

CURRICULUM 2005: CHALLENGES FACING TEACHERS IN HISTORICALLY
DISADVANTAGED SCHOOLS IN THE WESTERN CAPE

BY

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ABSTRACT

The quest for change in the new South Africa on political , economical and social frontiers were primarily directed at entrance into the global markets, establishing democracy and leveling the playing fields amongst South Africa's diverse population. Those previously disenfranchised on political, economical and social grounds waited in anticipation on the rewards for their participation in the struggle against the discriminative minority regime of the past. These rewards would be in the form of radical policy changes sometimes far removed from the realities of the ordinary citizen. These reforms especially those on the educational level would prove to be flawed with constraints not anticipated by these policy developers as well as the government of the day. The educational transformation process was thus deemed as significant in order to address equity and equality and in so doing also provide skilled citizens which are able to be globally competitive.

These educational changes in terms of schools were externalised in the form of Curriculum 2005 and Outcomes-based Education. Curriculum 2005 was viewed as a planned framework (process) of curriculum innovation underpinned by factors such as redress, access, equity and development. Outcomes-based Education in turn was the approach focusing on what is learned and how learning is taken place. This study will focus on Curriculum 2005 and OBE as education transformation tools and to what extent grade 7 teachers as implementers and modifiers understand and practice C2005 and OBE in their respective classrooms. One of the biggest problems facing the educational transformation process is the fact that there exists a gap between theory (policy) and practice (implementation). This gap can be attributed to different factors present in the historical disadvantaged school context in South Africa

This study will follow a qualitative approach which is directed at an inquiry process of understanding based on a distinct methodological approach. Data-gathering tools such as direct observation, structured interviews and questionnaires will be used. The research was primarily conducted in historically disadvantaged schools in the Metropole-east circuit of the Western Cape Educational Department. The sample was made up of schools in Macassar, Firgrove, Somerset-West, Strand, Temperance Town and Sir Lowry's Pass.



DECLARATION

I declare that *Curriculum 2005: Challenges facing teachers in historical disadvantaged schools in the Western Cape*, is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references as indicated in the text. Furthermore, I declare that this Research Report has not been submitted at any university, college or institution of higher learning for any degree or academic qualification.

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Trevor Garfield De Waal

Date

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DEDICATIONS

I would like to dedicate this work to the following individuals in order of importance for their continuous support, encouragement and love during my studies;

- a) My wife Hayley
- b) My parents Cornelius and Magrietha
- c) All friends, colleagues and fellow students.

To all of the above, thank you.



ABBREVIATIONS

| | |
|-------|---|
| ANC | African National Congress |
| CBD | Central Business District |
| C2005 | Curriculum 2005 |
| DET | Department and Training |
| DoE | Department of Education |
| EMDC | Educational Management and Development Centre |
| GEAR | Growth Employment and Redistribution Strategy |
| GNU | Government of National Unity |
| | |
| HOR | House of Representatives |
| NCE | National Christian Education |
| NEPA | National Education Policy Act |
| NEPI | National Education Policy Initiative |
| NGO | Non Governmental Organisation |
| NP | National Party |
| NQF | National Qualifications Framework |
| OBE | Outcomes-based Education |
| | |
| PAC | Pan African Congress |
| SADTU | South African Teachers Union |
| SASA | South African Schools Act |
| SAQA | South African Qualification Authority |
| RDP | Reconstruction and Development Plan |
| WCED | Western Cape Education Department |
| WPET | White Paper on Education and Training |

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CHAPTER ONE

INTRODUCTION AND BACKGROUND

BACKGROUND TO THE INVESTIGATION

The transformation of education in the post 1994 South Africa draws on concepts such as equity and redress, access, quality and democracy as defined by the Government and government policy (Kgobe, 1999:3). The explicit aim of education policy has been to rectify the past by means of equity and redress (Ibid). In an attempt to realise the latter, the Government sought to allocate resources to one national and nine provincial departments of education. Decision-making processes were changed to incorporate consultative mechanisms between the national and provincial departments. The formulae for provincial education allocations were also changed. For redress purposes, the Government sought to shift resources from well-endowed provinces to those in need. The equity/redress strategy also included a redeployment process to address inequalities in terms of pupil: teacher ratios. The latter, however was confronted by a host of problems such as resistance from teachers and the large amounts that had to be spent on severance packages.

In terms of access, efforts were made to improve access, both qualitative and quantitative. This included the desegregation of schools, admission policy development, improving the quality of education through curriculum reform, teacher development strategies and the

improvement of the culture of learning and teaching (Kgobe, 1999:3). The improvement of the quality of education was viewed as a key concern of post-apartheid education. Important pieces of legislation which affected education since 1994 have placed quality firmly on the education transformation agenda. The White Paper on Education and Training of 1995 (WPET) states that there had been a decline in performance in many schools serving the majority of the population. Section 4 of the National Education Policy Act of 1996 (NEPA) includes among its concerns “achieving” redress and enhancing quality”. Section 20 of the South African Schools Act of 1996 (SASA) entrusts governing bodies with the provision of quality education (Kgobe, 1999:4). The democratic governance of schools was one of the first areas of education policy, tackled by the Government of National Unity (GNU). The latter, through a process of negotiation and consultation, became policy and was set out in the South African School’s Act of 1996. This Act established two legally recognised categories of schools namely, public schools and independent schools (private).

Furthermore, with the dawn of the new South Africa, the need for substantive change in all spheres of life was realised. Systems which incorporated values such as democracy, social justice and equity, equality, non racism and non sexism, ubuntu (human dignity), an open society, accountability (responsibility), rule of law, respect and reconciliation were needed to promote nation building and bridge the gap between poverty and wealth. One of the objectives in terms of reconstruction can be seen as replacing the legacy of apartheid education and steering South Africa into the 21st century. Curriculum 2005 (C2005) was seen as the first major curriculum statement of the South African democratic dispensation, which signaled the break from a discriminative apartheid

education system.

The urgent need to develop South Africa's human resources through the transformation of the education and training system was recognised in a variety of policy documents, including the White Paper on Reconstruction and Development Programme (RDP), the White Paper on Education and Training (1995), the White Paper on Higher Education (1997) and the Department of Labour's Green Paper on a Skills Development Strategy for Economic and Employment Growth in South Africa (1997). Underpinning this urgency was the fact that South Africa at this time was ranked last out of 46 countries (at a similar stage of development) in terms of its human resources development performance (World Competitiveness Yearbook, 1996); a fact is attributable in the main to the legacy of apartheid. This educational transformational process was also brought about for the following reasons:



- the need for the country to become more economically globally competitive,
- the need to satisfy business needs of more skilled and productive workers,
- the need for change concerning the types of skills needed in the workforce,
- the need to eradicate social cultural mistrust, crime, and to communicate more effectively,
- the need to develop human resources and address the unemployment situation, and
- the need to adapt to the rise of the knowledge economy. It is no good just learning to memorise facts. There is a need to learn how to access knowledge, solve problems, think critically and be able to reflect and review.

In January 1998 C2005 and the approach (philosophy) by which it is externalised, namely Outcomes-Based Education (OBE), was introduced in grade 1 classes and the senior phase (grade 7) implementation followed in the year 2000. This implementation marked a significant era in the South African history in terms of a change from the past. This change meant change in terms of equality and equity for all the citizens of South Africa. It was anticipated that this would help to bring about a change in the way teachers would teach as well as in the way learners would learn. All this required that teachers as well as parents undergo a paradigm shift in order to equip themselves mentally for the challenges that awaited them. Teachers in historical disadvantaged schools however would have to confront more than just a paradigm shift. The education transformation process was accompanied by factors such as fear, demotivation, stress, resistance and disempowerment which proved to be detrimental to the success of the C2005 and OBE. Although the concepts C2005 and OBE have conflicting definitions, the researcher will refer to these concepts as one (C2005/OBE) in order to limit confusion surrounding the meaning of them. The distinction in definition will be dealt with in chapter two.

It has been three years since the implementation of C2005/OBE in grade 7 classes and still teachers in these grades seem to be struggling with a common understanding and practice of C2005/OBE. Support from the Education Management and Development Centers (EMDCs) has also been slow mainly because of a lack of sufficient funding, inadequate training of curriculum advisors as well as the huge amount of historical disadvantaged schools in the Western Cape that are in need of teacher training in terms of C2005/OBE.

Grade 7 teachers in historical disadvantaged schools in the Western Cape are presently experiencing immense problems in relation to understanding C2005/OBE and how it should be practiced in their respective classes. Teachers also hold different views of what C2005/OBE entails and this leads to misunderstandings as well as misconceptions of what the correct understanding and practice of C2005/OBE are.

This study will thus focus on how grade 7 teachers in these historical disadvantaged schools in the Western Cape and specifically in the Metropole-east circuit view C2005/OBE, and how they externalise these understandings and views in their class contexts. The reason for the focus on grade 7's will be elucidated later in this chapter under the statement of the problem.



PURPOSE AND OBJECTIVES OF THE STUDY

Purpose of the study

The overall aim of this study is to examine how grade 7 teachers in historical disadvantaged schools in the Western Cape understand and practice C2005/ OBE in their respective schools and the challenges these teachers have to endure.

The objectives of the study are:

- To examine how grade 7 teachers in historical disadvantaged schools understand and practice C2005/OBE in their particular schools.
- To identify the factors that hinders the successful implementation of C2005/ OBE

in historical disadvantaged schools.

- To examine how the attitudes of grade 7 teachers towards teaching have changed since the implementation of C2005/ OBE.
- To investigate if there is any support groups amongst grade 7 teachers in the formerly disadvantaged schools.
- To propose recommendations for future implementation strategies.

STATEMENT OF THE RESEARCH PROBLEM

The simple question this study seeks to investigate is **how do grade 7 teachers presently understand and practice C2005/OBE in historical disadvantaged schools in the Metropole-east circuit of the Western Cape and the challenges facing these teachers in these specific schools.**



The controversy surrounding the effective implementation of C2005/OBE began with the announcement of the new curriculum by the then Minister of Education, Professor Bengu for introduction in 1995 and implementation in all grades in the year 2000. This date was later revised and re-scheduled for the year 2005 and because of this revision the new curriculum became known as Curriculum 2005. The process of implementation had to endure many difficulties in terms of social demands and a lack of finance, as well as physical and human capacity in the system to implement according to schedule.

Many of the difficulties encountered by the implementation process were attributed to

factors such as the immediate post election context (1994-1999) of social change as well as policy development in which C2005/OBE emerged. The researcher thus came to understand that one should not only be blinded by the difficulties with the implementation process, which led to a poor understanding and practice of C2005/OBE, but also the context in which education policy was developed. C2005/OBE as an instrument of educational change can also be viewed as a result of heightened social pressure for visible change in all areas, and the need by the democratic elected government to produce results in thus delivering to the masses. This all contributed to the fact that implementation was not always carefully thought through, properly piloted or resourced and the enormous stresses and strains placed on the principals and teachers in widely divergent educational contexts (C2005 Review Report, 2000:3)



Although political power has been achieved by the formerly oppressed, economic power was still in the hands of the former oppressors. During the transition period, former white schools (these schools later became known as Model C schools) were placed under the control of the parents. This came about during the transition period involving Education Policy from 1990 to 1994. During this educational development period, former white schools were placed under the governance of parents who were allowed to charge fees as well as regulate the admission of children to their schools. This allowed and enabled well resourced former white schools to move away from state control into parental control at the time of transition (Christie 1994:48 in Fataar 2000:20). These schools which benefited from the old regime were well resourced and financially healthy. Implementation of C2005/OBE in the context of former white schools would thus be

easier in comparison to historical disadvantaged schools. In order to bring about greater equality, the ratio levels of teacher to pupil were re-adjusted. The total of learners per teacher rose considerably in comparison to totals in former white schools. Former white schools generally were not as hard hit as a result of them having the financial backing to appoint more teachers in order to lessen the total of learners per teacher. Since the inception of C2005/OBE in our schools, many teachers in historical disadvantaged schools believed that it would only work in former white schools due to an adequate resource context

Presently there is still a lot of confusion surrounding the conceptualisation and practice of C2005/OBE. Many teachers in historical disadvantaged schools have left the teaching profession in order to seek jobs that are more lucrative and less pressurised. It has been three years since C2005/OBE was implemented in the grade 7 classrooms and yet there still remain different interpretations amongst grade 7 teachers as to what C2005/ OBE is really all about.

A Ministerial Review Committee was appointed in February 2000 by Professor Kader Asmal, the then Minister of Education, to provide recommendations on issues such as steps to be taken in respect to the implementation of the new curriculum in grades 4 to 7 in 2001, key success factors and strategies for strengthened implementation of the new curriculum, the structure of the new curriculum and the level of understanding of outcomes-based education (C2005 Review Report 2000:3).

