

**FOUNDATIONS FOR LEARNING CAMPAIGN: A FRAMEWORK FOR EFFECTIVE
IMPLEMENTATION OF THE CAMPAIGN TOWARDS SUSTAINABLE LEARNING
ENVIRONMENT.**

By

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DECLARATION

“I declare that the dissertation hereby submitted by me for the master’s degree at the University of the Free State is my own independent work and has not previously been submitted by me at another university/faculty. I furthermore cede copyright of the dissertation in favor of the University of the Free State.”

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DEDICATION

I dedicate this dissertation to my loving husband Dumisani E. Hlomuka for his wit, support and encouragement through this long journey. Thank you for your understanding and sacrifice. I also dedicate this work to my late daughter Silindile Nompumelelo Hlomuka, my late parents Roy and Theresa Blose for their spirits have guided me thus far.

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LIST OF ACRONYMS USED IN THE STUDY

ANA:	Annual National Assessment
CAPS:	Curriculum Assessment Policy Statement
CDP:	Constructive Developmental Pedagogy
CER:	Critical Emancipator Research
CPTD:	Continuing Professional Teacher Development
CTPP:	Comprehensive Test of Phonology Processing
DBE:	Department of Basic Education
DBE:	Department of Basic Education
DFID:	Department for International Development
DIBELS:	Dynamic Indicators of Basic Early Literacy Skills
DoE:	Department of Education
DOE:	Department of Education at a school level
ELRC:	Education Labour Relations Council
FAI:	Free Attitude Interview
FFL:	Foundations For Learning
GET:	General Education and Training
IQMS:	Integrated Quality Management System
KZN:	KwaZulu-Natal
KZNDoE:	Kwa-Zulu Natal Department of Education
NBTL:	New Break Through to Literacy
NCS:	National curriculum Statement
NLC:	National Language Committee
OBE:	Outcome Based Education
PAR:	Participatory Action Research
PGP:	Personal Growth Plan
PLP:	Phenduka Literacy Project
PLP:	Professional Learning Communities

PRP:	Primary Reading Programme
QLTC:	Quality Learning and Teaching Campaign
RNCS:	Revised National Curriculum Statement
ROC:	Read On Course
SA:	South Africa
SADEC:	Southern African Development Community
SGB:	School Governing Body
SIP:	School Improvement Plan
SMTs:	School Management Teams
TLT:	Transformative Learning Theory
UNESCO:	United Nations Educational, Scientific and Cultural Organisation
UPE:	Universal Primary Education
WLA:	Whole Language Approach
ZMoE:	Zambia Ministry of Education

ABSTRACT

The study is about designing a framework for effective implementation of the Foundations For Learning Campaign (FFLC) towards a sustainable learning environment. In spite of repeated concerted efforts by the Department of Basic Education (DBE), learners still experience significant challenges in reading, writing and computation skills (DoE 2009: 3). The Annual National Assessment (ANA) which is used as standardised testing to sum up each learner's development and learning achievement has further confirmed the poor levels of literacy and numeracy. However, for this study the focus is on literacy.

Despite the fact that Foundation For Learning campaign was designed to resolve the above stated problem, preliminary data reveal that a slow pace is followed as well as the ineffective implementation of the campaign. This framework is about providing energy as well as directions and inspiration to the foundation phase, creating synergy across all levels of the education system as well as home and public domain. It must also ensure that all learners are able to demonstrate higher levels of literacy.

Most of the evidence indicate that there is a need to design an effective framework that describes how principals, school management team, governing body, parents, business people, district officials and youth can provide support in implementing the FFL campaign effectively (Bedder & Medina, 2001: 81) Based on the literature review and the discussions with the participants, a framework for effective implementation of the campaign towards sustainable learning environment was formulated.

The results of the findings are that school managers themselves are not well versed regarding the management of the Foundation For Learning Campaign. Teachers also seem to be lacking teaching methodology that will be effective to yield desirable results in particular reading and writing. Furthermore, parents are not empowered about Foundation For Learning hence they fail to support their children fully.

The critical discourse analysis is employed in this study. This study is also guided by Critical Emancipatory Research (CER) in order to advance the agenda for equality, social justice, freedom and hope. Through this theoretical framework participants were exposed on the above values unlike a positivist approach where people are treated as objects. Lastly, power has been shared equally and voices of the marginalised have been heard and respected. I therefore emphasize the words of Helen Keller who stated that: “Until the great mass of the people shall be filled with the sense of responsibility for each other welfare, social justice can never be attained”.

KEYWORDS: Foundation for Learning campaign, Sustainable Learning Environment.

OPSOMMING

Hierdie studie handel oor die ontwerp van 'n raamwerk vir die effektiewe implementering van die Grondslag vir Leer-veldtog ten einde 'n volhoubare leeromgewing te bevorder. Ten spyte van herhaalde pogings deur die Departement van Basiese Onderwys ondervind leerders steeds geweldige uitdagings ten opsigte van lees-, skryf- en rekenvaardighede (DoE, 2009; 3). Die Jaarlikse Nasionale Assessering (JNA) wat gebruik word as gestandaardiseerde toets om elke leerder se ontwikkeling en leerprestasie op te som, het ook die swak geletterdheids- en syfervaardigheidsvlakke beklemtoon. Vir die doel van hierdie studie is die fokus egter op geletterdheid.

Ten spyte van die feit dat die Grondslag vir Leer-veldtog ontwikkel is as oplossing vir bogenoemde probleem, het voorlopige inligting getoon dat 'n stadige pas gehandhaaf word asook oneffektiewe implementering van die veldtog. Hierdie raamwerk het ten doel om energie sowel as rigting en inspirasie aan die Grondslagfase te voorsien, asook om sinergie te skep m.b.t. al die vlakke van die onderwysstelsel sowel as die huislike- en openbare domein. Dit moet ook verseker dat leerders in staat is om hoër vlakke van geletterdheid te bereik.

Die meerderheid navorsing dui op 'n behoefte aan 'n effektiewe raamwerk wat beskryf hoe skoolhoofde, die skoolbeheerliggaam, ouers, sakemanne, distriksamptenare en die jeug ondersteuning kan bied ten opsigte van die effektiewe implementering van die Grondslag vir Leer-veldtog (Bedder & Medina, 2001: 81). Gebaseer op die literatuurstudie en die besprekings met die deelnemers, is 'n raamwerk vir die effektiewe implementering van die veldtog om 'n volhoubare leeromgewing te skep geformuleer.

Die resultate van die bevindings is dat skoolbestuurders dikwels nie goed ingelig is in die bestuur van die Grondslag vir Leer-veldtog nie. Onderwysers blyk ook te kort te skiet t.o.v. effektiewe onderrigmetodologie om die gewenste resultate te verkry, veral t.o.v. lees en skryf. Verder is ouers ook dikwels nie bemagtig rakende

die Grondslag vir Leer-veldtog nie en kan dus nie hul kinders na behore ondersteun nie.

Kritiese diskoersanalise en krities-emansipatoriese navorsing is gebruik in hierdie studie ten einde gelykheid, maatskaplike geregtigheid, vryheid en hoop te bevorder. Hierdie teoretiese raamwerk het deelnemers blootgestel aan bogenoemde waardes, anders as met positivisme waar persone as voorwerpe benader word. Laastens het gelyke magsdeling plaasgevind en die stem van die onderdrukte is gehoor en gerespekteer.

Ek haal dus die woorde van Helen Keller aan: Totdat die meerderheid mense nie vervul is met 'n gevoel van verantwoordelikheid vir mekaar nie, sal welsyn en maatskaplike geregtigheid nooit bereik word nie”.

Sleutelwoorde: Grondslag vir Leer-verldtog, Volhoubare Leeromgewing

CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION, BACKGROUND AND LITERATURE OVERVIEW

In this study I design a framework for the effective implementation of the Foundations for Learning Campaign (FFLC). The Foundations for Learning Campaign is a national response to the poor levels of literacy and numeracy in the General Education and Training (GET) band. The main aim of the FFLC is to improve literacy and numeracy skills (Department of Education (DoE), 2009-2010: 3). However, the slow pace and ineffective implementation of this campaign have been identified through the Annual National Assessment (ANA) results and assessment tasks that are performed fortnightly at this particular school (Kwa-Zulu Natal Department of Education (KZNDoE), 2011: 1). Grade 3 systemic evaluation tests in literacy and numeracy indicated that an average of 62% of the 346 learners had not acquired basic levels of literacy and numeracy proficiency (DoE, 2008: 3).

Literature reveals that the education system in South Africa has failed to produce competent learners (Meier, 2011: 549). Learners are unable to read, write and display mathematical skills such as counting at expected levels, and cannot execute tasks that demonstrate key skills associated with literacy and numeracy (DoE, 2008: 3). The challenge that the teachers are faced with is to implement the work schedules based on the National Curriculum Statement (NCS) (Meier, 2011: 552). Although workshops have been conducted, learners' results show that these workshops are not effective, as the ANA results also attest (DoE, 2009: 2). It seems as if school managers are not well versed in managing the Foundations for Learning Campaign. Personal observation also shows that educators seem to lack teaching strategies and there are uncertainties regarding subject content. Parents also are not capacitated to support their children in matters regarding school activities neither do they know what the Foundations for Learning Campaign entailed. Though debates and arguments have been made by different politicians and educational officials with regard to resources, it cannot be disputed that lack of resources hinders effective learning.

The ineffective implementation of the Foundation for Learning Campaign (FFLC) is a cause for concern to all stakeholders. Although there are legislative directives such as: the School Improvement Plan (SIP) coupled with the Turn Around Strategy that enables each school to measure its progress through a process of continuing self-evaluation and design an effective strategy to improve its performance; the Integrated Quality Management System (IQMS) that is aimed at quality public education for all and constant improvement of the quality of learning and teaching; and the IQMS that allows for each individual educator to develop his/her Personal Growth Plan (PGP), which is an important record of the needs and progress of individual educators addressing growth (Education Labour Relations Council (ELRC), 2003: 13 & 23), already in place, the desired outcome is not yet yielded. The main aim of the above policy directives were to determine competence; to assess strengths and areas for development; to provide support and opportunities for development; to assure continued growth; to promote accountability; and to monitor the overall effectiveness of an education institution (ELRC, 2003: 3 & 4). The Quality Learning and Teaching Campaign (QLTC), launched in 2008, called on all individuals and organisations to assume responsibility for the quality of education (ELRC, 2011: 45).

It must also be noted that without credible monitoring of what learners learn it is not possible for parents and district officials or teachers to know what actions need to be taken. Establishing a world class system of standardised national assessment must therefore be a priority of the Department of Basic Education (DBE). This system essentially involves having all learners in the key grades, which are Grades 3, 6 and 9 and learning areas such as Mathematics and home language in our case which is Isizulu and English respectively take a standardised test that are comparable across schools in a province (DoE, 2011: 1). Therefore, the KZNDoE (2011: 1) announced that all schools under its jurisdiction will have to write the Annual National Assessment (ANA) at the end of each term of the school year to ensure that quality teaching and learning take place at schools. The item analysis for each subject written is submitted to the department to ensure that there is sufficient credible measurement of the quality of teaching and learning up to Grade 11. In previous years the focus had been on Grade 12 learner performance. However, the interventions had not yielded the intended outcomes of achieving and sustaining

quality of teaching and learning, thus not improving the effective implementation of the FFLC.

This study therefore aims to design an effective framework to be successfully implemented towards the creation of a sustainable learning environment. Literature indicated that there is a need to design an effective framework that describes how principals, school management teams, governing bodies, parents and the society can provide effective instruction and support in order to improve the situation, with special reference to how the FFLC, focusing on literacy, can be implemented successfully (Beder & Medina, 2001: 81).

This dilemma of low levels of literacy is not limited to KZN but is also predominant in the other provinces of South Africa, parts of Africa, as well as internationally. The Gauteng Province therefore introduced an intervention programme known as the Phenduka Literacy Project (PLP) that aimed at improving reading proficiency and enhancing the literacy levels of learners in primary schools in the Alexandra Township, which is similar to the research setting where this study is located (Meier, 2011: 3). The Zambian Ministry of Education (ZMoE) introduced the Primary Reading Programme (PRP) with the main aim of addressing the then extremely low literacy levels in Zambian primary schools, which was a matter of concern to the Government and, of course, to other stakeholders including parents of school children in the country. (Mubanga, 2010: 3).

The inability to read was one of the major barriers to the attainment of the dream of Nigerian children to earn a decent living or obtain a university degree. Hence the Nigerian Government formulated a policy stating that a synthetic phonics method had to be used to improve second language pupils' reading skills, particularly in English literacy (Eshiet, 2012: 141). Reynolds and Wheldall (2007: 204) posited that a programme called Reading Recovery (RR) was implemented in Australia to assist the lowest performing students in the school system after one year of schooling, to improve to the average reading and writing levels of their peers. All these scholars alluded to the fact that inter alia lack of teachers' pedagogical methods to effectively teach reading and writing in their classrooms and unarticulated policies, play a vital role in the effective implementation of educational policies such as the FFLC.

It is therefore of vital importance to create conditions that enable educators to be competent and confident in pursuing their instructional duties. However, Hindle (2002: 134) emphasised that all stakeholders must be bound by a common framework so as to secure a future for education. Teacher development must be a continuous process, and of high quality, so that “professionalization” can occur and educators become agents of change (Braslavsk, 2002: 26). As such, literacy and numeracy workshops need to be continued until all stakeholders are satisfied with the results. Subject advisors need to visit schools frequently to monitor the progress on the implementation of this campaign. Continuing Professional Teacher Development (CPTD) needs to take place in order to empower educators with relevant educational policies such as the FFLC. Educators are to adhere to their seven roles as stipulated in the norms and standards for educators, namely assessor, interpreter and designer of learning programmes and materials, leader, administrator and manager, scholar/researcher and lifelong learner, community, citizenship and pastoral role, learning area/ subject discipline/ phase specialist (DoE,2000: 47).

1.2 PROBLEM STATEMENT

In line with what has been stated, constant changes of curriculum or initiatives seem to cause instability as far as curriculum delivery is concerned, hence the FFLC. Furthermore, it is also believed that lack of commitment from other stakeholders to put effective programmes in place, weak channels of communication and absence of evaluation based on feedback, coherence and focus on curriculum, hinder the effective implementation of educational policies such as the FFLC (Davies & Ellison, 1997:79).

The study therefore was conducted at one of the primary schools in the Pinetown district in KZN where, in spite of repeated and concerted efforts, learners still experienced significant challenges in acquiring literacy and numeracy skills. This was further confirmed by the Annual National Assessment (ANA) reports (Department of Basic Education (DoBE), 2010: 3). The FFLC as a policy directive was designed to resolve these problems. The above indicates the need for revisiting the FFLC and ensuring effective implementation thereof through an appropriately

designed framework aimed at improving reading, writing, and computation skills. The following research question thus informs the study:

- How can the FFLC be effectively implemented towards the creation of a sustainable learning environment?
- In response thereto, the main aim of the study is to design a framework for the effective implementation of the Foundations for Learning Campaign towards the creation of a sustainable learning environment.

The above are made possible through the following objectives:

- To demonstrate and justify the need for a framework for the effective implementation of the Foundations for Learning Campaign towards the creation of a sustainable learning environment;
- To identify and describe the components of such a framework;
- To determine the conditions under which this framework can be effectively operationalised,
- To identify possible and plausible risks in the implementation of the framework so as to build into the framework strategies to circumvent them; and
- To produce evidence that the implementation of the framework is effective.

1.3 THEORETICAL FRAMEWORK

This study was guided by Critical Emancipatory Research (CER). I adopted CER because of its principles of equity, social justice, hope, peace and freedom in order to empower disadvantaged communities (Ledwith, 2007: 597-611). Establishing a

framework that could lead to the effective implementation of the FFLC could not be done singlehandedly, hence the need to involve other stakeholders. This was in keeping with the principles of critical emancipatory research that emphasised the active involvement of the research participants at all stages of the research process, from the interpretative, through the analytic until the educative phases (Mahlomaholo & Nkoane, 2002: 2). Meaning had been negotiated and debated among all so that the final product reflected the views of the collective as dictated by the theory (Jacobs, 2002: 189). The quality of this research in critical emancipatory research (CER) was determined by equity, social justice, freedom, peace and honesty. Participants had to express their views and share ideas without fear and prejudice (Mahlomaholo, & Nkoane: 2002).

1.4 METHODOLOGY AND DESIGN

As mentioned before, the study was conducted at one of the primary schools in Kwazulu-Natal that was experiencing serious problems in the effective implementation of the FFLC. I employed the principles of Participatory Action Research (PAR) to constitute a team to support me in designing a framework towards the effective implementation of the FFLC.

The study was co-ordinated by a team consisting of myself as the researcher, one HOD, three educators, one SGB member, one parent, one businessperson, a local government representative, one religious representative, one youth league member and one subject adviser. My role was to be part of and coordinate the team. The HOD represented the SMT in the team, while educators represented the three learning programmes in the Foundation phase. The SGB member dealt with governance issues. The local councillor, businessperson, religious person, youth representative and parent added to the credibility of the study. The subject adviser was responsible for matters pertaining to the curriculum.

An initial meeting was held to explain the purpose of the study as well as convince the stakeholders to buy into the project. During the same meeting the SWOT analysis was done to address the objectives of the study. A strategic planning session was also held to develop a plan that was in line with the objectives of the study and guidelines were collaboratively drawn.

The action research cycle of planning, implementation, reflection and planning was the modus operandi. The participant observation research technique was used as a strategy of reflexive learning, and direct observation of a particular behaviour was recorded (Bryman, 2008: 254). Participant observation enabled me to gain close insight into participants' emotions and motivation.

I used the Free Attitude Interview (FAI) technique, whereby one question was posed to initiate conversation with the participants (Mahlomaholo & Nkoane, 20002: 4), followed by a reflective summary to obviate any digression from the proposed topic and redirect the participants to think seriously about what she or he was saying. When necessary I posed a clarifying question to tighten the focus of the discussion.

After gathering information, data analysis was required. CDA (Van Dijk, 2009: 62-85) was used to sort and sift the data. Three levels of analysis were used: the first level was the spoken words of the participants, then I embarked on a discursive practice level to glean the necessary themes, and finally used the social structure to get to the bottom of the meaning making repertoire to understand and understand the text even better (Mahlomaholo & Nkoane, 2002: 5).

1.5 VALUE OF THE RESEARCH

After completion of the research project, a framework will be in place to ensure effective implementation of the FFLC at the participating school as well as other schools with similar problems. This will drastically improve the quality of teaching and learning and ensure value for money spent on educational programmes.

1.6 ETHICAL CONSIDERATIONS

The participants' consent was obtained and consent declaration forms signed prior to the meetings as the research project involved voluntary participation. Participants were also informed about their right to withdraw from the research project at any stage if they wanted to. Pseudonyms were used to maintain participant confidentiality. Participants were also protected from unnecessary physical or mental discomfort, distress, harm and danger. Permission to conduct the research study was obtained from the Department of Education. Feedback and reports were presented to the participants to ensure transparency. Participants' views were respected at all times.

1.7 LIMITATIONS TO THE STUDY

Due to the duration of the study, a significant number of participants were sometimes unavailable at the final stages. The researcher received no external funding to conduct this research project, hence the refreshments that the participants received was for the researcher's personal account. Another limitation to the study was the time it took to obtain permission from the DoE to conduct the research as one of the research offices at provincial level was shut down. The research study could not commence before permission was obtained from the DoE.

1.8 CHAPTER LAYOUT

The research study is comprised of the following five chapters:

Chapter One: An overview of the study providing an introduction, background information, the problem statement, the purpose of study, the literature review, research methods, demarcation of the study, contribution of the study, ethical consideration, the lay-out of the study and the conclusion.

Chapter Two: The theoretical framework on a school academic improvement plan and unpacking the concepts of a learning environment and sustainability, as well as theories relevant to the effective implementation of the FFLC.

Chapter Three: The empirical investigation and research methodology employed in this study.

Chapter Four: The analysis and interpretation of the research methodology used in this study that leads to the presentation of the framework for creating sustainable learning environments at schools through the effective implementation of the FFLC.

Chapter Five: The findings, recommendations and suggestions on how to effectively implement the FFLC.

CHAPTER 2

REVIEWING LITERATURE ON THE FRAMEWORK FOR THE IMPLEMENTATION OF THE FOUNDATIONS FOR LEARNING CAMPAIGN.

2.1 INTRODUCTION

The aim of the study is to design a framework for the effective implementation of the Foundations for Learning Campaign (FFLC) towards creating a sustainable learning environment at a school. The chapter reviews literature on how other countries have implemented similar programmes in order to address the poor levels of teaching and learning up to the Foundation phase. This literature review is located within critical emancipatory research as the theoretical framework of choice to enable the participants to achieve the aim and objectives of the study. I then looked at local and international scholars to investigate best strategies to improve reading and writing through the FFLC or international country-specific strategies.

To map the field and position my study I give reasons as to how Critical Emancipatory Research (CER) is best suited to the study when comparing it to positivism which is taken as the important paradigm in general research. Then, I discuss and describe the operational concepts applicable to this study such as, effective implementation of the FFLC campaign, sustainable learning environment and the GET Band. Lastly, the best practices on the implementation of the FFLC in the Southern African Development Community (SADEC), as well as on the African Continent and internationally are discussed so as to learn from them.

2.2 THEORETICAL FRAMEWORK

In order to systematise and locate this study on designing a framework for the effective implementation of the FFLC I found Critical Emancipatory Research (CER) as the most appropriate theoretical framework for the transformation of the learning process. CER is most appropriate because it thematises power and calls for emancipation of all stakeholders who, for the purpose of this study, are involved in the implementation of the FFLC. This thematisation of power advocates for research

that advances the agenda for equity, social justice, freedom, peace and hope, which are the pillars that anchor my study towards designing a framework for the effective implementation of the FFLC.

To understand the theoretical framework chosen the following subtopics are discussed: **historical background** so as to gain insight of its origin and the impact it has on designing the framework for the effective implementation of the FFLC; **critical emancipatory research objectives** in order to conclude whether the framework for the effective implementation of the FFLC had achieved what it intended (Mamburu, 2004: 261); **nature of reality** that enables me to change the status quo of this school (Klein, 2008: 2); **theory of knowledge** since Cohen and Sabel (2003: 2) are of the view that theory of knowledge is critical to the extent that it seeks human emancipation, “to liberate human beings from circumstances that enslave them”; **the role of the researcher** as Barton (2005: 2-3) argues that researchers within CER have an interest in seeking to understand the lived experience of disadvantaged people in a particular context, and as such, teachers from the school under investigation have been struggling to implement the FFLC effectively hence low levels of literacy prevailed; and **the relationship between the researcher and the participants** since Mahlomaholo and Nkoane (2002: 1) warns that the researcher must be careful not to be seen as aloof from the conditions of the participants.

2.2.1 Historical Background of Critical Emancipatory Research.

The theoretical framework I found most appropriate to couch this research study is Critical Emancipatory Research (CER). Critical theory is often associated with the so-called “Frankfurt School”, which was the first Marxist orientated research centre affiliated with the Major German University in 1923 (Brown & Morrow, 1994: 1). I used CER as a lens to examine how the FFLC can be effectively implemented by all stakeholders in order to yield a desirable outcome. I found CER quite appropriate for this research study because of its emphasis on participation and collaboration. Ledwith (2007: 7-11) also attests that through CER participants are able to participate in the process of change without fear or prejudice, and they are quite aware that they will be treated humanely and with dignity. This is contrary to the positivists’ view of the world of reality as existing regardless of people’s perceptions and experiences thereof (Brown & Morrow, 1994: 33). In CER the researcher is

tasked with the role of interpreting other people's perceptions and trying to make sense thereof (Mahlomaholo, 2009: 225).

On the other hand, Whitton (2011: 74) is of the opinion that CER seeks ways to correct the imbalances, give hope to and empower the marginalised. This is contrary to positivism where people are treated as objects to be studied in a scientific manner by examining their behaviour only (Kellner & Kim, 2010: 284). In light of the above I concur with Denzin and Lincoln (2005: 96) when they argue that a critical emancipatory research is the key to implementing social justice methodologies. Within CER individuals are empowered and societal systems transformed so that policies and processes ultimately replicate action and justice. Therefore, adopting CER in the effective implementation of the FFLC is a way of confronting social oppression by engaging all relevant stakeholders in an equal power relation. Ultimately this will give hope to learners and teachers to improve the current situation in the classroom, especially regarding reading and writing (Jacobs & Hall, 2002: 57).

As mentioned before, in order to effectively implement the FFLC the researcher found it necessary to involve teachers, parents and the community who were previously despised and ostracised, to confront social oppression. CER is concerned with making a difference in people's lives and that is why the researcher aims at improving learners' reading and writing skills. I am in agreement with Habermas (1981: 101) when he put his emphasis on the use of language as a significant aspect of human development. My argument is that if learners have good literacy skills they will be able to communicate freely and effectively without being discriminated against because of their cultural background.

CER is deemed suitable for the purpose of this study as it is based on reciprocity (working together of stakeholders), and advances empowerment among stakeholders. Involving all stakeholders to come up with solutions towards designing a framework for the effective implementation of the FFLC proved to be the best path to give the previously despised (teachers and parents) an opportunity to be recognised and their voices be heard. In this regard CER thematises the status quo which is oppressive and the transformation thereof into a new future characterised by social justice. Thus our school allows for each student in our classrooms to be entitled to the same opportunities for academic achievement regardless of

background or acquired privilege (Cochran-Smith, 2004: 3). Therefore, all stakeholders are required to join hands for the benefit of our learners. Jacobs (2002:57) states that the basic assumption in an empowerment approach is that people cannot fully realise their potential in life if they have no control over the (internal and external) factors influencing their lives. The rationale is that if people understand the benefits of change, they are more likely to participate in the change and see to it being successfully carried out, which in turn means minimal disruption to the organisation (Andrews, Cameron & Harris, 2008: 211). When the framework of the implementation of the FFLC was designed it was deemed important to make stakeholders feel at ease to better embrace the initiative.

2.2.2 Critical Emancipatory Research Objectives

Involving stakeholders in designing a framework for the effective implementation of the FFLC is in line with what Mahlomaholo (2012: 6) attests when stating that CER is about empowering, changing people's lives and place in society, liberating them from not so useful practices and thoughts, and meeting the needs of their day-to-day situation. Campanella (2009: 248-249) and May (2012: 6) concur with Mahlomaholo (2012: 6) when stating that CER enhances the realisation of all human potential and its goal is man's emancipation from slavery and working towards the happiness of all individuals. Campanella (2009: 248-249) further argues that CER is non-dominative, co-operative, participatory and democratic. This means that employing CER in designing the framework for the implementation of the FFLC will definitely allow participants to raise their ideas without being intimidated, and the decision making process will be shared equally.

Cochran-Smith (2004: 2) argues that policy implementation such as the FFL policy does not come about as the result of common sense or expediency alone, nor is it disconnected from existing systems of power and privilege, but it is informed by political agendas. In other words, CER can be used to change the status quo and overcome injustice and alienation (Stahl, 2008: 4). Taking this into consideration it becomes evident that CER promotes social justice education whereby negative rights, such as protection from abuse, as well as positive rights, for example celebration and nurturing of learner creativity, use of local languages in schools, pupil participation in democratic structures and debate, have become pervasive

Barrett, 2007: 290, Vavrus, 2009: 71). In other words, within CER teachers acknowledge that learners come from diverse backgrounds and that they need to be taught according to their abilities, thus creating a learner-centred approach, which is also recommended by Transformational Learning Theory (TLT) in Par. 2.4.1.

The researcher agrees with Guba, Lincoln and Lynham (2011:97) that CER gives hope to the people since critical emancipatory research seeks to create change and free individuals, communities and societies from oppression. By involving stakeholders towards designing a framework for the effective implementation of the FFL policy, CER enabled me as a researcher to open opportunities for the previously voiceless people to air their views without any fear or prejudice. Hence, Bronner (2013: 1) articulates that CER seeks to diagnose or rather cure the ills of society that might have been caused by apartheid. Therefore, through CER, parents, educators and communities who have been oppressed and voiceless were able to work together in achieving the common goal of designing a framework for the effective implementation of the FFLC.

Based on this scenario I argue that CER is deemed fit to close the gaps that might have been caused by the injustices of the past, by ensuring that the implementation of policies such as the FFLC policy is geared towards fostering a learner-centred classroom.

2.2.3 NATURE OF REALITY

According to Cohen and Crabtree (2008: 5) critical theoretical approaches tend to rely on dialogic methods; in other words, methods combining observation and interviewing (where interviewing in this study refers to the process when the researcher and the participants were engaged in discussions) with approaches that foster conversation and reflection. This means that in CER, the critical researchers look at their roles as facilitators and enablers who share expertise rather than impose it, thus advancing what Heron and Reason (1996: 47) called “cooperative inquiry”. This researcher reflexivity through every stage of the research process enables the researcher to look more closely at the importance of the dialogue in building connections among the participants. This ultimately eases conflict and tension.

Critical emancipatory research views nature as a moral construct designed to reduce human suffering in the world (Kincheloe & Steinberg, 2010: 140). In the critical theoretical context, every individual is granted dignity regardless of his or her location in the web of reality. Thus, the continuation of human suffering by conscious human decision is a morally unacceptable behaviour that must be analysed, interpreted and changed. The participating school has been struggling to implement the FFLC policy and stakeholders have been viewed as ineffective because of the ANA results. So in this context the genesis of this kind of decision-making process is uncovered and new ways of thinking that would negate such activity are explored. Critical theorists are not just trying to describe a situation from a particular vantage point or set of values (e.g. the need for greater autonomy or democracy in a particular setting), but are trying to change the situation for the better (Cohen & Crabtree, 2008: 5).

Reality is not singular. Reality is as multiple as there are people involved. Therefore, reality depends on the perspective from which one looks at it. Reality is constructed through perception and interaction of the known. Thus, there is no one perfect reality according to CER as it is informed by the position of the knower in relation to power. The less powerful will see reality differently than the powerful. For the former part of society, the aim would be to transform reality such that there is equality and empowerment of all (Lather, 1986: 77; Mahlomaholo, 2012, 19-20). The study benefits greatly from this deconstructed notion of reality and advocacy for transformation.

Guba and Lincoln (1994: 110) are of the view that the ontological position of the critical paradigm is historical realism. Historical realism is the view that reality is shaped by social, political, cultural, economic, ethnic, and gender values. They further claim that reality that was once deemed plastic has become crystallized. This means that for the effective implementation of the FFLC stakeholders need to hold the view that education is not stagnant and therefore, they should become agents of change. It cannot be disputed that in reality, life is a complex phenomenon and calls for collaboration, which is also what emancipatory action research advocates (Carr & Kemmis, 1986: 111).

Based on the stated argument I argue that CER is more relevant to this study since it involves stakeholders' participation and inputs which other theoretical frameworks,

such as positivism, do not (Kemmis & McTaggart, 2000: 113; Mahlomaholo, 2012: 19-20). Hence, through CER the mission to strengthen communication and engagement among stakeholders is maintained. The African proverb “it takes the whole village to educate a child” can be extrapolated to a nation and the teaching profession. Hence, no person can singlehandedly bring about substantive change in an organisation, teachers on their own too will not succeed in educating and building a nation (Shangase, 2013: 13).

2.2.4 Theory of Knowledge

Ceci, Limacher and McLeod (2002: 714) claim that knowledge is always embedded in regimes of truth, and that consideration should be given to domination, exclusion, privilege and marginalization. Knowledge, and ways of discovering it, is subjective. It must be noted that CER seeks to emancipate stakeholders. The added challenge for an educational research is to empower our students and colleagues to become imaginative and critical thinkers capable of addressing the question: ‘whose interests are not being (and should be) served by particular social policies and practices’? The critical research paradigm addresses this issue by enabling the researcher to practice ‘deep democracy’ (Kincheloe & McLaren, 2000: 285), which involves identifying and transforming socially unjust structures, policies, beliefs and practices. Cohen, Marion & Morrison (2007: 139) also confirm that research must create an agenda for change.

Giroux (2003: 53) maintains that CER is specific in locating the sources of *un-freedom*, oppression, class and social justice, which are often in their communities and society at large. This brings the discussion to the tradition of critical pedagogy, which represents an approach to schooling that is committed to the imperatives of empowering learners and transforming the larger social order in terms of justice and equality (Shangase, 2013: 14-15).

Subsequently, as a researcher I believe that, since this study is informed by CER, the participants have to design the framework for the effective implementation of the FFLC. Participants are better suited to identify the problems within their communities and ultimately developing the solutions also (Agger, 1991: 111; Kellner & Kim, 2010: 19-20).

2.2.5 The Role of the Researcher

Patton (2002:78) states that “the human element in CER is both its strength and weakness”. It is considered a point of strength because it allows human insight and experience to develop new understandings of the world, and a point of weakness because it depends heavily on participant discourse. Quantitative researchers might assume that the findings from such discourses are invalid and unreliable therefore the role of the CER researcher is to work “with” people rather than “on” people (Campanella, 2009: 4). Campanella (2009: 4) further argues that researchers in CER consider how they are perceived by participants hence they are empathetic, accepting and considerate of issues relating to class, race, and gender. Kincheloe and McLaren (2002: 93) argue that critical researchers refuse the assumption of the positivistic paradigm that people are passive, easily manipulated victims. Hence, critical researchers always maintain mutual trust among the participants by adhering closely to the ethical issues at all times (Shangase, 2013: 15). In this regard, Kincheloe and McLaren (2002:94) maintain that critical researchers appreciate the fact that language is not neutral but rather that the participants voice their issues in a manner that they find most appropriate.

Informed by the stated argument it becomes evident that in CER the researcher is concerned with human beings’ happiness and freedom since it encourages equity among stakeholders (Mahlomaholo & Nkoane, 2002: 5). Therefore, the researcher wishes to see all stakeholders working together for the betterment of the implementation of the FFLC, thus improving the performance of our children. It is not arguable that when this mission is accomplished the whole community will become satisfied and take pride towards improving the academic results of the learners. This will be attained through the transformation of social justice where the voiceless will have a platform where they can freely argue about issues that affect them and make informed decisions in a harmonious manner.

