

**CHALLENGES FACING THE SECONDARY SCHOOL TEACHERS IN THE
IMPLEMENTATION OF CURRICULUM AND ASSESSMENT POLICY
STATEMENT IN MANKWENG CIRCUIT, LIMPOPO PROVINCE**

by

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DECLARATION

I hereby declare that the dissertation of limited scope entitled, '***Challenges facing the secondary school teachers in the implementation of Curriculum and Assessment Policy Statement in Mankweng Circuit, Limpopo Province***' is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

.....

Signature
(Sebaeng Lerato)

.....

Date

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DEDICATION

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ABSTRACT

South African educators have experienced problems understanding and implementing various previous curriculum policies such as Curriculum 2005 and the Revised National Curriculum Statement. These problems have made it necessary for the Department of Basic Education (DBE) to introduce the national Curriculum and Assessment Policy Statements (CAPS) in 2012.

The purpose of this study was to explore the challenges experienced by secondary school teachers in implementation of CAPS in Mankweng Circuit of Limpopo Province.

This qualitative study conducted at two secondary schools in Mankweng Circuit, Limpopo province aimed to

- Identify resources needed by secondary school teachers in Mankweng Circuit on the implementation of Curriculum and Assessment Policy Statement.
- Investigate the kind of training the Department of Basic Education provides to secondary school teachers in Mankweng Circuit when implementing Curriculum and Assessment Policy Statement.
- To investigate how secondary school teachers conduct assessment when implementing Curriculum and Assessment Policy Statement.
- Identify mechanisms that are used by secondary school teachers in the implementation of the Curriculum and Assessment Policy Statement.

The study embedded within interpretivist paradigm. It also adopted a qualitative approach and the case study design was employed, where document analysis, semi-structured interviews and observations were data-collection instruments used. Two secondary schools with their respective school heads were purposefully selected to participate in the study. Two principals, six Heads of Department and Eight teachers comprised the purposefully selected participants.

Data collected from document analysis, semi structured interviews and observations revealed that while educators welcomed the introduction of CAPS for its clarity, structure, clear guidelines and time frames, they however experienced challenges related to CAPS implementation, quality and the amount of training, inadequate

resources, increased assessment activities and the impact of rapid pace of the curriculum on teaching and learning. Based on these results, recommendations are made for the improvement of the implementation of CAPS.

The study findings revealed that while teachers welcomed the introduction of CAPS for its clarity, structure, clear guidelines and time frames, they however experienced challenges related to the quality and the amount of training, inadequate resources, increased assessment activities and the impact of rapid pace of the curriculum on teaching and learning. Based on these results recommendations are made for the improvement of the implementation of CAPS.

The implication of this study is that, CAPS is a viable policy in theory, but its implementation is erroneous, from the planning stage to the implementation stage. Key resources, for example, suitable human resources, infrastructure, textbooks were not taken into serious consideration.

KEY WORDS

- Secondary school
- Teachers
- Curriculum implementation
- Curriculum and Assessment Policy Statement
- Curriculum change

LIST OF ACRONYMS

ANC	African National Congress
ATP	Annual Teaching Plan
CAPS	Curriculum Assessment Policy Statements
C2005	Curriculum 2005
DBE	Department of Basic Education
DoE	Department of Education
FP	Foundation Phase
IP	Intermediate Phase
LA	Learning Area
LTSM	Learner Teacher Support Material
NCS	National Curriculum Statement
OBE	Outcomes Based Education
RNCS	Revised National Curriculum Statement
SGB	School Governing Body
SMT	School Management Team
SP	Senior Phase

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CHAPTER 1 : BACKGROUND AND MOTIVATION

1.1. INTRODUCTION

This chapter provides the background and motivation of the study, problem statement, aims and objectives, significance of the study, research questions, research methodology, trustworthiness of the study, ethical considerations, definition of key concepts, and outline of the study.

1.2. BACKGROUND AND MOTIVATION

The interpretation and implementation of Outcomes-Based Education (OBE) has been a challenge to teachers in promoting the culture of teaching and learning in South African schools since its inception to date. This is due to inadequate resources, financial constraints and lack of proper training (Moodley, 2013:4). If left unaddressed, these setbacks pose far-reaching consequences not only for the education system but also for the type of learners that will be produced as well as the economic growth of the country (Moodley, 2013:5). Against the background of the implementation of OBE curriculum reforms, Stoffels (2004:12), critiques popular scholarship that explains policy failure in terms of resources or teacher resistance. The imposed reforms concern the misalignment between the intended curriculum and the cultural values of teachers. Since cultural values are deeply personal and inform pedagogical practice, it appears the reform processes ignored the values of teachers as agents of change (Stoffels, 2004:12).

With the advent of democracy in South Africa, a learner-centred outcomes-based Curriculum 2005 (C2005) emerged as a step away from a racist, apartheid, and rote learning to a liberating and nation-building education system (Moodley, 2013:23). However, it was revisited due to its shortcomings and was strengthened with the Revised National Curriculum Statement (RNCS) four years later. In 2009, the National and Curriculum Statement (NCS) was reviewed due to its on-going implementation challenges (DBE, 2011:ia). A panel of experts investigated the nature of challenges and to streamline the NCS. Amendments were made to address the four concerns identified by the Task Team: complaints about the implementation of NCS, teachers who were over burdened with administration,

different interpretation of the curriculum requirements, and underperformance of learners.

Challenges experienced by teachers with regard to the implementation of NCS inspired the introduction of its improved version, CAPS. CAPS was introduced in 2012 with the goal to improve the quality of teaching and learning by ensuring that every subject in each grade has a single, comprehensive and concise document. CAPS is not a new curriculum but an adjustment of what is taught and not about how teaching is done (Du Plessis, 2012). CAPS document for subjects vary according to specific subjects in such a way that there are more curriculum changes in some subjects than others.

CAPS concord presented changes that can be described as "going back to basics". The implication is that group work is replaced with individual work. Learning areas and learning programmes are referred to as subjects. Learning Outcomes and Assessment Standards are referred to as topics. CAPS breaks down each subject into teaching weeks and outline the topics that need to be covered per week. The number of subjects in the Intermediate Phase (Grade 4 to 6) is reduced from eight to six (Department of Basic Education (DBE), 2009:5). CAPS still follows the same process and procedure as the NCS (Pinnock, 2011). The curriculum is now structured in a way that is in content format rather than outcome format. It almost resembles the way it was before OBE was introduced.

The introduction of CAPS in South African schools also brought complex curriculum reforms. However, it looks like teachers are inadequately prepared and supported. They seem to experience challenges in playing their central roles in its implementation. As such, classroom practices seem to be hard to change (Stoffels, 2004:13). It is on the basis of this background that this study was intended to explore the challenges experienced by secondary school teachers in the implementation of CAPS in Mankweng Circuit of Limpopo Province.

1.3. RESEARCH PROBLEM

Studies show that teachers in all contexts struggle to implement progressive curriculum change, from post-colonial countries such as Namibia and Botswana to well-resourced, developed countries Stoffels (2004:18). In South Africa most

educators are inadequately equipped to facilitate content in a way that is comprehensive to learners. Poor understanding of assessment strategies and teaching methods left teachers confused in their classroom practices (Moodley, 2013:25). The report of the Task Team appointed by the Minister of Basic Education for the review of the implementation of NCS found that teachers are confused, overloaded, stressed and demotivated. This resulted in them underperforming (DBE, 2011).

Policy-makers at national levels usually produce policy and schools and teachers remain in the background. Although teacher unions may represent educators at policy level, their voices are seldom heard. One of the challenges in the curriculum development process is that teachers are rarely involved in the planning and decision-making processes. It is often lack of ownership in the curriculum renewal process among many other reasons that curriculum initiative is found ineffective and that mismatches exist between the intended and implemented curriculum. Another factor that influences curriculum change is the preparedness of teachers to implement these changes. The success of curriculum implementation relies heavily on consultation with teachers and training on how to implement the new approaches (Smit, 2001:67). Flores (2005:403) points out that although teachers have been dealing with greater responsibilities and demands, the training, and support provided to them are not adequately addressing their needs. Smith, (2001: 68) states that the role of teachers can no longer be overlooked, for policy change will not have the desired effect if they are not accompanied by a supportive process intended to strengthen their roles.

Although there are studies conducted on the challenges facing teachers in the implementation of the curriculum, there is no specific research focusing on the challenges faced by secondary school teachers in the implementation of CAPS in Mankweng area. This study sought to explore the challenges facing secondary school teachers in the implementation of CAPS in Mankweng Circuit, Limpopo Province.

1.4. THEORETICAL FRAMEWORK

This study is embedded within Educational Change Theory. This theory comprises of different segments which are the internal, external and personal. These segments of

educational change processes are integrated in a way that seeks to provide new momentum for change processes to occur (Goodson, 2001:45). The goal of Educational Change is to move from the realm of triumphalism symbolic action into the realm of substantive change in practice and performance, a new balance between personal, internal and external change will have to be integrated. Only then will the issue of sustainability and of generalisability be fully engaged with and change forces really move forward. Instead of forced changes, there will be change forces as the new conditions of change engaged collaboratively with the existing context of school life (Goodson, 2001:54).

Internal change agent work within school setting to initiate and promote change with an external framework of support and sponsorship. External change is mandated in a top down manner, as with the introduction of national curriculum guidelines or new state testing regime. Personal change refers to the personal belief and missions that individuals bring to the process of change. The more these segments are integrated and harmonised, the more it is likely that the social movement underpinning educational change will gather force and momentum (Goodson, 2001:45).

Educational Change Theory focuses most usually upon the internally generated change that were formulated and promoted by teacher groups. Internally generated change analyse what patterns of educational change now prevail (Fullan, 2016:20). According to Kotter (1995:62) the implication of change is that, change has to have direction. The idea of a vision for guiding change has long been considered an essential facet of successful change. The purpose of change purpose is to provide direction for seeking to move a school from its current situation to a desired and improved future state (Davies, 2007:160). A vision for change provides a crucial first step for getting the process started. However, a vision that cannot be translated into action has no impact (Davies, 2007: 19).

For change to occur there is a need for a deeper commitment in those involved. The process of change, according to Carl (2005:223), which became a major feature of teaching in South Africa, involved various role-players and interested parties where teachers are the effective principal role-players. Spillane and Zeuli cited by Stoffels (2004:1) believed that large-scale curriculum reform efforts aimed at altering

teachers' pedagogical assumptions, teaching methods, classroom organisation and assessment strategies, is extremely difficult to achieve.

The intended strategies to transform teachers' instructional practices from a traditional teacher-centred to a more learner-centred approach, proved to be problematic. Curriculum renewal tends to be imposed on teachers from the top such as the Education Department.

Fullan and Pomfret (1977:391) pointed out that the effective implementation of social innovations' requires time, personal interaction and contacts, in-service training, and other forms of people-based support. This realisation that teachers are imperative in implementing 'new' policy, to reform, restructure, transform schools and classrooms, calls for a focus on teachers. They are often seen as either impervious or unaffected, or as resistant to the education policy change (Smit, 2001: 68). According to Mata (2012:512) the knowledge and attitudes of teachers regarding curriculum innovation needs to be reported by curriculum designers, education policy makers as well as the teaching community. Change in teachers is important because the main barrier to curriculum innovation is teacher educator resistance to change.

Educational Change Theory was deemed appropriate for this study because it grants teachers a central role in curriculum transformation and implementation. This theory also creates a better platform for engaging, interacting, and sharing their personal views in the whole process of curriculum renewal. As such it enables them to show deeper commitment, feel included and report their implementation challenges of CAPS at secondary schools in Mankweng Circuit.

1.5. PURPOSE OF THE STUDY

The purpose of this study was to explore the challenges facing secondary school teachers in the implementation of CAPS at Mankweng Circuit in Limpopo Province.

1.6. OBJECTIVES OF THE STUDY

In order to achieve the above purpose, the following objectives were developed to:

- Identify resources needed by secondary school teachers in Mankweng Circuit in the implementation of Curriculum and Assessment Policy Statement.

- Investigate the kind of training the Department of Basic Education provides to secondary school teachers in Mankweng Circuit when implementing Curriculum and Assessment Policy Statement.
- Investigate how secondary school teachers conduct assessment when implementing Curriculum and Assessment Policy Statement.
- Identify mechanisms that are used by secondary school teachers in the implementation of the Curriculum and Assessment Policy Statement.

1.7. RESEARCH QUESTIONS

This study answered the following question:

What are the challenges facing the secondary school teachers in the implementation of CAPS at Mankweng Circuit in Limpopo Province?

The following sub-questions served as guidelines for answering the above research question:

- What resources are needed by secondary school teachers in the implementation of CAPS?
- What kind of training does the Department of Basic Education provide to secondary school teachers when implementing CAPS in Mankweng Circuit?
- How do secondary school teachers conduct assessment of CAPS in Mankweng Circuit?
- What mechanisms are used by secondary school teachers in addressing the challenges in the implementation of CAPS in Mankweng Circuit?

1.8. DEFINITION OF KEY CONCEPTS

1.8.1. Curriculum and Assessment Policy Statement

CAPS is “a single, comprehensive and concise policy document which has replaced the subject learning area statement, learning programme guidelines and subject assessment guidelines for all the subjects listed in the National Curriculum Statement Grade R-12” (DBE, 2011:7).

CAPS is defined as “a change to what is taught (a curriculum) and not how it is taught (teaching methods). CAPS is used as starting point for filling in gaps, reducing

repetition and clarifying where necessary. Under CAPS, learning areas have been changed into subjects, and Learning Outcomes and Assessment Standards are omitted but are reworked into general aims of the South African curriculum and specific aims of each subject” (DBE, 2011:7).

In this study, CAPS is regarded as a South African curriculum which replaced National Curriculum Statement in 2011, where the content related to a specific subject is put together in a single document to avoid repetition in various subjects.

1.8.2. Implementation

Implementation is the “process of putting something (which has been planned) into effect” (Phorabatho, 2009:9).

According to Ornstein and Hunkins (2013:259) implementation involves “presenting innovation and getting people to try it out, in their classroom or other appropriate educational spaces. Implementation results from careful planning which focuses on three factors namely, people, programmes and changes”.

In the context of this study, implementation refers to an innovative process whereby teachers as change agents, are required to shift from NCS to present a well-structured and modified CAPS in South African schools.

1.8.3. Curriculum

According to Marsh (1997: 4) curriculum is defined as “a product, a document which includes details about goals, objectives, context, teaching techniques, evaluation, assessment, and resources”.

Carl (2009: 21) define curriculum as “the sum total of the means of which a student is guided in attaining the intellectual and moral discipline requisite of the role of an intelligent citizen in a free society. It is not merely a course of study, nor is it a listing of goals or objectives, rather, it encompasses all of the learning experience that students have under the direction of the school. A curriculum is thus a broad concept that embraces all planned activities, and thus also subject courses that take place during ordinary school day. It also includes all after school planned activities such as social sports”.

In the context of this study, curriculum is a blueprint with clear goals, objectives and content that provides guidelines for the implementation of all teaching, learning and assessment activities in schools.

1.8.4. Teacher

According to Prawat (1992: 355) a teacher is defined as a “passive receiver of innovation, and important participants in the curriculum implementation”

A teacher (also called a school teacher or, in some contexts, an educator) is a person who helps others to acquire knowledge, competences or values.

In this study, a teacher is referred to as someone at the center of curriculum implementation, a teacher is seen as a facilitator of curriculum in the classroom. Teaching and learning cannot take place without a teacher.

1.8.5. Secondary school

In the South African context, a secondary school refers to “the formal category of school level that offers education from grade 10, 11 and 12. These grades are classified as the Further Education and Training (FET) band” (DBE,2011:viii).

A secondary school is defined “as a school serving learners in grade 9-12” (Mont. Admin, 2007).

In this study, a secondary school is a formal public educational institution which offers post-primary education from grade 8 to grade 12.

1.8.6. Curriculum change

Khoza (2009: 9) defines curriculum change as “a psychological process people go through to come to terms with the new situation. This then means that whatever cause, the meaning of change is rarely clear at its beginning and ambivalence reigns until the change is absorbed and made part of our thinking”.

Curriculum change is defined “as a new course of program offering, or changes in program goals related to the teacher’s role in curriculum change at the classroom level” (Berman, 1980:11).

In this study, curriculum change is defined as a plan that consists of redefined learning opportunities for a specific time frame and place, a tool that aims to bring about behaviour changes on learners as a result of planned activities that includes all learning experiences received by learners with the guidance of the school.

1.9. RESEARCH METHODOLOGY

1.9.1. Research Design

This study is embedded within interpretivist paradigm. Interpretivism is associated with the philosophical position of idealism, and is used to group together diverse approaches. It focuses on meaning and may employ multiple methods in order to reflect different aspects of the issue. The researcher's choice of this paradigm was geared towards producing rich detailed narrative description that provided an in-depth understanding of the challenges facing secondary school teachers in the implementation of CAPS.

Qualitative research approach was employed in conducting this study. This implies that data was collected from the participants' own words, direct citations from documents and observations. Analysis was based on the interpretation of textual data as opposed to statistical analysis (Cohen & Manion, 1995:106) in (Biggam, 2011:276). As such, this study produced an interactive dialogue which provides in-depth first-hand rich descriptive information about the challenges facing secondary school teachers in the implementation of CAPS in Mankweng Circuit. According to Masekoameng (2014:13) qualitative research approach is used to explore the phenomena from the insider's perspective. It aims at describing and interpreting the behaviours, values and beliefs of a group (Rubeinstein, 2009:4). In this study, the researcher was able to understand why teachers behave as they do, in terms of knowledge, attitude and beliefs; furthermore, the researcher was able to understand how CAPS implementation is affecting teachers on their duties.

Due to the nature of this study, a single case study design was adopted primarily with the interest to understand a specific case, Mankweng Circuit, which relates to the implementation challenges of CAPS by secondary school teachers. The choice of this design also facilitated the exploration of this phenomenon within a context using a variety of data sources (Biggam, 2011:277). This ensured that the issue under study was explored through a variety of lenses which allowed for multiple

facets that revealed a better understanding of this case (John & Rule, 2011:134). Although case study is described in Biggam (2011:277) as the in-depth study of the phenomenon and time consuming undertaking, the researcher used it for the sake of triggering deep information from the participants on the challenges they are facing when implementing CAPS.

1.9.2. Population and Sampling

Population refers to the number of groups, individuals and elements from which a sample is drawn (Banerjee & Chaudhury's, 2010:62). Mankweng Circuit is composed of twelve secondary schools. Two secondary schools were sampled on the basis of convenience as the researcher is residing in Mankweng Township.

Purposive sampling was applied to choose information-rich participants who were directly linked to the implementation of CAPS at these two schools (Cohen, Manion & Morrison, 2011:156). The study sample was composed of eighteen participants: two principals, eight Heads of Departments (HOD) and eight teachers from both schools. The sampled HODs represented the Department of Languages, Department of Commerce, Department of Social Sciences and Department of Mathematics and Sciences in each school. Heads of Departments and principals provided information about challenges in terms of support given to them in managing the implementation of CAPS. Teachers as facilitators participated for the sake of highlighting the challenges they face in the implementation of CAPS in their classrooms. They were chosen because they are at the centre of implementation.