The Review Committee presented its report to Professor Kader Asmal on the 31 May 2000. Some of the key findings of the C2005 Review Committee were that implementation was confounded by factors such as a skewed curriculum structure and design, lack of alignment between curriculum and assessment policy, inadequate orientation, training and development of teachers, lack of learning materials and variation of the quality of learning materials, policy overload and limited transfer of learning in classrooms, shortages of personnel and resources to implement and support Curriculum 2005 and inadequate recognition of curriculum as the core business of education departments (C2005 Review Report 2000:11,12).


Although the need to revise Curriculum 2005 has been realised, teachers in especially historical disadvantaged schools as mentioned before, are still plagued by confusion surrounding the understanding and practice of Curriculum 2005/OBE.

What was not realised at that stage was the fact that the whole curriculum change process would have to endure many challenges from teachers serving in historical disadvantaged schools in relation to a history of socio-economic inequalities and the hardships brought about by these inequalities. C2005/ OBE were implemented in the Western Cape using one model for all schools. Diversity concerning school context and teachers was largely ignored in the implementation process. Despite the efforts by the Minister of Education, Professor Asmal to streamline the new curriculum to make it more accessible for teachers and learners in the new South Africa, problems relating to the understanding and practice of Curriculum 2005/OBE in historical disadvantaged schools in the Western Cape still

prevail.

HYPOTHESES

The following hypotheses will be tested by this study.

1. Grade 7 teachers in the historical disadvantaged schools in the Metropole east circuit of the Western Cape, have a poor understanding of C2005/OBE which in turn leads to flawed practices of C2005/OBE.
2. The implementation of C2005/OBE in Grade 7 has been problematic due to challenges such as their historical context, and rushed curriculum implementation strategy.

3. Poor facilitation and support on the part of the Western Cape Education Department in relation to Curriculum implementation in grade 7 led to a poor understanding and practice of C2005/OBE in historical disadvantaged schools.
4. Teachers in historical disadvantaged schools are not able to properly implement Curriculum 2005 due to constraints such as large class sizes, lack of learning materials, and lack of financial backing to initiate further training as well as historical factors such as discrimination, poverty and perceptions of inferiority.

SIGNIFICANCE OF THE STUDY

Although significant theoretical educational changes have been brought about to equalise the educational playing fields, there remains a number of issues that still need to be addressed in order to make education in South Africa accessible to all its citizens. The gap that exists between education department policy developers and teachers is still too wide due to flawed assumptions by these policy developers as to what really goes on in classrooms in historical disadvantaged schools and what type of teachers are operational in these classrooms. This study sets out to contribute to existing knowledge concerning the perceptions and practice surrounding C2005/OBE. The study will also try to provide essential curriculum information to the following stakeholders; the Western Cape Education Department, School Communities, Non-Governmental Organisations; and well as tertiary institutions such as universities. It is the researcher's intention to contribute to already existing base/foundation of curriculum knowledge from which further research can be conducted in finding more effective alternatives for curriculum innovation, as well as successful institutional restructuring.

SCOPE OF THE STUDY

The study was conducted in thirteen historical disadvantaged schools in the Western Cape. The study was directed at grade 7 teachers and how they understand and practice C2005/ OBE in their respective schools. The reasons for using the grade 7 levels as study focus are the following: curriculum change on the grade 7 levels posed a new challenge, due to the fact that eight new learning areas were to be introduced to the grade 7 teachers.

This required a whole new way of thinking and doing as well as patience and commitment. These learning areas were made up of existing subjects of the old curriculum as well as four new areas, which were new to teachers. These four new learning areas are Technology, Arts and Crafts, Economics and Management Sciences and Life Orientation.

Grade 7 teachers in the Western Cape received training in 1999 in what the Western Cape Education Department referred to as clusters. The training ran for a period of five days in which teachers were exposed to the theoretical issues associated with C2005/OBE, micro and macro planning processes which were to be followed at schools and the dividing of teachers into learning area groups where they were facilitated in the development of learning activities directed at classroom practice (Kruss 1999: 211). After these training sessions teachers were promised assistance from departmental curriculum advisors and were advised to form clusters within their own circuits and to work together in coming to grips with the theoretical issues associated with C2005/OBE and how it should be practiced in the classroom.

This research was conducted in thirteen historical disadvantaged schools in the Western Cape. These thirteen schools render accommodation to learners from all spheres of life. A common factor shared by these schools is the fact that a large percentage of learners attending these schools come from the lower income groups who mostly reside in the surrounding informal settlements (areas where self-made houses from old materials are built) where most of the parents are part of the unemployment statistics. However there

are parents from the middle income groups whose children are attending these schools. To present a more widely representative study, grade 7 teachers from all thirteen schools were included in the research study. Out of the thirteen primary schools, two of these schools are so called African schools and the remaining eleven are so called Coloured schools. In comparison to the latter schools, the former two schools are far less privileged in terms of infrastructure, resources and financial security. Gross inequalities amongst historical disadvantaged schools are also a reality in South Africa at present.

Due to the vast majority of historical disadvantaged schools in the Metropole-east circuit and time constraints on the part of the research, the study was limited to the Helderberg Basin which falls under the Metropole-East educational region of the Western Cape Education Department. The study involved thirteen schools in this circuit, which are classified as historical disadvantaged schools. The following areas fall within the jurisdiction of the Metropole-east circuit, viz. Strand, Somerset West, Macassar, Firgrove, Sir Lowry's Pass and Temperance Town. The grade 7 teachers in these schools comprised a total of 34 teachers. All 34 teachers were used in the research study due to the fact that the researcher saw the total as manageable in conducting the research.

METHODOLOGY

Research Methodology

A qualitative research design was employed for the purpose of this study. The research

was of an empirical nature thus making use of measurements such as observation, interviews and questionnaires as data gathering tools. These data gathering tools are explained in more detailed later in this chapter. Qualitative research can be defined as an inquiry process of understanding based on a distinct methodological tradition of inquiry that explores a social or human problem.

Qualitative research has been chosen for this study for a number of reasons. The initial step is to investigate the topic. A detailed view on the topic needs to be presented. An ethnographic approach will be followed which will aim to observe and draw conclusions of societies through the study of individuals in their natural settings, which involves field trips, gaining access and gathering data. The role of the researcher is also emphasised as that of an active scholar who strives to present a story from the participant's view rather than that of an expert who passes judgment on participants. Furthermore qualitative researchers study people and things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. "Qualitative research involves the study and collection of a variety of empirical materials... that describe routine and problematic moments and meanings in individuals' lives. Accordingly, qualitative research deploys a wide range of interconnected methods, hoping always to get a better fix on the respondents matter at hand" (Denzin & Lincoln, 1994:2)

Sample population

As mentioned before due to the large total of the historical disadvantaged schools in the Western Cape and the time constraints of this study, the research was mainly conducted in the Helderberg Basin, which is part of the Metropole-east educational circuit of the Western Cape Education Department. As already stated this research sets out to examine how grade 7 teachers in historical disadvantaged schools in the Western Cape understand and practice C2005/OBE. L.R. Gray (1981:23) defines population “as the group of interest to the researcher, the group to which he/she would like the results of the study to be generalisable.” He furthermore states that there are two important points concerning a population; firstly, a population may be virtually any size and cover almost any geographical area. Secondly, the group the researcher would really like to generalise from is rarely available. Thus the definition of a population is generally a realistic choice, not an ideal one.

As there are a total of only 34 grade 7 teachers in the 13 schools surveyed as part of the research, all of these teachers were included in the sample.

Ethical considerations

The respondents, who participated in this research, were all made aware of the purpose of the study. They were also given the freedom to stay anonymous, insight into the final draft of the research and to stop participation at any time as well as the right to confidentiality.

Data gathering methods

The data gathering methods used in the research study included direct observations, open-ended questionnaires and semi-structured interviews.

Direct observations

Lehman and Mehrens (1979) describe the observational technique as a procedure whereby the researcher gathers information by noting certain behaviours of the respondents in specific situations. Good (1972) states that the observation, as a general rule, is concerned neither with what a respondent places on paper nor with what he/she says in an interview, but deals with the overt behavior of persons in appropriate situations, sometimes under the conditions normal living and at other times with the special set of factors operating. The researcher thus decided on direct observation as one of the data gathering methods due to the fact that certain information can best be obtained through direct examination by the researcher.

This direct observation method was directed at how grade 7 teachers in their natural classroom setting, practiced C2005/OBE. The idea was also to observe any constraints present that hinder the teacher in performing his/her task in the classroom. In order to strive towards objectivity of the observational process, the researcher distinguished the significant aspects of the situation and the factors that have little or no importance to the investigation. Further, in order to objectify and systemise the process of observation, the

researcher used the checklist as recording method. The researcher engaged the observational process by sitting at the back of the class, minimising eye contact with learners and coding down what was deemed necessary.


Respondents were contacted and timeframes for observational sessions were collectively agreed upon. The procedure for collecting data was conducted by using checklists, which focused on the interaction between teacher and learners, as well as teaching methods used as to comply with the objectives of C2005/OBE and the context of the classroom in terms of resources. The researcher together with the respondents used in the research decided on 40 minute observation sessions due to the huge amount of time involved in the observation process. The strengths of the direct observation method can be viewed as the fact that it covered events in real time as well as the context of events. The researcher also encountered several weaknesses with the above-mentioned method inter alia that it was a time consuming process, and due to the fact that the lessons were observed, it is possible that extra effort was put into these lessons as to impress rather than to make explicit constraints within their set-up.

Questionnaires

Questionnaires were the second data gathering tool used in this research. The questionnaires were drawn up using open-ended questions. The reason for the latter was to give the respondents freedom to express and interpret the questions to the best of their ability. The choice of the open ended questionnaire is that the open-ended or unrestricted

type of questionnaire calls for a free response in the respondents' own words. The questions were in line with the hypotheses posed, as well as with the context in which grade 7 teachers found themselves.

The focus of the questions concentrated on factors that hindered the successful implementation of C2005/OBE, the attitudes of teachers presently as well as prior to the implementation process, the role that teachers should play in curriculum development, as well as the existence of support groups amongst grade 7 teachers from other schools. The main question that was asked was how they as teachers teaching Grade 7 understood and practiced C2005/OBE in their respective schools.

Good (1972) explains the usage of the  questionnaire as an extension of the researcher's power and techniques of observation by reminding the respondent of each item, helping insure response to the same item from all respondents, and tending to standardise and objectify the observations of different enumerators by singling out particular aspects of the situation, and by specifying the units and terminology for describing observations.

The researcher employed the questionnaire as a data gathering tool because it is economical. Respondents were within a twenty kilometer radius and the questionnaire could thus be delivered very easily. Each respondent received the same set of questions, phrased in exactly the same way. Where respondents had difficulty interpreting questions, the researcher was in reach and could clarify any problems such as misinterpretations. However the researcher was aware of certain disadvantages

concerning the usage of the questionnaire. Firstly, the motivation of the respondents could not be checked. Secondly, the lack of not having any indication as to the motivational level (facial expression) of the respondents as they answered the questions, made the validity of their responses difficult to judge.

Questionnaires were delivered to all respondents personally so as to ensure that each one received a copy of the questionnaire. Each respondent was given enough time to complete the questionnaire and personally urged to submit/return it. The fact that the research involved grade 7 teachers from nearby schools erased sampling problems such as the non-return of questionnaires. As in the delivery process the questionnaires were also collected personally from each respondent.




Interviews

The interview is, in a sense, an oral type of questionnaire. Instead of writing the response, the respondents or interviewee gives the needed information verbally in a face to face relationship (Best, 1959:167). As a research method however, the interview can be viewed as more than an exchange of small talk. It represents a direct attempt by the researcher to obtain reliable and valid measures in the form of verbal responses from one or more respondents.

The researcher employed the interview as a data gathering method due to the following advantages it possesses. The interview is highly flexible and is applicable to different

types of problems; it is flexible in the sense that the interviewer may change the mode of the question if the occasion demands. It allows the researcher to rephrase his/her questions in order to obtain clear answers, which are free from ambiguity. In terms of the respondent, he/she can ask for clarification or further information concerning the question. The interview also allowed the researcher to observe the respondent's reactions to questions posed as well as the way in which they gave answers to the questions. Finally the researcher also had the freedom to set a non - threatening atmosphere to allow the respondent to feel more relaxed towards the interviewer and the process. However the researcher has to admit that this was not always the case with some of the respondents interviewed during the research.

Difficulties were also present during the interviews that were held. Many of the respondents were at times reluctant to  render an interview slot at work due to work overload or legitimate tiredness on their part as well as being discouraged by the teaching environment. At first the respondents were very tense in the reaction to the questions, but as the interview progressed they became more relaxed and started reacting more positively towards the interviewing process. Interviews were conducted between September and December 2002 which lasted between 30-40 minutes. Most of the interviews were conducted at the homes of the respondents.

