika iMfundo into the CAPS.

AT1: *I try by all means to involve parents to their learners' education which does not bear sweet fruit to me because most of them are not cooperating to any call made to them. I always give learners home works instead of giving support and guidance to learners they give different reasons to why they are not assisting them. Some say they are illiterate, it's not their job, they are not teachers. Some say they are tired from work as most of them work in sugarcane farm. With all these answers it becomes difficult for me on how to assist on that issue.*

AT2: *I try by all means to involve parents but they are ignorant and do not care what is happening with their learner's education. I was very much touched by one answer from my learner where she was giving reason why she did not do my homework. She said her mom ordered her to switch off electricity and said she must stop wasting it. That answer told me that some parents do not take their learners education as important issue.* During the interview, I asked teachers what they do to lower illiteracy and implant the culture of teaching and learning into parents.

AT1: *We do phase meeting where we discuss the importance of parent involvement in the learning of their children and we teach them what to do even if they are illiterate like asking for help from neighbours.* Teacher AT2 said: *The principal and school governing body offered them classes for adult education. Some attended but as time went on they showed no interest.*

Teachers are facing challenges because parents do not consider their learners' education as important. Such impacts their everyday learning. For learning to be effective there should be interrelation and interconnection among those three important factors in a triangle: teacher, learner, and parent. If one of them does not take on his responsibility it may lead to poor learner performance (Bernstein, 1999: Khoza, 2018).

AT3: *I am happy to work in such respectful community which is also embraced in their children we feel very secured to teach here. They are trying their best but illiteracy and poverty are disturbing them in working cooperatively with us. I really face a great challenge when it comes*

*to assignments and projects for assessments. Large percentage of learners come without any assignment or project which cause dilemma because I do not know what to write as marks for them.*

BT1: *We are working in a very poor community which is also affected with many social ills such as alcohol abuse, drug abuse, diseases and poverty. In most homes parents are unemployed so they waste their days by drinking those cheap alcohols sold by other members of the community and they do not prepare food for their children or do household chores which are than done by children when coming from school. If I asked for my homework some of my learners said: I could not do my homework because my mom was drunk and she ordered me to cook for them. I asked myself how can an eight-year-old child cook food for the family? Some of our learners are orphans owing diseases affected the community as a result there are issues of rape and malnutrition. Even when invited to check their learners' work small amount of parents attend those meetings which tells us that they are less concerned about what is going on at school.*

BT2: *Our community is not cooperative they do not really care about the education of their children what is important to them is drinking alcohol, fighting and changing uncouth words in front of their children which result in bully learners not listening and concentrating in class. Even the language they use against other learners is unacceptable.*

Teacher BT1 and BT2 highlighted that they really understand the type of community they work for. That signifies that there is no parent-teacher relationship, as parents do not even attend meetings to discover how their children are doing at school. Unstable living conditions are so disturbing to learners who lack parental support. Such impacts on their performance in school. That might also disturb the learner emotionally, finding that the child is not happy and not concentrating like other children. Bad parental behaviour has much impact on the behaviour of learners at school who tend to practise what they see being done by their parents. Some learners are uncontrollable bullies, and tend to be disturbing during teaching and learning. Such becomes frustrating because parents are unconcerned about what is happening at school. Those conditions are not only disturbing to learners, but also to teachers. Certain learners need special care and handling because of their unfortunate home background

BT3 : *Our community is so poor that even if I ask for little amount of money to buy any resource to assist in their teaching and learning or to take learners for educational tour they fail to pay for their children. That is so disturbing because most of learners here have not even went to*

*their nearest town. Our school has low number of enrolment and it is a no fee school and I really understand why they are not paying for their children as they are not employed about 2% working in sugarcane farms. I wish I could do something to help them but I improvise where I can.*

Teacher BT3 showed much concern on the socio-economic state of the school and its community. Instability and negativity impact on some aspects of teaching and learning. This was appreciated in that great understanding and concern was shown about it.

During the interview, I asked participants about other members of the community, as it was clear that they were most interested in parents.