2.2.6 The Relationship between the Researcher and the Participants

CER calls for a close relationship between the researcher and the participants in the process being studied, thus an element of mutual respect and trust is maintained between the researcher and the participants. Unlike positivist researchers who treat humans as objects merely for gaining data, CER researchers and participants work

collaboratively as equal partners across the entire research process. This means that when designing the framework for the implementation of the FFLC no one was aloof, but the views of the researcher and the participants were advancing the agenda for equity in all its forms, and advocating social justice, peace, freedom and hope (Mahlomaholo, 2012: 226). The result is that CER researchers depower themselves and create an environment where the participants are able to freely participate in discussions as their opinions are listened to and respected (Lee, 2006: 30; Wiesenfeld, 2000: 3). In CER knowledge rests on shared experience becoming known through dialogue (Bradbury & Reason, 2001: 77). Accordingly, the results obtained in CER are negotiated or co-constructed by the researcher and his/her participants, with both parties being conceived as active participants in the process (Manning, 1997: 93). Elmesky and Seiler (2005: 17) claim that in CER the researcher and the participants engage in discussions under informal conditions where participants express themselves in a language most convenient to them. Having justified the use of CER as a theoretical framework, it is now necessary to define and discuss the operational concepts used in this study.

2.3 DEFINITION AND DISCUSSION OF OPERATIONAL CONCEPTS

Defining and discussing the operational concepts provide a longitudinal approach to the understanding of the effective implementation of the FFLC. Therefore, concepts that are pertinent to the implementation of the FFLC are defined since the FFLC is aimed at improving literacy and numeracy abilities, as has already been mentioned in Chapter one. Such concepts are the foundations for learning, sustainable learning environments and effective implementation. However, other terms that are defined are foundations, learning and sustainability as they are embedded in the understanding of the concepts.

2.3.1 Foundations for Learning Campaign

The Foundations for Learning Campaign was gazetted on 14 March 2008 and launched by the Minister of Education on 18 March 2008. The FFLC focuses on all schools and is anchored in the provision of clear directives and expectations for quality education at primary school level (DoE, 2008: 1). The FFLC also seeks to provide energy as well as direction and inspiration across all levels of the education system, as well as in homes and the public domain, to ensure that by 2011 all

learners in South African schools would be able to demonstrate age-appropriate levels of literacy and numeracy (DoE, 2008: 2).

The theoretical foundations of the FFLC were on the bases of the need for change. The area for improvement was factual and non-deniable due to the resounding and hugely disturbing empirical evidence regarding the lack of literacy and numeracy proficiency of South Africa's basic education learners. Hence the DoE (2008: 2) emphasises that the average learner performance in numeracy and literacy in all primary schools should not be less than 50% by 2011.

The expectations of the Foundations for Learning Campaign (FFLC) are to ensure that every teacher has sufficient resources to ensure effective teaching and learning of literacy and numeracy. These should include wall charts, number and phonic freezes, writing materials, suitable apparatus for teaching concepts, textbooks, reading series, workbooks and writing materials (DoE, 2008: 2). The policy further highlights that every school must assess, track and record learner progress and achievement in the key areas of reading, writing and numeracy. According to the policy this must be done monthly for class records, and quarterly for submission to the district office. The district thereafter has to report to the head office. Subsequently, learner progress in literacy and numeracy will be reflected in the individual records of each learner from Grade R to Grade Six. All primary school learners will undergo the Annual National Assessment (ANA) in literacy and numeracy using standardised tests to measure progress towards achievement of the targets that had been set (DoE, 2008: 4-5).

The FFLC demanded that teachers should be in their classrooms, teaching planned lessons during contact teaching time. They must also provide daily teacher activities in detail in their teachers' file (DoE, 2008: 6). The policy further emphasises that teachers must become members of the district forum, or of a school forum, so that ideas, experience and best practice are shared and teachers can enhance their teaching strategies (Meier, 2011: 551). On the other hand, the policy stipulates that every learner in primary school must read at school for 30 minutes per day and do at least one hour of extended writing per week (DoE, 2008: 6).

2.3.1.1 Foundations

According to the *Collins English Dictionary (2009)* foundations are the basis or groundwork of anything, the prepared ground or base on which structures rest.

Foundations may be understood as the bases for something to stand or an endowment or legacy for the perpetual support of an institution such as a school. In a learning environment the strength of the foundational cement depends upon connecting to learners' prior knowledge and experiences and building upon that base (Armbuster, Lehr & Osborn, 2011: 271). I agree with Harris's view but further believe that there should be synergy between primary schools and high schools. A solid foundation is the solution to quality education enabling the FFLC to be implemented effectively.

However, to achieve this goal it is important to understand the kind of learner envisaged by the National Curriculum Statement (NCS). It is a learner who is imbued with the values and acts in the interests of a society based on respect for democracy, equality, human dignity, life and social justice (DoE, 2009: 42-43). This is in line with CER, the theoretical framework couching this study. Therefore, through the effective implementation of the FFLC, each learner will be developed to reach his/her full potential as a citizen of a democratic South Africa. Such a learner will become a lifelong learner who will be confident and independent, literate, numerate and multi-skilled, compassionate, respecting the environment and having the ability to participate in society as a critical and active citizen (DoE, 2009: 42-43).

2.3.1.2 Learning

The *Collins English Dictionary (2011)* defines learning as the acquisition of knowledge or skills through experience, practice, study or by being taught. The *Merriam Webster Dictionary (2006)* also gives a similar definition. Herry (2010: 58) defines learning as a relatively lasting change in behaviour that is the result of experience. He states that learning became a major focus in the study of psychology during the early part of the 20th century as behaviourism rose to become a major school of thought. In this regard learning can be seen as conditioned to change behaviour. However, learning goes much deeper than merely being conditioned to change behaviour. Today learning remains an important concept in numerous areas of psychology where various theorists, such as Pavlov and Skinner, view learning as an adaptation to stimulus (Armbuster et.al, 2011: 272). However, the curricular changes the country has undergone bear the testimony to a need for a conception of school learning as a constructivist process as opposed to adaptation to stimulus.

2.3.2 Sustainable Learning Environment

Informed by the above definition, a sustainable learning environment is therefore a kind of setting that promotes learning that lasts. A sustainable environment makes a lasting impact on the lives of those involved (Fink & Hargreaves, 2006: 17). Subsequently, Mahlomaholo (2012: 101-122) argues that learning facilitated through the appropriate reorganisation of a sustainable learning environment is the most effective, resulting in improved productive empowering and lifelong sustainable performance.

According to Salama (2008: 56) a sustainable environment encompasses more than physical and economic aspects. It also includes social, cultural and behavioural dimensions. Stead and Stead (2013: 53) are also of the opinion that building a responsive school requires that those (be it the students, faculty or community members) who actually dwell in the space be part of the planning process. This type of environment is expected to have a well-qualified and more knowledgeable teacher to be able to support his learners and provide opportunities for multi-perspective thinking. This is the reason why social constructivists believe that teachers determine which teaching methods and strategies help learners actively explore topics and advance their own thinking (Jackson, Karp, Patrick & Thrower, 2006: 122).

When such an environment is created, Cranton, Gelade, Harris Mc Kenzie and Willis (2007: 58-63) argue that learners will eventually have control over their learning and ultimately reach empowerment or critical self-reflection, which the transformational learning theory attests. This kind of environment therefore emphasis respect, trust and validation of the learner where principles of equity, social justice, freedom, peace and hope are maintained (Ambrosio, Mahlomaholo & Nkoane, 2013: 72). In this regard teachers will be in a position to produce the kind of learner that the NCS envisions.

According to the *Cambridge Business Dictionary* (2011) sustainable schools explore a wide range of information and resources to assist with planning, delivery and reviewing environmental and sustainability on educational activities. The term sustainability is used to describe many different approaches towards improving our way of life with no rigid definitions.

Morelli (2011: 1) suggests that sustainability can encompass the following: Living a life of dignity in harmony with nature. Sustainability attempts to merge ecology and economy into one system by renewing resources at a rate equal to or greater than the rate at which they are consumed. Furthermore, sustainability refers to living with resources without damaging the environment and its resources.

The concept *sustainability* therefore refers to a balanced society, economy and environment for current and future wealth. Responsible resource management in all three areas ensures that future generations will have the resources they need to survive and thrive. Adopting a culture of sustainability throughout all aspects of academics, research and operations is the ultimate goal for an organisation such as a school concerned with the impact it has on the community and the future. A sustainable organisation promotes socially just and vibrant communities, is economically responsible and conserves finite resources (Rotmans & Weaver, 2006: 284).

This means that a sustainable community is one that resembles a living system where all of the resources (human, natural and economic) are perpetually renewed and in balance. Through sustainability a world is created where everyone can live a fulfilling life and enjoy a rich level of well-being within the limits of what nature can provide. Notably, in this study, sustainability could mean taking a long term view of how our actions affect future generations and making sure that we do not deplete resources or cause pollution at rates faster than the earth is able to renew at. Therefore, the potential influences on sustainability may derive from three major groups of factors: (1) project design and implementation factors, (2) factors within the organisational setting, and (3) factors in the broader community environment (Rotmans & Weaver, 2006: 284).

2.3.3 Effective Implementation

Implementation refers to the specific actions necessary to execute an initiative, in other words, effective implementations are those actions that achieve the desired result in time and within the budget. This often is the key to the success of an initiative. For instance, a strategy may be well-designed but without an effective implementation plan, it will only gather dust. The *Merriam Webster Dictionary* (2006) defines *implementation* as the action that must follow any preliminary thinking in

order for the desired outcome to actually happen. Based on this definition, Shangase (2013: 17) makes assumptions that implementation strategies can be perceived as those activities that the participants would design when participating in strategic planning sessions. She further highlights that these activities would be designed in such a manner that they yield the desired outcome. For the purpose of this study, the desired outcome is to effectively implement the FFLC policy.

Sterling (2010: 59), claims that the “effective implementation of an average strategy beats the mediocre implementation of a great strategy every time”. However, institutions nonetheless often fail to operationalise their strategies in ways that would improve the likelihood that they will be implemented effectively. I agree with Sterling that the failure of strategies is often the result of ineffective implementation by stakeholders. However, the causes can often be anticipated and pitfalls avoided by conducting strategic planning sessions. Based on Sterling’s argument I agree with Shangase (2013: 17) that for implementation strategies to yield the desired results the participants will have to incorporate the expertise of the people monitoring them and follow appropriate timeframes. In other words, effective implementation would involve three key elements broadly categorised as organisation, interpretation and application (Weiner, 2009: 9). During the time of evaluation the participants would position themselves to measure their successes and identify areas of concern.

Apart from the general definition and discussions of the concepts stated above, a closer look on the theories relevant to the effective implementation of the FFLC policy is deemed appropriate since theories inform the framework within which intervention is undertaken.

2.4 THEORIES RELEVANT TO THE EFFECTIVE IMPLEMENTATION OF THE FOUNDATIONS FOR LEARNING CAMPAIGN

The most suitable conceptual frameworks for discussing and understanding the implementation of the FFLC in this study were considered to be the transformation learning theory and social constructivism.

2.4.1 Transformative Learning Theory

Educators face a challenge in implementing the FFLC effectively, as was mentioned in Par. 2.3.2. Therefore, I used transformative learning theory (TLT) as a lens to examine and address this challenge. Transformative learning theory, within a critical pedagogy, focuses on learning through task-oriented problem solving and determination of cause and effect relationships (Craton, et al., 2007: 98). Through TLT learning is based on empirical analytic discovery. Transformative learning theory is also viewed as communicative learning that pays attention to understanding the meaning of what others communicate concerning values, ideas, feelings, moral decisions and concepts such as freedom, justice, love, labour, autonomy, commitment and democracy (Craton et al., 2007: 98).

According to Cranton et al. (2007: 58), transformative learning consists of a 3-step process, namely a subject-orientated step, a consumer-orientated step and an emancipatory step, which is in line with CER, the conceptual framework that this study is couched in. The effective implementation of the FFLC depends upon creating opportunities to empower stakeholders that were long been disadvantaged and marginalised, to take control of their situation and challenge any unjust practices. In this study, stakeholders come together in identifying challenges and agree upon innovative strategies to be put in place for the effective implementation of the FFLC. Cranton et al. (2007: 58) further compares these systems with Habermas (1981:101) and Mezirow (2011: 123) who have also developed similar transformative learning theories. Habermas (1981: 101-103) defines transformative learning as technical, practical and emancipatory knowledge. I have often, through personal experience, come to assess knowledge and social perspective while planning. Mezirow's definition and Cranton's explanation clarify a question I have had in designing concepts to divert a teaching environment into a meaningful learner-centred environment. Cranton (2007: 134) suggests that various levels of self-reflection and critical thinking be employed in such a process. She believes that transformative theory is not a learning theory or a single process, but a myriad of interwoven processes that are diverse in nature to achieve learner individualisation and empowerment, ultimately resulting in critical self-reflection (Cranton, 2007: 134).

Cranton (2007: 143) further states that TLT is better suited in the educational milieu because it describes people's thinking within their own particular contexts, influenced by multiple external and internal factors including culture and language. In other words, TLT provides the means to define the type of learning required and a framework for evaluating it, which support the constructivists' ideology that learners construct their own knowledge, hence supporting learner-centredness rather than teacher-centredness (Shangase, 2013: 18). TLT is deemed appropriate to effectively implement the FFLC as it is entrenched upon Constructive Developmental Pedagogy (CDP). CDP investigates the key premise of constructivist learning theory which stresses that people create meaning from their own perspectives, interweaving fresh information with current knowledge to develop new understandings (McCusker, 2013: 7). Hence, McCusker's (2013: 7) argument advances emancipation, which is fostered by CER.

According to Cranton (2007: 149 – 151), the distinction between the learners' and the educators' role within the transformative learning process is that the educator has three categories of power over the learner, namely at position, personal and political power levels. Therefore, McCusker (2013: 8) is of the opinion that the teacher's role within the TLT stance is one of facilitating a transformational culture in the classroom by validating the student as a knower. This requires teachers to encourage discussion and share leadership with learners, not giving up their knowledge, but introducing it in the context of learners' perspectives. Ultimately a sense of trust and respect emerge between the learner and the teacher, which is in line with the values of CER (McCusker, 2013: 8).

Cranton et al. (2007: 58- 63) further believe that for learner empowerment to occur the educator needs to relinquish authoritative power while maintaining personal power. It is critical that the learner has control over his own learning to be empowered or perform critical self-reflection. However, this will be impossible to achieve if the challenges that teachers face regarding the effective implementation of the FFLC are not addressed. The educator needs to pose thoughtful and critical questions to raise the learner's consciousness and to reach higher levels of discourse. Because of varying learner types, each learner exhibits an individualistic approach to empowerment. As the educator plans a learning program, he needs to plan to include learners' diverse beliefs and assumptions (Cranton, 2007: 120).

Learners require continued support as they mature and understand self-reflection. Learner assistance can come from the educator himself or from his social environment. According to Cranton (2007: 123), the only way that teachers can come to terms with transformation is through undergoing professional development that leads to personal growth and empowerment. Cranton (2007: 127) further suggests that professional development programmes must be designed to include not only skills training, but should also focus on personal growth, and ultimately, self-reflection as a lifelong learner.

Therefore, implementing the FFLC policy effectively depends upon the teachers' acknowledgment that learners are not "empty vessels" but that they make their learning effective by the knowledge they have acquired at home and in the community. Hence these contexts have to be imbued in the daily teaching and learning process (DoE, 2008: 27).

McCusker (2013: 11) also highlights that adopting TLT ensures that any changes made to the learning, teaching and assessment strategy enhance learners' ability to achieve the set of learning outcomes. In order for teachers to effectively implement the FFLC so that the desired outcome is achieved, McCusker (2013: 12) calls upon designing the learning outcomes, ensuring that they clearly communicate the types and levels of learning required, and working backwards to structure the teaching, learning, and assessment components accordingly. This process of approaching learning from the learners' point of view is eventually congruent with constructivists' view. The other conceptual framework that was deemed appropriate to effectively implement the FFLC was social constructivism.

2.4.2 Social Constructivism Operational in Critical Emancipatory Research

Constructivists believe that teaching depends on learners and learning environments with the result that constructivism stresses the interaction between these influences more than other views do. Learning must occur embedded in the contexts, and teaching must be presented in those contexts (Schunk, 2000: 24), as by the time a child starts schooling, he already gained knowledge from the community. Hence societal influence does play a role in assisting learners in understanding that which is learnt in class. Therefore, a grave mistake will be made if we continue disregarding the input from society. I then concur with Shangase (2013: 20) that working with

constructivism in CER creates a seamless understanding between learners and a community, whose voices had been silenced, by giving them an opportunity to interact.

Based on this perspective, Jackson, Karp and Thrower (2006: 122) state that constructivist designers determine which teaching methods and strategy help learners actively explore topics and advance their own thinking. This means that using social constructivism helps us to implement the FFLC effectively as learners construct their knowledge, hence supporting learner-centredness rather than teacher-centredness (Shangase, 2013: 19). Learners are therefore encouraged to develop and reflect on their own understanding of knowledge. This does not negate the role of practice and feedback, but rather allows learners more latitude and results in developing knowledge structure (Schunk 2000: 25). The learner, in the role of an apprentice, is still learning from his superior, but now has the freedom to construct knowledge differently.

Constructivist approaches often emphasize the social context of learning through peer collaborative groups, apprenticeships and social models underpinning the forming of a knowledge framework. Shangase (2013: 20) is of the view that teachers up to this point are struggling to realise the vision of learners constructing their own knowledge so, by implication, the desired perspective of transformation is somewhat compromised. Windschitl (2002: 85) alludes to the fact that the greater challenge experienced by teachers is that there has been lack of articulation between the conceptual, pedagogical and social continuum of the constructivist teaching experience. Taylor (2011: 3) elaborates on this by saying that, because teachers are unable to teach reading and largely do not have proper knowledge of the curriculum learners are not taught to read independently.

Although constructivists often do not clarify how to design a structure, the general framework is useful and emphasises a wide range of learner cognitions and beliefs (Schunk, 2000: 25). One of the most important principles of educational psychology is that teachers cannot simply give learners knowledge, leaving learners to construct knowledge in their own minds. The teacher can facilitate this process by teaching in ways that make information meaningful to the learners.

The constructivist revolution has deep roots in the history of education. It draws heavily on the work of Piaget and Vygotsky, both of whom emphasised the cognitive change that takes place only when previous conceptions go through a process of imbalance in light of new information. According to Lee (2006: 13) a revolution is taking place in educational psychology. Piaget and Vygotsky also emphasised the social nature of learning and both suggested the use of mixed ability learning groups to promote conceptual change (Slavin, 2003: 256).

2.5 DETERMINANTS THAT INFLUENCE THE IMPLEMENTATION OF THE FOUNDATIONS FOR LEARNING CAMPAIGN

2.5.1 Policy Implementation

Teachers play an important role in our education system, however, the teacher's voice is still silenced, which implies that local knowledge for policy implementation is underplayed, discounted or simply ignored. Evidence of this can be found in that learners still experience significant challenges in reading, writing and numeracy skills, though the FFLC, as policy, gives direction as to what needs to be done to resolve these problems. This was further confirmed by the Annual National Assessment (ANA) reports of 2010 (DoE, 2011: 3). The above indicates the need for revisiting and ensuring effective implementation of the FFLC through an appropriately designed framework to improve reading, writing, counting and computation skills.

Informed by history since 1994, major legislative policies have been implemented and adopted to address the inequalities of the past. Outcome Based Education (OBE), C2005, the Revised National Curriculum Statement (RNCS), the FFLC then and now the Curriculum Assessment Policy Statement (CAPS) are aspects of educational policies that have been integrated to try and address these disparities. Davies and Ellison (1997:21) are adamant that redesigning the learning process entails a radical shift in the mindset of educational leaders. It must be remembered that a policy does not exist in a vacuum but must be critically assessed so that the people for whom it is intended will understand it clearly, and that it achieves the objectives that the state set out (Taylor et al., 1997: 16).

According to Buckland (2011:73) the education problems in South Africa lie not simply in failures of the current policies, although there certainly are instances where policies need modification, but largely in the implementation of existing policies, and the ways in which these policies are developed and modified. Over the last few decades many efforts have been made to address education issues through policy at various levels. Looking at global efforts it is suggested that these efforts have often been motivated more by beliefs than evidence of impact. Not only are the wrong policies often adopted, but effective implementation of education policies is often lacking.

Part of this is because governments face particular constraints on what they can do and furthermore, not all relevant stakeholders, such as the teachers who are the key implementers of policies, are involved when policies are formulated. Levin (2010: 363) calls upon education reform efforts to be stronger by paying more attention to reliable research evidence and a greater focus on what is known about effective teaching. Policies must address the need to create new structures and institutional arrangements that support the role of teachers as lifelong learners. They must also help to create new structures and opportunities, at internal and external levels (Darling-Hammond & McLaughlin, 1995: 47).

Taylor et al. (1997: 16) hold the view that a policy should be developed to address the needs, aspirations and problems of the people to whom it is addressed, and its scope and nature are then determined. These authors contend that policy is developed in response to public pressure and is located within the broader legal and political framework. They view public policy as that which is made on behalf of the state to steer the conduct of individuals, such as teachers or learners, and institutions such as schools. Educational policies ensure that education takes place in public interest and is prescriptive with regard to the conditions of employment for educators and non-educators (Taylor et al., 1997: 22).

Jansen and Sayed (2001: 11) also argue that policy failures arise out of a variety of intrinsic and extrinsic factors. They see failure of policy implementation largely as a result of poor conception and development, and the absence of human resources to support it. In so far as the implementation of the FFLC is concerned, educators should be conversant with not only a new approach to teaching and learning, but

also with the policies involved, for example the learning area policy, the language policy and the numeracy policy.

To reflect on empirical evidence of the implementation of the FFLC it is necessary to revisit this policy to address the gaps and develop a more effective approach to the policy implementation in order to improve its practice. Accountability policies are more complex. Substantial information about current performance is necessary for improvement, but improvement depends on people knowing what they need to do in order to get better results and on their having a desire and ability to do it (Lee, 2006: 17). Policies that see data and accountability as the primary means of generating improvement are assuming that the central problem is one of motivation and with the right incentives educators could and would improve people performance. Such an assumption is not consistent with research on the work performance of educators in most fields (Pfeffer & Sutton, 2006: 97; Amabile & Kramer, 2010: 33).

It cannot be disputed that learners' daily experience in schools is shaped by the beliefs and intentions of the educators. If there is one thing we have learned about the education policy, it is that instructing people to perform better without engaging their hearts and minds, cannot succeed. Improvement is necessarily a process of learning by all involved (Barber, 2007: 78; Lee, 2006: 21; Levin, 2010: 367). However, this does not mean that each school should find its own way, or that there should be no generalised approaches to effective schooling. Quite the opposite is true as educators have an immense knowledge about effective teaching and learning, and education systems should be working hard to make those practices and approaches universal in schools. However, that is no easy task and should be done through engagement. Teachers cannot force learners to learn. They can only create conditions conducive to learning, namely by providing various forms of support, encouragement, and pressure – with much more of the former than of the latter - since we know that fear is a disincentive for learning (Leithwood, 2001: 69). It could be argued that the essence of true professional autonomy lies specifically in knowing when and how to apply professional knowledge to particular situations. If teachers collectively own their common practice, as is the case in other professions, they will be much less subject to arbitrary direction from system managers (Leithwood, 2001: 42).

2.5.2 Professional Development

I found the term professional development (PD) deemed fit to be one of the determinants that have an influence on the implementation of the Foundations for Learning Campaign - the reason being that PD is an “umbrella” term that includes concepts such as staff development, personal development and in-service training (Landey & Schreuder, 2001: 78). It is also argued that teachers’ first impressions need to be noted in an effort to avoid the same mistakes made by the OBE implementers, and furthermore, that the implementation of the FFLC, amidst an array of other interventions, could be a helping hand to some, but a hurdle or obstacle to others, because of lack of training and resources (Meier, 2011: 5). Thus, for the effective implementation of the FFLC, according to Harwell (2003: 87), professional development assists towards reflecting learners’ and teachers’ needs. Professional development opens opportunities for change by allowing teachers to get involved in planning, thus promoting collaboration at school level.

Guskey (2001:97) emphasises that effective professional development focuses on improving instructional practices by giving teachers new knowledge and techniques for assessing learning with the ultimate goal of improving student learning. For learners to be able to read and write, teachers are called upon to effectively implement the FFL policy in a way that will enhance literacy skills. Professional development relates to life-long development programmes that focus on a wide range of knowledge, skills and attitude in order to educate students more effectively (Hargreaves, 1994: 32; Harwell, 2003: 93). It is a formal, systematic programme designed to promote personal and professional growth. Hargreaves (1994: vii) stresses that significant change in curriculum or any other domain are likely to be unsuccessful unless professional development is given attention. Teachers need professional development that is of high quality, and ongoing in order to impact on classroom instruction and improve their performance in the classroom, unlike the haphazard set of activities based on intuition, hearsay, tradition and folklore (Darling-Hammond, 2000: 57; Guskey, 2001: 495-500).

Rage (2006: 276) emphasises that creating the conditions for teachers to teach well is a crucial factor for greater student learning and achievement. Dunne (2002: 74) also concurs with Rage (2006: 276) when stating that effective, engaging and

relevant professional development experiences can help teachers to provide all learners with experiences that may lead to greater learning achievement. As the study is focusing on the effective implementation of the FFLC where teachers need to be equipped with appropriate skills and expertise to assist learners who are experiencing low levels of literacy, PD is vital to promote continuous growth and learning of the teaching staff at the school, as well as administrators and curriculum coordinators (Dunne, 2002: 76).

Darling-Hammond (200: 57) suggests that for PD to be meaningful it calls upon all stakeholders to form part of the Professional Learning Communities (PLC) whereby stakeholders engage with peers in continuous discussions, reflection and experimentation thus promoting collaboration and learning. In this manner, teachers can collectively deal with student issues and explore ways of improving their teaching practice (Darling-Hammond, 2000: 58).

2.6 MANAGING CHANGE

In considering the need for designing a framework for the effective implementation of the FFLC towards the creation of a sustainable learning environment, I viewed managing change as another determinant that has an impact on the implementation of the FFLC. It must be noted that change is not a choice; organisations continually evolve either positively or negatively. Any organisation that desires to improve or keep up with its competitors has to change their point of view towards achieving a shared vision (Dimba, 2001: 1). Therefore, managing change is prominent to all stakeholders to facilitate interpretation and understanding of the driving forces and key factors such as the implementation of the FFLC (Meier, 2011: 5). Butler (2003: 552) is of the opinion that managing change helps managers develop the capabilities required to lead their organisations in implementing new directions. By developing an awareness of the key dynamics that make dealing with transitions so challenging, managers learn how to successfully overcome passive and active resistance to new initiatives. Although reading and writing are taught at schools, improving the low levels of literacy is still a concern to all stakeholders. Teachers are to be equipped with new skills to be able to improve the academic performance of learners. Hence managing change demands the capacity for action.

Hayes (2010: 30) defines change management as a communication strategy that reduces an individual's anxieties and concerns. With this view in mind, it seems that for the FFLC to be implemented effectively by teachers, school principals need to be well prepared in terms of managing change by informing staff members likely to be affected by it, and understand their views if they oppose the desired change. Hayes (2010: 30) also claims that resistance to change is caused by lack of planning and a proper implementing strategy on the part of the initiator, which is the principal of the school in this case.

According to Hayes (2010: 30), change management is about modifying or transforming organisations in order to maintain or improve their effectiveness. As a result, change management more than ever depends on the active involvement of all staff members of the school as well as the public. Danielson (2008: 16) claims that successful use of change management ensures the co-ordination and co-operation of teachers with governmental agencies, such as allowing schools to achieve their goals in order to improve the academic performance of learners. Butler (2003: 22) maintains that change management perceives transformation as a process of realigning an organisation to its changing environment. For instance, Butler (2003: 22) suggests that the involved staff members should be clearly informed about the aim and goal of the proposed change.

The purpose of reflecting on the dynamics of curriculum change is to make the process more explicit. This means identifying the key factors related to success, developing insights into the change process and developing effective implementation programmes. In the 1960s, research concentrated on tracing the adoption of innovations. The Foundations Curriculum for Learning will be discussed within the boundaries of the study. Successful implementation depends on the meaning and attitudes that teachers give and have towards the curriculum. Therefore, implementing the FFLC is one of the organisational components that must keep abreast with changing times. Implementing the curriculum effectively does not operate in a vacuum. It is influenced, often in a subtle and indirect manner, by pressure from society (Dimba, 2001: 1). This is why communities are regarded as vital elements in this research study as they are more likely to be innovative and responsive to the local needs should they have adequate technical information (Strelb & Waugh, 2002: 380).

2.7 RELATED LITERATURE

The education system in South Africa has failed to produce competent learners (Meier, 2011: 549). Learners are unable to read, write and count at expected levels, and they are unable to execute tasks that demonstrate key skills associated with literacy and numeracy (DoE, 2008: 3). Although workshops have been conducted, learners' results show that these workshops are not effective, as the ANA results attest (DoE, 2009: 2). School managers are not well versed in managing the Foundations for Learning Campaign. Personal observations show that educators seem to lack teaching strategies and they are not sure about subject content either. Parents are also not encouraged to support their children and they do not know what the Foundations for Learning Campaign means. A lack of resources hinders effective learning (Meier, 2011: 552). The ineffective implementation of the Foundations for Learning Campaign is a cause for concern (DoE, 2010: 1). I therefore, intend to design an effective framework to be put in place in order to ensure its successful implementation towards the creation of a sustainable learning environment. A proponent of evidence indicated that there is a need to design an effective framework that describes how principals and school management teams, governing bodies, parents, and businessmen can provide effective instruction and support (Beder & Medina, 2001: 81).

Berry et al. (2009: 71) state that accommodating the FFLC in schools poses a huge challenge to School Management Teams (SMTs). The SMT needed to decide whether the school day should be longer, whether time should be taken from other learning areas or whether spontaneous reading should be incorporated in other learning areas. The integration of FFLC milestones in weekly lesson planning and work schedules required teachers to rethink how the FFLC could be incorporated in the work schedules and lesson plans based on the National Curriculum Statement (NCS) (Meier, 2011: 552). Meier (2011: 552) further notes that "the implementation of the FFLC is arguably an extra burden on teachers who are already struggling to implement the work schedules based on NCS". Therefore, designing a framework for the effective implementation of the FFLC for learning towards the creation of a sustainable learning environment was deemed relevant for this study.

The key role players of the implementation of the FFLC, the teachers, have no hope as literature revealed that there is poor support from the district support team (Meier, 2011: 551). Furthermore, the report also indicated that teachers fail to effectively implement the FFLC because the Department of Basic Education (DBE) distributed documents electronically to schools despite the fact that many of these schools did not have the equipment to receive documents electronically, or photocopy facilities to produce large numbers of test papers (DoE, 2009: 3).

This predicament of improving literacy as part of implementing the FFLC effectively is not limited to KZN but is also predominant in other provinces in South Africa, parts of Africa and internationally as well. For instance, Gauteng reported that an intervention programme known as the Phenduka Literacy Project (PLP) that focused on improving reading proficiency and enhancing the literacy levels of learners in primary schools in the Alexandra Township, a similar setting to the research setting of this study, was initiated. PLP implemented creative and innovative teaching and reading methods (Meier, 2011: 3). Mubanga (2010: 3) also accounted that the Zambian Ministry of Education (ZMoE) introduced the Primary Reading Programme (PRP). The main aim of the PRP was to address the then extremely low literacy levels in Zambian primary schools that was a matter of concern to the Government and other stakeholders, including the parents of school children in that country.

Eshiet (2012: 141) highlighted that the inability to read was one of the major barriers to the attainment of the dream of Nigerian children to earn a decent living or obtain a university degree. Hence, to address this dilemma a synthetic phonics method had been used to improve the reading skills of second language pupils, particularly in English literacy. Reynolds and Wheldall (2007: 204) posited that Australia experienced the same challenges and introduced a programme called Reading Recovery (RR). The programme was implemented to assist the lowest performing students in a school system after one year of schooling to improve to the average reading and writing levels of their peers. All these scholars alluded that, inter alia, lack of teachers' pedagogical methods to effectively teach reading and writing in their classrooms, and unarticulated policies, play a vital role in the effective implementation of educational policies such as the FFLC.

2.7.1 Gauteng's Innovative Strategies to Address Low Levels of Reading and Writing in the Foundation Phase.

Meier (2011: 1) mentioned that no child can access education without basic literacy. In the South African context, for example, one of the democratic rights of every child is access to education, that is, the ability to read and write. Not only does reading enable every child to communicate with texts in his/her environment, it also becomes the doorway and foundation to being able to write. This is the reason why the focus of this study is to design a framework for the effective implementation of the FFLC, focusing on literacy skills.

The Department of Social Development in Gauteng implemented a project known as the Phenduka Literacy Project (PLP) after having recognised that literacy and reading levels were becoming a serious problem, particularly in Alexandra schools. The major aim of PLP was to improve reading proficiency and enhance the literacy levels of learners in disadvantaged primary schools by using creative and innovative teaching and reading methods (Meier, 2011: 2-3).

Meier (2011: 4) reported that conditions such as overcrowding and insufficient textbooks and reading materials proved highly detrimental to literacy learning and reading among learners, some of whom were functionally illiterate even in Grade 7. Mcquillan (2010: 86) therefore argues that just as we would not ask a doctor to heal without medicine, we should not ask teachers and schools to teach without the resources to do so. Another argument that Mcquillan (2010: 86) made was that to close the gap between good readers and poor readers, a rich supply of interesting and appealing reading materials, a suitable place and enough time to read have to be provided to learners.