Being aware of how busy the teachers were in the last quarter of the academic year, the researcher contacted each school individually and together decided on a time-frame, which suited both researcher and respondents. Most of the respondents were also more

reluctant to be interviewed after the formal school day. The researcher also found it to be less stressful for the respondents, due to the fact interview being conducted in a setting which signified calmness to many of the respondents. Questions were semi-structured so as to allow some flexibility and divergence. At times the researcher had to substantiate on the questions; at other times the questions had to be repeated. Notes were made while the respondents were responding to the questions. The researcher tried to maintain eye contact with all respondents constantly and attentively.

The researcher was quite aware of his limited expertise concerning the execution of interviews, but tried to the best of his abilities to reduce factors such as error in asking questions, errors in probing i.e. not allowing respondents sufficient time to respond and errors in motivating which could lead to respondents being a source of invalidity (Sax,1968:205). Interviews were conducted over a period of three weeks in order to allow the researcher enough time to reflect on each interview and the respondents comments individually.

Analysis of data

Multiple sources of data gathering methods were used in order to establish a convergence of facts from all three data gathering methods used. The reason for the use of multiple methods, or the multi-method approach as sometimes referred to, contrasts with the ubiquitous, but generally more vulnerable single method approach that characterises so much of research in the social sciences (Cohen, Manion, 1980:208). The multi-method

approach is also referred to as triangulation, which is defined as the use of two or more methods of data collection in the study of some aspect of human behavior (Cohen, Manion, 1980:208)

This method, according to Cohen and Manion (1980), possesses certain advantages such as that the researcher's confidence can be boosted due to the fact that the methods used can contrast with one another i.e. if the outcomes of a questionnaire survey correspond to those of an observational study of the same phenomena, the more the researcher will be confident about the findings. A second advantage of this method (triangulation) is the fact that it can overcome the problem of method-boundaries as it is termed. This refers to the use of a single method which sets out boundaries that are difficult to bypass and which may limit the gathering of certain information. Boring (1953), states that as long as a new construct has only its single operational definition that it received at birth, it is just a construct. When it gets to alternative operational definitions, it is beginning to be validated. When the defining operations, because of proven correlations, are many, then it becomes reified.

LITERATURE REVIEW

An array of different academic reports, articles and governmental policies were consulted during the course of this study. This literature review section will focus on four areas: *first*, a discussion of the Department of Education's White Paper on Education and Training (DoE, 1995), which maps the broad outline of educational reconstruction

process; *second*, an analysis of the debates surrounding C2005/OBE which focuses in particular on the views of three prominent academic scholars in regard to the viability of a new curriculum in the South African context; *third*, a brief review on the C2005 Review Report (2000) commissioned by the Minister of Education in 1999, and *finally*, a brief survey of Black schooling in South Africa in the period 1948-1994. Further discussions on the latter issues will be conducted in more detail in chapter two.

Following the historic April 1994 democratic elections, the Government of National Unity developed a wide range of policy documents relating to the generation of a new vision for the reconstruction and transformation of South Africa (Fataar, 1997:60). The White Paper on Reconstruction and Development Programme (RDP) laid down general parameters in terms of how reconstruction and development should be achieved. The Education Ministry elaborated on the RDP policy in respect of its specific area. In February 1995 the Ministry published a White Paper on Education and Training (WPET) in a Democratic South Africa: First Steps to Develop a New System (DoE, 1995).

The WPET spells out the reconstruction of education within the context of transforming the apartheid schooling system. This process is based on the principles and values enshrined in the Interim Constitution. The WPET provides an outline of the distorted educational development conditions to which most black people in South Africa were subjected to. (DoE 1995a:18). The WPET thus advances an affirmative action philosophy as a means of addressing racial inequalities in education (Fataar, 1997:81). The WPET further advances a transformational mission which seeks to build a single non racial

education system which would be based on a strong expression of human rights in order for all citizens to be given the opportunity to develop their capacities and potential so as to make their full contribution to society (DoE, 1995:21). In this regard the WPET proposes policies that treat different groups of people in different ways in order to achieve equity. Furthermore the WPET commits the state to the provision of equitable access to quality education.

For this to materialise, the WPET recommends that the State be responsible for building schools, training of teachers and the provision of textbooks and stationery. The WPET also declares that there cannot be access without quality improvement in basic general education. In an attempt to marry access and quality the WPET argues for the promotion of well-prepared teachers, efficiency and sustainability, and democratic governance. As with many other policy documents introduced in the period since 1994, the policy objectives were progressive and far-reaching. Serious problems, however, have been experienced at the level of implementation.

In the light of the above, the Government embarked on the development and implementation of C2005/OBE in opposition to the apartheid curriculum of the past. Curriculum 2005/OBE endured intense scrutiny by many scholars as to whether it can be viewed as appropriate for the South African context. Due to the large number of scholars presently involved in the C2005/OBE debate, this study will primarily focus on three scholars from different educational institutions and their views concerning the viability of C2005/OBE.

Prior to its inception into South African schools, C2005/OBE came under heavy scrutiny, especially from academics. The divergent views of three such academics - Jansen (1999:145), Rasool (1999:171), and Mohamed (1999:157) - are reviewed to establish a sound theoretical and conceptual base regarding the strength and shortcomings of C2005/OBE. Professor Jonathan Jansen is the Dean of the Faculty of Education at the University of Pretoria, H. Mohamed is from the Gauteng Institute for Curriculum Development, and M. Rasool is a teacher from Reservoir Hills Secondary School in Durban.

Jansen (1999: 145) sees C2005/OBE as a political response to apartheid schooling, rather than one which is concerned with the modalities of change at the classroom level? Rasool (1999: 171) views curriculum in itself as problematic and a disputed terrain of contestation. He further sees curriculum development as an act of power, set within the relations of political and socio-economic domination and subordination. Mohamed (1999: 157) sees C2005/OBE as an initiative moving us from a paradigm with a focus on Quantity and Efficiency to a paradigm based on Quality and Effectiveness.

According to Jansen, C2005/OBE was always likely to fail due to the fact that the Government had flawed assumptions of what actually goes on in schools, as well as the resources and the capacity of teachers. (Jansen, 1999:149). Teachers in especially historical disadvantaged schools can directly attribute this to the confusion surrounding C2005/OBE conceptualisation and practice. This stems from the fact that little research was conducted in order to bring about equality in schools in relation to fiscal needs,

institutional structures and staff development. The historical context within which many of our black teachers (Indian, Coloured and African) had to conduct teaching is still evident in many historical disadvantaged schools.

One of the few changes visible is the fact that these schools have been desegregated racially, in law if not totally in practice. However, the context of most of these schools remains the same; only the governance and management structures have undergone considerable change through policy enunciation. A study conducted by Andrew Paterson and Dr Aslam Fataar (1998) in the Mitchell's Plain area concerning the attitudes of teachers towards educational transformation, suggests that in South Africa, teachers have evolved identities which lead them to adopt a defensive attitude, so as to cope with stress brought about by educational change. Another reason for the confusion surrounding C2005/OBE can be attributed to a lack of an appropriate fiscal base for government to intervene substantively in the education system, so as to give C2005/OBE a better chance of success (Jansen 1999:153).

Findings by Jansen during the first ten months of the implementation of C2005/OBE in 1998 highlight the ineffective strategies through which the provinces went about implementing C2005/OBE. Although Jansen's study was confined to KwazuluNatal and Mpumalanga, the similarities viewed in the Western Cape and everywhere else is astounding. One very important finding was that teachers held different understandings of C2005/OBE, even within the same school (Jansen 1999:204). Although all of the teachers from the same school attended the same training sessions, they held different

interpretations of C2005/OBE. A deduction that can be made is the fact that the Education Department was not clear in the introduction stages of presenting C2005/OBE, and that the facilitators themselves were confused and dazed concerning C2005/OBE.

Jansen bases his assumption that C2005/OBE will most probably fail in South African schools on the following factors. Firstly he argues that the language used was too complex, confusing and, at times, contradictory. For instance teachers had to come to grips with more than fifty different concepts and labels, many of them expressed in language that was inaccessible and difficult to translate into classroom practice. Secondly, problematic claims and assumptions were made about relations between education (curriculum) and society. Jansen (1999:147) states that the advocates of C2005/OBE policy claimed that education should be viewed as a prerequisite for economic growth or a solution to economic growth. However, there is little or no evidence to support such claims. Jansen backs up his argument by referring to studies that were conducted by the World Bank in Tanzania and Colombia where no evidence could be found to support the claim that curriculum change leads to economic growth (Jansen, 1999:148). Jansen also views the classroom practice of C2005/OBE to be misleading and misinforming teachers and the public and thus undermining the authenticity of the policy itself (1999:149). It is therefore not surprising, he argues, that the present situation in many schools, in particular in historically disadvantaged schools, displays confusion, non-implementation of certain facets of C2005/OBE as well as minimal commitment to change by certain teachers.

In contrast to the arguments put forward by Jansen, scholars such as Mahomed (1999:163) and Rasool (1999:173) argue that, although the language of C2005/OBE may be complex, the complexity should be challenged and confronted instead of rejecting the policy itself. Mohamed feels that the complex language should be seen or accepted as a challenge to finding solutions for simpler language and explanations. In response to Jansen's second reason for OBE failure, Mohammed agrees that curriculum change does not lead directly to economic growth (999:173). He feels that it would be misleading to view C2005/OBE solely as a process focused on generating skills which will elevate the economy to the required growth level in order to reduce unemployment and meet global participation standards.

Mohammed and Rasool see it as misleading to view C2005/OBE as merely a technician skills development programme. Although they agree that Jansen has some valid arguments, his monograph does not provide any alternatives or solutions to the long term future of education in South Africa. The lack of an adequate conceptualisation and practice of C2005/OBE by teachers in historical disadvantaged schools can also be seen as a result of an imbalance between education policy formulation and actual policy implementation. C2005/OBE was also implemented disregarding differences in regard to financial, cultural, and ethnical status in schools in South Africa. These and many other problems ultimately led to the call from the Minister of Education, Professor K. Asmal for the revision of C2005/OBE.

The Review Committee on Curriculum 2005, made some startling findings in relation to

teachers' understandings of C2005/OBE as well as factors that have negatively impacted on the successful implementation of C2005/OBE. The report states the following issues as constraints to the implementation process, whose improvements would make for strengthened implementation. These are the structure of the curriculum; the quantity and quality of training provided; the quality, availability and use of learning support materials; and the capacity of provinces to support implementation and especially teachers in classrooms. The above-mentioned factors in themselves are not adequate to guarantee successful implementation. Underlying each of the above are three major issues; resources, feasible time-frames and regular monitoring and evaluation (C2005 Review Report 2000:15)

In order to have an effective understanding of the conditions that are shaping the context of historically disadvantaged schools in South Africa, it is important to elucidate the context in which educational policy was employed from 1948 by the Nationalist Party government to engineer racial inequality in terms of education provision (Fataar, 1997, Hofmeyr, Buckland, 1992, Kallaway, 1984). Certain measures such as the elementary curriculum, which focused on the development of basic skills such as obedience and basic arithmetic, were used to subjugate black education. The rationale behind this move was to keep blacks at an unskilled and semi-skilled economic level (Fataar, 2000:7). In their works, the above scholars paint a grim picture of the conditions of black schooling in the period 1948 to 1994. The philosophical base used by the National Party, namely Christian National Education and Calvinism, was also broad to light by Mathonsi, (1988:11), Ashley (1987:7) and Hofmeyr and Buckland (1992:20).

During the first period of democratic rule, the energies of the Ministry of Education were applied to creating a sound legislative policy framework for educational transformation. Key policies and legislation included the Constitution (1996), the Education and Policy Act (1996), the South African Schools Act (1996), the Further Education and Training Act (1998), the Higher Education Act (1997), the Employment of Educators Act (1998), the Adult Basic Education and Training Act (1998), the South African Qualifications Authority Act (1995), Curriculum 2005 (DoE, 2001), and, at the provincial level, legislation such as the Western Cape Provincial School Education Act, 1997 (Act No 12 of 1997). The significance and influences of these acts on the transformation of education in South Africa are presented in more detail in chapter two.

ORGANISATION OF THE STUDY



CHAPTER ONE serves as an introductory chapter and provides the background and statement of the problem, hypothesis, the purpose and objectives, significance and scope of the study. Furthermore it deals with the research methodology employed in the study. It also gives an account of the research design, sample used, the ethnical considerations, data-gathering methods, analysis of the data and literature consulted in conducting this research.

CHAPTER TWO provides background concerning the historical context of black schooling in post 1948 in South Africa with special focus on the rationale behind the unequal provision of schooling for blacks. It then looks at the legislative, regulatory and policy mandates framework employed at the national and provincial level in the period

after 1994 to give impetus to the transformation of the education system. Special attention is directed at the introduction of C2005/OBE. Emphasis is also placed on the C2005 Review Committee's report.

CHAPTER THREE discusses the research findings in relation to the objectives of the study.