AT3: *Our SMT is trying their level best but that is not enough to us because we sometimes do not get the support we need in time as they are always busy. My HOD is a full time class teacher and she is also doing duties for administrator and also expected to perform all the duties as a manager. Yoo that is too much and nothing we can do except to wait for her assistance and support. Parents said they do not have money to hire clerk and the school does not have money for that.*

AT2: *Mmm if I can try to remember it been a long time since I saw members of the department in our school even if they come they cannot solve our problems because they are beyond them we need money in most of our challenges. Supervisors are working with the assistance from Jika iMfundo document its only that they are also busy with their classes. Even if they wish to assist us during afternoon hour it is not easy because we are using public transport as we are working far from our residences.*

AT1: *Learners are so respectful and loving only those few who resembles the bad behaviour which if you follow to find out the cause it is poor care and behaviour at home. Some parents do not respect their children they talk vulgar language and also do fighting in front of their children. There is good relationship among teachers we assist and support each other. We like our job we are a small school but we are able to manage ourselves there is no loitering around even if there are no school managers. I enjoy working in this school it is fun and interesting.*

Teachers are not receiving enough support from their supervisors, which is said to be caused by too heavy a workload. The workload is caused by low school enrolment, which has obliged supervisors to perform duties beyond their job description. Some heads of department are expected to manage the curriculum, administrating the capturing of marks and other clerical

work, while being full-time class teachers. Such deprives them of the opportunity to develop and support teachers academically as they should. It is also revealed that the department officials are not supporting schools as they should. Schools are sometimes visited once every three years for support and development of school managers. Teachers commend learners on being respectful. Those few who are disrespectful are influenced at home. They try to imitate what they see happening at home, such as using vulgar language, and fighting with each other.

Furthermore, teachers applauded the Jika iMfundo tool for assisting supervisors with their managerial work. They are able to use trackers to understand challenges teachers face in their teaching and learning. Good human relations and professional experiences among teachers are seen, as they understand the importance of doing their work without being pushed. According to the CHAT, all community elements are to perform their activities in order to promote effective teaching and learning. Teachers and parents need to follow rules specifying important activities for each member of the community. The community must work together to support one another in achieving the same goal, which is enhancing teaching and learning for their learners. To overcome challenges affecting teaching and learning, the community must work collaboratively to win through.

### 5.11 Chapter Summary

The chapter presented data generated on teachers' experiences in integrating Jika iMfundo into the CAPS. The data was generated through reflective activity, document analysis, lesson observation and semi-structured interviews. Data was generated and presented in eight themes: realisation of the CAPS in practice, objectives to represent outcomes, prescribed activities, prescribed resources, prescribed assessment, prescribed content, prescribed time, and community involvement. Data presentation and analysis included the CHAT framework, the literature review in Chapter Two, and participants' verbatim quotations to confirm authenticity. Furthermore, data presented and analysed highlights societal experiences. However, professional experiences were the most dominant in the whole study, because teachers had to follow rules from the department. The next chapter presents a summary of the whole study, and recommendations based on the findings.

# Chapter 6

# Discussion, Summary, Conclusion, and Recommendations

## 6.1 Introduction

The preceding chapter gave the analysis and discussion of data generated from six participants from two different schools. This chapter aims at providing the summary, conclusion, and recommendations on the data discussed and analysed in the last chapter. The main focus of the study was on exploring teachers' experiences in integrating Jika iMfundo into the CAPS under the following research questions: What were teachers' experiences in integrating Jika iMfundo into the CAPS? How did teachers apply their experiences in integrating Jika iMfundo into the CAPS? Why did teachers experience integrating Jika iMfundo into the CAPS the way they did? This chapter presents an overview of previous chapters, the summary of themes as discussed in Chapter Five, and the conclusion. Lastly, are recommendations that arose from the study.

## 6.2. Research Question One

### What are the teachers' experiences of integrating Jika iMfundo into the CAPS on Mthonjaneni Circuit?

Experiences are our lifelong learning which can be generated in unique ways and at different levels. Such can be perceived in our characteristics and the way we behave, which can be professionally, societally, or personally (Berkvens, Van der Akker and Brugman, 2014; Khoza, 2015; Maxwell, 2013). Integrating Jika iMfundo into the CAPS involves teachers' internal processes characterised by their behaviours in teaching and learning practices. Such are mainly driven by professional experiences. Since CAPS is a performed curriculum, it is directed by rules and prescribed work which strictly guides and directs teachers in teaching and learning.