1.9.3. Data Collection

The researcher triangulated by using different data collection methods. That brought about collaboration of findings from diverse data. Data collection unfolded as follows in October 2017:

Phase 1: Document analysis

Document analysis provides good descriptive information. The researcher examined the documents in order to help ground the study in its context. As such, a variety of documents were used for systematic evaluation as part of the study. The following documents were analysed: Policy Statement for subjects, annual teaching plan,

lesson plans and general school time-table, which teachers use during the actual implementation of CAPS. The review of documents assisted the researcher to get the necessary background and insight in terms of challenges of secondary school teachers in the implementation of CAPS (Mertens, 2010).

Phase 2: Semi-structured interviews

Semi-structured interviews were used to capture data. This tool allowed clarification on answers (Maree, 2012:99). It enabled the researcher to obtain the in-depth information about the participants' thoughts and views on CAPS. It also gave the researcher the freedom to get the interviewees to elaborate or to follow a new line of inquiry introduced by what the interviewees were saying.

The interviews gave teachers the opportunity to identify resources they need in the implementation of CAPS as well as to capture information on the kind of training they were provided by the Department of Basic Education. It also allowed them to mention mechanisms they were using in addressing the challenges they face in the implementation of CAPS. Principals and Heads of Departments, as subjects' specialists, were interviewed to gain insight on the challenges they face in managing the implementation of CAPS at school level. The researcher collected information on the effectiveness and availability of support systems and resources that assist teachers in the implementation of CAPS.

Phase 3: Observations

Observation by its nature is used to gather occurring behaviour in order to obtain a rich understanding of the phenomenon being studied (McMillan & Schumacher, 2014). This technique assisted the researcher to record what has occurred in the sampled schools. The researcher got into the site, building rapport and familiarity with sampled schools. At this point, more extensive observations was conducted because the researcher got an in-depth understanding and facts of each case and relate the information obtained through document analysis and interviews to what was observed.

The researcher observed teachers in the classroom as they conducted their lessons. Observation checklist was designed and used during this phase. The researcher was a silent observer to ensure that the information obtained is not in any way

jeopardised or influenced by the situation. Reflections on the observations were done after each observation session and were guided by a well-designed template.

1.9.4. Data analysis

Qualitative data analysis is primarily an inductive process of organising data into categories and identifying patterns and relationships among categories (Johnson & Christensen, 2012). Inductive data analysis is the process through which researchers synthesise and make meaning from the data (McMillan & Schumacher, 2014). Data analysis began while the researcher was engaged in data collection. Analytic induction involved making sense of data in terms of the participants' definition of the situation, themes, categories, noting patterns and regularities (Cohen et al, 2011; McMillan & Schumacher, 2014).

Data were analysed separately and independently according to the two sampled schools. Inductive data analysis was used to analyse data from document analysis, semi-structured interviews and observations. Content analysis was used to analyse data collected from analysis of documents such as policy statements, annual teaching plans, lesson plans (Fraenkel & Wallen, 2010). Data was summarised then categorised into themes. Conclusions were done after all the data analysis had been finalised. Data from semi-structured interviews and observations were analysed thematically by reading notes taken from the interviews and information noted during observations before formal analysis took place.

1.10. TRUSTWORTHINESS OF THE STUDY

The following aspects were adhered to in order to ensure the trustworthiness of this study:

Credibility was achieved by triangulation of the methods of data collection where document analysis, semi structured and observations were used. This assisted to guard against any discrepancies in the findings (Maree 2012). In addition, the researcher used member check at the end of data collection period and asked the participants to review and critique field notes for accuracy and meaning.

Dependability was adhered to during data collection; data analysis and writing process by employing the audit trial in order to determine how decisions were made (Ary & Jacobs, 2014). The researcher also discussed the identified themes with participants in order to ensure the authenticity of the findings (Maree, 2012).

Confirmability was established by using confirmability audit trial. This enabled the researcher to trace the data to their original sources (Mertens, 2010). Thick description was used and this allowed the researcher to make the necessary comparison and judgement with existing literature (Ary et al, 2014).

Transferability is concerned with the extent to which the findings of this study could be applied to other situations (Gray 2009:194; Shenton 2004:69). In this study, case study design was adopted to provide a detailed contextual information regarding challenges facing the secondary school teachers in implementation of curriculum and assessment policy statement in Mankweng circuit. As such, these findings are non-transferrable due to the smaller sample size.

1.11. ETHICAL CONSIDERATIONS

The following ethical standards were strictly adhered to in planning and conducting this research:

- The Turfloop Research Ethics Committee (TREC) at the University of Limpopo provided a letter for permission to conduct this research.
- The researcher acquired permission from the Department of Basic Education in Limpopo for conducting the research.
- The letter from TREC was given to Mankweng Circuit Manager, principals, Heads of Departments as well as teachers at the target secondary schools.
- All participants were informed of their rights to withdraw from the study at any time they wished or when they felt uncomfortable.
- The confidentiality, respect and privacy of participants were guaranteed and their identities were protected.
- For anonymity purposes – participants were not identified in print in order to ensure and protect their identity.

1.12. SIGNIFICANCE OF THE STUDY

The researcher has ten years of teaching experience at a secondary school in the Lebopo circuit, an area near Mankweng circuit. She resides in Mankweng Township where Mankweng Circuit is situated. Apart from other stakeholders who will benefit from this study, this research will be of importance to the researcher's professional growth and development. The researcher will also use the recommendations emanating from her research in her classroom practices to overcome challenges experienced in the implementation of CAPS. Teachers' involvement in implementing CAPS will enhance their opportunities for further professional growth and application of innovative and effective teaching methods.

This study may contribute towards proposing mechanisms that could address resources needed by secondary school teachers in the implementation of CAPS as well as the kind of training the DBE should provide for teachers. The study may shed light on educators' teaching programmes, to get in-depth information on how to address challenges in implementing CAPS, and to offer possible recommendations in this regard. It may enhance teachers' understanding of challenges and give them an opportunity to assert themselves in shaping the implementation of CAPS. This may enhance their competence and confidence as it will be a learning experience for them.

The findings of this study may also contribute to the existing body of knowledge. It will top-up information to similar studies conducted in the past. Challenges facing secondary school principals in the implementation of the National Curriculum Statement in Capricorn District of the Limpopo Province by Magongoa (2011); and Implementation of the Curriculum and Assessment Policy Statement: challenges and implications for teaching and learning by Moodley (2013) are some of the studies.

This study will be useful to other researchers as a source of information as it is different from other similar studies conducted as this study focuses specifically on challenges faced by secondary school teachers in the implementation of CAPS in Mankweng Circuit. Other researchers may use this study as a baseline for further investigation, meaning that they can build their research on this study by expanding it with new ideas. This study is significant in that it will provide possible mechanisms that can be used in motivating secondary school teacher to overcome the challenges they are facing in the implementation of CAPS.

1.13. OUTLINE OF THE STUDY

Chapter 1: This chapter comprises of the background and motivation, problem statement, theoretical framework, purpose of the study, significance, overview of research method, definition of key concepts, as well as an outline of this study.

Chapter 2: This is constructed out of the review of related literature to challenges facing secondary school teachers in implementing curriculum.

Chapter 3: This chapter deals with research design and methodology employed in exploring the challenges facing secondary schools' teachers in the implementation of CAPS in Mankweng Circuit, Limpopo province.

Chapter 4: This chapter presents the findings of this study.

Chapter 5: This is the concluding chapter. It provides a discussion of the findings, recommendations and suggestions for further investigations.

CHAPTER 2 LITERATURE REVIEW

2.1. INTRODUCTION

This chapter presents a review of literature which entails the historical changes in the South African curriculum in the post-apartheid era. The chapter also encapsulates the challenges in implementing Outcomes-Based Education (OBE), Curriculum 2005 (C2005), Revised National Curriculum Statement (RNCS), National Curriculum Statement (NCS) as well as CAPS. The chapter further covers issues related to the role-player's in curriculum implementation, factors affecting curriculum implementation, models of curriculum implementation, and strategies for enhancing curriculum implementation.

2.2. HISTORICAL REVIEW OF CURRICULUM CHANGES IN SOUTH AFRICA

2.2.1. Outcomes Based Education (OBE)

On 24 March 1997 the Minister of Education, Professor Bengu, announced the government's intention to adopt a policy in the area of school curriculum which was OBE (Jansen 2013:42). OBE represented a major paradigm shift from remote-learning, content-based, and teacher-centred approach to a learner-centred, outcomes-based and progressive approach (Cross, Mungadi, Rouhani, 2002; Jacobs, Vakalisa & Gawe, 2004: 57). It emphasises teaching and learning that is geared towards concrete educational results called 'outcomes'. In other words, OBE involves the restructuring of curriculum, assessment and reporting practices in education to reflect the achievement of high order learning and mastery rather than the accumulation of course credits (Tucker, 2012). The primary aim of OBE, therefore, is to facilitate desired changes within the learners. This is achieved by increasing knowledge, developing skills and/or positively influencing attitudes, values and judgment. OBE embodies the idea that the best way to learn is to first determine what needs to be achieved. Once the goal (product or outcome) has been determined, the strategies, processes, techniques, and other ways and means can be put into place to achieve the goal (Tucker, 2012). The implication is that learners should demonstrate the ability to translate knowledge and skills into performance (Spady, 1994:9). Hence, OBE embraces the production of creative, confident and critical thinkers, and citizens who can respond to the challenges of a fast changing multicultural society. This simply means that learners are expected to think for

themselves, learn from the environment and respond to wise guidance by teachers who value creativity and self-motivated learning (Moodley, 2013). OBE is, thus, meant to facilitate equivalence, articulation, flexibility, and progression across different learning institutions and contexts (De Moodley 2013).

OBE is a set of guidelines for how schools can put the new curriculum into practice. To some extent, provincial departments and educators can decide for themselves what these guidelines mean for their schools. Individual schools and educators can interpret the guidelines when they draw up their learning programmes (DOE, 2000:2). Therefore, it meant different things to different people in theory and practice. Spady (1994:10) maintains that OBE is based on the following four key principles:

- Clarity of focus on outcomes: meaning that instruction needs to have a clear focus and intent;
- Expanded opportunity: which implies that time should be used more flexibly to expand the opportunity for the learners to become successful learners;
- Higher expectations: which embraces confidence in the capability of learners;
- Design down: having the outcomes in mind and then building back from those outcomes.

Jansen (2013:1) argued that OBE undermined the already fragile learning environment in schools and classrooms of the new South Africa, instead of promoting innovation. He highlighted the following ten reasons why OBE would fail:

- a) The language and concepts associated with the new curriculum (particularly with OBE) is too complex, confusing and often contradictory.
- b) Its impact on society and the economy is unfounded, misleads and misinforms teachers and the public.
- c) The OBE policy is based on flawed assumptions about what happens inside the average South African classroom. It requires the development of skills, theoretical understanding and capacity to transfer the policy across different contexts.
- d) There are strong philosophical arguments questioning the desirability of OBE in democratic school systems. OBE policy offers an instrumentalist view of

knowledge which violates the structure of certain subjects. There is also an inherent contradiction in insisting that students use knowledge creatively only to inform them that the desired learning outcomes are already specified.

- e) It is fundamentally questionable to focus on the ends, when much of the educational and political struggle of the 1980s valued the processes of learning and teaching as ends in themselves. This problem extends to the manner in which teachers as a constituency have been limited in their participation around this important policy.
- f) OBE, with its focus on instrumentalism, enables policy makers to avoid dealing with a central question in the South African transition viz. what is education for? The learning outcomes barely allude to values and principles - they are bland, decontextualised global statements which will make very little difference in a society emerging from apartheid and colonialism.
- g) The management of OBE will multiply the administrative burdens placed on teachers.
- h) Without adequate support such as release time, aide support and smaller class sizes, OBE will fail. With current policies of teacher rationalisation and the subsequent increase in average class sizes, OBE enters an environment which is counter-productive to its success.
- i) OBE trivialises curriculum content yet children do not learn outcomes in a vacuum. It also threatens to fragment knowledge by ignoring inter-disciplinary demands encountered in learning a complex task. It further assumes that the way knowledge is acquired is linear.
- j) OBE requires a radical revision of the system of assessment. Without intensive debates about the reorganisation of the assessment system, traditional examinations will reinforce the curriculum status quo.
- k) For OBE to succeed even in moderate terms, a number of interdependent education innovations are needed simultaneously:
 - trained and retrained teachers,
 - radically new forms of assessment,
 - classroom organisation which facilitates monitoring and assessment,
 - additional time for managing this complex process,
 - constant monitoring and evaluation of the implementation process,

- retrained education managers or principals to secure the implementation as required,
- parental support and involvement,
- new forms of learning resources (textbooks and other aides) consonant with an OBE orientation,
- opportunities for teacher dialogue and exchange as they co-learn the process of implementation.

2.2.2. Curriculum 2005 (C2005)

In 1998, South Africa adopted a policy which aimed to change the curriculum in all schools (Department of Education, 2000:ii). The new curriculum was first called 'C2005' because it was to be fully in place by the year 2005. C2005 laid down the vision for general education system to step away from racist, apartheid, rote-learning and teaching, to a liberating, nation-building and learner-centred outcomes-based system (Jacobs et al, 2016:2). It was intended to simultaneously overturn the legacy of apartheid education and catapult South Africa into the 21st century. C2005 was a planned framework for curriculum innovation underpinned by redress, access, equity and development. It was destined to re-organise the curriculum which did not achieve its objectives. In a nutshell, C2005 embraced the principles of OBE (Moodley, 2013:23).

C2005 was also intended to be a coherent policy initiative that would change the nature of schooling in line with the aim of introducing transformation in terms of curriculum change concerning learning and teaching (Fataar, 2014:21). C2005 was probably the most significant curriculum reform in South African education of the last century. It was an innovation both bold and revolutionary in the magnitude of its conception. As the first major curriculum statement of a democratic government, it signalled a dramatic break from the past (Review Committee on C2005, 2000:9).

C2005 was built on three critical elements: the introduction of eight new learning areas underpinned by the values of democracy, non-racialism and non-sexism; outcomes-based education; and the provision of a foundation in general education up to grade nine. In order to teach the new integrated learning areas, most teachers had to take on academic subject matter for which they were not qualified and they had no training in, for example, Technology and Life Orientation. They were

expected to change their teaching styles from teacher-centred learning to a more activity-based learning. New concepts also accompanied the curriculum which teachers had to internalise. According to De Waal (2012:43) C2005 signified a shift in classroom practice and teacher identity which would be very different from the apartheid curriculum and approach to teaching.

C2005 was also expected to place South Africa on the path to a competitive participation in a global economy. It demanded a new role from teachers in order to give effect to a learner-centred approach in which the teacher was expected to become a facilitator of learning rather than the sole bearer of knowledge (DoE, 1997:8). C2005 was designed to produce citizens with a high level of skills, knowledge, attitudes and values needed to rebuild South Africa (Van der Horst & McDonald, 2008:16). Teachers who previously taught on the basis of subjects were now required to develop competence to teach learning areas, and change some of their classroom strategies and practices for OBE to be successful” (De Waal, 2012:42; John, 2004: 41). Contrary to the OBE, C2005 believed that teachers were able to select the content and methods through which the learners have to achieve the outcomes (John, 2004:41).

Although Curriculum 2005 was a great start to transforming our education system as it was implemented, school managers, teachers and others discovered its weaknesses. According to OECD report (2008:80) C2005 was criticised for being too elaborate, in that it involved new and unnecessarily complex terminology and depended for its implementation on poorly trained and already overworked educators. The curriculum was also heavily reliant on resources, textbooks and even classroom space, whereas many poor schools were already struggling with few and outdated textbooks and minimal resources. According to Jansen and Taylor (2012:65), ‘the conceptual adequacy of curriculum reform was a major weakness of the planned change.’

The DoE (2000: iii) therefore, reviewed C2005 in February 2000. The then Education Minister, Kader Asmal, convened a committee to review C2005 and see whether it was in fact developing the kind of citizens we want. The Review Committee was to provide recommendations on:

Steps to be taken in respect of the implementation of the new curriculum in Grades four and eight in 2001;

- Key success factors and strategies for a strengthened implementation of the new curriculum;
- The structure of the new curriculum;
- The level of understanding of OBE (DoE, 2000:iii). The members of this Review Committee consulted teachers, departmental officials and other stakeholders. They found that C2005 had several weaknesses. These are the main ones:
 - Language: The language in the policy documents was difficult to understand. As a result, teachers could not always see how OBE could be implemented in the classroom. New words were also used to replace old ones. For example, the word 'educator' replaced the word 'teacher'. Furthermore, people did not always have the same understanding of the difficult and new language used. That led to confusion and teachers became de-motivated.
 - Overcrowding: The original version of C2005 had many design features. There were Learning Areas, Learning Programmes, Critical Outcomes, Specific Outcomes, Assessment Criteria, Range Statements, Performance Indicators, Phase and Programme Organisers. Another feature that was added to C2005 was Expected Levels of Performance. Teachers spent so much time trying to include all of these features in their planning that they did not spend enough time on reading, writing, mathematics and core concepts in science.
 - Progression and integration: The original C2005 encouraged teachers to combine knowledge from different learning areas. Namely, it encouraged integration. It did not give enough guidance on what to teach, when to teach it and at what level to teach it. As a result, learners were often taught the same concepts at the same level over and over again. They did not learn the skills and knowledge that they should and there was no progression (DoE 2000:15).

The Review Committee recommended changes to Curriculum 2005 but supported the continuation of OBE. This review of C2005 was done within two years of its

implementation and the recommended changes were to be put into practice by the educators even before they mastered the original 2005 curriculum. Chisholm, in John (2004:55) found that although new learning areas were introduced, there was no attempt to train educators in the knowledge and skills aspect of these new learning areas. Based on their findings, the C2005 Review Committee suggested that:

- The OBE principles should remain as are;
- C2005 had to be phased out;
- C2005 had to be replaced by a streamlined and strengthened outcomes-based curriculum (DoE, 2000:15).

C2005 assessment, qualifications, competency, and skills-based framework encouraged the development of curriculum models that are aligned to the NQF in theory and practice (DoE, 2002: 2004).

2.2.3. Revised National Curriculum Statement (RNCS)

The DoE outlined how 'Bantu Education' and the Christian National Education of the old administration could not continue, and had been replaced with new values prescribed by the new Constitution. These values were the outcomes desired by the OBE system and they would remain but, the manner in which the outcomes would be obtained was in review (DoE, 2009). The review committee proposed the introduction of a revised curriculum which supported changes in teacher orientation, training, and learning support materials. It recommended a smaller number of learning areas, including the reintroduction of history, the development of a Revised National Curriculum Statement. This would promote conceptual consistency, have a definite structure, be written in clear language and design to promote 'the values of a society striving towards social justice, equity and development through the development of creative, critical and problem-solving individuals'. The Revised National Curriculum Statement was duly produced and became policy in 2002. According to DoE (2004:2), RNCS policy document is not a new curriculum but a streamlining of C2005 which affirms its commitment to OBE.

The RNCS consists of eight Learning Areas Statements, which includes learning areas and the principles of OBE, human rights, caring for the environment,

inclusivity, and social justice. The learning areas include: Languages, Mathematics, Natural Sciences, Technology, Social Sciences, Arts and Culture, Life Orientation and Economic and Management Sciences. (DoE, 2002:9).