CHAPTER FOUR concludes the study by drawing conclusions and providing recommendations



CHAPTER TWO

BACKGROUND AND CONTEXT OF EDUCATION TRANSFORMATION

INTRODUCTION

Curriculum has always been seen as a contested terrain due to the fact that definitions attributed to it were in many ways the conflicting perceptions of scholars influenced by their own beliefs and views of social interactions and what should be achieved by it. After 1994 South Africa, as a liberated country, embarked on a process of educational reform in order to bring about equality amongst all race groups which constitute the South African nation. An array of policies was implemented and legislation promulgated to supply a framework through which transformation could be achieved. Since the introduction of C2005/OBE in schools in South Africa, many scholars entered into serious debates concerning this new curriculum as well as the new approach through which it manifests itself.

This chapter, as mentioned before, will attempt to give an account of black schooling in South Africa from 1948 - 1994. This is necessary to understand the serious challenges faced by the post-1994 Government in its efforts to provide a quality education system for all citizens rather than the privileged few. The chapter also provides a review of some of the key legislation and policies introduced after 1994 to transform the educational landscape in South Africa, both nationally and in the Western Cape. Special attention is

then focused on the introduction of C2005, a brief discussion of some of its strengths and weaknesses, and a summary of the key findings of the C2005 Review Committee established by Minister Kader Asmal in 1999.

THE HISTORY OF BLACK SCHOOLING

The aim of this section is to explore briefly the history of black schooling and the rationale behind black schooling in pre-apartheid South Africa between 1948 -1980. This section will attempt to give a brief overview of the context in which blacks schooling operated and the ideology employed to keep blacks in subjection. Blacks in this section refer to all races in South Africa other than whites.



Prior to 1948, black people were mainly educationally accommodated in what was known as Mission Schools. These schools were under-resourced and normally had poorly paid teachers. The curriculum included elementary arithmetic and communication (Kallaway, 1984). The rationale behind this restricted curriculum was to prepare the blacks for inferior positions in the economy of South Africa. Apart from the fact that these mission schools were poorly resourced, the parents of these learners also had to pay school fees (Fataar, 2000:7). These factors could have been viewed as elements used to discourage blacks attending schools. The government of the time (United Party) drew a distinct dichotomy between cognitive skills and manual skills. This was to ensure that the capitalistic needs of the government were met. The Welsh Commission which was established by the Interdepartmental Committee on Native Education in 1936 states that

“there is no difference in educating black and white children, but there are a difference in the social orders for which they are being prepared: one (whites) to dominate over the other (blacks)” (Kallaway, 1984).

The provision of missionary schooling before the introduction of “mass schooling” for Africans, after 1948 was limited. Only a limited total of Africans attended these missionary schools while the majority received no schooling (Fataar, 1997:74). As mentioned earlier the curriculum of the missionary schools were limited and the focus was basic reading, writing and industrial skills. Many of the missionary trained Africans became priest, court interpreters, clerks and teachers. Discrimination, segregation and subordination of blacks have a long history in South African education, but separatist practices hardened into apartheid ideology with the accession to power of the National Party (NP) in 1948. The NP immediately set its plans of segregated education in motion with the promulgation of the Bantu Education Act of 1953. This meant that black education would now fall under the control of the Government with the consequent dismantling of missionary control.

The NP pursued two objectives in education: segregated and differentiated education for different racial and cultural groups and, as mentioned, state control over all education in the interest of “Afrikanerdom” (Hofmeyr, Buckland, 1992:20). The NP further based its intellectual foundation of its education policy on the philosophy of Christian National Education (CNE), which was based on the dual principles of Calvinism and Afrikaner Nationalism (ibid). Christian in the context of CNE was defined in accordance with the

creed of the three Afrikaner churches. Nationalist in the context of CNE was imbued with the love of one's own, language, history and culture (Mathonsi, 1988:11). The CNE was thus the official ideological position of the Afrikaner Nationalist on education and received its formal modern codification in 1948 with the publication of the Policy Statement (Beleid) by the Institute for Christian National Education in Potchefstroom (Ashley, 1989:7). The primary objective of the CNE was to establish growing Afrikaner Nationalist political hegemony (ibid).

The above established a legitimate framework for the NP to engineer a privileged white domination strategy through a process based on inequality, segregation and oppression. To further streamline CNE, key acts of parliament were promulgated to give greater impetus to an unequal system of separatism during the period 1948 - 1980. These acts were: The Bantu Education Act (1953), the Extension of Universities Act (1959), which allowed for the establishment of ethnic universities, and the Education and Training Act (1979). These acts can be viewed as some of the most important pieces of legislation which affected black education (Ashley, 1989:12). Furthermore the National Education Policy Act (1967) outlined and defined the White education system. The Coloured Persons Education Act (1963) and the Indian Education Act (1965) made provision for the aforementioned racial groups (ibid).

The main objective in terms of education for blacks can also be attributed to the Afrikaner's frontier background which led them to become not only isolationist, but also racially prejudiced against blacks. They perceived themselves as a pure race which

needed to sustain purity by racial segregation (Kallaway 1984). The above creed led to the control of black schooling as an institution used to purvey an ideology wherein it is argued that the blacks would be taught merely the value of their own tribal cultures and the inferiority of their culture to that of whites. A system of in-depth indoctrination was to follow after 1948 and in some cases the belief of inferiority of one's culture (blacks) are still inherent in many manifestations.

Black schooling was based on blacks having to learn to prepare themselves for a realistic place in a white dominated society, namely (at that point in time) to be “hewers of wood and drawers of water” (ibid). In contrast to this ideology pursued by the Nationalist Party, the English speaking churches opted for raising blacks to a level of equality in terms of European standards and education. Further blacks should be taught the dignity of all humans and their right to equal treatment in a country that was just as much as it, by conquest the possession of whites (Kallaway, 1984).

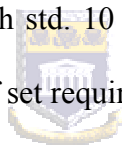
Under the differentiated apartheid educational system the standard of Indian education provision was closest to white education, Coloured education was somewhat in the middle and 7,1 million African pupils, who constitute 78,1% of all pupils at that time are the most disadvantaged educationally (Hofmeyr, Buckland, 1992:21). The following table give an illustration of the racial inequalities;

Table 1: Comparative education statistics 1989

| | White Education | Indian Education | Coloured Education | African Education |
|--|-----------------|------------------|--------------------|-------------------|
| Pupil-teacher ratios | 1:19 | 1:22 | 1:23 | 1:41 |
| Under-qualified teachers (less than Std. 10 plus a 3-year teacher's certificate) | 0% | 2% | 45% | 52% |
| Per capita expenditure (including capital expenditure) | R3 082,00 | R2 227,01 | R1 359,78 | R 764,73 |
| Std. 10 pass rate | 96% | 93,6% | 72,7% | 40,7% |

Source: Hofmeyr and Buckland, 1992:22

Table 1 gives a clear indication of the disparities employed in the educational provision of the different racial groups in South Africa. It is clear from table 1 that education provision favoured the minority racial groups. The whites enjoyed a favourable teacher: pupil ratio, per capita expenditure, high std. 10 pass rate (grade 12) and all teachers in these schools were qualified in terms of set requirements.



TRANSFORMATION OF EDUCATION IN THE POST-APARTHEID PERIOD

The legislative, regulatory and policy mandates framework

In order for the educational transformation process to get underway in the period after 1994, certain steps had to be taken with regard to policies, implementation and the promulgation of legislation so as to create an appropriate legal framework for transformation in education. Some of the key policies and legislation are outlined below.

They include:

- The Constitution;
- National education legislation and policies;

- Provincial legislation in the Western Cape;
- Other policies and legislation that impact on education and educators.

The Constitution

The final South African Constitution (1996) emphasised that education was required to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. The Constitution also guarantees access to basic education for all with the provision that everyone has the right to basic education, including adult basic education.

National policy and legislation



The following policy and legislative initiatives have been made to assist in the education transformation process.

The fundamental policy framework of the Ministry of Education is stated in its first *White Paper: Education and Training in a Democratic South Africa: First Steps to Develop a New System* (February, 1995). This document adopted as its point of departure the 1994 education policy framework of the African National Congress. After extensive consultation, negotiations and revision, it was approved by Cabinet and has served as a fundamental reference to subsequent policy and legislative development. Some of the key points presented by the WPET include (i) the restructuring of education

within the context of transforming the apartheid legacy based on the principles and values enshrined in the Interim Constitution; and (ii) seeking to build a single non-racial education system (DoE 1995a :21)

The South African Qualifications Authority Act (SAQA) (1995) makes provision for the establishment of the *National Qualifications Framework (NQF)*, which forms the framework for a national learning system that integrates education and training at all levels. The NQF is an essential expression and guarantor of a national system where education and training are of equal importance as complementing facets of human competence.

The National Education Policy Act (NEPA) (1996) was designed to make explicit in law the policies and legislative and monitoring responsibilities of the Minister of Education, and to formalise relations between national and provincial authorities. It provided the foundation for the establishment of the Council of Education Ministers (CEM) as well as the Heads of Education Departments Committee (HEDCOM), as intergovernmental forums to work together in developing a new education system. Furthermore the provision was made for the formulation of national policies with respect to curriculum, assessment, language policy, as well as quality assurance. NEPA embodies the principle of co-operative governance, elaborated upon in chapter three of the 1996 Constitution.

The South African Schools Act (SASA) (1996), was introduced to promote access, quality and democratic governance in the schooling system. SASA ensures that every

learner has the right of access to quality education without discrimination, and makes schooling compulsory for children aged 7 to 15 years. It also makes provision for two types of schools viz. independent schools and public schools. SASA further makes provision for the establishment of democratic school governance through school governing bodies, which is now in place across the country. Redress and poverty is targeted through the school funding norms outlined in SASA in regard to the allocation of funds for the public schooling system.

The *Further Education and Training Act (1998)*, *Education White Paper 4 on Further Education and Training (1998)* and the *National Strategy for Further Education and Training (1999-2001)* provide the basis for the development of a nationally co-ordinated further education and training system, comprising of the senior secondary component of schooling and technical colleges. It requires further education and training institutions, established in terms of the new legislation, to develop institutional plans, while making provision for programmes-based funding and a national curriculum for learning and teaching.

The *Employment of Educators Act (1998)*, the primary objective of this legislation was to regulate professional, moral and ethical responsibilities of educators, as well as competency requirements for teachers. The historical division that existed in the teaching force between different educational groups is now governed by one act of Parliament and one professional council - the *South African Council of Educators (SACE)*.

The *Adult Basic Education and Training Act (2000)*, provides for the establishment of public and private adult learning centers, funding for ABET, the governance of public centers, as well as quality assurance mechanisms for this sector.

Western Cape Education Department Policies and Legislation

In addition to the above national policies and legislation, the following provincial legislation and regulations govern the activities of the Western Cape Education Department (WCED).

The *Western Cape Provincial School Education Act, 1997* (Act No 12 of 1997): This provides for a uniform education system for the organisation, governance and funding of all schools and to make provision for specific educational needs of the province. The latter is illustrated more clearly in the vision of the WCED as layed out in its Education Vision 2020 which encapsulates the strategic goals of the WCED for the next ten years (Education Vision 2020, 2003:7). *The vision is to build an education system that provides learners in the province with the knowledge, skills and attitudes that will enhance their national participation and global competitiveness; a system that will enable communities as a whole to manage their lives successfully and with dignity.*

CURRICULUM 2005

On the 24 March 1997 the then Minister of Education, Professor Bengu, announced the Government's intention to adopt policy in the area of school curriculum which was based on the notion of Outcomes-based education (OBE) and entitled 'Curriculum 2005' (Jansen,1999:145). This announcement was made outside the parliament buildings with great fanfare, culminating in the release of 2005 multi-coloured balloons (Ibid). C2005 was intended by the Ministry to be a coherent policy initiative that would change the nature of schooling in line with the aim of introducing transformation concerning learning and teaching (Fataar, 2001:21).

Curriculum 2005 (C2005) lays down the vision for general education to step away from racist, apartheid, rote learning and teaching, to a liberating, nation-building and learner-centered outcomes-based initiative. In line with training strategies, the reformulation is intended to allow greater mobility between the different levels and between institutional sites, and to promote integration of knowledge and skills through learning pathways. Its assessment, qualifications, competency, and skills-based framework encourages the development of curriculum models that are aligned to the NQF in theory and practice (DoE, 2002: 2004)

Curriculum 2005 is premised on three critical elements: the introduction of eight new learning areas suffused with the values of democracy, non-racialism and non-sexism;

outcomes-based education; and the provision of a foundation in general education up to and including Grade 9. In order to teach the new integrated learning areas most teachers would have to engage in one or other academic area for which they had no academic or professional training. They were expected to provide activity-based learning, which was aimed at integrating theory and practice as well as mental and manual learning (DoE 1996c:22). Many new concepts also accompanied the new curriculum which teachers had to internalise. C2005 signified a shift in classroom pedagogy and teacher identity which would be radically different from the apartheid curriculum and pedagogical approach. It was also expected to overcome centuries-old educational practices, social inequalities linked to educational difference, and apartheid-based social values.