Teachers' professional experiences enhance effectiveness in teaching when following prescribed content, prescribed objectives, prescribed resources, prescribed activities, and prescribed assessment (Khoza, 2018; Msibi and Mchunu, 2013; Shoba, 2018; Shulman and Shulman, 2004).

Teachers utilised the Jika iMfundo curriculum tools to simplify the CAPS objectives, improving curriculum coverage. Annual teaching plans, lesson plans, and trackers are the most important tools supplied to ensure that teaching and learning are professionally on track. Findings revealed that teachers were professionally presenting their lessons following the steps as prescribed in their lesson plan. Such were challenging to them because they also had to pace their teaching according to allocated time, less focus given to the depth of the content. Prescribed resources were perfectly utilised, arousing learners' interest in and concentration on lessons presented to them. Moreover, teachers utilised prescribed activities to augment learners' level of understanding, expressing the effectiveness of methods. Prescribed assessments appeared in different fragments of teaching. Summative assessment dominates the entire process of assessment. Such is continuously done in the foundation phase with marks recorded for grading purposes. Therefore, teachers present the content with the intention of acquainting learners with knowledge to pass tests and examinations, rather than for developing their skills (Tyler, 2013; Le Grange, 2016). Learners attain prescribed teaching content exactly the way designers intended it to be taught.

However, teachers were complaining that their knowledge and skills are not considered because they are not given the opportunity to control teaching and learning independently. They believed that their experiences are suppressed. That also impacts on the choice of methods for teaching which might not be suitable for learners' abilities. Teachers need to be given opportunities to select suitable methods. Following the intended curriculum also denies learners opportunities and freedom to explore while learning. Such might lower the improvement of learners' skills because teachers have to adhere to prescribed content. Further to that, teachers criticised the number of activities prescribed for learners. Such is not easy for the whole class to finish on time, causing much work not corrected in time, and delayed feedback.

### 6.3 Research Question Two

**How do teachers apply their experiences in integrating Jika iMfundo into the CAPS?**

This question is all about teacher's applications and actions to deliberate, and giving evidence on the experiences teachers delivered, especially during class observation and document analysis. Application of different teaching methods, attainment of objectives, the way resources were used, and the understanding of activities play an essential part in answering of this question. Teachers' presentation of lessons showed their in-depth professional experiences and deeper understanding of their teaching content. Different teaching methods were well executed in ensuring that important aspects of the teaching content were well understood. Resources were utilised which assisted in supporting, developing, and stimulating learners' interest and concentration during teaching and learning. However, teachers bemoaned the rigidity of the curriculum. They are always given methods to follow from the beginning to the end of the lesson, without considering their personal experiences, learner's abilities, especially slow learners who need different methods so as to understand lessons. The length of activities was too long to reflect the effectiveness of methods and learner understanding of lessons presented to them. Teachers' personal experiences and skills were not given an opportunity to be expressed during teaching and learning.

### 6.4. Research Question Three

**Why do teachers experience the integrating of Jika iMfundo into the CAPS the way they do?**

Through multiple data-generation methods conducted, many different highlights on the causes and influences that led teachers to experience integrating Jika iMfundo into the CAPS the way they do, were discovered. The way the curriculum was designed compels teachers to follow a certain routine. The CAPS and Jika iMfundo were professionally designed with rules to be followed, which suppresses teachers' personal experiences. Some teachers appreciated Jika iMfundo, as it supports and minimises errors in teaching and learning. It is essential for teachers to teach the content as supplied by the department, with no diversion. Such does not consider the needs of that particular community, meaning that societal experiences are somewhat overlooked. All the curriculum needs are supplied, which is advantageous to some schools with communities that are financially stricken. On the other hand, it can become disadvantageous. Teachers do not have the opportunity of utilising their personal experiences in exploring and

choosing the material suitable for their methods of teaching, and also suitable for their learners' abilities.

Teachers complained about prescribed time forcing them to work according to stipulated time instead of to learner's abilities in mastering the work taught. Teachers revealed much concern about what learners have mastered. As a result, they find themselves behind the annual teaching plan, which impacts negatively on learners' assessment.

