

**THE EFFECTIVENESS OF TRAINING EDUCATORS ON
IMPLEMENTING THE REVISED NATIONAL CURRICULUM
STATEMENT (RNCS) IN THE INTERSEN PHASES (GRADES 4-7) IN
WATTVILLE PRIMARY SCHOOLS**

by

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SEPTEMBER 2006

DECLARATION

I hereby declare that the mini-dissertation submitted for the M Ed degree in Education Management to the University of Johannesburg is my own work and all the sources used or quoted have been acknowledged by means of complete references. I further declare that all the work covered in this research project has never been formerly submitted to another university for another degree.

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G.M. MALESA



DEDICATION

The current research study is dedicated to my mother, Reneilwe, my daughter, Kholofelo, my sister, Connie and my only brother, Nathan, for their continued support, encouragement, motivation and understanding throughout the period of my studies. To me, YOU are everything!



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LIST OF ACRONYMS

RNCS	Revised National Curriculum Statement
OBE	Outcomes Based Education
C2005	Curriculum 2005
GDE	Gauteng Department of Education
DoE	Department of Education
SMT	School Management Team
ETD	Education, Training and Development
NQF	National Qualification Framework
NDE	National Department of Education
HRD	Human Resource Development
SAQA	South African Qualification Act
SASA	South African Schools Act
EEA	Employment of Educators Act
SDP	School Development Programmes
HEIs	High Education Institutions
GIED	Gauteng Institute for Educational Development
NEPA	National Education Policy Act
LTSM	Learner and Teacher Support Material

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SYNOPSIS

The main purpose of the current study was to investigate the effectiveness of training educators on implementing the Revised National Curriculum Statement (RNCS) in the Intersen (Grades 4-7) phases in Wattville primary schools. The problem is that there is lack of effective implementation of RNCS due to the lack of proper and adequate training received by educators in this area.

The general research question is “What is the importance of implementing the Revised National Curriculum Statement (RNCS) in schools?”

The aims of the current study are to provide educators with strategies and techniques on implementing RNCS, equip educators with skills and knowledge for the effective implementation of RNCS, to outline a theoretical description of the support needed subsequent the GDE training and to provide educators with staff development programmes for the effective implementation of RNCS. The objectives were to determine the strategies and techniques employed in schools in implementing RNCS and to determine the degree of knowledge and support the participants have received subsequent the GDE training.

The study is based on qualitative research, since it sets out to develop an understanding of individuals and events in their natural state. The researcher employed observations, interviews and document analysis as methods of collecting data by personally interacting with the participants in their natural settings. Purposive sampling was employed, where only information-rich participants were chosen for the purpose of the study. The researcher selected participants who were knowledgeable and informative about RNCS so that the best information could be provided for the purpose of the research information.

The findings indicated that there is lack of knowledge, skills and understanding on implementing RNCS; the training provided by the GDE was insufficient and inadequate; lack of parental involvement in their children’s learning; lack of Learner

and Teacher Support Materials; lack of educator support subsequent GDE training and finally, lack of staff development programmes in schools.

To the findings arrived at, recommendations to the GDE were made as follows:

- Intensive educator training by curriculum specialists on RNCS should be conducted.
- More educators should be employed to address the issue of learner-educator ratio and overcrowded-ness, which impact negatively on RNCS implementation.
- Hands-on training in the form of in-service training and workshops should be provided on continuous basis.
- Staff development programmes should be drawn by all educators and conducted by the SMTs, to enhance effective RNCS implementation.



CHAPTER ONE

GENERAL ORIENTATION

1.1 INTRODUCTION

The education system in South Africa, after the democratic elections in 1994, experienced many changes. These changes included the introduction of new policies such as Outcomes-Based Education (OBE) and a White Paper on Education and Training (1995). New acts, such as the South African Schools Act (SASA) no. 84 of 1996, the National Education Policy Act (NEPA) 27 of 1996, the South African Qualifications Authority (SAQA) 58 of 1995, and the Employment of Educators Act (EEA) 76 of 1998, were also introduced. According to Tiley & Goldstein (1997:3) the previous system of education had not helped people learn to make sound, passionate judgments in a changing world, hence a new method of teaching, which is outcomes based, was introduced.

One of the aims of OBE is to make teaching and learning more flexible and integrated by encouraging teachers to teach across the curriculum, either individually or in teams. These aims have a far-reaching implication for the way in which teaching and learning are currently structured and managed. In OBE teachers have to create a classroom environment in which learners will feel safe and comfortable, where learning is not a problem, but a challenge and pleasure (Malan, 1997:35). Jansen & Christie (1989:175) maintain that OBE strongly advocates a general education sensitized to the world of work by preparing learners for a meaningful career choice, promoting learner trainability and increasing learners' eventual capacity for effective, efficient and productive career performance.

In October 1997, the statement for the National Curriculum for Grades R-9 was published in Government Notice 1445. This national curriculum, termed Curriculum 2005 (C2005), was introduced as a vehicle of OBE. However, educators were struggling with its implementation due to its design features and complex language. Because of these problems, the Review Committee recommended that strengthening of

C2005 was required to streamline its design features and simplify its language through the production of an amended National Curriculum Statement (GIED, 2004:2). This committee further recommended that C2005 reduce the design features from eight to three critical and developmental outcomes, learning outcomes and assessment standards (GIED, 2004:2). It is for these reasons that the Revised National Curriculum Statement (RNCS) was phased in, with the aim of redressing the problems encountered with the implementation of C2005.

When changes are introduced in an organization, employees need to be provided with continued training that will enable them to easily adapt to the new changes. This view is supported by Siddons (1997:22), who maintains that training is not a once-off exercise, but rather an ongoing development. It is against this background that the current study is conducted with the aim of investigating the effectiveness of training educators on implementing RNCS in the Intersen (combination of intermediate and senior level) phases in primary schools in Wattville, a township in the proximity of Benoni in Gauteng Province.

1.2 BACKGROUND OF THE STUDY



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The RNCS is not a new curriculum, but a modified C2005 which was declared as a new policy in May 2002 (Government Gazette, 23406, vol.443). This policy was implemented to improve and strengthen C2005. The Review Committee recommended that the implementation needed to be strengthened by improving teacher orientation and training, learning support materials and provincial support. However, reasons for problems encountered by educators with the introduction of OBE included insufficient and inadequate training from the GDE and High Education Institutions (HEI). There is a policy gap between what is to be implemented and what is practically demonstrated in the classrooms. To mention a few reasons, OBE and training overlooks the basics of education, over-emphasizes group-work and lowers standards (Jansen & Christie, 1999:167). The present group arrangements lead to domination by a few individuals as a result of negative competitive tendencies. In addition, the authentic approaches to assessment engage the learners in more complex tasks than hitherto, because the learners are faced with extended assignments which might involve the investigation of a

problem and the production of essays or reports. As a result, educators are likely to be drawn into the formal assessment of the learners' work in the classrooms in a way in which they have not been before. There is evidence that educators need to understand curricular and pedagogic implications of their becoming involved in new approaches to assessment in order that the benefits of their involvement can be maximized (Torrance, 1995:47). It is also important to present a detailed background of what is actually happening in Wattville primary schools, as far the implementation of the RNCS is concerned.

The implementation of RNCS appears to be complicated and confusing to the educators in Wattville primary schools, where the researcher has observed that many problems and discrepancies occur, which have lead to poor performance. The problem was compounded by the change to the RNCS in 2002, though educators were still struggling with C2005. They received little training from the Gauteng Department of Education (GDE), and there is no support from the School Management Teams (SMTs) or the District. Educators received training from the Higher Education Institution (HEI), but the five days were insufficient. In addition, there is no staff development in schools to augment on the training received.

Robinson & Robinson (1989:11) maintain that business results occur when skills taught in a training programme are applied on the job, yielding improved performance. The training of educators in the implementation of the RNCS and OBE, however, did not take place in the schools. Nor did the trainers, termed Human Resources Development (HRD) professionals, provide a well designed and skillfully delivered training program in which participants learn what was intended (Robinson & Robinson, 1989:11). Because of the lack of training in the RNCS, educators still use the old teaching methods, including textbooks, where the educator merely reads and takes in information, instead of varying the methods by involving learners in the lessons.

1.3 PROBLEM STATEMENT

There is a lack of effective implementation of the RNCS in Wattville primary schools, with educators in these schools still using the old system of teaching and learning. Most

of them are uncertain about planning, teaching and assessment in accordance with OBE approach and RNCS. To compound the problem, they do not receive guidance or training from the SMTs, who do not conduct staff development workshops or training to enhance the capability of educators. As a result, there is no passing on of the knowledge and skills that educators gained from the Gauteng Department of Education (GDE) and the High Education Institutions (HEIs) at the sites. Thus, the educators in these schools lack empowerment for the effective implementation of the curriculum, with the result that this leads to poor learner performance

1.4 RESEARCH QUESTIONS

1.4.1 General Research Question

Against the above background the research question can be posed as follows:

What is the effectiveness of implementing the Revised National Curriculum Statement (RNCS) in schools?



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1.4.2 Specific Research Questions

The study will attempt to answer the following specific questions:

- How do you implement RNCS in your school?
- What problems do you encounter on the implementation of RNCS?
- How do you describe the RNCS?
- What support do you receive subsequent to the GDE training?
- What staff development programmes on RNCS do you receive from your school?

1.5 RESEARCH AIMS AND OBJECTIVES

1.5.1 Research Aims

- To provide educators with strategies and techniques on implementing RNCS.
- To equip educators with skills and knowledge for the effective implementation of RNCS.
- To equip the educators with a clear understanding of RNCS.
- To outline a theoretical description of the support needed subsequent the GDE training for the implementation of RNCS.
- To provide the educators with staff development programs for the implementation of RNCS.

1.5.2 Research Objectives

- To determine the strategies and techniques employed in schools in implementing RNCS.
- To determine if the participants are knowledgeable about RNCS implementation.
- To find out if the educators have a clear understanding of RNCS.
- To determine the degree of knowledge and support the participants have received subsequent the GDE training.
- To ascertain if the participants have staff development programs in place and use.

1.6 RESEARCH DESIGN, PARADIGM AND METHOD

1.6.1 Research design

Mouton (1996:107) describes the concept as a set of guidelines to be used to address the research problem. Since the researcher's aim is to discover beliefs and perceptions of the subjects relating to phenomena being studied, an ethnographic design will be used (see 3.2 in Chapter Three).

1.6.2 Research paradigm

A paradigm refers to the scientific achievements that are used by a scientific community as the starting point for further research (Mouton & Marais, 1990:145). There are two research paradigms that are important for educational research, namely the quantitative and qualitative research paradigms. This study will adopt the latter, as detailed in Chapter Three of this study. Strauss & Corbin (1990:17) define qualitative research as the approach in which the findings arrived at, are not as a result of statistical procedures or quantification methods. There is an interaction between the researcher and the phenomena being studied (Creswell, 1994:6), and as Mason (1996:4) notes: "Qualitative research is based on methods of data generation which are flexible and sensitive to the social context in which data are produced". Qualitative research is not rigidly structured or unconnected to real life.

1.6.3 Research method

The researcher will get permission to conduct interviews with the educators at the three public primary schools in the Ekurhuleni-East district in Wattville. The researcher will observe the participants in their natural setting, conduct interviews and analyze documents pertaining to the RNCS (see 3.4 in Chapter Three).

1.6.4 Sampling

Purposive sampling will be employed, where only information rich participants will be chosen for the purpose of the study. Maykut & Morehouse (1994:57) state: "It is our working knowledge of the contexts of the individuals and settings that lead us to select them for initial inclusion in our study". For Merriam (1998:61) purposive sampling is based on the assumption that the investigation wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned. From the nine primary schools in Wattville, the sample will comprise three educators from each of the three public primary schools.

1.6.5 Data analysis

Analysis will be based on narrative data rather than statistical data. This will involve examining and organizing notes from the interviews and observations and reducing the information into smaller segments from which the researcher can see patterns and trends. In addition, the researcher will interpret the meanings of these patterns and trends and create research hypothesis and questions for verification in further studies

1.7 SIGNIFICANCE OF THE STUDY

The study is meant to provide knowledge and insight relevant to practical genuine problems based on the effectiveness of training educators on the implementation of RNCS in the Intersen phases in Wattville primary schools. The study highlights the problems encountered in the effective implementation of RNCS and will help to serve as a guideline to improve current teaching practice.

1.8 LIMITATIONS OF THE STUDY

This study is investigatory and the information will thus not be generalizable. In the current study purposive sampling was employed as a method for data collection. However, this method has its own limitations. Since there is no assumption that all members of the population are equivalent data resources, purposive sampling is biased, which McMillan & Schumacher (1993:157,158) denote as incorporating a form of systematic error that undermines the quality of the research. In purposive sampling only knowledgeable participants are chosen, and that limits generalizability of the results, whereas random sampling allows for the results of the study to be generalized to the larger population in that every person in the population of interest has an equal chance of being selected for inclusion in the study (Maykut & Morehouse, 1994:56). The researcher will confine the study to the Wattville primary schools in the District 5 (Ekurhuleni East District) in Benoni, and the information can, therefore, not be generalized about secondary schools and other schools in Gauteng or anywhere else in South Africa. However, it will give an indication of possible problem solutions as far as the effectiveness of training educators on implementing the new curriculum is

concerned. The study will include the educators and SMT members, like the Heads of Department (HODs) and the deputy principals.

1.9 TRUSTWORTHINESS

The conclusion that the researcher draws must be based on reliable and valid data. Reliability and validity constitute trustworthiness. “Reliability refers to the degree of consistency with which instances are assigned to the same category by different observers or the same observer on different occasions” (Silverman, 1993:145). Reliability therefore implies consistency of results or findings; it implies trustworthiness (Barnes, 1992:156). In qualitative research, trustworthiness is looked at as a concept that is formed by credibility, transferability and dependability (see 3.7). The researcher will ensure the current study is trustworthy by being impartial and accurately reflecting the phenomena observed during the investigation (Merriam, 1998:199).

1.10 CLARIFICATION OF CONCEPTS

Curriculum



The Department of Education (2000:10) defines the curriculum as everything planned by educators which will help develop the learner. This can be an extra-mural sporting activity, a debate, or even a visit to the library. When the curriculum is being planned, the physical resources, work programmes, assessment criteria and extra-mural programmes should all be taken into account. A curriculum could be defined as “interrelated set of plans and experiences which a learner completes under the guidance of the school” (Marsh, 1997:5). As a set of materials, a curriculum can be defined as a document which includes details about goals, objectives, content, teaching techniques, evaluation and assessment and resources. These are normally official documents issued by the government prescribing ‘how’ and ‘what’ to be taught and presenting the *ideal* rather than the *actual* curriculum. An educator may not accept all aspects of a written curriculum and be able to implement a curriculum exactly as prescribed due to lack of training and understanding.

Curriculum 2005

It is postulated by Naicker (1999:66) that “Curriculum 2005” must be viewed against the background of OBE, where there is a move from the curriculum that perpetuated race, class of gender and ethnic divisions to the curriculum of common citizenship and nationhood”. The Revised National Curriculum Statement was introduced in 2004 as a streamlining and strengthening of Curriculum 2005.

Revised National Curriculum Statement (RNCS)

The Revised National Curriculum Statement attempts to embody and uphold a democratic vision of the society and the citizens that should emerge from our school system (GIED, 2004:5). It is not a new curriculum, but a modified C2005 which was declared as a new policy in May 2002 (Government Gazette, 23406, vol.443). This policy was implemented to improve and strengthen C2005. This curriculum adopts an inclusive approach by specifying the minimum requirements for all learners. The Revised National Curriculum Statement is aimed at promoting commitments as well as competence among teachers, who are responsible for the development of their own Learning Programmes. Planning includes Learning Programmes, Work Schedules and Lesson Plans; with the Skills, Knowledge, Values and Attitudes (SKVA's) indicated explicitly in the Outcomes (GDE, 2004:27).

Educator

The Employment of Educators Act, No. 76 of 1998 states that ‘educator’ means any person who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education psychological services, at any public school, further education and training institution, departmental office or adult basic education centre and who is appointed in a post on any educator establishment under this Act. In terms of OBE, an educator is a teacher, who fulfils a role of facilitator or even a mediator (Mothatha, 2000:64). It is someone who assists and guides in taking the knowledge and learning forward, without being directly involved in the learning process.