It was also expected to place South Africa on the path to competitive participation in a global economy. C2005 demanded a new role from teachers in order to give effect to a learner-centred approach in which the teacher was expected to become a facilitator of learning rather than the sole repository of knowledge (DoE, 1997b:8). C2005 was developed to produce citizens with a high level of skills a high level of knowledge, and the attitudes and values needed to rebuild our country. The teachers who previously taught on the basis of subjects disciplines were now required to develop competence to teach learning areas.

Curriculum 2005 would prove to be a success story in theory, but in practice the misalignment between policy development and policy implementation was brought to light.

Defining Curriculum 2005 and Outcomes-Based Education (OBE)

For the purpose of providing different definitions for C2005/OBE, the researcher will refer to the abbreviations C2005/OBE as separate concepts. This separation however, will only be used in this section. After this section the researcher will once again join C2005 and OBE as before.


Curriculum 2005 and OBE as terms are often conflated and seen as interchangeable (C2005 Review Report 2000:5). Teachers tend to view C2005 and OBE as one and the same thing and few discussions have been held focusing only on one of the above concepts. This can also be viewed as one of the factors that led to misinterpretations concerning teachers understanding and practice of C2005. The researcher deemed it necessary to put the relationship between C2005 and OBE in perspective in order to construct a sound theoretical basis for further debate on the afore-mentioned concepts.

Although official documentation links the new curriculum (C2005) to the national goals and does not draw a clear distinction between C2005 and OBE, the vision of linked national curricular and learning outcomes is embedded in most official presentations of C2005. The following definition concerning C2005 was made by the Department of Education (DoE) (Department of Education 1997):

“An OBE curriculum derived from nationally agreed on critical cross field outcomes that sketch our vision of a transformed society and the role education

has o play in creating it”.

C2005 is further defined as a planned process and strategy of curriculum change underpinned by elements of redress, access, equity and development. In order to realise the latter, C2005 employs methodologies used in the progressive pedagogy such as learner centeredness, teachers as facilitators, relevance, contextualised knowledge and cooperative learning. Although the researcher is aware that educational change in South Africa was initiated in order to bring about equality and equity, politics was also present in choice and decision of structures of change. C2005 can therefore be viewed as a political strategy employed to drive change.

C2005, as well as the outcomes framework, is also linked to the visions and goals of what is known as the National Qualifications Framework (NQF) and the South African Qualifications Authority (SAQA).  SAQA's purpose in the education process is to certify all qualifications as well as the formulation of policy, structures and processes and the publication of standards and criteria for institutions that wish to perform an education and training function. The NQF is defined by SAQA as a systemic framework for organising education and training around the notion of learning outcomes. C2005 is an outcomes-based educational philosophy. These outcomes are derived from the Constitution, and define the kind of citizen that the education system should produce and, the kind of citizen a post-apartheid society would like to create. Furthermore the critical and developmental outcomes occupy a revered status in relation to curriculum and assessment as spelt out in the Education Policy Act (No 27 of 1996). Outcomes-based education is defined by the Department of Education's Teachers Manual for Grade Seven as the

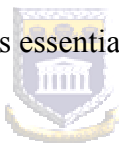
vehicle to deliver the critical outcomes defined in the NQF. The objectives of OBE can be viewed as aiming to create an integrated national framework for learning achievements, the facilitation of access to, and mobility and progression within education, training and career paths as well as the enhancement of the quality of education and training. (C2005 Review Report 2000:5)

William Spady, who is widely regarded as the architect of OBE, states that “Outcomes Based Education means clearly focusing and organising everything in an educational system around what is essential for all learners to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organising curriculum, instruction and assessment to make sure this learning ultimately happens” (Spady, 1994:1).



With the OBE approach, outcomes which are formulated need to be achieved by learners at the end of their schooling period. Killen (1996) goes further in providing a more clear definition of OBE. He says that OBE is an approach that requires teachers and learners to focus their attention and efforts on the desired end results of education. He argues that it encourages teachers to use this focus as a guide to all their instructional decision-making, and in particular, planning. Battersby in Naicker (1999:47), in regard to outcomes indicates that outcomes should empower learners to make sense of the world they live in, to enhance their appreciation of nature and culture, and to function effectively and thoughtfully in their lives.

With the move towards OBE the South African education system thus had to be re-organised in such a way that it made it possible for learners to achieve the necessary outcomes (Naiker, 1999). OBE is also founded on three basic premises, which makes it possible for an inclusive system of education where all learners can succeed. These three premises are: all learners can learn, and succeed, success breeds success and schools control the conditions that determine whether or not learners succeed. Spady (1994) also argues that illiteracy and failure are neither inevitable nor acceptable and that average learners as well as those originating from poor socio-economic backgrounds, can also succeed. Spady, (1994) also made it clear that the vehicle that makes success possible in the OBE approach is located in mastery learning. Mastery learning is the model used to structure curricula and this structure is designed to maximise the likelihood that each learner will reach the performance levels essential for competence.

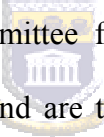


The bottom line of C2005 and its outcomes-based approach is thus to create learners that can think for themselves, learn from the environment and respond to teachers who value creativity and self-motivated learning. The distinction that can be drawn between C2005 and OBE can be described as follows: OBE is the approach through which a curriculum can be realised; C2005 is the curriculum that has been developed within the outcomes-based framework.

Findings of the C2005 Review Committee

The difficulties surrounding the implementation of C2005 led the Minister of Education,

Professor Kader Asmal, to announce the establishment of The Review Committee on C2005 on the 8th February 2000. The members of the C2005 Review Committee were tasked to consult with teachers, departmental officials and other stakeholders. Several weaknesses concerning C2005 came to light.

Although the Ministerial C2005 Review Committee (2000:46) disclosed that they were seeking to determine levels of understanding of C2005/OBE and did not anticipate finding that everything was working well in schools, their report identified a difference in how C2005/OBE is employed in former white schools and the historical disadvantaged schools. The school environment makes it much easier for C2005/OBE to succeed in these schools due to their infrastructure, resources and strong financial base. Nevertheless, the C2005 Review Committee  founded that teachers in general had a positive attitude towards C2005/OBE and are taking the challenges of implementation seriously.

Teachers in most if not all schools were trying hard to improve their skills in order to cope with the demands brought about by the education change process. Furthermore they were also genuinely willing to participate in programmes and attend workshops. It is thus evident from the C2005 Review Report (2000: 46) that teachers support C2005/OBE mainly because it has brought about observable changes to their learners and themselves. According to the report, teachers have changed since the implementation of C2005/OBE and this can primarily be attributed to a paradigm shift in teachers concerning their learners' abilities.

For the C2005 Review Committee the positive attitude of teachers, irrespective of their level of understanding of C2005/OBE, is “an important precondition for further professional development” (ibid). It is found that grade 7 teachers struggled with several issues such as time-tabling and assessment and felt less supported than teachers in the Foundation Phase. In terms of shallow understanding, the available evidence indicated that the level of teacher understanding was generally weak. There also exists a wide gap between what teachers say they know and what they actually do. Submissions to the C2005 Review Committee mostly expressed their concern in relation to teachers ever acquiring a deep understanding of C2005/OBE with its many concepts.

The sites which were visited elucidated the mismatch between what teachers said they understood and how they externalise that understanding. The measurements used to gain insight into the understanding of C2005/OBE by teachers were group interviews, questionnaires and classroom observations. What these measurements showed was that teachers made use of group-work and learner-centred activities with the teacher playing the facilitators role.

Many teachers were found to have embraced the idea and objective of outcomes-based education rather than the actual content. (C2005 Review Committee, 2000:48). The classroom observations revealed that many learners were still not participating fully in the learning process, because some teachers were relying on direct instruction. What was also evident is the fact that teachers are still confused concerning the difference between C2005/OBE. The conclusion reached by the C2005 Review Committee on this issue was

that teachers had not yet reached the required level of understanding of C2005/OBE (2000:47).

Certain factors which compromised the implementation process were also brought to light in the C2005 Review Report. These included:

- **The complex language** and confusing terminology used in the new curriculum framework. The language in the policy documents is difficult to understand. As a result, teachers can't see how outcomes-based education can be implemented in the classroom. Also new words are used to replace old ones. For example "teachers" are replaced with the word "educators". Furthermore people don't always have the same understanding of the new language used. This often leads to confusion and teachers becoming de-motivated.
- **Overloading:** The original version of C2005/OBE had many design features. There are Learning Areas, Learning Programmers, Critical Outcomes, Specific Outcomes, Assessment Criteria, Range Statements, Performance Indicators, Phase and Programme Organisers. Another feature that was added to C2005 was Expected Level of Performance. Teachers spend so much time trying to include all of these features in their planning that they do not spend enough time on reading, writing, and mathematics and core concepts in science.
- **Progression and integration:** The original C2005/OBE encourages teachers to combine knowledge from different Learning Areas. That is, it encourages integration, but it does not give enough guidance on what to teach, when to teach it and on what level to teach it. As a result, learners are often taught the same

concepts, at the same level, over and over again. They don't learn the skills and knowledge at the different levels that they should and therefore there is little progression.

Recommendations made by the C2005 Review Committee.

Based on their findings, the C2005 Review Committee suggested that:

- The OBE principles should remain as is.
- C2005 in its present form should be phased out.
- C2005 should be replaced by a streamlined and strengthened outcomes-based curriculum.



The following process was followed in the revision process of C2005:

- **June 2000:** The Council of Education Ministers agreed that the curriculum for Grade R-9 should be revised. A Ministerial Project Committee was set up to streamline and strengthened C2005. About 150 curriculum developers were nominated to work on the task team. Men and women as well as members from all race groups were included in these groups.
- **January 2001:** The task team began their work.
- **30 July 2001:** Draft Revised National Curriculum Statement for Grade R-9 (schools) was released for public comment for a period of three months.
- **November 2001:** Public hearings on the curriculum were held in Parliament.

- **December 2001:** Once the public comments had been received and analysed, the Task Team met to incorporate these suggestions into the curriculum.
- **15 April 2002:** Professor Kader Asmal released the overview document of the Revised National Curriculum Statement.

Summary

This chapter focuses on the history of black schooling in order to provide background on the legacy of discrimination and oppression which still influences the educational system in present day South Africa. The chapter also discusses the legislation and policies initiated by the post-1994 Government to overcome this legacy and promote the ideals of equality and redress. A key element of the educational transformation process was the introduction of C2005 and OBE. These soon ran into difficulties, however, leading the new Minister of Education to announce the establishment of a C2005 Review Committee under the leadership of Professor Linda Chisholm. The findings and recommendations of the C2005 Review Committee are reviewed in this chapter. So too are the differences in definition between C2005 and OBE, as well as the definitions attributed by different scholars and other interested parties to the concepts C2005/OBE. Confusion still exists as to what these two concepts entail and how the translation from theory to practice should be executed. After the implementation of C2005/OBE in grade 1 as well as in grade 7 classrooms, many debates were sparked concerning the implementation process. This paved the way for reflection on current education practices as well as to how successful the new curriculum was at that stage. It is the researcher's perception that a

new curriculum can only be refined and streamlined if it is adequately scrutinized by informed scholars and other parties and especially those who have to implement it (teachers), for the benefit of those it is intended for (learners). Chapter three will present and analyse the main research findings of this report.



CHAPTER THREE

RESEARCH FINDINGS AND DISCUSSIONS

INTRODUCTION

As mentioned previously, the research was primarily conducted in the Metropole - East Circuit of the Western Cape Education Department. Thirteen historical disadvantaged schools formed the sample. These schools collectively have thirty four teachers who are involved in the teaching of grade 7's at these schools. This chapter will provide the layout of the research findings accumulated from the research study, as well as an analysis of the findings in accordance with the objectives of the study. First however the chapter will provide a brief profile of the thirteen schools.



PROFILE OF THE THIRTEEN SCHOOLS

The schools covered by the study are referred to as historical disadvantaged schools. They all share constraining factors which may vary in degree (see below). The thirteen schools are situated in the Helderberg Basin which forms part of the broader municipality of the City of Cape Town. They are all within a twenty kilometer radius of each other and interaction normally occurs in the form of sports and or professional development workshop. Two of these schools are overwhelmingly attended by African learners and the remaining eleven by the majority of Coloured learners. Most of the learners from these schools are occupants of the nearby informal settlements and surrounding housing

development schemes. Most of the learners come from lower class income and the unemployed sectors. The two African schools are situated in Lwandle and Nomzamo townships. Nine of the Coloured schools are situated in their respective residential areas. One of the Coloured schools is situated in a peri-urban area and another near the Central Business District (CBD) in Somerset West. These schools are all classified as historical disadvantaged schools and previously operated under the auspices of the ex-Department of Education and Training (DET) and the ex- Department House of Representatives (HOR).