Research done on the experiences of intermediate phase educators of RNCS, revealed that they experienced problems with the amount of training they received, the quality of the trainers and the lack of learning support materials (Selesho & Monyane, 2012:111). According to Hofmeyr (2010:2) the problems with NCS, which had led to its revision and streamlining could be summarized as follows:

- Level of disciplinary and pedagogical understanding that the RNCS requires, and its implementation and assessment;
- There is a mismatch between the demands of RNCS and the capacity of the teaching corps as a whole;
- Proliferation of policy documents from national, provincial and even district departments trying to make it more understandable for the average, poorly trained South African teachers with limited subject knowledge – a legacy of apartheid and the uneven quality of teacher education;
- The OBE terminology was also found to be too sophisticated and unfamiliar for most teachers;
- RNCS was implemented without enough targeted teacher training that was subject specific or enough resources for teachers and learners in most schools;

In addition, it over-emphasized assessment and associated administration, and so overloaded teachers with tasks that are not related to their teaching.

2.2.4. National Curriculum Statement (NCS)

As a response to comments from teachers, parents, teacher unions, school management and academics over a period of time on the implementation of the National Curriculum Statement, the Minister appointed a task team in 2009 to investigate them. The brief of the Task Team was to identify the challenges and pressure points that negatively impacted on the quality of teaching in schools and to propose the mechanisms that could address the challenges (DBE 2011e: 5).

Although there was positive support for the new curriculum (RNCS,) there has also been considerable criticism of various aspects of its implementation.

This resulted in teacher overload, confusion, stress and widespread learner underperformance in international and local assessments. These were the reasons stated by the Minister for the re-evaluating of the curriculum and have been documented in the media.

- The inability of a large number of pupils to read and write and
- The complaints from pupils, teachers and parents.
- The minister was reluctant to call OBE an abject failure in the media, although she did concede that OBE had major flaws which included:
- A weak and superficial curriculum that was 'unrealistic' and lacking in 'specific objectives'.
- The assumption that pupils had access to research facilities such as telephones, the Internet, libraries and newspapers; and
- It being open to a wide variety of interpretations, and teachers had no clarity about what was required of them.

The DBE (2011a) in Pinnock (2011) and in Du Plessis (2012:2) indicated that there were four main concerns of NCS which contributed to the change to CAPS:

- Complaints about the implementation of the NCS;
- overburdening of teachers with administration;
- Different interpretations of the curriculum requirements; and
- Underperformance of learners.

The African National Congress (ANC) Health and Education chairman Dr Zweli Mkhize, said the party was pushed into rethinking its education policies due to the large number of pupils who could not read or write. 'We are removing the last ghost of 1998,' said Motshekga, referring to the year in which OBE was implemented by her predecessor, Sibusiso Bhengu.

Themane and Mamabolo (2011:8) state that the Revised National Curriculum Statement (RNCS):

- Failed to assist teachers to select socially valued knowledge, which is the scope, sequence, depth, skills and content
- Concentrated on nation building and the broad philosophy underpinning the education system, and left schools and teachers to apply it to their contexts.
- There were no clear policy guidelines on assessment, resulting in confusion with its implementation.
- The use of various forms of assessment resulted in too much paper work and became onerous for teachers. The training of teachers was inadequate to cover the workload.

The task team appointed by the Minister consulted widely with teachers and other stakeholders through hearings and interviews. Three main issues were identified contributing to the difficulties experienced. They are as follows:

The contribution of NCS documents to teacher overload, problems in the transition between grades and phases, and the need to question whether there was clarity and appropriate use of assessment. Two other areas were added to the review, namely teacher support and training and support materials. In July 2009, The Report was presented to the Minister who after consultation with senior officials in the Department of Basic Education implemented the recommendations of the Report (DBE task-team briefing: 2009). CAPS was the result of the review of RNCS.

The following is a summary of the three arguments that emerged from the review process:

- The need for strong leadership to address the unequal levels of provision in relation to curriculum implementation. The central role of the DoE in the development, dissemination and support of curriculum should be asserted.
- Since Teachers are weary of change, and their confidence in their teaching has been compromised, their authority in the classroom needs to be re-established. Attention must be given to the amount of time and energy teachers have to teach and guidance given on what they are required to teach.
- The third issue that the report argues for is greater alignment in curriculum processes.

The task team recommendations as presented in the review report (DBE, 2009:7-10) are detailed below:

- That there should be uniform grading descriptors for grades R to 12.
- That annual external assessments of mathematics, home language and English (FAL) be conducted in grades three, six and nine.
- In order to reduce the workload on learners and teachers, projects must be reduced to one per learning area and learners' portfolios were to be discontinued.
- The Department should provide targeted in-service development training and the higher education institutions (HEI) should align their teacher training programmes with the national curriculum.
- The nature of classroom and school support by the subject advisor to be specified.

It suggested that the role of the textbook should be reasserted, and in this regard called for the development of a catalogue of textbooks aligned to the NCS. All textbooks must be provided to learners.

The Ministerial Task Team identified key areas for investigation, based on the major complaints and challenges encountered since 2002, when the National Curriculum Statement was introduced for the first time. The key areas were identified as:

- Curriculum policy and guideline documents
- Transition between grades and phases
- Assessment, particularly continuous assessment
- Learning and teaching support materials (particularly textbooks)
- Teacher support and training (for curriculum implementation)

Following the Minister's decision to implement the recommendations of the Report of a Ministerial Task Team on the implementation of the National Curriculum Statement Grades R - 12 in schools, the Minister of Basic education appointed a Ministerial Project Committee to develop National Curriculum and Assessment Policy Statements for each subject listed in the National Curriculum Statement Grades R - 12 (DBE 2010a:6).

2.2.5. Curriculum and Assessment Policy Statement (CAPS)

2.2.5.1. What is CAPS?

The Revised National Curriculum Statement (2002) was reviewed in 2009 and revised due to on-going implementation problems experienced by educators. That has led to a new curriculum statement being formulated. On the 3rd of September 2010, CAPS was announced by the South African government (DBE, 2011a). CAPS stands for Curriculum and Assessment Policy Statement. It is not a new curriculum, but a revision of NCS. CAPS is an adjustment to what we teach (curriculum) and not how we teach (teaching methods) (Du Plessis, 2012:1). CAPS is a single, comprehensive, and concise curriculum, which replaced the Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects listed in the National Curriculum Statement Grades R-12. The development of National Curriculum and Assessment Statements was not to be seen as a new curriculum but only as a refined and repackaged National Curriculum Statement Grades R - 12. (DBE, 2011a). In other words, CAPS was used as starting point for filling in gaps, reducing repetition and clarifying where necessary. CAPS aims to lessen the administrative load on teachers, thereby ensuring that there is clear guidance and consistency for teachers when teaching. It also includes the teaching and learning experiences undertaken to meet the intended learning objectives and the assessment of the learner about the knowledge of that curriculum (DBE, 2011a:7).

CAPS was introduced in 2012 in grades R-3 and grade 10. The Curriculum and Assessment Policy Statement (CAPS) was phased into the Foundation Phase (Grades R-3 & grade 10) in 2012 and was phased into the Intermediate Phase (Grades 4 - 6) and Grade 11 in 2013 and the rest of the Senior Phase in 2014 (DBE, 2011:d). Since CAPS is written in content format rather than outcomes format, it lends itself to more traditional teaching methods rather than OBE methods (Du Plessis, 2012:1). Each of the subject documents opens with background and an overview section to highlight the general aims of the curriculum. The document explains the commitment to social transformation and to fostering critical thinking. The commitment to progression from grade to grade and to the development of more complex knowledge is also highlighted. The existing curriculum's outcomes and assessment standards were reworked into general aims of the South African

curriculum. The specific aims of each subject provided clearly delineated topics to be covered per term and the required number and type of assessments per term with the view to making it more accessible to teachers. Each subject now has a grade-by-grade and term-by-term delineation of content and skills to be taught and learnt.

Learners are introduced to the First Additional Language in Grade 2 language in the early grades. The language chosen by the learner as a Language of Learning and Teaching shall be taught as a subject at least as a First Additional Language, from 2012. English will not replace the mother tongue or home language in the General Education and Training Band. The number of subjects in Grades 4-6 will be reduced from eight (8) to six (6), learners have to do eight (8) learning areas. These changes will be introduced in 2013, after the necessary teacher orientation and development of appropriate textbooks in 2012.

The content (knowledge, concepts and skills) contained in the (NCS) has been organised into CAPS, per term. CAPS provides teachers with:

- an introduction containing guidelines on how to use the document (for whichever phase and subject);
- content, concepts and skills to be taught per term;
- guidelines for time allocation;
- requirements for the Formal Assessment Activities and suggestions for informal assessment;
- recommended lists of resources per grade.

The content framework focuses on the ideas, skills, concepts and connections between them rather than a listing of the facts and procedures that need to be learned. Particular instructional strategies or methodologies are not prescribed. Teachers have the freedom to expand concepts and to design and organise learning experiences according to their own local circumstances (DBE: 2011b).

2.2.5.2. CAPS Subjects across the phases

The following is a list of CAPS subjects across the phases:

(i) Foundation Phase (Grades 1-3)

Subject	Grade R Hours	Grade 1-2 Hours	Grade 3 Hours
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	6	6	7
• Beginning Knowledge;	1	1	2
• Creative Arts;	2	2	2
• Physical Education; and	2	2	2
• Personal and social wellbeing	1	1	1
TOTAL	23	23	25

Table 2.1: Subjects and time allocation for the Foundation phase (Grade 1-3)

Adapted from DBE (2011:6)

ii) Intermediate and Senior Phase

SUBJECTS	HOURS	SUBJECTS	HOURS
Home Language	6	Home Language	5
First Additional Language	5	First Additional Language	4
Mathematics	6	Mathematics	4.5
Science and Technology	3.5	Natural Science	3
Social Sciences	3	Social Sciences	3
Life Skills	4	Technology	2
• Creative Arts	1.5	Economic	2

• Physical Education	1	Management Sciences	2
• Personal and social wellbeing	1.5	Life Orientation	2
TOTAL	27.5	TOTAL	27.5

Table 2.2: Subjects and time allocation for the Intermediate and Senior Phase

Adapted from DBE (2011:6)

(iii) Further Education and Training Phase (Grades 10-12)

SUBJECTS	HOURS
Home Language	4.5
First Additional Language	4.5
Mathematics	4.5
Life Orientation	2
A minimum of three subjects from all other content subjects	3x4 hours
TOTAL	27.5

Table 2.3: Subjects and time allocation for the Further Education and Training Phase

Adapted from DBE (2011:6)

2.2.5.3. Changes introduced through CAPS

The changes made to NCS attempted to relieve teachers and schools of some of the challenges experienced as a result of the current curriculum and assessment policies. This would free up more time for teaching and learning (DBE: 2011b). The report recommended targeted support for teachers and schools

The following were some of the changes that were recommended:

- Develop syllabi for implementation in 2011;
- Discontinue the use of portfolios from 2010;
- Reduce the number of learning areas in Intermediate Phase;
- Emphasize the use of English from as early as possible for the majority of our learners that use English as language of learning;
- Require only one file for administrative purposes from teachers;
- Clarify the role of subject advisers;
- Reduce the number of projects required by learners.

The following changes have been made as part of the review of the NCS and implementation of CAPS. Times allocated to subjects for all phases according to the policy are only for the minimum required NCS subjects and may not be used for additional subjects. Additional time must be added for learners wishing to do additional subjects (DBE, 2011a:7).

- Timeline for the Implementation of CAPS (DBE, 2010:1)
- Current Change Timeline for implementation.
- A heavy administrative workload for teachers.
- Reduction of recording and reporting.
- Reduction of the number of projects for learners.
- Removed the requirement for portfolio files of learner assessments.
- Discontinuation of the Common Tasks for Assessment (CTAs) for Grade 9 learners with effect from January 2010.

2.2.5.4. Planning in CAPS

Currently teachers are required to engage in three levels of planning which consist of, constructing a learning program, a work schedule and a lesson plan. They are also required to have the following: A related school assessment plan, a teacher assessment plan, a teacher portfolio, CASS marks, mark schedule, as well as learner portfolios (DBE: 2009).

2.2.5.5. Assessment in CAPS

DBE (2011a:49) defines assessment as a continuous process of identifying, gathering and interpreting information about the performance of learners. That information is used to assist the learners' development in order to improve the process of teaching and learning. According to Masekoameng (2014:66), assessment is very crucial for both learners and educators. Educators need to assess learners so as to be able to improve their teaching strategies and methods. On the other side, assessment provides learners with feedback, giving them an opportunity to evaluate their own achievement and weaknesses. Assessment is not only being used to monitor learner achievement, but also to evaluate the competence of educators and the quality of educational systems. Assessment should be used to give feedback to learners and their parents of progress and

achievements; to evaluate the teaching-learning process in order to inform teachers of problems that would ensure compensatory teaching; as well as for promotion purposes.

The SMT should encourage educators to involve parents in their children's assessment. Parents can do that by checking and commenting on the work of their children regularly (Masekoameng, 2014:67). Even though they may not be experts in the education field, it is important to be given the opportunity to encourage their children by scrutinising their work, by so doing they will be able to understand what is going on at school in relation to assessment. Sethusha (2012:50) indicates that assessment results communicated to parents provide them with concise feedback and explicit evidence of their children's progress. Parents are then able to use the information to monitor and supervise their children's work and assignments at home based on the suggestive guidance provided by the teacher.

The policy document for assessment, called the National Protocol for Assessment Grades R-12, commenced on the day of its promulgation in the Government Gazette and became effective from January 2012 in Grades R – 3 and Grade 10, January 2013 in Grades 4 – 6 and Grade 11; and will be effective January 2014 in Grades 7 – 9 and Grade 12 (DBE, 2011:d).

Learners are assessed internally according to the requirements specified in the Protocol.

School-Based Assessment (SBA) is a compulsory component of the promotion marks. The difference between the assessment in RNCS and CAPS is the emphasis placed on continuous assessment. The notable change now is the weighting of School-Based Assessment (SBA) and the end-of-year examination. Learners are evaluated through school-based assessments and final examinations. Previously the foundation and intermediate phase promotion was based on 100% SBA. Intermediate phase learner's final mark now comprises 75% from their continuous assessment tasks and 25% of their examination mark. The midyear examination forms a part of the SBA mark (75%) (DBE, 2011d: 06). Learners' performances in all school phases are indicated as marks and descriptors on a seven-point rating scale which was previously used for grades 7 to 12. Common Tasks for assessment (CTA's) for grade 9's, Annual National Testing (ANA) for grades 3, 6 and 9.

Stofells (2013) mentions that large scale curriculum reform efforts aimed at altering teachers' pedagogical assumptions, teaching methods classroom organisation and assessment strategies are extremely difficult to achieve.

Assessment in the form of examinations influences curriculum implementation tremendously. Due to the great value of examinations in South Africa, teachers may tend to concentrate on summative assessment. This, according to Fullan, (2016) can affect the broad goals and objective of the curriculum. CAPS curriculum assessment focuses on more than just tests and examinations.

Okoth (2016) also established that there is over emphasis on examinations. Teachers resort to teaching for examination because of the revered analysis of examination trends that are conducted every year, This had led to a scenario where teachers emphasize assessing all learning activities through examination rather than focus on the all the aspect of assessment as is prescribed by the CAPS curriculum. Assessment in OBE is extensive and it requires more than just tests and examination.

The CAPS document illustrates two forms of assessment, namely, formal and informal assessments. Sethusha (2012:3) indicates that teachers are expected to use both formal and informal assessments to ensure that assessment is accurate, objective and fair; to use clearly defined learning outcomes and assessment standards; to plan for formal assessment tasks; and to use a variety of appropriate assessment strategies. Formal assessments are marked and recorded for progression and certification purposes. That is the reason why they are supposed to be marked and moderated for the sake of quality assurance. CAPS for Grade 10-12, from DoE (2011:34) indicates that formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. In Grade 10-12, examples of formal assessments include tests, research assignments, oral presentations, demonstrations, performances, examinations, practical tasks and fieldwork activities. Formal assessment tasks form part of a year-long formal Programme of Assessment (PoA) in each grade.

On the other hand, daily assessment occurs in every lesson and it can take the form of informal assessment tasks at any stage of the lesson. According to CAPS for Grade 10 to 12, from the DBE (2011:34) this type of assessment can take the form

of questions and answers, class work such as short pieces of written work completed during the lesson, open book tests or homework exercises. Continuous assessment (CASS) forms an important part of the new curriculum where a learner's progress must be assessed at all times either formally and informally. Teachers are required to use continuous assessment and to identify, assess and provide learning support to learners who might experience barriers to learning and development. It also allows teachers to identify such learners early in the year (Sethusha, 2012:3).

Effective schools monitor the progress of their learners using various forms of assessment. They have adequate systems to monitor the work of both learners and teachers to ensure quality results. CAPS training manual for principals, deputy principals and HoDs in Limpopo, Mankweng circuit (2013:10) indicates that SMTs have a duty to monitor and support assessment in schools and consider the following important factors when dealing with assessment:

- Develop the school assessment plan;
- Develop tools for the quality assurance of assessment tasks;
- Monitor and support informal assessment;
- Moderate formal assessment;
- Understanding and implementing assessment frameworks;
- Develop a policy / section within a school policy that regulates monitoring and support of assessment;
- Develop a tool to audit informal assessment; and
- Develop a management plan for pre- and post-administration moderation of formal assessment tasks.

Phase	SBA(School Based Assessment) Component %	End of year examination %
Foundation Phase (Grade R-3)	100	0
Intermediate Phase Grade 4- 6)	75	25
Senior Phase (Grade 7-9)	40	60

Further Education and Training Phase (Grade 10-12)	25	75
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Table 2.4: The weighting of School-Based Assessment (SBA)

DBE (2011a:5)

CAPS has the seven-point rating scale to be used in all school phases, namely:

LEVEL	ACHIEVEMENT DESCRIPTION	MARKS %
7	OUTSTANDING ACHIEVEMENT	80-100
6	MERITORIOUS ACHIEVEMENT	70-79
5	SUBSTANTIAL ACHIEVEMENT	60-69
4	ADEQUATE ACHIEVEMENT	50-59
3	MODERATE ACHIEVEMENT	40-49
2	ELEMENTARY ACHIEVEMENT	30-39
1	NOT ACHIEVED	0-29

Table 2.5: The seven-point rating scale

Adapted from DBE (2011a:54)

2.2.5.5.1. Teacher's file

Single Teacher File should consist of an annual work schedule; assessment plan; formal assessment tasks and memoranda; textbook to be used; and a record of each learner's marks per formal assessment task. National work schedule is provided and it provides week by week planning for educators. Educator draw up own programme using different sources. Textbooks and workbooks are provided for learners. Even though curriculum is prescribed nationally, teachers are partly responsible for drawing up the curriculum.

The place of textbooks as crucial to quality learning and teaching has been deemphasized. Teachers were encouraged to prepare their own content, lesson plans and forms of assessment, DBE (2011a:54). The importance of the place of textbooks in the achievement of quality learning and teaching has been re-emphasized. Workbooks for all learners in Grades 1-6 were distributed in 2011. A national catalogue of learning and teaching support materials from which schools can select textbooks from is being developed. The National Curriculum Statement designed learning areas in terms of outcomes and assessment standards, DBE (2011a:54).