Teaching

Curnzon (1985:6) defines instruction as a system of activities intended to induce learning, comprising the deliberate and systematic creation and control of those conditions in which learning does occur. Fraser et al. (1992:29) state that the term 'teaching' is associated with the transfer of knowledge, skills, techniques and proficiencies. There are two parties involved in teaching, namely the instructor and the person receiving the instruction, the learner. He further reiterates that for instruction to be active it must take place in a planned, purposeful, systematic, effective and controlled manner. Dick & Carey (1996:2) state that it is a systematic process in which every component (that is, teacher, learners, materials and learning environment) is crucial to successful learning.

Employee Education

Nadler & Nadler (1999:5) in Swanepoel et al. (2003:452) state that in the organization context employee education concerns the preparation of an individual for a job different from the one he or she currently holds. In this case the outcome of performance is clearly defined. Employee education usually refers to the preparation of managers for higher level jobs or possible changes in the future. In many organizations it is also termed 'management development' (Swanepoel, et al. 2003:452). Job rotation is another well-known form of informal training or development, whereby an employee is transferred to a new job the moment s/he has mastered the previous one. Job rotation occurs especially in management positions when a manager is afforded the opportunity to rotate between posts in order to prepare him or herself for a general management appointment (Cronje, et al. 1996:373).

Outcomes Based Education (OBE)

Spady (1994:1) maintains: "OBE means clearly focusing and organising everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experience". This involves starting with a clear picture of what is important for students to be able to do, then organising the

curriculum, instruction, and assessment to make sure this learning ultimately happens. Malan (1997:10) points out that “the process of teaching and learning is outcomes based when it accepts as its premise that the definition of OBE should form the basis of all education, the development of curricula, the assessment of learners, the development of educational structures and institutions”. The key concepts in this research are OBE and RNCS.

Implementation

The term ‘implementation’ refers to the point at which the change is actually raised (Dictionary of Contemporary English, 1995:713). Schubert (1990) as cited in (Carl, 1995:166) defines curriculum implementation as a delivery process, and implementation as a system of engineering that takes design specifications through various channels to the educator and classroom. According to Van der Westhuizen (1996:150), implementation means that new structures are created, rules and regulations change, objectives set, and training provided.

Training



‘Training’ refers to a planned effort to facilitate employees’ learning of job-related competencies. These competencies include knowledge, skills, or behaviours that are critical for successful job performance (Noe, 2005:3). Grobler et al. (2002:315) state that, historically, the term training has been used to designate the acquisition of technically oriented skills by non-management personnel. Erasmus & Van Dyk (1999:2) define training as “a systematic and planned process to change the knowledge, skills and behaviour of employees in such a way that organizational objectives are achieved’. According to De Cenzo & Robbins (1994:255), training is a learning experience in that it seeks a relatively permanent change in an individual that will improve his/her ability to perform on the job. Zemke (1999:8) states that training is about giving people the knowledge and skills they need to do their jobs – no less and no more. Erasmus & Van Dyk (1999:2) further concur that training is the way in which an organization uses a systematic process to modify the knowledge, skills and behaviour of employees so that it can achieve its objectives. It is ‘task oriented’ because it focuses on the ‘work’

performed in an enterprise. Training is defined by Nadler & Wiggs (1986:5) in Robinson & Robinson (1989:xiv) as using techniques that focus on learning the skills, knowledge and attitude required to initially perform a job or task or to improve upon the performance of a current job or task.

Development

Cronje et al. (1996:372) advocate that development is the process through which managers or potential managers acquire the necessary experience, management capabilities and inclination to function successfully as managers. Van Dyk et al. (2001:148) states that 'development' can be seen as a process by which managers obtain the necessary experience, skills and attitude to become or remain successful leaders in their organization. Development refers to the development possibilities within a job or position for a specific employee, with reference to the employee's personal growth and personal goals (Nel, et al. 2001:49). Swanepoel et al. (2003:452) define development as a broad term which relates to training, education and other intentional or unintentional learning and which refers to general growth through learning.

Erasmus & Van Dyk (2003:3), further postulate that the concept of development refers to employee development within an enterprise, rather than that of the individual in general. This development takes place within the context of specific objectives.

Human Resource Development (HRD)

This concept is defined by Swanepoel et al. (2003:451) as a learning experience organized mainly by an employer, usually within a specified period of time, to bring about the possibility of performance and/or personal growth. It involves anyone involved in the planning, learning, design and delivery of training and educational programs, in an association, organization or institution (Robinson & Robinson, 1989: xv). The above definition implies that the HRD professional must be viewed as an individual who contributes to performance effectiveness within the organization, rather than as a person who delivers training programs.

Staff Development

'Staff development' is defined by Ornstein & Behar (1995:294) as those processes that improve the job-related knowledge, skills or attitude of school employees. Reboresma (2001:171) supports Ornstein & Behar (1995) by reiterating that staff development is not only desirable but an activity to which each school system must commit human and fiscal resources to if it is to maintain a skilled and knowledgeable staff.

Effectiveness

'Effectiveness' refers to the extent of fit between the organizational environment and all the internal components of its social system (Beer, 1980:39). The assumption is that the activities of the organization are goal-related and that the goals are congruent with demands for its products and services. However, efficiency refers to the ability and competency at work or in doing something (Dictionary of Contemporary English (1995:527)). In this regard, the effectiveness of RNCS implementation will be measured against the educators' efficiency, that is, their capability.

Assessment

Van der Horst & McDonald (1997:170) define assessment as a strategy for measuring knowledge, behavior or performance, values or attitudes. It is a data-gathering strategy. Assessment is a process of identifying, gathering and interpreting information about a learner's achievement in order to assist the learner's development and improve the process of learning and teaching (NDE, 1998:15). The GIED (2004:242) document in the Intermediate Phase defines assessment as a continuous planned process of gathering information on learner performance, measured against the Assessment Standards.

School Management Team (SMT)

West-Burnham (1997:134) states that effective teams have come to be seen as one of the crucial characteristics of quality organizations and, equally, one of the most

powerful catalysts in an organization for implementing change. Katzenbach & Smith (1993:15) support West-Burnham by saying:

“In any situation requiring the real time combination of multiple skills, experiences and judgments, a team inevitably gets better results than a collection of individuals. Teams are more flexible, teams are more productive than groups, teams performance are an unbeatable combination”.

Therefore, the School Management Team (SMT), which consists of the Principal, Deputy Principal and Head of Department (HoD), should also operate in agreement with and support of the above mentioned authors.

Co-operative learning

Johnson & Holubee (1993) in Jacobs et al. 2002:ix, define ‘co-operative learning’ as the “instrumental use of small groups so that students work together to maximize their own and each other’s learning.” Co-operative learning is not just working in groups, but a carefully constructed learning environment which enables learners to develop skills of social interaction, collaboration, conflict resolution and compromise (Shuter & Shooter Booklet, 2003:6). It not only places focus on the product of learning but also on its process. Learners share the work, discuss the best way to complete a task or solve a problem, and share responsibility for the finished product.

Mentoring

Fletcher (2000:95) states that ‘mentoring’, in the context of education, describes a combination of coaching, counseling and assessment, where a classroom teacher in a school is delegated for assisting pre-service or newly qualified teachers in their professional development. For Rebore (1998:255), mentoring prescribes the predominant, supportive management style of the school, which is used as an induction strategy for newly hired teachers.

Learning

De Corte (1996:35-39) defines learning as a constructive, cumulative, self regulated, goal directed, situated, collaborative, and individually different process of meaning construction and knowledge building. The 'learner' is any person who is involved in any kind of formal or non formal education and training activity (Mothatha, 2000:94). Maree & Fraser (2004:8) maintain that 'learning' is a constructive, cumulative, self-regulated, goal-directed, situated, collaborative, and individually different process of meaning construction and knowledge building.

Learning and Teacher Support Material (LTSM)

There are many resources which enable educators to teach and learners to learn. Learning and Teacher Support Material (LTSM) is essential and must meet the demands of the critical outcomes (GDE, 2004:86). In the past learning resources were restricted to teaching media, a textbook, and so on; but anything can assist with the learning process, even if it was not especially designed for that purpose. The sources of LTSM can be grouped into categories such as:

- Print based, for example, reading books, textbooks.
- Electronic, for example, computers, television and radio.
- Physical/ kinesthetic, for example, games, playing.
- Human and organizational, namely, a motivational speaker, senior citizen or celebrity (GDE, 2004:86).

Spady & Schleich (1999:35) reiterate that resources must be regularly updated to meet the demands of the twenty-first century.

1.11 AN OVERVIEW OF THE STUDY

In **chapter one** an orientation to the study is made, where the researcher discusses how, why and when OBE was introduced in South Africa, and the developments up to C2005 and RNCS. The background of the study focuses on the effectiveness of training

educators in implementing RNCS in the Intersen phases in Wattville primary schools. The problem statement, research questions, aims and objectives and concept clarification are also presented.

Chapter two reviews the literature on the implementation on the RNCS, with discussion of approaches based on OBE philosophy.

In **chapter three** the research methodology and design for collecting data are presented. A qualitative research method is used for the study, with interviews, observations and document analysis used as the tools. Educators, HODs and deputy principals will be the participants (subjects) for data collection.

Chapter four presents raw data, categorized into units from the interviews, and examined in relation to the literature review in chapter two.

In **chapter five** the research findings are intensively discussed and recommendations made for further study. Finally, a conclusion is drawn.

The next chapter presents a literature review on the effectiveness of training educators on implementing RNCS in the Intersen phase in Wattville primary schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter, theories regarding the implementation of RNCS are presented. McMillan & Schumacher (1997:612) maintain that a literature review is a compressed critique of the status of knowledge on a carefully defined educational topic that includes a selection of a study or proposal that provides the rationale for a research problem. This chapter focuses on the transformational outcomes-based education; outcomes-based education and training; purpose of training and development; the principles of training; principles of teaching; training plan; traditional training methods; mentoring; staff development; a need for change (NQF); introduction of the Revised National Curriculum Statement; the planning process; the development process; assessment; co-operative learning; and homework and parental involvement. How educators should be supported during the implementation phase, including problems that they encounter when implementing the curriculum are also addressed.

2.2 THE TRANSFORMATIONAL OUTCOMES- BASED EDUCATION

According to Spady & Marshall (1991:8,71) and Spady (1994:61,65) there are three outcomes-based approaches in practice, namely the traditional, the transitional and the transformational approaches, the last of these being the one chosen by policy-makers in South Africa (NDE, 1997:31). In Table 1 (below), is a comparison of characteristics associated with transformational OBE and those that are not.

Table1: Characteristics of what Transformational OBE is, and what it is not

Transformational OBE is not:	Transformational OBE IS:
<ul style="list-style-type: none"> ▪ Calendar-defined (schools, programmes, processes, credentialing and decision-making priorities). ▪ Constrained in opportunity (which limits time for teaching and successful learning occur). ▪ Custodial in credentialing (credit-based on seat-time attendance and ambiguous criteria). ▪ Tied to curriculum coverage (approach teaching and testing). ▪ Segmented in content (curriculum structure, instructional delivery, testing and credentialing). ▪ Based on cumulative achievement (approach to curriculum planning, teaching, testing and grading). ▪ Characterized by contest learning (learners complete for scarce rewards). 	<ul style="list-style-type: none"> ▪ Outcome-defined (schools, programmes, processes, credentialing and decision making priorities). ▪ Expanded opportunities (which enable successful teaching and learning for all to occur). ▪ Performance credentialing (credit through accomplishment using clear criteria and demonstrating success of priority outcomes). ▪ Aided by instructional coaching (fostering successful performance for all learners on essential outcomes). ▪ Integrated in concepts (cross curriculum structure, instructional delivery and assessment). ▪ Based on culminating achieving ('end-result' approach to outcomes, curriculum design, instruction, assessment and grading). ▪ Characterized by co-operative learning (to faster learning success for all).

Adapted from Spady & Marshall (1991:68).

2.3 OUTCOMES-BASED EDUCATION AND TRAINING

Accepted by the South African Qualifications Framework, OBE and Training focuses everything in the educational and training system on what is essential for the learners to

be able to do at the end of their learning experiences. Spady (1994:2) sees outcomes as “clear learning results that we want the students to demonstrate at the end of significant learning experiences”. They are what learners can actually do with what they have learned, as tangible applications. According to Oliver (1997:15), the outcomes-based approach is characterized by critical reasoning, by viewing it as a process which is outcome driven, and connected to real life situations. It is learner and outcome centered, with the emphasis on what the learner achieves. The teacher and instructor are facilitators of the process of structuring the learning experiences.

The starting point of an Outcomes-Based Education and Training (OBET) system is the intended output or outcome, as opposed to the set input of traditional content-based education and training (Department of Education {DoE}, 1996:24). An outcome is “culminating demonstration of the entire range of learning experience and capabilities that underline it” occurring “in a performance context that directly influences what it is and how it is carried out” (Spady, 1994:7). An outcome refers to more than content, theoretical skill, and the achievement of grades. It involves an actual demonstration or application of content in an authentic context. When learning on outcomes, the starting point is intended outcome or end result. When this outcome is established, curriculum design, planning, teaching, and assessing commences. According to Van der Horst & McDonald (1997:6), OBE is learner-centered and takes the learner’s needs and differences into consideration. It encourages parents and learners to participate democratically in their experience of education, whilst focusing on responsibility and allowing learners to achieve their full potential.

2.4 PURPOSE OF TRAINING AND DEVELOPMENT

Grobler et al. (2002:315,316) identify seven major purposes of training and development, which are presented in turn below.

2.4.1 Improve performance

Employees who perform unsatisfactorily because of deficiency in skills are prime candidates for training. Although training cannot solve all problems of ineffective

performance, a sound training and development programme is often instrumental in minimizing these problems. Sometimes a newly appointed employee does not possess the skills and abilities required to be competent on the job. No selection device is able to predict success or failure all the time, and training is often necessary to fill the gap between the new employees predicted and actual performance. Managers knowingly hire and promote employees who need training to perform at standard levels. When the number of job openings exceeds the number of applicants, management has little choice but to hire or promote an applicant with few or no job skills and to remedy that lack of skills through training. On many occasions, management hire employees who possess the aptitude to learn, and then train them to perform specific tasks. For example, newly hired staff in manufacturing, are often given manual dexterity and motor coordination aptitude tests and based on the results they may undergo company-provided training for varying periods.

2.4.2 Update employees' skills

Managers in all areas must be aware of technological advances that will make their organizations function more effectively. Technological change means that jobs change. Employee skills must be updated through training so that technological advances are successfully integrated into the organization.

2.4.3 Avoid managerial obsolescence

Managerial obsolescence may be defined as the failure to keep pace with new methods and process that enables employees to remain effective. Rapidly changing technical, legal and social environments have affected the way managers perform their jobs.

2.4.4 Solve organizational problems

Managers are expected to attain high goals in spite of personal conflicts, vague policies and standards, scheduling delays, inventory shortages, high levels of absenteeism and turnover, labour management disputes and a restrictive legal environment.

2.4.5 Orient new employees

During the first few days on the job, new employees form their initial impressions of the organization and its managers. These impressions may range from very favorable to very unfavorable, and may influence their job satisfaction and productivity. As a result, many administrators make an effort to orient new employees to the organization and the job.

2.4.6 Prepare for promotion and managerial succession

One important way to attract, retain and motivate personnel is through a systematic programme of career development. Training enables the employees to acquire the skills needed for a promotion and it eases the transition from the employee's present job to one involving greater responsibilities. Organizations that fail to provide such training often lose their most promising employees.

2.4.7 Satisfy personal growth needs

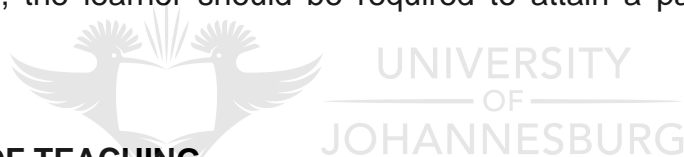
Most managers and many frontline employees are achievement-oriented and need to face new challenges on the job. Training and development can play a dual role by providing activities that result in both organizational improvements for all employees. The main aim of training and development in organizations should be to assess and address skills deficiencies for short and long term and should therefore be the strategic priority.