PLP thus used phonics as one of the crucial methods in teaching learners to read (Meier, 2011: 17). Therefore, it is important to have a clear understanding of what the term "phonics" means. The South African Concise Oxford Dictionary (2010) defines phonics as a method of teaching people to read by correlating sounds with alphabetical symbols. In other words, what the definition implies is that phonics is a skill-based approach wherein learners decode or work out the meaning of a text by finding the relationship between the spelling of words and the way words are pronounced. The key method of teaching literacy by PLP was that learners were

taught basic tools of reading with maximum practice for every child, for example, drilling of sounds of letters of the alphabet with particular emphasis on vowel sounds and blends. Once these had been taught repeatedly, learners were introduced to common words where different single units of vowel sounds or blends were pushed together to sound whole words (Meier, 2011: 50).

The learning activities that PLP used in addressing the low levels of literacy include the following: choral reading of common words on charts and on whiteboards or flashcards, word matching or labelling of pictures and scaffolding, especially when telling stories. In an attempt to apply scaffolding in their teaching, the PLP facilitators used the following typical guided steps in telling stories: the teacher tells the story by making use of pictures and gestures. The learners then have to retell with proper gestures, as had been demonstrated to them. Vocabulary from the story was then reinforced on boards or flashcards before learners started reading a simplified version of the story. Other activities that were used included reading simple to more difficult versions of stories; drawing specific features related to the story, labelling of given diagrams, fill-in exercises and writing sentences extracted from the story. Above all, PLP facilitators emphasised the importance of repetition and reading aloud in every reading activity as a way of building up component skills and helping learners become familiar with the learnt concepts (Meier, 2011: 50).

Meier (2011: 50) highlighted the fact that PLP facilitators had to use two approaches when teaching learners to read, namely the phonics approach, especially when teaching learners sounds of alphabet (vowel sounds and blends), as well as the Whole Language Approach (WLA), which PLP facilitators believed to be an important learning paradigm for developing reading. The WLA engages learners' emotions and is able to motivate them. When the WLA was used, emphasis was placed on comprehension or getting the meaning of a text; that is, the curriculum was presented from whole to parts by first teaching themes or contexts before moving to specific skills. PLP claimed that by so doing the children's thinking skills were enriched because WLA did not tell learners how to think but did the thinking (Meier, 2011: 51).

In my own view then, after I had interacted with the PLP, I found that there was no need to choose between phonics and WLA in teaching learners to improve their

reading proficiency. Rather, the ideal approach to teaching literacy would be a balanced approach that combines phonics and WLA, as the Phenduka Literacy Project did, and this resulted in a significant improvement in learners' reading and writing skills.

2.7.2 Zambian's Innovative Strategies to Address Low Levels of Reading and Writing in the Foundation Phase.

Mubanga (2010: 3) reported that the Zambian Ministry of Education (ZMoE) initiated the Primary Reading Programme (PRP) to address the extremely low literacy levels in Zambian primary schools. These low levels of literacy had been a matter of concern to the government and to other stakeholders, including parents. The shared concern led to the establishment of the National Language Committee (NLC) and later the formulation of the national language policy, which directed that initial literacy instructions were to begin in a child's local language, preferably the mother tongue (Mubanga, 2010: 3). One of the reasons for the low levels of literacy was the use of an unfamiliar language, namely English, when teaching literacy. Thus, Zambia's challenges in reading and writing were due to the language factor. Mubanga (2010: 3) highlighted that as a measure to improve the quality of education being offered at primary school level in Zambia, a new language policy known as the Learner Centred Pedagogy, which enables children's own language productions as a bridge from oral to written language, was introduced. This language policy further provided for introducing reading and writing in Grade 1 in a local language. Hence, the PRP operating alongside the mother tongue is of utmost importance because it facilitates children's development of concepts that enable them to easily acquire knowledge in a second or third language, and to further expose children to the cultures of their communities (Mubanga, 2010: 10). Mubanga (2010: 12) further revealed that alphabet knowledge, phonemic awareness and oral reading fluency were the enabling skills and significant predictors of later reading achievement.

Given the above scenario, it is evident that the Zambian Ministry of Education is experiencing similar challenges as the South African Education Department. The National Education Evaluation and Development Unit (Needu) reported that: "Children bring all they know to school from their home language, and they need to be able to use this strength to learn another language as well as other new

knowledge and skills” (DoE, 2012: 9). Unless conditions are appropriate, it is very difficult to learn a foreign language well enough to successfully receive tuition in that language.

The aim of the PRP was to improve the quality of education being offered at primary school level in Zambia, thus a new language policy was formulated that provided for introducing reading and writing in Grade One in the local language. English remained the medium of instruction for other subjects and a reading and writing course called the Step In To English (SITE) followed in Grade 2 (Mubanga, 2010: 3). The PRP was segmented into the three coordinated approaches or literacy teaching courses, namely the New Break Through to Literacy (NBTL) in Grade 1, the Step In - To English (SITE) in Grade 2, and the Read On Course (ROC) from Grade 3 to Grade 7. Under the PRP, when pupils enter Grade 1, initial literacy was introduced in a local or familiar language while literacy in English was only introduced in Grade 2. However, earlier in the first grade, pupils were introduced to oral English through a course called the Pathway to English 1 and this oral English course continued in the second grade (Mubanga, 2010: 4). Mubanga (2010: 4) reported that since the inception of PRP in 2000 there had been a notable change in learners performance, the biggest change being Grade 1 learners’accelerated reading and writing in a familiar language with an improvement rating from 23% to more than 60%.

2.7.3 Nigeria’s Innovative Strategies to Address Low Levels of Reading and Writing in the Foundation Phase.

Eshiet (2012: 1) is of the opinion that the inability to read is one of the major barriers to the attainment of the dreams of many Nigerian children to earn a decent living or obtain a university degree. One of many reasons for this is poor literacy attainment. Literature reveals that the synthetic phonics methods were used with great success in teaching English literacy to second language (L2) pupils. Synthetic phonics has been known to be a fast paced method of teaching beginners how to read and write both in first language and in second language situations. The report indicated that children who were taught using the synthetic phonics methods demonstrated reading skills far ahead of their peers who were taught by other methods. Eshiet (2012: 1) further highlighted that the synthetic phonics method is not only fast but it is fun and

engaging, thus it enabled teachers and learners to carry on their teaching and learning task in a participatory environment.

The Nigerian Government's national policy on education stated: "The medium of instruction shall be the language of the environment for the first three years. During this period, English shall be taught as a subject. From the fourth year, English shall progressively be used as a medium of instruction and the language of the immediate environment, and French shall be taught as a subject" (Eshiet, 2012: 1). The method of teaching early reading in government primary schools in Nigeria was the rote learning method. The teachers started by teaching the letters of the alphabet and built on this by teaching the pupils to memorise two letter words, then three letter words, followed by phrases, and then full sentences. This was done through repeated drills where the teacher chanted the words and the pupils in unison repeated after the teacher (Eshiet, 2012: 3). However, the method used indicated lack of motivation for the pupils as the knowledge gained through rote learning was not easily applicable when pupils were confronted with new words.

Eshiet (2012: 3) further suggested that reading is acquired as naturally as speaking; reading is acquired in stages; mastery of a set of skills result in reading, and learning reading is through formal instruction in some new domain of knowledge. Eshiet (2012: 4) also claimed that teachers' instructions play a great role in bringing the children to a point of reading. The Nigerian Department of Education (NDoE) believed that teachers needed to use two different methods when teaching reading, namely the Whole Language Method (WLM) and the Alphabetical Method (AM). When the WLM was implemented children had to identify words as whole units. This was done by making use of flash cards. Teachers gave the pupils pictures and words to match, usually beginning with objects in their immediate environment. This concurred with constructivists' views and the TLT that were employed in par. 2.4 above. On the other hand, the AM is derived from other methods of teaching reading, which are initial teaching of the alphabet, the linguistic method and the Synthetic Phonics (SP) method. However, the focus in this chapter is on the SP method that had also been popular in South Africa, especially the Phenduka Literacy Project in Gauteng. Eshiet (2012: 6) is of the view that SP adopts the direct, systematic and rapid teaching of letter sounds to pupils. Thereafter, pupils are taught how to blend the letter sounds to form words. When teachers make use of the SP

method learners are taught the first group of letter sounds which make up a large number of three-letter words for example; s, a, t, l, p, n. These sounds can be used to make several three-letter words, for example pin, sat, sit, tip, tin, pit, pat. The report indicated that the SP method produces skilled readers who also enjoyed reading (Eshiet, 2012: 7).

2.7.4 Australian's Innovative Strategies to Address Low Levels of Reading and Writing in the Foundation Phase.

Wheldall and Reynolds (2007: 199) reported that Australia also implemented an intensive literacy programme, known as Reading Recovery (RR), which was designed for young students who had been identified as being at risk of reading failure after one year of schooling. The RR programme also reduced the number of students requiring remedial and special education support in later years. The report showed that RR had been very successful in bringing about change on the political and teacher training levels. For the effective implementation of RR, Wheldall and Reynolds (2007: 200) suggested that four dimensions of change need to be in place in any educational system. These dimensions are: behavioural change on the part of teachers; child behaviour change achieved by teaching; organisational changes in schools achieved by teachers and administrators; and social/political changes in funding by controlling authorities.

The targeted learners who had to participate in RR were selected by an Observation Survey of Early Literacy Achievement which consisted of six components, namely running record on the text reading, letter identification, dictation exercises, and concepts about print, sight words, and writing vocabulary. In each 30-minute daily session when implementing RR the teacher carries out a number of set activities that are related to texts appropriate to the learners' reading level. These activities include re-reading one or more previously introduced texts, identifying letters and words, writing a story, hearing and writing sounds in words, cutting the story up and reassembling and reading it, introducing a new book, and reading new text (Wheldall & Reynolds, 2007: 201). When a learner is able to read texts that an average reader in his/her class can read and can write several sentences, then he/she does not need to attend the RR programme any longer.

The schools were then urged to provide additional funding, or teaching spaces and resources, rearrange staffing, and provide additional teacher time for assessment and monitoring if the RR programme was to succeed. Hence, the training programme and on-going professional development for teachers and teacher trainers, as well as networking, were key components of the RR programme. Furthermore, Wheldall and Reynolds (2007: 201) were concerned that the critical elements for the successful implementation of the RR programme depend on the visibility, committed leadership, core business and parent and community support. By visibility, Wheldall and Reynolds (2007: 202) meant that RR as an intervention had to be valued by the school, the students and the community as a whole calling upon collaborative culture. As a core business they referred to the idea that RR was strategically planned over time to fit in with what was done in literacy and professional learning.

Wheldall and Reynolds (2007: 1) therefore suggested the following key elements for a successful framework to improve literacy learning: professional leadership; strong professional knowledge and understanding of literacy learning and effective teaching and learning strategies; monitoring and assessment to identify students who need additional support; targeted support for individual students requiring additional assistance, drawing from a wide repertoire of strategies; communication between teachers across all key learning areas and recognition of the role of literacy learning in all key learning areas; close connections between the additional support and the mainstream curriculum; and clear communication between home and school.

The framework spanned three zones of school practice to improve literacy learning, namely whole school policies and practices, classroom practices and strategies in all key learning areas, and policies and practices for specific interventions. Whole school policies and practices included the following: the identification, early in Year 7, of students with low levels of literacy achievement, using transition information from primary schools, formal testing and teacher observation and judgement, targeting and monitoring individual students identified as requiring literacy support, explicit and on-going professional development providing knowledge of literacy and language, leadership, professional support and coordination provided by a school coordinator with significant experience and knowledge of literacy education, as well as effective use of human resources, budget allocations, and teaching spaces.

The second zone is classroom practices and strategies in all key learning areas, which included inter alia: sustained teaching of the full range of reading and writing skills specified in the English Curriculum and Standards Framework, explicit teaching of the curriculum literacies of the key learning areas, support, in appropriate contexts, provided to individual students through programs and strategies that address their particular literacy learning needs, classroom practices inclusive of all students, opportunities for students to receive individual support from the teachers and teaching aides in the classroom context, selection of reading materials and purposeful writing activities that engage students' interests, as well as regular, planned opportunities for students to engage in sustained reading and writing activities, in a variety of contexts and acknowledging and responding to the diversity of interests and literacy practices which engage students at home and in other settings beyond the school.

The last zone mentioned was policies and practices for the specific interventions, which focused among other things on:

- Identifying the specific literacy learning needs of students with low levels of literacy achievement, and drawing on a wide repertoire of teaching strategies to provide support matched specifically to those needs.
- Providing structured, sequenced sessions in individual or small group settings which gave students regular opportunities over time to work on specific literacy needs.
- Maximising opportunities, in individual or small group contexts, for students to practice reading a range of texts silently and aloud.
- Writing both short and sustained texts, assisting students to develop more effective organisational skills as well as establishing effective links between home and school, and maintaining regular communication with parents of low achieving students (Wheldall and Reynolds, 2007: 4- 5).

2.8 CONCLUSION

This chapter has looked at the background of designing a framework for the effective implementation of the FFLC. It reviewed literature in terms of best practices around

the world, informing the evolving framework in the study. In order to systematise the above, it was important to initiate the discussion by indicating the theoretical framework that informed the study, hence the perspective adopted in both reviewing the best practices and later designing the framework.

After clarifying the theoretical framework, namely CER, I indicated why I used it instead of positivism, which could be regarded as a competing and dominant perspective in research currently. The above discussion then informed the choice of the conceptual framework in which the FFLC and its implementation were located. Furthermore, I defined and discussed important operational concepts in the context of the above, namely effective implementation, Foundations for Learning Campaign and Sustainable Learning Environment. I looked at how other best practices internationally, on the continent, in SADEC and South Africa approached its implementation of policies such as the FFLC.

The next chapter presents the research methodology, research design and data collection methods.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN TO COLLECT DATA FOR THE FRAMEWORK TO EFFECTIVELY IMPLEMENT THE FOUNDATIONS FOR LEARNING CAMPAIGN

3.1 INTRODUCTION

The aim of the study is to design a framework for the effective implementation of the FFLC towards a sustainable learning environment. In achieving this aim the chapter serves to orientate the reader about data collection guided by five objectives. This chapter also outlines the methodological choices I had made which reflected my focus and perception of what was important in addressing the challenges identified during the discussions with the research participants. The purpose of this study is to find a solution to the challenges pertaining to the research question: How can the FFLC be effectively implemented towards the creation of a sustainable learning environment?

The chapter further considers the conditions most suited for the framework to be effectively implemented. Thereafter, possible threats are anticipated in order to circumvent them. Furthermore, the chapter examines ways that were used to prove that the framework designed to implement the FFLC was effective.

The chapter also presents the profiles of the research participants in this study, namely the SGB, a parent, teachers, SMTs, the ward counsellor, a religious representative, as well as a retired inspector. Their roles are discussed in Par. 3.4.2. However, the relevance of the participants to the study is for the purpose of data authentication. In order to validate data, the chapter then consolidates issues of considerations in collecting data by employing PAR as research design. This was further viewed in relation with CER which was the theoretical framework couching the study. This is done in a systematic way whereby the dedicated team brainstormed the effectiveness of the implementation of the FFLC. The data collected are then analysed using critical discourse analysis (CDA). Critical

discourse analysis is described in line with PAR and CER. Finally, the chapter presents a summary and introduces the reader to the contents of the next chapter.

3.2 RESEARCH METHODOLOGY AND DESIGN

McMillan and Schumaker (1993: 42) are of the opinion that research methodology and design discuss the strategies, the instruments and the procedures used to collect and analyse the data. Taking the research problem and the approach used to answer the research questions into consideration this study relies mainly on PAR. Therefore, to attain the objectives of the study, this section gives an overview of the instruments and procedures used to answer the following research questions:

- Is there a need for a framework that will affect the implementation of the Foundations for Learning Campaign towards the creation of a sustainable learning environment?
- Which components are suitable for this framework?
- What are the conditions that are conducive to the effective operation of this framework?
- What are the possible and plausible risks in implementing this framework?
- How can the effectiveness of this framework in sustaining a learning environment be proven?

The study therefore used appropriate qualitative research methods to address the proposed questions employing most principles of Participatory Action Research (PAR) as stated.

3.2.1 Qualitative Research Approach

The rationale behind the adoption of this research method was that qualitative research methodology is *warm* since it is concerned with human beings, interpersonal relations, personal values, meaning, beliefs, thoughts and feelings (Mbhele, 2008: 29). Qualitative research relies on data whereby meanings are expressed through words and symbols, thus the qualitative researcher looks for patterns, themes and exceptions to the rule (Hitchock & Hughes, 1995: 250; Willeman, 2001: 181; Neuman, 2000: 27).

A qualitative research paradigm refers to research that elicits participants' accounts of meaning, experience or perceptions (Delpont, De Vos, Fouché, & Strydom, 2005: 74). According to McRoy (2013: 94) the qualitative paradigm stems from an antipositivistic, interpretative approach; it is idiographic and thus holistic in nature. Qualitative research is suitable for the study since it is descriptive in nature and also produces descriptive data in the participant's own written or spoken words (Delpont, et. al, 2006: 74). Qualitative research thus describes and analyses people's individual and collective social actions, beliefs, thoughts and perceptions, and is primarily concerned with understanding the social phenomena from the participants' perspective (McMillan & Schumacher, 1997: 395). Therefore, interacting with all stakeholders enabled the team to come up with a framework that will improve low levels of literacy skills, which is a concern for all stakeholders as already mentioned.

The process of qualitative research is inductive since its goal is to reach a deeper understanding of the phenomenon being studied. The purpose of this research study is to find solutions to address poor levels of literacy, which still exist in the Foundation phase. Qualitative researchers typically become immersed in the phenomena studied and bear an attitude of appreciation rather than act as an expert, thus operating as equal partners with the research participants throughout the research process (Creswell & Zhang, 2009: 95-115).

Denzin and Lincoln (2005: 2) state that "qualitative research is multi-method in focus, involving an interpretive, naturalistic approach in its subject matter". A naturalistic

approach means that I interacted with my participants and observed them in their day-to-day context. The qualitative approach is subjective in a sense that knowledge and practices are experienced in the multiple realities lived by participants in their everyday lives. Consequently, within a qualitative design the researcher states his/her worldview upfront (De Vos, 2002: 357). I strived to always be flexible and open to change allowing participants to be themselves in all our discussions and meetings. I had no pre-conceived ideas of where the research would lead or what the effects of the intervention would be, but had clearly defined objectives and goals (De Vos, 2002: 357).

Our design was developing in nature (Guba & Lincoln, 1985: 79; Cohen & Manion, 2006: 37) in that data was constructed or generated based on the participants' perceptions and experiences and as the need arose, methods were added. The design was flexible and guided by the interaction(s) of the participants and their diverse realities. The focal point of my research was to understand the challenges faced by the school in terms of implementing the Foundations For Learning Campaign in order to improve reading and writing skills, and establish a team that would design an intervention to work towards assisting Foundation Phase educators, the School Management Team (SMT), parents, and the society as a whole to develop a framework to improve learners' skills. I made use of multiple data collection methods that included observations, principles of free attitude interviews and reflective summary, and tape recorded data collected for future analysis.

Subsequently, MacDonald (2012: 34) argues that a qualitative research methodology that requires further understanding and consideration is deemed to include PAR. Koch and Kralik (2006: 70) argue that PAR is considered democratic, equitable, liberating and a life enhancing qualitative inquiry that remains distinct from other qualitative methodologies. Hence, the next section reveals why PAR best suited this study.

3.2.2 Participatory Action Research

Participatory Action Research (PAR) was undertaken since it allowed me as a researcher to work closely with the participants, enabling all stakeholders to air their views with regard to the challenges that they are experiencing and to come up with solutions to resolve them (MacDonald, 2012: 34).

Empirical studies have confirmed that the empowering potential of Participatory Action Research (PAR) has enhanced participant's critical consciousness and resources such as knowledge, social networks, and sense of belonging (Aoun, Foster–Fishman, Law & Litchie, 2010: 67-83; Griffin, Lord & Ochocka; 1998: 61). When people raise their consciousness their awareness of power relations increases and critically examine their social resources. Through PAR, the creation of structures that enable people to act on boundaries that they feel are unjust, are facilitated. According to Chris, Hayward, Simpson and Wood (2004: 99-103) the mechanisms of power can take many forms, thus, as a researcher and a participant I depowered myself in order to promote empowerment by using interventions and empowering methodologies.

As PAR is an approach used in this research study there are many methods and activities used that aim to maximise active participation and ultimately give a deeper understanding of data collection. PAR focuses on groups, brainstorming and mind mapping, group activities and individual exercises (Eruera, 2010: 1-3). PAR groups are generally made up of participants from the identified community co-working with researchers (who often are also from the same community). Participation may take place at varying levels depending on the community involved. Ideally the PAR group would be involved at all levels and stages of the research process.

Consequently, Garcia (2002: 73) suggests that there are four levels of consciousness: submissive, preclinical, critical-integrative and liberating. I found critical-integrative and liberating levels as most suitable to this research because the analysis of power asymmetries and the initiation of change efforts are liberating. Educators, parents and other members of community had an opportunity to take part in decision-making about how an organisation such as the participating school can improve and produce excellent results, especially in literacy. As mentioned in Par.

2.2.6 Campanella (2009: 4) argues that the researcher works “with” people rather than “on” people hence, the designing of the framework towards the effective implementation of the policy such as the FFL campaign was best suited to involve stakeholders.

PAR is also increasingly viewed as a viable approach to developing relationships with communities and working closely with them to address complex public education issues. In Par. 2.7 it was stated that the education system in South Africa has failed to produce competent learners due to lack of reading, writing and counting at expected levels (Meier, 2011: 549). Hence, employing PAR enables us to understand the challenges behind the effective implementation of the FFLC policy and come up with solutions to address these challenges. This is also confirmed by Gilbert (2001: 191) who states that qualitative researchers aspire to uncover the world through another person’s eyes, in a discovery and exploratory process that is experienced deeply. The goal of PAR is to investigate the reasons for the challenges in the lives of members of communities and identify possible solutions to resolve such challenges in a collective manner.

Hughes and Seymour-Rolls (2000: 44) view Participatory Action Research (PAR) as an approach from the social science research paradigm. PAR grew out of social and educational research and exists today to embrace and progress research principles of participation, reflection, empowerment and emancipation of groups seeking to improve their social situation. Furthermore, by conducting the research at a school grounded knowledge was produced through the collaborative relationships with all the participants. PAR is often linked to a radical activist tradition from the work of Freire (2007: 87), who believed that without hope one cannot even start to think about education. PAR methodology reflects three central principles of participation, action and development of knowledge. It has the potential to address research and wider issues of social justice, inclusion and the empowerment of minority and often marginalized communities whose voices were not heard because they were being oppressed. Subsequently, freedom to voice ideas and participating freely to the whole process impulsively emerged from the research participants. Power sharing

among participants prevailed thus the process was educative and empowering in nature.

According to Azaiza, Hertz-Lazarowitz and Zelniker (2010: 271) the core elements of PAR include active involvement of all stakeholders who are affected by the issue being studied, the periodic communication of findings to the participants and group discussions, and interaction between participants, and between researchers and participants. Collaboration and sharing of ideas became evident throughout the research process.

Smith (2005:7) states that Participatory Action Research is a methodology that is employed to work with marginalised communities, facilitates the expression of marginalised voices and attempts to re-present the experience of marginalisation in genuine and authentic ways. PAR research is described as an 'orientation' MacDonald (2012: 34) to research that and usefulness of research to be informed by their everyday experiences and understanding. Hence PAR is relevant to the study since my intention is to bring change, to recognise community members as experts on the phenomena of interest and to allow the meaning in the lives of black communities by ensuring that learners can compete with learners in other countries in terms of reading and writing skills in particular.

PAR concurrently focuses on creating action (or change) and research (or understanding) and includes an action research cycle of planning, action, observation and reflection (Conway, Greenaway, Jensen, Kaiwai, 2005: 138). However, for PAR to yield good results it requires active research participation and ownership by people in communities, people who are motivated to identify and address issues that concern them in particular regarding the education of their children. Therefore, this research is constructed and informed at all stages *by* the identified community *for* that community. This is a departure from research being conducted by experts who extract information from a community and use it for purposes which may not directly benefit that community only. PAR uses the action reflection cycle of experiential learning whereby actions are researched, changed and re-researched in progressive cycles (Wadsworth, 1998: 97). The development of

knowledge that occurs during the process is empowering for communities who are enabled to find their own solutions to local issues. From this perspective PAR is a political process that supports 'community action' and 'social justice' and challenges structural inequalities, contemplating the principles of CER which had been used to couch this study. Therefore, it cannot be disputed that we, as South Africans, are the ones with the insight and capabilities to identify our 'problems' and come up with solutions to improve our lives.

Smith (2000: 231) suggested that when developing research projects involving indigenous people, the opportunities to allow those communities' voices to be heard need to be created because PAR is a liberating and life enhancing qualitative inquiry, as was stated above. The strength of engaging in PAR with indigenous communities has also been highlighted by a number of Māori scholars (Bishop, 2005: 34; Smith, 1999: 29, 2005: 82). However, employing PAR as highlighted by Galletta and Jones (2010:342) is a "challenging endeavor that creates opportunities for youth, educators, and community members to study issues that are important to their lives to play a pivotal role in the knowledge production and to take action towards change". Therefore, for teachers to effectively implement the FFLC policy, I realised that it was best to follow suit and collaborated with all stakeholders for the improvement of the implementation of the Foundations for Learning Campaign. It must be kept in mind that there is no other way to undertake PAR - put in simple terms PAR is 'learning by doing". The beginning of a PAR project may be difficult to define but often occurs with a reflection when a group of people identify a thematic concern or issue and this is turned into a common goal (Kemmis & McTaggart, 2000: 590). Participation is obtained through this shared goal and the desire to do something to resolve it. Participants are then empowered (often by collaboration with a researcher) to plan and create social change. This change is implemented and observed using an appropriate research method and then the group critically examines the results and new knowledge from which theory may be developed or enhanced. The process can then continue onto a second cycle that may aim to advance or refine what has already been achieved. While this process is similar to many community development projects, research methods are used to collect and examine the data in a PAR project and thus require research knowledge. Such

knowledge is often obtained through collaboration with a researcher who may also be a member of the community of concern (Eruera, 2010: 109).

Through PAR stakeholders were empowered with curriculum-based skills and qualities with regard to the learning area for which they are responsible. As such, for the effective implementation of the curriculum, the School Management Teams (SMTs) should be well informed on how to manage the curriculum and be able to offer mentorship and support to teachers (ELRC, 2003: 13 & 23 , 2011: 45). Teachers also have to be knowledgeable in the subject or learning area they are responsible for. They should know its conceptual structure, and must be up to date with new approaches and methodologies in order to impart relevant knowledge to learners (DoE, 2000: 47). Parents and members of the community should likewise be in a position to assist the learners with regard to their school activities (DoE, 2009: 42-43). The municipal councillor should give guidance and assist particularly with issues such as arranging social grants and food parcels for Orphans and Vulnerable Children- OVC (DoE, 2009: 41). We should not disregard the fact that the learners we are teaching are faced with challenging demands such as looking after sick family members and often even heading their families, all of which have an impact on their academic performance. Therefore, an active participation from stakeholders was deemed appropriate in order to fulfil these challenging roles.

An example of the PAR group method begins with the identification of an issue and the communities who raise concerns are motivated to address such concerns. For this reason, we became motivated to design a framework for the effective implementation of the FFLC towards a sustainable learning environment, as this was of concern to us. Hence, stakeholders became involved as they were affected by the academic performance of our learners. We, as the PAR team, co-constructed the programmes as we were the experts pertaining to the issues affecting us in our own community. This began with the identification of and reflection on the issues that were to be addressed. Together with the participants we decided on who should be involved and how the research process should take place (including research activities), where it could take place and who should chair our meetings. The next stages were action and observation whereby the research process was trialed and

reviewed with impacts and outcomes. Another way of increasing participation and community capacity is to involve members of the identified community as researchers through mentoring and training. They can also be involved in the analysis, writing and distribution of the information.

We can therefore conclude that power differences should not be seen as roadblocks, but rather as moments of opportunity for the researchers to refine their methods and for the community to challenge the existing power structures.

3.3 INTERVENTION

Intervention involves planning and action providing insight to address the research question. The participants used each other as sounding boards to generate ideas regarding the effective implementation of the Foundations for Learning Campaign. We were guided by the following approaches and principles of the intervention: Creating a space where the participants felt at ease, asked questions, made mistakes and established relationships (Purkey & Stanley, 1991: 60); made extensive usage of group-work (based on Vygotski's theory that learning is shared and should be a social experience) (Schunk, 2000: 93); ensured that participants drew on their own knowledge and understanding (Bradley, Curry and Devers, 2007: 1758); integrated content, in this regard literacy programmes were addressed simultaneously and worked with the teachers involved, shared experiences and highlighted what transpired during the intervention; and validated learners' home language. Participants were continuously encouraged to 'talk-to-learn' (Heugh, 2003: 77; Obanya, 2004: 61); developing the participants' meta-cognitive and reflective skills through the use of reflective journals; positively reinforcing good work, where participants were continuously praised for efforts made to take ownership of their learning, be it via reading or writing something extra. We all then agreed to be involved in the next three phases of the project.

3.3.1 Phase1

Firstly, to design a framework for the effective implementation of the FFLC, I had to institute a recognised structure consisting of myself, the principal of the participating school, one HOD, three educators, one SGB member, one parent, one business person; one local representative, one youth league member and one subject advisor.

These people were selected based on the fact that they have an interest in the school and they were striving to improve and develop the implementation of the FFLC policy. I as a researcher made telephone calls to invite them to participate in the study and later handed them written letters in this regard. The profiling of these people however will be dealt with in Par. 3.3.2. The purpose of forming this team was to come up with solutions to implement the FFLC effectively through coordinating the activities agreed upon in our meetings and seminars. Furthermore, Leedy and Omrod (2005: 142) suggest that such a team be formulated in order to empower stakeholders by encouraging them to engage with research and then collectively develop or implement activities to turn the situation around. The overarching purpose of the work had been defined through the main question, namely how can we effectively implement the FFLC towards the creation of sustainable learning environment.

Kelly (2001: 96) claims that in order to explore what was currently working in the organisation and looked at the dreams we had for a sustainable future; we had to keep in mind that a shared language among stakeholders was to be maintained. This confirmed the arguments made by McDonald (2012: 46) and Van Dijk (2009: 132) that a shared language refers to people developing an understanding among each other, based on spoken or written language, to help them communicate more effectively. Subsequently, McDonald (2012: 46) further claimed that developing and nurturing a shared language is deemed an essential element to enhance collaboration among stakeholders, which is in line with CER. Therefore, I had to co-initiate the participants' relationship and personal professional agenda based on the fact that investing in developing a shared language will enable the stakeholders' vision to blossom. Once the team was established, we held a meeting to set forward the planning process as it was of vital importance to build the team's capacity to assist in balancing multiple roles. During this phase relationship, trust and transparency eventually emerged. We thereafter agreed to work as a collective.

When we had our second meeting we ensured that a proper structure was in place based on the number of members who showed commitment by signing the consent forms. We did this in order to commit ourselves from the beginning to the end of this

project to ensure sustainability. Participants carefully considered their engagement to make the structure more acclaimed and we nominated a chairperson and a secretary. We came to an agreement that as we are committed to this project we need to rotate portfolios to develop our team members, and provide an opportunity for previously disadvantaged members of the team to chair the meetings.

The participants agreed to attend fortnightly meetings on Fridays from 3 to 6 pm. I had to give clarity regarding my research topic so as to have common ground. Everybody seemed excited and was looking forward to the next meeting. Every participant was to, during the two weeks until the next meeting, assess the overall school situation and share their findings at the next meeting.

3.3.2 Phase 2

During the second phase of our fourth meeting the chairperson for the day, the municipality councillor, allowed a few minutes to consolidate our previous work and the task we were given at our last meeting. However, it is important to first profile the participants who worked collaboratively with the dedicated team in ensuring that the planning of activities towards the effective implementation of the FFLC was sustainable.

3.3.2.1 Principal

The reason for involving the principal in this study was to render continuous support throughout the whole project as we were using the school premises for our meetings.

3.3.2.2 SGB member

This person was to deal with all governance issues guided by SASA as well as reporting all the initiatives we agree upon in our meetings to the SGB.

3.3.2.3 Parent

A parent was involved in order to support educators and learners with regard to issues pertinent to school activities.

3.3.2.4 Educators

The involvement of educators was to ensure that they share the strategies they implement when teaching reading and various skills employed on different topics, such as the teaching of shared reading. They also had to support one another.

3.3.2.5 Municipality councillor

This person ensured that support and advice were given to parents in terms of easily accessing government facilities.

3.3.2.6 Pastor

A pastor was involved to represent faith religions and to give moral support to the team.

3.3.2.7 Youth league member

The main reason for involving the youth league member was to motivate the participants and to share her experience as a student.

3.3.2.8 The HOD

The HOD was involved in the study to facilitate and capacitate stakeholders around issues concerning curriculum management. She was also present to monitor and control the School Development Plan (SDP).

3.3.2.9 Subject adviser

The subject adviser was to share her experiences with regard to the implementation of the FFLC, give guidance when necessary, and be concerned with empowering the stakeholders.

When the profiling of participants was done I felt that it was important to assist participants to stay grounded and aligned with practices considered foundational to participatory leadership. These principles were essential to guide an emergent, participatory process. For example, participants were advised that working in a participatory way creates a shared learning journey for everyone in the room. Participants voiced different ideas and the discussion led to a lengthy dialogue and that situation; allowed our learning journey to be debatable among ourselves (Cretney, & Meisterheim, 2011: 7-8). Participants thereafter took a platform to present their ideas. Listening to the participants speaking I decided to let go of my personal expectations and gained full trust in the team.