2.2.5.5.2. Learner portfolio

All learners' work was kept in their books and files. Assessment of learners' performance in the GET Band (Grades 1- 9) was done entirely at school level. From 2010, there was externally-set Annual National Assessments (ANA) for Grade 3 and 6 learners. Full scale implementation for Grades 3 and 6 was from November 2010. ANA for all Grade 9 learners was fully implemented in 2011 to build a generation of young South Africans who need to be equipped to meet the dynamic challenges of the world, remain the same, DBE (2011a:54).

2.3. ROLE-PLAYERS IN CURRICULUM IMPLEMENTATION

Successful curriculum implementation results from careful planning. This focuses on three factors: people, programmes and processes. Therefore, to implement curriculum change, various stakeholders must also change their habits, and possibly their views. Many schools have failed to implement their programmes because they ignored the people factor and spent time and money modifying only the programme or process. Implementation of a new curriculum must be tailored to the school because each school is unique and has its own culture (Ornstein & Hunkins, 2013). Furthermore, Mawila (2018:5) states that change is external to people and is situational. According to Coleman, Graham-Jolly and Middlewood (2003:86), management of curriculum implementation relates to the various role-players' involvement in the implementation plans. The key players in this case are the subject advisors, principals, school management team, teachers, learners and the community. These people need to be led, monitored, as well as evaluated. The section below provides a review of literature about relevant role-players necessary for curriculum implementation:

2.3.1. Subject Advisors

Subject advisors play a major role in curriculum development and implementation. They have a broad knowledge of curriculum and are experts in creating and implementing curricula. Curriculum specialists are responsible for ensuring that programmes are conceptualised, designed and implemented (Ornstein & Hunkins, 2013).

According to Mchunu (2012:27) during each school visit the subject advisor must look at a sample of learners' written work to:

- Check the pace at which work is done against the work schedule;
- Check that homework and class work exercises are relevant, short, focused, frequent, manageable, and have meaningfully selected exercises;
- Visit and observe at least one classroom activity per grade;
- Check that written work given to learners collectively incorporate all cognitive levels and are of a relevant standard;
- Check that corrections are done regularly;
- Check that effective remedial work is done;
- Check that daily lessons include reading and writing in the subject as far as possible. The reading and writing exercises include activities such as problem solving, paragraph writing, etc.;
- Check that teachers have all the necessary support material for e.g. content framework, textbooks, exam guidelines, exemplar papers and memoranda, past exam papers and memoranda, training materials on content, etc.;
- Moderate formal assessment tasks where relevant;
- Undertake face moderation in subjects that have a practical component or orals.

2.3.2. Principals

For curriculum implementation to succeed in schools, principals must be involved (Ornstein & Hunkins, 2009). According to Magongoa (2011:26) for implementation to occur or enactment to emerge, principals have to address the behaviours of all players in the curriculum change. Curriculum creators, administrators, teachers, and supervisors must be clear about the purpose or intent, the real and the potential benefits of the innovation.

Furthermore, Magongoa (2011:26) contends that principals are the main agents of curriculum change. In all cases in the school curriculum, the attitudes of principals are of decisive importance in the successful implementation of the models and in the ultimate complete curriculum development. In order to achieve good leadership in curriculum change and proper management that will ease curriculum implementation, principals of secondary schools should be given enough time in their

training so as to acquire skills to lead, guide and direct their subordinates in the implementation of curriculum (Khoza, 2009: 30).

Principals have the authority to approve or to disapprove, to promote or retard, to encourage or discourage renewal actions in the school. Therefore, they need to be developed and trained so as to execute their duties (Nkuna, 2006:13). However, this process is not easy and that cannot be accepted by anyone. There is always tension between what is regarded as 'fundamentals' of the systems, and the drive for flexibility or innovation. Change is always driven by products of the 'old'. It is a response to what is no longer relevant or desirable. As such, the new is always seen in relation to the old, and often evokes in people nostalgia and a sense of loss, and thus resistance to the new ideas since people feel insecure (Nkuna, 2006:14). In order to overcome resistance stated above, the principals should be trained to motivate, lead and encourage teachers to be active participants in curriculum change. It is only through their participation that they will feel as part of the change, and thus resistance will be minimized (Magongoa, 2011:26).

It is, however, important that principals handle renewal in such a way that the staff will not regard it as something that has been forced upon them. Principals should rather be seen as members of the group that has a goal towards effective teaching and learning. By working objectively with the staff, principals will discover each teacher's talent and use it to the maximum. Because the implementation of a model system demands great adjustment in work methods and approach to teaching by the teachers, it is necessary that the principals know their staff's attitude towards renewal and their skills and critical thinking. Should there be signs of possible positive reaction, they can change their minds towards the implementation of the model system (Magongoa, 2011:26).

Principals should review the realisation of the established objectives of the implementation. Doll (1996: 396) attests further that curriculum users also require support in a form of peer-networking, direct coaching, as well as mentoring.

This kind of reinforcement needs to be well managed. Support strategies should make provision for the training of implementation, observation of peers' classroom teaching and scheduling of regular meetings for reflective discussions (Milondzo, 2017:13). Furthermore, principals must develop and manage implementation

systems that will promote good teaching, effective learning and high standards of learner achievement. Such systems can further include, for example, learning area committees and departmental committees. Earley and Bubb (2015:53) thus recommend interdependent and interrelated activities to address professional development needs and performance of teachers. During departmental meetings, aspects like lesson plans, clarifications, procedures in classroom observations, feedback on curriculum experiences should be discussed.

Principals coordinate curriculum change in the public schools. Critical features of effective curriculum implementation are open communication, a strong staff development programme, and daily encouragement and support of academic members. Planning and organisation, financial and human support is among the principal's significant contributions (Jenkini, & Bfeifer 2012). Other major functions of school principals include the following:

- Programme implementation: Carrying out, by concrete measures, programme designs and plans, for instance, implementation of reforms and innovation; service delivery like refresher courses, conferences, and seminars;
- Change strategies: Methods used by those who would alter the practice of some organisation, institution, or other group to incorporate new knowledge, products, procedures, or values toward improved service or results;
- Curriculum development: Activities such as conceptualising, planning, field testing, and researching that are intended to produce new curricula or improve existing ones;
- Professional education: Programmes of academic study that prepare learners to enter or advance in professional fields;
- Personnel management: Recruitment, selection, development, supervision, dismissal, of employees;
- School supervision: Professional activities concerned with the development, maintenance, and improvement of a school's instructional programme, especially its curriculum and teaching personnel;
- Organisational communication: Exchange of thoughts, messages, within and between organisations (groups of people) – includes exchanges between specific organisations and the general public and a host of others.

In conclusion, principals should maintain a school tone and culture that create the climate of social responsibility. Therefore, effective curriculum implementation will automatically fail in a school where the principal is incapable of executing supervisory functions.

2.3.3. School Management Team (SMT)

The SMT has the day-to-day responsibility for the professional and operational management of the school, under the leadership of the principal (DoE, 2002:24). This means making sure that the policies agreed on by the School Governing Body (SGB) are put into practice, that all areas in the school function effectively and that people work productively towards achieving the school's vision and mission (DoE, 2002:24). With regard to change, much of the school's activities revolve around the SMT. This determines to a great extent, the school's success or failure when change is implemented (Hall 1998:49). The introduction of a new curriculum usually creates an inexorable sense of crisis management in which somewhat haphazard events and incidents seemed to have run teacher's lives rather than carefully formulated plans and intentions. In order to effectively manage curriculum change, the SMT should take into account both the degree to which the total school community will be affected by the curriculum change and the degree to which the school community is aware of the changes. As a result, the SMT should play an active role in managing curriculum change (Nkhangweleni, 2008:38).

A SMT functions effectively if the senior managers (principals and deputy principals) and the middle managers (heads of department and senior teachers) work together (Van der Merwe 2002:35). Apart from possessing detailed knowledge of the realities of teaching and learning, the senior managers should offer clarity of purpose and vision in order to help the SMT to act with authority (Van der Merwe 2002:30). Ofsted (1994:3) indicates that the higher order cultural and symbolic role of the SMT pertains to ensuring an adequate foundation of experience and knowledge with the opportunities for discussion, reflection and evaluation in order to give learners the maximum scope to develop the spiritual, moral, social and cultural dimensions of human life. The key role of the SMT is to encourage members of staff to reflect upon, debate and agree on collective interpretations of how the curriculum should be taught and the range of experiences which learners should be offered. However, the

reality indicates that a lack of time and resources are the constraints that hamper the SMT to take on more than routine administrative tasks (DoE, 2002:24). This holistically hampers the process of effective teaching and learning.

2.3.4. Teachers

Fullan (2016) explains that changing from one curriculum to another on a national scale is extremely difficult. It cannot be achieved without the significant integration of teachers in the process (Taole, 2013). The teachers' views on curriculum innovation and implementation process are imperative in ensuring its success (Taole, 2013). The teachers play an integral part in the implementation of the curriculum (Nunalall, 2012). It is imperative that teachers' conception and thinking about curriculum review be investigated. These determine their acceptance and rejection of revision. If teachers' viewpoints are not incorporated in curriculum implementation, it becomes a mismatch between the official curriculum prescribed by the curriculum developers and the actual curriculum taught by teachers in their classrooms (Moodley 2013). The implementation problems include multiple interpretations of the curriculum and workload. Such interpretations often become a challenge that teachers face in the implementation of any new curriculum (Taole, 2013).

It is important to provide training and support to teachers, SMT and parents in order to achieve effective curriculum implementation (Dunlap, Lovannone, Wilson, Kincaid & Strain, 2010). Subject specialists need to support teachers and undertake a monitoring process in order to comprehend what is happening in classroom situations. There must be a close connection between school improvement work and initial teacher training (Dunlap et al, 2010). Teachers must be encouraged to form clusters because by doing so they can share ideas and experiences regarding the curriculum implementation by reviewing their teaching style, teaching resources and school functions (Mdutshane, 2006). The teacher training and teacher support play an essential role on how to implement the curriculum by influencing teachers' understandings and their classroom practices (Kirkgoz, 2016). Skills and training should be available to ensure the requirements of the new curriculum are met (Fullan, 2016).

Teachers occupy a central position in curriculum decision-making. They decide which aspect of the curriculum, newly developed or on-going, to implement or stress

in a particular class. Teachers should be involved in every phase of curriculum development because they cannot only function as core designers of expert curricular and instructional system, but also as core researchers into the effectiveness of implemented curricular (Ornstein & Hunkins, 2013:242).

The implementation of new curriculum requires adjustment of personal habits, ways of behaving, programme emphasis, learning space of the new existing curriculum and schedules. It requires principals and teachers to shift from the current programme to the new, and this is a modification that can be met with great resistance (Magongoa, 2011). According to Mashele (2005) implementation takes time, it needs the attention of people to be won in order to influence their attitudes so that they alter their present ways. If individuals feel involved and that their views are valued, they will contribute their best to the curriculum implementation. The rapid change in curriculum requires quick and effective communication. Hierarchical management in government makes the implementation of the new curriculum difficult because messages have to pass through many levels as such bottom communication is hindered (Harber, 2005).

The most important person in the curriculum implementation process is the teacher. With their knowledge, experience and competencies, teachers are central to any curriculum improvement effort. Teachers are the most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom. Since implementation takes place through the interaction of the learner and the planned learning opportunities, the role and influence of the teacher in the process is indisputable. If the teacher is to be able to translate curriculum intentions into reality, it is imperative that the teacher understand the curriculum document or syllabus well in order to implement it effectively. Teachers have a pivotal role and are essential to the success of any plan for fundamental school change. Teachers need to recognise a genuine need for change and have to have a shared responsibility for its inception and implementation in order to generate the desire to commit to it (Harber, 2005). Clear information and understanding about curriculum change is very important for teachers. However, in the absence of information on the curriculum change and understanding, teachers responsible for implementing curriculum change may make certain curriculum accommodation that are not in line with the change.

Therefore, teacher's knowledge is important to enable correct conceptualisation of a new reform requirement (Buchanan & Engerbretson, 2009:145). Buchanan and Engerbretson (2009:145) establish that teacher's knowledge and experience is apparent in their ability to conceptualise and implement curriculum, because teachers' ability to understand and implement curriculum depend upon right conceptualisation. According to Buchanan and Engerbretson (2009:145) the following aspects are critical for successful curriculum implementation by teachers:

- Teachers' commitment

The key is to enhance their knowledge of the programme. This means teachers need training and workshops for their professional development.

- Pedagogy

Teachers need opportunities to become familiar with the new programme's pedagogical approach. They need to work on particular teaching skills emphasised in the new programme, such as teaching of values, or perhaps to become familiar with a tool such as computers or accessing the internet.

- Components of the programme

Teachers will need opportunities to learn about the components of the new programme early in the implementation phase. For example, the new programme might place greater emphasis on school-based assessment while teachers are more accustomed to national or centralised assessment.

- Implementing curriculum in the classroom

The final destination of any curriculum is the classroom. In the classroom, decision-making is the responsibility of the teacher. Initially, curriculum implementation is at the programme level and decision-making is of a programmatic nature. Now classroom teachers take over and make decisions of a methodological nature. They will be answering questions like: – What objectives do I hope to accomplish as a result of instruction? – What topics or content will I have to cover? – What teaching methods or strategies should I use to direct learning and achieve the objectives? –

How do I evaluate instruction to determine whether I have successfully achieved the objective?

2.3.5. Learners

Learners are the very same reason why schools exist. It is the school's responsibility to further develop the learner's knowledge, skills, talents and attitude to face different situations in life. The learner is the primary reason of developing the curriculum. Everything revolve in curriculum is the interest, skills and abilities of the learner. They are the primary concern of every teacher to meet the interest on teaching processes.

- The learner is the center of curriculum;
- The learners are the very reason why a curriculum is developed;
- They are the one who are directly influenced by it;
- Learners in all levels make or unmake the curriculum by their active and direct involvement.

Learners are also a critical element in curriculum implementation. While teachers control classroom practice, learners hold the key to what is actually transmitted and adopted from the official curriculum. The official curriculum can be quite different from the curriculum that is actually implemented. The learner factor influences teachers in their selection of learning experiences.

2.3.6. Community

According to Mufanechiya (2015:26), education is multifaceted. The dimensions broaden from which decisions must be made, especially on whom to consult, when and how during teaching and learning (Barnhardt 2006:1). To look at the teacher from a holier-than-thou position as the sole gatekeeper of knowledge and approaches, and with the notion that learning occurs within the walls of an educational premise (Burkill & Eaton, 2011:4). Community participation has been loosely conceived, defined and implemented. It remains vague, especially, in educational terms, to mean monetary contribution, the support of the construction of the school, and anything outside the classroom (Chindanya 2011:11; Aref, 2010:2; Bull 2011:2; Laurence 2010:188). This establishment and support of schools by

communities, according to Rose (2003b:3), has always been evident in many African countries. It is often seen as a response to the failure of the government's provision.

Communities have played a relatively passive and isolated supporting role, especially in curriculum implementation matters. The school and its teachers were seen as experts. Many educational innovations today are anchored on the strong foundation that communities are part of an existing learning landscape (Burkill & Eaton, 2011:5; Laurence 2010:188). The effect of the educational systems in most Third World countries today for most children, South Africa included, tend to mean breaking with their communities rather than the connection and integration into it (De Katele & Cherif 2014:10). These seemingly smallest moments of connection and collaboration with their communities, teachers and their schools should appreciate, can have the biggest impact on a child's educational life by restoring the stripped sense of community and identity (Mataire 2014:10).

According to Mufanechiya (2015:28), many initiatives to involve the communities have not transcended the widely-held values of limiting community participation to defined areas outside the classroom. However, the need to get into these classrooms where the transaction between the teacher and the learners take place cannot be overemphasised. Furthermore, research (Chindanya 2011; Ngwenya 2010) has underlined parental involvement but the bigger picture is to see the whole community as a multi-layered system capable of reforming and transforming classroom practice (Ngwenya 2010:1). Strengthening the capacity of communities to participate in curriculum implementation activities would be ways in which the schools can actively enhance the learning opportunities provided to the pupils. It is also a way of energising the community's responsibilities towards the child's academic and social development (Bull 2011:3). Involving communities in classroom activities would mean putting to good use human resources locally available, hence, discovering new forms of partnerships that might not have existed before. Agneessens (2012) and Wilson, Ruch, Lymbery and Cooper (2008:390) assert that it is becoming increasingly difficult for a teacher to possess all the necessary knowledge and competencies in the classroom at all times. The need for increased division of expertise, skills and information cannot be overemphasised.

Schools do not exist in vacuums, independent of influences beyond the teaching-learning context (Burkill & Eaton 2011:4), be they political, social, cultural or economic (Lauridsen 2003:11). The involvement of communities in the classrooms needs to be boosted through carefully crafted engagement practices (De Katele & Cherif 2014). There is need to exploit interactive aspects of learning which sit alongside traditional didactic methods (Burkill & Eaton 2011:5) which have established classroom monotony with little pedagogical renewal. The need for increased emphasis on communities to participate in general school activities, and more specifically in curriculum implementation through pedagogy and classroom support (Swift-Morgan, 2006:347), indicates the need for consensus on how, when and what to contribute. There is need to create alliances premised on the realisation that expertise does not solely reside in the school and its teachers but also in its environs (Russell, Polen & Betts 2012:1; Marsh 2009:205; Mathbor 2008:90). The building of dialogue with communities, developing partnerships and getting them on board in curriculum implementation enriches the school curriculum (Burkill & Eaton 2011:7).

Engaging communities is not about creating a revolution in the nature of teaching and learning (Laurence 2010:190). It is not a 'handover' of the responsibilities of teaching and learning to the communities (Burkill & Eaton 2011:162). When schools engage communities they unlock the richness of the community's potential. Further, it expands the pupils' horizons and evolving connections with existing learning to develop new learning and using the best of both worlds (Burkill & Eaton 2011:165; De Katele & Cherif 2014). With communities engaged, what is learnt in the classroom derives its meaning from the community context. Sources of knowledge, skills and values should be seamless. Limiting it contributes to the dearth of knowledge and ideas in the classroom (Wilson et al. 2017).

In addition, Bull (2011:4) noted the role of communities as:

- facilitating home-school alignment;
- building relationships between teachers and families, and organisations;
- giving their input in the relevant teaching contexts for their children;
- improving the learners' academic and social contexts; and
- being a resource.

Furthermore, there are some syllabus topics with which knowledgeable community members can enrich the curriculum implementation process. Some good examples include, Social Studies (the liberation struggle), where some members of the community have first-hand experiences and some are war veterans; traditional ceremonies; Religious Studies (Christianity and tradition). The list is endless. In the process, the communities can build the teachers' and pupils' knowledge base rather than having a 'tokenistic' way of engaging community members in general school activities (Gorinski & Fraser 2006:21).

When communities have a visible presence in the classroom, the pupils will more likely see a meaningful connection between their studies and their eventual success in the community (Howley & Maynard 2016). Thus, the role of the community is to support the schools materially and financially, but more specifically, collaborate with the teachers to produce new knowledge and ideas (Bull 2011:4) and further cement existing partnerships.