Mabey et al. (1999:169) recommend that upgrading of managers' skills to enable employees to steer and guide the organization to success remains one of the crucial priorities. Without suitably qualified managers and workers, no organization can expect to have growth and success. The authors believe that training and development should act as catalysts for change in an organization. Various techniques (for example team building and participative work practices) are available to sensitize the work force on new issues but also to assist in the strategic changes organizations intent to make in turbulent environment. To assist an organization to achieve and maintain a competitive

edge is another purpose of training and development. Using it as a strategic human resource tool to meet organization objectives will enhance the overall improvements of organizational outputs. Finally, Mabey et al. (1999:169) believe a learning climate will be increased in the organization if training and development is a strategic priority. The emphasis is on learning of individuals guided by organizational goals.

2.5 THE PRINCIPLES OF TRAINING

From Glueck et al. 1998 in Van Dyk, et al. (2001:150) a number of principles underline the learning processes, which also apply to training. All people are capable of learning and anyone can learn something at any time in his/her life. However, because people differ, there are different approaches to learning. People must be motivated to learn, but since learning is an active process of guidance, appropriate learning aids and use of a variety of methods are essential. The learners should experience satisfaction from what they learn, and be given positive reinforcement for correct behaviour. Importantly in terms of outcomes, the learner should be required to attain a particular standard of achievement.



2.6 PRINCIPLES OF TEACHING

Van Dyk et al. (2001:151) state that a theoretical foundation of training is not complete without a discussion of some of the principles of teaching. The researcher examines some of these principles, based on views of various authors. These principles are examined in such a manner that their application in adult training becomes clear.

The *Totality principle* is viewed as the most comprehensive teaching principle, based on the premise that the teacher, the learner, and the process, all show themselves as complete entities. The instructors in the teaching situation reveal their entire personality and character, and in this way the instructor and the trainer can obtain the learner's full involvement.

Under the *Individualization principle*, learners learn at their own pace and have their own particular aptitude for learning. If they do not get the opportunity to progress at

their own pace, they either drop behind, lose interest or get bored and lose motivation. This principle calls for such differences to be taken into account when teaching.

According to the *Motivation principle*, in the teaching situation, one can differentiate between two types of motivations namely; 'extrinsic' motivation and 'intrinsic' motivation. Extrinsic motivation occurs outside the learning situation, for example by means of high marks, while intrinsic motivation is inherent in the learning situation: "It is the employment that the student finds in the learning itself and the sense of the accomplishment it brings" (Nel, et al. 2001:482).

In regard to the *Perceptual principle*, according to Fraser et al. (1992:68), "Perception as a teaching principle implies that instruction and teaching can be effective only if representative facets of reality are placed within the reach of learner. In modern thinking, perception is the basis of the entire mental structure, in essence entailing the observation of the exterior world by means of senses and the inner processing of those observations.

The *Objectives Principle* states that, in adult teaching, it is vital that the instructor has a definite objective. Every learning activity should have a purpose and the trainer and a learner understand and accept the objective, and perceive them as an ultimate goal to be achieved.

Following the *Activity principle* means actively taking part in the learning situation, for example in computer based training or in practical skills training in a simulator, the learner is motivated and the achievement of the objectives by the learner is ensured.

The *Psychological principle* is based on the psychological climate that exists between the training and learner. Successful teaching depends to a large extent on the relationship which exists between a trainer and a learner, or between learners, and can only be successful if there is mutual respect all around. Trainers should respect their learners as individuals, by treating them with courtesy and consideration and correcting their faults without belittling them.

The *Socialization principle* in teaching is defined as 'the individual's adaptations to his/her physical, psychological and social environment through interaction with other people' (Fraser, et al. 1992:84).

The *Development principle* requires that learning material should be provided to the learner in a logical learning sequence. The subject matter should be arranged in such a manner that it guides the learner from the elementary to the complex, from the known to the unknown, and from the concrete to the abstract.

The *Communication principle* is regarded as personal process that is considered essential in the teaching situation. Without communication there cannot be teaching, and for communication to be successful there must be understanding.

Within the *Science principle*, according to Fraser et al. (1992:77), teaching should have a scientific character, in the sense that the science of teaching practiced by the teacher, instructor or trainer, should succeed in revealing the subject content to the learner. The instructor should be knowledgeable about the nature and structure of the science that he/she practices.

Following the *Control principle*, "the purpose of control as one of the didactic (teaching) principles is to monitor the sequence and progress of the didactic events" Fraser et al. (1992:78).

The *Planning principle* states that thorough planning is a vital requirement for any course or lesson, as the achievement of the conditions and requirements of effective instruction and learning depends on it. Just as the formulation and selection of teaching objectives must be planned, so must the teaching strategies, methods, media and approaches used to achieve their objectives (Fraser, et al. 1992:79). Effective teaching is not guaranteed merely by understanding and accepting the foregoing principles. Only by constantly applying and using these principles in the teaching situation will effective teaching be ensured.

2.7 TRAINING PLAN

According to Reid & Barrington (1997:2263), the training plan of the enterprise should be the detailed statement of the training that will be implemented over a specific period. The plan results from a reconciliation of priority training needs, the training and development policy, and the resources available (budgets). The Workplace Skills and Plan as required by the Skills Development Act could also be interpreted as an annual training plan. The training plan should therefore be drawn up with extreme care, typically comprising a detailed time plan (monthly, quarterly, half yearly) of the training requirements of each department, allocated according to job classification and the number of employees involved. It should also contain a detailed time plan of projected training for categories of staff not permanently allocated to a department, and specifications in respect of each training item for the standard to be achieved, the person responsible for implementing it, and the training strategy to be used. A summary of budget allocation in regard to training for each department and the organization as a whole should be included, and this may be divided into training that is already underway and to which the organization is already committed, for example, apprentices who have already begun their apprenticeship, and other training.

Table2: Roles for the education, training and development (ETD) practitioner to form the basis for a South African ETD practitioner model

Role	Suggested descriptors
Administrator	Providing support and logistical back-up to enable training
Assessor	Assessing the competency status of individuals against agreed quality standards, using outputs/outcomes as the basis for evidence
Evaluator	Evaluating per impact of ETD on the effectiveness of individuals/organizations
Group learning facilitator	Guiding interventions that enable individuals and/or groups to learn in a group context
Individual learning facilitator	Guiding interventions that enable individual learning needs to be satisfied
Learning experience designer	Designing interventions in terms of outputs/outcomes, learning opportunities and delivery to enable learning
Learning material developer	Developing learning material that will assist practitioners and learners in achieving learning objectives
Manager	Ensuring that the structured learning process is effective through co-ordination of ETD-related activities
Needs analyst	Identifying learning and/or developing needs of individuals, groups and organizations

Adapted from National Training Board (1994:138).

2.8 TRADITIONAL TRAINING METHODS

Noe (2005:203,222) distinguishes between three training methods, which are presentation, hands-on and group building. For the purpose of this study, the researcher will focus only on the presentation and hands-on methods.

2.8.1 Presentation methods

Presentation methods are those in which trainees are passive recipients of information. This information may include facts, process, and problem solving methods. Presentation methods include lectures and audiovisual techniques (Noe, 2005:203).

A *Lecture* involves trainers communicating, through spoken words, what they want the trainees to learn. The communication of learned capabilities is one-way, that is, from the trainer to the audience. The lecture remains a popular training method, despite new technologies such as interactive video and computer-assisted instructions. Grobler et al. (2002:325) maintain that the lecture is the second most popular away-from-the-job training and development technique, with some 85% of organizations in South Africa using this controversial method. Its strength lies in delivering uniform information to a large group of people in a timely manner; and almost all Training and Development methods contain at least some lectures. Two complaints are often made about this method, however, namely that behavioral skills seemed to be learned more effectively through more interactive methods, role playing or case studies, and since lectures are one-way communications, participants are often bored and lessons ineffective.

Audiovisual Techniques include overheads, slides and video. Video is one of the most instructional methods, having the advantages of computer-based training and the ability to use sound and high quality moving pictures to demonstrate learning content and to provide problems for trainees to solve (Swanepoel, et al. 2003:467).

2.8.2 Hands-on methods

Hands-on methods require the trainee to be actively involved in learning. These methods include on-the-job training, simulations, case studies, business games, role play and behaviour modeling (Noe, 2005:205). The researcher will only focus on “on-the-job training” method. For instance, on-the-job training is conducted on the work site and focuses on the actual job. It has the advantages of maximizing the transfer of training to the job and avoids having a full-time trainer and separate training facilities (Swanepoel, et al. 2003:465). The training and development takes place in the actual work environment under normal working conditions and requires no special training facilities. It is informal, relatively inexpensive and easy to schedule, and may build cooperative relationships between the employee and the trainer (Grobler, et al. 2002:323).

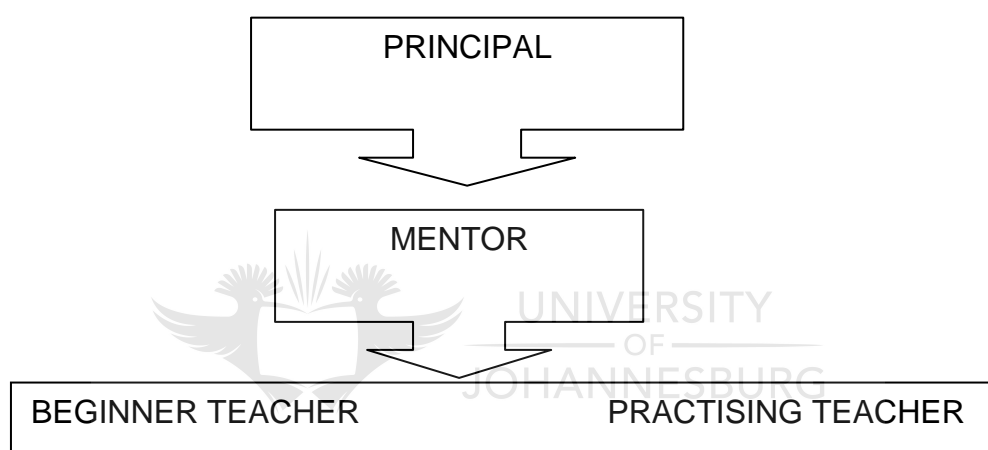
On the other hand, disadvantages are that trainees may not understand that demonstration, practice, and feedback are important conditions for effective on-the-job training. Unstructured on-the-job training can result in poorly trained employees who use ineffective or dangerous methods in production or service provision, with variations in quality (Noe, 2005:206). The trainer may not be motivated or responsible and may perform the job well but lack the ability to teach others how to do so. Finally, the trainer may not have the time to train and may omit important elements of the training and development process (Grobler, et al. 2002:323).

2.9 MENTORING

It is the responsibility of the SMT and other peers who have expertise to assist the educators who experience difficulties in implementing RNCS in schools. Although mentoring is mainly meant for assisting pre-service or newly equipped teachers, any educator within the institution or school who feel the need for in-service training and identify the need should receive mentoring. Conradie (1987:73) postulates that a teacher at a school can be appointed to be a protector of a beginner teacher or even a practicing teacher. Teachers must believe that there is a need for professional development as this will have a great bearing on curriculum development. Kelly

(1989:137) states “there can be no curriculum development without teacher development”, and teacher development will encourage the teacher to assume responsibility for the development of the curriculum. The mentor’s role is imperative in this regard, as the mentor can be the link between the school and the Higher Education Institutions (HEI), who could be responsible for the training offered. Penny & Harley (1995:74) devised the ‘mentor system’, whereby the students (educators with a need), grapple with educational issues with the assistance and input of an experienced educator (figure 1, below):

Figure 1: Schematic representation of a mentor system



Adapted from Conradie (1987:73).

2.10 STAFF DEVELOPMENT

Ornstein & Behar (1995:301) focus on teachers, where in particular the staff development process examines what is known about staff development as it intends to improve student learning through enhanced teacher performance. Staff development is not possible without staff appraisal, the aim of which is to facilitate the personal and professional development of educators in order to improve the quality of teaching practice and education management. Braslavsky (2002:26) emphasizes that teacher development must be ongoing and of a high quality so that “professionalisation” can occur. Educators, however, seem to be inadequately prepared to implement RNCS

effectively. They continually need updated subject knowledge but, according to personal experience, this has not happened. They seem to lack the necessary skills and knowledge needed to be effectual in the classrooms. Consequently, Hindle (2002) as cited by Lewin (2002:334) suggests that teacher courses should empower the teacher to take actions based on critical reflections and not encourage the educator to blindly follow the curricula. As professionals, the educators must make independent decisions about assessment, instruction, critique current models, take risks and acknowledge failures. Staff development is based on the fundamental principle of life-long learning and development (DoE, 1998c).

The developmental approach helps to identify needs and opportunities for growth and development and builds on the strengths that educators already have. It helps to determine which educators need more training and development and by using and developing existing strengths, attempts to erode the negative aspects of an educator's performance. It attempts to make the individual a better educator and enables him or her to grow in the post (Van Deventer & Kruger, 2003: 211). This study will show that the educators need to be optimally developed and trained so that they have the necessary skills and knowledge to meet the challenges of effectively implementing RNCS in their classrooms.

2.11 A NEED FOR CHANGE: (NATIONAL QUALIFICATION FRAMEWORK: (NQF)

The National Qualification Framework (NQF) was created in order to bring together education and training and close the gap between the two. The philosophy of the NQF accepts that good learning contributes to national development and recognizes that learners are different and have different needs. It expresses a national belief that achievement standards should be transparent and uniform and that learning should be a lifelong activity. It also recognizes that all learning must be recognized and valued (DoE, 2000:3).

C2005 aimed at helping citizens to be active, creative, critical thinkers living productive and fulfilling lives. This change was intended through the introduction of the NQF, to improve the quality of education in South Africa. The NQF provides learning

opportunities regardless of age, circumstances, gender and level of education, on an ongoing basis (DoE, 2000:4). This life-long learning is central to NQF, changing the educational approach from content-based to outcomes-based (DoE, 2000:6).

Table 3: Differences between content-based and outcomes-based approach

Old (Content-based)	New (Outcomes-based)
a) Rote learning	a) Critical thinking, reasoning
b) Syllabus is content driven and broken down into subjects	b) Learning is a process and outcomes driven, connected to real-life situations
c) Textbooks/worksheet-bound	c) Learner- and outcomes-centered
d) Teacher centered	d) Teacher is a facilitator
e) Syllabus is rigid and non-negotiable	e) Learning programmes are seen as guidelines
f) Emphasis on what teacher hopes to achieve	f) Emphasis is on outcomes - what learner achieves
g) Curriculum development process not open to public	g) Wider community involvement is encouraged
h) Passive learners	h) Active learners
i) Examination driven	i) Learners are assessed on an on-going bases
j) Teachers responsible for learning; motivation dependant on the personality of learners	j) Learners take responsibility for their learning; pupils motivated by constant feedback and affirmation of their worth

Adapted from Cas (1998:39) & DoE (2000: 6,7).

2.12 INTRODUCTION OF THE REVISED NATIONAL CURRICULUM STATEMENT (RNCS).

The C2005, like all curricula, is not static, and has continued to evolve since its design in 1997. The New Curriculum Statement (NCS) replaced the existing structure in 2004, with an essential feature being simplicity. The two design features are Learning Outcomes (similar to Specific Outcomes) and Assessment Standards, which describe the level of learning in some detail. The idea of using Phase and Programme Organisers and Range Statements has been abandoned (Kramer, 1999:152). This will make it much more understandable and manageable by school managers and educators. Mseleku, the Director General of Education, stated in the Parent Guide, 2005:5, that the RNCS is not a new curriculum but a streamlining and strengthening of Curriculum 2005, which keeps intact the principles, purposes and thrust of Curriculum 2005 and affirms OBE. The RNCS aims to give the South African Constitution of 1996 practical expression in the classroom. Mseleku reiterates that the aim is to create learners who can participate as citizens in a South Africa of the twenty first century (Department of Education: Parent Guide, 2005:5).