Lastly, the scope, limitations, and the overview of the chapters are highlighted.

## 6.5. Findings of the Study

The findings of the research study are discussed following the themes, constructs, and the CHAT constituents dealt in Chapters Two, Three, and Four.

### 6.5.1 Realisation of CAPS into Practice

Exploring teachers' experiences in integrating Jika iMfundo into the CAPS reinforced the realisation of teachers putting into practice what they perform in their daily life experiences. Findings offered why teachers were integrating Jika iMfundo into the CAPS. Teachers' rationale for integrating was clearly defining the imbalance among three of the teachers' experiences, in which professional experiences were dominating teaching and learning. In every type of teaching, teachers were following a pattern of set rules in their annual teaching plan. The reason for integration, to most teachers, was simplifying the CAPS document. The Jika iMfundo introduced tools with detailed information on what to be followed in teaching and learning; such appeared to be of good use to most teachers. Integration was understanding and gaining of confidence in the utilisation of the CAPS document which is one of the functions of the Jika iMfundo programme. Teachers were developing a positive attitude towards teaching, because they knew exactly what to teach and how to present it to learners. Such harmonises with Hoadley and Jansen (2013) and Khoza. (2015). Learners should be taught according to prescribed work, in order to reach the set standard of qualification.

Furthermore, findings indicated that integration by teachers opened opportunities for development and revival of their teaching methods and skills for teaching. Teachers had to attend training and developmental workshops, which benefits learners. Such empowers even inexperienced teachers with all the steps to be followed from the beginning of the lesson to the conclusion. This improves learner performance and increases the whole school achievement.

It also appeared that integration came as a rescue to teachers in their challenge of distributing time fairly. Such was not clear in the CAPS document. In the Jika iMfundo tool, time is distributed for every component taught. Such makes it easier for teachers to work at the right pace. The Jika iMfundo came with simplicity and better understanding of how time is distributed, and how to use it effectively to the benefit of learners and coverage of the curriculum in time (Hoadley, 2018).

Findings also revealed that integrating the CAPS and Jika iMfundo promoted teamwork and networking in schools. Teachers were planning and discussing their next lessons, also presenting their challenges on that particular lesson, which are solved collectively in those phase gatherings. Moreover, there was integration of open space for conversations between teachers and their supervisors, in which they discuss more about their teaching and the challenges they face during lesson presentations.

However, according to the findings, integration brought confusion: teachers believed the Jika iMfundo to be another kind of curriculum, not a tool to simplify the CAPS document. This denotes that more workshops are necessary to further develop teachers in understanding the Jika iMfundo and why was it introduced, to enhance the better utilisation of the teaching programme.

### 6.5. 2 Objectives to represent outcomes

Findings revealed that most teachers understand the objectives of integrating the Jika iMfundo into the CAPS. Teachers understand that the objectives of integrating were to improve simplicity in the understanding of the CAPS document, and monitoring the improvement in curriculum coverage (Metcalfe, 2015). Also, teachers appeared to be more satisfied about the objectives planned and prepared for each lesson: they need not to think about the objectives to be covered in a lesson. Teachers commended the Jika iMfundo objectives in their annual teaching plan and lesson plans as an essential method of achieving learners' outcomes.

Findings indicated that teachers' main objective of integrating is ensuring that learners master their content knowledge to be able to do well in their assessments and pass to the next grade. Teachers fully understand that, in order to achieve objectives, they need to utilise different methods, skills, resources, and activities, as prescribed in the CAPS document (Khoza, 2015). Objectives clarify the important skills to be covered at the end of the lesson, and also by the end of the year. Furthermore, findings revealed that teachers utilise different questions during

lesson presentation, in order to find out whether learners are driven towards the expected objectives.

Nevertheless, findings highlighted that some teachers were not sure about the objectives of teaching. They thought that the Jika iMfundo was a stand-alone curriculum with its objectives different from those in the CAPS document.

### 6.5.3 Prescribed content

Prescribed content refers to the form of facts, concepts, theories, and principles which are determined by experiences and skills demonstrated by teachers to be acquired by learners during teaching and learning. The CAPS is a departmental document containing subject content and other essential elements for teaching and learning. The Jika iMfundo tools contain detailed subject content as in the CAPS document (Hoadley, 2018; Khoza, 2015).