2.4. STRATEGIES FOR ENANCING CURRICULUM IMPLEMENTATION

To enhance curriculum implementation in secondary schools, there are different stakeholders and aspects which are considered to be key role players.

According to Moodley (2013) Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects. This involves helping the learner acquire knowledge or experience. The learner is the central figure in the curriculum implementation process. – viewed from this perspective, curriculum implementation also refers to the stage when the curriculum itself, as an educational program, is put into effect. Putting the curriculum into operation requires an implementing agent. The teacher is the key agent in the curriculum implementation process. Implementation is the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus. Curriculum Implementation can also be seen as an interaction between those who have created the program and those who are charged to deliver it.

Curriculum Implementation

- Requires teachers to shift from the current program which they are familiar with to the new or modified program;

- Involves changes in the knowledge, actions and attitudes of people;
- It can be seen as a process of professional development and growth involving ongoing interactions, feedback and assistance;
- It is a process of clarification whereby individuals and groups come to understand and practice a change in attitudes and behaviours; often involving using new resources;
- It involves change which requires effort and will produce a certain amount of anxiety and to minimize these, it is useful to organize implementation into manageable events and to set achievable goals;
- It requires a supportive atmosphere in which there is trust and open communication between administrators, teachers, educators, and where risk-taking is encouraged.

2.5. PROGRAMMES (CAPS)

The South African education system experienced sudden changes in the curriculum (Prinsloo, 2013). These include the implementation of Outcomes Based Education (OBE), C2005, National Curriculum Statement (NCS), RNCS, and CAPS. Although there were motivational factors for curriculum reforms, numerous policy reforms were erroneous and fallible. Teachers were not properly trained to grapple with the changes. The teachers were not provided guidelines for handling basic principles of learning the assessment (Jansen and Taylor, 2012). The OBE was introduced largely to democratise education and eradicate inequality in the post-apartheid system (Jansen, 2011). Inequality created an ailing environment. In response, the OBE was introduced to ensure relevance and appropriateness. However, the environment did not allow for any radical changes.

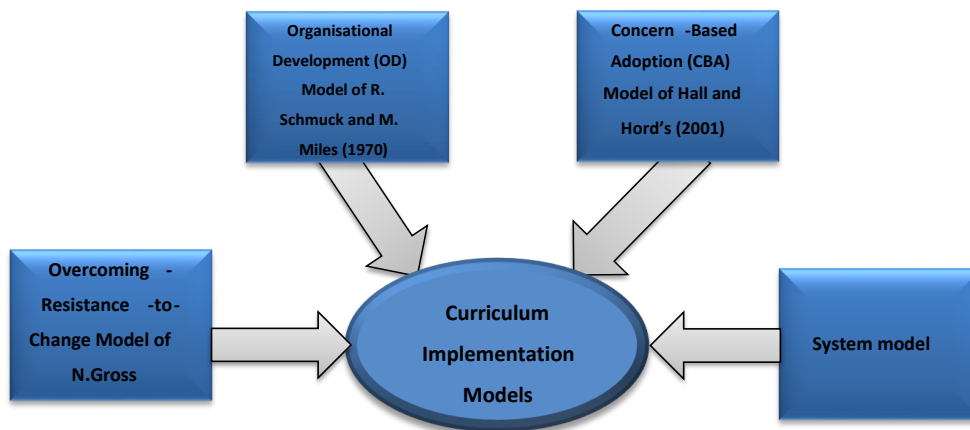
Moreover, the NCS sought to ensure equal opportunity in a formerly divided system. The NCS responded to the problems experienced after C2005 (Jansen, 2011). Actually, the NCS evolved with grade 10-12 as major priority areas. The NCS gave expression to the values of democracy, human rights, social justice, equity, non-racism and Ubuntu (Badugela, 2012). The NCS focused on the outcomes and abandoned issues of content (Badugela, 2012). Finally, CAPS, derived from RNCS, was introduced in response to the problems that plagued RNCS. Having been

introduced in 2012, CAPS was intended to enlighten teachers about what they should teach in class and how they should assess learners. According to the Minister of Education, Angie Motshekga, CAPS was intended to ease the administration burden on teachers and to provide more clarity on what to be taught and assessed. This was necessary in order to provide a clear guidance and consistency in the manner in which things are done.

The Curriculum and Assessment Policy Statement (CAPS) is defined as a change to what is taught (a curriculum) and not how it is taught (teaching methods) (Department of Education (DoE), 2011). The CAPS is used as starting point for filling in gaps, reducing repetition and clarifying where necessary. Under CAPS, learning area has been changed into subject, and Learning Outcomes and Assessment Standards are omitted but are reworked into general aims of the South African curriculum and specific aims of each subject (DoE, 2011:7). In the past, Curriculum 2005 (C2005) and Revised National Curriculum Statement (RNCS) subjects were called learning areas. Under CAPS, they are traditionally referred to as subjects that are reduced from eight to six. Natural Science and Technology were combined to form one subject. Life Orientation and Arts and Culture were merged. The promotion requirements are different from the RNCS. Every subject in each grade has to have a single comprehensive and concise policy document that will provide details on what teachers need to teach and assess on a grade by grade and subject by subject basis. The curriculum review aims to lessen the administrative load on teachers – thereby ensuring that there is clear guidance and consistency for teachers when teaching. The curriculum is based on the content to be taught and learned (Thaanyane, 2010 and Marsh, 2009). It also includes the teaching and learning experiences undertaken to meet the intended learning objectives and the assessment of the learner about the knowledge

2.6. PROCESSES (CURRICULUM IMPLEMENTATION MODELS MODELS)

In today's world, choice regarding curricular change can be overwhelming, teachers need to select a particular approach to curriculum implementation.



Figures 2.1: Curriculum Implementation Models

2.6.1. Overcoming-Resistance-to-Change Model of N.Gross

Overcoming-Resistance-to-Change Model (ORC) model of curriculum implementation has been deployed for many years. ORC rests in the assumption that the success or failure of planned organisational change basically depends on leaders' ability to overcome staff resistance to change. To implement the new programme, it is important to gain advocates for it by addressing people's fear and doubts. When individuals are involved, they will be convinced that the new programme takes their values and perspective (Ornstein and Hunkins, 2009:259).

Ornstein and Hunkins (2009:259) argue that one strategy to overcome resistance to change is to give school administrators and teachers equal power. Subordinates should be involved in the discussions and decisions about programme change. When leaders adopt this strategy, staff members tend to view the innovation as self-created and therefore feel committed to it. Ornstein and Hunkins (2009:259) model argues that curriculum leaders using the ORC model identify and deal with staff concerns. They understand that individuals must change before organisations can be altered. Change should also allow for the individuality and personal needs of those involved.

According to Ornstein and Hunkins (2009:260) people who use ORC as a model for curriculum implementation must deal with people's personal, task-related, and impact related concerns. If these concerns are not addressed, people will not accept the innovation or will deal with it in unintended ways. Curriculum leaders must keep

all staff informed of the innovation and involve those people who will be directly affected in the early decisions regarding the innovation.

Curriculum innovation in schools has divided implementation into four stages:

Stage 1: Unrelated concerns

During this stage, teachers do not see a relationship between themselves and the suggested change, and there is no resistance. For example, a teacher might be of the school's efforts to create a new science programme but not feel personally or professionally affected (Ornstein and Hunkins 2009:260).

Stage 2: Personal concerns

Individuals react to innovation in terms of their personal situation. They are concerned with how the new programme will affect what they are doing. For example, Life Science teachers would consider their involvement in a new science programme and how it affects their teaching (Ornstein and Hunkins 2009:260).

Stage 3: Task-related concerns

The concern is on the actual use of the innovation in the classroom. For example, an English teacher would be concerned about how to implement a new language programme. Issues like time required to implement the new curriculum, whether adequate resources will be provided and the best strategies to teach new curriculum are the basic concerns on this stage for an individual (Ornstein and Hunkins 2009:260).

Stage 4: Impact-related concerns

Teachers are concerned with how the innovation will affect learners, colleagues and the community. Furthermore, teachers also want to determine the new curriculum's impact on their subjects. For example, will a new mathematics programme influence a teacher's teaching methods and content topic in a way that help student better understand mathematics (Ornstein and Hunkins 2009:260).

Change involves a reaction. For the ORC model, the reaction involves four clear steps. Every teacher may not go through these four stages. However, these stages help to explain what a leader can anticipate when trying to implement curriculum.

2.6.2. Organisational Development (OD) Model of R. Schmuck and M. Miles (1970)

Schmuck and Miles (1970) developed the position that many approaches to educational improvement fail because the leaders assume that adoption is a rational process and rely too heavily on innovation's technical aspects. Such leaders assume that systematic properties (class size, school organisation) of local school are constant. OD model views are postmodern to the extent that they suggest doubts about individual rationality, objective measures, universal truths, and the scientific method. OD model is viewed as a long-range effort to improve an organisation's problem solving and renewal process, particularly through collaborative diagnosis and management. The emphasis is on team work and organisational culture (Ornstein and Hunkins 2009:260).

Characteristics of the OD model

French W and Bell C listed seven characteristics that separate OD from more traditional ways of intervening in organisations.

- Emphasis on teamwork for addressing issues;
- Emphasis on group and intergroup processes;
- Use of action research;
- Emphasis on collaboration within the organisation;
- Realisation that the organisation's culture must be perceived as part of the total system;
- Realisation that those in charge of the organisation serve as consultants/facilitators;
- Appreciation of the organisation's on-going dynamics within a continually changing environment;

The OD model treats implementation as an on-going, interactive, never ending process. The approach rests on the assumption that individuals care about the future and desire to be actively engaged in designing, developing, implementing and evaluating the educational system. There are always new ideas to bring to the new programme, new materials and methods to try out, new students to excite. Enacting the curriculum continually engages teachers and students in growth by providing enriched learning that benefit the total person (Ornstein and Hunkins 2009:260).

2.6.3. Concern-Based Adoption (CBA) Model of Hall and Hord's (2001)

The Concern-Based Adoption (CBA) model is related to the Organisational Development model. However, those who use CBA approach believe that all changes originate with individuals. Individual change, through their change behaviours institute change. According to Ornstein and Hunkins (2009:261) change occurs when individual concerns are made known. They further argue that, for individuals to favour change, they must at least view change as partly of their own making. They must also view it as directly relevant to their personal and professional lives, because change process involves so many individuals; it needs time to take shape. Individuals need time to learn new skills and formulate new attitudes (Ornstein and Hunkins 2009:261).

The CBA model addresses only adoption (implementation) of curriculum, not development and design. It assumes that teachers and other educational workers have already created or selected a curriculum for the school. The focus is on enabling teachers to adopt the curriculum and to view it as their own. To get the users ready to teach the curriculum, those charged with implementation must learn and address teachers' concerns. This requires gathering data (Ornstein and Hunkins 2009:261).

In the CBA model, curriculum is implemented once teacher's concerns have been adequately addressed. Teachers are expected to be creative with the curriculum, modify it where necessary, and tailor it to their learners. Additionally, teachers should work with their colleagues in fine-tuning the curriculum for the benefit of the total school programme (Ornstein and Hunkins 2009:261).

2.6.4. System model

The OD and CBA models draw on systems thinking. Both the OD and CBA models consider people's action as performed within an organisation defined by a system of relations among people and structures. People in school have overlapping responsibilities. Also, the work of the higher-level administrative and/or curricular teams affects that of the lower-level professional teams. If people responsible for a major portion of an innovation respect, support and trust one another, they are also

likely to interact in a positive way with others throughout the organisation (Ornstein and Hunkins 2009:262).

According to the system model, the school is an organisation of loosely coupled units: departments, classrooms and individuals. These parts have flexible rather than rigidly defined relationships. Although a central administration is defined, most schools have little centralised control, especially over what occurs in the classroom. For this reason, it is difficult for curricular change to be implemented as an edict from the central office. Planned change within the school should be perceived as win-win. In implementing change, there is the potential for conflict amongst individuals and groups, including departments. Conflicts must be managed so that learners, teachers, and principals can work in harmony (Ornstein and Hunkins 2009:262).

However, successful implementation requires energy, time and patience. For implementation to be successful, it must be perceived as a long-term effort requiring involvement and cooperation of people and department (Ornstein and Hunkins 2009:262).

2.7. IMPLICATIONS OF CURRICULUM CHANGE AND IMPLEMENTATION

According to Maluleke and Motlhabane (2013:3) there are several factors that are influential to the curriculum policy implementation and such factors also bearing the responsibility of teachers' understanding and misunderstanding of the policy. According to Maluleke and Motlhabane (2013:8) in the conceptual framework section, the process of sense making is characterized in three different stages, individual cognition, situational cognition and policy signal. Although this process is characterised in these three different stages, different factors influence their interpretation as they move from stage one to the next. Cognitive science scholarship suggest that what and how individuals make sense of the new information or policy message has much to do with their prior knowledge, expertise, values, beliefs and experiences (Spillane, Reiser and Reimer 2002:387).

Teachers' prior beliefs and practices can pose challenges not only because teachers are not willing to change in their direction of the policy but also because their extent of understanding may interfere with their ability to interpret and implement the reform in ways consistent with the designers' intent (Spillane et al. 2002:387).

When considering the role that prior knowledge, beliefs and experiences play in shaping teachers' understanding of their policy and their relation to it, the process of sense making in implementing policy underscores the importance of unintentional failures of implementation while still allowing for wilful misinterpretation (Spillane et al. 2002:387).

Accordingly, what is paramount is not simply that implementing agents choose to respond to policy but also what they understand themselves to be responding to. Empirical research work illuminates the importance of agents' prior knowledge in their implementation of policy. As Cohen and Weiss wrote "when research is used in policymaking, it is mediated through users' earlier knowledge", with the policy message "supplementing" rather than "supplanting" teachers and other implementing agents' prior knowledge and practice (Cohen and Weiss 1993:43).

All acts of understanding the policy require accessing prior knowledge and applying it to guide the noticing, framing and connecting of new ideas and event to what is already coded in memory. When implementers construct the understanding of the policy, they relate the new information or policy message with the knowledge they already have. The importance of accessing the known and familiar to make sense of the new stimuli (information) has been a recurring theme in cognitive work on comprehension, drawing on early notions of building and using schema from Gestalt and developmental psychology (Spillane et al. 2002:387). The fundamental nature of cognition is that new information is always interpreted in the light of what is already understood. It is precisely because an individual's prior knowledge and experience, including tacitly held expectations and beliefs about how the world works serve as a lens influencing what the individual notices in the environment and how the stimuli that are noticed are processed, encoded, organized and subsequently interpreted (Spillane et al. 2002:387-512).

Studies on science teachers have revealed similar findings; teachers incorporate reform ideas into their existing beliefs and understanding of epistemology and learning, posing challenges for reform when teachers' tacit models conflict with the intent of policy. They maintain that teachers see new policies in terms of their current understandings, interpreting science reforms such as standards – based teaching and inquiry in terms of access to more textbooks (Spillane et al. 2002:387).

Beliefs and experiences have an influence on teachers' interpretation of the new information or policy. Teachers are influenced by what they believe in and how they have been doing things when responding to new information in the form of policies. Kane, Sandretto and Heath (2011:177) contend that beliefs vary in strength and kind and over time form a system or network. The stronger the belief, the more resistant it becomes to change. Several researchers have supported this claim by mentioning that teachers' beliefs and belief systems are grounded in their personal experiences and hence are highly resistant to change and such condition influences their sense making of the policy (Kane et al. 2011:177).

The way teachers make sense of the policy is governed entirely by their prior knowledge, beliefs and experience (Kane et al. 2011:177). In the process of policy interpretation, teachers form connections between the known, the knowledge they have already gathered and the policy intentions or message. In this process teachers tend to assimilate the new knowledge about instruction into their existing frameworks for understanding, in so doing they usually construct understandings of the policy ideas that fit within their existing models.

According to the cognitive frames, there are number of issues that influence implementing agents' sense making of the policy. According to Spillane et al (2002:387), this framework involves three stages in characterizing sense making during the implementation process. These are individual cognition, situated cognition and the policy signal. Much of the issues and challenges that influence teachers' implementation of environmental education policy in the curriculum are as a result of these stages that characterize teachers' interpretation of the curriculum policy. According to Maila (2003:51), individual cognition as one of the stages that characterize implementing agents' sense making is critical. Teachers, school managers or curriculum support staff members play a crucial role in this matter. In some schools, principals are perceived by their teachers as unenthusiastic about environmental learning. They are reluctant to participate in environmental initiatives that support the implementation of environmental education policy in the curriculum.

As a result of poor support from the principals, teachers are bound to respond to the curriculum policy in ways different to the interpretation of the policy. Some of the principals' knowledge on environmental learning is still very shallow. Maila (2003:54)

maintained that some principals see environmental education only in the light of competitions and environmental day celebrations, and such is about learners getting involved in different environmental projects to win prizes. Another issue that remain a challenge with teachers responding to the curriculum policy rest also on the fact that if given an opportunity to attend workshops on the implementation of a curriculum policy, there remain uncertainty with the principals. In some cases, the principals feel that teachers withhold some of the information while reporting back to the other staff (Maila 2003:51). At the moment, this is one of the burning issues that teachers are experiencing; teachers attending teacher-training workshops find it difficult to explain as according to the trainer who facilitated the entire teacher-training to other teachers. Those who were not in the training workshop find it difficult to understand their colleagues' report about the training. Once there is such uncertainty among teachers themselves, it becomes very difficult for them to support each other and such support is very crucial. Most teachers' response to and their interpretation of the new curriculum policy as individuals, is influenced mostly by the old school of thought where teachers use to work individually, what and how they teach in the classroom was their own responsibility.

The new curriculum policy encourages them to work together as a team, for instance the foundation phase teachers are expected to work together developing learning programmes, work schedules and lesson plans and also the other phases are expected to be working together. Their experiences, beliefs and knowledge and expertise hinder them from supporting and assisting each other with new information that they receive. For instance, networking is one of the strategies that can help teachers when implementing environmental education policy, but because of their individual cognition, they are found each one to be working alone, no consultation on any challenging issues.

Learners' response to the whole issue of environmental education in the curriculum also has an influence on teachers' sense making. Maila (2003:51) contends that in many instances, because of lack of understanding what environmental education is, learners see it as part of an afternoon activity that does not contribute to their academic performance. Therefore, when asked to clean their school premises or waters their food garden, to them that is part of punishment. They feel that only those who came late for school, trouble makers or those who failed the test should

be given that task as part of their punishment. Teachers with their little knowledge about environmental education, trying to explain to learners why are they expected to be involved in such activities find it difficult to convince learners all by themselves, they need support from the other colleagues as well as the department itself.