There should be mutual respect and trust between the learner and educator, so that RNCS can be effectively implemented in their classrooms (Maphumulo & Vakalisa in Jacobs, et al. 2004:353). These authors endorse the participative approach of RNCS and advise educators to become efficient class managers where they are involved in curriculum planning, organize classroom procedures and resources, maximize efficiency and solve problems when they occur.

Table 4: Comparison between C2005 and RNCS

C2005	Revised National Curriculum Statement
<p>Critical outcomes The broad, generic cross- curricular outcomes</p>	<p>Critical outcomes The broad, generic cross-curricular outcomes of the General Education and Training (GET) band</p>
<p>Specific outcomes Derived from the learning areas and specify what the learners are able to do at the end of a learning experience</p>	<p>Learning are statements Provide a guide line of requirements and expectations from Grade R-9 for schools in the GET band</p>
<p>Outcomes based Considers knowledge, skills, values and attitudes that learners are expected to achieve at the starting point of all curriculum processes</p>	<p>Outcomes based Considers knowledge, skills, values and attitudes that learners are expected to achieve at the starting point of all curriculum processes</p>
<p>Range Statements</p>	<p>Dropped</p>
<p>Phase Organisers Tools for grouping the specific outcomes and in this way are expected to help planning and integration. These tools are prescribed by policy for each learning area and each phase</p>	<p>Dropped</p>
<p>Programme Organisers Are issues and themes chosen y teachers from everyday life to reflect local social priorities</p>	<p>Dropped</p>
<p>Language used to name learning areas is difficult</p>	<p>Language used to name learning areas simplified</p>

Adapted from GDE (2003:22).

2.13 THE PLANNING PROCESS

Learning Programmes, Work Schedule and Lesson Plans represent different stages of planning. While the team of educators in a phase develops a learning programme, the educators of a particular grade within a phase develop a Work Schedule from the Learning Programme. The Learning Area educator in turn, develops the Lesson Plans for his/her class. At each level of planning more detail is added to that of the previous level (DoE, 2003:3).

The *Learning Programme* is a phase-long plan that provides a framework for planning, organizing and managing classroom practice for each phase. It specifies the scope for teaching, learning and assessment for the phase and is a “structured and systematic arrangement of activities that promote the attainment of Learning Outcomes and Assessment Standards for the Phase” (DoE, 2002:23). A learning programme is a tool for ensuring that the Learning Outcomes for each Learning Area are effectively and comprehensively to in a sequential and balanced way across the phase. The Learning Programme also considers how integration within and across Learning Areas will happen, as well as what resources are available and needed to deliver teaching and learning activities. It will in turn be translated into year-long, grade specific Work Schedules and shorter activity-long Lesson Plans.

The *Work Schedule* lasts a year and shows how teaching, learning and assessment will be sequenced and paced in a particular grade. It is a delivery tool, a means of working towards the achievement of the Learning Outcomes specified in the Learning Programme, and incorporates the Assessment Standards that will be achieved in that grade.

A *Lesson Plan* is the next level of planning and is drawn directly from the Work Schedule. It describes concretely, and in detail, teaching, learning and assessment activities that are “to be implemented in any given period of time” (DoE, 2002:27). A lesson plan could range in duration from a single activity to a term’s teaching, learning and assessment and, in terms of actual time, may last from a day to a week or month. It

includes how (teaching style, approach and methodology) teaching, learning and assessment activities are to be managed in the classroom.

The aim of a Learning Programme is to design and sequence teaching, learning and assessment activities that will result in meaningful and relevant learning. Educators need to find ways of making the planning process a manageable one, so that it is facilitative rather than a tedious task (DoE, 2003:5).

Important to be considered during planning are the philosophy and policy, the OBE philosophy and practice with the Critical and Developmental Outcomes being the underlying educational philosophy. The RNCS is underpinned by principles that are crucial for working towards the aims of the education system, including social justice, healthy environment, human rights and inclusivity.

The DoE, 2002:27 details the time allocated to each learning area in both the Intermediate and Senior phases, and to Learning Programmes in the Foundation Phase. Educators need to be aware of these allocations and weightings as well as how they translate into hours and periods in the school for which they are developing the Learning Programme. In terms of Section 4 of the Employment of Educators Act, (1998), the formal school day for teachers will be seven hours. In terms of the National Education Policy Act (1996), the formal teaching time per school week is 35 hours (Table 5, below):

Table 5: Time allocation and weighting

Phase	Grade	Time
Foundation Phase	R, 1 and 2	22 hrs 30 mins
	3	25 hrs
Intermediate Phase	4, 5 and 6	26 hrs 30 mins
Senior Phase	7	26 hrs 30 mins
	8 and 9	27 hrs 30 mins

Adapted from GIED (2004:9).

Time Allocations as percentages of time (Table 5) for Intermediate and Senior Phases are:

Table 6: Time allocations as percentages of time

Learning Area/ Programme	Time (%)
Languages	25%
Mathematics	18%
Natural Science	13%
Social Sciences	12%
Technology	8%
Economic and Management Sciences	8%
Life Orientation	8%
Arts and Culture	8%

Adapted from GIED (2004:9).



2.13.1 Integration

Integrated learning is central to OBE. Educators need to have clear understanding of the role of integration within their Learning Programmes. The key is the balance to be struck between integration and conceptual progression. Integration must support conceptual development rather than being introduced for its own sake. Mahomed (2004:79) states that one of the key features of curriculum policy in South Africa is the integration of knowledge and learning: “In South Africa we have our own form of integration in C2005, of which the underpinning issue is relevance”. He asks: “how do teaching and learning and assessment methods contribute to deep, meaningful learning for all learners? How can school learning be applied to the workplace and to other life roles?” (Mahomed, 2004:81) responds to these questions by saying that it has been a common practice to separate learning into subjects for more than 300 years. On the other hand, supporters of the integration argue that these subject divisions lead to fragmented learning and hence do not prepare learners for real life situations. Integration avoids the fragmented and irrelevant acquisition of isolated facts, thereby

allowing learners to transform knowledge into personally useful information. Educationalists have carried out research that shows that children organize new knowledge on the bases of previous experiences. These educationalists also believe that children learn more quickly and more deeply when information is presented within and experimental component.

2.13.2 Resources

Different Learning Areas and Learning Programmes will rely on different resources for their success. Educators have to be familiar with the resources needed and the resource available as they develop their programmes. LTSM plays an important role in the planning, teaching, learning and assessment processes of the school curriculum. Teachers are encouraged to use a variety of resources to address the Learning Outcomes and Assessment Standards prescribed in the specific phases and grades. Teachers must be wary of using LTSM to replace the curriculum (GDE 2004:87). The success of an LTSM is determined by the teacher's ability to use it appropriately and effectively in the learning context.

The Gauteng Department of Education (GDE) has adopted an Open System (Circular 64/1999) for the selection of learning and teaching support materials by schools. The South African School's Act makes provision for all schools to purchase the LTSM needed for their school. The GDE Circular 13/2001 states that LTSM the schools purchase should support their Learning Programmes. The Circular further indicates that educators should not limit their practice to any procured materials, as this could potentially reduce their creativity to design and develop their own Learning Programmes relevant to the needs of the school and learners.

2.13.3 Inclusivity and Barriers to Learning

The RNCS assumes an inclusive approach to teaching and learning assessment. Learning Programmes need to address any barriers that learners for whom the programme is being developed may experience. Educators need to be aware of the social, emotional, physical and other needs of the learners as they develop their

Learning Programmes: “One of the most significant barriers to learning in special and ‘ordinary’ school is the curriculum (NDE, 2001:19)”. The document continues to state that barriers to learning arise from different aspects of the curriculum, such as the content (what is taught); the language or medium of instruction; how the classroom or lecture is organized or managed; the methods and processes used in teaching; the pace of teaching and the time available to complete the curriculum; the learning materials and equipment used; and how learning is assessed.

In order to overcome these barriers, the educators, with the assistance of the School Based Support Team (SBST) have a responsibility to make sure that the process of learning is flexible enough to accommodate different learning needs and styles. The District Based Support Team (DBST) must assist the educators in schools in creating greater flexibility in their teaching methods and in the assessment of learning.

2.13.4 Clustering of Assessment Standards

Educators may find that certain Assessment Standards may be grouped or clustered together quite naturally after selecting the Learning Outcomes, when planning teaching, learning and assessment. In some Learning Areas it may not be practical to teach all Assessment Standards for each Learning Outcome.

The following should be noted when clustering Assessment Standards:

- Clustering of Assessment Standards should occur across Learning Outcomes.
- Learning Outcomes are never clustered.
- When clustering Assessment Standards, it is not allowed that new Assessments Standards are written as a result of the clustering.
- While clustering of Assessment Standards is possible for planning the teaching, learning and assessment activities, educators record learner performance against the individual Assessment Standards in that cluster.

2.14 DEVELOPMENT PROCESS

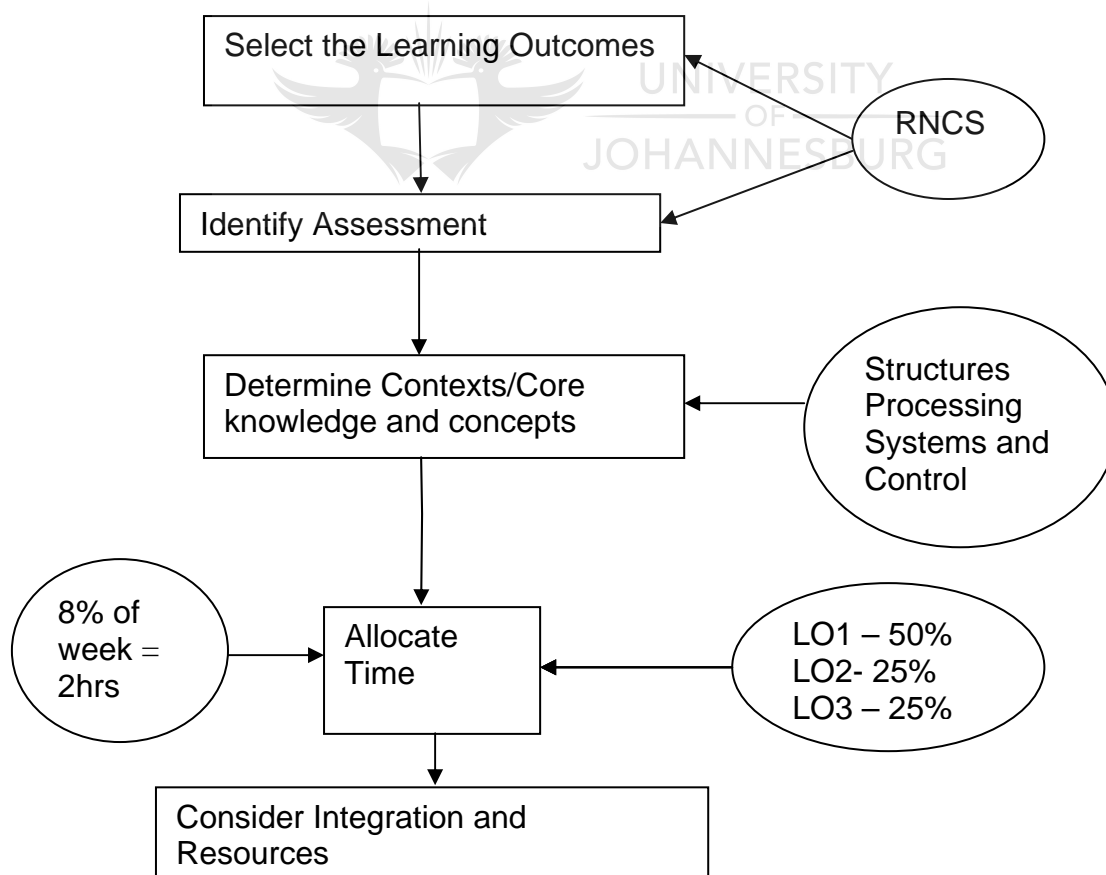
2.14.1 Developing a Learning Programme

Once educators have taken all the philosophy, policy and other issues into account, the following steps are suggested as a detailed guide:

- Select the Learning Outcomes
- Identify Assessment Standards
- Allocate time
- Integration and Resources

The following (figure 2, below) is an illustration of developing the Learning Programme.

Figure 2: Intermediate phase Technology Learning Programme



Adapted from GIED (2004:142).

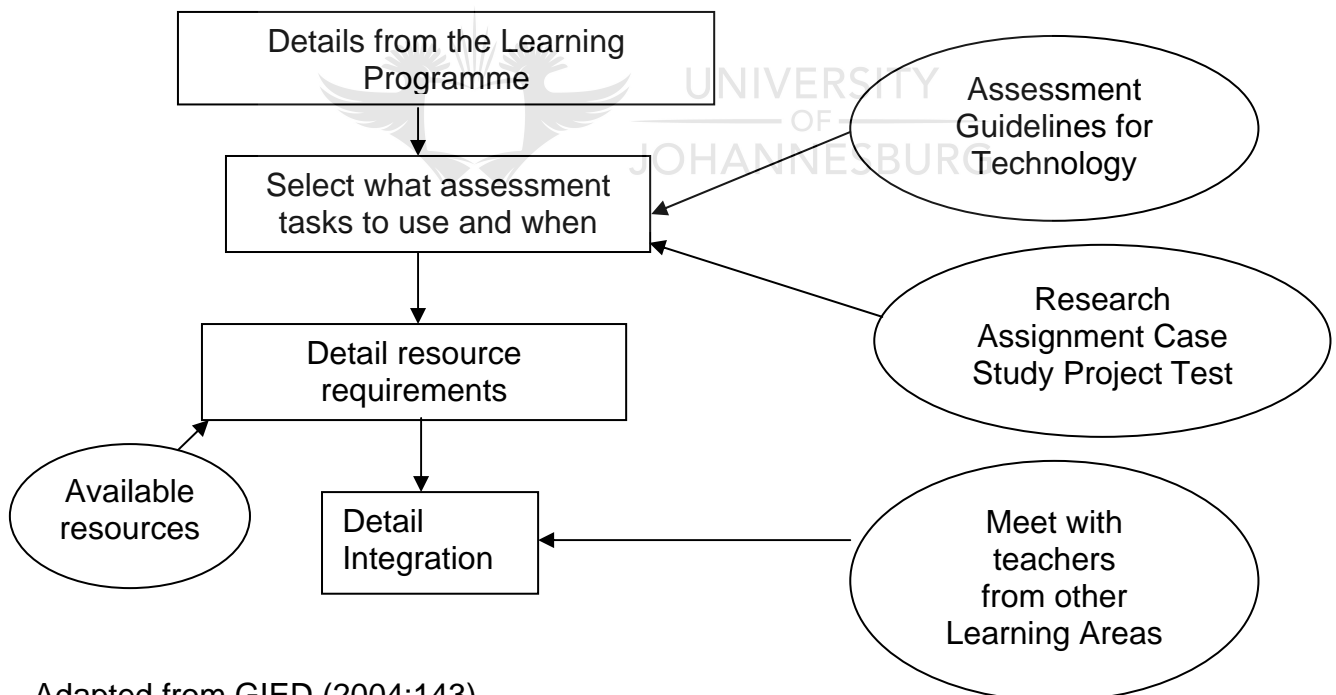
2.14.2 Developing a Work Schedule

A Work Schedule must be developed for each year in the Learning Programme. It must give greater detail for each aspect or element of the Learning Programme and add further detail with respect to other aspects.