The eleven Coloured schools are to a certain degree in a better position than their African counterparts in terms of infrastructure, resources and finance. All these schools however, are compromised in the deliverance of quality education and the effective implementation of C2005/OBE by factors such as;



- Insufficient funds: most of the parent community are unemployed or are earning a minimum salary.
- Large class sizes: teachers has to cope with large class sizes which complicates the learner-centred approach.
- Discipline problems (learners and teachers):.problems with commitment towards school work and rules as well as frequent absenteeism of both learners and teachers pose serious problems at schools.
- Crime such as theft and vandalism: schools in the residential and township areas have to endure continuous vandalism and theft of school property.

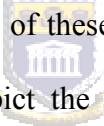
This causes immense problems during the colder season and impacts negatively on the learners' academic progression.

- Lack of proper sport facilities: in many cases the necessary space for example rugby and soccer fields are there, but are unfit for use due to its unsuitable condition that can lead to injuries.
- Lack of sufficient support from parents: parents in many cases display a laissez-faire attitude towards their school commitments.
- Inadequate infrastructure such as classrooms: due to a lack of adequate classrooms, overcrowding takes place and spaces which is unsuitable for learning purposes has to be utilized.
- Lack of appropriate and sufficient resource and learning materials: in many of the cases, schools in this sample either experienced a lack or insufficient resource and learning materials. Many of the learning materials available are far above the level of the learners or outside the everyday knowledge field of the learners.
- Unstable management and governance structures: the inability of these schools to employ sound management and governance structures due to a lack of a skills base teacher and parent component is problematic.

Although two of these so-called Coloured schools are situated in better off middle-class areas, they nevertheless also remain challenged by the factors above. All these schools render accommodation to a large amount of learners from nearby informal settlements (squatter camps). The school situated in the CBD is situated

on private property and is classified in accordance with WCED criteria as “least poor”.

This is carried out in accordance with the Government’s vision of achieving redress. The mechanisms implemented by the Government are the Equitable Shares Formula and the National Norms and Standard for School Funding (Kgobe, 1999:3). This was to ensure that recurrent cost allocations will be addressed through schools being targeted for resources on the basis of need. These allocations are informed by physical conditions and facilities such as; tarred roads leading to the school, flushing toilets, sufficient infrastructure, geographical designation, and the percentage of school fees procurement.

Table 2 depicts the learner totals of these schools and the teacher: pupil ratios of the grade 7’s. These ratios depict the average per class because all of these schools except Temperance Town Primary have more than one grade 7 classes.  Ninety nine percent of the schools are classified as P4 schools meaning that they have a learner total of more than eight hundred learners. Temperance Town Primary is the only P1 school due to its learner total of two hundred plus. Due to its large total of learners (1584), ACJ Pakade Primary operates in two shifts and this lowers the teacher: pupil ratio to a manageable 1:35.

The information in Table 2 gives a clear picture of the large total of learners in grade 7 classes in these historical disadvantaged schools. This also contributes to

other factors previously mentioned that proves problematic to the effective implementation of C2005/OBE in these schools.

Table 2: Profile of sample

| School | Learner total | Classification | Teacher: pupil ratio Grade 7 | Area |
|-----------------------------|-----------------------------|----------------|---------------------------------|------------------|
| Macassar Primary | 1202 | P4 | 1:40 | Macassar |
| Oklahoma Primary | 930 | P4 | 1:40 | Macassar |
| Marvin Park Primary | 1100 | P4 | 1:41 | Macassar |
| Firgrove Primary | 902 | P4 | 1:46 | Firgrove |
| Danie Ackerman | 985 | P4 | 1:43 | Somerset West |
| SomersetWest (Meth) Primary | 907 | P4 | 1:48 | Somerset West |
| Strand Moslem Primary | Refused to give information | | | Strand |
| Dr G. J. Joubert | 1245 | P4 | 1:47 | Strand |
| Rustof Primary | 1329 | P4 | 1:44 | Strand |
| ACJ Pakade Primary | 1584 | P4 | 1:35 | Nomzamo |
| Umnogophiso Primary | 1330 | P4 | 1:48 | Lwandle |
| Temperance Town Primary | 287 | P1 | 1:41 | Gordonsbay |
| Sir Lowry's Pass Primary | 872 | P4 | 1:43 | Sir Lowry's Pass |



Research Findings

Time-constraints of the study, forced the researcher to divide the respondents into different data-gathering categories. Due to the observation process and the interviews being of a time consuming nature, fewer respondents were used in the observation and interviewing process. As is evident from Table 3, the questionnaires were the largest category. Different respondents were used in each of these data-gathering methods. In both the direct observations and interviews 9 respondents were used which accumulates to 26, 5% each. Sixteen respondents received questionnaires which amount to 47% of the sample.

Table 3: Data-gathering totals (respondents)

| | RESPONDENTS | PERCENTAGE % |
|---------------------------|--------------------|---------------------|
| Direct Observation | 9 | 26,5% |
| Interviews | 9 | 26,5% |
| Questionnaires | 16 | 47% |
| Total | 34 | 100% |

The response rates are demonstrated in Table 4. In regard to direct observations 66, 6% responded positively, whereas 33, 4% did not honour their agreement with the researcher to allow direct observations in their classrooms. The response rate with the interviews was higher at 77, 7%. The Questionnaires proved to be the most successful data-gathering method with 87, 5% responding positively. The researcher at this point would like to make clear that the findings of this study cannot necessarily be generalized in terms of all historical disadvantage schools in the Western Cape. It should be understood that these findings represent that attitudes and constraints of grade 7 teachers in this specific sample.

TABLE 4: Data-gathering response results

| | RESPONDENTS | RESPONSE | NON-RESPONSE |
|----------------------------|--------------------|-----------------|---------------------|
| Direct Observations | 9 | 66,6 | 33,4 |
| Interviews | 9 | 77,7 | 22,3 |
| Questionnaires | 16 | 87,5 | 12,5 |

Discussion of the Findings

Understanding and practice of C2005/OBE

In terms of the objectives of this study whereby an investigation was conducted as to how grade 7 teachers in historical disadvantaged schools understand and

practice C2005/OBE and the constraints facing these teachers, the following data was obtained.

Seventy eight percent of the respondents stated that they are becoming more comfortable as to what is required from them in terms of C2005/OBE. Now that the curriculum has been revised and streamlined (following suggestions made by the C2005 Review Committee on, 2000), it is more accessible in terms of interpretation and translation into practice. Although their understanding of C2005/OBE has improved, they are still struggling, however, to successfully translate theory into practice. They are also aware that coming to grips with an ultimate understanding of C2005/OBE is a process that will obviously take some time.



Although 78% said that they feel comfortable with the principles of C2005/OBE in terms of understanding, there is still a big difference as to what is said and what is practiced in the classrooms. From the lessons observed, the alignment between the planning framework of lessons and the lesson activity presented in class was often skewed. Although material was often illustrated in the lesson plans in accordance with C2005/OBE principles, this frequently failed to materialize in the actual lesson. In many instances group work and self investigation by learners were illustrated in lesson plans, but in the physical presentation of the lessons the teacher's presentation normally took up most of the lesson and worksheets were given out afterwards to learners to complete in groups. Although the teachers

observed said that they are aware of how learning activities should be conducted in classrooms or fieldwork, the translation to practice was sometimes flawed.

This led the researcher to the conclusion that a gap is still evident between what respondents said they understand and how they illustrate these understandings in their respective classrooms. Apart from the 78% of respondents who stated that they are “comfortable” concerning the understanding of C2005/OBE, the remaining 22% of respondents stated that they are still experiencing problems with the conceptualisation of C2005/OBE. They are not sure what is the right way (if there is any) of externalising the practical side of C2005/OBE. Some of the factors that contribute to these feelings of uncertainty are the fact that they were schooled in the old way of teaching and are thus struggling to take that step towards making the paradigm shift required for optimal participation in the educational transformation process. Many of them also feel that the training in relation to C2005/OBE was insufficient and vague due to the fact that the departmental officials seemed to be unsure and confused as to what they were suppose to do.

Ninety seven percent of the respondents were unanimous in their stance that the training they received from the WCED, which spans a period of 5 days, was inadequate. Some of the remarks made by respondents were that the training sessions were in most cases confusing and rushed for time. The structure and methodologies of the new system were not clearly explained and discussed.

Concepts were put on the table, but in many instances the facilitators could not explain the different concepts clearly. The terminology used was confusing and many teachers were frustrated with having to grapple with a new system, not understanding and realising that soon they will have to implement their confused understanding. Facilitators sometimes contradicted each other, adding further to the confusion.

Only three percent of the 16 respondents that completed the questionnaires, felt that the training sessions were informative and well presented. Most felt that the four hour sessions allocated per learning area were not sufficient. The majority of the respondents, who completed the questionnaires, felt that they do have an adequate understanding of C2005/OBE, but they are still struggling to translate theory into practice effectively. The latter can primarily be attributed to the fact that 98% of the 34 respondents said that no follow- up training materialised as promised. No reasons were issued by the Educational Management and Development Centre (EMDC) East to why none were held. The remaining 2% affirmed that “cluster” workshops were conducted by the WCED whereby grade 7’s had to exchange learning materials.

Many of the training workshops that were held were more learning-area directed and not generic in terms of elucidating on the concepts of C2005/OBE. Although 88% of the respondents are carrying out their macro and micro planning i.e. year, quarterly planning and weekly planning, in accordance with C2005/OBE

requirements, classroom practices are basically still conducted in the old way. Lessons in this regard are still dominated by teachers talk and chalk.

Factors that hinder the successful implementation of C2005/OBE in historical disadvantaged schools in the Metropole - East Circuit

The research revealed a large number of factors that contribute to the ineffective implementation of educational transformation in historical disadvantaged schools in the broader South Africa. Ninety five percent of the respondents singled the following as definite factors which they consider are hindering the successful implementation of C2005/OBE in their schools;



- Class sizes - The class sizes vary between 35 and 48 learners per class. This leads to class management problems as well as weaker learners not getting sufficient attention in terms of remedial work and academic backlogs.
- Learning support materials - Lack of appropriate learning support materials further frustrates teachers as well as learners. This also hinders effective classroom practice insofar as it restricts the learner's visual perspectives as well as self - learning abilities.
- Lack of training and development - teachers are falling behind due to

insufficient training and development by the WCED. Radical changes are being made by means of policies, which in turn are not aligned with and supported by an appropriate structure for teacher training and development.

- Lack of resources - A lack of fundamental resources such as laboratories, computer centers, libraries, inadequate school furniture, infrastructure and proper sport facilities are also viewed as constraints that are not conducive to successful education transformation.
- Lack of adequate funding - Most schools don't have healthy bank accounts due to parents not paying school fees and the lack of adequate sponsors to initiate further training and development. The monetary allocations by the WCED are taken up largely by salaries, municipal service charges duties, learning support material and stationery.
- Lack of adequate support from the WCED - there is a lack of adequate support structures such as Learning Area advisory services and management support services. This further complicates the implementation of the new curriculum and caused attitudes of mistrust towards the WCED from teachers.
- Insufficient staff - Due to financial constraints in these historical

disadvantaged schools, additional staff recruitment is not possible. Available teachers are thus overloaded in terms of teacher-learner ratios, which makes the effective facilitation of C2005/OBE difficult, if not impossible.

- The reading levels of learners - The reading levels of learners in historical disadvantaged schools pose huge problems in terms of learners working on their own. Learners, who are not capable of reading on their specific grade levels, struggle to come to grips with the C2005/OBE principles of learning.

One of the teachers' biggest concerns was the lack of adequate resources such as textbooks and financial aid. A teacher from ACJ Phakade in Nomzamo township stated that learners are hampered in doing effective individual or group research work due to a lack or inadequate research materials. Furthermore public libraries in the townships are poorly endowed in regard to research material. The learners in most cases are given assignments with the necessary information to complete at school. The learners are thus stifled in their quest for the development of research skills such as analysis, categorising and processing. In more favourable conditions as is the case with Somerset West (Meth) Primary, adequate resources such as books and information technology are present, but problems still persist in the effective implementation of C2005. In the case of Umnoqophiso Primary, the respondents felt that working together is problematic due to a lack of physical

space. They furthermore argued that learner-centredness (a design feature of C2005/OBE) is difficult to realise where there are large classes.

Except for the lack of physical space, the respondents from Macassar Primary have been confronted by gangsters on numerous occasions. Some learners who are reprimanded by their teachers, storm out of classrooms only to return with a relative or friend who is either part of a gang or associated with gangs. These incidents normally leave teachers despondent and unable to commit to their curriculum duties. One teacher claimed that he feared for his safety due to threats that were made by one of the parents.