Not only the individual cognition has a critical role to play in teachers' response to policy and sense making of the curriculum policy, the context where teachers found themselves working also plays a crucial role. The situation cognition is also very critical and crucial when it comes to teachers' response to any new information. The way teachers receive and respond to the information has much to do with the type of the school they are working with, its management, and enrolment, location as well as the availability of resources (Spillane et al 2002:387)

The policy itself also influences the ways in which teachers receive and respond to it. According to Maila (2003:50), both international and nation policies on environmental education contributed to South Africa's environmental learning policies. Before 1994, environmental education was not part of the formal education curriculum. In 1995, it was then included in the White Paper on Education and Training document and later the policy statement on environment was articulated in the National Curriculum Statement, with an intension to implement environmental policy through one of the six phase organizers. However, the Revised National Curriculum Statement came into existence in 2001 as a streamlined version of the Curriculum 2005, with the principles in the curriculum: social justice, healthy environment, human rights and inclusivity. All these policy processes supported environmental education in the curriculum policy in South Africa. The implementation of an outcomes-based approach to teaching and learning in the new curriculum as opposed to the 'old examination-orientated system' is disabling to most teachers in schools. Because of this policy processes, teachers feel that things are happening very fast and they struggle to keep up with the pace of understanding and implementing the curriculum policy. Before they could start with the implementation of the curriculum policy intensions new things are out, as a result of lack of understanding the entire policy process, they are found to be ignoring if not modifying most of the policy intensions that could be of a help to their situation if effectively implemented.

Policies that fit implementers' agendas are more likely to be implemented and those that do not are more likely to be either opposed or modified so that they do fit (Spillane et al. 2002:38). At this stage, teachers need support from both the principal and the department. This is the crucial stage whereby if enough teachers' support in the form of teacher development, training, networking and other means is not sufficiently provided; curriculum policy implementation will be affected and that might result in failure.

2.8. FACTORS AFFECTING CURRICULUM IMPLEMENTATION

2.8.1. Training

In-service training in the implementation of a new curriculum is vital. It will familiarise teachers with innovations of the curriculum implementation. According to Magongoa (2011:33) the DBE should train teachers to become more effective in the implementation of the new curriculum. This training should be facilitated by well-trained facilitators with a profound knowledge of the new curriculum to be envisaged.

The issue of untrained teachers is by far the greatest challenge. Educators need to be trained on how to develop their own resource materials which is time-consuming; construction of classroom resources; profile and track each learner; discuss projects with groups of learners and for cooperation between teachers (Badugela, 2012). To this end, C2005 was a challenge for many South African teachers who had inadequate knowledge, skills and competences (Jansen & Christie, 2005).

In-service training in the implementation of the new curriculum is vital. It will familiarise teachers with innovations of the new curriculum. According to Magongoa (2011) teachers should be properly trained by the DBE to ensure that they are effective in carrying out the implementation of the new curriculum. This training should be facilitated by well-trained facilitators with profound knowledge of the new curriculum.

2.8.2. Availability of resources

The shortage of resources is the critical problem influencing curriculum implementation. The inadequate facilities including classrooms, laboratories, libraries and playing grounds can affect the implementation of the new curriculum (Jansen and Taylor, 2012). Van der Nest (2012:36) concurs and classified educational

resources into three categories namely: human resources, cultural resources and material resources. First, human resources include the teachers themselves and the pedagogic content knowledge that they embody. Second, cultural resources include language, time, and other culturally available tools or concepts. Third, material resources are technologies, curricular documents, and textbooks that may be incorporated into the teaching and learning process. Material resources are lacking in many South African classrooms. Resources impact negatively on untrained teachers.

The availability of resource materials at schools also influences teachers' understanding of the curriculum policy implementation in many ways. For instance, there are some schools that do not have basic resource materials to run their day-to-day activities, e.g. no proper sanitation system. In such cases it becomes very difficult for many teachers at school to teach them about healthy eating habits while they do not have clean drinking water at school, let alone water auditing exercises. Lack of resource materials at schools influence teachers' response to the curriculum policy in that is either they modify the policy to meet the needs and situation of their school or they ignore the policy if its intentions are practical impossible to be implemented at their schools (McLaughlin 2011).

2.8.3. Financial constraints

The implementation of curriculum change is also plagued by financial constraints. The government introduced the concept of no-fee schools in order to accommodate parents who are financially needy. The funds are needed in schools to purchase learning and teaching support materials (LTSM) (Badugela, 2012). Many economic support systems for schools exist such as Section 20 schools (those schools which do not receive the full budget amount from the DBE for stationery and textbooks) and Section 21 schools (those schools which receive the full budget amount from the DBE for stationery and textbooks) (Badugela, 2012). The financial constraints impact badly on the implementation of the curriculum in South Africa.

2.8.4. Parental Involvement

Parental involvement affects the implementation of curriculum by improving the academic achievement of learners (DeCastro-Ambrosetti & Cho, 2011). However,

the educators do not attract adequate support from the parents (DeCastro-Ambrosetti & Cho, 2011). Parents believe that it is not their role to assist children with their school work (DeCastroAmbrosetti & Cho, 2011). The hindrance is that parents are ill-informed regarding curriculum implementation. As a consequence, they are unable to help the children. In South Africa, the involvement of parents in children's education is minimal because parents have problems of their own (Fullan, 2016). The parents lack the knowledge to become involved.

2.8.5. Effective leadership

Committed professional leadership, with capacity for change management, is crucial to effective implementation of CAPS. The principal, although not always intimately involved in the detail, plays a key role in managing the transition process through well understood and communicated lines of delegation, and by ensuring that those who needed to be informed and involved knew what was expected of them (Magongoa, 2013).

The importance of school leadership, 'and in particular leaders' capability to lead others' curriculum implementation is of importance. While principal leadership is a necessary prerequisite for curriculum reform, distributed leadership is essential for sustained change (Magongoa, 2013).

2.8.6. A Shared Understanding

The importance of developing a shared school-wide understanding of CAPS in the context of the individual school cannot be overlooked. Effective school-wide involvement usually led to a better shared understanding of the school's curriculum at classroom level. Collaborative staff is a key factor typically associated with good progress towards implementation. This means that not only a shared understanding of CAPS, but also knowledge of how they could and would be involved in preparing for implementation, and 'a say in the design of learning programmes that reflected their local context (Magongoa, 2013).

2.9. CONCLUSION

The purpose of this chapter was to review literature on the implementation of the new curriculum. The implementation of the new curriculum needs an analysis

description and interpretation of the concepts. The theoretical framework of the concept curriculum should be related to practice and school environment in which the secondary school teachers are working.

The South African society, of which the department of education forms a part, is undergoing rapid social and economic changes, despite the resistance of some teachers in their sphere of operation. Secondary schools in South Africa including those that are in Mankweng circuit are becoming more complex, and then teachers must be aware of some of the processes that will assist them to manage and implement the new curriculum, CAPS.

CHAPTER 3 RESEARCH METHODOLOGY

3.1. INTRODUCTION

This chapter deals with research design and methodology employed in exploring the challenges facing secondary school teachers in the implementation of CAPS in Mankweng Circuit, Limpopo Province.

3.2. RESEARCH DESIGN

This study is embedded within interpretivist paradigm. Interpretivism is associated with the philosophical position of idealism, and is used to group together diverse approaches. It focuses on meaning and may employ multiple methods in order to reflect different aspects of the issue (Reeves & Hedberg, 2003:32). The researcher's choice of this paradigm was geared towards producing rich detailed narrative description that provided an in-depth understanding of the challenges facing secondary school teachers in the implementation of CAPS.

Qualitative research approach was employed in conducting this study. This implies that data was collected from the participants' own words, direct citations from documents and observations. Analysis was based on the interpretation of textual data as opposed to statistical analysis (Cohen & Manion, 1995:106). As such, this study produced an interactive dialogue which provides in-depth first-hand rich descriptive information about the challenges facing secondary school teachers in the implementation of CAPS in Mankweng Circuit.

The researcher wanted to study the school in its natural setting. The researcher's reason on this was to probe deeper information from the participants. As such, this has given the nature of this study to be a case study. In this case the qualitative method was employed as a research method. According to Cohen and Manion (1995:106) in Biggam (2011:276) "case-study researcher typically observes the characteristics of an individual unit- a child, a class, a school or a community. The purpose of such observation is to probe deeply and analyse intensively the multifarious phenomena that constitute the life cycle of the unit."

Although case study is described in Biggam (2011:277) as the in-depth study of a phenomena and time consuming undertaking, the researcher has decided to use it for the sake of triggering deep information from the participants on how they view the

impact of changes and how these changes affect them with special reference to science teachers and learners. The researcher also wanted to relate what was discovered in the literature review cases with the findings of this case study to make sure that the case study meets the main aim of the study.

Due to the nature of this study, a single case study design was adopted primarily with the interest to understand a specific case, Mankweng Circuit, which relates to the implementation challenges of CAPS by secondary school teachers. The choice of this design also facilitated the exploration of this phenomenon within a context using a variety of data sources. This ensured that the issue under study was explored through a variety of lenses which allowed for multiple facets that revealed a better understanding of this case (Biggam, 2011:277).

3.3. POPULATION AND SAMPLING

Population refers to the number of groups, individuals and elements from which a sample is drawn (Bless, Higson-Smith & Kagee, 2007). This study was conducted at Mankweng, a township located 27 kilometres east of the city of Polokwane, on the R71 road to the city of Morija (Boyer). Mankweng also known as Turfloop or Sovenga is a township in the Capricorn District Municipality in Limpopo Province. Limpopo Province is situated far north of the Republic of South Africa. Mankweng is a developing township with basic services such as shopping malls, parks, stadium, filling stations, and office of Mankweng DBE circuit, schools, University of Limpopo, Regional Magistrate court, churches, clinic, post office, Mankweng hospital, streets lights, tarred roads and police station. In other words, all basic facilities needed by community members on a daily routine are available in this township.

Mankweng Circuit is composed of twelve secondary schools. Two secondary schools were sampled on the basis of convenience as the researcher is residing at Mankweng Township. School A is a quintile 3 school. The school has inadequate resources like computers laboratory, administration office, parking lot, school grounds and security guards. However, the school has shortage of classrooms.

School B is a quintile 2 school. This school does not have adequate resources. For example, lack of computer laboratory, teachers are using out-dated old models of computers, there is no administration block, the principal is sharing a class with a

deputy principal and the school administrator. The other classroom is used by teachers as the staffroom. There are no security guards, no parking lot, no sports grounds. In both schools, classrooms are not enough hence the DBE has provided them with mobile classrooms. Furniture's for both schools are not in good condition.

Purposive sampling was applied to choose information-rich participants who were directly linked to the implementation of CAPS at these two schools (Cohen, Manion & Morrison, 2011). The study sample composed of eighteen participants: two principals, eight Heads of Departments (HOD) and eight teachers from both schools. The sampled HODs represented the Department of Languages, Department of Commerce, Department of Social Sciences and Department of Mathematics and Sciences in each school. Heads of Departments and principals provided information about challenges in terms of support given to them in managing the implementation of CAPS. Teachers as facilitators participated for the sake of highlighting the challenges they face in the implementation of CAPS in their classrooms. They were chosen because they are at the centre of implementation.

3.4. DATA COLLECTION

The researcher triangulated by using different data collection methods that brought about collaboration of findings from diverse data. Data collection unfolded as follows in October 2017:

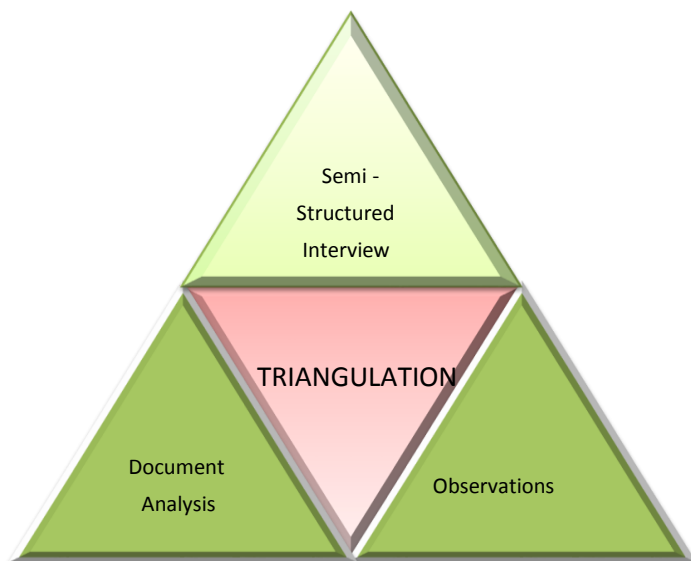


Figure 3.1: The triangulation of the data-collection methods

Phase 1: Document analysis

Document analysis provides good descriptive information (Mertens, 2010). The researcher examined the documents in order to help ground the study in its context. As such a variety of documents were used for systematic evaluation as part of the study. The following documents were analysed: Policy Statement for subjects, annual teaching plan, lesson plans and general school time-table, which teachers use during the actual implementation of CAPS. The review of documents assisted the researcher to get the necessary background and insight in terms of challenges of secondary school teachers in the implementation of CAPS

Phase 2: Semi-structured interviews

Semi-structured interviews were used to capture data. This tool allowed clarification on answers (Maree, 2012:99). It enabled the researcher to obtain the in-depth information about the participants' thoughts and views on CAPS. It also gave the researcher the freedom to get the interviewees to elaborate or to follow a new line of inquiry introduced by what the interviewees were saying.

The interviews gave teachers the opportunity to identify resources they need in the implementation of CAPS as well as to capture information on the kind of training they were provided by the Department of Basic Education. It also allowed them to mention mechanisms they were using in addressing the challenges they face in the implementation of CAPS. Principals and Heads of Departments, as subjects' specialists, were interviewed to gain insight on the challenges they face in managing the implementation of CAPS at school level. The researcher collected information on the effectiveness and availability of support systems and resources that assist teachers in the implementation of CAPS.

The researcher also used semi-structured interview questions probing to clarify and extend the respondents' comments. Insights tact and timing were used to make the interview process a success. The researcher interviewed the participants and recorded data at the same time which later provided the researcher with a verbatim account of the interview.

The researcher has seen the semi-structured interview as the appropriate means of collecting qualitative data and semi-structured interview questions were designed to give participants the chance to express themselves freely without strict limitations. However, the main aim of the researcher was to design the semi-structured interview questions that would probe deeper information from the participants to cover the main research objectives. As such, semi-structured interview was one of the research data collection method that the study mostly relied on.

Phase 3: Observations

According to Marshal & Rossman (2006:98) observation entails the systematic noting and recording of events, behaviours, and artefacts (objects) in the social setting chosen for study. The researcher has chosen to use observation because it suits the nature of the study, as it has already been mentioned that the study is going to be done in the form of a case study in the natural setting which is the school. The researcher has planned to observe the learners and educators' activities inside the classroom to see if there is any impact made by the changes in curriculum in the process of teaching and learning. The researcher also observed the classroom setting to see if there was any factor that might be affecting the process of teaching and learning. The researcher used highly structured, detailed notation of behaviour structured by checklist to a more holistic description of events and behaviour as mentioned in (Marshal and Rossman 2011:98). The researcher used naturalistic observation to gather information to supplement data that have been collected through interview and questionnaires.

The researcher first visited the schools just to check the surroundings and build a good relationship with the participants before the real observation occurred. At the end of the observation period the researcher made sure that observation records which include, completed observation checklist or schedules, detailed notes of what was observed, notes that include researcher's impression and interpretations of action, memos as well as video recordings of events were available. This technique has been of great use to the study as it helped the researcher gather the information that contributed a lot in the main objectives of the study.

The researcher observed naturally without disturbing any activities. Gay (1992:234) states that in naturalistic observation, certain kinds of behaviour can only be

observed as they occur naturally. In the situation the researcher tried not to affect the observed situation in anyway. The researcher studied and recorded activities as they normally occurred. The researcher sat at the back of the class observing, using the checklist as a guide and videotaping the activities. The researcher informed the participants in advance that the participants would be videotaped. The researcher decided to use naturalistic observation with the aim of giving a narrative descriptive observation of the school setting, classroom setting and teachers and learners activities after observation. Simons (2009:55) states that observation is useful in a case study research, where we have to closely observe a specific case or interpret findings gained from other sources or methods in context.

The researcher has chosen to use observation because of the following advantages mentioned in Bailey (1994:243):

Non-verbal behaviour in contrast, an observer on the scene can discern on-going behaviour as it occurs. Another advantage of observation is that behaviour takes place in its natural environment. Longitudinal analysis, unlike interview that must compete with the respondent's everyday activities and obligations for previous hour of his or her time for the interview, the observer is able to conduct his or her study in the subject's natural environment.

However, observations also have disadvantages like any other data collection techniques that might be avoided depending on the nature of the study. According to Bailey (1994:245):

- There is lack of control; the researcher might have little control over extraneous variable that may affect the data.
- Difficulties in quantification.
- It can be used in a small sample size.
- Observer may have difficulty obtaining approval for study e.g. gaining field entrance.
- Lack of anonymity when studying sensitive issues.

3.5. DATA ANALYSIS

Qualitative data analysis is primarily an inductive process of organising data into categories and identifying patterns and relationships among categories (Johnson & Christensen, 2012). The implication is that, the researcher synthesised and made meaning from the data (McMillan & Schumacher, 2014). This involved making sense of data in terms of the participants' definition of the situation, themes, categories, noting patterns and regularities (Cohen et al, 2011; McMillan & Schumacher, 2014).

Data analysis began while the researcher was engaged in data collection in October 2017. Therefore, questions that remained unanswered (or new questions that came up) were addressed before data collection was over. Data processing and analysis during this study was on-going in the sense that the researcher was analysing the information daily to ensure that no information was left out. The analysis process was time consuming and it involved interpreting the data.

Data were analysed separately and independently according to the two sampled schools. Inductive data analysis was used to analyse data from document analysis, semi-structured interviews and observations. Content analysis was used to analyse data collected from analysis of documents such as policy statements, annual teaching plans, lesson plans (Fraenkel & Wallen, 2010). Data was summarised, then categorised into themes. Conclusions were done after all the analysis of documents have been finalised.

Data from semi-structured interviews and observations were analysed thematically by reading notes taken from the interviews and information noted during observations before formal analysis took place. Interviews were tape recorded and transcribed as soon as possible by the researcher. Data collected from the semi-structured interviews was then coded by grouping the responses of the participants into common themes or similar ideas that emerged. The list of topics/questions in the interview guide served as an initial set of codes. The researcher read through the expanded notes of the interviews and transcripts of tapes to add to this list of codes. Where unexpected topics emerged, codes for these topics were included in the analysis. Data was reviewed several times before the researcher decided on the final coding system.

Data was ordered to make the analysis easy. Ordering was best done in relation to the research questions or discussion topics. Codes were used for ordering the data. In Hancock (1998:17)'s words, coding is called labelling. The interpretation of the findings was reported in a narrative form which was substantiated by direct quotes from the participants. The adopted data analysis process guided the researcher to draw empirical conclusions and recommendations.

3.6. CONCLUSION

This chapter provided the research design and methodology employed in exploring the challenges facing secondary school teachers in the implementation of CAPS in Mankweng Circuit, Limpopo province as well as how data was collected and analysed.

CHAPTER 4 DATA ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

The processes of data collection and data analysis form a critical part of every research as they enable the researcher to come up with possible solutions to the problem investigated. The previous chapter discussed the way through which the processes were undertaken. This chapter presents an analysis and interpretation of data collected from the respondents. Methods employed to collect data varied from observations, interviews to document analysis. In this study, two schools were sampled from Mankweng circuit. In each school the principal, HODs and teachers were interviewed.

Analysis of data was divided into three categories. Category A dealt with data from the semi-structured interviews for both school A and school B, category B dealt with data from the documents for both school A and school B, and category C dealt with data from the observations from school A and school B.