The following should be considered when developing a Work Schedule:

- Details from the Learning Programme
- Assessment tasks
- Resources required
- Integration

Figure 3: Intermediate Phase Technology Work Schedule



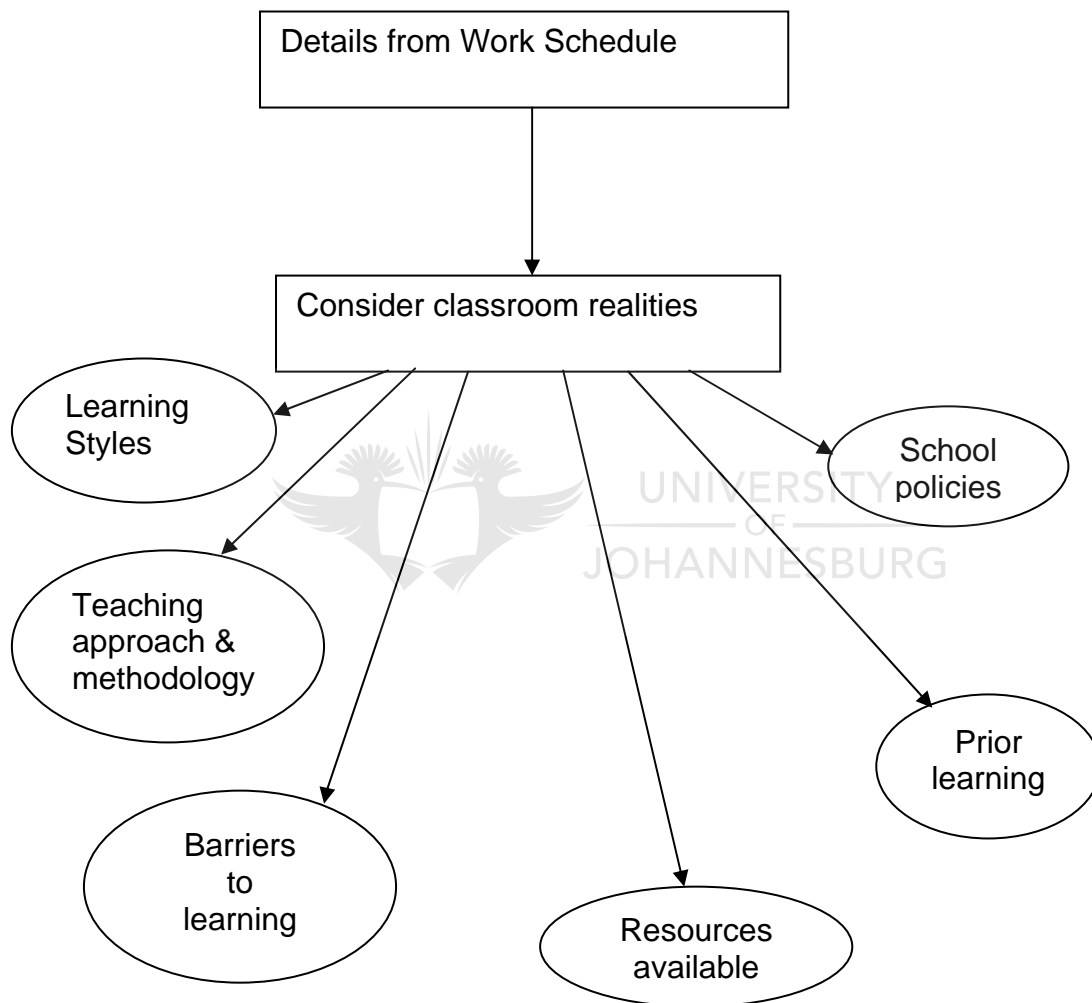
Adapted from GIED (2004:143).

2.14.3 Developing a Lesson Plan

A lesson plan is developed from the year-long Work Schedule by individual educators. It is assumed to be a complete and coherent series of teaching, learning and

assessment activities, and can consist of a single activity or several activities spread over a few days or a number of weeks. Lesson plan development is further informed by the classroom realities of the educator's class, which include: learning styles, teaching approach and methodology, barriers to learning, resources available to the school and class, and school policies.

Figure 4: Intermediate Phase Technology Lesson Plan



Adapted from GIED (2004:144).

2.15 ASSESSMENT

Assessment is not something that educators should think about at the end of a unit of work, or at the end of a lesson, but must be an integral part of all planning and

preparation (Van der Horst & McDonald, 1997:167). OBE assessment is said to be formative, which means that it helps to shape or form the learner through the learning process.

2.15.1 Types of assessment

Types of assessment used in teaching and learning are outlined below:

- *Baseline assessment* takes place at the beginning of a lesson and helps educators to find out what learners already have learned and to decide how to move forward from the point.
- *Continuous assessment*, throughout the learning process, helps educators to manage learning. In South Africa a policy of continuous assessment that requires learners to be assessed through a variety of different ways over the course of the year has been developed. The evidence collected through the different assessment abilities is evaluated and gathered together in a portfolio (Kramer, 1999:40). A continuous assessment system ensures that the teaching and learning outcomes are attainable by educators and learners, and can be done by means of tests, examinations, learner portfolios, self and peer assessment, and projects (Van Deventer & Kruger, 2003:253).
- *Input based assessment* focuses on tests and exams and prioritizes content recall.
- *Norm-referenced assessment* compares learners' performance with that of other learners.
- *Summative assessment* is a summary of the learners' performance, adding together all forms of assessment and averaging them to serve a summation purpose at the end of the unit, term or year (Van der Horst & McDonald, 1997:168).

- *Criterion referenced assessment* takes place when at the outset; criteria for demonstrating one's learning are decided on and shared with the learners. Learners are given the assessment standards before the assessment activity.

2.15.2 Assessment practices

The major difference in the curriculum assessment practices is the move from the content and product evaluation (norm-referenced assessment) to performance and process assessment (criterion-referenced assessment). In Table 7 (below), a comparison of assessment practices is made:

Table 7: Comparing assessment practices

Traditional norm-referenced	Outcomes-based criterion referenced
Is summative (at the conclusion of a period of learning)	Is formative and diagnostic (ongoing / continuous and used to identify difficulties), stresses a continuum of learning
Learners are assessed in relation to others in the class and are ranked according to ability	Learners are assessed in relation to their own ability and pace of learning in order to create opportunities for success
Testing and assessment is standardized	Assessment may be formal or informal, taking into account the needs of the learner and the context of the learning
Questions have no bearing on the life of the learner	Assessment is contextualized in life-like situation
Competitiveness can be taken to destructive levels	The learner measures him/herself against his/her own progress
Power is in the hands of the examiner or outside authority	The learner takes responsibility for his/her own progress
Assessment focuses on the individual	Assessment may be individual or occur in a group situation

Adapted from Intermediate Phase SMT Module (GDE, 2004:50).

2.15.3 Assessment Strategies

The choice of what assessment strategies to use is a subjective one, unique to each teacher, grade and school, and dependent on the teacher's professional judgment. The methods chosen for assessment activities must be appropriate to the Assessment Standards to be assessed, and the purpose of the assessment must be clearly understood by all the learners and teachers involved. (GIED, 2004: 237). Some examples of assessment strategies are: Oral presentation, practical activities, reports, research and tests.

The success of continuous of assessment model rests on sound and meticulous methods of recording learner achievement over a period of time (GDE Circular 22/2002:10). The National Protocol on Assessment (NPA) for schools in the General Education and Training Band (GET) states that in the Intermediate and Senior Phases, marks (percentages) and/ or codes must be used for recording and reporting purposes; and comments could be added where appropriate when recording, but must be added for reporting purposes (GDE Circular 27/2006:5).

Assessment in outcomes education is about progression and not promotion. Educators must send at least one written report per term to the parents/guardian on the progress of the learner.

2.16 CO-OPERATIVE LEARNING

In the past, learning was content-based, whereby learners used to pass or fail depending on their ability to master, remember and recall the learning content. In an outcomes-based approach, the formulated outcomes will guide how the teaching-learning process must be constructed so that learners can be empowered with the knowledge, competences and values to fulfil the real life roles when exiting the education system, as well as guiding learning processes by means of appropriate assessment. The focus in outcomes-based education is on the mastery of processes linked to intended outcomes, as well as of knowledge and skills needed to achieve the outcome (Oliver, 1998:21; & NDE, 1997:12).

There are three major ways of implementing co-operative learning (Shuter & Shooter Booklet, 2005:7).

- *Whole-class learning*, in which informal class discussions, facilitated by an educator or a member of the class, occurs, frequently in most classes. They give the educator the opportunity to explore values, attitudes and knowledge at depth with the learners. Whole-class activities involve the whole class in the same activity, including class debates, quizzes, projects and excursions.
- *Paired learning*, whereby mixed ability pairings are an effective way of managing a large or multi-skilled class. Paired work places more responsibility on the individual, while still giving some support.
- *Group work* may require the educator to vary the groups so that learners experience different types of interactions. It focuses on social interaction as well as completion of the task and needs to be carefully planned, with the educator ensuring that the group type is suitable for the task or activity. Groups can be similar or mixed in ability or based on friendship.

2.16.1 Co-operation as a value

Co-operation as a value means encouraging students to see mutual assistance as a goal to strive for, to view others as potential collaborators, and to choose co-operation as often as possible as a viable alternative to competition and individual work (Jacobs, et al. 2002:4). The development of co-operation starts in the classroom, but students take this spirit with them as they go out into the world. Some classrooms seem to be based on principles that discourage co-operation amongst students, something OBE also discourages. As learners working co-operatively learn more, this makes them more successful academically.

Ornstein (1990:422) maintains that co-operation among participants helps build positive and coherent personal identity, self actualization and mental health, knowledge and trust of others, communication, acceptance and support of others, wholesome

relationship and reduction of conflicts. Co-operation and group learning are considerably more effective in fostering the aforementioned social and interpersonal skills than competitive or individualistic efforts.

Table 8: Cooperation and classrooms

Classrooms that Discourage Cooperation	Cooperative Classrooms
Eyes on your own paper.	Looks at what peers are doing in order to learn from them, help them, and share ideas and materials.
No talking to your neighbour.	Talk to your neighbour in order to exchange ideas, debate, explain, suggest, and question.
Do your own work and let others do theirs.	Share your work with others so that the work you do together becomes better than the sum of its parts.
If you need help, ask from your teacher.	If you need help, ask group mates and others before asking the teacher.
Compete for the teacher's attention.	Allow each student an opportunity to be spokes person for the group.
Compete for extrinsic rewards, eg., grades	Cooperate for both extrinsic and intrinsic rewards.

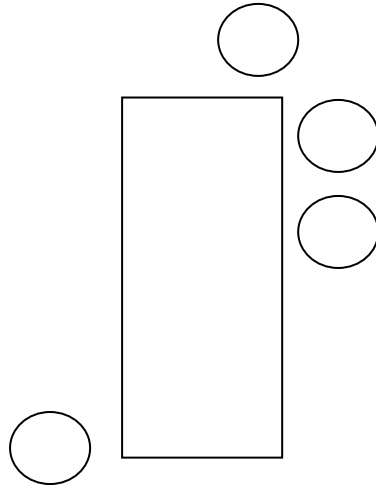
Adapted from Jacobs et al. (2002:4).

2.16.2 Building a climate for Cooperation

Classroom atmosphere forms a key ingredient in the process of co-operative learning. Students need to feel comfortable working with classmates and be willing to share ideas, ask questions and take risks. The arrangement of the classroom for co-operative learning is of vital importance, with learners sitting close to each other, because the closer together the easier it is to share material and to use quiet voices that cannot be heard by other groups. Space needs to be provided for the educators to circulate around the classroom and visit all the groups.

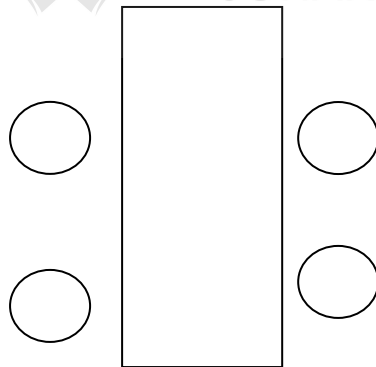
The figures below illustrate both the ineffective and effective group seating; and space for the educator to move freely between the groups.

Figure 5: Ineffective group seating



Adapted from Jacobs et al. (2002:8).

Figure 6: Effective group seating



Adapted from Jacobs et al. (2002:8).

2.17 HOME WORK AND PARENTAL INVOLVEMENT

Homework, as one of the learning strategies in OBE, can fulfill different goals, such as increasing the learner's achievement, developing independent study skills and involving parents in helping. In order for homework to be effective, it is imperative that it should

not be used as a form of punishment. Pupils should receive feedback on homework as soon as possible, so that they will realize its value and importance. Homework should be an integral part of the lesson, as it helps to allow learners to connect schoolwork to life outside of school. For this reason, the educators should ensure that assignments use real life experience.

Parental involvement and support also have a profound influence on the culture of learning and teaching (Mnisi & Shilubane, 1998:11). Parents can help their children by providing them with a quiet place, and also assist them in completing their homework, if necessary. Homework policy and planning must be provided to parents by educators so that parents know when and how to assist their children. Homework clubs are useful, where pupils can come to school to do homework after school hours and educators are available to help solve problems of parents not being able to help their children or provide them with a quiet study environment. Research has proved, according to Muijs (2003:96) that learners who are given homework improve much more than those who are not. Benefits of parent involvement include improved school performance, reduced drop-out rate, a decrease in delinquency, and a more positive attitude towards the school (Squelch & Lemmer, 1994:93).

2.18 SUPPORTING EDUCATORS DURING THE IMPLEMENTATION PHASE

The Parents' Guide (NCS, 2002:7) states that District Official will also give teachers ongoing support and training. In addition, members of the School Management Teams (SMTs) must realize that different educators often need different kinds of support that include the following forms (GDE, 2004:65):

- Personal support (emotional and psychological).
- Professional support. This can be in the form of further training; support in understanding the policy, the RNCS.
- Material support, as well as advice on managing large, diverse class groups.
- Financial support for needed resources.
- Interpersonal support that includes conflict management and problem solving; how to deal with discipline.

- Procedural support.

Support may also be given in terms of restructuring the curriculum team to strengthen it; bringing in an expert to act as consultant; re-assigning roles and responsibilities within the existing system; and providing time for in-service training. The SMTs should be trained and have the necessary skills so that the educator “doesn’t have to suffer alone” (Davies & Ellison, 1997:96). Educators in the Intersen Phases are eager to implement the RNCS in their classrooms but they seem to have tremendous difficulties in effectively implementing the new curriculum due to minimal support and guidance from the SMTs.

2.19 CONCLUSION

This chapter has reviewed the literature on what various authors have written about the implementation of RNCS in schools. It is evident and apparent from the literature review that proper curriculum planning and assessment are the integral parts of teaching and learning. The way educators teach learners should change fundamentally in order to move towards preparing learners for the future. Emphasis is put on learners acquiring more skills than knowledge that is not applied anywhere in making learners better citizens.

The next chapter presents the research methodology that will be employed in the current study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter discusses the research methodology in order to plan empirical research that will guide this study. The topics to be covered are research design; research paradigm; research methods; namely sampling, observations, interviews and document analysis. Data analysis; researcher's role and trustworthiness of the study, including measures taken to ensure its validity and reliability, are also presented.

3.2 RESEARCH DESIGN

Research design refers to the plan and structure of the investigation used to obtain evidence to answer research questions (McMillan & Schumacher, 1993:391). These authors further mention that a research design is a plan for selecting subjects, research sites and data collection procedures to answer research questions. Since the researcher's aim was to discover the perceptions and attitudes of the subjects relating to phenomena being studied, an ethnographic design was used. Pole & Morrison (2003:16) define ethnography as an approach to social research based on the firsthand experience of social action within a discrete location, in which the objective is to collect data which will convey the subjective reality of the lived experience of those who inhabit that location.

3.2.1 Ethnographic research design types

The research design type strategies, that include historical method and phenomenology, are employed in the current study to complement the above design. Historical research has a specific focus upon teachers' and pupils' life histories, for example, it not only facilitates linkage between individuals and classrooms, schools and the wider public and policy communities, but also illustrates how individual perceptions of education give pattern to and influence informants' involvement in it (Goodson &

Sikes, 2001:215). In this study, the school documents, for example, the work schedules, learning programmes, lesson plans and learners' books, were analysed. This was done to find out if the training received had helped the educators in implementing the new curriculum as RNCS in Wattville primary schools.

In phenomenology, meanwhile, there is an interaction between the research and the phenomenon being studied (Cresswell, 1994:6). The researcher, in this study, interacted with the educators to investigate the effectiveness of training educators on implementing RNCS in Wattville primary schools. This interaction gave the researcher firsthand experience of the studied phenomenon.