The conversation led to a written text for future transcription. Furthermore, we also agreed upon the formulation of the strategic planning. All participants agreed to participate in (SWOT) analysis bearing in mind that the team's vision was to design a

framework towards improving the implementation of the FFLC policy. Hence, our strengths were identified as follows:

- The school has qualified and permanently employed educators who comply with the number of teaching hours as required by the DoE. The school also has committed SGB members who are keenly interested in participating in the activities of the school. Furthermore, there is a nutrition programme that ensures that no learner attends school on an empty stomach.

We then moved on to identify our weaknesses and found that:

- We had HODs who are qualified but not committed to their school work, lacking leadership skills. The HODs are failing to hold subject and departmental meetings. Not enough floor space and the absence of a library were identified as limiting the effective implementation of the FFL campaign policy. Late coming and absenteeism by learners were still rife and that hindered the reading programme, which was conducted in the morning.

Our opportunities were as follows:

- The team agreed that for the effective implementation of the FFLC policy we needed assistance from the district official and had to obtain full community support. We also agreed upon ensuring that there were more intensive workshops for professional development. The team also decided that it was important to engage with our sister school in Europe where teachers had to plan together and share their expertise and challenges. Our sister school eventually provided teachers with tape recorded cassettes and CDs with lessons that they presented.

Our threats unfolded as follows:

- Parental involvement was still lacking as the parents were not assisting their children in doing homework.
- Learner absenteeism, due to illness or various other reasons, was a huge concern.

We identified and prioritised the grey areas and concluded by formulating an action plan detailing five priorities based on the following: activities to be performed, dates when activities should take place, responsible person/s, resources needed, time frame and monitoring. The priorities unfolded as follows:

(i) Priority 1: Understanding the Foundations for Learning Campaign.

The team agreed that the point of departure should be based on understanding what the Foundations for Learning Campaign entailed in order to improve learners' reading and writing.

The principal, SMT and curriculum committee were to monitor the above process. A period register was developed reflecting the periods for reading, the contents that was read, and the names of the readers in order to make the monitoring process effective. The names of the learners were written down to guard against letting the same learners read every time, without giving others an opportunity to read also. The clerk audited the information of every reading period fortnightly and it was displayed on a chart for everyone to see the progress made by each class. The members all agreed that for the FFLC to be effectively implemented the team must have disciplinary measures in place; hence the election of a disciplinary committee was to assist the principal and the SMT.

(ii) Priority 2: Empowering educators with pedagogical approaches

The second priority was to equip teachers with pedagogical approaches to better their teaching practices, especially with regard to teaching reading and writing. Our main focus was on proper planning and selecting appropriate themes for the grade, as well as looking at the availability of resources. It was agreed that the grade educators would meet every Thursday to plan lessons together and engage in demonstration lessons. The aim was for educators to assist one another and enhance their teaching skills. Curriculum coverage and assessment tasks need to be on time in order to reach the planned outcome. This was an ongoing programme. The persons responsible for monitoring the programme were the HODs, Curriculum committee and senior teachers as they were in the best position to mentor and help novice teachers.

(iii) Priority 3: Implementation of learner centredness approach

The team decided that learner centredness, as an approach that is recommended by the NCS policy, needed to be implemented in our teaching and learning practices,

hence bringing learners' experiences into the classroom became the third priority. To monitor whether learner centredness was being implemented in the classrooms the team requested the principal and her deputy to do random unannounced visits to the classrooms. This task was ongoing and feedback was given at every meeting.

(iv) Priority 4: Enhancement of reading and writing

During our discussion it became evident that most educators were struggling to teach reading and their HODs found it difficult to advise them. The fourth priority therefore was to enhance reading and writing. The literacy committee constituted of teachers and the HODs were tasked to monitor the activities. Other team members, such as the councillor, the parent and the chairperson of the SGB agreed to monitor the programmes. This was an ongoing task that continued in the neighbourhood even after school. With the help of the councillor a community hall was made available, and unemployed and retired citizens were used to assist learners with reading. Newspapers such as *Nali Bali* were donated and were used to improve reading. When the learners had finished reading they were served bread and soup. This was done to motivate the learners to attend these programmes.

(v) Priority 5: Strengthen community engagement

The fifth priority that the team identified was to strengthen community engagement. We understood that a school cannot function in isolation hence we needed community members to be on board so that we can be in a better position to implement the FFLC policy. Community members read folklore to the learners and assisted them with reading exercises in the afternoons. The community was tasked to monitor children's daily activities (e.g. knowing their children's whereabouts and friends) as well as ensuring that they give their children ample time to read and write at home.

They also needed to accompany learners when there were excursions and were requested to donate magazines and newspapers to be used by the learners during the reading periods. The SGB chairperson, Principal and the municipality councillor were tasked to monitor the programme. This was an ongoing process.

3.3.3 Phase 3

The team members agreed on the implementation of the formulated plan and members were advised to stay aligned with the needs and purpose of the plan of action by building in reflection. However, to determine if what we brought forward would lead to the effective implementation of the FFLC, one of the participants proposed that we devise a monitoring tool (see Appendix 3) to check whether we were on track with the programme schedule or not. Potential questions were posted to give direction to this discussion. Nobody disputed the idea of having a monitoring tool to check the successes and possible loopholes in our plan of action. As a team we agreed to meet on a monthly basis for this implementation phase to evaluate our plan of action. The team had to explore any detectable changes that had emerged since the beginning of the implementation plan. Discussions were guided by questions that emerged during all the phases. Participants were asked to comment on aspects such as community support to the school, networking inside the school as well as whether the SMT and educators understood their roles in promoting quality teaching and learning. Other aspects of interest were whether learners enjoyed reading and writing with the support from school and home and whether the rate of learners not doing homework had decreased or not. While these questions and comments guided the team, discussions remained flexible to clarify responses and probe topics or themes as they were identified and determined by the participants.

Additionally, consistent with literature Wadsworth (1998: 183) believed that the adoption of PAR would lead to more sustainable interventions as the team had proposed suggestions that would create conditions to facilitate the empowerment of all stakeholders. Irby, Mawhinney and Thomas (2013: 267-283) are in accord with this when saying that the interventions would serve as an exemplar of how to make decisions in ways that were more participatory. Lastly we had to draw up a programme for the next meeting.

3.4 DATA COLLECTION

Data collection involved the following steps:

3.4.1 Research setting

The school identified as research setting for the study is situated in the KwaMashu area in the Pinetown district in KwaZulu-Natal. This is a primary school offering Grade R to Grade 4. The school was established in 1959 with a staff of 13 female educators, 3 HODs, one deputy principal and one principal. All the staff personnel are Black females. The total enrolment was 650. About 75% of our learners are from informal settlement areas where the unemployment rate is still rife, hence the school is poverty-stricken. Surprisingly, the school is rated as quartile three and therefore receives less funding from the government grant.

3.4.2 Participants in the study

The research team consisted of myself, as the researcher, the principal of the participating school, one HOD, three educators teaching in the Foundation phase, one parent, one businessperson, one local government representative, one youth league member, a subject advisor and a pastor.

The justification for the involvement of the above-mentioned people is determined by the roles each had to play in the research study, and which will be discussed at a later stage. The participants were invited telephonically and short, written letters were issued to them for record purposes. I was part of the team to coordinate programmes engaging people to participate in this process in order to be exposed to transformation change. Furthermore, my involvement was broadly encompassing three overlapping phases representing ideal planning processes mentioned in Par. 3.3 above. The HOD represented the SMT and had to give direction to her colleagues and likewise had to report any challenges and suggestions from her department to the team. The principal of the school provided the team with the previously formulated vision and mission of the school, of which none of the stakeholders was part of during its formulation, as well as the year plan of the school

with the aim of selecting suitable dates for our meetings to avoid any disruption. The three educators were automatically involved as they were teaching in the Foundation phase and they are the senior educators at the school. Their expertise could be of great value to the team and they also assisted the HOD in supporting other colleagues. The ward councillor, a local figurehead who attended the meetings where strategic decisions regarding the society are taken, was aware of all the challenges faced by the community. Community members could turn to him with regard to any issue pertaining social welfare. The youth league member was more comfortable with his peers than the elders would be and his involvement opened opportunities for the learners to confide in him. The pastor was responsible for moral support and pastoral care for the entire school. The subject adviser dealt with the evaluation of the ongoing performance of the proposed plan and gave guidance and support towards the effective implementation of the FFL policy. Lastly, the chairperson of the SGB served as a link between the community and the school and monitored the home centre which was established.

My collaboration with all these stakeholders can be referred to as 'process consultancy' according to Carr and Kemmis (1986: 203) who further stated that a collaborative intervention takes place between the practitioner(s)/teacher(s) and (an) outside person(s) who assumes the role of researcher, facilitator, tutor or mentor.

3.4.3 Instrumentation

It should be noted that the study is directed towards CER using most principles of PAR as research methodology. Hence, in order to collect data a tape recorder was used as an instrument to capture information for the purpose of transcription at a later stage. Our vision was to reflect upon the research problem which is: How to effectively implement the FFLC towards the creation of a sustainable learning environment? The focus was then on the spoken words of the human subjects as they had to design an effective framework for teachers to be able to teach reading and writing such that the academic performance of the learners is enhanced and sustained. The participants were thus allowed to use the language of their choice to allow flexibility and adhering to the CER values of peace and freedom in order to gain trust. This was also in line with Ranganayakulu's (2005: 76) statement that

creating such a mode allows all participants to discuss the matters at length and in all directions. Mark schedules and ANA results for Grade 3 learners also served as important instruments in order to gain an in-depth understanding of the level of the academic performance of learners in the school, in particular literacy levels.

The principles of the Free Attitude Interviews (FAI) technique were further employed to allow anyone leading the discussion on a certain topic to be free to initiate the discussion by posing a question to the participants (Mahlomaholo & Nkoane, 2002: 4). Ranganayakulu (2005: 102) is of the view that when the discussions are conducted in such a way that any participant is free to contribute, ask clarity-seeking questions, and interact with any member present, issues of power are eliminated as the participants take part as equals. Eventually, this leads to the contributions made by participants being acknowledged and ultimately resulting in consensus being reached.

As such, this study sought to design a framework to effectively implement the FFLC campaign in order to improve the reading and writing skills of our learners, which was a concern to us all. Furthermore, the informal group discussions gave the opportunity to interact closely with each other and share knowledge.

3.4.4 Data collection procedures

In order to design a framework to assist towards the effective implementation of the FFLC, a case study was conducted. Barton and Fellows (2013: 1) maintain that case studies enable a group of individuals to help define the dimensions of relational systems. This group of individuals further describes and illustrates the disturbances of relational systems in the context of crises and develops a framework for their repair and transformation (Barton & Fellows, 2013: 1). Zucker (2009: 309) agrees with Barton and Fellows (2013: 1) when stating that a case study has a practical function in that it can be immediately applicable to participants 'in-depth' discourses in remedying the current situation being discussed.

Informed by the above stated argument it became paramount to collect data by using qualitative research methodologies whereby I observed and interacted with the participants in the form of discourses. I learnt that I could not be certain of anything and that I did not know best that I was not responsible for how people think or what

they learn. My work instead was to encourage people to have confidence in their own capacity for independent thinking, to play with ideas (McNiff, 2013: 13).

Shangase (2013: 58) further claims that “there should be a move away from obtaining knowledge primarily through external observation and experimental manipulation of human subjects, toward an understanding by means of conversations with the human beings to be understood”. This means that participants have to be allowed to share their experiences, fears and aspirations. Hence, I opted to use the principle of FAI technique to obtain data.

All twelve participants formed part of the informal group discussion. It was highlighted earlier that qualitative researchers are concerned by an in-depth understanding of each conversation (Shangase, 2013: 59). All our discussions were tape-recorded for transcription purposes and each discussion took about three hours. I had to explain the reasons for recording the discussions to ensure that everybody was comfortable with the setup and procedure. We agreed upon meeting twice a month. We met in the venue most convenient for us to allow for a warm atmosphere to ensure that all were comfortable. The participants used the language of their choice and were allowed to speak in a manner which was comfortable to them, and even could make use of drawings or pictures. The participants were informed about the nature of the research and all ethical issues were explained. All participants were requested to sign consent forms and they were ensured that their participation was voluntary and they were not obliged to respond to any topics if they did not feel like it.

To determine how our designed activities would be operationalised in order to effectively implement the FFL campaign we agreed upon setting standards. The team thus set goals and stipulated how to achieve them. This was done to avoid confusion where activities would be haphazardly performed. Hence, we wanted to have a common understanding. Our goals and visions were communicated across the entire school and the community to avoid any resistance when the implementation of the activities had to begin. We further developed a monitoring instrument guided by the department’s curriculum management guide. The progress

regarding the implementation of our activities was reviewed once a month and it was an ongoing process since this was a long term goal. We kept on going back to the drawing board after feedback had been given and continuous workshops were conducted (McNiff, 2013: 85).

3.4.5. Data analysis

The focus of this study was to design a framework to effectively implement the FFLC towards the creation of a sustainable learning environment. In order to achieve this aim I had to follow six steps towards the data collection. Firstly, I investigated what the FFL policy was saying pertaining to the topics that we were discussing. I then used the spoken words of the participants, only focusing on arguments that would strengthen my debate. I moved on to look at how the extracted words related the theoretical framework that guided this study, namely CER, and the methodology employed, namely PAR. Furthermore, I reviewed literature with regard to the stated arguments by focusing on how other countries had overcome similar challenges.

The results therefore were analysed using a qualitative research approach based on the discussions with the participants. This was because qualitative researchers describe and analyse people's individual and collective social action, beliefs and thoughts, unlike quantitative research which is descriptive in nature. In quantitative research human subjects are important merely for providing the researcher with data and not to raise their views hence the researcher is the only one who is regarded as an expert throughout the research process (Barton and Fellows, 2013: 111).

Critical Discourse Analysis (CDA) was utilised during the data collection process since the spoken words of the participants were used (Van Dijk, 2009: 62-85). I adopted CDA as a method of analysing data because the purpose is to analyse the language structure of meanings instead of presenting a mere description of findings. CDA enables the researcher to construe meaning from what may appear as everyday conversations or discourse. The data collected therefore were dependent on the discussions of the participants hence discussions were the primary data source for this research study. The tape recorded informal group discussions were then transcribed verbatim, focussing on describing and interpreting characteristics of

speech and/or writing to determine the underlying norms, values and beliefs of the speaker/writer about the topic or process being discussed. After this interpretative stage, a discursive phase followed. During this phase a set of statements that organised and gave substance to the manner in which a particular topic, object, process was discussed, was taken into consideration. This was merely done because it is known that “what we speak is the clear reflection of our practices” (Mahlomaholo & Nkoane, 2002: 5) Finally, I drew my conclusion based on the social structure I had employed because discourse is a socially accepted association on ways of using language, of thinking, feeling, believing, valuing, and of acting that can be used to identify one as a member of a socially meaningful group. It is also true that society influences what we say (Mahlomaholo & Nkoane, 2002: 5).

Unlike quantitative research, where quality is justified by validity and reliability, in this qualitative study quality was ensured through consistency. Throughout the research process the participants were treated as equal partners in determining the framework for the effective implementation of the FFLC. Because the participants were regarded as co-researchers and were at liberty to raise their views peacefully, hope and trust transpired (Shangase, 2013: 60).

3.5 Ethical consideration

In an effort to ensure the ‘dignity of individuals’ (Cohen & Manion, 2006: 260), certain ethical matters were considered. Durrheim and Wassenaar (2004: 65) state that the essential purpose of ethical research planning is to protect the welfare and the rights of research participants. Although there are many additional ethical considerations that should be addressed in the planning and implementation of a research study, beneficence underpinned this study (Durrheim & Wassenaar, 2004: 66). Voluntary and informed consent by the research participants were obtained, and they received a full, non-technical and clear explanation of the tasks expected of them so that they could make an informed choice with regard to their participation in the research project (Durrheim & Wassenaar, 2004: 66). They were assured of the parameters of confidentiality of the information supplied by them (Durrheim & Wassenaar, 2004: 68), that they had the freedom to withdraw at any stage and the right to anonymity in the publication of the research. Henning et al. (2004: 73) state that participants need to know that their privacy and sensitivity will be protected, as well as what is to be

done with the information gathered during the course of the study. At the start of our discussion meetings the participants were again informed about the aim of the study, and I obtained their permission to record the conversations. I also explained that the information gathered was to be stored in a secure safe and that I was the only person who could gain access to this information.

3.6 Conclusion

This chapter has provided the reader with the methodological choices made, the reasons for the choices, as well as an outline of the interventions employed to empower the human subjects in terms of the effective implementation of the FFLC. After gathering all the material towards designing the mentioned framework, I hope to have made some progress towards improving learners' reading and writing skills.

Understanding a problem is important but knowing what to do about the problem is essential. Therefore, the chapter looked at how the challenges in implementing the FFLC could be addressed and this led to the participants being engaged in strategic planning. The chapter further presented participant profiles and the instruments employed to collect data. Data collection procedures were also addressed and issues of ethics were also highlighted.

The next chapter is devoted to data analysis, presentation and interpretation of the results.

CHAPTER 4

ANALYSING DATA, PRESENTING AND INTERPRETING RESULTS TOWARDS THE FRAMEWORK FOR THE EFFECTIVE IMPLEMENTATION OF THE FOUNDATIONS FOR LEARNING CAMPAIGN.

4.1 INTRODUCTION

The main aim of this study is to design a framework for the effective implementation of the FFLC towards the creation of a sustainable learning environment at a school. In pursuit of this aim this chapter focuses on analysing data, presenting and interpreting the results towards the design of the mentioned framework. This is done in line with the five objectives of the study mentioned in Chapter 1. Data gathered during the course of the study starting with the information sessions, show that there is a need for a framework for the effective implementation of the campaign towards a sustainable learning environment. During the various activities of the study it became quite clear that there were still challenges in the effective implementation of the FFL policy.

We as researchers and participants together looked for solutions to assist in addressing the challenges towards the effective implementation of the FFL campaign already identified. For the solutions to yield the desired outcome we paid attention to various components such as the conditions for the effective implementation of the framework as well as risk factors that could impede the effective implementation of the evolving framework. The chapter also presents actions and strategies that were developed and prioritised for implementation of each study objective, and subsequently operationalised as part of the FFLC framework.

Before analysing the data a literature review was done with regard to existing literature on the research topic. I then cite appropriate extracts showing that the expectations were not met. Furthermore, I analyse the extract against the background of the literature informed by Chapter two as well as in the context of CER which is the theoretical framework of the study to show the role of power differentials therein (Eketone, 2008: 16). In order to determine the effect of the challenges on the effective implementation of the FFLC; I make use of CDA to make meaning of the extracts at the discursive practice, social and structural levels (Van

Dijk, 2009: 62-85). I then draw a conclusion by revisiting what existing literature confirms or refutes regarding the findings so that I am able to justify the need for the emerging implementation strategy.

4.2 JUSTIFYING THE NEED TO DESIGN A FRAMEWORK FOR THE EFFECTIVE IMPLEMENTATION OF THE FOUNDATIONS FOR LEARNING CAMPAIGN

This section examines the challenges justifying the need to design a framework for the effective implementation of the FFLC. In pursuance of the aims of the chapter and the study the following challenges emerged: lack of a dedicated team, lack of a vision, lack of a SWOT analysis, lack of prioritisation, lack of a plan of action, lack of understanding the FFLC, lack of pedagogical knowledge, lack of a strategy towards learner centredness, the inability to enhance reading and writing as well as lack of community support.

4.2.1 Lack of a Dedicated Team

Kemmis (2000: 3) and Sanginga et al. (2010: 695-699) are of the view that in action research the establishment of a dedicated team is vital because the team works with a common purpose in ensuring that the policies, such as the FFLC, are effectively implemented. Furthermore, Coldwell, Craig and Goold (2008: 343) and Haworth (2010: 1) attest that establishing a dedicated team assists the team members to share their skills thus gaining the ability to communicate effectively with stakeholders, to work collaboratively to solve problems, to negotiate with peers and resolve conflicts, and to engage with diverse communities. Haworth (2010: 1) further mentions that the dedicated team is important in an organisation because when individuals get together they generate energy which is utilised by accessing the adrenaline that kicks in when people interact, with different ideas and opinions that are strongly felt, defended and proposed. The dedicated team also assists managers such as the principals to maximise the volume of activity they cover. However, in this school each person was seen following his/her own agenda. Educational policies such as this FFLC policy were implemented haphazardly. When Mlando and Konke were invited to attend the staff development meeting, Mlando's comments confirmed that a dedicated team who could carry out activities that would enhance the effective implementation of the FFLC policy was still lacking.

Mlando: *Eish, bafo. Uyabona nje ukuthi lento esenziswa yona manje kuwukusimoshela isikhathi nje. Engabe labantu bayasiyeka sizenzele ngendlela ekade umuntu nomuntu enza ngayo. Manje sebefuna sonke sifake amahhanisi kuhle okwezimbongolo* (Eish, my brother. Do you see that this thing they want us to do is just a waste of time. These people should instead leave us do the way we have been doing each person doing his/her own thing. Now they want us to follow one another as if we are donkeys.)

Konke: *Lento yonke nje inesicefe phakathi. Angithi bona bebezenzela bodwa izinto baqhamuke sebesitshela? Manje sebefuna ukuxhaphaza amandla ethu.* (All of this is irritating. They used to do things on their own and come to us imposing, weren't they? Now, they want to exploit our energy.)

Mlando argues that in this school, though they were participating in the implementation of the FFLC, stakeholders did not work towards a common purpose. The words: *“these people should instead leave us do the way we have been doing each person doing his or her own thing”*, bear testimony that a dedicated team to effectively implement the framework for the FFLC, was lacking indeed.

The words *“leave us”* indicated that Mlando wished not to be involved and wanted to be left doing his own thing. His arguments revealed that he lacked understanding of the impact of having a dedicated team in an organisation such as a school. Mlando's reference to the donkeys that follow one another indicated that the stakeholders did not buy into the idea of working together towards achieving a common goal, namely effectively implementing the FFLC.

Furthermore, Mlando's concern was that previously they were not all involved when new initiatives were being implemented and that impacted negatively on the effective implementation of the FFLC. Konke agreed with Mlando when he uttered: *“They used to do things on their own and come to us imposing”*. This revealed that certain people in the school perceived themselves as being of higher stature than others and that perpetuated an unequal power relation among stakeholders. This impetus resulted on the stakeholders failing to effectively implement policies such as this FFLC. The word *“exploit”* proves that Konke felt abused when forced to participate in the implementation of the FFLC. Konke did not know working in cooperation of the

stakeholders has a greater impact on the success of the organisation as Haworth (2010: 1) attests.

4.2.2 Lack of Vision

Cameron and Waters (2007: 1) argue that a vision is an ideal picture of the future of an organisation such as at school. A vision aids the organisation to set its goals towards advancing the organisation as it is the first step in strategic planning. Furthermore, Cameron and Waters (2007: 1) claim that a vision motivates and empowers stakeholders. If clearly communicated and articulated, the vision becomes a driving force that compels people to do something, change something, and become something. However, Zibuyile alluded that stakeholders at this school never had the opportunity to share the vision so that the initiated activities could bind them together.

Sya : *Hawu, wahlala nje ungenzi lutho wena kodwa ube ubona ukuthi sizama inqubekela phambili la?* (Hey, why are you idling while you see that we are trying to make some progress?)

Zibuyile's response: *Eyi, awungiyeke. Sekuqale nini manje ukuthi sitshelwe ngezinto ezenziwayo la esikoleni ngoba besishiywa ngaphandle ezintweni ezenziwayo?* (Eish, leave me alone. Since when are we being informed about things that are being done here at school because we were always left behind?)

Based on Zibuyile's response it was evident that the school had never shared its vision with stakeholders. Zibuyile's words: "*since when... because we were always left behind*" indicated that the school failed to inspire stakeholders to align their energy towards a common vision and that caused the stakeholders to lack enthusiasm and commitment. For this reason the implementation of the FFLC was seen as inefficient and unproductive. In par. 2.6 Hayes (2007: 30) highlighted that change management is vital for the effective implementation of the FFLC as it allows schools to communicate their vision, thus achieving their goals.

This creates evidence that when stakeholders are not involved in all matters pertaining to the implementation of policies such as this FFLC policy, they tend to defy the programmes put in place. That is why Zibuyile responded with "*leave me*

alone”, showing that she was defying any initiative that the school had proposed as the vision was not communicated to them, hence; they did not own it. This also showed that unequal power relations still prevailed in the school. That is why Butler (2003:22) emphasises that all staff members need to be involved and informed about the aim and goal of the organisation in order to effectively implement the FFLC policy (see par 2.6).

4.2.3 Lack of a SWOT Analysis

Shank (2009: 74) points out that conducting a SWOT analysis is useful for an organisation because it helps all stakeholders to identify how the strengths of individuals can be matched with the opportunities that exist in the organisation. The stakeholders displayed lack of understanding regarding the importance of embarking on a SWOT analysis to the school. This was derived from the comments made by Sakhile and Konke during a strategic planning meeting interval while they were enjoying refreshments.

Sakhile: *Kukhona kodwa owaziyo ukuthi why sibuzwa ngama strengths ethu nama weaknesses. Azosisiza ngani kule FFL?* (Does anyone know why we are being asked to identify our strengths and weaknesses? How is it going to help us in this FFL?)

Before Sakhile finished, Konke voiced her concern in accord with Sakhile:

Konke: *Nami impela bengisazibuza nje ukubaluleka kwaloku- Swata. Ake silinde, sizobona.* (I was also asking myself how important this SWOT is. Let us wait and see.)

Both participants indicated that the school had never engaged in a SWOT analysis hence the participants displayed lack of insight regarding the importance of conducting a SWOT analysis. Sakhile’s question “*how is it going to help us*”, as well as Konke’s comment “*I was also asking myself*” reiterated that the participants displayed a negative attitude towards embarking on a SWOT analysis. It was also perceived that the participants were being sarcastic for they did not envision that completing a SWOT analysis would lead to the school achieving the desired results.

This reaction was unexpected as the educational department usually emphasises the fact that one of the most important aspects towards achieving its long term goals is for a school to participate in a SWOT analysis, as it is viewed as part of the strategic planning (KZNDoE, 2010: 4-5).

4.2.4 Lack of Prioritisation

Johnson and Scholes (2002:209) maintain that prioritising is the ability to see which tasks are more important at specific moments and pay more attention, energy and time to those tasks. They further state that when prioritising focus is directed at the tasks that are important, often at the expense of activities of lesser importance. Dickeson (2010: 7) states that the impetus behind the desire to prioritise is part of strategic planning. However, when the subject adviser visited the school to support the Foundation phase teachers she noticed that the reading periods in the school were all taking place in the afternoon. Upon asking for the reason why these classes were taking place in the afternoon, she received the following comment from Zinhle:

We put these periods after lunch because they are a waste of time. Reading is done each time when there is teaching and learning. So dedicating a special period for reading makes no sense to us.

The subject adviser interrupted: *Oh, but the analysis of ANA results shows that your learners got less than 48 per cent in literacy. Don't you think that if you had taken these periods seriously learners' marks in literacy could have been improved? Also, when I checked your work I found that you are still behind with your Annual Teaching Plan (ATP). Do you have any reason for that?*

Happy remarked as follows with regard to the ATP.

Happy: The reason for us to be behind the ATP is that during the athletics time we did not get time to honour our periods. The learners had to go for practice and that affected our plan. As teachers we can't do otherwise when they have decided.

Both Zinhle and Happy indicated that lack of prioritisation still existed in the school and that it might have impacted negatively towards the effective implementation of the FFLC. This became evident when Zinhle highlighted that the reading periods

were scheduled to take place in the afternoons. This meant that the reading periods were not prioritised to be in the morning when the minds of the learners were still fresh to understand and read meaningfully, but rather that the SMT and the timetable committee scheduled these crucial periods in the afternoon when the learners were exhausted.

Equally important is the fact that the school prioritised athletics over the contact time, as alluded to by Happy. As a result teachers could not implement the FFLC effectively in terms of improving the reading and writing skills of the learners. Happy's last statement "*as teachers we can't do otherwise when they have decided*" indicated that even if teachers were willing to honour their periods, the SMT's decision was final and the case was not open to discussion. This showed that the SMT made important decisions without taking into consideration the inputs from other stakeholders such as the teachers. Hence, it became evident that the issue of unequal power still existed in the school and that justified the need to design a framework to assist the teachers to effectively implement the FFLC. In par. 2.3.1 Sterling (2010:59) argued that reasons for strategy failure are varied, depending on their effective implementation by stakeholders. Par. 2.4, shows that the decision of the SMT were contradictory to Mezirow's (2011:121) idea when stating that TLT is communicative learning which pays attention to understanding the meaning of what others communicate concerning values, ideas, feelings, moral decisions and concepts such as freedom, justice, love, labour, autonomy, commitment and democracy.

4.2.5 Lack of Action Planning

Barr, Jordan and Towle (2008: 179-180) argue that the focus of the plan of action is based on addressing each strategic priority within the timeframe stipulated by the stakeholders. While designing the action plan, stakeholders need to spell out steps to be taken, who will take lead responsibility, and the milestones that will indicate progress. This simply means that, according to Davies and Ellis (1998: 37), priorities are linked to activities and organised by a specified individual or collectively; given particular resources and a timeframe, and be held accountable through a monitoring mechanism. Raynor (2004:37) therefore summed up the necessity of the plan of action in the quote: "If you don't know where you are going, you will end up

somewhere else". It became evident that this school lacked a plan of action when Sya whispering the following comment to Nhlanhla during the meeting where the SMT reminded the teachers to design their **Subject Improvement Plan (SIP)**:

Sya's remarks: *Angeke ningibona ngenza lento abathi asiyenze laba. Sa identifaya ama areas of concern during IQMS kodwa asikaze sidevelopwe kwizinto esathi sidinga ukusaphothwa kuzona. Sebesifuna le subject improvement plan esingayazi nokuthi yenziwa kanjani. These people are just confused. Basifuna izinto just for sugar coating ukuze babe bahle uma kufika izikhulu at our expense. (I will not be in a position to do what these people are telling us to do. We identified the areas of concern during the IQMS but still today we have not been developed in those things we needed support on. Now they want this subject improvement plan which we do not even know how it is developed. These people are just confused. They want things to please the officials at our expense).*

Sya pointed out that their school had failed to plan and this led to failing to prioritise matters of urgency, which are also linked to activities. The activities in this school were thus not planned or organised by specified individuals or collectively, given particular resources, timeframe and held accountable through monitoring mechanism. When saying: *"I will not be in a position to do what these people are telling us to do"*, Sya indicated that he was developing a negative attitude towards the implementation of the FFLC policy. The use of *"these people"* also suggested that he was upset with the SMT as it was highlighted that the SMTs still operated in an autocratic manner by not involving the stakeholders when decisions needed to be taken.

Sya further mentioned that the SMTs were confused for he believed what the SMTs wanted was merely for pleasing the officials at their own expense. On paper this school was being perceived as doing well when, in actual fact, no support was being given to teachers to effectively implement the FFLC policy. Teachers were not supported although they had identified areas of concern in their PGP. This was an indication of the school's lack of an action plan towards the effective implementation of the FFLC policy.

I therefore agree with Shapiro (2007: 5) when stating that the plan of action summarises the human resource needs that must be developed to better carry out the planned activities. Therefore, the plan of action focuses on the staffing needs already identified as a concern, additional staff or support required. It further looks at the capacity building needs in order to enable staff to carry out activities. Hargreaves (1994: vii) also stresses the importance of the professional development of human resources when there is a significant change in the curriculum in order to yield desirable results, such as the effective implementation of the FFLC policy (see par 2.5.2).

4.2.5.1 Lack of knowledge of the Foundations for Learning Campaign

The FFLC is a four-year campaign intended to focus the attention on key activities that would lead to good literacy and numeracy development in all schools in South Africa. The FFLC provides teachers and schools, including all relevant stakeholders, with clear directives on the DoE's expectations of schools and teachers with regard to achieving the expected levels of performance (DoE, 2008: 4). Furthermore, the FFLC emphasises assessment of learner performance aimed at ensuring that no school obtain less than 50 per cent in the external examination by 2011 (DoE, 2009: 1). The DoE (2009: 1) further highlights that the mandatory obligation of the FFLC was focused on parents being able to take their children's workbooks to determine the progress they had made. This combined the practical exercises given in the classrooms to materials that informed both the pedagogic process and the child's individual experience. However, during the information session we had with the participants it became evident that the participants still did not understand the FFLC. The result was that the policy was not interpreted according to the Minister's intention.

Zibuyile, the first participant, remarked as follows:

Just when I am trying to get settled with the NCS now I am told to implement FFL which I do not have knowledge of it.

Zibuyile revealed that she did not realise that the FFLC is part and parcel of the NCS policy. The FFLC came into existence to strengthen the loopholes that were

envisioned in the NCS policy regarding literacy and numeracy. Nkosi swiftly concurred with Zibuyile:

Nkosi: *They do not even open opportunities for us to air our challenges.*

Sma dismayed the other participants with the following remark:

Mina ngizifundisela ngokuthi ngithathe umsebenzi onikezwe uThulo bese ngiwusebenzise ekilasini lami. Nokuba kukhona engikwenzayo eklasini. (I teach in class because I take the work of Thulo **referring to her daughter who learns at so called privileged schools**; and teach in my own way).

The participants' comments revealed that they did not understand the FFL policy, which resulted in their struggling to implement it. The reason behind this is that teachers are still not involved in policymaking yet they are the key role players in the implementation thereof. This suggests that in our education system, though we claim to be in a democratic era, the issues of power such as imposing policies upon teachers still exists, resulting in an unjust society (Mahlomaholo & Nkoane, 2002: 2). Teachers are still deprived of the right to voice the issues which are pertinent to their daily duties such as the implementing of the curriculum, as Nkosi indicated. This might have led to the lack of understanding of the FFL policy.