Data from category A was further divided into four sections according to these themes: implementation of CAPS, curriculum training, resources for CAPS implementation, support for CAPS implementation and assessment of CAPS activities as they emerged for both school A and school B. Section A dealt with data from the principals, HODs and teachers on theme 1, section B dealt with data from principal, HODs, and teachers on theme number 2, section C dealt with data from the principal, HODs and teachers on theme number 3 and section D dealt with data from principals, HODs and teachers from school A and school B respectively.

4.2. FINDINGS OF THE STUDY: SCHOOL A AND SCHOOL B

4.2.1. THEMES AND PSEUDO CODES FROM SEMI-STRUCTURED INTERVIEWS

The following themes emerged from the semi-structured interviews: implementation of CAPS, curriculum training, resources for CAPS implementation, support for CAPS implementation and assessment of CAPS activities. To protect the identity of the participants and their schools, and for ethical reasons, the researcher used pseudo codes as shown in table 4.2, table 4.3 and table 4.4.

The following table shows the themes and sub-themes emanating from the data collected from the selected school heads, Heads of Department and teachers.

THEMES	SUB THEMES
Theme 1: Implementation of CAPS	Teacher's views on what CAPS is
Theme 2: Curriculum training	Training for CAPS implementation
Theme 3: Resources for CAPS Implementation	Physical resources for example, infrastructure, desks Funding
Theme 4: Support for CAPS Implementation	Learner teacher support material for example, textbooks, computers
Theme 5: Assessment of CAPS activities	Assessment strategies available How often assessment is done

Table 4.1: Emerging themes and sub-themes

To protect the identity of the participants and their schools, and for ethical reasons, the researcher used pseudo codes as shown in the following tables:

SCHOOLS		PRINCIPALS	
CODE	MEANING	CODE	MEANING
A	School A	SP1	School Principal for School A
B	School B	SP2	School Principal for School B

Table 4.2: Codes for the schools and school principals

CODES	MEANING
HOD1A	Head of Department 1 for school A
HOD2A	Head of Department 2 for school A
HOD3A	Head of Department 3 for school A
HOD1B	Head of Department 1 for school B
HOD2B	Head of Department 2 for school B
HOD3B	Head of Department 3 for school B

Table 4.3: Codes for Heads of Departments

CODES	MEANING
T1A	Teacher 1 for school A
T2A	Teacher 2 for school A
T3A	Teacher 3 for school A
T4A	Teacher 4 for school A
T1B	Teacher 1 for school B
T2B	Teacher 2 for school B
T3B	Teacher 3 for school B
T4B	Teacher 4 for school B

Table 4.4: Codes for Teacher

4.2.2. DESCRIPTION OF FINDINGS FROM SEMI-STRUCTURED INTERVIEWS:

4.2.2.1. SCHOOL A

It is from the aforesaid participants that the data collected are presented in the form of themes and categories as identified in Table 4.1.

a. Teacher's understanding of CAPS

In terms of teacher's understanding of CAPS, I noted that teachers were generally knowledgeable, especially about what is CAPS, as indicated by T1A, who said

"CAPS is a curriculum assessment policy statement designed to provide details on what teachers need to teach and assess on a grade by grade and subject by subject basis".

Another response emerged from SP1, as follows:

"CAPS is a policy document which ensures that there is a clear guidance and consistency for teachers when teaching. It helps teachers on what to assess grade by grade and subject by subject".

In the same vein, the SP1 indicated a high level of own understanding on what CAPS means when they wrote in the semi-structured interview guides:

“In CAPS different cognitive levels are considered when doing assessment. Learners with different learning styles are accommodated, no stereotype of learners because learners are allowed to think out of the box”.

From the above responses, I interpreted that participants knew what CAPS is. From their responses it transpired that they were aware that CAPS is an official policy documents which they follow when teaching to transact content to learners in the classroom situation.

b. Training for CAPS implementation

Not all teachers attended the workshops provided by the DBE in order to train teachers in the implementation of CAPS in schools. T1A and T2A have joined the school towards the end of 2016 and they have never attended any training since then. Subject advisors have been trained to cascade this training to the teachers and principals. Teacher’s experiences of this training were inconsistent. Participants considered themselves fortunate in that the curriculum implementation training was held at their institution which was selected as one of the venues for the training. Other educators in the circuit had to travel long distances at their own cost to attend the workshops. Two workshops were held in the year prior to implementation of CAPS in secondary schools. One workshop was held in the year of implementation and the year thereafter. The training of teachers for a new curriculum has always been considered to be of importance for the success of its implementation. From the response given, it is clear that teachers who were appointed from 2015 have not been trained by the DBE, because the implementation phase as scheduled by the DBE was complete.

Although not all of the participants had received training for the implementation of CAPS, the majority felt that they were not prepared well enough to implement CAPS. However, the majority of participants felt that the training at workshops was inadequate in terms of time and quality. Teachers felt that the facilitators were not well prepared, and they were not very confident with the subject content. Facilitators were underprepared for the questions that educators asked.

HOD3A: *“The training by the DBE was pathetic. The delivery of training by facilitators was poor because they could not answer questions asked. They were*

afraid of giving clarity as they were not sure of how to implement CAPS and asked us to follow the policy document as it is. The number of training sessions held was also insufficient”.

HOD1A: “said that challenges in term of what is expected when teaching are different per individual teacher, in the sense that some teachers have relevant resources, some lack materials, other were not trained hence they are just teaching according to their understanding. Some teachers do not notice the difference between NCS and CAPS as they are new in the field.

Furthermore T3A: stated that “doing one common thing as the policy dictates is not easy because curriculum implementation is aligned to each school culture and structure and resources they have at their disposal”.

With regard to workshops attended, teachers noted that training should be held more frequently, at least once in a term, where they could meet with the subject advisers to discuss challenges they encounter in the classroom when implementing curriculum.

T4A: “DBE officials must train the educators and not the union because we work for the DBE and therefore our training is their responsibility.’

Participants complained that the second round of training was organised by the unions. They indicated that the DBE should demonstrate their commitment to training of teachers by taking responsibility of the entire process.

It is noted that curriculum change is neglected because follow-ups are not conducted by facilitators.

SP1A:“Yes, training is done sometimes by the curriculum advisors, but the problem is, there is no follow-up to see whether what teachers have been trained on is being implemented in class”. So I feel training is not adequate if follow-ups are not made”.

c. Resources for CAPS implementation

- Physical resources for example, infrastructure, desks

T2A: *“Lack of physical resources is a serious challenge as it hinders the success of CAPS implementation”. Classrooms and desks are not enough to accommodate all learners.*

- Funding

“Because of the lack of funding, most learners do not have a textbook. Especially for languages, learners need readers but the funding only permits us to buy a few books every year. Teachers have to photocopy lots of worksheets. The language teachers are the ones that are having a problem because we have too many assessments. The same aspect is assessed twice in a term,” HOD1A.

SP1: *“Our school is a no fee school, hence we rely on funding from the DBE.’ Everything that needs to be funded should be done from the norms and standard money provided by the department.*

She further highlighted that the money is just never enough for all necessities of CAPS implementation, especially in the case where LTSM is not enough.

Policy documents, textbooks for learners, teacher’s guide for teachers, computers and workbooks were indicated as the resources that are necessary for the successful implementation of CAPS. Participants stated that they had teacher’s guides as one of CAPS documents for their subjects.

T4A: *‘Teacher’s guide is my bible. I use it every day. It already has folded pages and I make note. ‘Being an educator at the school, I am aware of the fact that the*

DBE supplied resources needed but they are not enough to cater for all learners.’

This was confirmed during the interview sessions.

From the semi-structured interviews responses, it is clear that all resources received were

CAPS compliant and that guidelines on how to use them were provided for educators.

The main challenge is that, resources like textbooks are not enough. On the other hand, the lack of physical resources makes it difficult for teachers and learners to implement curriculum successfully. Sharing of one desk by four learners in a

classroom of 68 learners is a serious problem of the school. Funds provided by the DBE are never enough to run the school. From the same funds, certain amount is used to make copies of textbooks to cater for the shortage.

SP1: *"We know copyright is reserved"*.

d. Support for CAPS implementation

Participants pointed out that the only support they have received from DBE is workshops by curriculum advisors. SP1: *"these workshops should be continuous and follow-ups are supposed to be done"*. From the principal's response, it is clear that workshops are done once in a while, hence there are no follow-ups made thereafter, and these are some of challenges they experience when implementing CAPS.

Some problems are being addressed by the SMT in the form of workshops and meetings', SP1. She also stated that there is a monitoring tool she uses to visit teachers in order to monitor and support them.

SP1: *"the tool I use for monitoring and support is discussed at the quarterly SMT meetings and mechanisms to assist where gaps are identified. HODs ensure the implementation of those suggestions put forwards with their teachers in their respective departments"*

From the responses of participants, it is evident that in addition to limited workshops by the DBE and various teachers' union workshops, educators are supported in curriculum implementation by the SMT within the school. Development of CAPS workshops by SMT is a clear indication that the DBE is failing in terms of support needed by teachers to ensure successful implementation of CAPS. It appears that SMT's need to be trained thoroughly and continuously in order to provide the much needed support within the schools.

The researcher asked the participants what support, if any they receive from the HOD in the implementation of the CAPS policy.

T1A: *They moderate our work and identify areas for improvement.*

TA3: *Our SMT does organise some internal workshop where those teachers who attended the workshop cascade the information to other teachers. And they provide us with material given to them from workshops.*

The responses indicate that HOD does provide teachers with needed support, even though they are not thoroughly trained for CAPS by DBE.

e. Assessment of CAPS activities

T1A: *"In mathematics more assessment activities are required and also subjects like Accounting. But adhering to that is very difficult as too much time is given to correction of one activity and that when I feels that almost all learners did not do well on that section, I redo the section and give a related activity to that hence delay is caused for other exercises.*

'The SMT says that we have to follow the policy with regards to the number of assessments but they allowed us to start our assessments early.

Another response was from T3A:

"We know from the policy how many assessment activities are supposed to be given, it is sometimes difficult to adhere to the policy because times given for subjects are not enough for some days and other activities which takes place within the school are a challenge.

4.2.2.2. SCHOOL B

a. Teachers understanding of CAPS

Generally, in terms of teacher's view on what CAPS is, I have noted that they see CAPS as a new and advanced curriculum as indicated by

T5B: *"CAPS is a new NCS.*

Another response emerged from HOD5B who stated that

"CAPS is a Curriculum and Assessment Policy Statement that is more advanced. Advanced in the sense that it states clearly how and when a topic is supposed to be done".

“CAPS is just a modified and simplified form of curriculum because it makes work easier for the educator. It outlines curriculum in the most simpler and understandable way”, T7B.

T8B *“CAPS is an amended NCS. It covers some of the topics which NCS did not cover”.*

From the above responses, I interpreted that teachers understand CAPS as a policy that guide on curriculum and assessment. CAPS is a policy that outlines what is expected of teachers in relation to curriculum and how to improve learner participation. It transpired that, CAPS provides guidelines to teachers on how to assess learners throughout the academic year of their learning.

b. Training for CAPS implementation

Although not all of the participants had received training for the implementation of CAPS, the majority felt that they were not prepared well enough to implement CAPS.

The training according to teacher T5B was not practical but was more a discussion of the policy document. The teachers wanted more clarity on the content in their subjects but facilitators only had enough time to provide an overview of CAPS and showed educators how to use the CAPS document.

T7B attended the English workshop and received an educator training pack which is a comprehensive document with many activities that teachers were expected to work through to be able to implement CAPS successfully. However these teachers felt that the allocated time was insufficient to work through these activities properly because not all teachers at the workshop were at the same level of understanding of CAPS.

T7B confirmed that there was a discrepancy with regards to training for the various subjects as some educators did not receive the training packs. Facilitator's preparedness to conduct these workshops was thorough in that they did not know how many teachers they were expecting; hence not every teacher received the training pack

Educators feel that they were not adequately trained to implement CAPS since the facilitators did not deal with problems experienced in the classroom in a practical manner.

This is unfortunately the aspect of curriculum change that is neglected.

Principal 2 said, *“Yes, training is done sometimes by the curriculum advisors, but the problem is the training they do is normally at the beginning of the year where analysis of results is done and no follow up to see whether school which underperformed has any strategies in place to try to improve the results. So the principal said he is not sure whether to call them workshops or reviews of grade 12 results.”*

c. Resources for CAPS implementation

Policy documents, textbooks and workbooks were indicated as the resources that are necessary for the successful implementation of CAPS.

T5B: *“indicated that they did not have sufficient text books”*. ‘I teach three classes of plus minus 55 to 60 learners each and I have only 30 text books and one reader.’ This has affected the quality of the teacher’s work as the teacher teaches mathematics. T6B: stated that he made copies of the reader which he understands contravenes the copyright Act. T6B, T7B, and T8B agreed that since CAPS was new, all grades needed new textbooks, but department funding restricted the number of textbooks purchased. When questioned on how they are managing without sufficient textbooks, participants pointed out that they made worksheets and wrote summaries on the board. It was noted from the semi-structured interviews that all resources received for CAPS implementation were not enough.

d. Support for CAPS implementation

Participants highlighted that the only support they receive from curriculum advisors is how they should prepare their grade 12 CASS (continuous assessment) files. T6B said that, *“we do not teach grade 12, we do not even know who are the curriculum advisors of subjects we are teaching currently”*.

T5B: *“whenever there is a workshop, only grade 12 teachers are invited”*.

T7B: *“Our HOD is doing nothing to help us. We just teach what we think is relevant, what they do normally is controlling of assessment tasks once a year”.*

T8B: *“No support is received from the HODs regarding the implementation of CAPS”.*

The responses indicate that HODs do not provide teachers with the necessary support needed, because they are not trained for CAPS.

e. Assessment for CAPS activities

For common assessment activities, it was noticed that assessment is the same for all schools in Mankweng circuit and they are conducted at the same date and time. The question papers for these common assessment activities are the same and are set by the DBE. These common assessment activities include tests, projects and assignments.

In terms of classwork, teachers do as they see fit, since monitoring and control by HODs is not there. T8B: *“I do assess my learners, but only when I have time to do so”.* HOD5B: *“assessment is important, but I ensure finishing the syllabus then assess”.*

It is noted that participants do not follow policy concerning the issue of assessment. They only adhere to common assessment activities. Lack of monitoring and support by HODs encourages deviation from assessment policy by teachers.

4.2.3. FINDINGS FROM DOCUMENT ANALYSIS

The researcher scrutinised different documents from school A and school B. Documents were analysed for the purpose of exploring the implementation of CAPS in teacher's classrooms. An analysis was done on the records maintained by teachers on their classroom practices. These records included lesson preparation files, records of assessments, annual teaching plans (ATP) /work schedules and timetables which are maintained in the teacher's portfolio.

4.2.3.1. SCHOOL A

a. Lesson preparations

Analysis of teachers' lesson preparations indicated that teachers are following the curriculum as set out by CAPS for the different subjects. Teachers are using CAPS

aligned lesson preparation template for lesson preparation and teaching. The lesson preparation template is user friendly and it serves as guidance to teachers on what should be included when preparing a lesson. Lesson preparations of different participants were aligned to topics indicated in the ATP's for different subjects as contained in the policy document. Teachers had more structured and well planned lesson plans because they had teacher and learner support material from 2011.

Lesson preparations also revealed that Outcomes-based methodology was not discarded completely by teachers. Although more emphasis in teaching and learning is being placed on content, teachers have not resorted completely to 'chalk and talk' methods. Learner centred activities are still being used on lesson preparations to teach the content to learners.

The following aspects required teachers to make some changes in certain aspects of their lesson planning to align their lessons to CAPS. These include

- Learning outcomes and assessment standards have been replaced by specific aims and process skills
- The content is now CAPS aligned
- The sequencing and time frames

b. Assessment

Teachers have prepared an assessment plan for the year. The assessment plan was adjusted according to the number of assessment activities required by the policy for the subject. Assessment plans were made available to the SMT and the circuit office. An analysis of these plans revealed that educators planned to do the stipulated number of assessment tasks according to CAPS for the different subjects. The review of question papers for tests, assignment and projects revealed that, they are being moderated by their Heads of Department to ensure compliance to policy and also for quality assurance before they are given to learners. The official school stamp was used on classwork books as a control measure for moderation to ensure. The mark sheet for the assessed tasks for the term are in line with CAPS policy as it is also closely monitored by the SMT, and varied from subject to subject. The forms of assessment included: assignments, projects (1 per subject per year), case studies, translation tasks and research activities.

Records of learner performance are captured either electronically or manually on mark sheets provided by the heads of department. Evidence of learner's assessments records are pasted at the back of the learner's workbook. When examining classwork books of learners, number of work per week was satisfactory according to CAPS policy requirements. Inspection of the learner's books was done to check if they are being controlled as required. The inspection of assessment activities revealed that teachers have completed the required number of both formal assessments and informal class activities as required. Assessments being done are consistent with the policy documents for the various subjects.

c. Annual Teaching Plan (ATP)

ATPs for CAPS are made available to educators in the subject policy documents. Teachers do, however keep a record of a contents page with topics taken from the ATP and the dates they were completed in their files. This was monitored by the HODs to ensure policy compliance. The ATPs contained the time frames for the content to be covered, the topics to be taught and the content for the topics. In addition, it also provided activities and possible assessments. While analysing the ATP, the researcher noticed that it is impossible for teachers to adhere to time frames given on the ATPs because the teaching and learning time is mostly interrupted by other activities which take place in the school. For example, the first quarter topics were behind scheduled time frames as more attention was given to athletic practices and competitions

d. Timetables

School general and personal time tables were given to the researcher by the teachers. The researcher confirmed that time allocated for periods on the time table was not according to CAPS policy. Fifty five minute periods are used in a five day cycle. Most of the subjects have the correct time allocation as required by policy. The challenges were on Thursdays and Fridays. On Thursday other subjects do not appear on the time table because of time allocated for sports, and on Fridays other subjects do not appear on the timetable because school knocks off early.

4.2.3.2. SCHOOL B

The policy statement, annual teaching plan, lesson plans, time table and assessment plan are documents which the researcher analysed in order to get descriptive information on how CAPS implementation should unfold.

a. Lesson preparation

Analysis of educators' lesson preparation indicated that educators are having templates of lesson plans but they do not use them. It was revealed that teachers do not do lesson preparation as needed.

b. Assessment plan

Some teachers have prepared an assessment plan for the year for their subjects. These were adjusted according to the number of assessments that were required by the policy for that particular subject. An analysis of these plans revealed that educators planned to do the stipulated number of assessment tasks according to CAPS for the different subjects. Some teacher's assessment tasks are not being moderated by their Heads of Department to ensure compliance to policy and also for quality assurance before they are given to learners.

c. Annual teaching plan (ATP)

ATPs for CAPS are made available to teachers in the subject policy documents. Teachers did not retype these plans but the entire policy document was filed in their portfolios. Teachers do not maintain a contents page with topics taken from the ATP and the dates they were completed in their files. ATPs contained the time frames for the content to be covered, the topics to be taught and the content for the topics. In addition, it also provided activities and possible assessments. The limitation of the ATP is that it is a general policy, as such all schools should follow it. The problem is that schools are different in culture and otherwise, what is possible in a certain school is not necessarily achievable in the next school.

d. Timetables

The school general time table is available and the school uses 40 minutes period. From the analysis of the school time table, it is clear that they do not adhere to policy

in terms of the duration of each period. Although the subject appears daily on the time table but it is not CAPS compliance.