3.3 QUALITATIVE RESEARCH PARADIGM

Qualitative research is characterized by the use of text or written words (Hittleman & Simon, 1997:42). Hitchcock & Hughes (1995:116) maintain that the main intention is to make sense of, understand and interpret data, rather than count and measure it. Data was in the form of words, that is, descriptive rather than numerical. The researcher answered research questions by examining educators, their work and others who influenced them in natural contexts, in interaction with other people and objects in their surroundings. The aim is to provide results that are judged to be credible. The purpose is to develop an understanding of individuals and events in their natural state, taking into account the relevant context (Borg, et al. 1993:194).

The researcher collected data by personally interacting with participants in their natural settings, at the education institutions (schools). The participants' attitudes, behaviour, passionate and subjective beliefs and thoughts about RNCS were observed. Open-ended, probing questions were asked in the interviews to enable the participants to express themselves freely concerning RNCS implementation in the Intersen phases in Wattville primary schools. Patton (1990:19) agrees with this view by stating that qualitative research allows the researcher to talk with people so as to gain an understanding of their experiences and perceptions. The researcher collected and analysed the documents the participants use in order to gain an understanding of how far the educators implement RNCS: "Qualitative research aims to produce grounded

understanding on the bases of rich, contextual, and detailed data” (Mason, 1996:4). It is through qualitative research that the researcher was able to gain a grounded understanding of the concept of RNCS implementation. Qualitative research helps uncover and gain more understanding of what lies behind any phenomenon about which little is known (Strauss & Corbin, 1990:19). This study adopted the qualitative research approach because it allows the researcher to go beyond the “narrowness of experimental studies” (Rudestam & Newton, 1992:21), by promoting the studying of phenomena in their natural environment and giving the researcher the liberty to reflect on them.

3.4 RESEARCH METHOD

Researchers collect data within the natural setting of the information they seek, and the key data collection instruments are the researchers themselves (Hittleman & Simon, 1997:43). The researcher must collect relevant information at the data source through direct observation and personal interviews. The use of the different participants and different tools constitutes triangulation, as maintained by De Poy & Gitlin (1994:149): “Triangulation is the bridging together of information collected and analyzed through more than one method”. Basically, triangulation is comparison of information to determine whether or not there is corroboration (Wiersma, 2000:251). He further maintains that triangulation is a search for convergence of the information on a common finding or concept. In conducting this study, different participants, interviews, observations and document analysis were employed to cross check the data and its interpretation.

3.4.1 Sampling

The qualitative research requires that the researcher employs purposive sampling, as a method of data collection. Wiersma (2005:284) maintains that most ethnographic research is more concerned with describing the specific situation than generalizing the results. He further maintains that the logic of purposeful sampling is based on a sample of information-rich cases that is studied in depth. There is no assumption that all members of the population are equivalent data resources, but those selected are

believed to be information-rich cases. Population is defined by McMillan & Schumacher (1997:164) as a group of elements or cases, whether individuals, objects or events, that conform to specific criteria and on which the researcher intends to generalize the research results. In this study the population referred to all the educators, HODs, Deputy Principals and Principals from all the primary schools in Wattville, whereas the sample referred to the sub groups or participants used in the study.

Purposive sampling is a strategy used to choose small groups or individuals likely to be knowledgeable and informative about the phenomenon of interest (McMillan & Schumacher, 2001:433). On the basis of the researcher's knowledge of the population, the researcher chose participants who were knowledgeable about RNCS so that the best information could be provided for the purpose of the research information. According to Maykut & Morehouse, 1994:62, the number of participants to be included in the study in order to fully understand the phenomenon of interest, cannot be pre-determined. These authors, supported by Taylor & Bogdan (1998:124) maintain that data should be jointly collected and analyzed in an ongoing process until the saturation point is reached, when newly collected data is redundant with previously collected data.

The above view is supported by Lincon & Guba (1985) as cited in Merriam (1998:64), who state: "In purposeful sampling the size of the sample is determined by informational considerations. If the purpose is to maximize information, the sampling is terminated when no new information is forthcoming from new sampled units, thus redundancy is the primary criteria". In other words, when a point of diminishing returns from the data collection efforts is reached, one can be reasonably assured that a thorough study has been conducted. Because of time constraints, and financial factors, the researcher could not cover all the primary schools in Wattville, but, instead chose three out of nine schools, from which three educators per school were intensively interviewed. The sample comprised of one educator, one HOD and one deputy principal.

3.4.2 Observation

The researcher collected data in natural setting as part of the group, hence its being termed ethnographic qualitative research. The researcher was a fully integrated member of the educational setting. The behaviour of the participants was directly observed, so as to ensure that data was valid and reliable, for example, observing in the classroom. Wilkinson & Birmingham (2003:117) regard observation as a handy tool for researchers to use as it also embraces a range of skills including listening, participating, contributing, pursuing, questioning, interacting, sharing, refraining, retreating, negotiating and timing, which sometimes have to be used simultaneously.

Wiersma (1991:229) maintains that an important part of observation relates to the idea of contextualization; that is, to understand behaviour the observer must understand the context in which individuals are thinking and reacting. McMillan & Schumacher (1993:422) contend that participant observation allows the researcher to corroborate what the participants think they are doing while being non-interfering and seeking different views of events from different participants for accuracy and confirmation. In order to record detailed, descriptive field notes, the researcher observed the participants' muted cues like facial expressions, gestures and tone of voice. This technique was used in this study to accurately depict the problems the educators have in effectively implementing RNCS in their classrooms.

3.4.3 Interviews

Hoepfl (1997:52) states that an interview is a list of questions about a certain topic that the interviewer wants to explore. He further argues that although the aim is to get similar answers from all the participants, there are no predetermined responses. Semi-structured and unstructured interviews consisting of open-ended questions that allow probing were held to ensure reliability and validity. Vockell & Asher (1995:133) argue that an interview is designed to enable the respondents to supply information to the researcher. For data-collection purposes the research used semi-structured interviews, where the informants openly voiced their opinions. These semi-structured interviews

consisted of open-ended questions to encourage probing and were conducted through a scheduled protocol consisting of educators, HODs and deputy principals.

Before the interviews could take place, the researcher introduced herself and explained the purpose of the interviews. The researcher obtained the permission from the DoE (see Appendix A1-A2), the principals of schools which were identified for the study (see Appendix B1), and the participants themselves (see Appendix B2). The researcher obtained the consent of the participants so that the interview transcripts could be recorded. Information regarding confidentiality, privacy, benefits of the research, purpose of the information, intentions of the study and voluntary participation was also communicated. To ensure the informants' privacy regarding their real names, fictitious names were used. To this effect, abbreviations such as "INT" for interviewer and "P" for participant, were employed (see Appendix D). The interviews were conducted during non-contact time, to avoid disrupting and disturbing teaching and learning. These interviews were conducted in a suitable place and lasted for approximately 25-35 minutes. The research questions served as a guideline that allowed the participants to express their views, feelings and opinions freely. To prevent misunderstanding, thus ensuring clarity during the interviews, probing was employed. At the end of the interview session the researcher thanked the participants for their time and co-operation.

3.4.4 Document Analysis

Document analysis is research information obtained from materials produced by the participants (Bogdan & Biklen, 1992:32). These materials need to be in the participants' written words. As the researcher was aiming at investigating the effectiveness of training educators on implementing RNCS in the Intersen Phases in Wattville primary schools, the RNCS Policy Document, the Learning Programmes, the Work Schedules, the Lesson Plans and the different (nine) Learning Area Policies compiled by the educators were critically scrutinized to check if a link amongst these documents exists. The textbooks that the educators use were also looked into, to find out if they were RNCS compliant and whether they were of the relevant grade level. The research purpose was to find out if the educators' documents were in line with the National

Education Policy Act. The schools' daily occurrence books were also checked to find out if the District Officials ever made follow-up visits concerning RNCS implementation.

3.5 THE RESEARCHER'S ROLE

Permission to conduct research was obtained from the "gate-keepers", that is the Head Office, District Office, principals of schools and the educators in writing (see Appendix A1-B2). After the permission was granted, the participants were assured of confidentiality and those who were not willing to participate were not victimized. The researcher clearly stated the purpose of the interview to the participants at the beginning of the interview session, helping to establish the rapport between the informants and interviewer. Ethical considerations were strictly to be adhered to. To ensure this, the researcher strived to be honest, objective, open-minded and empathetic towards the participants, and no deception was used in the study so that the results could be recorded as honestly as possible (McMillan & Schumacher, 1993:416). Informal consent from the participants was obtained (see Appendix B3) and they were informed that participation was not compulsory but voluntary. Fictitious names were also used to protect the privacy of the participants, and there was openness and transparency in the research (Bogdan, 2003:68). The researcher avoided direct confrontation, thereby staying calm and neutral. The researcher thanked the participants for their co-operation and promised to inform the involved schools of the findings.

3.6 DATA ANALYSIS

Data was collected from the educators in three different public primary schools in Wattville, and was presented as raw data. Participants made their inputs and views on the effectiveness of training educators on RNCS implementation in the schools, and the researcher recorded the direct words of the participants.

Data collected from observations, interviews and document analysis were compared with an aim of identifying similar words or patterns. Those words which appeared similar were grouped together to form categories. Brynard & Hanekon (1997:48) state

that data analysis will enable the researcher to discard that which is not relevant to the researcher study and retain only that which is. McMillan & Schumacher (2001:461) write that qualitative data analysis is primarily an inductive process of organising data into categories and identifying patterns (relationships) among them. These authors also indicate that it is almost impossible to interpret data unless one organizes them into categories. According to Merriam (1998:181), the researcher must first read the interview scripts, the field notes and collect the documents while the information is categorized. As the researcher reads the transcript s/he makes her own notes, observations and queries and jots them down in the margin. Finally, the researcher groups similar comments and notes together. In support to the above authors, people's words and actions were carefully analysed. Data was categorized and organized according to the main ideas that emerged during the interviews. The researcher took field notes while conducting interviews and observations with the informants. The interview scripts were read several times to identify similar words or phrases, which were compared to each other with the purpose of analyzing and organising data into categories.

3.7 TRUSTWORTHINESS



According to Merriam (1998:198), all research is concerned with producing valid and reliable knowledge in an ethical manner. This author argues further that the research results are trustworthy, to the extent that there has been some accounting for their “validity and reliability”. Validity and reliability are discussed in greater detail below.

3.7.1 Validity

Validity is the degree to which explanations of phenomena match the realities of the world (McMillan & Schumacher, 1997:404). Keeves (1988:329) states that “an indicator is valid to the degree that it empirically represents the concept it purports to measure”. According to DePoy & Gitlin (1994:95) the term validity “refers to the extent to which one's findings are accurate or reflect the underlying purpose of the study”. Validity is concerned with the focus of the study. Maxwell (1996:87) uses the term validity to refer to the “correctness or credibility of description, conclusion, explanation, interpretation,

or other sort of account". The extent to which a research project actually investigates what the researcher claims to investigate determines the researcher's validity. To ensure that this study investigates what it claims to investigate, the researcher will give her findings.

Larsen-Freeman (1990:14) further distinguishes between internal and external validity. Maxwell (1996:96) refers to the two types of validity as internal and external generalizability: "Internal generalizability refers to generalizability of a conclusion within the setting or group studied, whereas external generalizability refers to its generalizability beyond that setting or group" (Maxwell, 1996:97). The conclusions arrived at must therefore be applicable within the context from which they were drawn and beyond. In this study conclusions were drawn from the interviewees' responses and documents used when planning for RNCS implementation.

3.7.2 Reliability

"Reliability refers to the degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions (Silverman, 1993:145)". Reliability therefore implies consistency of results or findings; it implies trustworthiness (Barnes, 1992:156). The issue of consistency is also related to the possible replication of a study. Even though qualitative researchers are not usually concerned with replicating a study in the strict sense of the term because of the belief that "the real world changes" (Marshall & Rossman, 1995:146), there are procedures they can follow to assure the trustworthiness of their data. To ensure this, the researcher kept thorough notes of the activities and also kept the data in a well-organized and retrievable form. In qualitative research, trustworthiness is looked at as a concept that is formed by credibility, transferability and dependability. It is appropriate that these elements of trustworthiness be briefly discussed.

- **Credibility**

The researcher renders his/her work credible by being accountable for the entire research process. Pillay (1996:31) argues that credibility is determined by the confidence that the researcher has in the whole process. In this research, credibility

was established through the external decoder who analysed the collected data and then drew conclusions. If the findings of the external decoder are consistent with those of the researcher, then credibility will be established.

- **Transferability**

Transferability refers to the ability to compare the findings to another similar research. Transferability implies literature check (Pillay, 1996:31). The findings of this research will be compared to other similar researches to establish common ground.

- **Dependability**

Dependability implies the consistency of the findings (Pillay, 1996:32). This means that another researcher, when given the available data, will come up with the same (consistent) findings as the findings that the researcher in the other study will come up with. In this research, an independent researcher was given the documents that have been collected (for RNCS planning and assessment). The findings of the independent researcher were consistent with the researcher's findings, which satisfied the element of dependability.

3.8 CONCLUSION

In this chapter an outline of the research design and methodology was presented. Because the researcher needed to collect data in natural setting as a member of the group, ethnographic design was chosen. Data collection techniques were also discussed and the researcher felt it was appropriate to use sampling, observations, interviews, and document analysis as research methods. Protocol for data collection and data analysis were also developed.

The next chapter presents raw data that emerged from the interviews with the educators.

CHAPTER FOUR

PRESENTATION OF RAW DATA

4.1 INTRODUCTION

This chapter presents an intensive description of the views of the participants on the effectiveness of training educators on RNCS implementation in the Intersen phases in Wattville primary schools. In this chapter data collected through interviews, observations and document analysis is analysed and grouped into categories.

Merriam (1998:179) maintains that categories and subcategories or properties are most commonly constructed through the constant comparative method of data analysis. The researcher continuously compares the participants' remarks with each other, sorting units of data into groupings that have something in common. The process is one of breaking data down into bits of information and then assigning these bits to categories or classes which bring these bits together again. McMillan & Schumacher (2001:466) also postulate that "it is impossible to interpret data unless one organizes the data collected into categories". The following are the categories and sub-categories acquired through data analysis, based on the participants verbatim concerning the phenomena under study.

4.2 CATEGORIES

The categories acquired are as follows:-

- New teaching strategies
- Lack of training
- Availability of Learner and Teacher Support Materials (LTSM)
- Understanding of RNCS
- Support provided subsequent the GDE training
- The need for school based developmental programmes

Below follows the discussion of the respondents verbatim on the phenomena under study that led to the formation of the above categories.

4.2.1 New teaching strategies

Most of the educators reported that in RNCS they are no more spoon-feeding learners, instead they are facilitators who guide the learners throughout the learning process. Group work is encouraged in RNCS. Learners are now active participants who are given time to research about given topics and thereafter give feedback to the class. As far as assessment is concerned, the learners are engaged in continuous assessment, also known as CASS, where the different forms of assessment are used, whereas in the past there used to be only “pen and paper” examinations which encouraged memorization of facts without understanding.

Some of their comments were as follows: “In assessment there is recording of marks and percentages. Learner performance is compared and contrasted. On the learners reports the educators indicate if the learner has passed or failed, depending on whether the learners have met the promotional requirements”.

One participant emphasized: *“although strategies like group teaching were learned from the training sessions, it is not always easy to implement because of the larger numbers of learners in the classrooms. It becomes very difficult to monitor the learners’ progress, as some of the groups consist of eight to ten learners. Some of the learners are passive as the educator cannot handle these large numbers at the same time”*. Another participant said: *“the department of education expects educators to implement new changes and yet no proper and adequate training was provided to us. This situation is frustrating to us and the learners, and that causes the standard of education to deteriorate as these new changes are not welcomed by many educators”*.

A concerned educator appealed that, as a result of overcrowded classrooms, and taking into account that the class consists of learners with different ability levels, it becomes very difficult for educators to use different teaching and assessment strategies to address the learners’ needs. This change results in too much paper work,

and therefore, added workload for the educators. Another participant added: *“We feel stressed and strained, and most of us are on medication, because of the added workload”*.