Sma further claimed that she taught by using her own daughter's work as her daughter attended one of the so-called privileged schools. This is evidence of the fact that the FFLC that was supposed to be a directive to assist teachers, was now seen as being imposed on teachers with the result that teachers developed a negative attitude towards the FFLC and the implementation thereof.

In line with CER principles Mahlomaholo and Nkoane (2002: 2) emphasise that when stakeholders exchange experiences, find common ground for collaboration and actively participate in any initiated programmes; they tend to take ownership of those programmes. Denzin and Lincoln (2005: 96) also highlight that within CER individuals are empowered, societal systems transformed and the policies and processes ultimately replicate operation and justice. Therefore, adopting CER in the

effective implementation of the FFLC enabled me to recognise elements of power abuse with regard to the management of the school. I also agreed with Jansen and Sayed (2001: 11), as cited in Chapter 2.5.1, that policies can be implemented effectively if said policies are communicated clearly to the stakeholders. Based on this it becomes evident that a proper understanding of policies such as the FFL would create a sustainable learning environment.

In other words, the lack of understanding of the FFL policy was due to the existence of unequal power relations among stakeholders in the formulation of policies, that later caused the ineffective implementation of the FFL policy. We therefore, were interested to know whether the SMT members were clear about their roles in terms of the implementation of the FFL policy.

4.2.5.2 Lack of pedagogical content knowledge

The FFL as a policy stipulates that educators are expected to improve communicative skills of all learners in terms of writing and speaking, and also to observe and enhance learners' ability to read (DoE, 2008: 14-15). When discussing the participants' ANA results, the research team consequently realised that there was a significant need to develop high quality measures of instruction and teacher knowledge. For example, although reading is not a discipline, it is still necessary that educators teaching reading be knowledgeable in the structure of the language they are teaching. According to Koehler (2011: 132), teacher subject knowledge and pedagogy should not be treated as mutually exclusive domains. This knowledge includes knowing the teaching approaches that best fit the content, as well as knowing how elements of the content can be arranged for better teaching. This also involves knowledge of teaching strategies that incorporate appropriate conceptual representation of using the synthetic phonics method to address learner difficulties and misconceptions, and foster meaningful understanding. Eshiet (2012: 1) states that teachers in Nigeria were also lacking pedagogical content knowledge (see par. 2.7.3).

During the class visit with the Developmental Support Group (DSG), as part of the FFL implementation strategy of the Grade 3 educators, we observed that pedagogical content knowledge of literacy was still a challenge in this participating

school. When Zinhle was given a platform to conduct her lesson the following transpired:

Zinhle: *Morning learners. Can you read these words written on the flash cards: bread, cheap, beat, feather, teacher, cheat, tea?*

Learners read the words shown to them. Zinhle then cited the very same words to the learners and instructed the learners to read as she reads.

Zinhle: *Can we read together the words again: bread, cheap, beat, feather, teacher, cheat, tea?*

After having read the words she instructed the learners to open the boxes containing juggled words that were placed on their tables.

Zinhle: *Please open those boxes on your tables and identify the words which have the same letters as (ea).*

Learners responded to the instruction and some of the words learners identified were: peas, pear, sea, dear, tear, near, leather, teak, clear, rear, seat.

Zinhle then continued: *The homework for the day would be to identify any five words of your choice from the list you have in your boxes and construct five sentences.*

When the DSG assessed Zinhle's lesson it was evident that pedagogical content knowledge was still lacking. Zinhle's introductory phase did not link with the learners' previous knowledge. It also did not interest the learners with the result that it was not fun to attend the lesson. Furthermore, when looking at the words taught it became clear that her teaching strategies which were supposed to incorporate appropriate conceptual representation of using the synthetic phonics method to address learner difficulties and misconceptions were still inadequate. The reason being that among the words taught, the pronunciation differed although the words were spelt similarly, for example bread and cheap. Another concern was that the learners were not made aware of this.

Equally important is Mkhwanazi's (2007: 1) opinion that until 1994, which marked the beginning of the education transformation in S.A., most teachers possessed outdated subject matter knowledge and were not adequately supported to teach in the new dispensation. This is no different in this particular school as the nature of teachers' knowledge and professional expertise had been identified as critical. White Paper 6, however, specifies that Support Learning Teams (SLTs) should play consultative and collaborative roles in district and school based support teams, and should support both teachers and learners. The FFLC policy also urges teachers to become members of the district forum or of a school forum so that ideas, experience and best practices can be shared thus ultimately enhancing their teaching strategies (DoE, 2008: 6).

Since the educator did not have the skill to impart the proper knowledge to the learners, this might be an indication that empowerment and emancipation in our system was still inadequate. Teachers were still not equipped with the relevant knowledge and skills to effectively implement the FFLC policy. Since CER is an analytic tool it became evident that teachers were still not empowered to create an environment for learners to engage in critical self-reflection (see par. 2.3.2).

In view of the above, in par. 2.7 Meier's (2011: 552) argument that the integration of the FFLC milestones in weekly lesson planning and work schedules required teachers to rethink how the FFLC could be incorporated in the work schedules and lesson plans based on the National Curriculum Statement (NCS), was highlighted. Meier further alluded to the fact that teachers were struggling to implement the work schedules based on the NCS. Therefore, the ineffective implementation of the FFLC was not due to teachers defying the policy but was rather caused by their lacking pedagogical content knowledge with regard to literacy.

The DoE (2008: 2) claims that the FFLC will provide teachers and schools with clear directives on the Department of Education's expectations of schools and teachers to achieve the expected levels of performance, as well as ensuring that support is provided towards the achievement of the campaign's objectives. However, during our feedback meeting one of the participants (a teacher) alluded to the fact that

minimal support was given to teachers to reach the expected level of performance. This was extrapolated from her words:

Ntombi: May I take this opportunity to thank Zinhle for allowing us to observe her lesson. Tell us, Zinhle, how do you think of your lesson?

Zinhle: As far as my lesson was concerned I was satisfied in terms of how it went.

Ntombi: The main concern in this lesson is that your introduction phase did not incorporate the previous knowledge of the learners. We have noted that though we manage to get the understanding of the phonic you were teaching however; words taught were supposed to be grouped according to their sounds. For an example: When looking at these two words: bread and cheap. Both might have (ea) phonic but they sound differently. So such words should not be taught at once as it confuses the learners.

Zinhle: Ooh, it only now that I hear of that. I never had a proper training, I may say. I'll consider that in future.

The reflection that was done after Zinhle's lesson revealed that teachers at this school did not have adequate training in terms of teaching literacy. This might be one of the reasons why teachers struggled to effectively implement the FFLC that was meant to improve the low levels of reading and writing. This meant that the SMTs, especially the HODs, did not develop and support teachers under their care. However, teachers too should have looked for more information, as the seven roles of educators stipulate.

The reflection process indicated that participants were working as equal partners. Both parties showed respect for one another. This evidence was drawn from Bongji's word "*may*", and Zinhle's response "*I'll consider that in future*" indicated that she too was impressed by the support given to her. In other words, the communication between Zinhle and the DSG was acceptable, resulting in mutual respect among the participants.

It was mentioned in par. 2.5.2. that teachers' first impressions need to be noted in an effort to avoid the same mistakes made by the OBE implementers, and furthermore,

that the implementation of the FFLC, amidst an array of other interventions, could be a helping hand to some, but a hurdle or obstacle to others because of lack of training and resources (Meier, 2011: 5). In Australia, the successful implementation of the RR programme depended on the ongoing professional development (PD) of teachers and teacher trainers, as well as networking (Wheldall and Reynolds, 2007: 201) (see par. 2.7.4). Therefore, if we wish to sustain the quality of teaching and learning, professional development which promotes growth and lifelong learning to stakeholders, need to be taken seriously.

4.2.5.3 Lack of strategy for learner centred teaching

Baesa (2011:1) argues that learner centred teaching focuses on inter alia task based language learning, cooperative learning, content-based second language instruction, whole language, collaborative and self-regulation. Therefore, a learner-centred approach requires learners to take full control of their learning rather than being spoon-fed, regardless of their age (Doyle, 2008: 82). According to Furlong and Sugrue (2004: 189), learner-centred strategies focus on the psychological, emotional and social needs of learners as well as intervention that maximize healthy development and function such that motivation, learning and achievement are promoted for all learners. During the staff development in our subject meetings participants indicated that there still are educators who are either reluctant or resistant to the learner-centred approach as an aspect of the FFLC. While we were trying to understand the above-mentioned approaches, Zibuyile ventured the following opinion:

Othisha basazitshela ukuti abantwana abazi lutho, loko kungaphazamisa inqubekela phambili. (Teachers are still telling themselves that learners know nothing - that could hold back the progress.)

Zibuyile's comment meant that educators assume that learners are *empty vessels*. Such a view is contested by Schunk (2000: 24) who applies a constructivist approach through which he advances that by the time a child starts schooling, he or she has already gained some knowledge from his or her community. At the same meeting Ntombi remarked as follows:

I'm planning always the same activity for the whole class.

Ntombi implied that in her teaching she did not take into consideration the diverse capabilities of the learners in her class. Teachers from this school still did not realise that learners are creators of knowledge. As this was the case they (the teachers) were responsible to implement social constructivism in their classrooms.

From the above discussions it was apparent that some teachers were not familiar with the learner-centred approach which is in line with the FFLC. It became apparent from Zinhle's lesson that she did not make use of a variety of teaching methods in order to cater for the diverse abilities of her learners (see par. 4.2.5.2). Hence, learners' opportunity to own the lesson and perform according to their ability was compromised. This confirms that the issue of power from the teachers' side was still in existence as the teacher-centred approach still existed in the school where the speaking individuals would be treated like molecules in a laboratory (Mahlomaholo & Nkoane, 2002: 2). In par. 2.4.1 it was highlighted that one of the reasons for adopting TLT in this study was that TLT provides the means of defining the type of learning required and a framework for evaluating it which support the constructivists' ideology that learners construct their own knowledge; hence supporting learner-centeredness rather than teacher-centredness (Shangase, 2013: 18).

I therefore conclude that teachers were not deliberately failing to implement the FFLC towards creating a sustainable learning environment, but rather they lacked learner centred strategies in applying the FFLC.

4.2.5.4 Inability to enhance reading and writing

One of the most effective ways to improve primary education is to meet learners' needs. However, in this particular school taking action to explore different interventions to improve reading and writing were never initiated since South Africa has reached the Millenium Developmental Goals 2 (MDG 2) which aims at sustaining education through improving the quality of reading, writing and numeracy at all grade levels (UN org, 2008: 2). The aim of the MDG 2 as highlighted by the UN is to assist children to replicate the knowledge they have gained in Universal Primary education

in Secondary level education. However, the fact still remains that teachers are struggling to create link between reading and writing (Lynne, 2008: 15).

The following remark was made by Nomusa after checking the educators' files:

Nomusa: It is quite surprising that such a school with qualified educators is unable to design programmes to enhance reading and writing. (See appendix J).

As a reply to Nomusa's remark Zenzele suggested the following:

Zenzele: I think we can learn from my brother's school whereby they conduct reading during morning assembly.

Nomusa and Zenzele were concerned about the teaching of reading and writing at the school and the fact that no programme was in place to improve reading and writing. As for Zenzele's comment, it seems as if he suggested that as a school they were not in a position to come up with their own programme to enhance reading and writing that is why he opted to outsource expert advice from his brother's school. The inability to enhance reading and writing became a serious concern because among the strategic goals of the LAIP teachers are urged to ensure and protect reading in the timetable of all grades in the phase. It was also suggested that a library corner be created in the classroom to ensure effective reading time (DoE, 2010: 3).

The fact that the school had qualified teachers, as was highlighted by Nomusa, gave a clear indication that their inability to enhance reading and writing was due to defiance. The reason for their action could be that they were never involved in designing innovative strategies that could benefit the school. Hence, they saw no need for them to be part of designing this framework to effectively implement the FFLC to create a sustainable learning environment.

4.2.5.5 Lack of community support

Community engagement is an excellent way to share resources as well as to develop a type of synergy to benefit both the school and the neighbourhood (DoE, 2012: 1). Black and Hughes (2001: 4) define community

engagement as a planned process with the specific purpose of working with identified groups of people, whether they are connected by geographic location, special interest or affiliation, to address issues affecting their well-being. Linking the term 'community' to 'engagement' serves to broaden the scope, shifting the focus from the individual to the collective, with associated implications for inclusiveness, to ensure that consideration is given to the diversity that exists within any community.

Based on the above, the school handed application forms to the learners to become members of the local municipal library since the school is under-resourced and has no library. However, learners failed to return the forms to school and when asked the reason, this transpired:

Grade 2 learner: *Umalume usebenzise iform ukubopha ugwayi wakhe* (My uncle wrapped his cigarette with the form.)

Grade 3 learner: *Miss, uma wavele wayidla iform* (Miss, my mother ate the form.)

From the above extracts it became clear that the parents did not take their children's education seriously nor did they value the initiatives organised by the school. This means that collaboration among stakeholders was still lacking which contributed to improving towards lack of community support. Their actions also showed lack of respect towards the school. It seems as if systems of inequality and injustice between the school and the community still existed.

However, Wheldall and Reynolds (2007: 199) in par. 2.7.4 state that the success of the RR programme implemented in Australia could be ascribed to the fact that the Australians acknowledged that selecting reading materials and purposeful writing activities that enhance students' interests, was very important. Another important aspect was regular, planned opportunities for students to engage in sustained reading and writing activities, in a variety of contexts and acknowledging and responding to the diversity of interests and literacy practices which engage students at home and in other settings beyond the school.

However, the community did not embrace and own the school's vision of implementing the FFLC through registering the learners to be members of the local municipality library. This meant that lack of support from the community resulted in an unjust implementation of the FFLC, which is contradictory to what Mahlomaholo and Nkoane (2002: 2) advocated.

4.3 COMPONENTS OF THE FRAMEWORK

This section examines how the framework for the effective implementation of the FFLC emerged from the study, taking into consideration the identified problems as stated in par. 4.2. The components of the solutions to these challenges firstly consisted of a team dedicated to the effective implementation of the FFLC. This dedicated team was also responsible for developing inter alia a common vision, auditing of the SWOT analysis, prioritising activities, and the action plan detailing the prioritised activities towards designing the framework to effectively implement the FFLC. Ultimately, clarifying roles according to individual's strengths were also taken into consideration. This was done in line with Kemmis and McTaggart (2000: 491) who confirm that the starting point in action research is to sort out a problem or issues in practice. Thereafter, the research team sought solutions to the following challenges, namely the establishment of the coordinating team; development of the shared vision among the implementers of the QLTC; conducting a SWOT analysis; determining the priorities; collaboratively planning; and putting together systems regarding monitoring and reflection.

4.3.1 Establishment Of A Dedicated Team

A team dedicated to solve problems was formulated for the effective implementation of the FFLC. Establishing this team was in line with Kemmis (2000: 3), Meyer (2006: 117) and Bradbury and Reason (2001: 2) who are of the view that in action research a team is vital because the team works with a common purpose. This dedicated team was to determine the long and short term goals of the team, as well as the individual roles of the team members. Furthermore, this team was to clarify performance rules that include authorship and ownership of data and data results (Laing, 2003: 145). The dedicated team therefore affirms that during the planning phase actions should not be done haphazardly, or with each person following his own agenda. The team was also responsible to implement the agreed upon activities

and observe any changes during the process. The dedicated team had to further reflect on the implementation process and the consequences of the change. This was to allow them to re-plan if the proposed activities did not yield favourable results. Furthermore, Kemmis and McTaggart, (2000: 3), Johnson and Meyers (2008: 477) and Reason and Bradbury (2001: 2) affirm that in reality not all agreed processes and systems put in place would always give what the planners had expected. There is always room for improvement as society is dynamic. This means that as critical researchers we are not intimidated by the failures of the processes and the systems we had put in place, but are motivated to reflect on the failures and try again (Denzil & Lincoln, 2005: 563).

Informed by the stated argument, Mr Dumakude, a retired school inspector, initiated a democratic election of participants to be part of this dedicated team:

Mr Dumakude: *Ngiyayidonsa ke mina lenqola futhi imina engizobheka ukuthi iyasebenza yini. Asivotele abanye esizoba nabo kuleteam.* (I am pulling this wagon and I will be the one to monitor that it works. Let us vote for other members who will form part of this team.)

Mr Dumakude meant that he was prepared to chair this dedicated team. He regarded himself as a person with expertise and experience regarding the failures and successes of policies such as the FFL policy since he was a retired school inspector. Hence, Mr Dumakude wanted to lead the team in order to avoid repeating the mistakes of the past. Such mistakes could be that the department had haphazardly planned their activities without having established a dedicated team to communicate with relevant stakeholders. Mr Dumakude also showed that he was enlightened and democratic by asking the participants to vote for members to form part of the dedicated team.

The process of electing the dedicated team democratically ensured equality of participation among the school community. When the team was formulated its mission was to assist in discovering the best possible framework for the effective implementation of the FFLC and ensure its sustainability. Team members were

requested to come up with solutions to the challenges that they had identified. It was no secret that we would need monitors and evaluators among the team members to monitor our progress.

In his amusement Mr Mzobe, an SGB member, proclaimed as follows while we were having some refreshments after a strategic meeting:

Mr Principal, ngicela ungillungisele ibhuku leli elitshengisa imiphumela yabafundi. (Mr Principal, please prepare for me the document that shows the results of the learners.)

When Mr Mzobe requested the learners' results, we understood him as referring to the learners' progression schedules. However, the principal responded to his request as follows:

Principal: *Angeke sikwazi ukucubungula ama schedule sodwa. Sidinga, oSya, Zenzele, noKonke ukuze bezosilekelela. Angithi sisakhumbula ukuthi savumelana ngokuthi uSya uyena ozoba I resource provider, kanti uZenzele yena samukhetha ukuthi abe instructional specialist bese kuthi u Konke abe I curriculum specialist.* (We cannot be able to analyse the results alone. We need Sya, Zenzele and Konke to assist us. Do we still remember that we agreed upon nominating Sya as our resource provider, while Zenzele was elected as our instructional specialist and Konke as curriculum a specialist?)

Malindi immediately asked to be reminded of the responsibilities of the above mentioned persons:

Malindi: *Kodwa ukhona nje osakhumbula ukuthi labantu babekhethelwe ukwenzani?* (Does anybody still remember the roles of these people?)

Zipho then commented: *From our previous minutes it was stated that the resource provider will help us in sharing instructional resources such as websites, instructional materials and readings. He also had to provide the team with professional resources such as articles, books, lesson plans and assessment tools. (Kanti i-instructional*

specialist sona sathi izosiza ama) colleagues to implement effective teaching strategies such as planning lessons in partnership with her colleagues. The curriculum specialist monitors whether the subject policy as well as the assessment policy are being implemented as expected. Furthermore, she checks the curriculum coverage. Apart from Sya, Zenzele and Konke we had Ntombi who was elected to be a classroom supporter. Her role was to instil the co-teaching among teachers and assist teachers to implement new ideas by demonstration lessons. Further, she observes the lessons and gives feedback to her colleagues.

Sya went to fetch the Grade 3 learners' progression schedules (this grade is a yardstick for the schools' performance) and requested the team to analyse it.

Sya: *Nansi ischedule ka grade three asenzeni I analysis.* (Here is the schedule for Grade 3 - let us analyse it.)

Zenzele intervened immediately after the results were analysed:

Ngokubuka nje lemiphumela kufuneka senze ijustice ngama staff developments abanjalo ngoLwezithathu. Lokhu ngikushiso ukuthi we need to have demonstration lessons ukuze sizosiza abanye bothisha bethu. (By looking at the results we need to do justice in terms of our Wednesday staff developments. I am saying this because we have to have demonstration lessons so that we can help some of our teachers.)

From Zenzele's comment it was evident that the school had engaged in staff development sessions on Wednesdays. However, his words "*Kufuneka senze i-justice*" suggested that these staff development sessions were mere window dressing and not with a common interest in solving the challenges that the school experienced, such as the effective implementation of the FFLC, in mind. The staff development sessions were then intensified in order to assist teachers in improving particularly Grade 3 learners' reading and writing skills.

The team's arguments demonstrated the point made by Tschannen-Moran (2001: 3) that for an organisation to achieve its objective there is a need for all stakeholders to work collaboratively. This is one of the reasons we opted to set a structure in place to debate issues and operate in their field of competency. As an organisation we recognised that we needed to build and sustain healthy relationships with all

stakeholders in order to survive, to produce learners with good literacy skills and also to produce quality education (Miles & Watkins, 2007: 92).

When an organisation is threatened by policy changes or new legislation there is a need for stakeholders to have a common vision towards improving the implementation of policies such as the FFL policy. Successful organisations further engage in SWOT analysis so as to ensure that they capitalise on their strengths in turning the situation around. In this regard, we needed to turn around the low levels of literacy of our learners. Moreover, successful organisations prioritise their activities to ensure that most of their time is spent on the most important tasks (DoE, 1996: A-4).

4.3.2 Sharing Of A Vision

Steyn (2011: 222) believes that sharing a vision is an initiative that binds efforts together in order to achieve a common goal. Bennis (2009: 93) argues that a vision provides direction and helps the organisation prepare for the future; provides guidance towards decision making; shapes the organisation's strategy; guides the types of people to implement the initiatives taken; and define what to do and what not. He also claims that a vision helps set priorities and guides planning; aligns people and activities across the organisation; provides purpose and a source of inspiration; and reflects an organisation's core values and beliefs. Vision empowers people and helps to focus their efforts thus bringing change and hope for the future (Bennis, 2009: 93).

Our main task as a team was therefore to translate the vision into activities requiring critical thinking. At this stage the team reviewed the existing challenges, offering direction towards addressing them to effectively implement the FFLC towards creating a sustainable learning environment. Senge (1990: 103) further argues that the shared vision and team learning leads an institution to become a professional learning community.

As our team was developing the vision, the principal introduced the concepts of team learning, collaboration, community building and reflection. To this end collaboration became a norm, and one of the educators commented as follows:

Zipho: *I will be sending out the letters tomorrow inviting parents and all other relevant stakeholders to attend the meeting which will be on the 27th of May 2012. Among the issues that will be discussed would be the following: (i) Introduction of the dedicated team and their responsibilities; (ii) Nomination of the relief members to assist the dedicated team; (iii) Agreeing upon the monitoring instruments to be put in place to check the successes and the loopholes of our systems to improve reading and writing (iv) Drawing up the schedule for our meetings.*

Zibuyile was heard saying: *Kungasiza kakhulu ukuze wonke umuntu ezokwazi ukuthi kwenzakalani. Futhi kuzosiza ukuthi sibe ne saphothi enkulu.* (That would help a great deal so that everybody would know what is happening. And that would also assist to have a great support.)

From the above extract, it is clear that Zipho was arguing that inviting the members of the community and all stakeholders would help in fostering collaboration between the school and the community. This also suggested that the participants were promoting the ongoing partnership between the community and the parents. The agenda for the meeting showed that the team members acknowledged the fact that they were not the only ones who could come up with solutions to improve the implementation of the FFLC, but that the community needed to be given an opportunity to voice their ideas promoting equality in the whole process as well as building trust. This was also mentioned by Mezirow (2011: 123) in par. 2.4.1. Mubanga (2010: 10) in par. 2.7.2 highlighted that the Zambian education department also stressed upon working with the community to enhance literacy in primary schools.

The team's vision of identifying solutions to address the challenges to ineffective implementation of FFLC enabled the team to work towards having a common goal. Team members collaboratively worked towards designing the framework for the effective implementation of the FFLC. This enabled the stakeholders to push the boundaries of inequality and promote peace and hope as they work harmoniously with one another.

Based on the above arguments it was clear that the team valued sense of ownership. By acknowledging collaboration with parents the team also promoted transparency thus ultimately enhancing trustworthiness among all stakeholders. Hertz-Lazarowits et al. (2010: 271) and Smith (2006: 7) confirm the idea of working with marginalised communities in a genuine and authentic way (see par. 3.2.2).

4.3.3 SWOT Analysis

The dedicated team, together with the stakeholders, conducted an audit to assist the participants in identifying the most valuable strategies necessary to implement the activities towards improving the implementation of the FFLC. The team firstly acknowledged that we had qualified educators complying with the number of teaching hours, committed SGB members keenly interested in what is happening in the school, and nutrition programmes, especially for orphans and vulnerable children. We used this to our advantage as it highlighted our strengths and we wanted to match it to the weaknesses and threats so as to mitigate any strategy that could hinder the effective implementation of FFL (Bennis, 2009: 171). Zinhle, during the SWOT analysis meeting of the school relating to the implementation of the FFLC, attests to this:

Sinothisha abaqeqeshwe ngokwanele abakukhuthalele ukuba seklasini. Ne SGB yethu iyakuthakasela lokho okwenzekayo lapha esikoleni. Eish, ne nutrition programme kakhulukazi ezinganeni eziyizintandane nezihlukumezekile. (We have qualified teachers who are always in class. Also, our SGB is interested in the activities of the school. Eish, we also have the nutrition programme especially to learners who are orphans and vulnerable.)

We then moved on to identify our weaknesses, as per Sakhile's opinion:

Sakhile: Kulesimo sama HODs angawenzi umsebenzi kuhle kubizwe ama experts to develop them rather than taking drastic measures (In the case of HODs who are not doing their work it is better to invite experts... measures.)

The stated arguments suggested that the participants did pride themselves in having qualified teachers which were qualified. That showed appreciation and was indirectly motivating the teachers to see that they can still do better. Furthermore, the

statements showed that the participants respected and valued the good achieved by the other stakeholders. It was also clear from Sakhile's comment that the stakeholders did not want to hastily take unappealing steps against stakeholders who were not doing their work, but rather to empower and support one another. Sakhile's emphasis on the rigorous workshops and professional development on the effective implementation of FFL created an atmosphere conducive to good working conditions.

Houben, Lenie and Vanhoof (1999: 125) argue that conducting a SWOT analysis helps organisations in analysing their potential and developing strategies towards improvement. As our case still stood, we looked to future possibilities of the school by looking inwardly on what was advantageous in us. Hence, we were looking for strategies to assist teachers in implementing the FFL framework in order to improve reading and writing at this particular school.

This took us to review the priorities stated in par. 3.3.2 in order to formulate the strategic planning. According to Goodstein, Goodstein and Nolan (2008:3) strategic planning aids institutions to organise process improvement efforts, define the institutional processes that need to be improved, benchmark internally and with other institutions, as well as discuss institutional performance across all structures of the institution.

4.3.4 Prioritisation

This section provides the justified plans that the dedicated team in conjunction with the stakeholders had put together for the effective implementation of the FFLC. The team in consultation with the staff and with the endorsement of its members established a single common prioritisation standard based on the data provided by the participants. According to White (2003:119), a well-designed prioritisation model supports all levels and areas of the organisation to establish alignment on both vertical and horizontal planes. In this study our aim was to design a framework for the effective implementation of the FFLC towards a sustainable learning environment.

The team therefore acknowledged the voices of the teachers and the community at grassroots level to assist towards designing such a framework. Furthermore, the

inputs of the departmental officials and other stakeholders such as the businessperson were also taken into consideration in order for the school to implement the FFLC effectively. In this regard the team used the strengths identified in par. 3.3.2 to their advantage in order to prioritise five goals pertinent to the FFLC framework. The reason behind prioritising these goals was not to engage in more than could be done in one calendar year. While we were having a formal strategic planning session, Mlando commented as follows:

Mlando: It is important to understand all these five pillars of the FFL if a teacher can still teaches as if she is in the talk show. There are no teaching aids used yet in this era there are so many teaching aids that can be used like digital dictionaries to teach phonics. The learners could enjoy.

The team unanimously responded: *Elethu* (We agree.)

Mlando's comment led to the team becoming keen to prioritise their goals towards effectively implementing the FFLC and to prioritise the understanding of the FFLC policy. By emphasising an understanding of **all** five pillars of the FFLC the team indicated that they wanted to be knowledgeable and empowered in order to improve learners' reading and writing skills. Since nobody disagreed with Mlando it was clear that the team unanimously agreed to achieve the goal, namely gaining a proper understanding of the FFLC (Bennis, 2009: 93; Steyn, 2011: 222).

4.3.5 Action Planning

Developing an action plan together with the participants allowed the stakeholders to gather information with the aim of gaining insight, developing reflective practice, effecting positive changes in the school environment and all educational practices in general, and improving student outcomes (Mills, 2003: 4). Fullan (2010a: 85) defines an action plan as a "heroic" act helping stakeholders to turn their dreams into reality. He further attests that an action plan is a way of making sure that the organisation's vision is made concrete. This is achieved through considering the following factors, namely: what activities are to be performed, who will carry them, by when must these activities take place and for how long, what resources are needed to carry out the proposed activities and how activities will be monitored in order to determine whether they are bringing about the required change (Mills, 2003: 4). In light of what has

been stated it becomes evident that action research lies in the generation of solutions to practical problems (Shangase, 2013: 78).

It cannot be disputed that the school was struggling to effectively implement the FFLC policy in order to improve the low levels of literacy in the Foundation phase. Though the challenges were many, the stakeholders agreed to address only the five that they had prioritised as mentioned in par. 3.3.2. Identifying these five priorities was going to help the stakeholders to find possible solutions to practical problems.

During the fourth meeting of our strategic planning, Konke (the curriculum specialist) availed himself to take the team through understanding the first pillar of the FFLC, namely appropriate resourcing.

Konke: I'll be taking you guys through the first pillar of the FFL campaign then the other remaining four will be done by me and the curriculum team interchangeably.

Bongi: It would be better if you can propose the date for the workshop, the venue where our workshop will take place.

While Bongi was talking, Konke interrupted and said: *Please feel free for the resources as I will take care of them. My only request is to prepare me one class of the Grade 3 learners. The lesson would take an hour then as teachers we would go beyond to iron out salient aspects such as reflecting.*

When the participants raised these arguments we agreed that a workshop to discuss the five pillars of the FFLC as stated in par. 4.3.5.1 had to be conducted as soon as possible. The evidence was drawn from Bongi's opinion when she showed willingness to assist in terms of organising the resources to be used by Konke when conducting the workshop. This also meant that the participants were acknowledging collegiality, as CER attests. The participants' enthusiasm also indicated their alacrity to participate in the implementation of the FFLC policy.

4.3.5.1 Knowledge of the foundations for learning campaign

Strategic planning is an organisational management activity that is used to set priorities, focus energy and resources, strengthen operations, ensure that stakeholders are working towards common goals, establish agreement around intended outcomes or results, and assess and adjust the organisation's direction in response to a changing environment. It is a disciplined effort that produces fundamental decisions and actions that shape and guide what an organisation is, who it serves, what it does, and why it does it, with focus on the future. Therefore, effective strategic planning articulates not only where an organisation is going and the actions needed to make progress, but also how the organisation can determine its successes (Bush & Coleman, 2000: 68).

Informed by this, the team conducted a workshop towards the understanding of the FFLC as it seemed to be the key challenge among team members. The FFLC was launched on 18 March 2008 in Cape Town by the Minister of Basic Education. This campaign served as a call to schools and communities to focus on reading, writing and calculating (DoBE, 2008: 1). As per the objectives of the FFLC, the national focus is to improve reading, writing and numeracy abilities of all South African children, provide energy, inspiration and opportunities for all South Africans to participate in the drive to get children writing, reading and calculating at age appropriate levels by 2011, and ensure that average performance in Literacy and Numeracy in all primary schools is not less than 50% by 2011 (DoBE, 2008: 2).

We needed to conduct workshops that would enable us to reach a common understanding with regard to the pillars of the FFLC, which are appropriate resourcing, teacher performance, regular and effective assessment, advocacy and monitoring. However, we dealt with pillar number one, which is appropriate resourcing, in detail in an effort to enhance stakeholders' understanding of the implementation of the FFLC. The following concern, raised by Nomusa, took the whole team by surprise:

*Nomusa: According to FFL campaign there are five pillars in the implementation of the FFL campaign however, it is my opinion that we do in detail the first pillar which is **appropriate resourcing**. The remaining four will be done on the later stage. Our*

main focus will be on the teaching of phonics integrating reading, writing, listening and speaking.

From what Nomusa was saying it seemed as if the stakeholders were keen to understand what the pillars of the FFLC entailed and how these pillars, especially the first, could be implemented in the classroom.

Mlando, as a member of the curriculum specialist team, then informed the participants what was to happen in this workshop:

Mlando: In this workshop we have decided to bring along Grade 3 learners so that we all get to understand what this appropriate resources work in a real classroom situation. The learners are seated according to their respective groups.

Konke (the curriculum specialist) started introducing the lesson by projecting the fable on the whiteboard.

Konke: Morning, Grade 3. How many characters can you identify from the projector? Name those characters.

S'ne (A learner): There are two characters; it is the ant and the grasshopper.

Konke: Good, what are the ants known for?

When this question was posed there was a complete silence from the learners for a couple of seconds, until Konke continued:

Konke: You can relate your answer to what you learnt from the Sunday school.

After Konke had given the learners a clue, Zuko responded:

Zuko (Learner): I learnt that they are always busy. They do not have time to rest.

Konke: *Thank you, Zuko, you have saved us time. Indeed, ants are known as the busiest insects, but the story will tell us more. May you then read the story aloud?*

While learners were reading, the teacher observed and recorded, among other aspects, the intonation, expressions and pronunciation by the targeted group. After learners completed reading the teacher took his turn and read the story aloud to the learners emphasising expression and phrasing, and changing tempo. The learners were again instructed to read the story with the aim to identify whether they had grasped the correct way of reading. When Konke was satisfied she moved on to the next part of the lesson.

Konke: *There are small boxes in your table. Please open them and take out the electronic dictionaries inside. I would like you to identify new words on the story. Switch on the electronic dictionaries. When your dictionary is on, your screen will be written all the letters of the alphabet:*

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z.

When the screen shows these letters then for the meaning of the word you are looking for you key in its first letter e.g. for the meaning of “grasshopper” you will key in “g” then type the word. Then enter.