Respondents from Danie Ackerman Primary, which has a peri-urban setting, were more concerned with the lack of support from the WCED. They stated that curriculum support from the WCED was in many ways insufficient. On the few occasions that WCED officials visited the school, the teachers felt that the support provided left much to be desired, and they claimed that they were still plagued by uncertainty in regard to C2005/OBE practice. Respondent from the Somerset West (Meth) Primary school as well as ACJ Phakade and Umnoqiso Primary schools stated that the shortcomings of both teachers and learners in their command of English further contributes to constraints in the way of effective implementation.

The attitudes of grade 7 teachers towards C2005/OBE

Teachers nowadays tend to speak more openly about C2005/OBE. This might be because they feel more confident for, as this study shows, 78% of the respondents stated that they are more comfortable with what is expected from them. With reference to their attitudes towards teaching and especially the implementation process, 72% stated that they are more confident and positive than before. This confidence however is largely directed at the theoretical side of C200/OBE rather than its practical side. They are actually looking forward to the challenges of the future. Although they admit that they were highly sceptical towards the educational transformation process before, they have now come to terms with the changes they have to make.



Their positive attitude can furthermore be attributed to the more learner-centered approach as well as the way in which learners are assessed. This they see as a break away from the previous over - emphasis on summative assessment (tests, examination). However 28% of the respondents still showed a negative attitude towards the education transformation process due to feelings of uncertainty. These respondents also felt that learners from especially historically disadvantaged backgrounds don't have the required capacity to capitalise on C2005/OBE. This they attribute to these learners not having reached academic "adulthood", i.e. many of the learners do not possess the skills to optimally access the opportunities of C2005/OBE. Another constraint according to these

respondents is the fact that learners from historical disadvantaged schools are cognitively, socially and economically deprived by their living conditions. There exists a misalignment between their everyday knowledge (knowledge obtained at home) and the formal school knowledge with which they are expected to interact. The content normally used in reaching certain curriculum outcomes are in most cases far removed from the everyday knowledge base of these learners. This also makes it difficult for them to fully access the opportunities offered by C2005/OBE. The respondents further identified the workload associated with C2005/OBE as a major problem. The huge workload identified can be attributed to the large class sizes, the multiple forms of assessment and the integration of multiple design features of C2005/OBE in lesson planning.



Support groups amongst grade 7 teachers

Group work is suggested as one of the assessment tools in the C2005/OBE approach. This is to give learners the opportunity to work within a group context by informing one another, being a team player, and developing critical thinking. The research however revealed that none of the respondents are presently involved in any curriculum support groups. Although 47% of respondents cited the importance of curriculum support groups, no efforts are presently made to initiate such groups, which could be beneficial to all parties involved. Twenty percent stated that they initially worked in cluster groups with neighbouring schools. However, the cluster groups disintegrated due to a lack of proper

coordination and commitment by grade 7 teachers involved in these clusters. Respondents pointed out that their involvement in fundraising and extra-mural activities also contributed to the lack of sufficient time to attend or effectively initiate curriculum support groups. Except for the core duties of grade 7 teachers which are teaching, they are also expected to attend to extra-mural activities such as sports and choir commitments. The confusion surrounding a good understanding of C2005/OBE also leaves respondents in a despondent mode. Presently many of the respondents are practicing C2005/OBE by using past methodology of teacher-centredness. Presently grade 7 teachers await training on the Revised National Curriculum Statement (RNCS) which will be held in 2005. The only group discussions taking place at the moment, the respondents stated, is amongst fellow grade 7 teachers at their respective schools.



Summary

This chapter focuses on the presentation of the research findings as well as discussions in line with the objectives set by this study. The fact that most of the respondents view themselves as having a good understanding of C2005/OBE is surprising due to the fact that they still tend to struggle with the practical side. In terms of coherence concerning understanding and practice of C2005/OBE, a huge gap still exists, which can be viewed as a call for further teacher training and development. As was the case in the past, historical disadvantaged schools are still confronted by the lack of necessary resources for the successful

implementation and sustainability of C2005/OBE. Although the lack of resources varies between these schools, it still poses difficulties for the future in terms of equality and equity on the educational front. Most of the respondents demonstrated positive attitudes towards C2005/OBE, but feelings of uncertainty and insecurity are still very prevalent.

Change is often accompanied by fear, anxiety and resistance. In order to breakassuage such fears, curriculum support groups might provide an answer. The implementation approach used by the WCED to introduce curriculum innovation whereby “one size fits all”, proved to be detrimental to the sustainability of C2005/OBE in historical disadvantaged schools in the Metropole - East Circuit.



CHAPTER FOUR

CONCLUSION AND RECOMMENDATIONS

The primary purpose of this research study was to investigate how teachers in historical disadvantaged schools in the Western Cape understand and practice C2005/OBE in their respective schools. The objectives in respect of the research question was as follows: to examine how grade 7 teachers understand and practice C2005/OBE; to examine the factors that hinders the successful implementation of C2005/OBE in these schools; to examine how the attitudes of grade 7 teachers towards teaching have changed since the implementation of C2005/OBE, to find out whether curriculum structures such as support groups exist amongst these historical disadvantaged schools and finally recommend.



The main objective of the government in the post 1994 South Africa to achieve equity and redress within the education sphere has presently not been realised. The gap that existed between former white and historical disadvantaged schools still prevails. The difference in these two types of schools is embedded in the unequal provision of education in the past (pre 1994), which had reached its pinnacle with the advent of the Nationalist Party in 1948 and the introduction of the “Grand Apartheid “ideology.

The introduction of C2005/OBE was aimed at redressing the injustices of the past and initiating the move towards equal education for all. Legislation, such as

SASA (1996), was proclaimed to enhance the shift from a discriminative system (apartheid education) to one which could bring about equality and redress.

The strategy used to implement C2005/OBE, however ignored to a large extent the inadequacies present in historical disadvantaged schools. One implementation model was used in all schools in South Africa. The implementation strategy/model used can in part be viewed as a reflection of the non-discriminative policy stance in the early transition period (Jansen, 1999:90). Brian Schreuder (1999:83), Director of Curriculum and Management at the WCED argues that the effective implementation of curriculum presupposes clear understanding and preparation of teachers. Furthermore, this also includes conceptual understanding, the availability of materials and ongoing support. It also presupposes good subject knowledge. Christie (1999:2) states that working with the principles of C2005/OBE required well-prepared teachers who are likely to be found in former Model C schools.

A study conducted by the University of Durban Westville on the implementation of C2005/OBE in grade 1 classrooms of Mapumalanga and Kwazulu-Natal, demonstrated that well-resourced schools had significant advantages that guaranteed a more successful implementation of C2005/OBE (Jansen, 1999:179). These schools also had a long history of co-operative teaching in relation to sharing of ideas and resources which had been established over many years in a culture of collaboration. Furthermore the parental economic base (middle class)


enabled the acquisition of more sophisticated materials and equipment to give expression to more complex ideas embedded in the new curriculum (Jansen, 1999:206). As this research report shows, most of the preconditions for the successful implementation of C2005/OBE are absent in historical disadvantaged schools in the Western Cape.

Presently the situation in most of the historical disadvantaged schools is one of high uncertainty. Teachers are struggling to come to grips as to what is really expected from them. Their understanding and the way they present this understanding in practice is problematic. Most of the classroom interaction is still dominated by talk and chalk. The methods pursued in the classrooms were frequently at odds with what was illustrated in lesson plans. In most cases pupils were given few opportunities for learner participation (Vinjevold & Taylor, 1999:138).

In most of the historical disadvantaged schools, class sizes are very large. Learning materials in many of these schools are insufficient. The lack of adequate classroom space is also a problem. The complex language of C2005 is intimidating. And disciplinary problems, which cause serious interruption in the classes, are all too common. There definitely exists (as mentioned earlier) a misalignment between what teachers claim they know and how they translate this knowledge into practice. Although many teachers endorse the underlying principles of learner-participation, activity based education, emphasis on

relevance, flexibility, anti-bias, inclusion, holistic development, critical thinking and integration, confusion about the design and implementation of C2005/OBE still persists.

Some of the teachers in historical disadvantaged schools display feelings of despondency in themselves and their teaching abilities. This can be attributed to their school context (under-resourced) and a history of oppression which has left its psychological evidence in the way many of these teachers present themselves (low self-esteem). Huge disparities in circular resource allocations between schools of different races occurred during the apartheid era.

The potential to make C2005/OBE work in schools in this sample are definitely present and possible. However,  constraining factors brought about by political systems such as apartheid will take time to be redressed, and achieving equity is also subject to financial resources.

RECOMMENDATIONS

The post 1994 Government embarked on educational change having the terms equality and equity firmly imprinted in their vision. In order for these two concepts to be realised, the following recommendations in my view are imperative in striving towards equality and equity in the historical disadvantaged educational context in South Africa. In line with recommendations proposed by

the Review Committee Report (2000) on Curriculum 2005, improvements should be made to the;

- Training, orientation and development of teachers.
- Supply and allocation of learning support materials
- National, provincial and district - level curriculum support processes.
- Financial allocation and proper management training for senior teachers.

Furthermore the following are also proposed in terms of ensuring a better understanding amongst grade 7 teachers as well as teachers in the broader spectrum:

- An emphasis should be placed on making teachers more aware of the distinction between C2005 and OBE.
- A shared understanding concerning the concept of OBE should be established on all levels i.e. from national to provincial right down to the teachers on grass-root level.
- There should be appropriate resourcing for C2005/OBE
- There should be a greater emphasis on teacher training and development
- In addition there should be much greater teacher involvement in policy formulation and development. The reasons for this can be attributed to the following factors:
 - Teachers have a sound understanding of what goes on inside and outside the school.

- Teachers have first hand knowledge of the learners, and they can thus reflect on behaviour patterns, constraints, learner performance and the factors that influence the learning environment of learners and teachers.
- Teachers should be the actual curriculum developers, but are fulfilling the role of curriculum implementers and modifiers.

The following sections provide greater detail on these recommendations.

Ensuring maximum teacher involvement in the development and implementation of C2005/OBE



Teachers are in most cases represented by their respective Unions when it comes to discussions and input. This representation is in many cases not effective. Members of these unions do not engage in effective communication and most of time teachers receive circulars which are often vague. Most of the time teachers do not receive constructive feedback from these negotiations and are left confused as to what is expected of them. Present policies have been developed largely in isolation from the teachers or with minimum input, not realising that they will finally play a major role in the implementation process of these policies.

For policies such as C2005/OBE to succeed, it is imperative that teachers are fully involved in the development process of such policies. The input that teachers can

give is imperative because they have a good understanding of what goes on outside and inside the classrooms. They are also on track with the mood and academic trends of the learners. Classroom pedagogy has to be reviewed and reflected on at all times because of the political, economical and social paradigm shifts. This is a very important issue, which has to be taken into consideration when a new curriculum is developed and implemented. Because of their first hand knowledge of the learners and school environment, it is the teachers who can really give or present a true reflection of the day-to-day interactions in the schools. Giroux for example, states that teachers should be actively involved in producing curricula materials suited to the cultural and social context in which they teach. (Giroux, 1988: 125).



Teachers must be offered the opportunities to scrutinize and adapt (recommendations) policy received from the educational departments to the needs best suited for their learners. The tendency of the educational department to reduce the teachers to the status of specialised technicians should be reversed (Giroux, 1988:122). Giroux sees this tendency as the proletarianisation of the teachers work.

Teachers in my view should be involved in the developmental policy process up to the implementation process. They must be consulted with every step of the way. What we need is an effective communication structure between teachers and educational department, which will, in the end, benefit both parties especially

the learners. Structures such as committees whereby teachers from public as well as private schools are represented should be initiated. These committees should function as a base for teachers to be consulted with by the respective Provincial Education Departments. Teachers should also be made aware of the intentions of education policy and why it's necessary to develop these kinds of policies. Teachers need to view themselves as agents of change and must not wait for change to come their way.

Another reason for a very close relationship between teachers and education departments is because of their connection with the wider social environment. For teachers and schools to be effective, certain things have to happen for example individual moral purpose must be linked to a larger social good. Teachers still need to focus on making a difference with individual students, but they must also work on school-wide change to create the working condition that will be most effective in helping all students learn. (Fullan, 1993: 34)

The above can be linked to the fact that teachers are needed to make schools and especially learners responsive to change. Effective teachers must be cultivated through a process of continuous professional development and appraisal structures. The DoE should improve its In Service Training (INSET) practices, with a particular focus on expanding teachers' knowledge of the content and concepts of C2005/OBE.