One educator stated: *“Teaching methods have changed dramatically, for an example in Arts and Culture most of the activities are done practically than theoretically, through investigations. An example of such is the colour wheel, where learners investigate practically how the different colours are formed. This promotes life long understanding and knowledge as compared to crammed work”*. Another educator pointed out that when assessing, the learners do not only gain academically, but they are engaged holistically where the behaviour, attitude, skills are also developed .This helps the learners to grow into independent, responsible adults who can be able to face the challenges of their life in the future.

It is clear that some educators seem to understand RNCS, although they still assess the traditional way. They revert to using traditional assessment strategies as a solution to reduce the added workload. This is evident when they record marks and percentages, instead of levels and codes. They still base their learner performance on promotional requirements, instead of progressing the learners to the next grade based on their levels of performance. As stipulated in the GDE Intermediate Phase SMT Module (2004:50), the traditional norm referenced assessment practice is summative, that is, at the conclusion of a period of learning; whereas the outcomes-based criterion referenced assessment practice is formative and diagnostic, that is, ongoing or continuous and is used to identify difficulties.

4.2.2 Lack of training

Commenting on the problems encountered most the educators pointed out that the 40hrs training period was insufficient. An intensive training organized by the GDE should at least have been conducted for at least a year. The insufficient training period adds to the educators’ difficulty in the planning of the Learning Programmes, Work Schedules, Lesson Plans including Assessment. One participant commented in this way: *“It would have been wise enough if these training sessions were conducted within*

the learning institutions (schools), where learners and not educators would be involved". The participant added by saying *"if learners were involved in the training program, it was going to become easy for the educators to implement the curriculum effectively, because of hands-on training"*. These comments are in line with Swanepoel et al. (2003:465) when they reiterate that on-the-job training is conducted on the work site and focuses on the actual job. If learners were involved, the transfer of training to the job would be maximized.

According to most of the participant the educators encounter problems in handling overcrowded classrooms, which makes it difficult to use strategies such as individual attention and group work. Disciplinary problems are a result of this factor. One participant commented: *"the number of learners in the classrooms is so big such that we are unable to perform our duties effectively. It is not easy for us to control groups in class because we are not well trained to do that"*. Based on these comments, one can argue that if over-crowdedness can be taken into account, learners can be encouraged to work cooperatively, which is exactly what OBE encourages. This will also make them more successful academically.

Lack of parental involvement in the learning process of their children, is one of the aspects that some of the participant have mentioned. To this aspect, another participant commented: *"Proper, adequate and sufficient training was not given to educators to be able to encourage parental involvement in their children's school work through meetings and workshops"*. Another confidently stated, *"even if learners are given tasks to do at home, such tasks will be incompletely and incorrectly done, or not done altogether"*. The participant further stated that they were not trained to handle problems such as submission of incomplete work signed by parents. This view is supported by Squelch & Lemmer (1994:93) who maintain that benefits of parent involvement include improved school performance, reduced drop-out rate, a decrease in delinquency, and a more positive attitude towards the school.

Some even made comments such as: *"There is no support from the District Office in terms of LA facilitation. The District facilitators themselves seem confused because they do not understand or know the curriculum, that is, LA's, because the feedback that*

the educators bring to schools clashes, for example, in Mathematics, information would differ in terms of assessment and planning of work in different grades, which leaves the educators with a big problem. The drastic change of the curriculum - it was then NATED 550, then C2005 (OBE) and now RNCS which is also outcomes based. There is a lot of paper work which affects the educators to a great extent because the educators end up suffering from stress related illnesses, which lead them to end up in hospitals, leaving the learners without learning". One educator added that the issue of the SMT allocating educators different LA's year after year contributes to ineffective RNCS implementation because the educators are deprived the privilege of being education/LA specialists. This issue confuses and de-motivates the educators.

These comments illustrate that the participants experience problems when implementing RNCS. The large class sizes, lack of parental involvement, insufficient training period and lack of support from the GDE and SMTs contribute negatively on educator's implementation of the RNCS.

4.2.3 Availability of Learner and Teacher Support Materials (LTSM)

Some of the participants expressed that, to compound the problems on effective implementation of RNCS, the lack of learner and teacher support materials impacts negatively on effective teaching and learning. One of them pointed out that learning areas such as Natural Science, Technology and Arts and culture are difficult to teach, as the equipments are more expensive and the school cannot afford buying them. Another participant mentioned that lack of classroom space is often a major constraint on effective use of learning resources. In the majority of contexts, another participant added, *"educators do not have the time, resources or skill to develop their own materials"*.

4.2.4 Understanding of RNCS

Most of the participants show an understanding of RNCS while other participants indicated little or no understanding of RNCS. This is evident from comments such as: "RNCS is the same as C2005, but in RNCS the concepts have been simplified. One

educator commented in this way: *“In RNCS nothing has changed so far...only the changing of SOs to LOs, ACs to ASs”*. Some indicated that RNCS is the new curriculum that replaces C2005, but it is no longer OBE.

These comments illustrate that most of the educators do not have a clear understanding of the concept RNCS. They confuse RNCS with C2005 and also with OBE. This view became more evident when some educators indicated that RNCS, C2005 and OBE are three different approaches to teaching and learning. One participant commented: *“RNCS is a way of bringing back the old system of education, as C2005 has proved to have failed”*. For another participant *“the curriculum started as OBE, then changed to C2005 and now it is RNCS. The problem is that I still do not have a clear idea of how RNCS is to be implemented”*.

Another participant indicated that RNCS is a replacement of OBE. In OBE it was emphasized that all learners can succeed, so “pass one pass all”. A comment was further made that the RNCS needs learners to be retained based on the evidence of their work and support given by educators. Another participant added that RNCS is the new implementation that the government wants educators to use so that the education standard can be improved. One participant stated that RNCS is the new education dispensation which replaces the old education system imposed during the apartheid era. It is important that the educators understand what is exactly meant by OBE, C2005 and RNCS so that their teaching and assessment practices can be improved, thereby enhancing effective RNCS implementation.

4.2.5 Support provided subsequent the GDE training

Many highlighted that they do not get adequate support from the District Officials and Learning Area facilitators. In some LAs support is provided, whereas in other LAs there is no support whatsoever. Some of their comments were as follows: *“When LA facilitators visit schools they only communicate with the SMT. In that case we do not get first hand information, as the information is distorted. We need the facilitators to address us directly”*. Some indicated that the District Officials do not have clear knowledge of the curriculum. The Officials sometimes ask for information from the

educators. To that, one participant commented: *“when some of the facilitators conduct workshops they show lack of knowledge of the subject to be discussed, and that is discouraging to the educators, as they see it as a waste of time and energy”*.

In the words of one participant, *“the District Officials should visit schools regularly, so that the problems that the SMT and educators experience at school level can be addressed by them. They (District) do not only have to visit schools for “fault-finding” purposes”*. As one participant mentioned, *“I feel officials do not value the educators’ work and the department provides far too little support”*, another participant continued to say, *“we need well trained and equipped facilitators who are Learning Area specialists and are also able to address the educators problems willingly”*.

According to another participant, the District Learning Area facilitators convey area meetings where clusters are formed, where educators share ideas and gain new knowledge and skills that will improve effective implementation of RNCS. Another important factor is that some of the schools receive teaching resources, like for instance for Arts and Culture, the District Officials would send guitars and trumpets to assist in teaching thus supporting the educators. Another participant mentioned that the department of education sometimes affiliates with the private institutions to run workshops to improve educator performance. From the comments it is clear that no adequate support is provided by the District Officials. This creates confusion amongst educators which retards the progress on implementing RNCS effectively. RNCS becomes a monster that breeds frustration to the educators.

Most of the participants indicated that they normally receive support from the SMTs, although the SMTs themselves are not clear on how RNCS implementation should go about. The SMTs only attended training in some LA’s and not in managing RNCS implementation. They further reported that the SMTs normally conduct class visits, where focus is made on planning, teaching and learning, and assessment. The problem is that there is no feedback from these class visits, as a result, the educators are not sure if they implement RNCS effectively or not. Some educators indicated that the SMTs seldom hold meetings to provide support on RNCS implementation. They also highlighted that induction and mentoring are not conducted to provide support to the

newly appointed educators. Educators are just given files and textbooks, and are expected to perform at par with the educators who are experienced in RNCS implementation.

One educator made a comment such as: *“I get no support from the SMTs (HODs) at all, but from the District Learning Area facilitator”*. Another participant boldly mentioned: *“This is evident when, in the instance where the department of education organizes workshops that need to be paid for, our SMTs does not hesitate, but sends the payment ahead. This is a motivating factor on the educators’ side”*.

It is evident that more training is required for the SMTs to manage and provide support on the implementation of RNCS. The educators’ comments are contrary to what is outlined in NCS, 2002:7 and also the GDE (2004:65). These documents contend that District Officials will also give educators ongoing support and training, and, in addition the SMTs must realize that different educators often need different kinds of support. It is also evident from the researcher’s, view point that there is lack of communication between the educators and the SMTs, hence the inadequate support.

4.2.6 The need for school-based developmental programs.

Discussion on availability of the staff development programs on RNCS elicited a number of responses, with one participant pointing out: *“We need programs that will help educators share ideas regarding new development in the education system”*. The educator also maintained that educators who experience problems regarding RNCS implementation should be assisted through programs such as School Development Programs (SDPs).

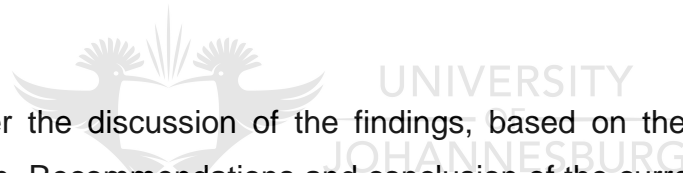
One participant maintained that although they do not have programs as such, they sometimes meet as phases or grades to discuss about problems encountered. Most of the educators reported that they do not have programs in place for the implementation of RNCS. Some made comments such as: *“We have programs such as the Learning programs which we use to implement the curriculum”*.

It is clear that educators do not differentiate between Learning Programmes and staff development programs. From the researcher's point of view, most schools do not have staff development programs to develop the educators in implementing the curriculum effectively. Orstein & Behar (1995:301) state that the staff development process examines what is known about staff development as it intends to improve student learning through enhanced educator performance. Van Deventer & Kruger (2003:211) also maintain that staff development attempts to make the individual a better educator and enables him or her to grow in the post.

4.3 CONCLUSION

In this chapter the researcher presented raw data obtained from interviews, observation and document analysis, on the effectiveness of training educators on implementing RNCS in the Intersen phase in Wattville primary schools. The data collected has been categorized according to the aim and purpose of the study with each category given a code.

In the next chapter the discussion of the findings, based on the raw data from the participants is given. Recommendations and conclusion of the current study will also be presented.



CHAPTER FIVE

DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter provides an overview of the data analysis that appeared in Chapter four. The findings obtained from the analysis will be discussed. Finally the recommendations in terms of the educators' responses from research questions on the effectiveness of training educators on implementing RNCS in the Intersen phases in Wattville primary schools, will be made, followed by the conclusion.

5.2 DISCUSSION OF FINDINGS

Below is a discussion of findings according to categories that were developed in chapter four.

Finding 1: Lack of knowledge and skills on implementing RNCS

The findings on RNCS implementation is that most of the educators are not yet clear on how RNCS should be implemented. They still struggle as far as the planning process, teaching and learning, and also assessment are concerned. It is evident from the researcher's findings that educators still struggle with regard to different teaching and assessment strategies. The finding is contrary to the literature of the study (see 2.4 & 2.5 in Chapter Two), where Grobler et al. (2002:315,316) state among the purposes of training and development, performance improvement and employees' skills update. According to GIED (2004:141,144), effective implementation will take place only if the learning programme, work schedule and lesson plan are properly developed in line with the policy document, and the planning should be based on the different aspects of planning, namely, resources, skills, knowledge, values, attitudes (SKVA's), and assessment. The GDE Circulars 22/2002 & 27/2006 also outline how assessment should take place.

Finding 2: Overcrowded classrooms

The high teacher-learner ratio, which results in overcrowded classrooms, impact negatively on these new teaching strategies, since the educators were not properly trained on how to use teaching strategies such as group work effectively. OBE requires learners to work co-operatively in groups. The educators reiterated that lack of proper and adequate training leads to educators experiencing difficulty in using group work. It becomes difficult to handle the large number of learners in class when educators lack disciplinary measures. Classes become chaotic and uncontrollable; and space is limited, which affect effective teaching and learning. What compounds the problem is that each class has learners with different ability levels, and only proper training could enable the educators to address these learners' needs properly. The educators complained about high stress levels that lead to depression and de-motivation. They revert to using traditional teaching and assessment strategies as a solution to reduce the added workload. Educators eventually resign from work, as a result of frustration.

Finding 3: Insufficient and inadequate training

It is evident from the researcher's findings that educators in Wattville primary schools do experience difficulty when implementing RNCS. According to the findings educators did not receive adequate training, hence they experience problems in implementing RNCS. The findings indicate that the participants were not happy about the duration of training which only lasted for a week to master such a massive amount of work. Another factor is that this training was conducted during school holidays which contributed to educators' negativity.

According to Reid & Barrington (1997:263) training should comprise a detailed time plan (monthly, quarterly, half yearly etc) allocated according to job classification and the number of employees involved. Hands-on training, which is on-the-job training would minimize the problems alluded above, because learners, and not educators, would be used in the training process. Many authors including Grobler et al. (2002:323) maintain that hands on method, that is, on the job training is the most effective method as

compared to the presentational method that includes lecture method, which is away from the job training where the trainees are passive recipients of information.

Finding 4: Lack of parental involvement

The lack of parental involvement was found by many participants, to be a contributory factor to ineffective RNCS implementation in the schools. This was evident when one of the participants stated that even if learners are given tasks to do, such tasks would be incompletely and incorrectly done, or not done at all. This comment indicates that parents do not bother involving themselves in their children's work. This is contrary to what Mnisi & Shlubane (1998:11) say: "Parent involvement and support also have a profound influence on the culture of learning and teaching (see 2.17 in Chapter Two).

Finding 5: Lack of Learner and Teacher Support Materials (LTSM)

There is a lack of physical resources such as the science apparatus and electronic resources such as computers in the schools to complement RNCS implementation. Even if other Learning Areas such as Mathematics have resources, these resources are very limited and some educators cannot use them effectively in teaching and learning. In other schools resources such as the Overhead Projectors and the Science Kits were still in their boxes in the store rooms. The latter is caused by poor communication channels between the educators and SMTs; while in other instances ignorance of the educators as a result of the negative attitude towards RNCS was the cause. Some educators still use the out dated resources that are not in accordance with RNCS principles. GDE (2004:87) clarifies that the success of an LTSM is determined by the teacher's ability to use it appropriately and effectively in the learning context. The document further explains that as a principle, the LTSM should provide the opportunities for class, group, paired and individual activities and experience.

Finding 6: Lack of understanding of the RNCS

Although most of the educators understand what RNCS is, it is evident from the findings that some confuse RNCS, C2005 and OBE. It is difficult for them to distinguish

between the three concepts. This contradicts the authors' viewpoints on what RNCS is (see 1.10 in Chapter One). The lack of proper understanding of what RNCS is, leads to ineffective implementation. It was also evident from the documents that the educators used, for example, their assessments methods, learning programs and work schedules. Educators use the same documents differently for the same Learning Areas in different grades. This is an indication that as a result of the confusion, educators still use the old traditional methods of implementing the curriculum, which contradicts Cas (1998:39) and the DoE (2000:6,7), (see 2.11 in Chapter Two).

Finding 7: Lack of support subsequent GDE training

The finding on support provided by the GDE on RNCS implementation is that most often educators do not get support at all. Although some receive this kind of support, there is no direct communication between the educators and the District Officials, which results in the information being distorted, that is, no longer primary information, but secondary information, as the educators cannot directly voice their problems to the District Officials, and they receive information from the SMTs, who also lack the necessary skills to manage RNCS implementation. The educators indicated a need for District Officials to visit schools regularly on continuous basis, and not only for fault-finding. The above is clear when one educator indicated that the district does not value the educators' work, and they provide far too little support. District Officials need to make arrangements with the schools for in-service-training or staff development to build self-confidence among the educators. Due to lack of in-service training in schools, educators do not feel comfortable with the new curriculum. For Ornstein & Behar (1995:302), effective in-service training has the necessary flexibility to respond to the changing needs of the staff.