According to findings determined, most teachers were grateful for and satisfied with the content prescribed in their Jika iMfundo annual teaching plans, trackers, and lesson plans. Teachers applauded Jika iMfundo for its well-planned content which covers all topics in the CAPS document. Teachers asserted that their content is well detailed and easy to understand when preparing and presenting lessons for teaching and learning. Likewise, teachers also mentioned that content topics are fairly distributed. Such suit time allocated for each component to be covered, which clarified the knowledge of components in each subject. Content specifies the skills to be covered to achieve an objective.

Further to that, there were few negatives raised by teachers about the integrated curriculum content. It appeared that few teachers laid complaints on the amount of content scheduled for Grade Four learners. The learners are challenged by code-switching of language from their mother tongue to their second language. Such causes some difficult in mastering their content in time. This also impacts on the ability to practise all the content in time, which might cause bad effects on assessments. On another findings, teachers criticised the inclusion of different concepts in a lesson, especially in the foundation phase as they (concepts) cause confusion to foundation-phase learners. Also, learners' abilities in some topics only given one lesson were not considered. Slow learners do not then receive the opportunity of practising and mastering the learnt content because teachers are trying to cover the curriculum on time.

### 6.5.4 Prescribed activities

Activities define the interconnection between teachers and learners in the process of teaching and learning (Allen and Jackson, 2017). Teachers give activities to learners in order to realise their level of understanding on the lesson presented, practising the learnt content for mastering and assessments. All activities were listed after each lesson in the Jika iMfundo curriculum tools (annual teaching plan and lesson plans); and they were connected to the CAPS content (Hoadley and Jansen, 2013; Hussey, 2003).

Findings highlighted that most teachers depended on the Jika iMfundo activities, which are mostly teacher-centred. Teachers are given step-by-step instructions on how to go about delivering those activities to learners, which saves time in planning and preparing such. It also assists and gives support to inexperienced teachers as they use well-prepared activities which proved to be fun and interesting, hence enhancing learners' understanding of the learnt content and having a great impact on their assessment. Furthermore, teachers applauded the Jika iMfundo for considering all the components, especially reading, in which group-guided reading activity was clear and understandable to teachers.

Findings revealed that teachers criticised the number of activities planned for learners in their workbooks, which were not easy for learners to finish. Some teachers were confused on the activities to do in class, especially in mathematics, because some activities are in the Jika iMfundo workbooks; and some are in departmental workbooks, all planned to be done at the same time after the lesson presentation.

### 6.5.5. Prescribed resources

Resources are differentiated into three types: software, hardware and ideological-ware resources. Software resources are the most utilised by most teachers, in which books, charts, magazines, posters, and chalkboard dominate the teaching and learning. Owing to insufficient funds in schools, there are shortages of hardware resources. There are only photocopiers, laptops and overhead projectors which teachers are not in charge of. Ideological-ware was controlling part of teaching and learning.

Findings highlighted that teachers were entirely dependent on Jika iMfundo resources. Teachers commended it to be the best resource for teaching and learning and were able to utilise such to the learners' benefit. Books were very colourful and in bold print, which seemed fun, interesting, and attractive to learners, to command their listening and concentration (Hoadley,

2018; Khoza, 2018). Posters were colourful and large enough to be seen by every learner in class. All the resources perfectly matched with the lesson they were intended for.

Furthermore, teachers commended annual teaching plans, lesson plans, and trackers to be perfectly matching with content and topics in the CAPS document. Components in all subject content are allocated time to guide teachers in their teaching, in order to cover the curriculum in time. However, some teachers complained about insufficient hardware resources in their institutions, such as one photocopier for the whole school. Such calls for patience while waiting to be assisted in a queue. Additional to that, teachers are expected to improvise in order to gain resources not available at school, owing to insufficiency of funds in the 'no-fee' schools.

### 6.5.6. Prescribed Assessment

Assessment is one of the most essential elements in teaching and learning as it merely determines the result of interconnection between teachers and learners. Assessments can be professionally, societally and personally driven. Findings revealed that teachers were professionally driven, as they were entirely dependent on departmental-set assessments. All the assessments directed to learners were drawn from the supplied documents.