While the learners were busy with this activity, Konke and her team were moving around allowing learners to be active participants in the lesson. The learners thereafter wrote the new vocabulary words in their personal dictionaries. Based on this short story (see appendix K), among other words that were identified were field, chirping, toiling, moiling, hunger, corn, and grain. The teacher and the learners then grouped the words according to sounds, for example foiling and moiling. He then asked learners to name more words that rhyme with these words. Konke then flashed cards with these sounds for learners to read. This served as a guide pertaining to the homework that was given to them. When Konke gave learners this activity it became evident that he was extending the lesson for grammar purposes.

Konke: *The homework for today then is to go and list five words consisting of each **underlined phonemic words**: -er, -ai- and -ie- and then construct sentences with these phonemic words.*

As soon as Konke introduced the learners to this activity it was clear that he was exposing the learners to e-Glossary. This was in line with transforming learning and teaching through the use of Information and Communication Technologies (ICTs). The White Paper on e-Education Notice 1922 of 2004 highly recommends the use of software as important resources to transform our education thus making learning fun. Konke was preparing the learners for high school.

The following Wednesday, Zenzele (an instructional specialist) facilitated the lesson.

Zenzele: *Good day, learners, before we start our new lesson for today, may I see whether you did manage to do the homework that was given previously?*

Zenzele checked and signed the learners' homework. Fortunately, all the learners had completed the homework exercise.

Zenzele: *Now that you did not have a problem in the work that was given to you, can we watch this video based on the Ant and the Grasshopper? I would like you to be attentive when watching this video as you will have to demonstrate the story afterwards.*

Zenzele then played a video based on the Ant and the Grasshopper which she had prepared with her other colleagues. When the video was finished she asked learners to demonstrate the story. When conceptualising this whole idea of video watching and dramatising the story I concluded that Zenzele was taking into cognisance that learners in our classrooms have different learning styles such as auditory, kinaesthetic and visual. I also observed that the teachers were considering the diversity experienced in our daily teaching and learning, as envisioned by the TLT in par. 2.4.1.

4.3.5.2 Pedagogical content knowledge

Among the principles of the National Curriculum Statement (NCS) teachers are urged to ensure that active and critical learning are enhanced thus encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths (DoE, 2011: 8). Strategies on how to teach reading and writing were shared among teachers. The dedicated team and the stakeholders initiated a program to assist teachers in terms of teaching phonemics. Every Wednesday after school all the Grade 1 teachers visited a sister school to learn how the manipulation of letters and sounds of Constant-Vowel-Consonant (CVC) words for decoding could be taught in the classroom. The presenter, Helen, commented as follows:

Helen: Right, now we are going to work on tracking and decoding activities in order to improve reading skills. Before we can start the lesson, I am going to give you the brief overview of how we as first language speakers teach phoneme in our teaching so that learners could improve their reading skills and spelling.

The audience paid full attention to what Helen was saying and my colleagues tape recorded the session.

Helen: In the Lively Letter program oral kinaesthetic imagery, hand cues, music and mnemonic stories are heavily utilised to make it easier for students to learn and remember their letter sounds. This is important especially for those with weaknesses in phonemic awareness and visual processing and short term memory of rapid of visual symbols. Mnemonic cues are also instrumented in the Lively Letters approach to training many of the challenging phonics concepts, such as the final “e” rule or King “e”. I understand that you will not at this point make sense of what I am saying but I am definitely sure that you will enjoy the lesson. Feel free to stop me if you find yourself lost.

Helen then called upon her Grade 1 learners for the next part of the lesson.

Helen: Come in, my girls and boys.

After the Grade 1 learners were seated, Helen introduced her lesson by flashing three cards with the letter “b-a-t”. She pasted these letters on the board next to one another and asked the learners to sound the first letter.

Learners responded: [bh..]

Though the sound was [b] it sounded like the b in the word (bus). Hence, the learners together with the teacher read the word b-at. She then substituted the letter “b” with the letters “m”, “c”, “r” and “p”.

The learners read: *m-at, c-at, r-at, p-at.*

Helen then carried on with her lesson: *As we know that vowels are very important. Now listen also to the sound game.*

She sat down and called upon one of her learners who acted as **King “e”**. Leroy entered wearing a king’s dress. He was followed by another learner wearing a bib with the letter “i”. While we were still puzzled when the *king* asked with a broad voice:

Who is standing behind me?

Jenna responded: *It is “i”* [I yee].

Then Helen put the letter “t” in front of the letter “i” and turned up to be t-ie and the picture also helped the learners to say the word. The class, together with Helen, read the word (tie).

Teacher and learners: *t-ie*

The lesson continued using words like: p-ie, d-ie, l-ie. Helen further introduced words that have the letter “e” however sounded as if the letter “e” did not exist, in other words, a silent “e”.

The king again asked: *Who is standing behind me?*

Candice (a learner) responded with a bib with the letter “u”: *It is -u*

Then Helen rose and put two letters ‘bl’- a double consonant - in front of the ‘u’ and asked the learners to pronounce the word.

Helen: *Can we all then say the colour of the sky together.*

The learners together with Helen: *bl-ue.*

As the whole class was reading the word the teacher held up a picture of the sky so that the learners could say the name of the colour of the sky. She continued playing this game with words like bite, kite and cite.

Helen then explained to us as follows: *What is exciting about King “e” is that when **he** is at the end of a word **he** becomes silent as he is happy. **He** does not make a sound and is not bothered about consonant. Like we have heard from the words we were dealing with. However, when **he** is at the beginning of the word like in “elephant, egg” and at the centre of the word like in “dent, cent, bend” **he** becomes funny and angry. That is when you will hear **his** sound “e”.*

The teachers then were heard saying: *Wow that is quite interesting.*

Malindy continued: *I have never taught the vowel “e” like this. I am definitely sure that my learners will enjoy this too. Thank you so much, Mrs Helen.*

Helen concluded by saying: I feel honoured colleagues if I have helped you. I know that English is not your first language so I understand the challenge you are faced up with. However, after you have taught learners you will have to give them words to practise with at their homes. That would when you will be improving their writing skills.

Based on the activity that was conducted by Helen regarding the behaviour of King “e”; we then tried to make sense of why **he** behaves this way. We came up with the following ideas: as Helen named the letter “e” king, it meant that when **he** was at the end of the word, **he** felt comfortable as **he** portrayed leadership. That was why Helen said **he** becomes happy. However, when **he** was in-between the other letters or at the beginning **he** became angry as **he** felt like being despised in terms of **his** position. **He** always wanted to lead as a King or rather than being led or being placed in-between other letters. Hence, that was the reason that **he** made sure that **he** is heard so that everybody could feel **him**.

Consequently, as reading and writing were encouraged, ongoing workshops on reading, focusing on phonemic awareness, phonics, word recognition, and reading fluency, were conducted interchangeably by our colleagues from the sister school

and our teachers. These workshops incorporated the **Lively Letters** program which dealt with tracking (manipulation of letters and sounds) of consonant-vowel-consonant words for decoding (sounding out for reading) and phonemic awareness, as Helen has shown.

The teacher participants seemed to realise the importance of working together as they formed a partnership with the sister school. This brought hope and peace to the teachers. This alternating responsibility between the two schools with regard to conducting workshops showed that we were operating as equal partners with our sister school, where English was the home language. They were also willing to learn from us as we taught English as a first additional language. Although many workshops were conducted, this one was chosen as an example of how we developed and shared our experiences and challenges.

Meier (2011: 3) reported in par. 2.7 that in Gauteng an intervention programme known as the PLP was initiated to improve reading proficiency and enhance the literacy levels of learners in primary schools in the Alexandra township. The success of the PLP depended on implementing creative and innovative teaching and reading methods. Likewise, Mubanga (2010: 3) reported that the ZMoE implemented the PRP programme to address literacy levels in primary schools. Eshiet (2012: 141) highlighted that the inability to read was one of the major barriers to the attainment of the dream of Nigerian children to earn a decent living or obtain a university degree. Hence, to address this dilemma a synthetic phonics method had been implemented to improve the reading skills, particularly in English literacy to second language pupils. Of equal importance, Reynolds and Wheldall (2007: 204) posited that Australia experienced the same challenges regarding their pupils' reading and writing skills. A programme called Reading Recovery (RR) was therefore implemented to assist the lowest performing students in a school system after one year of schooling to improve to the average reading and writing levels of their peers.

4.3.5.3 Strategy for learner centredness

It must be noted that learner-centred teaching focuses on the learners and on improving their learning and success, rather than on the transmission of information

(Doyle, 2010: 1). Hence, the principles pertaining to learners and the learning process include cognitive and metacognitive factors, motivational and affective factors, developmental and social factors, and individual differences (Dufour & Marzano, 2011: 187). Informed by this, the team then designed activities to address the lack of learner-centredness at the school.

Happy, a Grade 3 class-teacher, gave her class the following activity:

Happy: My little friends, the assignment for today is to go and watch the television or listen to the radio the weather forecast for tomorrow. I want all of you to tell me what it would be. Each person will be given his or her time to present it. However, I will give you cards with different colours. Others will have red. Some will have the green cards and rest will have the yellow cards. When I call upon your name you will come and take your card then you will see in which group you belong to.

The teacher then called the names of the learners and the learners went to take their cards. After Happy had finished issuing the cards, she continued:

Happy: Tomorrow, first thing after break we will hear from the red team what the weather forecast is. Then the yellow team will follow. The team that will be the last to present will be the green team. Are we together?

Grade 3 learners: *Yes, madam.*

Happy: Cool then. Those carrying the yellow cards will present the weather forecast for our city Durban. The red team then will present for us the weather forecast for the entire Province. Then, finally, the green team will cover the rest of South Africa's weather forecast.

Zuko and Sphelele (two of the learners): *Yes, yes, yes. What an activity. I will be uMkhushulwa tomorrow. You watch me. I tell you.*

When this activity was done we realised that Happy was giving learners an opportunity to perceive themselves as future presenters. Also, her activity enhanced the listening skills of the learners as well as improving the ability for them to re-tell

what they have heard. Furthermore, what was interesting was that, although it was an English lesson Happy integrated her activity across the curriculum as the learners had to present the weather forecast, which belongs to Social Sciences, Natural Sciences and Mathematics.

When she divided learners into three groups and tasked each group with an activity, it showed that she was breaking the assignments into smaller chunks. This was done to cater for the diverse capabilities of her learners as encouraged by learner-centred teaching (Mascolo, 2009: 3).

The day of the presentation came. Surprisingly, all the learners came prepared. They seemed excited about the assignment given to them as all the teams wanted to be the first to present. However, Happy stuck to her arrangement of the previous day.

Happy: My friends, I can see that you are excited to perform. However, we agreed that the yellow team will present first. So, be ready, yellow team.

While the learners were getting ready, Happy requested the curriculum team to take their position in order to assess the learners' presentations based on the discussions they had prior to the lesson. They agreed that they would, among other aspects, assess confidence, pronunciation, intonation and eye contact with the audience. The yellow team then took the stage.

Presenter from the yellow team: Good morning. My name is Thuthukile. I am going to present the weather forecast for Durban. The minimum temperature for today was said to be thirteen and the highest temperature is thirty three. Thank you.

The whole class applauded the yellow team. Then the green and the red team followed. What was highlighted though was that the red team had prepared charts for their presentation. When the presenter was to say the weather forecast for a certain province her team mates displayed the weather forecast for that province to the audience on charts. The red team even went further to explain what the temperature meant to them. We were all surprised by their using words such as

partly cloudy, extreme hot, heavy rain, etc. These words mentioned by the red team linked perfectly with the next lesson, which dealt with adjectives.

From the above, it was evident that the teacher was making use of Vygotsky's Zone of Proximal Development (ZPD), which embraces social scaffolding where a teacher orchestrated a social context to support learners' learning, such as make-believe play or specifically designed group activities (Mascolo, 2009: 3). Such scaffolding was encouraged when the learners are perceived to have the required skills and understanding, and are capable of deploying the skills on their own. The teacher supports the learners by encouraging them as she is aware of their ability to perform a given task. This is also in line with the constructivists' view that learners are not simply recipients of sensory experience, but instead, construct perceptions and knowledge structures through processes of sensing and acting on the world (see par 2.4.2), (Jackson, 2006: 122; Schunk, 2000: 24). Apart from these scholars, Cranton (2011: 120) as mentioned in par. 2.4.1 also maintained that learner-centred teaching allows learners to have control over their own learning, to be empowered and reach critical self-reflection.

This was alluded to by Meier (2011: 51) when she mentioned that the emphasis in WLA was placed on comprehension or getting the meaning of a text, that is, the curriculum was presented from whole to parts by first teaching themes or contexts before moving to specific skills (see par 2.7.1). Wheldall and Reynolds (2007: 1) also stated that to improve literacy, teachers had to employ a wide repertoire of strategies in order to support the individual learner requiring additional assistance. This was seen when Happy divided the assignment into smaller chunks to cater for the diverse abilities of the learners in her class.

4.3.5.4 Enhancement of reading and writing

One of the critical outcomes of the National Curriculum Statement Grades R - 12 aims to produce learners who are able to communicate effectively using visual, symbolic and/or language skills in various modes (DoE, 2011: 6). To address this priority the participants took the initiative of meeting with Gcina Mhlophe (one of the most famous writers and story letters from South Africa). Fortunately, Gcina agreed and a meeting was scheduled.

We arranged with the *Sunday Times* to deliver newspapers to the school every week. We made use of their supplementary booklet called **Nali'bali** which has short stories written by different authors, such as Gcina Mhlophe. Learners were given this supplementary booklet to read at home. After having read the booklet, learners were requested to write a summary of the stories they have finished reading. The teacher had to check these summaries every Friday to ensure that the learners were taking the activity seriously. The learner who read the most stories was awarded a certificate.

This initiative was taken from Musa's comment: *Making use of the **Nali'bali** could be of great help to enhance reading and writing.*

Zibuyile's suggestion was welcomed by all the participants: *Based to what Musa has said I also like us to establish Siyakhula reading club so that every Thursday afternoon learners could read for us articles from **Nali'bali** thus promoting their reading skills.*

Zinhle took us by surprise with the following comment: *We can also take the learners who performed better the previous day to participate in Readathon and compete with all other affiliates of Readathon once a month. This, however, needs to be reflected in our SIP.*

The participants' comments indicated that the team was prepared to turn the situation around. The use of **Nali'bali** as an appropriate teaching and learning aid making learning fun as well as establishing the reading club showed us that we were heading in the right direction. Also, when Zinhle mentioned participating in the Readathon it was an indication that the team was willing to take hold of any opportunity in order to enhance the implementation of the FFLC.

The Principal then reckoned: *Do you realise that with this **Nali'bali project**, we are creating conditions that inspire and sustain reading for enjoyment using oral story telling- a vital tool in literacy development? So, as this project is a joint venture with*

SABC I then suggest that we take Grade 2 to SABC studios to listen to Carol Bloch and Nikki Jones telling the stories such as Dangos.

Everybody seemed excited about the Principal's proposal. Then Carol welcomed the learners with their teachers and the SGB members. She seated the learners on the floor and started narrating the story. The story went as follows:

On Monday, Dangos woke up and sneezed.

"Achoo!" Her head hurt.

"Come straight home after school today," said aunty,

"You may be getting sick".

"Oh no! I want to climb the marula tree today,"

Sniffed Dangos....

Carol then called upon the learners to come and re-tell the story.

Carol: May I have any two volunteers who will come and re-tell the story? I just want to find out whether you were listening or not. I have some goodies for them.

Two learners then rose and both narrated the story. Surprisingly, Carol gave each of these two learners a copy of her book and the rest of the learners all received candy.

Everybody bought into the ideas suggested. The date for the Grade 2 excursion was set and members of the SGB were also requested to accompany the learners and their teachers. The whole activity erased the issue of power as the teachers felt a need to be accompanied by the SGB. That brought transformational change in this school as decisions were jointly taken. Also, mentioning the School Improvement Plan (SIP) made it clear that the whole school embraced the initiatives taken; hence the SMT together with the SDT developed the School Improvement Plan, where they infused reading and writing programmes informed by the individual needs of the educators.

The school affiliated with Read-a-thon, and the learners were encouraged to read in the assembly on Fridays. We established the Siyakhula reading club which promoted

reading for pleasure enriching children's lives and flourishing them academically, socially, emotionally, and career wise. Eshiet (2012: 1); Meier (2011: 50); Mubanga (2010: 12); and Wheldall and Reynolds (2007: 199) all posited that different methods have to be used in order to improve reading and writing skills (par. 2.7.1-2.7.4). It must also be noted that reading and writing cannot be separated.

4.3.5.5 Community engagement

To motivate and encourage the community to have a hands-on experience regarding the activities of the school, the team agreed upon taking up a number of initiatives. This was influenced by Bray (2000: 72) who argued that current theories regarding the relationship between community engagement, and increased school efficiency and student learning are based on the premise that in a traditional society the community is often the provider of children's education and therefore, the public owns the school. The principal volunteered to seek funding and donations from companies and business persons.

The principal: *As from next week, I am taking upon myself to ensure that we supplement the money we receive from the parents. As we are still gathered here I should think it would be a good idea to draft the letter requesting donations so that the letter bears all signatories.*

Mr Mzobe: *I am also accompanying you, Mr Principal, so that the SGB could utilise the money donated towards the initiatives that we are all agreeing to implement.*

Konke also initiated that parents and other members of the community be invited to assist with school activities based on their experiences, skills and expertise.

Konke: *Kuyabonakala ukuthi umphakathi uneqhaza elikhulu ongalidlala. Kunabazali abanamava esingabasebenzisa njengokuthi beze bezofundisa izingane izinganekwane neziphicaphicwano. Ubaba uMthembu nje uyaziwa ngekhono lakhe lokwenza ama painting. Sometimes, sibuye sihambe sonke la eskoleni njengoba sazi ukuthi si affiliate kwi union eyodwa. Asisisekho isidingo sokuthi isikole sivalwe manje but abazali kumele basale ba occuphaye izingane kunokuba zigoduke* (It can be seen that parents have the important role to play. There are parents who have

skills which we can utilise such being that they can come and teach riddles and folktales. Even Mr Mthembu is known for his artistic skills. Sometimes, it happens that we all go before time as we are affiliating in the same union. There is no need now to close the school but parents are to be left and occupy the learners rather than going home).

Upon listening to these arguments the councillor set up a date to call the **Imbizo (informal gathering)** to address the whole community about such initiatives. On the day of the **Imbizo** men were served **Inhloko (cow head eaten by men)** and the women were served tripe, which was donated by the businessperson.

Councillor: *Mphakathi, ngiyabonge ngokusihlonipha. Inhloso yalembizo ukuthi ukuthatha lesikole sisibeke kwelinye izinga. But, angeke sakwazi ukukwenza loku ngaphandle kosizo lwenu. Sidinga abazali abazokwenza ama paintings ka grade one. Abanye bazoxoxela abafundi izinganekwane kanye neziphicaphicwano ngoba zinezimfundiso enkulu kakhulukazi ekugcineni amasiko nendlela yokuziphatha. Uma othisha bengekho, abanesikhathi nabo siyabadinga bazolekelele ekugadeni izingane kunokuba isikole sivalwe* (Our esteemed community I am grateful for respecting us. The aim of our gathering is to take this school to another height. But, we cannot be able to do this on our own we need your assistance too. We need parents who will do artefacts and paintings in a grade one class. Others to come and teach riddles and folktales as they have great influence to preserve our culture and the way of life. If teachers are not at school, those are free we also need them to come and assist learners instead of shutting the school down.)

When Konke mentioned this, it became evident that she was referring to the parents and the community being utilised as teacher aides. It also became apparent that the stakeholders wanted to keep the learners at school thus buying into the idea proposed by the President, namely keeping the learners for the duration of the school day.

Dufour and Marzano (2011: 20) is of the view that parents and communities play “vital roles” in every school reform effort, from fighting for fair funding, to making sure that students are not ignored or punished because of the language they speak. The

participants indeed concurred with Dufour and Marzano (2011: 20) when they agreed that they were willing to make use of the parents and the community to supervise the learners when teachers were attending to union activities. The councillor also confirmed this during the gathering he called. The indication then was that the teachers, as well as the stakeholders, were respecting everybody's rights, for instance, teachers have the right to attend to union matters and learners have the right to learn (ERLC, 2003: G-2).

Since parents are partners in education and catalysts for the education policy and funding reform, their role in helping schools turn the tide of student attrition are critical. Montecelo (2005) further claims that the promise of fulfilling every child's right to quality education will become reality only when we fully embrace a vision of teachers and parents as co-leaders and co-creators of a new reality for schools. Hence, true partners working together as significant change agents to implement an effective framework such as the FFL campaign, can have a positive impact on schooling as well as on the quality of life in the surrounding community for generations to come.

4.4 CONDITIONS CONDUCIVE FOR THE CREATION OF THE FRAMEWORK

Berry et al. (2009: 23) believe that successful efforts to raise teaching quality and learner achievement, especially in disadvantaged schools, require an intensive focus on working conditions. Effective implementation of the FFL is not only about teachers' knowledge, skills and dispositions but also about conditions created for the strategies to be successful (Berry et al, 2009: 45). Hence our decision to take the following conditions towards the success of the evolving framework into consideration.

4.4.1 Establishment of a Dedicated Team

Kemmis (2011: 9) claims that establishing a dedicated team helps an organisation to achieve performance goals. The dedicated team members may be representatives of different organisations who have diverse expertise, skills, interest and values that are needed by the entire research team (Kemmis, 2011: 9). In order for the team to be

well-established, the diverse interests of the participants need to be reconciled and harnessed. This can be achieved by openly giving valuable information that appeal to their diverse interests of the group, which are however related to the implementation of the FFL.

Informed by the stated argument the team held an informal meeting during July 2011. This meeting constituted of the researcher, the principal, Mr Mzobe and Konke. While we were still waiting for other participants to arrive, Mr Mzobe was heard whispering to the principal:

As you can see, Mr Principal, experienced, keen and hard-working people are needed in order to ensure that our plan succeeds.

The principal interrupted as follows:

Yes, yes. This should not be our own codesa but we must sell this good idea to the whole participants.

Once everybody was present the meeting commenced. Mr Mzobe could not wait to tell everybody about the discussion that unfolded while they were still waiting for the other members to arrive.

Mr Mzobe: *Bozakwethu, ngesikhathi singakapheleli. Siye sazixoxela nje nothishomkhulu ukuthi sidinga abanye abantu abanamava abazolekelela ukuze sikwazi ukuphusha lenqola iye phambile* (Colleagues, while others were still not arrived, we had a discussion with the principal that we need other people with expertise who will assist in pulling this wagon forward.)

As a result of this discussion the dedicated team was formed. The following people were identified to strengthening the existing team, namely curriculum specialists, a classroom supporter and the resource provider.

This team was working in accord with the work of Beyerlein, Freedman, McGee and Moran (2003: 52) because its main focus was to ensure that desirable outcomes were achieved. The dedicated team began with a common understanding of what they needed to talk about, how they must prioritise their time, and the interventions

that had to be initiated. Furthermore, the dedicated team also detailed the prioritised activities, monitored their progress and finally gave feedback to their constituencies. By doing this, they were democratising power to all the stakeholders because they knew that for the activities to succeed, they needed to pull together and not leave anyone behind.

4.4.2 Sharing of a Vision

Shangase (2013: 106) argues that sharing a vision reveals opportunities for stakeholders to intervene, collectivise, and transform. In this case, the concern of the stakeholders was that the school was struggling to effectively implement the FFLC in order to enhance learners' reading and writing skills. Therefore, Sakhile motivated the dedicated team during the meeting of their strategic planning as follows:

There is no any other way we could achieve our goals except to have one mind. Whoever that has something in mind should share it among us all.

Sya agreed with Sakhile and said:

Indeed, my brother. Izinto zonakala kanjena nje just because we do not want ukuba nombono owodwa. Abantu bafuna ukuveza ukuthi bona bazi kangakanani. Kanti lokho akusebenzi (Indeed, my brother, things fall apart just because we do not want to have a one vision. People want to show how much they know and that does not work.)

Gaining insight based on what the participants raised, we concluded that for the effective implementation of the FFLC the team had to have a shared vision. This was going to assist them in terms of not getting each person doing his/her own thing thus causing havoc in the implementation of the FFLC.

Senge (1990: 103) agrees upon having a common idea as an initiative that binds together efforts in order to achieve a common goal. As such, a common vision builds the culture as everybody in the organisation would know what direction the organisation is taking. This means that creating a shared vision within an organisation such as the school helps improve school effectiveness and student learning by increasing commitment among all stakeholders and ensuring that

schools are more responsive to the need of the learners and communities they serve (Lange, Ottens, & Taylor, 2000: 5-11).

4.4.3 SWOT Analysis

In par. 4.3.3 it was highlighted that the dedicated team conducted an audit to assist the participants in identifying the most valuable strategies needed to implement the proposed activities to improve the implementation of the FFLC. It also was important that the team considered the conditions necessary to successfully implement the FFLC framework.

For this reason the dedicated team allowed the stakeholders to reflect on what the strongest point was that the school had so as to effectively implement the FFLC. As was alluded to in par. 4.3.3 the stakeholders unanimously agreed that the school had qualified educators complying with the number of teaching hours, committed SGB members keenly interested in what is happening in the school, and nutrition programmes, especially for orphans and vulnerable children.

Dumakude announced: *Njengoba sazi ukuthi bonke othisha la esikoleni beqeqeshekile ngokwanele ngoba akekho kubona ongenazo iziqu ze honours. Into okumele siyiqikelele ke nje manje ukuthi siqinisa kuma workshop ukuze bezocobelelana* (As we all know that all the teachers from this school are qualified as there is no one of them not having the Honours degree. What we need to intensify are the workshops so that they share their expertise.)

What Mr Dumakude highlighted here was that teachers were to be supported by intensifying the workshops. We noted that people perform according to the conditions created for them. The team had to understand the impact that professional development has on the teaching and learning milieu; as was stated by Guskey (2001: 97) in par. 2.5.2, namely that effective professional development focuses on improving instructional practices by giving teachers new knowledge and techniques for assessing learning, with the ultimate goal of improving the academic performance of the learners. Consequently, Wheldall and Reynolds (2007: 200) also argue that the training programme and ongoing professional development for teachers and teacher trainers, as well as networking, are key components of the RR programme (see par. 2.7.4).

4.4.4 Prioritisation

It must be kept in mind that, as mentioned in par. 3.3.2, a number of challenges emerged during the SWOT analysis. However, the team agreed upon focussing on the five that were prioritised based on their importance in terms of effectively implementing the FFLC. Determining priorities was supported by Doerscher and Dublin (2010: 360) when stating that prioritisation is important because it helps an organisation, such as a school, to deliver on the objectives set forth in its strategic plan.

The team therefore commended Nomusa when she pointed out the following:

Nomusa: *Mina I still believe ukuthi asenzi i-soil fertile by focussing on understanding this policy, also to equip teachers to better able to implement the policy, bakwazi futhi uku dila ne learner centred approach. Phezu kwalokho bakwazi uku improva I reading and writing as well as siqinise ukusebenzisana nomphakathi ngoba siyawudinga kakhulu.* (I still believe that making the soil fertile for teachers to understand this policy, equipping teachers to better be able to implement the policy, be able to deal with learner centred approach. Over and above, they need to improve reading and writing as well as enhancing the partnership between the communities because we do need them a great deal.)

After Nomusa had raised this argument, the team prioritised the following five activities: Knowledge of the Foundations for Learning Campaign, Pedagogical content knowledge, Strategy for learner-centredness, Enhancement of reading and writing, and Community engagement.

4.4.5 Action Planning

The main aim of engaging in action planning was to attend to the priorities mentioned in par. 4.4.4. Hence the following paragraphs give us an understanding of how each of the priorities was attended to.

4.4.5.1 Knowledge of the Foundations for Learning Campaign

In terms of gaining knowledge regarding the Foundations for Learning Campaign, the following activities emerged creating an environment conducive to the effective implementation of the FFLC. Firstly, the team conducted a workshop on the pillars of

the FFL campaign. Conducting such a workshop enabled us to be on equal ground as it became evident that some of the stakeholders were still lacking insight in terms of what the FFLC entailed.

Sya commented as follows regarding conditions conducive to the implementation of the FFLC:

Sya: Ayikho enye indlela ama workshops azosikhipha kulolubishi. Phela impumelelo yale FFL policy incike kuma workshops that are properly planned and ongoing (There is no other way, it is workshops that will take us out of this situation. Indeed, the success of the FFL campaign is dependent on the workshops that are properly planned and ongoing.)

This was highlighted in par. 4.2.5.1. These workshops also supported the ongoing professional development since we knew that if conditions are created where we as teachers could meet to share experiences and expertise, as well as challenges, we would be enabled to better our teaching and classroom practice. Furthermore, creating such conditions was important as it was concurring with TLT, which was the conceptual framework adopted in this study (see par. 2.4.1) (Cranton, 2011: 119-120).

4.4.5.2 Pedagogical content knowledge

Equipping teachers with confidence and skills to better implement the FFLC policy strengthened their professional development programmes. This was in line with Landey and Schreuder (2001: 78) when they state that PD is an umbrella term that includes concepts such as staff development, personal development and in-service training. Hence, in order to create conditions conducive to the effective implementation of the FFLC the team considered workshops as an important tool to develop teachers' skills. Demonstration lessons were also conducted so that teachers could learn from each other.

Subsequently, the above-mentioned activities promoted learning communities among the stakeholders.

Zipho emphasised the following: *Sidinga wonke uthisha azibandakanye ezinhlelweni ezizomuthuthukisa ngoba siyabona phela kuzosiza abantwana ba*

phefome kangcono. (We need each and every teacher to take part on empowerment programmes as we can see that they will make learners to perform better.)

Nomusa remarked as follows:

Nomusa: *Zingabakhona izinsizakufunda kodwa uma abantbengathuthukisiwe futhi bengajabulile imiphumela angeke yabamihle.* (Availability of learner teacher support material will never be effective enough if human resource is not developed or not being happy, we will not achieve good results.)

Zipho's utterance made the team realise that he was reflecting on the seven roles for educators and their competences, for instance, that teachers have to be lifelong learners and researchers (ELRC, 2011: A-47 & 48). For this reason the team ensured that there were sound opportunities for teachers with regard to personal and teaching skill development to enable them to effectively implement the FFLC policy.

In par. 2.3.2 it was mentioned that Guskey (2001: 119) as well as Landey and Schreuder (2001: 78) agree that effective professional development of which staff development, personal development, and in-service training form part, is to be created for improving instructional practices. Wheldall and Reynolds (2007: 1 & 201) (see par. 2.7.4) emphasise that the training programme and ongoing professional development for teachers, as well as networking opportunities, enhance teachers' pedagogical content knowledge. Hence the RR programme succeeded because Australia strengthened its professional development programmes.

4.4.5.3 Strategy for learner-centredness

When dealing with learner-centredness, teachers worked together to become so skilful in teaching a particular concept that even learners who typically had difficulty could understand the concepts and ultimately all learners would benefit, hence, Bongji's comment:

There is nothing that we would achieve should we not come together and plan so that we can be able to accommodate all learners in our classrooms.

Zibuyile agreed with Bonggi when saying: *That is very important to hold each other's hand so that we can be able to achieve our outcomes.*

Upon listening to these remarks, I had to agree with Dufour and Marzano (2011: 190) that when learners of diverse abilities and levels of performance have a place to turn for extra time and support if they experience initial difficulty in learning, all learners benefit. Therefore, a school culture that both stretches and supports learners is a good place for all children.

4.4.5.4 Enhancement of reading and writing

To provide high-quality learning to enable learners to read and write, Kinzie, Kuh, Schuh and Whitt (2010: 9) argue that conditions conducive to learning have to be provided. Therefore, in order to enhance reading and writing at this school, the team ensured that it honoured the programmes they had put in place (see par. 4.3.5.4) as well as focussed on strengthening its collaborative culture. Malindi made it clear that she was referring to collaborative culture when she remarked as follows:

Malindi: *Hey, nike nizwe nje ukuthi kuthiwa sezaphela lezikhathi la uthisha wayezivalela yedwa eklasini lakhe? Ukuze sizokwazi uku improva this reading and writing siyadingana* (Hey, have you heard that gone are the days where teachers have to sit within the closed walls of their classrooms? To be able for us to improve this reading and writing we need each other.)

Malindi's argument led to an understanding of what Danielson and Hayes agree upon, namely that transforming organisations into collaborative cultures is vital in order to maintain or improve effectiveness (Danielson, 2008: 16; Hayes, 2007: 30). The active involvement of all staff members ensures (Danielson, 2008: 16); Hayes, 2007: 30) the co-ordination and co-operation of teachers with governmental agencies, such as allowing schools to achieve their goals of improving the educational system. As such, the school needed a framework to enable the teachers to effectively implement the FFLC policy thus improving learners' reading and writing skills.

The values of CER were also promoted when the participants created conditions to work together in order to improve reading and writing. Hence, I concur with Leithwood (2001: 93) when he argues that there is substantial evidence in literature

to suggest that a school principal needed to open up opportunities for his staff members to learn from each other so that the school's culture could improve. In this study, one of the aspects of the culture of the school that needed improvement was to enable teachers to effectively implement educational policies such as the FFLC policy.

4.4.5.5 Community engagement

Creating conditions favourable for community engagement brings us to the fact that organisations such as schools can only be as good as the people managing the organisations (Dufour & Marzano, 2011: 20). Hence, parents and the communities were given the opportunity to be fully engaged in all the activities of the school. Some of the parents were coached towards becoming teacher aids. This was done to avoid having to close the school for a short period should teachers not be present. Another point that was raised was to strengthen the participation between the school and the community.

Sakhile created an opportunity for artistic parents to assist with painting in the Grade 1 classroom. He also encouraged the community to come and display their skills to the school on Friday mornings, for instance by telling folktales, etc.