Finding 8: Lack of school-based staff development programmes

The finding indicates that there are no developmental programmes used specifically for the implementation of RNCS. The SMTs do not create opportunities for educator development programmes at school level. They do not offer support and guidance to the educators because they themselves are unsure of the new curriculum and they lack

the necessary skills to help the educators. For Knight (1997:109) the SMTs should draw up a coherent approach to staff training and development which balances the institutional needs with the aspirations and needs of individuals, for example, refreshment, new skills or career enhancement. Grobler et al. (2002:314) also reiterate that development activities should take place continually throughout a manager's career and be an integral, ongoing part of the manager's job.

It is evident that educators are not certain of the programs they need to have for the implementation of RNCS, and as a result they do not have such programs. This shows a lack of knowledge and skills needed to implement RNCS successfully. The SMTs need to encourage educators to share the information from the workshops attended. The educators indicated that they only attend developmental workshops conducted by the GDE. The SMTs do not conduct school-based developmental workshops to complement the training received from the GDE. According to Van Deventer & Kruger (2003:211), the developmental approach helps to identify needs and opportunities for growth and development; thereby building on the strengths that educators already have. Most of the educators indicated that staff development programmes are needed to help the educators accomplish the aims and objectives of education, and they should reside in the schools, that is, they should be drawn and conducted by the educators. It is clear that the educators do not implement RNCS effectively, hence schools should have programmes in place and use.

5.3 RECOMMENDATIONS

Without proper and adequate training the educators will not be able to implement RNCS effectively. In implementing RNCS effectively, the following recommendations have to be taken into consideration.

- An intensive educator training on RNCS and OBE should be conducted by curriculum specialists on RNCS implementation.
- More educators should be employed to alleviate the educators' workload, thereby ensuring individual attention to the learners with different learning needs.

- Training on RNCS implementation should not focus too much on theory, but it should balance the application.
- Parental involvement in learner performance should be a rule and not an option.
- Learner and Teacher Support Materials (LTSM) such as the Science kits and computers should be made available by the GDE. Schools that have these resources already should be trained and motivated on how they should be used. This will improve the standard of the education.
- The District Office should continuously support and monitor effective implementation of the curriculum in schools, through in-service training and workshops to complement on the training that the educators have already received.
- The SMTs should be thoroughly trained on RNCS, to be able to draw up and conduct staff development programmes to develop educators on a continuous basis. These programmes should reside in the school. The SMTs should be sensitive to the needs and problems of the educators. They can also invite an expert to act as a consultant.

5.4 CONCLUSION

The appeal of an effective training in RNCS for South Africa lies in its potential to address our critical educational problems. The emphasis in implementation on accountability, equity, positivity, responsibility and competence, changed roles and responsibilities of educators, learners and communities and on the significance of what is being learned, lends itself to responding to many of our educational concerns.

Educators are in many senses the most important educational resource we have and they will determine whether RNCS succeeds or not. Therefore, the success of RNCS depends on training and support that educators receive, and their ability to mobilize and manage the resources around them to implement the Curriculum. The policy issue for us is that Curriculum change should have as an integral part educator involvement and

development. According to Siddons (1997:22), training is needed because the participants need new information and skills to change existing working patterns, to correct personal faults and to be re-motivated.



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APPENDIX B1

To : School Principals
From : G.M. Malesa

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT SCHOOL

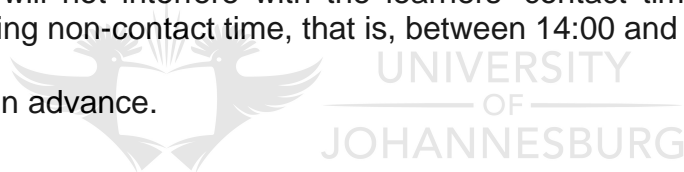
I am Gladness M. Malesa, presently appointed as deputy principal at Magalelagase primary school in Wattville. I'm studying Master's Degree (Med) with the University of Johannesburg. The topic for my research studies is "**the effectiveness of training educators on implementing RNCS in the Intersen phases in Wattville primary schools**". In the context of this study, the researcher has identified your school to obtain relevant data.

The interviews will be conducted to a few SMT members and educators. The confidentiality of educators will be maintained, although the research findings may be made available on request to the school.

The research will not interfere with the learners' contact time, as it will be conducted during non-contact time, that is, between 14:00 and 15:00.

Thanking you in advance.

.....
G M Malesa
Researcher



APPENDIX B2

To : Participants (Educators)
From: G.M. Malesa

Re: Request to conduct interview with regard to the effectiveness of training educators on implementing RNCS in the Intersen phases in Wattville primary schools.

Dear Sir/Madam

I am a student at the University of Johannesburg, registered for an M ED degree in Educational Management. I am currently conducting a research project on the effectiveness of training educators on implementing RNCS in the Intersen phases in Wattville primary schools.

I would therefore, like to request you to complete the attached form if you are interested in participating in the research study. I must emphasise that participation in study is not compulsory but voluntary. However, I would be glad if you could take part in the study.

Participation in this study will be in the form of interviews, observations and document analysis. The duration of the interview will be approximately 35 minutes.

Data collected will be treated with confidentiality, and fictitious names will be used to ensure anonymity of all the participants.

Attached please find a copy of a consent form.

Thanking you in advance.

.....
G.M. Malesa
Researcher

APPENDIX B3

CONSENT FORM

I, hereby agree to participate in your research project on the effectiveness of training educators on implementing RNCS in the Intersen phases in Wattville primary schools. I therefore grant you permission to interview me.

Signed:

Date:



APPENDIX C

INTERVIEW QUESTIONS

1. How do you implement RNCS in your school?
2. What problems do you encounter on the implementation of RNCS?
3. How do you describe the RNCS?
4. What support do you receive subsequent the GDE training?
5. What staff development programmes on RNCS do you receive from your school?



APPENDIX D1

INTERVIEW TRANSCRIPTS (SCHOOL A)

KEY: INTERVIEWER > INT
PARTICIPANT > P1
P2
P3

Before each session could start, the researcher introduced herself to the participants and briefly outlined the purpose of the interview session. The consent of the participants was given (See Appendix B3).

At the end of the interview session, the researcher thanked the participants for their cooperation.

Research Question: How do you implement RNCS in your school?

P1: Learners are given a chance to research on given topics and give feedback. They openly present themselves instead of sticking to the textbooks which lead to crammed work.

P2: Although different assessment forms such as tests, assignments, projects, etc are used, we are not sure of how exactly these forms should be used. As a result, many of us still use the old methods of assessment, which are restricted to pen and paper exams.

P3: Eish... To be honest with you, I am unable to teach different groups of learners at the same time during the same lesson.

INT: **Please explain what you mean by “teaching different groups at the same time”.**

P3: Oh! ... I have already indicated that I can't teach different groups at the same time. This RNCS thing irritates me a lot, because we were not

well trained. According to my point of view, this is just a waste of time and energy.

Research Question: What problems do you encounter on the implementation of RNCS?

P1: The number of learners in our classes is so big that we are unable to perform our duties effectively. It is also not easy for us to control groups in class because we are not well trained to do that.

P2: Proper adequate and sufficient training was not given to educators to be able to encourage parental involvement in their children's school work through meetings and workshops.

P3: Lack of classroom space is often a major constraint on effective use of learning resources. In the majority of contexts, educators do not have the time, resources or skills to develop their own materials. We are underpaid and overworked. On a teacher's salary one can't buy the expensive charts and resources needed to implement RNCS effectively.

Interview Question: How do you describe RNCS?

P1: The Revised National Curriculum Statement. Nothing so far has changed ... only the terminology such as SOs to LOs; ACs to Ass.

P2: RNCS is the same as C2005, but in RNCS the concepts have changed and the language has been simplified. Learning Area names such as MLMMS which was difficult for educators and even learners to pronounce in full has changed to Maths. SOs are now LOs and have also been reduced in number.

P3: It is a new curriculum that replaces C2005, but it is no longer OBE.

Interview Question: **What support do you receive subsequent the GDE training?**

P1: The SMT is unsure of what they are doing... they are lost in the dark. They do not want us to be aware that they are also confused. They avoid us as at all times and let us work alone with our colleagues.

P2: There is little support in some LAs, and no support at all in other LAs from both the District Officials and the SMT. When District officials visit our school, they only communicate with the SMT, who in turn communicate with us. We therefore get second-hand information. We want the District officials to address us directly so that we can also discuss our problems with them.

P3: The District officials are also not sure about their work...and what can one expect from the SMT, and lastly from the educators themselves? We need well trained and well-equipped facilitators who can address the educators' problems willingly and with confidence.

Interview Question: **What staff development programmes do you receive from your school on RNCS?**

P1: As far as I have observed, no staff development programmes are available at this school.

P2: No formal staff development programmes are in place. The SMTs only report on issues commented by the District officials.

P3: I've already indicated that the SMT is not properly trained...they need a detailed training. As a result, we do not have such programmes in place.



APPENDIX D2

INTERVIEW TRANSCRIPTS (SCHOOL B)

KEY: INTERVIEWER > INT
PARTICIPANTS > P1
P2
P3

Before each session could start, the researcher introduced herself to the participants and briefly outlined the purpose of the interview session. The consent of the participants was given (See Appendix B3).

At the end of the interview session, the researcher thanked the participants for their cooperation.

Interview Question: How do you implement RNCS in your school?

P1: What I normally do when assessing learner performance is record marks and percentages in order to compare and contrast learner performance.

P2: Teaching and assessment strategies have changed quite a lot. The learners' skills, knowledge, value and attitudes are enhanced. Learning is not only academic based, but learners are developed in totality into independent, responsible adults.

P3: Ja ...To be honest with you, RNCS is a good tool used for teaching and learning, but ...the problem is that a lot of time is spent on paper work, rather than teaching. If only the Department of Education can reduce this paper work which result is added workload, special attention can be given to the learners in need of support, and therefore, good results can be produced.

Interview Question: What problems do you encounter on the implementation of RNCS?

P1: It would have been wise enough if this training sessions were conducted within the learning institutions, where learners, and not educators would be involved. If the learners were involved in the training programme, it was going to become easy for the educators to implement the curriculum effectively because of hand-on training.

P2: There is no support from the District officials in terms of LA facilitation. The District facilitators seem confused as they do not understand or have knowledge of the curriculum, that is, LA's.

INT: Please explain clearly regarding the lack of knowledge on the District facilitators' point of view.

P2: A practical example is that I teach Maths in three different grades, and what I have experienced is that information would differ in terms of assessment and planning of work. This is confusing and I end up not knowing which assessment and teaching strategies to use.

P3: Um ... you know ... The issue of the SMT allocating educators different LAs year after year contributes to ineffective RNCS implementation because the educators are deprived the privilege of being LA specialists. This is confusing and de-motivating to us.

Interview Question: How do you describe the RNCS?

P1: RNCS , C2005 and OBE are three different approaches to teaching and learning. RNCS is a way of bringing back the old system of education, as C2005 and OBE have proved to have failed.

P2: It is the implementation that the government wants us to use so that the education standard can be improved.

P3: RNCS is a replacement of OBE. In OBE it was emphasized that all learners can succeed, so “pass one pass all”. The RNCS needs learners to be retained based on the evidence of their work and support provided by educators.

Interview Question: What support do you receive subsequent the GDE training?

P1: District Learning Area facilitators sometimes convey area meetings where all educators are able to share and gain knowledge and skills that help to enhance RNCS implementation.

P2: Some schools receive teaching resources, whereas others don't. There is no uniformity in support from the District officials.

INT: Will you please explain what you exactly mean?

P2: The school next door has received guitars and trumpets for Arts and Culture, and our school has not.

P3: The SMT sometimes conduct class visits where focus is on planning, assessment and teaching. The problem is ...it appears as if they are doing that for formality, because no feedback is given to the educators, as a result we are not sure if we are on the right track or not. I suggest that the SMT must be fully trained on the RNCS so that they can guide and support us correctly.

Interview Question: What staff programmes do you receive from your school on RNCS?

P1: The SMT sometimes meet us to discuss some of the implementation problems we encounter.

P2: We are still lacking on that aspect. The SMT is struggling to involve all the educators with an intension of identifying problem areas.

P3: No staff development programmes are in place, and as a result, no support from the SMT.



APPENDIX D3
INTERVIEW TRANSCRIPTS (SCHOOL C)

KEY: INTERVIEWER > INT
PARTICIPANTS > P1
P2
P3

Before each session could start, the researcher introduced herself to the participants and briefly outlined the purpose of the interview session. The consent of the participants was given (See Appendix B3).

At the end of the interview session, the researcher thanked the participants for their cooperation.

Interview Question: How do you implement RNCS in your school?

P1: Although strategies like group teaching were learned from the training sessions, it is not always easy to implement because of the large numbers of learners in the classrooms. This situation is frustrating and stressing us, and most of the educators are on medication.

P2: Ag ... man... The Department of Education expects educators to implement new changes, yet no proper and adequate training was provided to us.

INT: Could you please elaborate on your statement.

P2: The training only lasted for one week, which is 40hours. What can you really expect from the educators if all these new changes have to be mastered in a week's time?

P3: We encounter problems, because some of the training facilitators evidenced lack of proper understanding and knowledge of the content. They could hardly answer some of the questions posed to them. Another factor is that training must be practical, that is it should have taken place at the schools, where learners could be involved, and not educators at the training centers.

Interview Question: What problems do you encounter on the implementation of RNCS?

P1: To mention a few, overcrowded classrooms, insufficient LTSM and lack of parental involvement in their children's education due to lack of interest, and sometimes "illiteracy" impact negatively on RNCS implementation.

P2: The department wants inclusion in the schools but does not help us to deal with the problems we have. They must train us properly. If they want quality education they must seriously reconsider the training providers they choose.

INT: Please be more specific with the type of problems you have encountered.

P2: Well... I have learners with unidentifiable disabilities in my class and I don't know about their special needs. I want to be specially trained to identify such learners and also to deal with their problems.

P3: The department of education wants us to play multiple roles, such as those of being a social worker, educator, psychologist and counselor. It is really frustrating if all these roles are to be performed without proper training and support from the DoE.

INT: What exactly do you mean by being a multiple role player?

P3: There are instances where learners experience social problems, for an example. As an educator I fail to provide adequate support as I am not professionally trained on that.

Interview Question: How do you describe the RNCS?

P1: RNCS is a new education dispensation which replaces the old education system imposed during the apartheid era.

P2: Eish... The curriculum started as OBE, then changed to C2005, and it is RNCS. The problem is that I still do not have a clear idea of what RNCS is... I need more clarification on this...maybe you can help me.

P3: It is the same as C2005, the difference is that C2005 was revised. They have tried by all means to cancel a number of aspects which were difficult for educators.



Interview Question: What support do you receive subsequent the GDE training?

P1: I am a newly appointed educator at this school and I have last met with my HOD when working files and LAs, including textbooks were given to me. No mentoring or induction was conducted by the HOD to me. The SMT really needs to do something about this. I don't know if I'm coming or going.

P2: There's none. The SMTs are not trained properly themselves, so they are unsure and feel insecure to help us. We work on our own as friends, and in most cases, we help and support the SMT.

P3: The SMTs, are reluctant to attend workshops themselves and what kind of support can you expect from such leadership?

INT: **What about the District Officials? Do they support you ... or ...?**

P3: I'm not quite certain if the support provided by the District officials is enough, because the only time I get support is when I attend workshops, which is not always. They only come to schools for fault-finding.

Interview Question: **What staff development programmes do you receive from school on RNCS?**

P1: No staff development programmes are in place for the implementation of RNCS at this school.

P2: There are no programmes, but we help the SMT by sitting together and trying to come up with solutions to the problems we encounter in RNCS implementation.

INT: **What type of problems are you referring to?**

P2: Identifying suitable teaching resources for LAs such as Natural Science, Technology, Maths and Art and Culture. Educators who still lack the knowledge in teaching and assessment strategies are usually assisted.

P3: We lack such programmes in our school. What I can say is that we need programmes that will help educators share ideas regarding new developments in the education system.