In foundation phase, teachers were very much professional: Jika iMfundo documents were the only source of their assessment activities; and no assessment was set by teachers. Even in between the lessons and after the lessons, the document suggests questions suitable to be asked to learners. Learners were continuously assessed, but having no examination, meaning that their assessment is 100% continuous assessment. Intermediate and senior phases are also professionally driven. Their assessments are also in the document: teachers utilise assessments prepared for learners. Some 75% is school-based assessment and 25% are test and examinations (summative assessment), especially in languages and mathematics following Jika iMfundo programmes.

Furthermore, teachers commend assessments as corresponding with what was learnt in class. Integrating them lessens workload, as assessments are well planned for them, and including all components in all subjects. Teachers are given what to assess orally, practically, as well as for written assessments. Assessment activities were well balanced, with low order, middle order, and abstract questions, allowing for all learner abilities and offering thought-provoking questions.

However, teachers lamented the policy which allows learners to be progressed without meeting the requirements, going by age cohort and number of years in a phase, because that demotivates other learners. Another complaint was that there was no time specified to assist those learners absent during assessment; yet their marks must be allocated. Adding to that, no time is allocated for feedback and correction after each assessment. Also, parents are not cooperating in assisting and giving support to learners, especially when given assignments and projects to be done at home.

### 6.5.7. Prescribed time

Time directs the whole process of teaching and learning. Findings highlighted that teachers were driven by professional experiences, as they were satisfied with how time was distributed in all the Jika iMfundo documents. Time allocated for different components allowed teachers to present and also give learners an opportunity to partake in their lessons. Nonetheless, some teachers felt that allocated time does not give the opportunity to support those learners in need of special attention; and no time is allocated for corrections and feedback after lesson presentation. The main focus is on covering all the components without considering the in-depth engagement in the content for understanding and support to learners. Lamentation also appeared on time allocated for learner activities in which teachers were complaining about learners who fail to finish their activities within the specified time. Such causes difficulty in understanding whether the lesson was understood, and whether methods were suitable for teaching that particular content.

### 6.5.8. Community involvement

It takes the whole community for the successful teaching and learning. Findings revealed how important the community stakeholders are in enhancing teaching and learning. Teachers involve parents through parents' meetings and phase meetings, in which parents come to check the learners' work. The Jika iMfundo insists on and encourages that parents be invited to school. Such is checked on when education managers visit schools. Parent development must be offered to parents on how to give support to their children through loving, caring, and assisting them in doing homework, such as assignments and projects. Interpersonal relationships among staff are also enhanced through teacher development and workshops. The Jika iMfundo encourages teacher-to-teacher conversations to discuss teaching and learning

progress (Maphalala et al., 2016; Metcalfe, 2015). Supervisors and teachers are given the opportunity to deliberate on strengths, weaknesses, and challenges they (teachers) have encountered during their teaching, which enhances their level of teaching.

However, teachers were complaining about the level of parental involvement in assisting and supporting their children. It was highlighted that when teachers referred learners with homework assignments and projects, parents do not assist them (learners); instead they (parents) give various reasons for not assisting them, such as illiteracy and fatigue. Intervention to eradicate the matter has not worked. Such creates much negative impact on teaching and learning, as well as on the level of performance in tests and examinations. Teachers also relayed their dissatisfaction on the support they receive from their supervisors, who seemed to be too busy to assist and support them in time of need, owing to too much workload. This runs counter to the CHAT community constituent, in which more stress is on interconnection and interrelation among the whole community.

### 6.6. Suggestions for further research

- It was clear that teachers were much concerned about the departmental policy on learner progression. A research exploring the impact of a learner progression policy for learners would be interesting.
- Covid-19 came with many changes to teaching and learning especially time, transforming the curriculum and rules to follow during teaching and learning. Exploring the impact of Covid-19 on teaching and learning in rural areas might be a valuable research.
- Disturbance owing to Covid-19 holidays and introduction of E-learning was extremely challenging in rural areas. E-learning in rural schools might be worth further investigation.
- Exploring the impact of transformed curriculum owing to Covid-19 for the upcoming matriculants would be worth pursuing.
- It appeared that teachers were much concerned about learning opportunities for those learners with learning disabilities. An investigation on how to design strategies to accommodate learners with learning disabilities in teaching and learning might be empowering.