Sakhile: Abazali no gogo kungakuhle ukuba sibavulele inkundla lapho bezoxoxa izinganekwane, babuye futhi bazodweba ikilasi laka Grade one. (It would be good if we open platform for parents and grandmothers to come and assist with folk tales. Also, the community could come to make paintings for the Grade 1 class.)

I alluded to the fact that Sakhile was opening opportunities for the community to fully support the school by suggesting that grandmothers could also support children towards literacy by participating in two activities. The first activity is by handing down indigenous knowledge and values through folk tales, which are passed down from older generations to the young. Secondly, he suggested that community members be given a chance to participate in school activities such as painting.

Sakhile's argument further clarified that which was mentioned in par. 2.7.4, namely that the success of the RR programme implemented by Australia could be ascribed to the fact that they acknowledged that the selection of reading materials and purposeful writing activities was deemed important Wheldall and Reynolds (2007: 199). The Australians believed that by so doing, students' interests as well as regular, planned opportunities for students to engage in sustained reading and writing activities would be aroused, in a variety of contexts. This would ultimately acknowledge and respond to the diversity of interests and literacy practices which engage students at home and in other settings beyond the school.

The above discussion led me to conclude that the participating school was in a position to work in consultation with the community. The school understood that it takes the whole village to educate a child. Hence, inviting parents and the community to school created an endless opportunity for them to work harmoniously in order to effectively implement the FFLC policy. I was satisfied as this suggested that the school were promoting CER values such as equity and social justice, as well as hope (Mahlomaholo & Nkoane, 2002: 2).

4.5 CONTRIBUTING FACTORS THAT COULD HAVE A NEGATIVE EFFECT WHEN THE FRAMEWORK IS IMPLEMENTED

In this section, the threats and risk factors that could impede the effective implementation of the FFL campaign policy are outlined. These threats and risk factors are informed by the components and the conditions towards the successful implementation of the framework, as highlighted in par. 4.3 and par. 4.4 respectively. The team, therefore, ensured that it took care of the threats that could have a negative impact on the effective implementation of the FFLC framework. Such threats included the: Establishment of a dedicated team, sharing of a vision, SWOT Analysis, prioritization and action planning. Apart from these threats the following were also anticipated: Knowledge of the Foundations for Learning Campaign, pedagogical content knowledge, strategy for learner centredness, enhancement of reading and writing as well as community engagement. The reason for identifying the factors that could hinder the successful implementation of the framework was informed by Johnson & Meyers (2008:480). She argues that persons often anticipate threats prior to the implementation of the planned activity. This is done so that

individuals might consider the consequence of such threats and express opinions for a short-term goal, such as solving an immediate problem, or long-term goal, such as maintaining sustainability.

4.5.1 Establishing a Dedicated Team

The vast majority of stakeholders highlighted that commitment among certain stakeholders could be seen as another factor that could impede the effective implementation of the FFL.

The following comment, by Sakhile, serves as evidence:

Wonke lomusebenzi ongaka ungaphelela emoyeni. Kungafanele kubenezindlela eziphusile nemithetho ekufanele sizibekele yona ukuze sibambisane nokuzinikela kube impumelelo. (All this work would be in vain. We need to set wise procedures and the rules in place to circumvent the lack of commitment from us in order to succeed.)

From Sakhile's remark it was evident that the team did not wish to see the programmes fail. His concern was evident from the words "wonke lomusebenzi ongaka ungaphelela emoyeni", which simply meant that the participants were worried about the time spent. However, Fullan and Hargreaves (2012:62) stress that commitment among the dedicated team which is a combination of purpose and passion, has a direct effect on self-efficacy, and, in turn, on learner performance. Hence, commitment from the team was seen to be of vital importance in order to improve reading and writing at this school.

4.5.2 Sharing a Vision

It has been suggested that one of the measured benefits of a well-designed team is striving towards a shared vision (Devlin & McInnis, 2002: 111). It is thus essential to have a shared vision if programmes are to be implemented successfully. However, one could not guarantee that it would become a reality, as was evident from. Zibuyile's remark:

Zibuyile: In a real life situation it must be noted that asiyi nxanye singemanzi. So, singavumelana but abanye benzo okwabo (In a real life situation it must be noted

that people do not buy in all ideas agreed upon. Sometimes people pretend to be on the same boat, yet they do things otherwise).

Zibuyile was concerned that not all members would buy into the ideas. She even mentioned a common isiZulu proverb “asiyi nxaye singemanzi”, meaning that we do not take things at once. Sometimes people pretend to be on the same boat, yet they do things otherwise.

However, CER and PAR principles played an important role in reassuring the participants as hope, trust and peace prevailed through the entire process of the research study (see par 2.2.7 & 3.2.2). Freire (2007: 87) and Kemmis and McTaggart (2000: 590) also argue that participation is obtained through having a shared goal and the desire to do something to resolve a problem. In this regard participants were empowered through collaboration with a researcher to plan and create social change, namely the improvement of the reading and writing skills of the learners at this participating school.

4.5.3 SWOT Analysis

Kemmis and McTaggart (2000: 598) argue that auditing of a SWOT analysis is important for an organisation such as the school when it intends to implement new innovations. It was evident from Zinhle’s comment that some of the team members may feel threatened and would not raise their concerns fearing that they are stepping on other people’s territory. For example, parents might be hesitant to raise concerns for fear that it could negatively affect the teacher-learner relationship.

Zinhle raised the following concern: Mina nginako ukusaba ukuthi we might not do any justice when we do SWOT cause we might be fearing for our lives and parents basabele izingane zabo). (I do fear that we might not do any justice when we do SWOT because we might be fearing for our lives and parents might be fearing for their children.)

Zinhle’s concern was one of the reasons that CER was adopted in this study. In par. 2.2.7 and par. 3.2.2 it was highlighted that one of the reasons for adopting CER and PAR was to build mutual trust between stakeholders so that everybody would be

operating on an equal platform, and that participants would not exercise power over one another (Manning, 1997: 93; Elmesky, 2005: 17; Simpson & Wood, 2003: 829-830).

4.5.4 Prioritisation

Many departments struggle to balance a growing list of new and pending projects while the need for core services continues. Deciding how to prioritise and separate high priority projects from lower priority projects can be daunting. Since emotions often run high when making this kind of decisions, a structured and objective approach can be helpful in achieving consensus and balancing the needs of the department, and its customers and stakeholders (Gosenheimer, 2012: 3). As such, Zenzele reminded us of the following:

Zenzele: Imali kanye nama resources azosinqunda uku implementa ama projects ethu (Money and resources could hinder us to implement our projects.)

Zenzele raised an important issue which needed to be considered when implementing prioritised activities. Lack of funds and resources were among the identified factors that could impede the effective implementation of the FFLC policy. Bongji commented as follows:

Bongji: Ukuhluka ngokwemibono nakho kungaba nomuthelela ongemuhle so sidinga ukuthi sishintshe our mind-set (To have different opinions might also have a negative impact so we need to change our mindset.)

When such arguments were made I became content for the progress and success of any new innovations lie on the positive mindset of stakeholders. This is also emphasised by Allen (2008: 2) (see par. 2.6). If the mindset of stakeholders is not changed then it is likely that the envisioned strategy would not be implemented successfully. However, Christensen and Cornelissen (2011: 383) are of the view that when working with the mindset the team should be focusing on wholeness and consistency in assuring that the agreed upon activities are carried out, increasingly influencing the domain of contemporary organizational corporative as well. The participants were concerned that if we were to effectively implement the FFLC policy then our mindset needed to change towards the desired outcome. This was also

highlighted in par. 2.7, namely that lack of a positive mindset, among other factors, hindered the success of new innovations in Gauteng, Nigeria, Zambia and Australia (Eshiet, 2012: 141; Meier, 2011: 4; Mubanga, 2010: 3; Reynold & Wheldall, 2007: 204).

4.5.5 Action planning

This section discusses possible threats that could hinder the plan for the effective implementation of the FFLC towards creating a sustainable learning environment. It must be taken into consideration that planning the implementation will not be successful if the team does not work in consultation with all stakeholders concerned. This means that the team will not be in a position to reach consensus in terms of implementing the prioritised activities identified during their strategic planning process unless all stakeholders have been consulted (Kemmis & McTaggart, 2000: 598). The arguments that were raised by the participants unfolded as follows:

Konke: Kuhle uku plana kodwa abantu abasnobbish bangenza not our plan to bear desirable results (It is good to plan but snobbish people might cause our plan not bear desirable results.)

Nhlanhla also added: *Kanti nokuba carelessly lazy nako kunganomthelela obubi (Even to be carelessly lazy could have negative results.)*

When the participants raised such concerns, it became clear that the team feared that among us there could be people who were still lackadaisical in terms of implementing our agreed upon activities. This then helped us to reaffirm that we were operating on the basis of equal power relations, influenced by the values of CER. Hence, all participants had equal power regardless of the portfolio she/he holds in the community. Sya took the argument further and mentioned:

Asikhumbulen ukuthi when we started this process, it was made clear that akekho ozobukela omunye phansi futhi ama programs kuzoba awethu. So, if kukhona ozophuma eceleni kusho ukuthi uzokona into yethu enhle kangaka (Let us remember that when we started this process, it was made clear that nobody would look down upon any other person. Also these programs will belong to us. So, if there is someone who will do things his/her own way that would mean that s/he would spoil this good thing of ours.)

When Sya raised his concern it became obvious that the participants were still remembering that this whole process was influenced by the principles of PAR. Garcia (2002: 73) states that PAR is increasingly a recognised viable approach to developing relationships with communities and working closely with them to address complex public education issues (see par. 3.2.2). It was then apparent that for the success of our planning efforts we needed to work collaboratively and recognised the importance of all the stakeholders, as PAR attests.

4.5.5.1 Knowledge of the Foundations for Learning Campaign

The teachers attended workshops to gain knowledge towards understanding the FFLC policy and for networking purposes. The principal, however, unexpectedly announced that the school could no longer financially afford these activities. He remarked as follows:

Principal: *Isikole sizogcina singenamali ngalama workshops and networking. Othisha uma be attenda angeke besakhokhelwa* (The school will end up not having funds because of these workshops and networking. Teachers who attend such workshops will go on their own expense.)

From the principal's remark it was evident that the school had not yet thought of involving other stakeholders such as business people to fund its activities. Meier (2011: 5) suggests that lack of resources such as finance might hinder the implementation of FFL amidst an array of other interventions. The issue of finance then became critical for social innovations such as sustaining the effective implementation of the FFLC.

4.5.5.2 Pedagogical content knowledge

Supporting pedagogical content knowledge was also hindered by lack of resources such as finance, as well as the availability of teachers to conduct and attend the workshops. It was also evident that the teachers were resistant as they would not be easily moved from their comfort zones, namely moving away from a teacher-centred approach to a learner centred approach. During one of the class visits conducted by the HOD, the class teacher left the HOD unattended. When the HOD confronted the teacher about this, the teacher responded as follows:

Don't you know that the class visits were abolished long time ago? Which union are you are affiliated in?

Based on the response from the teacher, it became evident that there was lack of respect from the teacher's side. In the African culture this behaviour is uncalled for and unacceptable (Dimba, 2001: 1).

4.5.5.3 Strategy for a learner-centred approach

Public schools are unable to deliver quality education in most cases because of lack of resources. This has prompted some to argue that infrastructure plays a role when teachers want to use the learner-centred approach in their classrooms (Brinner, 2002: 174). The implementation of the FFLC could become more successful if there was enough floor space in this particular school. It has also been confirmed that the environment impacts on learning and learner attainment. The pressure for improved learner achievement has placed school leaders in a dilemma. The discussion pertaining to the matter unfolded as follows:

Mlando: Indawo enjenge library nehholo iyadingeka ukuze sizobanendawo enkulu abantwana abangenza kuyo amadrama bakhuthazwe ukufunda nokukhuluma. iBook retrieval policy ayishintswe ngoba ibithi abantwana abangahambi nezincwadi baye nazo emakhaya ngoba ziyalahleka. Lesisikole isakhiwo saso sidala asinikezi ukukhululeka kubantwana abafundayo nako othisha. Iyadingeka nenkundla yezemidlalo. Amakilasi awanele njengo Gr4 othisha bama class amabili bafundisela ndawonye. (A place like a library and a hall is essential so as to have enough place for the learners to be to do speech and drama which will encourage them to read and speak. The book retrieval policy has to check because it has been saying learners should not take books home as they get lost. This school's buildings are old; it does not give learners freedom when learning and even teachers too. We also need the ground, even classes are not enough.)

Mlando indicated that the learners of this school are still deprived of the opportunity to participate in sport activities. Other participants also mentioned that the buildings were old and there were shortages of class rooms, which contributed negatively towards the effective implementation of the FFLC. In par. 2.7.4 it was mentioned that in Australia, lack of infra-structure impeded the effective implementation of policies

and the programmes they had put in place to improve reading and writing (Wheldall & Reynolds, 2007: 1).

4.5.5.4 Enhancing reading and writing skills

Another limiting factor towards the effective implementation of the FFLC was that reading periods were scheduled to take place in the afternoons. Sakhile remarked as follows:

Asikwazi ukunikela ngama periods asekseni nge reading nje. (We cannot give away our morning periods for reading.)

It was evident that the school timetable needs to be revisited and discussed in order to reach a consensus. Tolerance needed to be at the order of the day to demonstrate the spirit of Ubuntu which is in line with PAR and CER values.

4.5.5.5 Community engagement

This section deals with threats which could affect community engagement towards the effective implementation of the FFLC .The school is faced with a complex continuum of community engagement and disengagement. Based on the issue, the HOD had the following to say:

Parents are encouraged to be part of decision-making but some do engage themselves, however when you are convinced that we are all together they disengaged.

When the HOD raised this issue it made us aware that sometimes people do pretend to be involved in initiated programmes. This then was seen as a concern to the participants.

4.6 PROVISION OF EVIDENCE THAT THE FRAMEWORK IS EFFECTIVE

This section presents and discusses the measures of the success which the evolving framework for the implementation of FFL has achieved in responding to the challenges identified and discussed earlier. The discussion confirms that the establishment of the coordinating team helped to develop a shared vision, and to conduct the SWOT analysis to inform priorities in order to develop a comprehensive

plan for the purposes of monitoring and reflection. This chapter also confirms that the FFLC could be implemented effectively.

4.6.1 Establishment of a Dedicated Team

South Africa is participating in a number of United Nations Development Campaigns. These include the UNESCO, Literacy Decade 2003-2013, and the Education For All (EFA) campaigns, which aim to increase literacy rates by 50% by the year 2015. Underpinning these campaigns are the Millennium Development Goals (MDGs). In line with what has been stated above, the principal remarked as follows:

Principal: Reading for pleasures enriches children's lives. We believe those who read for pleasure are more likely to flourish academically, socially, emotionally and careerwise. Ngakho ke bengibona kukuhle uthi si affilathe ku Readathon.

In light of the Principal's statement we understood that he was also willing to embrace the endeavour of the Department to improve the poor levels of literacy in South Africa. Gauteng, Zambia, Nigeria and Australia also came up with programmes to address the matter as it was also applicable to them. Though there were many other challenges reported, poor levels of literacy was also experienced by the mentioned countries. We had hoped then that by participating in the Read-a-thon might solve this problem.

4.6.2 Sharing of a Vision

Denzin and Lincoln (2005: 559) believe that one of the reasons to adopt action research when conducting a study is to promote learning communities in an organisation as stakeholders can share ideas. Hence, they learn from one another. Based on this topic Konke commented as follows:

Umphakathi ofundisekile ukhiqiza imiphumela encomekayo kuwowonke umuntu wehlisa ukuphila ngothisha nomphakathi ngabodwana. Wandisa ukuzinikela ekufezeni imiphumela yesikole. Yakha ukusebenzisana ekuqeqesheni izingane nokufundisa okugculisayo, nothisha uyazi futhi uyaqonda ngomsebenzi olindeleke kuye. (The well-informed community produces dedication and good results. Hence

the gap between the school and the community is being closed. It creates good working conditions. Likewise, teachers become aware of what is expected of them.)

Based on Konke's argument it became clear that the participants acknowledged that it was essential to work with the school. Konke indicated that the participants were in a position to empower the community so that they could effectively implement the FFLC. Konke's phrase "the well informed community produces..... good results" was evidence that the school would do everything possible to empower the community and that also advocated CER principles.

The discussions indicated that learning communities produce positive outcomes for all stakeholders, reducing teacher isolation, increasing commitment to the mission and goals of the school creating shared responsibilities for the total development of learners, as well as powerful learning that defines good teaching classroom practices and enhancing an understanding of course content and teacher roles.

4.6.3 SWOT Analysis

Paying attention to school culture is the most important action that the management of the school can perform. Watson (2001: 121) warned that if the culture is not hospitable to learning then learner achievement can suffer. With regard to school culture Nomusa had the following to say:

Indawo efana nesikole isuke iqukethe abantu abanemibono eyahlukahlukene ngakho- ke kumele uma uwumphathi wazi ukuthi ubahlanganisa kanjani labantu. Ukufika emva kwesikhathi ukungahloniphi nokuphutha esikoleni kuwumkhuba omubi ofanelwe ulungiswe. Kufanele kubekwe izindlela ezizolwa nalesihlava. (The place like a school has people with different experiences as their upbringing is not the same. Hence, school leaders have to be cognisance of such characters and deal with them in the manner that promotes unity Late coming, absenteeism and disrespect are the bad practices and that need to be iron out. We have to put measures in place to combat this.)

The arguments raised the fact that there are different types of people in the workplace. There are people who believe in the core values that make up a healthy school culture and some are fundamentalists, which is the most complex group that resist change. Therefore, the management must be able to unite these two groups. It

lies upon all stakeholders to transform the school and produce quality education. Absenteeism, late coming and disrespect should be minimised as these hinder the culture of teaching and learning.

From the stated arguments, it became evident that there were different groups of people in this school and that clearly meant that policies such as the FFL would be implemented differently. The values of CER were compromised when the participant highlighted that “disrespect” needed to be dealt with. Hence, I concur with Leithwood, (2001:93) when he argues that there is substantial evidence in the literature to suggest that a school principal must first understand the school’s culture before implementing policies such as the FFLC.

4.6.4 Prioritisation

Recommendations on the priority areas considered a range of factors and complexity of issues to be solved. Themes of collaboration and consistency were evident throughout the research process.

4.6.5 Action planning

The action plan should be reviewed regularly (Garcia, 2002:3). An evidence based action plan guided the collection of data, interventions and resource allocation for the effectiveness of the implementation of the FFLC. Ultimately, the credibility goes to the organisation for improved efficiency accountability.

4.6.5.1 Knowledge of the Foundations for Learning Campaign

It became evident that teachers are able to plan and teach effectively, as the ANA results improved from 48% to 75%. Monitoring by all stakeholders including the district managing assessment per term which is in line with (Tloubatla, 2008), effective SMT and workbooks by DoE were the key issues to assist towards the effective implementation of the FFLC.

4.6.5.2 Pedagogical content knowledge

The interactive process of reading has brought a change in the teaching of reading from the traditional approaches to emphasis on approaches that reflect cognitive principles. Critical to these principles are the areas of language development,

children's interests and self-conceptualisation (Carter, 2004: 7). Although a particular strategy may be well-suited for one reader, it may not work best for another (Koehler & Mishra, 2006:1023). However, teachers had to build on their strengths (Wade, 1990:73). Different strategies were introduced, gradually increasing in number for learners that are new to strategy instruction (Brownell, 2000: 29).

Metacognition; i.e. Using schema, learners monitored their thinking while reading, synthesising and retelling, predictions, and understanding elements of the story. The decoding strategy is one of the most important foundational reading strategies, and that is why Zibuyile used to say: *If learners are unable to decode words, they cannot apply other reading strategies or comprehend what they read. Teaching learners proven decoding strategies provides them with a strong foundation to ensure success.*

4.6.5.3 Strategy for learner-centredness

Evidence based on learner-centredness has been demonstrated building on learner's experiences and strengths. This is in line with learning strategies aimed at accomplishing the learner's goal (Ellis 2012: 204).

Nomusa: *Ekugcineni othisha sebeya bona ukuthi izingane aziwona ama amathini angena lutho.* (At last educators do realise that children are not empty vessels.)

In light of Zibuyile's comments we realised that we need to give our learners a chance to think for themselves.

4.6.5.4 Enhancement of reading and writing

It is critical that attention should be focused on the needs of the early literacy learner, as well as effective teaching practices that can be established to support his development. The need for a parent-teacher partnership, a balanced literacy program, and a supportive classroom culture that fosters engagement and motivation, was explored as a pathway for literacy gains, especially for those children deemed 'slow learners'. Effective literacy practices should relate to context and purpose of language, within the FFLC strands of reading and writing, and speaking and listening. We have considered ways of how language, vocabulary and

decoding skills, particularly for those 'at risk', could be enhanced by examining the research literature and highlighting examples of effective classroom practices.

In the Foundation phase, oral language experiences play a major role in developing children's comprehension, verbal expression, vocabulary and listening skills (DoE, 2008: 1). Children construct language according to need and purpose. Therefore, putting language into practice requires the recognition of the concept of words and recognising those words as basic elements of speech.

Siya enjoyed bragging as follows:

Who does the best dialogue in the school...?, That is why we have registered with Read-a-thon English festival, participating in the cluster of 6 primary schools, homework supervised by high school students who did their first grade in this particular school. We enable children to learn and develop from their experiences. Lastly, we share ideas with our sister school in U. K.

However, teachers also need to be careful that their language of instruction is kept at a level of suitable complexity and clarification, especially when teaching those deemed 'at risk' (Hay, Fielding--Barnsley, 2006: 118).

4.6.5.5. Community engagement

Community projects and family literacy initiatives have been reinforced to support learning establishment networks of communication in this particular school. This research project was led by members of this community regardless of their academic status and they participated willingly without any prejudice.

This research project has brought everybody together. Our school meetings have improved in terms of attendance, even during the week. Parents contribute positively, sharing their ideas and dreams about the school. I have realised that now we are a big family.

4.7 CONCLUSION

This chapter looked at the analysis of data, presentation and interpretation of results and findings on the framework for the implementation of the FFLC. The chapter also focussed on how the data were analysed, interpreted and discussed paying attention to the study objectives mentioned in Chapter 1. As there were many occasions when

we collected data, the information sessions identified that there was a still need to design such a framework. This was based on the numerous challenges identified facing our schools, particularly the Black communities of which this school form part, in terms of implementing the FFLC effectively. The chapter further considered the solutions to address the identified challenges on which the evolving framework could succeed for the effective implementation of the FFL campaign.

Furthermore, the stated sessions also paid attention to the conditions for the effective implementation of the FFLC. Moreover, the risks factors that we thought could impede the framework not to yield the desired outcome were anticipated; hence mechanisms to circumvent them were put in place. Lastly, this chapter presented action and strategies that would then be developed and prioritised for the effective implementation of each study objective. This was operationalised as part of the FFLC.

The next chapter deals with a summary of the findings and presents the framework to implement the FFLC towards the creation of a sustainable learning environment.

CHAPTER 5

THE FRAMEWORK FOR THE IMPLEMENTATION OF THE FOUNDATIONS FOR LEARNING CAMPAIGN TOWARDS CREATING A SUSTAINABLE LEARNING ENVIRONMENT

5.1 INTRODUCTION

The chapter presents the framework that we as participants had formulated for the effective implementation of the Foundations for Learning Campaign (FFLC). The national education policy attests to the above when emphasising that all stakeholders must be bound by a common framework so as to secure the future for education (Hindle, 2002: 223). In pursuance of this aim the chapter recapitulates the main aim and objective of the study. Thereafter, the emerging findings based on the challenges are framed. Appropriate systems/processes that must be in place for the effective implementation of the FFLC are highlighted, thus maintaining improvement on reading and writing skills. Lastly, the chapter concludes with a summary of the findings, recommendations for future research and acknowledging the limitations of the study.

5.2 AIM OF THE STUDY

In spite of repeated concerted efforts by the DBE, learners still experience significant challenges in reading and writing (DoE, 2009: 3). This was further confirmed by the ANA results. The FFLC as a policy directive was designed to resolve these problems. Based on the above the following research question thus informed the study: How can the FFLC be effectively implemented towards the creation of a sustainable learning environment? In response thereto the main aim of the study was to design a framework for the effective implementation of the FFLC towards creating a sustainable learning environment. In pursuance of this aim five objectives were established, namely:

- To demonstrate and justify the need for a framework for the effective implementation of the Foundations for Learning Campaign towards creating a sustainable learning environment;

- To identify and describe the components of such framework;
- To determine the conditions under which such framework could be effectively operationalised;
- To identify possible and plausible risks in the implementation of the framework so as to build into the framework strategies to circumvent them; and
- To produce evidence that the framework is effective.

To systematise the above it is necessary to provide a synopsis of how the study unfolded.

5.3 SUMMARY OF THE STUDY

The study was couched by Critical Emancipator Research (CER) and the rationale behind the adoption of CER was that it is participatory collaborative, allowing participants to take part in the process of change (Ledwith, 2007:122). I chose CER rather than positivism because in CER, educators are at liberty to decide on what must be taught in their classes, which contributes to critical thinking. This is necessary to democratise citizenship focussing on how to help children learn. However, in positivism the quality of teaching and learning is tested and measured even if tests are fragmented and trivialised (Freire, 2007: 77). People are also treated as objects and individualisation is promoted, whereas CER criticises inequalities and injustices; hence it is committed to transformation. According to Buckland (2011: 73), there are certain instances that policies need modification, especially in the implementation process. As such, the misinterpretation of the FFLC urged all stakeholders to be involved. All participants therefore, agreed to search for deeper meaning towards the effective implementation of the FFLC. In designing successful reading and writing interventions all participants showed considerable willingness and confidence during the strategic planning sessions. It was only then

having exposed in Participatory Action Research (PAR) that we managed to push those boundaries of working in aloofness and worked together as one. Opportunities for the marginalised were unearthed. These people now had access to existing structures with regard to the school and were able to raise their voice without fear. Every engagement was unique to the context of the organisation and there was no prescriptive process. The inclusive nature of a participatory planning process helped to motivate stakeholders to buy into the project and foster ownership necessary to take new action into practice.

5.4 FINDINGS ON THE CHALLENGES TO THE FRAMEWORK TO EFFECTIVELY IMPLEMENT THE FFLC

The following challenges were found to be the most crucial factors in the effective implementation of the FFL campaign.

5.4.1 Lack of a Dedicated Team

It was found that lack of a dedicated team was a concern to all stakeholders. This might be caused by the fact that the school had reached a point where they wanted to do things the right way, and not haphazardly as they have done up to now, resulting in the stakeholders not having a common purpose. Ultimately, this led to teachers struggling to implement the FFLC policy effectively, yet Kemmis (2000: 3) and Sanginga et al. (2010: 695-699) argue that in action research, a dedicated team aids towards achieving a common purpose.

5.4.2 Lack of Vision

With regard to this topic, participants revealed that lack of vision had resulted in the school struggling to implement the FFLC policy effectively. It was evident from the participants' comments that they had no hope that the school would ever be able to implement the FFLC policy effectively, even if they had a vision. Such conclusion was drawn from Zibuyile's argument: "*Kuzosisiza ngani manje ukuloku sizibekela imigomongala policies ashintsha njalo? Kuyafana njengobanale-FFL is not here to stay*". (How is it going to help us now to keep on setting the goals for these ever changing policies? Even this FFLC is not here to stay.)

This is in agreement with Freire (2007: 87), who believes that without hope we cannot even start to think about education.

5.4.3 Lack of a SWOT Analysis

Lack of a SWOT analysis was reported to have a negative impact on the effective implementation of the FFLC policy. Also, the following comment by Sakhile revealed that the participants did not understand the importance of conducting a SWOT analysis:

“Ayibandla siyoqeda nini uma sisazoloku sifuna ukuchazana nalento. Lizosisiza ngan ilona leligama”? (When are we going to finish if we are going to analyse all this. How is this word (referring to SWOT) going to assist us?)

This comment suggests that the participating school had never conducted a SWOT analysis or that not all stakeholders were involved when the SWOT analysis was being done. A SWOT analysis was something done by the SMTs and others were being left behind. Yet, for any organisation to succeed it calls upon doing a SWOT analysis which will indicate the valuable assets it has so that it would utilise that to their advantage (Houben, Lenie & Vanhoof, (1999: 125).

5.4.4 Lack of Prioritisation

The participants revealed that the school under investigation did not have any experience in prioritisation as it has never undertaken it as part of the strategic planning. The findings showed that there were mixed feelings among the participants regarding the matter since Zinhle alluded to the fact that all tasks were important. However, Happy perceived that only tasks pertaining to the FFL were important. Also, the reason behind this attitude was that not all stakeholders were involved and consulted when such activities were planned. The result was that a huge gap, in terms of effectively implementing educational policies such as the FFL campaign policy, was created. However, Johnson (2002: 209) warns us that the importance of prioritising is that it helps the institutions to identify the tasks that need urgent attention at each moment and to pay more attention and spend more, energy and time on these tasks. He further states that often lower value activities are compromised when the organisation directs its focus on more important activities.

5.4.5 Understanding of the Foundations for Learning Campaign

During our information session with the participants it became evident that they did not understand the FFLC policy according to the Minister's intention. Participants claimed that the FFLC policy was not communicated well. This resulted in teachers making use of material that was used in ex-model C schools. A sign of defiance in implementing the policy then emerged. The teachers in particular seem not to own this policy as they were not given an opportunity to reflect on it when the policy was formulated.

When reviewing literature in par. 2.7, it became clear that Ashiet (2012: 141); Meier (2011: 3); Mubanga (2010: 3) and Reynolds and Wheldall (2007: 204) all agreed that unarticulated policies in education do have a negative impact on learners' performance. Ramirez (2003: 93-99) also emphasised that when stakeholders exchange experiences, find common ground for collaboration and actively participate in any initiated programmes, they tend to own those programmes.

I then conclude that maybe the lack of understanding of the FFLC was due to the existence of unequal power relations between all stakeholders, and this too had resulted in poor levels of literacy.

5.4.6. Pedagogical Content Knowledge of Literacy by Educators

Participants realised that educators' pedagogical content knowledge (PCK) with regard to the effective teaching of literacy was a challenge that needed urgent attention. Discussions based on class visits to Grade 3 educators revealed that there was a need for the teachers to network with teachers from other schools. Hence the school under investigation identified a school which is privileged to be its sister school. Wednesday afternoon interactions between the teachers and their colleagues were fruitful as it was revealed that learner absenteeism had improved. Also, professional and staff development that were not given any attention seemed to be other contributory factors towards lack of PCK. This resulted in teachers becoming lackadaisical towards implementing the FFLC policy effectively. However, Howley and Howley (2005:2-5) argue the role of professional development on learners and teachers. They claim that PD should reflect on learners' and teachers' needs and therefore become part of an overall plan for change. Subsequently, Wei

et al. (2009-7) confirm that effective professional development focuses on improving instructional practice by giving teachers new knowledge and techniques for assessing learning with the ultimate goal of improving teaching and learning.

5.4.7 Learner Centred Strategies in Teaching the Foundations for Learning Campaign

The discourses that emerged during staff development in our subject meetings exposed that teachers did not have an understanding of the importance of transforming their classroom from teacher-centred to learner-centred. The discussions showed that teachers were not merely resisting the learner-centred approach, which is in line with the implementation of FFLC, but rather that they were not capacitated with strategies to be used in a learner-centred classroom.

The participants were disappointed that there were still teachers who assumed that learners are *empty vessels*. Such a view was also held by Schunk (2000: 24) who applied a constructivist approach through which he advanced that by the time a child starts schooling, he or she has already gained some knowledge from his or her community and that knowledge could be used to build upon the new context being taught. The following comment by one of the participants serves as evidence:

Othisha basazitshela ukuthi abantwana abazilutho, lokokungaphazamisa inqubekelaphambili. (Teachers are still telling themselves that learners know nothing - that could hold back the progress.)

Moreover, Davis and Ellison (1998:103) are of the opinion that it is understandable that no single strategy will be adequate in every school for every teacher all the time as strategies complement each other.

5.4.8 Inability to enhance reading and writing

The inability of teachers to design programmes to enhance reading and writing was identified as the crucial factor that contributed to the ineffective implementation of the FFLC policy. This was highlighted from the participant's argument when she said: *It is quite surprising that such a school with qualified educators is unable to design programmes to enhance reading and writing.* Hence, this repercussion was perceived as affecting learners' performance. To deal with this matter the

participants agreed that it would be better if the school established library corners. The main idea for agreeing to have corner libraries was the fact that they needed learners to get used to reading for pleasure. This was also going to help high achievers to be occupied fruitfully so that they do not disrupt those still needing more attention. Corner libraries in the classroom ensured effective reading time (DoE, 2010: 3).

5.4.9 Lack of community support

Participants were concerned that parents failed to engage in matters concerning the teaching and learning of their children. The evidence indicated that the school had initiated programmes that would bridge the gap between the school and the community. However, the parents did not buy into the initiated programmes. Participants were concerned that parents failed even to come and view their children's work. It was also found that parents distanced themselves even when asked to accompany learners and teachers during excursions. Another concern was that they did not avail themselves to be teacher aids should there be times when the school needed them. These concerns were an indication that this school was still lacking community support though it had put in place an open door policy regarding the community.

These findings brought to attention the fact that education is a societal issue and the community had an important role to play in terms of assisting the school to effectively implement policies such as the FFLC. Hertz-Lazarowitz et al. (2010: 271) maintain that PAR came into existence merely to:

Support the programs or organisational decision-making and problem solving as well as the transformative approach which is founded upon the principles of emancipation and social justice, seeking to empower members of community groups who are less powerful or are oppressed by dominating groups.

Consequently, this study provided opportunities for stakeholders to realise that they depended on each other for the improvement of low levels of literacy, and sustaining such improvement.