Adequate resources

The fact that C2005/OBE is learner - centered and not content-based, gave teachers a false sense of freedom. Many thought that they were free to explore and initiate new projects. In theory it seemed good, but in practice it was a different story. For some teachers it was a case of faddism. They soon turned from enthusiastic implementers to resisters. This was largely because teachers did not receive the necessary support and lacked appropriate resources. From an economical perspective, many publishers saw C2005/OBE as a moneymaking opportunity and brought forward materials that looked very attractive, only to find that the language was either wrong or it did not fully satisfy teacher needs. In many cases teachers found the terminology difficult and the format of lessons in these learning materials was in most cases different from the lesson format used by them.

Such factors had a negative influence on the success of C2005/OBE. In my view schools should be assisted in acquiring learning materials for the benefit of the learners. All areas of learning should be catered for adequately. The lack of resources should be addressed in a radical manner. The Education Ministry must work in conjunction with the private sector on strategies to assist schools in acquiring resources. The senses most used in the schools or in any learning environment would be the eyes and the ears. One should thus look at illustrative materials and especially reading materials as well as audio materials such as tapes

and compact discs. If teachers are disempowered because of the lack of resources, this feeling of disempowerment can also lead to problems in and outside the class. When learners are not kept busy constructively, they tend to become restless, and chaos may erupt. All schools must be catered for on the grounds of language, social and traditional background, geographical designation and ratio between teacher and learners.

Educational departments should also make greater use of Information Technology. Schools should be issued with circulars by the push of a button. Information systems also have endless resources and could be used by teachers as well as students in the acquisition of information concerning content for learning areas or projects. Although many schools lack computer resources, more could be done to involve the private sector in the provision of computer hardware and software.

For the sake of reviewing and keeping up-to-date with what is happening on global level, special committees within the National and Provincial Education Departments should be appointed to look at resources best suited for the needs of our learners. They must also look at resources, which are accessible and easy to understand, and which is of educational value. The Educational Department should also develop and implement policy in order to review education publication to ensure they are of the appropriate quality.

Ongoing support to teachers before and after the implementation of the new curriculum

It is said that “failing to prepare is preparing to fail.” In the development stage of any curriculum one should also look at how the strategy of implementation will be handled. How will teachers be trained and who will train them? In order to lessen the financial burden associated with the implementation process in the Western Cape, the WCED embarked on what they termed the “cascade model”. This proved to be confusing and contradictory.

Normally teachers and other stakeholders are bombarded with policy documents, which they have to read, and may give them an introduction to what awaits them. The confusion present in the training process was the fact that many of the teachers who attended the workshops all had different understandings of what C2005/OBE entailed. The training they received was the same but internalised understanding were different. What needs to be done is that policies and implementation strategies should be brought down to the level of the teachers.

Workshops must be embedded with quality and not quantity. Information must be clear without any frills as this can complicate matters. Teachers should not feel lost when they are at school. Support groups must be within reach to help and assist. More time must also be allocated to the implementation process. The implementation process must be guided by theory, which should inform practice

and practice in turn should correct theory. Before implementation it must be determined whether all parties have a thorough understanding of what the new curriculum entails, and then only must it be taken into schools for implementation. Workshops before and after implementation are necessary for reviewing and reflection of practices.

Teachers also need time to adjust to change, which we know can be a complex process. They need a paradigm shift and this is only possible by means of ongoing support, which is direct and embedded with quality assurance. As previously stated, teachers are also agents of change, and must be encouraged to initiate cluster groups to communicate and collectively master and understand the new curriculum.



They can hold discussions, reflect on classroom pedagogy and scrutinize about which resources is needed or best suited for certain learning experiences. Another factor, which is crucial, is time management. How are you going to allocate time to these different learning areas and what timeframes would be the best for the learners to get the work done?

Issues such as time frames per learning area (time tables) assessment and administrative duties should be made easier for teachers by means of workshops and lectures. Schools, colleges, and universities should work together to prepare the student teachers more adequately for changes in education. Research in

schools should be conducted on a regular basis by tertiary institutions and other non-governmental organisation so as to gain knowledge for the introduction of modules on college and university levels which deals effectively with educational transformation issues.

Establishing a healthy school culture and identity to effectively facilitate change

The culture of any school is very important for the way the school operates and the successes it achieves. A culture of learning and discipline is normally evident in the results at the end of the year. The structures in which this culture are embedded should also be strong and positively constructed. It is normally schools with a healthy learning culture that are open to change as well as new challenges. In the schools where there is a culture of high absenteeism amongst learners as well as teachers, it is difficult to implement a change process effectively. One of the reasons why C2005 /OBE found it difficult to plant itself in many historical disadvantaged schools was because of other problems, which hampered progress and collegiality. These included disputes over senior positions, problems surrounding cliques and factions, and insubordination to principals and senior staff. It is therefore important to clear up internal problems before starting with something new. Change always brings about resistance, chaos, fear and mistrust. These factors have to be dealt with. What may be needed is organisation development.

The culture and structures of the school is of great importance in the transformation process of the school. Departmental groups who must focus on these areas of identity and cultures of schools should be formed. They must assist schools in reviewing the schools vision, mission, objectives and tasks so that they are in line with the aims of the Government. Many schools simply operate without a clear vision and mission statement, and in so doing create a lot of loopholes for ill-discipline behaviour.

The culture and identity of the school reflects the culture and identity of society. The school is thus a place where the values and norms of society is reproduced and transformed. To bring change to schools is to change society, because society influences school-life and school-life in turn influences society. It is thus up to the educational authorities to see to it that all petty issues which may counter change are addressed and the necessary structures that will facilitate a healthy and meaningful culture and identity, is established free from racial and political prejudice and open to change and transformation.

Continuous training and development of Principals in order to sustain their role as leaders and motivators

The role of the principal has always been seen as a key factor in bringing about, and maintaining change, and as a factor in the teacher's own development. (Wideen, 1992:Chp.7) Supportive leadership from the principal is needed to facilitate the change process as well as the implementation of new ideas.

Teachers look up to principals and senior staff for leadership. If they are not satisfied with what they see, they can easily become disempowered and thus reluctant to change. It is thus suggested that principals be properly trained so that that they can, in turn, assist the teachers at school.

Teachers tend to have more trust in the principals than representatives from the educational departments. It will thus be easier for the principal to reach his teachers, than it would be for an educational official. Interactions concerning academic issues tend to run more smoothly due to the familiarity present amongst staff members. Another reason why the principals must be up-to-date with change is the fact that they have to answer to questions which the staff might have concerning the development of a new curriculum. They must be able to put them at ease and to guide them through this process of change. This will not be easy but it needs to be done. This will only be possible if the principals receive receive the necessary support and assistance from the education department.

Presently many teachers in historical disadvantaged schools feel insecure and uncertain in their practice of C2005/OBE due to a lack of adequate support from their principals. In many schools communication between teachers and principals have broken down because of the inability of principals to effectively lead their staffs through this period of educational change. Principals in many cases do not effectively report back to their staffs concerning management and assessment changes. This leads to misconception and resistance. To ensure that principals are

confident and capable to perform their duties and effectively lead their staff, continuous support and monitoring is imperative.

CONCLUSION

Post-apartheid legislation placed the quality of education firmly on the agenda. The WPET (1995) noted that many of the schools serving the majority of the population showed a decline in school performance. Section 4 of the National Education Policy Act (1996) includes amongst its concerns 'achieving redress and enhancing quality' (Kgobe, 1999:181). While there was much emphasis placed on the improvement of the quality of education, one should also take into account that the concept quality is variously defined. Kgobe (Ibid) states that there are broader ideological, contextual and practical dimensions that shape the manner in which quality is defined. Furthermore it is of importance to highlight that quality is also often defined synonymously with effectiveness and efficiency of the educational system.


To achieve quality in the South African context, the focus should be directed at the improvement and strengthening of the culture of learning and teaching, effective resource provision, infrastructure and equipment, availability of learning support materials, accessible structures for the furthering of teacher qualifications and continuous teacher development and support. C2005/OBE can be viewed as perhaps an indication of the contestation that has come to dominate the definition

of quality. Since the inception of C2005/OBE in 1998, the implementation process has received more attention than other policies. The implementation however will never come to effective realisation, however, if the problems in historical disadvantaged schools are not adequately addressed. The design of C2005/OBE seemed to have a particular type of teacher and school in mind, mainly the kind that are found in former white schools. The educational backlogs created by the apartheid system need to be eradicated. Measures that can bring historical disadvantaged schools on a par with their former white counterparts must be introduced. Only if the education playing fields are leveled, can one assume that the implementation of education policies will succeed or fail due to common problems in schools and not because of differences amongst public schools.




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Western Cape Education Department
Cape Town
8000

Dear Sir / Madam

Re: Permission to conduct a research study in the Metro pole -East circuit of the Western Cape.

I am presently a Master's student in the School of Government at the University of the Western Cape.

One of the requirements of the M.P.A. degree is that the student must complete research work in a chosen field. My thesis is of an educational nature and therefore requires me to collect data from various grade 7 teachers operating in schools in the Metropole - East circuit and especially the Helderberg Basin area.

The data that I will be collecting also has bearing on the present curriculum implementation process and can be of use to the Western Cape Education Department.

I hope my request will receive your favourable attention.

Yours sincerely

.....
T.G. De Waal
(2002/ 07 / 22)

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|--|
| CURRICULUM 2005 / OUTCOMES - BASED EDUCATION Questionnaire (Open) |
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Rationale (Reason)

The purpose of this questionnaire is to gain insight into how grade 7 teachers in historically disadvantaged schools in the Western Cape understand and practice C2005/OBE in their respective schools.

Kindly try to answer all questions to the best of your ability and as objectively as possible.

1. Age? _____
 2. Sex? _____
 3. Teaching experience in years. _____
 4. Teaching experience in grade 7. _____
 5. Tertiary institution attended. _____
 6. Qualifications achieved. _____
7. Describe the nature of your training by the WCED in terms of C2005/OBE as well as the period of training.
8. Were any follow up training workshops conducted by the WCED? If no, were any reasons given?
9. Did you as grade 7 teacher felt adequately equipped with the necessary knowledge and skills to implement C2005/OBE in your school after the training you received from the WCED? If yes or no, why?
10. Describe how you presently feel in terms of understanding C2005/OBE and how it is practiced in your classroom.
11. What are the indicators in your school that suggest that you are **practicing/ not practicing** C2005/ OBE in your school?
12. What kind of difficulties have you encountered since the implementation of

C2005/OBE in your specific school?

13. Describe your attitude towards teaching prior to the implementation of C2005/OBE in schools in South Africa.

14. Describe your present attitude towards teaching.

15. What structural factors (buildings etc.) in your school would you say hinders the successful implementation of C2005/OBE in your school?

16. What other factors e.g. resources are making successful C2005/OBE implementation difficult at your school?

17. Were teachers according to you sufficiently involved in the Education transformation process? If yes or no, why?

18. Explain the nature of curriculum support structures for grade 7's at your school.

19. Do you liaise with grade 7's from other schools in terms of curriculum support?



20. Explain the role you think teachers should play in curriculum development?

21. Do you ever see C2005/OBE succeeding in historically disadvantaged schools? If yes or no, why?

22. Do all grade 7 teachers at your school share a common understanding of what C2005/OBE is all about and how it should be practiced? Motivate.

Thank you for your co-operation.

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|---|
| <p style="text-align: center;">CURRICULUM 2005 / OUTCOMES - BASED EDUCATION INTERVIEW: SEMI- STRUCTURED</p> |
|---|

Questions

1. How would you describe your attitude towards teaching at present/ Why?
2. How would you describe your attitude towards teaching prior to the educational transformation process?
3. What role according to you should teachers have played in the educational transformation process?
4. Name the factors that you think and are aware of that hinder the successful implementation of Curriculum 2005 and OBE in your particular school.
5. How would you grade your understanding of the C2005 and OBE? Motivate.
6. Do teachers at your school share the same understanding of C2005 and OBE as you do?
7. What kind of curriculum support structures exists at your school?
8. Are teachers at your school presently working with teachers from other schools in terms of seeking solutions to curriculum problems? (if no, why not?)
9. Do you ever see C2005 and OBE succeeding in historical disadvantaged schools? Substantiate?
10. What kind of support do you get from the WCED?

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|--|
| CURRICULUM 2005 / OUTCOMES - BASED EDUCATION CHECKLIST: OBSERVATION |
|--|

| | Yes | No |
|---|-----|----|
| 1. Classroom • Classroom spacious • Adequate seating • Teaching aids visible • Learners physical accessibility • Overcrowded • Fit for classroom practice • | | |
| 2. Learners • Active participation • Well behaved • Passive • Distractions • Demonstrating group work skills • Enthusiasm | | |
| 3. Teacher • Fulfilling facilitator's role • Making use of different pedagogical methods • In control of lesson content • Managing class well • Giving learners change to participate • Using old methods of teaching (content -based) • Making use of teaching aids | | |
| 4. Lesson Planning • Prepared in line with C2005/OBE requirements • Learning activities displaying e.g. group work • Macro and micro planning evident • Lesson conducted in line with planning • Outcomes clearly identified | | |