### 6.7. Recommendations

Findings revealed that teachers were much dominated by professional experiences as they are deeply dependent on what the department prescribes for them to utilise in their teaching and learning. The CAPS document has its principles which state that teachers should also consider contextual factors; and the Jika iMfundo clarifies what is specified in the CAPS. Some teachers felt suppressed, as they were not free to express their personal experiences and skills as well as their societal experiences. Such drove me towards the following recommendations with the intention to improve and balance all teachers' experiences.

#### 6.7.1. Recommendation 1

Teachers understand why they were integrating Jika iMfundo and CAPS but to some really it was a dilemma. They even lack the knowledge of why the programme of Jika iMfundo was introduced, which makes it impossible for them to respond to the question as raised on why they were integrating. I recommend that the department organise in-service training and workshops especially for newly appointed teachers to capacitate them on the new dimensions in the field of education.

#### 6.7.2. Recommendation 2

I recommend that teachers are developed in understanding the importance of utilising the CAPS document in order to know and understand its objective, not only relying only on the Jika iMfundo curriculum documents. Also, teachers should be reminded not to teach only for tests and assessment, but to be faithful in developing learners' cognitive levels.

#### 6.7.3. Recommendation 3

Most teachers solely depended on the Jika iMfundo for subject content. The study recommends that teachers receive developmental workshops to remind them of utilising the CAPS document as the master document, with the Jika iMfundo documents as tools. Also, the study recommends that the department consider learners' learning abilities when arranging the content. For now, teaching seemed to be professionally driven.

### 6.7.4. Recommendation 4

There are a number of activities, especially in mathematics, that are confusing because they all need to be done in one period − the one in the Jika iMfundo document, and the one in the departmental workbook and exercise book. Teachers become confused over which are to be used by learners for all those activities. I recommend that the department give clarification on which activity book to use and time to do other activities, as they are all important.

### 6.7.5. Recommendation 5

Teachers complained about the shortage of hardware resources (photocopiers, laptops, and overhead projectors) in schools, which cause delays while working with limited resources. The study recommends that the department ensures that all schools have sufficient resources.

### 6.7.6. Recommendation 6

Teachers highlighted their concern on the departmental progression policy, in which a learner is progressed to the next grade without meeting the requirements, but owing to age cohort and years in a phase. Such seemed to be demotivating to other learners, increasing the failure rate in Grade Twelve. I recommend that the department review the policy and consider the consequences it creates.

### 6.7.7. Recommendation 7

As much as time is evenly distributed for components in all subjects, the spread of Covid-19 disturbed many processes of teaching and learning. Rules and procedures to be followed in combating the spread of the virus upset the allocation of time in many spheres of teaching and learning. I recommend that the department consider this in the upcoming examinations and results, not only for year 2020 but for succeeding years, as the consequences might be recurring.

### 6.7.8. Recommendation 8

Community involvement is imperative in ensuring that teaching and learning becomes effective. If parental ties are not strong, this might have a bad effect on the child's whole

education. Every element in the community should play its role efficiently to enhance education in their institutions. Poor parent relationship with the school, and involvement in the teaching and learning for their children, might lower their performance, resulting in a poor result. Having heard teachers lamenting the poor involvement of community members, I recommend that the department put more effort into developing school governing-body members, in order to educate parents about the importance of their involvement in the education of their children. The department can also use various media to develop all stakeholders.

### 6.8 Conclusion

Overall, integrating Jika iMfundo into the CAPS promoted great teaching experiences as most teachers were capacitated with more teaching knowledge and skills. Teachers were developed to be professional in their entire teaching by following rules, as stated in the departmental policy document (CAPS), which seemed successful to most teachers. Less consideration was given to societal and personal experiences. Further to that, the study discovered some challenges teachers experience which are against what teaching should entail; such as the number of activities given to learners, insufficient time for feedback, few opportunities for learners with learning disabilities, insufficient hardware resources, and poor parent involvement in schools. The study suggests that teachers' input be considered in the next review of the curriculum programme, to rectify some misconceptions raised on the current curriculum programme.

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