5.5 THE FRAMEWORK FOR THE EFFECTIVE IMPLEMENTATION OF THE FOUNDATIONS FOR LEARNING CAMPAIGN TOWARDS THE CREATION OF A SUSTAINABLE LEARNING ENVIRONMENT.

This section concludes on the framework required for the effective implementation of the FFLC towards the creation of a sustainable learning environment.

5.5.1 Establishing a Dedicated Team

Reflecting on what had been achieved, the team realised that when working together as a team, skills are quite different from those of competing individuals because it involves co-operation, mutual support and accountability to the team. The above skills are also essential for our learners at school and the community at large. McCallin (2003: 37) stresses that teamwork describes performance and approaches for achieving the team's goal. More ideas are generated and working as a team also helps to clarify hidden factors such as the nature of resistance or level of trust in a particular situation.

It was evident that the team searched for commonalities rather than differences in theoretical perspectives and relinquished their personal and discipline-specific approaches. When various individuals come together and work as a team opportunities for listening are opened up, as well as developing ideas and building each other's insight. This is an indication of how group work in a classroom situation could improve, if all members can learn from this.

As a result, the research that has emerged from this framework is that reading and writing are deemed geared to improve. As Beyerlein, Freedman, McGee and Moran (2003: 52) attest, the main focus of the dedicated team was to ensure that desirable outcomes were achieved. The power of establishing the dedicated team is to enable ordinary people to accomplish extra ordinary things. The participants revealed that once there is a dedicated team in an organisation, opportunities for all stakeholders to work collaboratively to promote quality education are opened. However, the team also became aware that for collaboration to be maintained, a team had to create a culture of collaboration that requires structures that empower teachers and administrators to work together to make the most important decisions regarding the educational experiences of their learners (Fullan, 2010: 93-97). The finding suggests

that the establishment of a dedicated team transforms the school since teamwork enhances a collective task and teacher collaboration that will produce great learning gains in as far as the effective implementation of the FFLC policy is concerned.

5.5.2 Sharing of a Vision

Sharing a vision was viewed as a positive step based on democratic principles. This agrees with Shangase's (2013: 106) view that sharing of a vision opens opportunities for stakeholders to intervene, collectivise and transform. The discussion that we had during the strategic planning meeting revealed that to avoid chaos and havoc during the implementation of the FFL campaign, all stakeholders needed to have a shared vision. This was in line with Senge's view (1990: 103) that having a shared vision supports the idea of having a common idea as an initiative that binds efforts together in order to achieve the common goal. We were then reminded of the slogan that says: **United we stand, but divided we fall**. Hence, for the effective implementation of the FFLC we needed to be united at all time and owned the programmes we had put in place as well as being accountable for our failures.

5.5.3 SWOT Analysis

When the SWOT analysis was conducted it became evident that all the teachers of this school were qualified. The participants used this to their advantage in terms of ensuring that the FFLC towards the creation of a sustainable learning environment was effectively implemented. In achieving its goal of improving literacy the findings showed that the school intensified its workshops in order to give the teachers ongoing support. This was similar to the actions by the Australian government whereby more attention was paid to ongoing professional development for teachers and teacher trainers as well as networking, as these were the key components in sustaining the RR programme (Wheldall & Reynolds, 2007: 200).

5.5.4 Prioritisation

The data showed that the participants unanimously agreed that prioritising activities that would enhance reading and writing were of vital importance. Agreeing upon such activity was an indication that the participants understood that implementing objectives set forth in a strategic plan relies on prioritisation. Hence, the findings

showed that the participants embraced Nomusa's ideas: *"I still believe that making the soil fertile for teachers to understand this policy, equipping teachers to better able to implement the policy, be able to deal with learner centred approach. Over and above, they need to improve reading and writing as well as enhancing the partnership between the communities because we do need them a great deal"*. The data revealed that the participants prioritised five activities which formed part of the framework for effectively implementing the FFLC policy. This was in agreement with the view expressed by Doerscher and Dublin (2010: 360) that prioritisation is important because it helps an organisation such as the school to deliver the objectives set forth in its strategic plan.

5.5.5 Action Planning

The results of the findings showed that the school under investigation underwent the process of taking action. In so doing, the participants agreed upon addressing the following five activities which, according to them, were deemed important: Knowledge of the Foundations for Learning Campaign, Pedagogical content knowledge, Strategy for learner-centredness, Enhancement of reading and writing and Community engagement. Hence these activities formed part of the framework for effectively implementing the FFLC policy towards the creation of a sustainable learning environment.

5.5.5.1 Knowledge of the Foundations for Learning Campaign

In terms of attaining knowledge of the Foundations for Learning Campaign, the findings revealed that the dedicated team held workshops that were based on the five pillars of the FFLC policy. The findings further revealed that the team conducted such workshops to ensure that all stakeholders were on equal ground when implementing the FFLC policy. This also agreed with Cranton's (2011; 119-120) that professional support must be ongoing.

5.5.5.2 Pedagogical content knowledge

The findings revealed that the dedicated team regarded the intensifying of the professional development programmes as crucial. This was in line with Landey and Schreuder's view (2001: 78) that PD is an "umbrella" term that includes concepts such as staff development, personal development and in-service training. Hence, in

order to create conditions conducive to the effective implementation of the FFLC, the team considered workshops as an important tool for teachers to develop their skills. Demonstration lessons were also conducted so that teachers could learn from one another thus improving their methods in terms of teaching reading and writing. The data also revealed that the school changed from being stagnant to becoming a learning community where everybody within the school was learning and acquiring new skills, which could aid towards the effective implementation of the FFLC. Hence, the data revealed that the school complied with the DoE's call upon teachers to become lifelong learners and researchers (ELRC, 2011: A-47 & 48).

5.5.5.3 Strategy for learner-centredness

In terms of making this topic part of the framework for the effective implementation of the FFL policy, the data revealed that the participants agreed on planning together as it became evident that some of the teachers were still struggling to design tasks that incorporate all learners in their classrooms. This was evident in the following remark by one of the participants: *"That is very important to hold each other's hand so that we can be able to achieve our outcomes"*. Dufour and Marzano (2011: 190) also state that a school culture that both stretches and supports learners is a good place for all children.

5.5.5.4 Enhancement of reading and writing

Regarding the enhancement of reading and writing, the evidence showed that the dedicated team transformed the school from being functioning in a traditional way and operating in isolation into displaying a collaborative culture. The team thus agreed with other researchers that transforming organisations into collaborative cultures is vital in order to maintain or improve effectiveness (Danielson, 2008: 16; Hayes, 2007: 30; Pfau, 2002: 274).

5.5.5.5 Community engagement

The data revealed that workshops for parents and the community were conducted to help them to also be efficient when it comes to implementing the FFLC. The findings showed that parents were guided towards becoming teacher aides. The community's knowledge and skills were also acknowledged as those with artistic skills were invited to paint the classrooms. An open door policy was fully operational as well to

give a platform for those members of the community who were previously despised to become actively involved in the school activities. Dufour and Marzano (2011: 20) are of the view that opening such opportunities for the community to engage themselves brings us to the fact that organisations such as schools can only be as good as the people within them. This would result towards ensuring the ongoing partnership with the school thus taking the school to another level.

5.6 RECOMMENDATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

The study has raised a set of issues pertaining to the effective implementation of the Foundations for Learning Campaign in a single primary school in the Pinetown District. It is our gut feeling that these issues are predominant to a number of schools beyond this school as well as the district that provide the setting of the study.

The study has highlighted the importance of establishing a support structure driven by collaboration and its mutual trust. The key element for these is collective inquiry and sharing among stakeholders for the betterment of quality teaching and learning. For enhancing teachers' PCK, the stakeholders aligned its programmes by strengthening its professional development.

Teachers' commitment in understanding the implications of the changes in our education resulted in an improved learner performance as the ANA results indicated. The South African educational system can also learn from other countries and adopt best practices as highlighted in Chapter 2. A notable recommendation was that teachers, parents, learners, SGB members and the community at large need to take responsibility for their schools' functioning. We as a team recommend that other schools with similar problems and the Department of Education could also adopt this framework.

5.7 LIMITATIONS OF THE STUDY

The most important limitation to this study was that when permission was sought from the Department of Education, it took ages to respond and that disrupted the planning phases of the research project. The researcher also received no external funding to conduct this research project and was personally responsible for providing refreshments to the participants. Due to the lengthy duration of the study a significant

number of participants who availed themselves in the preliminary stage were sometimes unavailable in the final stage.

5.8 SUMMARY OF FINDINGS AND CONCLUSION.

The framework was adapted accordingly to address the research question for this study. It is important to depict this in such a way that links between the components of the system can be ascertained and evaluated. However, Hrebiniak (2006:12-31) attests that designing a consistent framework is a difficult task for any management team, and making the framework work or implementing it throughout the organisation is even more difficult.

Generally speaking the results of the study made an important contribution to knowledge. The theoretical framework developed proposed a rethinking within the bounds of the FFLC as a policy stimulus to reading and writing. CER employed in the study brought potentialities through empowerment hence involving all stakeholders to design a framework for the effective implementation of the FFL campaign promoted the smooth running of the school, which is in line with what Justo (2004: 18-19) believes. According to Nelson Mandela education is the most powerful weapon that we can use to change the world. This quote is testimony of what ordinary people have experienced when they designed this framework. Breaking new ground is not always easy but with the qualitative approach that was also utilised, participants felt comfortable and rose to the occasion. What became evident was that the participants were then beginning to understand the importance of equal power relations. This is an indication that transformation was not only about the implementation of the FFLC but also about the participants. It was also highlighted that the quality of human resources plays an important role in delivering quality education. The vast majority of stakeholders expressed a strong commitment to the framework.

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TRANSCRIPTS

Zibuyile: *Yini efunwa ile FFL policy ngoba kuyafundiswa ukufunda nokubhala futhi ayicacisi nanokuthi izosisiza kanjani*

Yini yona le policy ingacacisi ukufundiswa kwe home language ne FAL kakhulukazi kwi Foniki?

Sma: *Mina nje ningangibuzi lutho ngale FFL ngizifundisela ngokuthi ngithathe umsebenzi onikezwe uThulo bese ngiwusebenzise ekilasini lami. Nokuba kukhona engikwenzayo ekilasini*

Konke: *Akulula ukukhomba indlela uma nawe ungayazi kahle.*

SIYA: *Sidinga ubuholi obunolwazi ngokufanele lukwenze.*

AmaSMTs yiwo okufanele ukuba phakathi nendawo ekwazini nokusebenza Kwalo i kharikhulamu ekilasini. (SMTs are the ones that should be in between

Ingabe isikole noma idiphathimenti siyakuqikelela ukuthi othisha banalo ulwazi Mhlawumbe othisha baluthatha kancane ushinthso bese kulimala abantwana bethu endleleni. nezindlela zokufundisa ilitherasi? Ulwazi olungaphelele kahle kothisha nezindlela zokufundisa ezinganele aluthikamezi yini imiphumela yabafundi. Makunjalo yini kungalungiswa?Nabo othishanhloko abaqikelele ukufaka noma ukunika othisha isifundo abanekhono futhi abakwaziyo ukudlulisela ulwazi ezinganeniOthisha basazitshela ukuti abantwana abazi lutho, loko kungaphazamisa inqubekela phambili. Mhlawumbe othisha baluthatha kancane ushinthso bese Kunokwenzeka ukuthi othisha abanalulwazi lokuthi ukuxoxisana kwabantwana bebobwa kuyabakhulula utisha abesexazulula lakunzima khona kuphela. Idepartment ayikwazanga ukuthumela amaworkbook anele ezikoleni

Othisha noma bezitholile lezincwadi amaworkbooks kodwa abalutholanga uqeqesho olwanele lokuwasebenzisa ukuze le FFL ibe yimpumelelo. Kufanele naso isikole siqinise isandla ekutheni ikilasi nekilasi linama library corners, ngoba ayikho ilibrary kulesikole

bayindlala ezikoleni futhi matwenzeka siya kuma workshop ubabuza imbangela yalokho bathi nabo bayingcosane futhi ziningi kakulu izikole.

Abantu bayadlala ngomsebenzi kanti ama cluster abahlale bekhuluma ngawo asebenza makunjani

Abantu base District bathola ithuba lokuyoqeqeshwa izinsuku eziningi kunothisha, kodwa yini eyenza bahlulwe ukuhlela noma ukuplana ngoba basuke bazi ukuthi babhekene nezikole eziningi

Yini umnyango wemfundo ungaqashi oSubject Advisor abanele futhi kufanele bacele abalwela basebenzi bangenelele uma bezithola bekulenkinga.

Asivumeni ukuthi isikole asikwenzi okwanele ukuvulela umphakathi ukwazi ukusebenzisana naso.

Kubalulikile ukuba ikharikhulamu ibhekele izidingi zomphakathi ngoba imfundo noma isikole kungesomphakathi.

Umphakathi mawusebenzisane nesikole ukuze ukwazi ukuthatha izinqumo eziphusile ngezingane zabo.

Ukuze isikole sibe ngesiphumeleleyo kuyadingeka ukusebenzisana nomphakathi kube nezinhloko ezizomelana ngqo nalapho zingompetha kuzo, kuxoxiswane

Abazali no gogo kungakuhle ukuba nabo basize ngezinganekwane, kuthi masebefikile nezincwadi abantwana bangalali bengafundanga besizwa yibo. Nezincwadi bazinakekele.

Yini eyenza ama politician angachazi izinto kusuka nje, njengoba i team yenza, ukuze othisha bangasale ndleleni

Angikaze ngicabange ukuthi umuntu onjengami uyoke abheke umsebenzi wothisha ngoba sihlale sikhunjuzwa ukuthi akuwo umkhakha wethu lowo.

Kuyacaca ukuthi kusukela ekuPlaneni ama Lesson kuze kuyofica ezindleleni zo kufundisa ukufunda nokubhala sizobambisana senze into eyodwa.

Amahlaya nezinganekwane kungenza ukufunda sakudlala kulethi impumelelo.

Kanti opopayi bangasiza ekuphakamiseni amakhono okukhuluma. Othisha abasizane nabazali bakhe labo popay besebenzise

Kanti ke abantwana badinga ukupractisa ukukhuluma nokubhala lelohuba.

Thina kunendlelenda esayibiza nge breakthrough ,yayisebenzela ekubhalaleni singayizama lapha kubafundi base foundation. Lapha abantwan abancane bayakwazi ukuzakhela imisho emagameni abanikezwe wona kuma folders.Bafunde ngamagroup.

Kungaphelisikhathi sizichaza ngoba ziningi izindlela
sizoziveza azi uma sesihlangene siplana. Asingageqi amagula.

*Mina ngizoqhamuka nokuhlukile ukuthi isikole asizame ukwakha
izitifiketi zokuncoma ukufunda nokubhala kubafundi.*

*Abaphathi besikole bafanele babambe iqhaz'elikhulu ekubhekeleni izinselelo
zesikole kuhle bangazibalekeli, kodwa ababenalo ulwazi oluphelele nangayo*

*Kubalulekile ukuba abaphathi bathembeke ukuze nothisha benze
njalo. Mabatshale ukusebenza ngokuthembeka.*

*Mabatshale ukusebenzisana esikoleni ukuze bavune imiphumela emihle.
Ama managers ahlelekile ayawulandele umsebenzi ukuze
bakwazi uku support othisha babone ukuthi izinto zenzeke ngendlela.
Abaphathi abahlelekile yilabo abakwaziyo ukudlulisa ulwazi kothisha babafunele
nezindlela zokubacija ekufundiseni ukufunda nokubhala.*

*Kufanele nabothishamkhulu nama HOD's baxoxisana nothisha babe ngaba xazululi
makungabonwa ngeso elilodwa futhi basebenze ngokuhlanganyela ukuze baphume
nezixazululo.*

*Kubalulekile ukuthi nayo SMT ibe nolwazi ngale FFL khona
kuzobalula ukudlulisela ulwazi kothisha bese ikhona kuzosebenzeka
ngempumelelo.*

: Kungabe othisha banalulwazi noma bayazingabaza ngolwazi abanalo

*Njengoba assessment kwi FFL present active ukuthi ama
Assessment Task kufanele abe mangaki othisha benzenjani ngama slow
learners*

*Sengathi besingakuqikelela ukuthi akukhona konke okufundiswayo okudinga uku
aseswa*

*: Mina ngibon ukuthi umnyango wezemfundo udinga othisha
abaeqeqeshkile ngokwanele ukuze bakwazi ukubhekana noshintsho
futhi banakekelwe.*

*Zingabakhona izinsizakufunda kodwa uma abantu bengathuthukisiwe
futhi bengajabulile imiphumela angeke yabamihle.*

*Kunesidingo futhi kubalulekile ukuqeqeshwa kwabantu ukuze babenolwazi
nezindlela ezingcono zokusebenza. Sengathi naw umnyango wemfundo ungadlali
ndima enkulu ekuqiniseni ukuthi ulwazi namakhono thisha*

: Othisha kufanele bafundise abantwana abangaphansi kwabo ngaphandle kokwenzelela kodwa ngokukhulu ukuzimisela. Abazali abasondelane nothisha bezingane zabo. Bakhulume nothisha uma kunezinkinga ekhaya ezingenza ukuthi umntwana aphazamiseke ekufundeni ngokufanele.

Kungumusebenzi kathisha ukwazi ngomntwana nangekhaya lakhe ukuze abenendlela yokuqonda izinselele ezibhekene nomntwana njengokuthi yini angafiki ngesikhathi esikoleni nokuthi yini engenzi kahle ezifundweni zakhe.

C: umntwana udinga ukuba afundiswe ngakho konke, okomoya ubuyena nange mpilo ukuze aphumelele nakuyo I curriculum. Izingongo kanye nezipho eziyizi khuthazi(awards) kuyomenza umntwana ahlale esemqeni. Abazali othisha izingane fanele bhale endaweni ephephile,benakekelwe.

: Othisha kufanele bafundise abantwana abangaphansi kwabo ngaphandle kokwenzelela kodwa ngokukhulu ukuzimisela. Abazali abasondelane nothisha bezingane zabo. Bakhulume nothisha uma kunezinkinga ekhaya ezingenza ukuthi umntwana aphazamiseke ekufundeni ngokufanele.

B: Kungumusebenzi kathisha ukwazi ngomntwana nangekhaya lakhe ukuze abenendlela yokuqonda izinselele ezibhekene nomntwana njengokuthi yini angafiki ngesikhathi esikoleni nokuthi yini engenzi kahle ezifundweni zakhe.

C: umntwana udinga ukuba afundiswe ngakho konke, okomoya ubuyena nange mpilo ukuze aphumelele nakuyo I curriculum. Izingongo kanye nezipho eziyizi khuthazi(awards) kuyomenza umntwana ahlale esemqeni. Abazali othisha izingane fanele bhale A: Isikole esingenayo imali asikwazi ukuthuthuka nemiphumelo emihle yokufunda noku fundisa ngeke futhi ibe khona

B: Ukuphathwa kwesikole kuqala emalini ukuze izidingo zokufunda nokufundisa zenzeka ngempumelelo kodwa lomphakathi uyehluleka ukukhokha imali yesikole.

C: Ibhajethi yenziwa iminyaka yonke kodwa kungahambi ngendlela ngoba kwayena uhulumeni ayiqondakali indlela ahlukanisela ngayo izikole imali. Kulesisikole umphakathi wakhona uhlwempu uhlala endaweni yobumpofu kodwa phansi ithathwa njengendawo yezigwili phecelezi (Quintile 3) kusafanelwe ifakelwe izibuko lendaba.

endaweni ephaphile, benakekelwe.

A: Wonke lomusebenzi ongaka ungaphelela emoyeni. Kungafanele kubenezindlela eziphusile nemithetho ekufanele sizibekele yona ukuze sibambisane nokuzinikela kube impumelelo.

B: Singayakha into sisonke kodwa lapho umuntu eqala khona ukuhudula izinyawo FG1: Abanye abantu abaluthandi ushintsho. Lokhu okugcina abantu sebelunqena uhlelo olusha bashaye sengathi siyahambisana kanti asihambisani. Kungakuhle ukuthi yonke imibono nemicabango ibe sobala.

C: ukusebenzisana kudinga okukhulu ukuzinikela nesikhathi, lokho kuzodinga ukubonelelana nokusizana ukuze wonke umuntu asebenze kokuzikhandla uma enenkinga kube lula ukubika.

A: Ukuze leplani iphumelele kubalulekile ukuba sibeke izindlela esizozisebenzisa sizingumele nemithetho esizoyilandela ukuze siyibone isebenza.

A: Kufanele wonke umuntu akwazi ukuthola noma ukubona into ephathekayo ukuthi leplani iyasebenza.

B: Kubalulekile ukuvivinya ukuba leplani iyasebenza ukuze sikwazi ukufunda kuyona ipulani okunye esingakuthuthukisa ukuze sithuthukise nezinhlelo esingazilandela.

C: Amashedula ke March no June azohlolisiswa kubhekwe inqubekela phambili ukuba ikhona na, nelesson plan ngokunjalo.

A: Kuzosiza kakhulu ukwenza imincintiswano ngokufunda, njalo ngesonto abantwana bancintisane ngokufunda, labo abafunde kahle baklonyeliswe ngezitifiketi nokunye okungaba khuthaza. Naku Maths ngokunjalo makwenziwa ama task kubhekwe abenze kahle nabo baklonyeliswe.

B: Abaziwe abantwana abenzakahle esikoleni, banconywe phambi kwabanye kanye nothisha. Uthisha nekilasi lakhe elenza kahle maba klonyeliswe banconyw

A: Kudinga izinhlaka ezizofundisa zihlomise othisa ngamakhono bakwazi ukusebenzisana nabaphathi bathathe izinqumo ngokubambisana ekufundiseni abantwana.

B: Kufanele isigungu esingamele isikole kanye nabaphathi besikole kuhlangele no thisha bahole ngokuhlanganyela. Izinkinga abahlangabezana nazo kuhle bazixazulule ngokubambisana.

C: Kuhle ukwakha ubungane nokusebenzisana phakathi komphakathi nesikole. Izindlela zokufundisa mazilungiswe ukuze sizuze imiphumele encomekayo, uthisha angakwazi ukufunda komunye izindlela ezinomthelela emihle.

A: Umphakathi ofundisekile ukhiqiza imiphumela encomekayo kuwowonke umuntu wehlisa ukuphila ngothisha nomphakathi ngabodwana. Wandisa ukuzinikela ekufezeni imiphumela yesikole.

B: Yakha ukusebenzisana ekuqeqesheni izingane nokufundisa okugculisayo, nothisha uyazi futhi uyaqonda ngomsebenzi olindeleke kuye.

A: Indawo efana nesikole isuke iqukethe abantu abanemibono eyahlukahlukene ngakho- ke kumele uma uwumphathi wazi ukuthi ubahlanganisa kanjani labantu.

: Kusezandleni zawo wonke umuntu ukuphucula noma ukushintsha isikole sibe sesimweni sokukhiqiza ikhwalithi.

C: Ukufika emva kwesikhathi ukungahloniphi nokuphutha esikoleni kuwumkhuba omubi ofanelwe ulungiswe. Kufanele kubekwe izindlela ezizolwa nalesihlava.

Appendix A

C 1867 Umsunduzi Road

KwaMashu

4359

11 August 2011

Dear Sir/Madam

LETTER OF CONSENT FOR PARTICIPANT: PARTICIPATING SGB/PARENT/BUSINESS PERSON/COUNCILOR/YOUTH REP/FAITH BASED REP

I am currently doing a master's degree (M. Ed) in education with University of the Free State. I have secured permission from the KwaZulu-Natal Department of Education and your superintendent of education manager (SEM) to conduct research.

The main aim of the study is to **design a framework for the effective implementation of foundations for learning campaign towards a creation of sustainable learning environment** at the school. The participation in the research will be voluntary. I promise that all information gathered will be used for this study and will be treated with strictest confidentiality. Your name will not be mentioned and you may withdraw from the study if you wish to do so, information can also be made available to you on request. Interviews and contact sessions will be administered during non-teaching hours. You will be expected to participate in contact sessions that will be done from 14h00 to 16h00 monthly on Fridays.

For more information you may contact my supervisor Prof. M.G. Mahlomaholo 071 137 5106.

Yours Faithfully

D.I. Hlomuka (MRS)

Appendix B

C 1867 Umsunduzi Road

KwaMashu

4359

11 August 2011

Dear Sir/Madam

**LETTER OF CONSENT FOR PARTICIPANT: PARTICIPATING SUBJECT
ADVISOR,SCHOOL MANAGEMENT TEAM, EDUCATORS.**

I am currently doing a master's degree (M. Ed) in education with University of the Free State. I have secured permission from the KwaZulu-Natal Department of Education and your superintendent of education manager (SEM) to conduct research.

The main aim of the study is to **design a framework for the effective implementation of foundations for learning campaign towards a creation of sustainable learning environment** at the school. The participation in the research will be voluntary. I promise that all information gathered will be used for this study and will be treated with strictest confidentiality. Your name will not be mentioned and you may withdraw from the study if you wish to do so, information can also be made available to you on request. Interviews and contact sessions will be administered during non-teaching hours. You will be expected to participate in contact sessions that will be done from 14h00 to 16h00 monthly on Fridays.

For more information you may contact my supervisor Prof. M.G. Mahlomaholo
0826042723

Yours Faithfully

D.I. Hlomuka (MRS)

Appendix C

C1867 Umsunduzi Road
KwaMashu
4359
11 August 2011

The Head of Department
KZN Department of Education
Private Bag X3437
Pietermaritzburg
3200

Dear Sir

Request For Permission To Conduct Research On The Topic: Foundations For Learning Campaign: The Framework For The Effective Implementation Of The Campaign Towards Sustainable Learning Environments.

This letter serves to seek permission to conduct research at one of the primary schools in the Pinetown District.

I am a student studying towards M.ed degree specialising in Educational Leadership and Management, at the University of the Free State. As part of the requirements of this degree, I will have to submit a dissertation. I have chosen to do my dissertation on the stated topic above.

The main aim of the study is to design the framework for the effective implementation of the foundations for learning campaign towards the creation of the sustainable learning environment. The study will be guided by the critical emancipatory research values such as respect, equity, social justice, peace and hope. I will adhere to ethics considerations ensuring that the names of the participants are pseudonyms.

Participants in this study are the principal of the school, the head of departments, educators, and the chair-person of the SGB, the local councilor, a subject advisor, a youth, a pastor and the business person.

Consent letters will be issued to participants. I also request permission to use any other material that could assist me to obtain and analyse data.

The information that will be provided will be used for research purposes only.

Thank you,

Yours in Education

D.I. Hlomuka

Student no. 2000071676

Persal no. 60974109

Cell no. 072 889 1226

Appendix D

C 1867 Umsunduzi Road

KwaMashu

4359

11 August 2011

Dear Madam

LETTER OF CONSENT FOR PARTICIPANT: PRINCIPAL

I am currently doing a master's degree (M. Ed) in education with University of the Free States. I have secured permission from the KwaZulu-Natal Department of Education and your superintendent of education manager (SEM) to conduct research.

The main aim of the study is to **design a framework for the effective implementation of foundations for learning campaign towards a creation of sustainable learning environment** at the school. The participation in the research will be voluntary. I promise that all information gathered will be used for this study and will be treated with strictest confidentiality. Your name will not be mentioned and you may withdraw from the study if you wish to do so, information can also be made available to you on request. Interviews and contact sessions will be administered during non-teaching hours. You will be expected to participate in contact sessions that will be done from 14h00 to 16h00 monthly on Fridays.

For more information you may contact my supervisor Prof. M.G. Mahlomaholo 082 604 2723.

Yours Faithfully

D.I. Hlomuka (MRS)

Appendix E

THE SCHOOL MANAGEMENT TEAM (SMTs)/EDUCATORS /SUBJECT ADVISOR

Foundations For Learning Campaign: The Framework for the Effective Implementation of the Campaign towards sustainable learning environment

2000071676

This is to confirm that I(Name and surname in full) understand the consent of this document and the nature of the research project. I therefore consent to participating in the research project entitled: Foundations For Learning Campaign: The Framework for the effective implementation of the campaign towards sustainable learning environment.

I understand that I am at liberty to withdraw from the project at any time, should I desire.

Signature.....

Date.....

Contact Number.....

Appendix F

THE SCHOOL PRINCIPAL

Foundations For Learning Campaign: The Framework for the Effective Implementation of the Campaign towards sustainable learning environment

2000071676

This is to confirm that I(Name and surname in full) understand the consent of this document and the nature of the research project. I therefore consent to participating in the research project entitled:Foundations For Learning Campaign: The Framework for the effective implementation of the campaign towards sustainable learning environment.

I understand that I am at liberty to withdraw from the project at any time, should I desire.

Signature.....

Date.....

Contact number.....

Appendix G

C 1867 Umsunduzi Road

KwaMashu

4359

11 August 2011

INCWADI YESICELO YOKUZIBANDAKANYA KUCWANINGO LWEZEMFUNDO

Niyacelwa ukuba nizibandakanye nocwaningo, lumayelana nalesi sihloko:

Umkhankaso wemfundo eyisisekelo : uhlaka oluzoba impumelelo ekusebenziseni lomkhankaso ukuze isimo sezemfundo sihlale sigcinekile .

Njengamanje ngenza iziqu zeMasters eNyuvesi yaseFreyistata.

Lolucwaningo lubalulekile futhi kufanele ngiludlulisele kuyo iNyuvesi uma seluphelile,

Okubalulekile ngalolucwaningo :

1. Awuphoqiwe ukuphenduli imibuzo ongayizwakahle.
2. Ungashiya noma uyeke uma kukhona ongazwani nakho noma sisasebenza.
3. Kuyohlalekuyimfihlokonkeokuyokwenzekanokuyokhulunywakulolucwaningo.

Uma nifuna ukwazi kangcono ningangithinta kulenombolo: 072 889 1226 nomaku

Njingalwazi okunguye ozohlola lolucwaningo.082 604 2723

Appendix: H

UMZALI/ UMGCINI WENGANE/ SGB

Izindlela Zokwenza Kangcono Imfundo Eyisisekelo.

2000071676

**IFOMU LOKUZIBOPHEZELA ELIZOGCWALISWA UMZALI/ UMGCINI WENGANE
UKUNIKEZA IMVUME UKUBA AZIMBANDAKANYE EKUBAMBENI IQHAZA
KUCWANINGO OLULOTSHWE NGENHLA.**

IFOMU LOKUZIBOPHEZELA

Mina.....(igama nesibongo kuphelele)

ngiyaqinisekisa ukuthi ngiqonda konke okuqukethwe yilomqulu nohlobo locwaningo.

Ngiyazibophezela ukubamba iqhaza kulolucwaningo olusihloko esithi:

Umkhankaso wemfundo eyisisekelo Ukwenza uhlaka oluzoba yimpumelelo
ekusebenziseni lomkhankaso ukuze isimo sezemfundo sihlale sigcinekile.

Ngiyakuqonda futhi ukuthi nginenkululeko yokushiya noma inini kulolucwaningo uma
ngifisa.

Ukusayina.....

Usuku.....

Izinombolo zami zocingo.....

Appendix I

THE ANT AND THE GRASSHOPPER

In a field one summer's a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

"Why not come and chat with me," said the Grasshopper,

"instead of toiling and moiling in that way?"

"I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same."

"Why bother about winter?" said the Grasshopper; "We have got plenty of food at present." But the Ant went on its way and continued its toil.

When the winter came the Grasshopper had no food and found itself dying of hunger- while it saw the distributing everything every day corn and grain from the stores they had collected in the summer. Then the Grasshopper knew: It is best to prepare for days of need.

Appendix J

Date:

Activities	Achieved	Not Achieved	Comments	Signature	
Targeted Outcome/s					
Availability of Minutes					
Interventions/Workshops					
Resources Needed					



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Sibusiso Alwar

Tel: 033 341 8610

Ref.:2/4/8/385


Mrs Delisile Immaculate Hlomuka
C1867 Umsunduzi Road
KwaMashu
4360

Dear Mrs Hlomuka

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct a pilot and research entitled: **FOUNDATIONS FOR LEARNING CAMPAIGN: A FRAMEWORK FOR EFFECTIVE IMPLEMENTATION OF THE CAMPAIGN TOWARDS SUSTAINABLE LEARNING ENVIRONMENT**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 April 2013 to 30 April 2015.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu Natal Department of Education.


Nkosinathi S.P. Sishi, PhD
Head of Department: Education
21 May 2013

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa
PHYSICAL: Office G25, 188 Pietermaritz Street, Pietermaritzburg, 3201. Tel. 033 3418610 Fax : 033 341 8612
EMAIL ADDRESS: sibusiso.alwar@kzndoe.gov.za; CALL CENTRE: 0860 596 363;
WEBSITE: www.kzneducation.gov.za

...dedicated to service and performance
beyond the call of duty

November 20

ETHICAL CLEARANCE APPLICATION:

FOUNDATIONS FOR LEARNING CAMPAIGN: A FRAMEWORK FOR EFFECTIVE IMPLEMENTATION OF THE CAMPAIGN TOWARDS SUSTAINABLE LEARNING ENVIRONMENT.

Dear Ms D Hlomuka

With reference to your application for ethical clearance with the Faculty of Education, I am pleased to inform you on behalf of the Ethics Board of the faculty that you have been granted ethical clearance for your research. Your ethical clearance number, to be used in all correspondence, is:

UFS-EDU-2011-0052

This ethical clearance number is valid for research conducted for one year from issuance. Should you require more time to complete this research, please apply for an extension in writing.

We request that any changes that may take place during the course of your research project be submitted in writing to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise. At the conclusion of your research project, please submit a project report stating how the research progressed and confirming any changes to methodology or practice that arose during the project itself. This report should be under 500 words long and should contain only a brief summary focusing primarily on ethical considerations, issues that may have arisen and steps taken to deal with them during the course of the research. Upon receipt of this report, a final ethical clearance certificate will be issued to you, which will form part of your final dissertation.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours sincerely,

Andrew Barclay

Faculty Ethics Officer