4.2.4. FINDINGS FROM OBSERVATIONS:

The researcher managed to observe the commencement of the school activities, from the beginning to the end. Observation checklist was used for guidance on what should be observed.

At the entrance of each school, the researcher realised that school buildings were not in good condition. The researcher observed that, broken chairs and tables were scattered around school yard. In addition, these schools had either an abandoned building or abandoned mobile classes. The walls were however not damaged. The SGBs managed to maintain the conditions of the windows and doors with an exception of the other school which had many windows and doors broken. School A had a computer laboratory. However, computers in the lab were old and some were not functioning well.

Other observations made include classroom attendance and management. Classrooms were overcrowded with many learners sharing one desk, which made it difficult for teachers to move around the class and give each learner an individual attention.

Furthermore, in school A, learners were seen roaming around the school during school time. While there is lot of noise in other classrooms, they dodged lessons.

SCHOOL A

- Infrastructure

The school building is not in good conditions, windows for most of classes are broken, and other classes are without doors. Classrooms are overcrowding.

- Computers

There is a computer lab. Few old model computers are available. According to my observation they look like they are never used by learners. They are filled with dust.

- Desks

Desks are available but they are not enough for every learner. In some of the classes I visited, learners were sharing one desk being four.

- Class attendance

Some learners were in class making noise without a teacher. Some of the learners were loitering around the school yard.

SCHOOL B

- Classroom teaching and learning

Because teachers are not preparing lessons, when going to class they just carry a textbook and use it to conduct a lesson.

- Class attendance

Most teachers bunk lessons. Learners are most of the time roaming around the school yard. The principal is the one driving learners back to their respective classes in most cases.

- Infrastructure

The school is a small school with lack of infrastructure. During observation the researcher noticed that the school's uses mobile classrooms to accommodate other learners. But the overcrowding of learners in a class is still a serious problem. One of the classrooms is used as teachers' staffroom and the other class is shared by the Principal and the administration staff for daily use.

- Furniture

Desks are available, but not enough to accommodate all learners in the school.

- Computers

There is no computer lab in the school. Available computers are the ones in the teacher's staff room, for the use of teachers. The researcher observed that, computers used by teachers are very old and out-dated models.

4.3. CONCLUSION

This chapter discussed the responses of principals, HODs, and teachers on semi-structured interviews. Data from these interviews was on challenges faced by the secondary school teachers in the implementation of CAPS in Mankweng circuit of Limpopo Province. Participants were classified using pseudo code. Most of the findings corroborated one another. Analysis of the responses to the semi-structured interviews revealed that there are many challenges facing the implementation of CAPS in their schools.

CHAPTER 5 DISCUSSION, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1. INTRODUCTION

The purpose of this study was to explore the challenges facing secondary school teachers in the implementation of CAPS at Mankweng Circuit in Limpopo Province.

Based on the purpose of this study, the following research question was formulated:
What are the challenges facing the secondary school teachers in the implementation of CAPS at Mankweng Circuit in Limpopo Province?

The following sub-questions served as guidelines for answering the above research question:

- What resources are needed by secondary school teachers in the implementation of CAPS?
- What kind of training does the Department of Basic Education provide to secondary school teachers when implementing CAPS in Mankweng Circuit?
- How do secondary school teachers conduct assessment of CAPS in Mankweng Circuit?
- What mechanisms are used by secondary school teachers in addressing the challenges in the implementation of CAPS in Mankweng Circuit?

In order to achieve the above research question, the following objectives were developed:

- To identify resources needed by secondary school teachers in Mankweng Circuit in the implementation of Curriculum and Assessment Policy Statement.
- To investigate the kind of training the Department of Basic Education provides to secondary school teachers in Mankweng Circuit when implementing Curriculum and Assessment Policy Statement.
- To investigate how secondary school teachers conduct assessment when implementing Curriculum and Assessment Policy Statement.
- To identify mechanisms used by secondary school teachers in the implementation of the Curriculum and Assessment Policy Statement.

5.2. MAJOR CONCLUSIONS DRAWN FROM THE STUDY

5.2.1. Conclusions related to Research Objective One

The first research objective was to identify resources needed by secondary school teachers in Mankweng Circuit in the implementation of CAPS.

The findings of this study revealed that, teachers do not have all the necessary resources for CAPS implementation. Not all learners have textbooks. Participants pointed that; the DBE needs to prioritise learning resources for schools. Participants highlighted that funding from the DBE is insufficient to purchase textbooks for every learner. With the introduction of CAPS, new textbooks have been published, resulting in school needing to purchase new textbook stocks. The importance of adequate resources for successful implementation of a curriculum cannot be ignored.

Some participants argued further that, the SMT should provide the teachers with the necessary resources in order to achieve the school's academic goal. The SMT should supervise curriculum planning in the school by providing necessary resources and ensuring that teaching and learning time is used efficiently.

In conclusion, lack of resources at these two schools makes it difficult for teachers to implement CAPS as planned. New curriculum is a call for new relevant resources because resources are fundamental to the implementation.

5.2.2. Conclusions related to Research Objective Two

The second research objective was to investigate the kind of training the Department of Basic Education provides to secondary school teachers in Mankweng Circuit when implementing CAPS.

CAPS is implemented in order to redress the imbalances of the past. This study argues that CAPS implementation in school A and school B of Mankweng circuit of Limpopo province is a dynamic and challenging task. All stakeholders must participate equally.

The literature and the data gathered through the document analysis, semi-structured interviews and observations have attested to this enormous difficulty. Proper training of teachers, on-going support from the DBE is essential in ensuring smooth CAPS implementation. Subject advisors need to lead the training by facilitating regular and relevant workshops. Furthermore, regular support and monitoring from the subject advisors is needed. Not only are teachers expected to work tirelessly, but the parents are required to participate actively in the education of their children. Curriculum advisors need to communicate with teachers to ensure better understanding of CAPS implementation.

In conclusion, once the new curriculum is introduced, it becomes the responsibility of the DBE to train the curriculum advisors and teachers to experience a form of mind shift. The training of educators for curriculum implementation still remains an issue that needs to be addressed in order to ensure that educators can practice the new curriculum effectively in the classroom.

5.2.3. Conclusions related to Research Objective Three

The third research objective was to investigate how secondary school teachers conduct assessment when implementing CAPS.

Data from the semi-structured-interviews and the literature revealed that in CAPS every subject has a single policy document which provides teachers with details of what they have to teach and assess per term. Assessment in CAPS is done through different mechanisms such as, class activities, home works, tests, assignments, projects, and examination.

Participants have expressed their concern that they spent more time assessing and marking in most subjects than teaching. Although the specification in CAPS of content, pace, sequencing and assessment, has been welcomed by teachers, they would prefer it to be less prescriptive with reference to time frames. This study revealed that the pace of curriculum in most subjects is too fast, hence participants mentioned they are unable to meet the time set out in the pace setter. Participants highlighted that they rush through the syllabus in order to complete the content and in so doing do not spend much needed time with slow learners

It can be concluded that, assessment in terms of CAPS is provided in the policy documents of each subjects, hence the major challenge experienced by participants is the time frame dictated to them by the pace setter. According to participants, it is very difficult to cover the syllabus on time as there are many disturbing unplanned activities happening in the school.

5.2.4. Conclusions related to Research Objective Four

The fourth research objective was to identify mechanisms that are used by secondary school teachers in the implementation of the Curriculum and Assessment Policy Statement.

While some educators are more innovative and would prefer to use CAPS as a guideline and adapt it to suit their learners, others felt they needed clear guidelines and structure.

5.3. RECOMMENDATIONS

The following recommendations are based on the findings of this research:

- There is a need for continuous monitoring and support from the DBE and the SMT to ensure the smooth implementation of CAPS.
- It is necessary to conduct continuous training for teachers
- Appointment of permanent HODs is necessary
- Teacher's qualifications should be given attention. Teachers who are in the system with old qualification should be enrolled to higher institutions for them to improve and make them relevant and familiar with CAPS.
- Monitoring and support is fundamental to CAPS implementation. The necessity of follow-up meetings is important to address problem as they arise during the implementation.
- Investigation of reason for teachers to leave the profession.
- Turnaround strategies should be developed as a way of motivating teachers to welcome the new curriculum with positivity.
- Top up of resources, especially textbooks

5.4. LIMITATION OF THE STUDY

This study was limited in its research population and sample. It could have included other secondary schools in Mankweng Circuit of Limpopo Province, but limiting the study population to the two secondary schools in Mankweng circuit of Limpopo Province was based on convenience since the researcher is a resident of Mankweng.

A further limitation was that 18 participants were sampled, but 16 participants participated. Furthermore, 16 participants interviewed were too few and that all the participants were from two schools in the same circuit. Their experiences with the phenomenon of CAPS were therefore similar. The views of the teachers at these schools cannot be generalised to reflect views of teachers at other secondary schools. A larger number of participants from more schools might have contributed to the variety of responses thus enriching the findings. Another limitation was that single semi-structured interview was conducted with each participant. Follow-up interviews could have added to the richness of the conversations.

A final limitation as with any qualitative research projects is that this study is not intended to be generalised as a finding that would necessarily apply elsewhere. It thus could be fitting for other researchers to conduct research in other secondary schools to obtain a holistic view about CAPS implementation. Outcomes of similar studies at other schools can however be compared for results and trends.

5.5. SUGGESTIONS FOR FURTHER RESEARCH

The following gaps were identified during the research which provides a platform for further debates and research about CAPS implementation within the context of secondary schools of Limpopo Province:

- It emerged that the provision of LTSM needs to be strengthened, and augmented in order to improve the implementation of CAPS. The LTSM needs to be examined in order to determine its efficiency in the implementation of CAPS. Schools should also device a means of how best they can ensure retrievals of LTSM from learners of previous years.

- Continuous development of teacher's qualifications is another area which needs further research. Teacher's qualifications should be improved before a new curriculum is introduced to ensure that teachers are in line with the new curriculum. DBE has the sole responsibility of executing this task, especially to teachers who are already in the system.
- Assessment policy of CAPS at these two secondary schools of Mankweng circuit should also form part of further research in order to enhance proper implementation of this policy.
- The role of SMT in curriculum implementation.

5.6. CONCLUSION

Research findings of challenges facing the secondary school teachers in implementation of curriculum and assessment policy statement in Mankweng circuit, Limpopo province is difficult and challenging. In theory, the findings suggest that CAPS is a viable policy, but the implementation is erroneous. The implementation of CAPS is challenging and difficult because of lack of favourable conditions including resources, suitable qualified and well trained teachers and the on-going support from DBE. Participants felt that they were not adequately consulted before CAPS implementation. The lack of consultation is a contributing factor to the failure of CAPS. Overcrowding also contributed to the challenges of implementation of Caps, because teachers were struggling to contain big classes.

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APPENDIX 1: LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH

Enquiries: Sebaeng L

P O Box 379

Cell number: 073 017 1513

Paledi

e-mail: thando22@webmail.coza

0892

23 February 2016

The Circuit Manager

Mankweng Circuit

Mankweng

0727

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH STUDY

The above matter refers:

I am a Masters Student (200308104) at the University of Limpopo specialising in Curriculum Studies under the supervision of Dr M. M. Maphutha.

I hereby request a permission to conduct a research study titled, "Challenges facing the secondary school teachers in the implementation of Curriculum and Assessment Policy Statement" in Mankweng Circuit, Limpopo Province.

Your circuit is kindly requested to let me access the following participants, which are the principals, Heads of departments and teachers from sampled schools in the circuit, the principals, heads of departments, teachers as well as the learners.

The copy of this research will remain confidential between me and the University.

Attached is the proof of registration from University of Limpopo. Yours truly

.....

Sebaeng L

APPENDIX 2: LETTER OF PERMISSION



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

PRIVATE BAG X1108
SOVENGA
0727

TEL: 015 267 5641
FAX: 015 267 5248

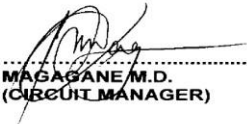
DEPARTMENT OF EDUCATION
CAPRICORN DISTRICT
MANKWENG CIRCUIT

ENQ: MJ KEKANA
TEL NO: 015 2675641
SEBAENG L
UNIVERSITY OF LIMPOPO
PRIVATE BAG X1106
SOVENGA
0727

2017.10.18

REQUEST FOR PERMISSION TO CONDUCT RESEARCH
TITLED "CHALLENGES FACING THE SECONDARY SCHOOL TEACHERS
IN THE IMPLEMENTATION OF CURRICULUM AND ASSESSMENT
POLICY STATEMENT " AT MANKWENG CIRCUIT HIGH SCHOOLS.

1. The above matter refers.
2. We acknowledged the receipt of your letter. Requesting to conduct Research Project Titled: "CHALLENGES FACING THE SECONDARY SCHOOL TEACHERS IN THE IMPLEMENTATION OF CURRICULUM AND ASSESSMENT POLICY STATEMENT at Ditlaleso High school and Hwiti High school in Mankweng Circuit.
3. Permission is hereby granted for the above mentioned request.
4. Wishing you for the success in your studies.


.....
MAGAGANE/M.D.
(CIRCUIT MANAGER)

18/10/17
.....
DATE

APPENDIX 3: TREC LETTER



University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 2212, Fax: (015) 268 2306, Email: noko.monene@ul.ac.za

**TURFLOOP RESEARCH ETHICS
COMMITTEE CLEARANCE CERTIFICATE**

MEETING: 31 August 2017

PROJECT NUMBER: TREC/231/2017: PG

PROJECT:

Title: Challenges facing the Secondary School Teachers' in the implementation of Curriculum and Assessment Policy Statement in Mankweng Circuit L Sebaeng

Researcher: L Sebaeng

Supervisor: Dr MM Maphutha

Co-Supervisor: N/A

School: Languages and Communication Studies

Degree: Masters in Translation Studies and Linguistics


PROF. T. MASHEGO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

Note:

- i) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee.
- ii) The budget for the research will be considered separately from the protocol. PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

APPENDIX 4: INFORMED CONSENT FORM

Title: Challenges facing the secondary school teachers in the implementation of Curriculum and Assessment Policy Statement in Mankweng Circuit, Limpopo Province.

Project leader: L Sebaeng

23 February 2016

I volunteer to participate in a research project conducted by Mrs L Sebaeng from University of Limpopo. I understand that the project is designed to gather information for the research topic: Challenges facing the secondary school teachers in the implementation of CAPS.

I will be one of 18 people being interviewed for this research.

1. The procedure envisaged might hold some risk for the participants that cannot be seen at this stage.
2. The Ethics Committee has approved that the individuals may be approached to participate in the study.
3. The experimental protocol, that is the extent, aims and methods of research, has been explained to me.
4. The protocol sets out the risks that can be reasonably expected as well as possible discomfort for persons participating in the research, an explanation of the anticipated advantages for participants or others are reasonably expected from the research and alternative procedures that maybe to his/ her advantage.
5. I will be informed of any new information that may become available during the research that may influence willingness of participants to continue in participation.
6. Access to the records that pertain to participants' participation in the study will be restricted to persons directly involved in the research.
7. Any question that I may have regarding the research, or related matters, will be appropriately responded to by the research leader.

8. Participation in this research is voluntarily and participants can withdraw their participation at any stage.

9. I indemnify the University of Limpopo and all persons involved with the above project from liability that may arise from participants' participation in the above project or that may be related to it, for whatever reasons, including negligence on the part of the mentioned persons.

Agreement to participate in the research:

I have read, or have had read to me, the above study and have had an opportunity to ask questions, which have been answered to my satisfaction. I agree voluntarily to participate in the study as described.

Date

Participant's name

Date

Signature of consenting party

Date

Signature of the investigator

Date

Signature of witness

APPENDIX 5: EDITORS LETTER



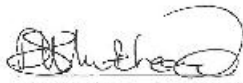
University of Limpopo
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5 November 2018

LANGUAGE EDITING LETTER

This letter serves as proof that I edited the research proposal of L. Sebaeng entitled
***"CHALLENGES FACING THE SECONDARY SCHOOL TEACHERS IN
IMPLEMENTATION OF CURRICULUM AND ASSESSMENT POLICY STATEMENT IN
MANKWENG CIRCUIT, LIMPOPO PROVINCE"***.

Kind regards



FOR PROF. L. D. MKUTI
HEAD: DEPARTMENT OF LANGUAGES

Finding solutions for Africa

APPENDIX 6: INTERVIEW GUIDES FOR PRINCIPALS

1. What is your understanding of CAPS?
2. What relevant resources are available for the implementation of CAPS?
3. What measures are in place to ensure effective implementation of CAPS in your school?
4. What kind of support does your school receive from the DBE regarding implementation of CAPS?
5. What kind of training does the DBE provide in relation to the implementation of CAPS at your school?
6. How appropriate is the training you received in implementing CAPS?
7. How do you motivate your staff to implement CAPS effectively?
8. What assessment standards are in place to ensure continuous assessment of CAPS activities?
9. What mechanisms are in place for proper management in the implementation of CAPS at your school?

APPENDIX 7: INTERVIEW GUIDES FOR HEADS OF DEPARTMENT

1. What is your understanding of CAPS?
2. What relevant resources are available for the implementation of CAPS?
3. What measures are in place to ensure effective implementation of CAPS in your department?
4. What kind of support does your department receive from the DBE regarding implementation of CAPS?
5. What kind of training does the DBE provide in relation to the implementation of CAPS in your department?
6. How appropriate is the training you received in implementing CAPS?
7. How do you motivate the teachers in your department to implement CAPS effectively?
8. What assessment standards are in place to ensure continuous assessment of CAPS activities?
9. What mechanisms do you have in place for proper management of CAPS implementation in your department?

APPENDIX 8: INTERVIEW GUIDES FOR TEACHERS

1. What is your understanding of CAPS?
2. What relevant resources are available for the implementation of CAPS in your classroom?
3. What measures are in place to ensure effective implementation of CAPS in your classroom?
4. What kind of support do you receive from the head of department regarding implementation of CAPS?
5. What kind of training does the DBE provide in relation to the implementation of CAPS at your school?
6. How appropriate is the training you received in implementing CAPS?
7. How does your head of department motivate you to implement CAPS effectively?
8. What assessment standards are in place to ensure continuous assessment of CAPS activities?
9. What mechanisms are in place for proper management of CAPS implementation in your classroom?

APPENDIX 9: OBSERVATION CHECKLIST

Grade	
Subject	
Date	
Number of learners in class	

INDICATOR	CODES:	COMMENTS
	✓ Yes X No ? Yes, but unclear	
Detailed lesson plan available		
Lesson based on lesson plan		
Punctual start of lesson		
Aims and objectives clearly stated		
Learners understand and follow instructions		
Learners kept involved throughout lesson		
Teacher knows content		

Teacher asks different types of questions		
Teacher answers learner questions clearly		
Written class work done		
Previous homework task checked		
Classwork books controlled		
Classroom control		
Praise, recognition, encouragement given		
Appropriate learning resources used		
Learners use textbooks, workbooks etc. appropriately		
Seating arrangement		
Infrastructure		
Availability of resources e.g computer, desks		